

Southern York County School District Instructional Plan

Course/Subject: United States History I

Grade Level: 9

Textbook(s)/Instructional Materials Used:

The Americans; ISBN: 0-618-37724-7; Publisher McDougal-Littell; Copyright: 2005

Dates: August/September

Unit Plan 1: Reconstruction

Stage 1 – Desired Results

PA Core State Assessments/Standards:

- 8.1.9.A: Compare patterns of continuity and change over time, applying context of events.**
- 8.1.9.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.**
- 8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.**
- 8.3.9.C: Analyze how continuity and change have impacted the United States.**
- 8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.**
- 8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.**
- CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.**
- CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.**
- CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.**
- CC.8.5.9-10.F: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.**
- C.C.8.5.9-10.G: Integrate quantitative or technical analysis with qualitative analysis in print or digital text.**
- C.C. 8.5.9-10.J: By the end of grade 10, read and comprehend history/social studies texts in grades 9-10 text complexity band independently and proficiently.**
- C.C. 8.6.9-10.A: Write arguments focused on discipline-specific content.**
- C.C. 8.6.9-10.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.**
- CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- C.C.8.6.9-10.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.**
- C.C.8.6.9-10.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information and to display information, flexibility, and dynamically.**
- C.C.8.6.9-10.F: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation.**
- CC.8.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.**

Understanding(s):
Students will understand...

- Essential Question(s):**
- How do you rebuild a nation?

<ol style="list-style-type: none"> 1. The Reconstruction Era allowed the government to dictate the freedoms found in the 13th, 14th, and 15th Amendments. 2. The Reconstruction Era brought a rise in discrimination against African Americans. Reconstruction created an economic issue for African Americans, farmers, and the south. 3. Reconstruction created negative and positive changes in American government during the presidencies of Lincoln and Johnson. 	<ul style="list-style-type: none"> ▪ Does freedom guarantee equality? ▪ To what extent have the oppressed in America been able to attain an equality of life? ▪ How do opposing beliefs cause conflict? ▪ What is government's role in society?
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<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Reconstruction ▪ Scalawag ▪ Carpetbagger ▪ 13th amendment ▪ 14th amendment ▪ 15th amendment ▪ Segregation ▪ Jim Crow Laws ▪ Sharecropping ▪ Rise of hate groups ▪ The achievements of Reconstruction ▪ Divisions created by Reconstruction ▪ Northern intentions following the Civil War ▪ 13th-15th Amendments and their impact on African Americans 	<p>Behavioral Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Identify and explain the consequences of the Civil War. ▪ Identify, explain, and evaluate major issues facing the North and South after the Civil War. ▪ Compare the 3 Reconstruction plans (Lincoln, Johnson, and Radical Republicans). ▪ Identify and describe conditions in the South after the Civil War. ▪ Analyze the culture of the South and the ability for them to assimilate freedmen. ▪ Compare discrimination faced by freed slaves to discrimination against groups today. ▪ Evaluate the effectiveness of Reconstruction
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<p>Dates: September/October</p>	<p>Unit Plan 2: Immigration</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <p>8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion multiple perspectives, and cause and effect relationships.</p> <p>8.1.9.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources</p> <p>8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>8.3.9.C: Analyze how continuity and change have impacted the United States.</p> <p>8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <p>8.4.9.C: Analyze how continuity and change have impacted world history.</p> <p>8.4.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the history and development of the world.</p> <p>CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>C.C.8.5.9-10.E: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>C.C.8.5.9-10.G: Integrate quantitative or technical analysis with qualitative analysis in print or digital text.</p>
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<p>CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>CC.8.5.9-10.F: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. C.C. 8.5.9-10.J: By the end of grade 10, read and comprehend history/social studies texts in grades 9-10 text complexity band independently and proficiently.</p> <p>C.C. 8.6.9-10.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>C.C.8.6.9-10.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>C.C.8.6.9-10.E:Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information and to display information, flexibility, and dynamically.</p> <p>CC.8.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>C.C.8.6.9-10.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p>	
<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> 1. People moved to America for freedoms and opportunities, in which were not present in their original country. 2. America created a new identity for itself in which it became known as a melting pot. 3. Immigration presented/presents complex challenges including government and economic issues such as urbanization, jobs, and the rise of nativism. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why do people move? ▪ What is the American dream? ▪ To what degree should we be proud or ashamed of American government between 1890 and 1920? ▪ What is government’s role in society? ▪ How do opposing beliefs cause conflict?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Nativism ▪ Assimilation ▪ Melting pot ▪ Urbanization ▪ Ellis Island ▪ Angel Island ▪ Americanization ▪ Tenement <ul style="list-style-type: none"> ▪ Causes of immigration ▪ Divisions due to immigration ▪ The consequences of immigration and urbanization 	<p>Behavioral Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Identify reasons that led immigrants to the U.S. in the late 1800s & early 1900s. ▪ Describe challenges the immigrants faced. ▪ Identify reactions to the immigrants, and formulate an opinion on those reactions. ▪ Demonstrate how American cities expanded. ▪ Predict how growth of cities contributed to corrupt political practices.
<p>Dates: October/November</p>	<p>Unit Plan 3: Industrialization/Labor Movement</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <p>8.1.9.A: Compare patterns of continuity and change over time, applying context of events.</p> <p>8.2.9.A: Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p>	

