

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;">Unit 1 Topic 1 Reconstruction Era Segregation and Social Issues</p> <p style="text-align: center;">2-4 Days</p>	<p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Analyze the impact of the Civil War Amendments on African Americans. 2. Describe how the African Americans were prevented from receiving immediate benefits of the Civil War 3. Explain the significance of the 1896 Supreme Court Case Plessy v. Ferguson <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. write short passages defending a point of view 2. orally discuss the Jim Crow Laws and the 13th, 14th and 15th Amendments and their impact. 	<p>Adopted Text- Prentice Hall <i>US History</i> Chapter 3 Section 4 Chapter 7 Section 1</p> <p>Outside of the Text- Primary sources for Jim Crow/ post-Civil War http://www.fordham.edu/Halsall/mod/modsbook27.asp Reconstruction SAC from Reading like a Historian https://sheg.stanford.edu/reconstruction US History website and ppts www.historyteacher.net www.pptpalooza.net</p>

<p style="text-align: center;">Oklahoma Academic Standards</p>	<p>CS 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.</p> <ol style="list-style-type: none"> 1. Cite specific textual and visual evidence to analyze the post-Reconstruction civil rights struggles. <ol style="list-style-type: none"> A. Examine the purposes and effects of the <i>13th, 14th, and 15th Amendments</i>. B. Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan. 3. Evaluate the impact of industrialization on the transformation of American society, economy, and politics. <ol style="list-style-type: none"> G. Assess and summarize changing race relations as exemplified in the <i>Plessy v. Ferguson</i> case. H. Cite specific textual and visual evidence to compare and contrast early civil rights leadership including the viewpoints of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey in response to rising racial tensions, and the use of poll taxes and literacy tests to disenfranchise blacks and poor
<p style="text-align: center;">Process and Literacy Skills</p>	<p>1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources. 2. 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. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p>

	<ol style="list-style-type: none"> 1. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form c. Use words, phrases, and clauses to link the sections of the text and clarify the relationships d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
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Possible Learning Activities	Possible Assessments	Essential Questions
Reconstruction SAC from Reading like a Historian https://sheg.stanford.edu/reconstruction Primary source document analysis	Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide	<ol style="list-style-type: none"> 1. To what extent did Jim Crow Laws create and govern a racially segregated society in the South? 2. Does racial equality depend upon government action?
Academic Vocabulary/Concepts	Proficiency Scales	
Segregation Discrimination Constitutional Amendments		

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<p>Unit 1 Topic 2 The Triumph of Industry Industrial Revolution</p> <p>4-5 Days</p>	<p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> Analyze how scientific innovation, industrialization, the growth of business, and policies like the Chinese Exclusion Act of 1882 changed the United States economically during the Gilded Age. <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> Categorize content-based examples described orally. Explain content-related issues and concepts. Match cause to effect. Justify or defend ideas or opinions. 	<p>Adopted Text- Prentice Hall <i>US History</i> Textbook Chapter 4</p> <p>Outside of the Text- Gilded Age Primary Sources http://www.fordham.edu/Halsall/mod/modsbook29.asp Gilded Age from Reading like a Historian https://sheg.stanford.edu/gilded-age www.pptpalooza.net www.historyteacher.net</p>
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<p>Oklahoma Academic Standards</p>	<p>Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.</p> <ol style="list-style-type: none"> Evaluate the impact of industrialization on the transformation of American society, economy, and politics. <ol style="list-style-type: none"> Analyze the impact of leading industrialists as “robber barons” and as “philanthropists” including John D. Rockefeller and Andrew Carnegie and his <i>Gospel of Wealth</i> essay on American society. Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, and the Bessemer process. Evaluate the contributions of muckrakers including Ida Tarbell and Upton Sinclair that changed government policies regarding child labor, working conditions, and the Sherman Antitrust Act. Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs.
<p>Process and Literacy Skills</p>	<p>1: Reading Skills.The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> Cite specific textual evidence to support analysis of primary and secondary sources. 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. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills.The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> <ol style="list-style-type: none"> Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form

