



		<p>Southern states to secede from the Union. (South Carolina, Mississippi, Florida, Alabama, Georgia, Louisiana, Texas).</p> <p><b>Essential Question:</b> What events, leaders, and strategies shaped the early years of war?</p>		<p><b>not limited to:</b> Cause-Effect Mapping; Distinguishing Fact from Opinion; Detecting Bias; Determining Point of View; Collaborative Rereading; Cumulative Time Lines. -Group Skits -Review labs on <a href="http://www.JeopardyLabs.com">www.JeopardyLabs.com</a></p> <p>Resources include but are not limited to: -<u><i>American History: Reconstruction to the Present</i></u> 2008 McDougal Littell -<u><i>Rand McNally Classroom Atlas</i></u> -<u><i>Our Federal and State Constitutions</i></u> A.J.S. Publications -Primary and Secondary Sources -Teacher created materials</p>	<p><i>American History</i> textbook website: <a href="http://Classzone.com">Classzone.com</a></p> <p>SMART BOARD Activities</p> <p>Microsoft Word</p> <p>PBS.org</p> <p>Youtube.com <a href="http://www.jeopardylabs.com">www.jeopardylabs.com</a></p> <p><a href="http://www.youtube.com/watch?v=vaNKL_dfyi4">http://www.youtube.com/watch?v=vaNKL_dfyi4</a> -“We are coming Father Abr’aam”</p> <p><a href="http://www.ioweb.com/civilwar/">http://www.ioweb.com/civilwar/</a> (The memoirs, diary, and life of Private Jefferson Moses, Company G, 93rd Illinois Volunteers)</p> <p><a href="http://www.pacivilwar.com/diary.html">www.pacivilwar.com/diary.html</a> (Pennsylvania Civil War Diary of Captain James Wren)</p> <p>Flipped classroom videos Section 2:</p> <p><a href="http://www.youtube.com/watch?v=68k3QAmf74&amp;feature=related">http://www.youtube.com/watch?v=68k3QAmf74&amp;feature=related</a></p> <p><a href="http://www.youtube.com/watch?v=HZMjlJHQ">http://www.youtube.com/watch?v=HZMjlJHQ</a></p>		
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					<a href="http://www.history.com/topics/american-civil-war/videos#civil-war-tech">http://www.history.com/topics/american-civil-war/videos#civil-war-tech</a>  Flipped Classroom videos section 3:No End in Sight  <a href="http://www.youtube.com/watch?v=hqD50IaG14E">http://www.youtube.com/watch?v=hqD50IaG14E</a> (Battle of Shiloh) -8 minutes  <a href="http://www.youtube.com/watch?v=QCI-1c5vbn8">http://www.youtube.com/watch?v=QCI-1c5vbn8</a> fall of new Orleans – 8 minutes  <a href="http://www.youtube.com/watch?v=HjKKoLHwwB8">http://www.youtube.com/watch?v=HjKKoLHwwB8</a> (lee invades the north) 4 minutes  <a href="http://www.youtube.com/watch?v=HjIbFTqwU8">http://www.youtube.com/watch?v=HjIbFTqwU8</a> battle of Antietam 6 minutes		
QUARTER 1	14.C.3, 14.D.3	-the Emancipation Proclamation promised freedom to slaves in the Confederacy and allowed African	-analyze how the Emancipation Proclamation affected the war effort -identify contributions				