8.2.9.B: Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history.

8.1.9.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources

8.2.9.C: Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history.

8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.

8.3.9.C: Analyze how continuity and change have impacted the United States.

8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claims.

CC.8.5.9-10.F: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

C.C. 8.6.9-10.A: Write arguments focused on discipline-specific content.

C.C. 8.6.9-10.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

C.C.8.6.9-10.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

C.C.8.6.9-10.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information and to display information, flexibility, and dynamically.

CC.8.6.9-10.G: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CC.8.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Governmental policies impact a nation's ability to industrialize by creating laws in which allowed entrepreneurs to create ideas and start new businesses. 2. The actions of entrepreneurs and the development of new technology have a major impact on a nation's economic growth. 3. The labor movement was based on the concept that unity builds strength. 4. The price of progress was too great in that it led to local and national corruption in the 19th century. 5. The price of progress led to new reforms including better working conditions, education, pay, and other social progress. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is government's role in society? ▪ How does government influence your life? ▪ How does technology impact a society? ▪ To what extent does progress cost a society and culture?
<p>Learning Objectives:</p>	<p>Behavioral Objectives:</p>

<p>Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Urbanization ▪ Industrialization ▪ Labor union ▪ Collective bargaining ▪ Arbitration ▪ Tenement ▪ Strike ▪ Robber baron ▪ Captain of industry ▪ Monopoly ▪ Assembly line <ul style="list-style-type: none"> ▪ Causes of urbanization ▪ Consequences of urbanization ▪ Issues that led to the rise of labor unions and reforms ▪ Labor union tactics ▪ Positive and negative influences of major capitalists 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify reasons for growth of the labor force. ▪ Examine early labor unions, their leaders, their membership, their methods, and their goals. ▪ Evaluate methods used by management and labor (collective bargaining, arbitration, strikes, etc.). ▪ Identify where such methods are used today. ▪ Assess government policies that affected industrialization. ▪ Examine how big business tried to control competition. ▪ Evaluate how big businesses attempt to control competition in the present. ▪ Compare famous industrialists (entrepreneurs) and their beliefs about big business. ▪ Compare robber barons to captains of industry. ▪ Assess the impact of inventions & ideas that changed American life post-Civil War, and formulate how they still impact society today. ▪ Compare the impact of inventions of the past to inventions of the present. ▪ Describe the toll that industrial growth took on workers. ▪ Compare the workplace of the past to the workplace of the present.
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<p>Dates: December/January</p>	<p>Unit Plan 4: Progressivism</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <p>8.1.9.A: Compare patterns of continuity and change over time, applying context of events.</p> <p>8.2.9.A: Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.</p> <p>8.3.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.</p> <p>8.3.9.C: Analyze how continuity and change have impacted the United States.</p> <p>8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <p>8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CC.8.5.9-10.F: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>C.C.8.5.9-10.G: Integrate quantitative or technical analysis with qualitative analysis in print or digital text.</p> <p>CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>