	<ul style="list-style-type: none"> h. Use words, phrases, and clauses to link the sections of the text and clarify the relationships i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. j. Provide a concluding statement or section that follows from or supports the argument presented.
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Possible Learning Activities	Possible Assessments	Essential Questions
<p><u>Writing Prompt: Chapter 4, Section 1</u> How did industrialization and new technology affect the economy and society? Gilded Age activities from Reading like a Historian https://sheg.stanford.edu/gilded-age Gilded Age Gilder Lehrman Robber Barons</p>	<p>Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide</p>	<ol style="list-style-type: none"> 1. Has rapid industrial development been a blessing or a curse for Americans? 2. Were big business leaders “captains of industry” or “robber barons?” 3. To what extent did technological invention and innovation improve transportation and the infrastructure of the United States during the nineteenth century? 4. Should business be regulated closely by the government?
Academic Vocabulary/Concepts	Proficiency Scales	
<p>Gilded Age Monopoly Industrialization Philanthropist</p>		

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<p style="text-align: center;">Unit 1 Topic 3 Immigration and Urbanization</p> <p style="text-align: center;">3-5 Days</p>	<p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Analyze how and why social movements related to women, minorities, children, immigrants, urbanization, philanthropy and the Social Gospel developed during the Gilded Age. 2. Analyze the role immigration played in the Gilded Age and the efforts that were made to assimilate immigrants and Indians into American culture. <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Distinguish main ideas from supporting points in oral, content-related discourse. 2. Suggest ways to resolve issues or pose solutions. 3. Answer questions about explicit information in texts. 4. Outline ideas and details using graphic organizers. 	<p>Adopted Text-Prentice Hall <i>US History</i> Chapter 5</p> <p>Outside of the Text- Gilded Age Primary Sources http://www.fordham.edu/Halsall/mod/modsbook28.asp Gilded Age from Reading like a Historian https://sheg.stanford.edu/gilded-age www.pptpalooza.net www.historyteacher.net</p>
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<p style="text-align: center;">Oklahoma Academic Standards</p>	<p>Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.</p> <ol style="list-style-type: none"> 2. Integrate specific textual and visual evidence to analyze the impact of Westward Movement and immigration on migration, settlement patterns in American society, economic growth, and Native Americans. <ol style="list-style-type: none"> A. Summarize the reasons for immigration, shifts in settlement patterns, and the immigrant experience including the Chinese Exclusion Act, the impact of Nativism, Americanization, and the immigrant experiences at Ellis Island. 3. Evaluate the impact of industrialization on the transformation of American society, economy, and politics.
<p style="text-align: center;">Process and Literacy Skills</p>	<p>1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 7. Cite specific textual evidence to support analysis of primary and secondary sources. 8. 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. 9. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> <ol style="list-style-type: none"> 3. Write arguments focused on discipline-specific content. <ol style="list-style-type: none"> k. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims l. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form m. Use words, phrases, and clauses to link the sections of the text and clarify the relationships

	<ul style="list-style-type: none"> n. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. o. Provide a concluding statement or section that follows from or supports the argument presented.
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Possible Learning Activities	Possible Assessments	Essential Questions
Gilder Lehrman Immigration Lessons https://sheg.stanford.edu/gilded-age Define the idea of Melting Pot vs. Salad Bowl. In today's society, which do you believe to be more accurate? Write a one page argument	Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide	<ol style="list-style-type: none"> 1. Is America a land of opportunity? 2. Did America fulfill the dreams of immigrants? 3. Has immigration been the key to America's success?
Academic Vocabulary/Concepts	Proficiency Scales	
Nativism Americanization		

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<p style="text-align: center;">Unit 1 Topic 4 Westward Expansion and Transforming the West</p> <p style="text-align: center;">4-5 Days</p>	<p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Analyze the impact of the westward expansion on Native Americans? 2. Describe how and why did the Federal Government attempt to assimilate the Native Americans and what was their reaction? 3. Contrast cultures of Native Americans and white settlers and explain why white settlers moved west? <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Compare traits based on visuals and oral descriptions using specific and some technical language. 2. Take a stance and use evidence to defend it. 3. Infer meaning from text. 4. Compare and contrast author's points of view 	<p>Adopted Text- Prentice Hall <i>US History</i> Chapter 6 sections 2 and 3</p> <p>Outside of the Text- Reading like a historian lesson on Little Big Horn https://sheg.stanford.edu/battle-little-bighorn Gilder-Lehrman lessons www.historyteacher.net www.pptpalooza.net</p>
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<p style="text-align: center;">Oklahoma Academic Standards</p>	<p>Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.</p> <ol style="list-style-type: none"> 2. Integrate specific textual and visual evidence to analyze the impact of Westward Movement and immigration on migration, settlement patterns in American society, economic growth, and Native Americans. B. Examine the rationale behind federal policies toward Native Americans including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership. C. Compare the contrasting viewpoints of Native American leadership's resistance to United States Indian policies as evidenced by Red Cloud and his Cooper Union speech, Seattle, Quannah Parker, and Chief Joseph as expressed in his I Will Fight No More Forever speech
<p style="text-align: center;">Process and Literacy Skills</p>	<p>1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <ol style="list-style-type: none"> 10. Cite specific textual evidence to support analysis of primary and secondary sources. 11. 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. 12. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> <ol style="list-style-type: none"> 4. Write arguments focused on discipline-specific content.

