# Theme/Unit
**8.1 Division and Reunion (8 weeks)**

## Enduring Understandings

**ESSENTIAL QUESTIONS:**

- What political, social, and economic factors caused the Civil War?
- What were the conflicting perspectives on slavery?
- What kind of nation did the founding fathers create?
- What is to be done with the institution of slavery?
- Must sectionalism ultimately lead to disunion?
- What was the course of the Civil War?
- What were its political, social, and economic ramifications?
- What were the political, social, and economic effects of the Civil War?
- What happened to the South after the Civil War?
- What were the long-term economic, political, and social implications of Reconstruction?

## Standards-Based Essential Skills to be Targeted Throughout the Unit

1. To understand the series of events and resulting conditions that led to the American Civil War
2. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
3. To participate in a negotiating and compromising role-playing activity that mirrors the attempts at political compromise in the 1850s
4. To understand the development and progress of the Civil War
5. To investigate key turning points in the Civil War in New York State and United States history and explain why these events or developments are significant.
6. To map information about people, places, and environments
7. To describe the relationships between people and environments and the connections between people and places
8. To identify and collect economic information related to the Civil War from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources
9. To understand how the Civil War affected the development of the postwar United States and influenced other countries
10. To describe how ordinary people and famous historic figures in the local community, the State, and the United States have advanced fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents
11. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability
12. To value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality
13. To analyze the role played by the United States in international politics, past and present

## Instructional Resources

- Textbook Q and A DBQs
- Battlefield maps

# Literature

- Uncle Tom's Cabin
- The Liberator
- Gettysburg Address

## Writing Outcomes

- NYS Social Studies Standards 1-5

## Assessments:

**Formative – During Unit:**
- Westward expansion review quiz, Causes of the Civil War quiz, Civil War quiz, Reconstruction quiz

**Summative – End of Unit:**
- Civil War Era Test

## Literature Based Writing:

- **Informational Writing:**
  - Causes of the Civil War essay

## Informational Textbook

- “Uncle Tom’s Cabin” – Warrant
- “Civil War” – Guns n Roses

## Support Vocabulary

- **Tier 2 – Academic Vocabulary:**
  - See Academic Vocabulary list

- **Tier 3 – Content Vocabulary:**
  - See Essential Vocabulary and Essential People List
### Theme/Unit:
**8.2 An Industrial Society (6 weeks)**

### Enduring Understandings:
- What are the causes and effects of scarcity?
- How did the United States respond to the three basic economic questions in the late 1800s?
- What goods and services shall be produced and in what quantities?
- How shall goods and services be produced?
- Is there an American culture?
- How is cultural diversity both a benefit and a problem?
- How did massive immigration lead to new social patterns and conflicts?
- Why do some people view the same event differently?
- Why was the United States a magnet to so many people?
- What specific social, economic, and political problems needed reform in the late-19th century?
- How can an individual help to bring about change in society? What is the amendment process?
- How did the federal government help the reform movement through amendments and legislation? Do these problems exist today? To what extent?

### Standards-Based Essential Skills to be Targeted Throughout the Unit:
1. To understand how industrialization led to significant changes in the economic patterns for producing, distributing, and consuming goods and services.
2. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.
3. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth.
4. To understand how scarcity requires people and nations to make choices that involve costs and future considerations.
5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services.
6. To understand how industrialization altered the traditional social pattern of American society and created a need for reform.
7. To investigate key turning points in New York State and United States history and explain why these events or developments are significant.
8. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national and religious groups including Native Americans Indians, in New York State and the United States at different times and in different locations.
9. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability.
10. To describe historic events through the eyes and experiences of those who were there.
11. To understand how scarcity requires people and nations to make choices that involve costs and future considerations.
12. To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions.
13. To investigate key turning points in New York State and United States history and explain why these events or developments are significant.
14. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.
15. To describe historic events through the eyes and experiences of those who were there.