	<p>14.C.3, 14.D.3 15.D.3a, 15.E.3a</p> <p>14.D.3 18.B.3a</p> <p>14.C.3, 14.D.3</p>	<p>Americans to join the Unions army</p> <p>-as the war dragged on, social, economic, and political change effected both the Union and the Confederacy</p> <p>-after a series of Southern victories, the North began winning battles that led to the defeat of the Confederacy</p> <p>-the Civil War transformed the nation</p>	<p>African-American soldiers made to the Union cause</p> <p>-describe the disagreements that emerged inside the Union and the Confederacy</p> <p>-identify economic and social changes caused by the Civil War</p> <p>-explain the significance of the battles of Gettysburg and Vicksburg</p> <p>-analyze why the Confederacy fell</p> <p>-describe the losses and costs of the war</p> <p>-analyze how the war transformed the nation</p>				
QUARTER 1	<p>14.C.3, 14.D.3 14.F.3a, 16.B.3c</p> <p>14.C.3, 14.D.3, 15.A.3b, 15.A.3c, 15.C.3</p>	<p>-during Reconstruction, the president and Congress fought over how to rebuild the South</p> <p>-as the South rebuilt, millions of freed African Americans worked to improve their lives</p>	<p>Identify the goals of presidential Reconstruction and summarize its successes and failures</p> <p>-explain the laws passed to enforce the goals of Congressional Reconstruction</p> <p>-describe how Reconstruction affected national politics and governments in the South</p> <p>-explain how former slaves responded to their new freedom</p> <p>-describe the new systems of Land ownership, work contracts, and sharecropping</p> <p>-summarize the ways the Ku Klux Klan resisted Reconstruction</p>				



	<p>15.A.3d, 15.C.3, 15.D.3c, 16.E.3b</p> <p>14.C.3, 16.D.3a</p> <p>14.C.3, 14.D.3, 15.A.3a, 15.C.3, 15.D.3c, 15.E.3b, 16.E.3b</p>	<p>-the mining and cattle industries contributed to population growth in western territories</p> <p>-Native Americans of the Great Plains fought to maintain their way of life as settlers poured onto their lands</p> <p>-a wave of farmers moved to the Plains in the 1800s, and faced many economic problems</p>	<p>-explain how the discovery of gold and silver in the West caused a population surge</p> <p>-summarize the growth and decline of the long cattle drives in the cattle industry</p> <p>-compare the myths and realities of the West during this time</p> <p>-identify forces that increased population in western cities and in the Southwest</p> <p>-describe Native American life on the Great Plains</p> <p>-identify ways Native Americans tried to resist efforts by the settlers to take their lands</p> <p>-summarize the forces that led to the end of traditional Native American life</p> <p>-explain the government's land policies</p> <p>-describe farm life on the Great Plains</p> <p>-summarize how and why farmers organized to gain political power</p> <p>-describe the closing of the frontier and historical views on it</p>	<p><b>During Reading Strategies</b> include but are not limited to: Think, Pair Share; Read, Cover, Remember, Retell (RCRR); Venn Diagram; Y-Charts; Cluster Diagrams; Three Column Journals; Interpreting, Maps, Charts and Graphs; Evaluating Primary and Secondary Sources; Note-taking, such as Cornell Method, FQR, sticky note Method; Time line and Sequence Chains.</p> <p>-Throughout each unit use graphic organizers to help students organize information. Depending on the section, discuss: Compare and Contrast, Problem/Solution, Sequential Order, Cause/Effect, Descriptive Text</p> <p>*At least once a week discuss specifically signal words that lead you to believe a certain graphic organizer should be used OR practice using that graphic organizer as a class and/or for homework.</p> <p><b>After Reading Strategies</b> include but are not limited to: Cause-Effect Mapping; Distinguishing Fact from Opinion; Detecting Bias; Determining Point of View; Collaborative Rereading; Cumulative Time Lines.</p> <p><b>Resources</b> include but are not limited to:</p> <p><i>-American History: Beginnings through Reconstruction</i> 2008 McDougal Littell</p> <p><i>-Rand McNally Classroom Atlas</i></p> <p><i>-Our Federal and State Constitutions;</i> A.J.S. Publications</p> <p>-Primary and Secondary Sources</p> <p>-Teacher created materials</p>	<p><i>America The Story of US: Heartland</i></p> <p><i>America The Story of US: Cities</i></p> <p><i>Ms. Barry's Website:</i> <a href="https://sites.google.com/a/cu/ver71.net/ms-barry-s-class/">https://sites.google.com/a/cu/ver71.net/ms-barry-s-class/</a></p> <p><i>Schoolnet Assessments</i></p> <p><i>American History:</i> Online textbook using activation codes.</p> <p><i>American History:</i> Audio Book in English/Spanish</p> <p><i>American History:</i> Power Point Presentations with Media Gallery</p> <p><i>American History:</i> Easy Planner</p> <p><i>American History:</i> Test Generator</p> <p><i>American History</i> textbook website: Classzone.com</p> <p>SMART BOARD Activities</p> <p>Microsoft Word</p> <p>PBS.org</p> <p>Youtube.com</p>	<p>Practices Toolkit</p> <p><i>American History:</i> Audio Book in English/Spanish</p> <p>Online Textbook: Feature to read to the students/audio and animations.</p> <p><a href="http://www.classzone.com">www.classzone.com</a> – has review notes on the “interactive review”; practice quizzes; graphic organizers</p>	<p>Informal Questioning</p> <p>Class Discussion</p> <p>Exit Slips</p> <p>Reading Check-ups</p> <p>Projects and Performance Assessments with Rubrics</p> <p>Daily work (review activities)</p> <p>Schoolnet assessments</p> <p>Google-Presentations on various Sections of the Chapter</p> <p>Schoolnet Assessment on Powerschool.</p> <p>-Formal and informal assessments</p>
QUARTER 2	15.A.3c, 15.B.3b, 15.C.3, 15.D.3c, 15.E.3b, 16.C.3c	-new inventions and corporations created the Gilded Age of industrial growth and great wealth	-describe the growth created by the industrial Revolution and changes in American life				