	<ul style="list-style-type: none"> p. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims q. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form r. Use words, phrases, and clauses to link the sections of the text and clarify the relationships s. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. t. Provide a concluding statement or section that follows from or supports the argument presented.
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Possible Learning Activities	Possible Assessments	Essential Questions
Reading like a historian lessons Gilder-Lehrman lessons Have students read excerpt from the speech given by Red Cloud in 1870, during a visit to Washington, D.C. Then answer: 1. How does Red Cloud compare Native Americans and settlers? Explain whether you agree or disagree with his assessment of the Great Father.	Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide	<ol style="list-style-type: none"> 1. Has the West been romanticized? 2. Can the “white man’s conquest” of Native Americans be justified? 3. Have Native Americans been treated fairly by the United States government?
Academic Vocabulary/Concepts	Proficiency Scales	
Assimilation Dawes General Allotment Act		

Instructional Timeframe:	Learning Goals	Suggested Learning Support
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<p>Unit 1 Topic 5 Gilded Age Politics and Economics Farmers and Populism</p> <p>2 Days</p>	<p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Explain the events which led to the use of the populist movement, and what effect did it have? <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Analyze content-related tasks based on oral discourse. 2. Analyze and share pros and cons of choices. 3. Match cause to effect 4. Summarize content-related notes from lectures or text. 	<p>Adopted Text- Prentice Hall US History Chapter 7 sections 2 and 3</p> <p>Outside of the Text- Reading like a Historian Lesson on Populism Gilder-Lehrman lesson on Populism Wizard of Ozz and election of 1896 video Cross of Gold Speech video</p>
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<p>Oklahoma Academic Standards</p>	<p>Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.</p> <ol style="list-style-type: none"> 3. Evaluate the impact of industrialization on the transformation of American society, economy, and politics. F. Evaluate the rise and reforms of the Progressive Movement including the Impact of William Jennings Bryan and his <i>Cross of Gold</i> speech on the political landscape
<p>Process and Literacy Skills</p>	<p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>A. Text Types and Purposes</p> <ol style="list-style-type: none"> 2. Write informative/explanatory texts, including the narration of historic events, scientific procedures/ experiments, or technical processes

Possible Learning Activities	Possible Assessments	Essential Questions
<p>Reading like a historian lesson on Populism.</p>	<p>Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide</p>	<ol style="list-style-type: none"> 1. Who was to blame for the problems of American farmers after the Civil War? Was the farmers' revolt of the 1890s justified? 2. Did populism provide an effective solution to the nation's problems
Academic Vocabulary/Concepts	Proficiency Scales	
<p>Populism</p>		

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;">Unit 1 Topic 6 The Progressive Era</p> <p style="text-align: center;">5-6 Days</p>	<p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Evaluate the political and social changes made by reform leaders and muckrackers. 2. Evaluate how reform movements of the Progressive Era expanded the democratic process, changed the role of government, and led to the passage of the 16th, 17th, 18th, and 19th amendments. 3. Describe how the relationship between business and government changed during the Progressive Era. <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Categorize content-based examples described orally. 2. Explain content-related issues and concepts. 3. Match cause to effect. 4. Justify or defend ideas or opinions. 	<p>Adopted Text- Prentice Hall <i>US History</i> Textbook Chapter 8</p> <p>Outside of the Text- The election of 1912 Progressivism from Reading like a Historian Triangle Shirtwaist Fire from PBS www.pptpalooza.net www.historyteacher.net The Jungle on Youtube</p>