<p>CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>C.C. 8.6.9-10.A: Write arguments focused on discipline-specific content.</p> <p>C.C. 8.6.9-10.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>C.C.8.6.9-10.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>C.C.8.6.9-10.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information and to display information, flexibility, and dynamically.</p> <p>CC.8.6.9-10.G: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.8.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>C.C.8.6.9-10.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. The goals of Progressivism were to protect social welfare, promote moral improvement, create economic reform, and to foster efficiency in the government and economy. 2. The actions of the Progressives can impact a nation by reforming the government in all levels of government everything from local, state, and the federal levels. 3. The actions of the Progressives can impact a nation by allowing disenfranchised groups to have a say in their freedom. 4. Change takes time to progress a nation forward because of economical and government pressures. 5. Change in American culture continues to present new reforms and new challenges for the American people. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why is "reform" necessary? ▪ How do problems arise in society? ▪ How does government influence your life? ▪ What is government's role in society? ▪ How does one measure progress? ▪ How does the US need to progress today?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Square deal ▪ Reform ▪ Efficiency ▪ Muckraker ▪ Political machine ▪ Settlement houses ▪ Referendum ▪ Initiative ▪ Recall ▪ Goals of Progressivism ▪ Traits of an effective leader ▪ Reforms in politics, the environment, and working conditions 	<p>Behavioral Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Define reform and progressivism. ▪ Identify and describe the problems that existed in this era that some believe needed to be "solved". ▪ Explain the goals of progressivism. ▪ Evaluate the solutions to those problems during the "Progressive Era". ▪ Compare the goals and methods used by the progressives at different levels of government. ▪ Analyze the goals and actual responses regarding equality under the progressives. ▪ Debate the views of progressive leaders.

<ul style="list-style-type: none"> ▪ Progressive movements impact on disenfranchised members of society 	<ul style="list-style-type: none"> ▪ Analyze issues from the time and brainstorm the long-term effects of the Progressive Era. ▪ Identify and evaluate the impact of the Progressive Era today. ▪ Identify problems today that may need a “progressive” solution. ▪ Debate the solutions to those problems today.
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<p>Dates: January/February</p>	<p>Unit Plan 5: Imperialism</p>
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Stage 1 – Desired Results

PA Core State Assessments/Standards:

8.1.9.A: Compare patterns of continuity and change over time, applying context of events.

8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.

8.3.9.C: Analyze how continuity and change have impacted the United States.

8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CC.8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

C.C.8.5.9-10.G: Integrate quantitative or technical analysis with qualitative analysis in print or digital text.

C.C. 8.6.9-10.A: Write arguments focused on discipline-specific content.

C.C. 8.6.9-10.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

C.C.8.6.9-10.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

C.C.8.6.9-10.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information and to display information, flexibility, and dynamically.

CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author’s claims.

CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.

CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.