	14.C.3, 14.D.3, 16.C.3b, 16.E.3c	<p>for a few</p> <p>-immigration and industrialization spurred the rapid growth of American cities</p>	<p>-compare corporations with privately-owned businesses and describe how they changed the American business world</p> <p>-summarize the results of economic growth</p> <p>-identify reasons why cities grew quickly and how urban life changed</p> <p>-describe the new immigrants and their settlement patterns</p> <p>-explain the process of assimilation and native reaction to the new immigrants</p> <p>-summarize problems created by rapid urban growth and tell why political machines controlled certain cities</p>				
	14.A.3, 14.C.3, 14.D.3, 14.F.3a, 16.B.3c	<p>-segregation and discrimination against African Americans were commonplace in the years after the Civil War</p>	<p>-describe the history of racism in America, the increase in segregation and violence, and the development of Jim Crow laws</p> <p>-summarize the responses to racism of African Americans and contrast the approaches of Washington and DuBois</p>				
	14.C.3, 14.D.3, 15.A.3b, 15.E.3b, 16.C.3c, 16.D.3b	<p>-as business leaders guided industrial expansion, workers organized to gain</p>	<p>-list reasons why workers organized unions and identify issues in early labor unions</p> <p>-describe the struggle between business and labor, including early setbacks, gains and strikes.</p>				
	16.D.3b, 16.E.3c	<p>-industrialization and new technology created a mass culture in the United States.</p>	<p>-identify causes and effects of expanded education and publishing during this historical</p>				

			period. -describe the development of the consumer society and mass culture.				
QUARTER 2	14.B.3, 14.C.3, 14.D.3, 15.B.3b, 15.E.3b, 16.C.3c	-Progressive reformers promoted social welfare, expanded democracy, and created economic reform	-identify the goals of the Progressive movement -analyze Theodore Roosevelt's square deal -explain Roosevelt's civil rights dilemma				
	14.B.3, 14.D.3, 15.B.3b, 14.F.3a, 15.E.3b, 16.B.3c	-Progressive reforms continued under Presidents William Howard Taft and Woodrow Wilson	-evaluate Taft's progressive policies -summarize Wilson's record as a progressive president				
	14.C.3, 14.D.3, 14.F.3a, 15.E.3a, 15.D.3c, 15.E.3a, 15.E.3b	-during the Progressive Era, women became leaders in reform movements and won the right to vote	-identify new roles for women -describe the contributions of women progressive leaders -analyze the events that led to suffrage for women				
	14.E.3, 16.B.3d	-the United States took its first steps in becoming a world power by acquiring Alaska and Hawaii.	-identify the reasons why the United States became an imperial power -explain how the United States gained possession of Alaska and Hawaii				
	14.D.3, 14.E.3, 16.B.3d	-the United States went to war with Spain and won colonies in the Caribbean and the Pacific	-explain why the United States went to war with Spain over Cuba in 1898 -describe the battle for the Philippines and Cuba -analyze the different viewpoints on the new American empire				
	14.D.3, 14.E.3, 16.B.3d	-The United States expanded its influence in China and in Latin America, and built the Panama Canal	-explain how the United States became a power in the Pacific -summarize U.S. interests in Latin America				