<p style="text-align: center;">Oklahoma Academic Standards</p>	<p>Content Standard 1: The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, settlement of the American West, and the industrialization of American society in the Post-Reconstruction through the Progressive Eras, 1865 to 1900.</p> <ol style="list-style-type: none"> 3. Evaluate the impact of industrialization on the transformation of American society, economy, and politics. <ol style="list-style-type: none"> C. Evaluate the contributions of muckrakers including Ida Tarbell and Upton Sinclair that changed government policies regarding child labor, working conditions, and the <i>Sherman Antitrust Act</i>. D. Analyze major social reform movements including the Women’s Suffrage and Temperance Movement and their significant leaders including Susan B. Anthony, Alice Paul, and Jane Addams. F. Evaluate the rise and reforms of the Progressive Movement including the <ol style="list-style-type: none"> 1. Direct primary, initiative petition, referendum, and recall, 3. Conservation of the environment under the leadership of Theodore Roosevelt. 4. Analyze the series of events leading to and the effects of the <i>16th, 17th, 18th, 19th, and 21st Amendments</i> to the <i>United States Constitution</i>. H. Cite specific textual and visual evidence to compare and contrast early civil rights leadership including the viewpoints of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey in response to rising racial tensions, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites. <p>Content Standard 2: The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.</p> <ol style="list-style-type: none"> 1. Analyze and summarize the 1912 presidential election including the key personalities of President William Howard Taft, Theodore Roosevelt, Woodrow Wilson and Eugene V. Debs; the key issues of dealing with the trusts, the right of women to vote, and trade
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	tariffs; and the impact of the “Bull Moose Party” on the outcome of the election.
Process and Literacy Skills	<p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills</p> <p>C. Research to Build and Present Knowledge</p> <p>9. Draw evidence from informational texts to support</p>

Possible Learning Activities	Possible Assessments	Essential Questions
<p>Compare Booker to Washington to W.E.B. DuBois.</p> <p>Re-create trial of Plessy v. Ferguson and then debate the issues</p>	<p>Textbook section and chapter assessments</p> <p>Question of the day</p> <p>Focused Free Writes</p> <p>4 Corners</p> <p>Anticipation Guide</p>	<ol style="list-style-type: none"> 1. Is muckraking an effective tool to reform American politics and society? 2. Can reform movements improve American society and politics? 3. Were the Progressives successful in making government more responsive to the will of the people? 4. Does government have a responsibility to help the needy? 5. To what extent had African Americans attained the “American Dream” by the early twentieth century? 6. Is a strong president good for our nation? Should Theodore Roosevelt be called a “Progressive” president?
Academic Vocabulary/Concepts	Proficiency Scales	
<p>Muckraker</p> <p>Temperance Movement</p> <p>Americanization</p> <p>Civil Rights</p>		

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;">Unit 2 Topic 1 Emerging World Power US Imperialism</p> <p style="text-align: center;">4-6 Days</p>	<p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Explain how Dollar Diplomacy and the Open Door Policy affected US policy toward expansionism and analyze the impact of the building of the Panama Canal, the policies of Sanford B. Dole and the actions of missionaries in US expansionism 2. Describe the role “yellow journalism”, Alfred Thayer Mahan, and Theodore Roosevelt played in US expansionism and the Spanish-American War and describe how the boundary changes which resulted from the Spanish-American war moved the US closer to being a world power. <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Compare traits based on visuals and oral descriptions using specific and some technical language. 2. Take a stance and use evidence to defend it. 3. Infer meaning from text. 4. Compare and contrast author’s points of view 	<p>Adopted Text- Prentice Hall <i>US History</i> Textbook Chapter 9</p> <p>Outside of the Text- Imperialism from Reading like a Historian Question of an American Empire Edsitement Philippines lesson White Man's Burden Imperialism and the Open Door Policy Gilder-Lehrman on the Roosevelt Corollary Gilder-Lehrman on Spanish American War Theodore Roosevelt video Theodore Roosevelt Video 2 Spanish American War Crucible of Empire Video Panama Canal Video www.pptpalooza.net www.historyteacher.net</p>

<p style="text-align: center;">Oklahoma Academic Standards</p>	<p>Content Standard 2: The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.</p> <ol style="list-style-type: none"> 1. Cite specific textual and visual evidence to evaluate the impact of American imperialism on international relations and explain its impact on developing nations. <ol style="list-style-type: none"> A. Compare and contrast the economic, religious, social, and political rationales for American imperialism including the concept of “white man’s burden,” the annexation of Hawaii, the impact of Admiral Alfred T. Mahan, and the actions of the Anti-Imperialist League. B. Assess the role of yellow journalism in inciting American desire to go to war with Spain. C. Examine how the Spanish-American War resulted in the rise of the United States as a world power, and led to new territorial acquisitions and national insurrections in Cuba and the Philippines. D. Compare and contrast the foreign policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson including Big Stick Diplomacy, Dollar Diplomacy, Missionary Diplomacy the <i>Roosevelt Corollary</i>, military interventionism, and the territorial acquisition and construction of the Panama Canal.\
<p style="text-align: center;">Process and Literacy Skills</p>	<p>1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <p>B. Craft and Structure</p> <ol style="list-style-type: none"> 4. 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>C. Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. <p>C. Research to Build and Present Knowledge</p>