C.C.8.6.9-10.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. American imperialism was driven by global competition, desire for military strength, thirst for new markets, and the belief in cultural superiority. 2. Imperialism allowed America to gain military power, new territories, and trading partners/resources. 3. Imperialism impacted society in the 20th century by creating tensions and conflicts among groups/nations (Spanish-American War, Hawaii, Philippines, Central America, China). 4. Public opinion impacted American society by questioning the ideology of Imperialism. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why get involved in other countries or areas around the world? ▪ To what extent has imperialism impacted America? ▪ To what extent does imperialism impact other non-American groups of people? ▪ To what extent should America spread its influence and culture? ▪ To what extent does media impact perceptions and opinions?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Imperialism ▪ Nationalism ▪ Yellow journalism ▪ Annex ▪ Imperialist ▪ Anti-imperialism ▪ Rough Riders ▪ Protectorate ▪ Corollary ▪ The political, economic, and cultural motives for Imperialism ▪ The role and influence of media ▪ Divisions created by Imperialism ▪ Consequences of Imperialism 	<p>Behavioral Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Define imperialism. ▪ Identify the goals of imperialism. ▪ Identify and describe American justification for imperialism. ▪ Compare reasons for foreign policy decisions in the post-Civil War era and today. ▪ Analyze the consequences of imperialism. ▪ Compare consequences of imperialism in the post-Civil War era and today. ▪ Compare imperialist and anti-imperialist attitudes. ▪ Identify and debate the main reasons why the US went to war with Spain. ▪ Assess the role of the media/propaganda in the Spanish-American War. ▪ Compare the role of media during Spanish-American War and present day conflict. ▪ Analyze the results and consequences of the Spanish-American War. ▪ Compare and analyze the results of other US conflicts with the results of the Spanish-American War.
<p>Dates: March</p>	<p>Unit Plan 6: World War I</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <p>8.1.9.A: Compare patterns of continuity and change over time, applying context of events.</p> <p>8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p> <p>8.3.9.C: Analyze how continuity and change have impacted the United States.</p> <p>8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <p>8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history</p>	

<p>CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CC.8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>C.C.8.5.9-10.G: Integrate quantitative or technical analysis with qualitative analysis in print or digital text.</p> <p>CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>C.C. 8.6.9-10.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>C.C.8.6.9-10.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>C.C.8.6.9-10.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information and to display information, flexibility, and dynamically.</p> <p>CC.8.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. The major causes of WWI include long-term causes (nationalism, imperialism, militarism, alliance system) and short-term cause- assassination of Archduke Franz Ferdinand. 2. America was drawn into WWI for a variety of reasons including the cultural and economic allegiance to the Allied Powers, the Zimmerman note, German submarine warfare, and Russia's representative government. 3. World War I introduced unseen horrors and new technology. 4. WWI impacted America's home front in a variety of ways (i.e. draft, rationing, propaganda, mass production, Selective Service Act, Great Migration, Espionage and Sedition Acts) 5. WWI impacted the world significantly. 6. The Treaty of Versailles would help sow the seeds that would lead to World War II. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What causes war? ▪ Why are nations drawn into war? ▪ How does technology impact society? ▪ To what extent does war impact a nation? ▪ How can conflicts lead to future conflicts?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Propaganda ▪ Nationalism ▪ Militarism ▪ Allies ▪ Trench warfare 	<p>Behavioral Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Identify and explain the causes of WWI for the world. ▪ Analyze whether these causes exist anywhere in the world today. ▪ Identify and explain the causes for US entry into WWI as an Allied Power.

<ul style="list-style-type: none"> ▪ Selective Service ▪ Convoy ▪ Armistice ▪ Great Migration ▪ Alien and Sedition Acts ▪ League of Nations ▪ Reparation ▪ Treaty of Versailles ▪ Triple Entente ▪ Triple Alliance ▪ Central Powers ▪ The causes of WWI ▪ Role and influence of propaganda ▪ New technology introduced in WWI ▪ Social impact on the disenfranchised ▪ Effects of WWI on the Allied and Central Powers 	<ul style="list-style-type: none"> ▪ Analyze the validity of America joining the war. ▪ Assess the impact that new technology and fighting methods had on the participants of the war. ▪ Identify the how World War II impacted the life of Americans. ▪ Debate the legitimacy of government influence into everyday American life. ▪ Evaluate the legacy of WWI on America and the world.
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Dates: March/April	Unit Plan 7: The 1920's
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Stage 1 – Desired Results

PA Core State Assessments/Standards:

8.1.9.A: Compare patterns of continuity and change over time, applying context of events.