QUARTER 3	14.D.3, 14.E.3, 16.B.3d	-after the outbreak of World War I, the United States eventually joined the Allies to fight against the Central Powers	-analyze the causes of World War I -explain how the United States became involved in the war	<b>Pre-teaching/Reading Strategies</b> include but are not limited to: KWL; Directed Reading-Thinking Activity (DRTA); Knowledge Rating; Predicting: Preview, Locate Add, Note (P.L.A.N.) People Search; Brainstorming.	<u>Hapara: Teacher Dashboard</u>  <u>Chromebooks:Google-Docs, Google Presentation, Google-sites,</u>  <u>America The Story of US: Heartland</u>  <u>Ms. Barry's Website:</u> <a href="https://sites.google.com/a/cu/ver71.net/ms-barry-s-class/">https://sites.google.com/a/cu/ver71.net/ms-barry-s-class/</a>  <u>Schoolnet Assessments</u>  <u>American History:</u> Online textbook using activation codes.  <u>American History:</u> Audio Book in English/Spanish  <u>American History:</u> Power Point Presentations with Media Gallery  <u>American History:</u> Easy Planner  <u>American History:</u> Test Generator  <u>American History</u> textbook website: Classzone.com  SMART BOARD Activities  Microsoft Word  PBS.org  Youtube.com  <a href="http://www.powtoon.com">www.powtoon.com</a>	<u>American History:</u> Activities for Struggling Readers and Inclusion (imbedded in Resource Units 1-10)  <u>American History:</u> Best Practices Toolkit  <u>American History:</u> Audio Book in English/Spanish  Online Textbook: Feature to read to the students/audio and animations.  <a href="http://www.classzone.com">www.classzone.com</a> – has review notes on the “interactive review”; practice quizzes; graphic organizers	Unit tests and quizzes (publisher and teacher-made)  Informal daily observations  Group and individual presentations  Informal Questioning  Class Discussion  Exit Slips  Reading Check-ups  Projects and Performance Assessments with Rubrics  Daily work (review activities)  Schoolnet assessments  Google-Presentations on various Sections of the Chapter  Schoolnet Assessment on Powerschool. -Formal and informal assessments  Students create a digital timeline of the Holocaust from the beginning to the ending events using <a href="http://www.powtoon.com">www.powtoon.com</a>
	14.C.3, 14.D.3, 14.E.3, 15.C.3, 15.E.3b	-the war required sacrifice for Americans at home and changed their daily lives	-describe the social changes brought about in America as the country raised an army and navy -explain how the government rallied the country to support the war effort	<b>During Reading Strategies</b> include but are not limited to: Think, Pair Share; Read, Cover, Remember, Retell (RCRR); Venn Diagram; Y-Charts; Cluster Diagrams; Three Column Journals; Interpreting, Maps, Charts and Graphs; Evaluating Primary and Secondary Sources; Note-taking, such as Cornell Method, FQR, sticky note Method; Time line and Sequence Chains.	-Throughout each unit use graphic organizers to help students organize information. Depending on the section, discuss: Compare and Contrast, Problem/Solution, Sequential Order, Cause/Effect, Descriptive Text  *At least once a week discuss specifically signal words that lead you to believe a certain graphic organizer should be used OR practice using that graphic organizer as a class and/or for homework.		
	16.B.3d, 18.B.3a	-U.S. forces helped the Allies win World War I	-explain how American efforts helped to win the war for the Allies -summarize how World War I came to an end and what its effects were				
	14.C.3, 14.D.3, 14.E.3, 15.A.3b, 15.A.3d, 15.C.3, 15.D.3c	-the war left Americans divided over foreign policy and domestic issues	-compare and contrast the Treaty of Versailles and Woodrow Wilson’s plans for peace -analyze social changes that occurred after war	<b>After Reading Strategies</b> include but are not limited to: Cause-Effect Mapping; Distinguishing Fact from Opinion; Detecting Bias; Determining Point of View; Collaborative Rereading; Cumulative Time Lines.  Resources include but are not limited to: - <u>American History: Reconstruction through the Present</u> 2008 McDougal Littell - <u>Rand McNally Classroom Atlas</u> - <u>Our Federal and State Constitutions</u> ; A.J.S. Publications -Primary and Secondary Sources -Teacher created materials			

