

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 10</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.
<p style="text-align: center;">Process and Literacy Skills</p>	<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 Lynching		

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;">Unit 3 Topic 1 The Twenties 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. Analyze the consumer revolution and the bull market of the 1920s. 2. Compare the different effects of the economic boom on urban and rural America. 3. Analyze how the policies of Presidents Harding and Coolidge favored business growth. 4. Analyze changes in U.S. immigration policy in the 1920s. 5. Describe the successes and failures of the Eighteenth Amendment. 6. Analyze how the development of popular culture united Americans and created new activities and heroes. 7. Discuss the advances of women in the 1920s. <p>Analyze the racial and economic philosophies of Marcus Garvey.</p> <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 11</p> <p>Outside of the Text- Sue Pojer PowerPoints Pojer Teacher Website Edsitement Lesson Plans Gilder Lehrman Lessons on the 20s Reading Like a Historian Lessons on the 20s Chicago Race Riot History Channel Crash Course Women's Suffrage Crash Course Roaring 20s A Biography of America Prohibition Lesson Plan from PBS Internet History Sourcebook Primary Sources</p>

<p style="text-align: center;">Oklahoma Academic Standards</p>	<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"> A. Cite specific textual and visual evidence to describe modern forms of cultural expression including the Harlem Renaissance, the Jazz Age, and "talkies" (movies). 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. D. Describe the booming economy based upon access to and easy credit through installment buying of appliances and inventions of modern conveniences including the automobile. E. Assess the impact of the <i>Indian Citizenship Act of 1924</i> upon the various Native American tribes.
<p style="text-align: center;">Process and Literacy Skills</p>	<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> <ol style="list-style-type: none"> 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 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>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>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> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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Possible Learning Activities	Possible Assessments	Essential Questions
Create a Venn diagram showing the impact of the 1920s economy and culture on rural and urban America and use this as pre writing for a comparative essay.	Textbook Section, Chapter Assessments and DBQ Teacher developed assessment Question of the Day Focused Free Writes Four Corners	1. How do people react to rapid changes in society? 2. How did the role of women change during the 1920's? 3. How did 1920 attitudes impact Black American consciousness?
Academic Vocabulary/Concepts	Proficiency Scales	
Lynching Court Injunction Installment		

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p>Unit 3 Topic 2</p> <p>The Great Depression</p> <p>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. Analyze the weaknesses of the American economy in the 1920s. 2. Explain how the stock market crash contributed to the coming of the Great Depression. 3. Describe the spread of unemployment in America’s cities. 4. Analyze the impact of the Great Depression on rural America. 5. Explain the human and geographical factors that created the Dust Bowl. 6. Analyze the effectiveness of Hoover’s initial conservative response to the Great Depression. 7. Describe how Americans reacted to Hoover’s relief programs. <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 12</p> <p>Outside of the Text- Sue Pojer PowerPoints Pojer Teacher Website Edsitement Lesson Plans Gilder-Lehrman Great Depression History Channel on the Great Depression Internet History Sourcebook Reading Like a Historian Lesson Plans Photos from the Farm Securities Administration Crash Course Video on the Great Depression</p>

<p>Oklahoma Academic Standards</p>	<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"> 2. Cite specific textual and visual evidence to analyze the effects of the destabilization of the American economy. <ol style="list-style-type: none"> A. Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government’s laissez-faire policy. B. Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression. C. Analyze how President Herbert Hoover’s financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932. D. Cite specific textual and visual evidence to compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation.
<p>Process and Literacy Skills</p>	<p>Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <ol style="list-style-type: none"> A. Key Ideas and Details

	<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
Use a Venn diagram to compare and contrast the impact of the Great Depression on the rural and urban Americans.	Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide	<ol style="list-style-type: none"> 1. What impact did the Great Depression have on the U.S? 2. How much regulation should government have of business?
Academic Vocabulary/Concepts	Proficiency Scales	
Speculation Laissez-Faire		

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;">Unit 3 Topic 3 The New Deal</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 the impact Franklin D. Roosevelt had on the American people after becoming President. 2. Describe the programs that were a part of the first New Deal and analyze their immediate impact. 3. Identify and discuss the programs of social and economic reform in the Second New Deal. 4. Analyze the impact of Roosevelt’s court-packing plan on the course of the New Deal. 5. Analyze how the New Deal changed the shape of American party politics. <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 12</p> <p>Outside of the Text- Sue Pojer PowerPoints Pojer Teacher Website Edsitement Lesson Plans History Channel on the Great Depression Internet History Sourcebook Reading Like a Historian Lesson Plans Gilder-Lehrman on the New Deal Crash Course New Deal</p>