8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.3.9.C: Analyze how continuity and change have impacted the United States.

8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CC.8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

C.C.8.5.9-10.E: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claims.

CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.

C.C. 8.6.9-10.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

C.C.8.6.9-10.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

C.C.8.6.9-10.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information and to display information, flexibility, and dynamically.

CC.8.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. The 1920s changed how American society thought and acted towards specific groups including immigrants, women, African Americans, labor unions, gangs, and the federal government. 2. The 1920s saw a greater division between rural and urban cultures. 3. The Christian religion came under scrutiny in many areas of American culture in the 1920s. 4. Prohibition impacted life for many Americans. 5. The 1920s changed the standard of American way of life because of new pieces of transportation, household products, music, education, Prohibition, pop culture, and new business ideas. 6. Political corruption created distrust amongst the American people. 7. Government brought changes to America's economy, and helped build new business markets for America. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is culture? ▪ How does society and its culture evolve over time? ▪ How does societal evolution impact a nation? ▪ How does technology impact society? ▪ What causes conflict? ▪ To what extent should government be involved with business and the economy?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Hate groups ▪ Red scare ▪ Flappers ▪ Suffrage ▪ Quota ▪ Nativism ▪ Double standard ▪ Harlem renaissance ▪ Prohibition ▪ Isolation ▪ Speakeasy ▪ Bootlegger ▪ Fundamentalist ▪ Communism ▪ Anarchist ▪ Jazz ▪ Social divisions created after WWI ▪ Influence of technology and innovations on the American culture ▪ Social and cultural changes for American minorities. ▪ Effects of Prohibition on American society 	<p>Behavioral Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Explain the cause and effects of the Red Scare. ▪ Examine examples of intolerance in the 1920s and compare to examples of intolerance today. ▪ Assess the prosperity of the 1920s. ▪ Examine the Harlem Renaissance as the African American response to the changing times. ▪ Examine influential African Americans during the Harlem Renaissance. ▪ Explain the impact of the automobile, widespread availability of electricity, modern advertising techniques on American society. ▪ Identify and analyze the values of rural and urban people of the 1920s and today. ▪ Analyze the conflicting values of traditional and modern society. ▪ Describe how these values clashed and describe how they clash today. ▪ Explain how the women of the 1920s reflected the changing ways of life, and how roles of women have continued to evolve today. ▪ Assess how education and popular culture reflected the changing ways of life, and its continuing impact on society. ▪ Identify and explain how the government became more involved with businesses and the economy during the 1920s. ▪ Debate the influence government should have over the economy and business.

Stage 1 – Desired Results**PA Core State Assessments/Standards:**

8.1.9.A: Compare patterns of continuity and change over time, applying context of events.

8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

8.2.9.D: Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US.

8.3.9.C: Analyze how continuity and change have impacted the United States.

8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CC.8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

C.C.8.5.9-10.E: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claims.

CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.

C.C. 8.5.9-10.J: By the end of grade 10, read and comprehend history/social studies texts in grades 9-10 text complexity band independently and proficiently.

C.C. 8.6.9-10.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

C.C.8.6.9-10.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

C.C.8.6.9-10.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information and to display information, flexibility, and dynamically.

CC.8.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.