QUARTER 3	<p>14.D.3, 15.D.C3, 16.B.3c</p> <p>14.C.3, 14.D.3</p> <p>14.D.3, 15.A.3c, 15.A.3d</p>	<p>-during the 1920's most Americans were eager for a "return to normalcy" and prosperity</p> <p>-changes in the roles of women and in popular culture led to new attitudes and lifestyles, but also to conflicts in society</p> <p>-after World War I, African Americans confronted new challenges and made great contributions to American culture</p>	<p>-explain why Warren G. Harding appealed to many voters in 1920 -summarize how the economy grew and struggled in the 1920's -describe the scandal that overshadowed Harding's presidency and how Calvin Coolidge minimized the damage</p> <p>-describe daily life in the 1920's</p> <p>-describe reactions to racial tensions that occurred in the 1920s -explain the significance of the Harlem Renaissance</p>				
QUARTER 3	<p>14.D.3, 15.A.3c, 15.A.3d</p> <p>14.A.3, 14.C.3, 14.D.3, 14.F.3a, 15.E.3b</p>	<p>-when the prosperity of the 1920s collapsed, President Herbert Hoover struggled to address the country's economic problems</p> <p>-President Franklin D. Roosevelt launched an aggressive program to fight the Great Depression</p>	<p>-explain why the prosperity of the 1920s was misleading -identify events that led to the Great Depression -describe President Herbert Hoover's policies for dealing with the Depression and America's response to those policies -summarize the steps that FDR took to boost public confidence and bring relief to those who suffered economic distress -explain the purpose and scope of Roosevelt's</p>				

	14.A.3, 14.C>3, 14.D.3, 14.F.3a, 15.A.3d	-the Great Depression and the policies of the New Deal forever changed American society and government	Second New Deal -identify reasons why the New Deal slowed down  -describe the effects of the drought on the Great Plains and the effects of unemployment on millions of Americans -explain how the Depression inspired artistic and cultural achievements -summarize ways in which minorities were affected by the Depression -evaluate the impact of the New Deal on American society				
QUARTER 3	14.D.3, 14.E.3, 16.B.3d   14.C.3, 14.D.3, 14.E.3, 15.E.3b   14.E.3, 16.B.3d   14.E.3, 16.B.3d	-the rise if dictators led to World War II   --Americans at home made great contributions to the Allied victory   -the Allies defeated the Axis powers in Europe and Africa	-understand how dictators took power in several European countries -identify the countries dictators invaded before the war began -describe how and why World War II began  -describe the social changes brought about by World War II -explain why Japanese Americans were sent to internment camps  -analyze how the Allies advanced in Europe and North Africa -summarize how Germany was put on the defensive on the Eastern and Western fronts -describe how the Allies achieved victory in Europe and the horrors they discovered  -describe how Japan extended its empire at the				