<p style="text-align: center;">Oklahoma Academic Standards</p>	<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> <p>3. Analyze the impact of the New Deal in transforming the federal government’s role in domestic economic policies.</p> <ol style="list-style-type: none"> A. Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt’s <i>First Inaugural Address</i> and the <i>Four Freedoms</i> speech. B. Examine how national policies addressed the economic crisis including deficit spending, Roosevelt’s court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation, Works Progress Administration, and Tennessee Valley Authority. C. Cite specific textual and visual evidence to summarize the causes and impact of the Dust Bowl including the government’s responses.
<p style="text-align: center;">Process and Literacy Skills</p>	<p>Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies reading literacy skills.</p> <ol style="list-style-type: none"> A. Key Ideas and Details 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. B. Craft and Structure 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>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
Either the Gilder-Lehrman or Reading Like a Historian Lessons Reading Like a Historian Lesson Plans Gilder-Lehrman on the New Deal	Textbook section and chapter assessments Question of the day Focused Free Writes 4 Corners Anticipation Guide	<ol style="list-style-type: none"> 1. Does economic prosperity result from tax cuts and minimal government? 2. Was the Great Depression inevitable? 3. Was the New Deal an effective response to the depression? 4. Did Franklin Roosevelt’s “New Deal” weaken or save capitalism? 5. Did Franklin Roosevelt’s “New Deal” undermine the constitutional principles of “separation of powers” and “checks and balances?” 6. Did minorities receive a “New Deal” in the 1930s? 7. Do labor unions and working people owe a debt to the New Deal? 8. Did the New Deal effectively end the Great Depression and restore prosperity? 9. Has the United States abandoned the legacy of the New Deal?
Academic Vocabulary/Concepts	Proficiency Scales	
Sit-Down Strikes Socialism Communism		

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<p style="text-align: center;">Unit 4</p> <p style="text-align: center;">World War II</p> <p style="text-align: center;">17 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 dictators and militaristic regimes arose in several countries in the 1930s. 2. Analyze the responses of Britain, France, and the United States to the aggressive regimes. 3. Describe Franklin Roosevelt’s foreign policy in the mid- 1930s and the great debate between interventionists and isolationists. 4. Analyze why Japan decided to attack Pearl Harbor, and describe the attack itself. 5. Analyze the reasons for and impact of the “Europe First” strategy. 6. Analyze the impact of World War II on opportunities for women and minorities. 7. Analyze the planning and impact of D Day invasion of France. <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 Chapters 14 and 15</p> <p>Outside of the Text- Sue Pojer PowerPoints Pojer Teacher Website Gilder-Lehrman on World War II Crash Course World War II Video Reading Like a Historian World War II Edsitement Lesson Plans Internet History Sourcebook Primary Sources A Biography of America History Channel World War II</p>
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<p style="text-align: center;">Oklahoma Academic Standards</p>	<p>Content Standard 4: The student will analyze the United States role in international affairs by examining the major causes, events, and effects of the nation’s involvement in World War II 1933 to 1946.</p> <ol style="list-style-type: none"> 1. Cite specific textual and visual evidence to examine the transformations in American society and government policy as the nation mobilized for entry into World War II. <ol style="list-style-type: none"> A. Examine the roles of appeasement and isolationism in the United States’ reluctance to respond to Fascist military aggression in Europe and Asia including the <i>Neutrality Acts</i> and the Lend-Lease program. B. Evaluate the mobilization for war as stated in President Roosevelt’s <i>Day Which Will Live in Infamy</i> speech including the role of women and minorities in the war effort, rationing, the internment of Japanese- Americans and the <i>Korematsu v. United States</i> decision, and the internment of Americans of German and Italian descent. 2. Cite specific textual and visual evidence to analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conference at Yalta, and the contributions of Generals MacArthur and Eisenhower. 3. Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremburg Trials, which held Nazi leaders accountable for war crimes.
<p style="text-align: center;">Process and Literacy Skills</p>	<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
<p>Edsitement lesson on World War II.</p> <p>Reading Like a Historian World War II Edsitement Lesson Plans</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. Why did the United States enter World War II? 2. How did World War II impact life on the American home front? 3. How did the United States and its allies change the course of World War II? 4. How did World War II change the United States and alter its place in the world?
Academic Vocabulary/Concepts	Proficiency Scales	
<p>Communism</p> <p>Appeasement</p> <p>Internment</p>		