C.C.8.6.9-10.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> America's economy is cyclical with periods of prosperity and recession. The Great Depression was caused by many factors including: the superficial prosperity of the 1920s, the idea of credit/limits of money, the failure of certain industries (i.e. farming, automobiles, etc.), and uneven distribution of income. Many groups and industries were impacted during the Great Depression including: the stock market, banking industry, farming industry, families, African Americans, WWI veterans, and other groups. Herbert Hoover's philosophy of rugged individualism and his implemented government policies hurt the recovery of the economy. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> Why are there fluctuations in America's economy? How can an economic crisis impact a society? To what extent should the government assist those who need help?
<p>Learning Objectives: <i>Students will know...</i></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Credit Shantytown Dust Bowl Speculation Buying on margin Self-sufficiency Bonus army Stock market Bread line Recession Causes and effects of the Great Depression Philosophies of fixing an economic crisis Criticism of self-sufficiency Traits of an effective leader 	<p>Behavioral Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> Identify reasons for optimism during the 1920s. Identify and evaluate the underlying signs of economic trouble in the 1920s. Analyze how the behavior of people in the 1920s helped lead to the Great Depression. Examine causes of the Great Depression. Identify and evaluate the impact of the Great Depression on all people in society. Identify and analyze Herbert Hoover's response to the Great Depression. Debate the government's response to the start of the Great Depression and compare it to today's economic instability.
<p>Dates: May</p>	<p>Unit Plan 9: The New Deal</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <p>8.1.9.A: Compare patterns of continuity and change over time, applying context of events.</p> <p>8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.2.9.D: Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US.</p> <p>8.3.9.C: Analyze how continuity and change have impacted the United States.</p> <p>8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <p>8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	

CC.8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claims.

CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.

C.C. 8.6.9-10.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

C.C.8.6.9-10.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

C.C.8.6.9-10.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information and to display information, flexibility, and dynamically.

CC.8.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.

Understanding(s):

Students will understand...

1. The economy of the US typically plays a major part in Presidential elections.
2. FDR's response to the Great Depression was the New Deal.
3. FDR was criticized for going both too far and not far enough with his New Deal.
4. FDR's decisions regarding the Supreme Court justices and role of the federal government polarized the country.
5. The New Deal impacted government's influence in industry and citizens' personal lives.
6. New Deal Programs impact society today politically, socially, and economically.

Essential Question(s):

- How do economics impact elections?
- To what extent should government impact your life?
- How does government influence your life?
- To what extent was FDR an effective or ineffective president?
- How has the New Deal impacted modern society?

Learning Objectives:

Students will know...

Vocabulary:

- New Deal
- First 100 Days
- 2nd New Deal
- Court packing
- Bank Holiday
- Fireside chat
- Stock market
- Social Security
- FDIC
- Legislation that addressed the economic crisis
- Traits of an effective leader
- The debate over the role of government
- The lasting impact of New Deal Programs

Behavioral Objectives:

Students will be able to:

- Identify, explain, and compare the differing economic approaches to the Great Depression.
- Explain what role the economy played in the 1932 election.
- Debate the role of government in bailing America out of economic distress.
- Analyze how New Deal programs impacted society in the 1930s and how they continue to impact society today.
- Appraise FDR's new deal programs.
- Compare groups who praised and criticized FDR and the New Deal and their reasoning.
- Analyze FDR's attempt to pack the Supreme Court.
- Evaluate FDR as a president.

Dates: May	Unit Plan 10: World War II
Stage 1 – Desired Results	
<p>PA Core State Assessments/Standards:</p> <p>8.1.9.A: Compare patterns of continuity and change over time, applying context of events.</p> <p>8.1.9.B: Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.1.9.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources</p> <p>8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p> <p>8.3.9.C: Analyze how continuity and change have impacted the United States.</p> <p>8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <p>8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history</p> <p>CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CC.8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>C.C.8.5.9-10.G: Integrate quantitative or technical analysis with qualitative analysis in print or digital text.</p> <p>CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p> <p>CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>CC.8.6.9-10.A: Write arguments focused on discipline-specific content.</p> <p>C.C. 8.6.9-10.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>C.C.8.6.9-10.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>C.C.8.6.9-10.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information and to display information, flexibility, and dynamically.</p> <p>CC.8.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>C.C.8.6.9-10.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> World War II was caused by nationalism, militarism, the failure of the Treaty of Versailles, the failure of the League of Nations, the appeasement of Germany, and a global economic crisis. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What causes war? ▪ How are nations drawn into war? ▪ How does government influence your life? ▪ How does technology impact warfare? ▪ To what extent does war impact a nation? ▪ How can conflicts lead to future conflicts?