	<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.</p> <p>2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>B. Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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Possible Learning Activities	Possible Assessments	Essential Questions
Compare and contrast the foreign policies of Roosevelt, Taft, and Wilson.	Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide	<ol style="list-style-type: none"> 1. Was American expansion overseas justified? 2. Did the press cause the Spanish-American War? 3. Was the United States justified in going to war against Spain in 1898? 4. Should the United States have acquired possessions overseas? 5. Was the acquisition of the Panama Canal Zone an act of justifiable imperialism? 6. Does the need for self-defense give the US the right to interfere in the affairs of Latin America? 7. Was the United States imperialistic in the Far East?
Academic Vocabulary/Concepts	Proficiency Scales	
Imperialism Insurrection Diplomacy Military Interventionism		

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;">Unit 2 Topic 2</p> <p style="text-align: center;">World War I and Beyond</p> <p style="text-align: center;">8-10 Days</p>	<p>Overarching learning goals: <i>By the end of this unit students will be able to-</i></p> <ol style="list-style-type: none"> 1. Identify and analyze the causes of World War I. 2. Describe the course and character of World War I. 3. Analyze how the American government mobilized the public to support the war effort. 4. Describe the aim of Wilson’s Fourteen Points 5. Analyze the decisions made at the Paris Peace Conference. 6. Describe the problems Americans faced immediately after World War I and analyze how this contributed to the Red Scare. <p>Overarching language goals: <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> 1. Analyze content-related tasks based on oral discourse. 2. Analyze and share pros and cons of choices. 3. Match cause to effect 4. Summarize content-related notes from lectures or text. 	<p>Adopted Text- Prentice Hall <i>US History</i> Textbook Chapter 9</p> <p>Outside of the Text- World War I Resources Music, Posters Reading Like a Historian Lessons Gilder-Lehrman WWI WWI Crash Course Video Sue Pojer PowerPoints Great Teacher Website United Streaming A Biography of America Internet History Sourcebook Primary Sources Edsitement Lesson Plans PBS Resources Chicago Race Riot Resources</p>

<p style="text-align: center;">Oklahoma Academic Standards</p>	<p>Content Standard 2: The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.</p> <ol style="list-style-type: none"> 3. Evaluate the long-term impact of America’s entry into World War I on national politics, the economy, and society. <ol style="list-style-type: none"> A. Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the <i>Zimmerman Note</i> and the threats to international trade caused by unrestricted submarine warfare. B. Analyze the experiences of the war’s homefront including the use of propaganda, women’s increased role in industry, the marshaling of industrial production, the Great Migration, the institution of a draft, and the suppression of individual liberties resulting in the First Red Scare. C. Cite specific textual and visual evidence to examine Wilson’s foreign policy as proposed in his <i>Fourteen Points</i> and the reasons for the nation’s return to isolationism including the rejection of the League of Nations. <p>Content Standard 3: The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society.</p> <ol style="list-style-type: none"> 1. Examine the economic, political, and social transformations between the World Wars. <ol style="list-style-type: none"> B. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, and the use of poll taxes and literacy tests to disenfranchise blacks and poor whites. C. Examine growing labor unrest and industry’s reactions including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor.
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Process and Literacy Skills	<p>Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <p>A. Key Ideas and Details</p> <p>3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>B. Craft and Structure</p> <p>4. 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>Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate social studies writing literacy skills.</p> <p>B. Production and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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Possible Learning Activities	Possible Assessments	Essential Questions
Debate the alliance systems and who was at fault for the beginning of the Great War. Map	Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide	<ol style="list-style-type: none"> 1. Was world war inevitable in 1914? 2. Was it possible for the US to maintain neutrality in World War I? 3. Should the United States fight wars to make the world safe for democracy? Should the United States have entered World War I? 4. Should a democratic government tolerate dissent during times of war and other crises? 5. Was the Treaty of Versailles a fair and effective settlement for lasting world peace? 6. Should the United States have approved the Treaty of Versailles? 7. Was American foreign policy during the 1920s "isolationist" or "internationalist?"
Academic Vocabulary/Concepts	Proficiency Scales	
Diplomacy Military Interventionism Neutrality Isolationism		