	14.C.3, 14.D.3, 14.E.3, 16.B.3d	<p>-after early losses, the Allies defeated the Japanese in the Pacific</p> <p>-World War II had deep and lasting effects on the United States and the world</p>	<p>beginning of the war</p> <p>-explain how the Allies recaptured much of the territory the Japanese had invaded</p> <p>-summarize how the United States developed atomic weapons and ended the war with them</p> <p>-describe the human and economic costs of the war and contrast the impact on the United States with that of other nations</p> <p>-explain steps that were taken to create a more peaceful world after the war</p> <p>-summarize the changes that occurred in America and the world after the war ended</p>				
Quarter 3	<p>14.C.3, 14.D.3, 14.E.3, a5.A.3a</p> <p>14.C.3, 14.D.3, 14.E.3</p> <p>14.C.3, 14.D.3, 15.C.3, 16.E.3c</p>	<p>-the end of World War II led to prosperity and a new war against communism</p> <p>-the Cold War and the Korean War produced a wave of anticommunist sentiment</p> <p>-economic growth and the Cold War caused many changes in American society</p>	<p>-summarize how the United States' economy and political climate changed after World War II</p> <p>-describe the origins and expansion of the Cold War</p> <p>-explain how fear of communism affected people in the United States</p> <p>-identify events leading to the Korean War and the war's outcome</p> <p>-explain the significance of McCarthyism to the American people</p> <p>-describe how the Cold War affected countries around the world</p> <p>-describe the American dream achieved by many people in the 1950s</p>				



		inspired other groups in their fight for civil rights	Native Americans to seek equality in the United States -explain the ways in which women were still discriminated against after World War II	- <u>American History: Reconstruction through the Present</u> 2008 McDougal Littell - <u>Rand McNally Classroom Atlas</u> - <u>Our Federal and State Constitutions</u> A.J.S. Publications -Primary and Secondary Sources -Teacher created materials	Microsoft Word  PBS.org  Youtube.com		
QUARTER 4	14.D.3, 14.E.3, 16.B.3d	intensified its military and political interests in Southeast Asia	-describe the issues in Indochina which led to the Vietnamese revolt -summarize the history of American support for the French in Indochina and U.S. involvement in the conflict -describe events that shaped U.S. policy in Vietnam and how fear of Communism drew the U.S. into the war				
	14.D.3, 14.E.3, 16.B.3d	-the United States sent ground troops to Vietnam expecting victory, but soldiers soon grew frustrated	-summarize the decision to begin bombing Vietnam and send direct combat troops there -contrast the tactics and strengths of Viet Cong and U.S. troops -describe the Tet offensive and its effects on American opinions				
	14.C.3, 14.D.3, 14.E.3	-as the war escalated, it divided American society	-describe groups that were opposed to the Vietnam War and their reasons -identify two basic groups of Americans at the time and some of the reasons they opposed one another -summarize how the Vietnam War affected American politics, elections, and governmental decisions				
	14.C.3, 14.D.3,	-the Vietnam War had	-identify causes and				

	14.E.3, 14.F.3a	lasting effects in the United States and Southeast Asia	effects of America’s participation in and withdrawal from Vietnam				
QUARTER 4	<p>14.D.3, 14.E.3, 15.D.3a</p> <p>14.D.3, 14.E.3, 15.E.3b</p> <p>14.C.3, 14.D.3, 14.E.3, 14.F.3a, 14.E.3, 15.D.3c</p>	<p>-President Richard M. Nixon governed a divided nation and faced a political scandal that forced him to resign</p> <p>-during the 1980s, conservatives reshaped U.S. domestic policy, and world events influenced U.S. foreign policy</p> <p>-the United States faces great challenges in the 21<sup>st</sup> century</p>	<p>-identify domestic problems that President Nixon faced</p> <p>-describe ways that Nixon eased Cold War tensions</p> <p>-summarize the events of the Watergate scandal and its effects on the country</p> <p>-describe important events and challenges d=faced by presidents Ford and Carter</p> <p>-identify the domestic goals of President Reagan</p> <p>-describe the end of the Cold War and the events leading up to the Persian Gulf War</p> <p>-summarize the conflicts between Congress and President Clinton and the United States’ role in the war in Kosovo</p> <p>-identify the issues in the 2000 election and the events that made it so controversial</p> <p>-describe the events of September 11, 2001, and the ways the United States responded</p> <p>-summarize challenges facing the United States today and the strengths to build a future</p>				