<ol style="list-style-type: none"> 2. Allied forces felt they were confronting an evil enemy and felt obligated to protect certain groups. 3. Warfare often has beneficial economic and technological consequences despite its horrors and tragedies. 4. World War II created a competition between the Soviet Union and United States, which led to the Cold War. 5. The aftermath of World War II affected all areas and citizens of the world, and still has a lingering effect on society today. 	
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<p>Learning Objectives: Students will know...</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> ▪ Fascism ▪ Totalitarianism ▪ Nazism ▪ Appeasement ▪ Blitzkrieg ▪ Holocaust ▪ Genocide ▪ Kamikaze ▪ Internment ▪ Non-aggression pact ▪ Lend-lease ▪ Manhattan Project ▪ Big Three ▪ Communism ▪ Allies ▪ Axis Powers ▪ Traits of effective leaders ▪ Impacts of totalitarian governments ▪ Events that led to US entrance to WWII ▪ Key events of WWII ▪ The political debate of using war technology 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify and explain the basic causes of WWII. ▪ Explain how dictators and totalitarian governments came to power in Europe. ▪ Compare the basic beliefs of Fascism and Nazism. ▪ Highlight Allied strategies in the European and Pacific Theaters during WWII. ▪ Explain the causes and effects of the Holocaust. ▪ Compare the Holocaust to modern day examples of genocide and analyze the effects of the Holocaust. ▪ Evaluate how special wartime powers conflict with individual rights. ▪ Evaluate the U.S. decision to drop the atomic bomb on Japan. ▪ Debate the implications of the Yalta Conference.
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<p>Dates: Varies depending on Library availability</p>	<p>Unit Plan 11: Research Project</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <p>8.1.9.A: Compare patterns of continuity and change over time, applying context of events.</p> <p>8.1.9.C: Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources</p> <p>8.3.9.B: Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p> <p>8.3.9.C: Analyze how continuity and change have impacted the United States.</p> <p>8.3.9.D: Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.</p> <p>8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history</p> <p>CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>
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CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CC.8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claims.

CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.

C.C.8.6.9-10.A: Write arguments focused on discipline-specific content.

C.C.8.6.9-10.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

C.C.8.6.9-10.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

C.C.8.6.9-10.E: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information, flexibility, and dynamically.

C.C.8.6.9-10.F: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation.

CC.8.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.

Understanding(s):

Students will understand

1. Research begins with asking educated questions about a chosen topic, which allows a narrowing or broadening of the research.
2. Research of historical sources (including primary and secondary sources) allows students to formulate questions and conclusions about themes found throughout history.
3. Critical thinking during research is important to ensure the accuracy of information.
4. The evaluation and choice of information to be presented or published is an important step in creating the final product.

Essential Question(s):

- To what extent does the research topic impact the time period during which it occurred, and does the impact carry forward to today?
- What can we learn from the past?
- How do patterns of cause/effect manifest themselves in the chronology of history?
- What causes change?
- What makes a source credible? How do I know?

Learning Objectives:

Students will know...

Vocabulary:

- Bibliography
- Citation
- Primary source
- Secondary source
- Reference
- Database

Behavioral Objectives:

Students will be able to:

- Identify, evaluate, and synthesize appropriate and relevant resources into their final research presentation.
- Formulate historical questions from encounters with a variety of primary and secondary sources.
- Interrogate historical data by uncovering the social, political, and economic context in which it was created, and evaluating the bias, distortion, and propaganda by omission and invention of facts.
- Employ quantitative analysis in order to explore themes, which show change over time in social, economic, and political topics.

- Present a research project that clearly demonstrates their ability to support interpretations with historical evidence on their selected topic, and understand the overall impact of 20th Century America.