### Instructional Resources
- Textbook Q and A
- Reading exercises with literature of the age
- Collective Bargaining activity
- Literature
- Poetry
- Various political cartoons by Thomas Nast

### Assessments:
- **Formative – During Unit:**
  - Age of Industry quiz, Immigration quiz, Labor Unions quiz, Progressive Era
  - Industrialization Test
- **Summative – End of Unit:**
  - Industrialization Test Presentation

### Writing Outcomes
- NYS Social Studies Standards 1-5

### Language/Literacy/Language Arts
- **Content Vocabulary:**
  - See Essential Vocabulary and Essential People List

### Notes:
- Various Powerpoints
- Review:
- Various review games

### Websites:
- Websites:
### Theme/Unit:
8.3 The US as an Independent Nation in an Increasingly Interdependent World (5 weeks)

### Enduring Understandings:
What were the causes and effects of United States involvement in foreign affairs at the turn of the 20th century?
What were the domestic and foreign issues of this time period?
What are the costs and benefits of neutrality and foreign intervention?
How did the role of the United States in foreign affairs change at the turn of the century?

### Reading Outcomes
1. To understand how and why the United States grew during the 19th century
2. To recognize that American territorial and economic growth had widespread economic, political, and social impacts both at home and abroad
3. To describe the reasons for periodizing history in different ways
4. To understand the relative importance of United States domestic and foreign policies over time
5. To analyze the role played by the United States in international politics, past and present
6. To compare and contrast different interpretations of key events and issues in New York State and United States history and offer reasons for these different accounts
7. To understand how American relations with other nations developed between the end of the Civil War and the end of World War I
8. To describe the reasons for periodizing history in different ways
9. To understand the relative importance of United States domestic and foreign policies over time
10. To analyze the role played by the United States in international politics, past and present
11. To describe the relationships between people and environments and the connections between people and places

### Assessments:
**Formative – During Unit:**
- Imperialism quiz, Federal Reserve quiz, Causes of WWI quiz, WWI quiz
**Summative – End of Unit:**
- Quarter 2 progressive exam
- Presentation

### Writing Outcomes
- NYS Social Studies Standards 1-5

### Literature Based Writing:
- Informational Writing: Pro vs. Con - Imperialism

### Literature
- Textbook Q and A DBQs
- Trench Warfare documents
- WWI battlefield maps
- White Man’s Burden

### Instructional Resources

### Notes:
Various Powerpoints
**Review:** Various review games
**Websites:**

### Language/Literature and Speaking

### Focus Vocabulary
**Tier 2 – Academic Vocabulary:** See Academic Vocabulary list
**Tier 3 – Content Vocabulary:** See Essential Vocabulary and Essential People List
<table>
<thead>
<tr>
<th>Theme/Unit:</th>
<th>Standards-Based Essential Skills to be Targeted Throughout the Unit</th>
<th>Instructional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.4 The US between Wars (4 weeks)</td>
<td>1. To understand the economic, social, and political development of America in the period between World War I and World War II 2. To understand the relative importance of United States domestic and foreign policies over time 3. To analyze the role played by the United States in international politics, past and present 4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious 5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services 6. To understand the economic, political, and social impacts of the Great Depression on the United States 7. To understand the economic, political, and social changes that took place in the world during the 1930s 8. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources 9. To understand how scarcity requires people and nations to make choices that involve costs and future considerations 10. To evaluate economic data by differentiating fact from opinion and identifying frames of reference 11. To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions</td>
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<td>What were the economic, political, and social changes of the 1920s?</td>
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<td>The Grapes of Wrath</td>
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<td>How did Prohibition become an outgrowth of the earlier temperance movement?</td>
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<td>How did the role of government change from the 1920s to the 1930s?</td>
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<td>Why did the crashes of the market affect those who did not own stock?</td>
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<td>How did the concept of checks and balances relate to the New Deal?</td>
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<td>How was New York a model for federal programs?</td>
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<td>What parts of the New Deal legislation are still in effect today?</td>
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<td>Reading Outcomes:</td>
<td>Assessments:</td>
<td>Literature Based Writing:</td>
</tr>
<tr>
<td></td>
<td>Formative – During Unit: Roaring Twenties quiz, Great Depression quiz, New Deal quiz</td>
<td>Informational Writing:</td>
</tr>
<tr>
<td></td>
<td>Summative – End of Unit: 1920s/Depression Test</td>
<td>Depression Diary Migrant worker’s letter home New Deal DBQ essay</td>
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<td>Presentation:</td>
<td>Informational:</td>
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<td>Textbook</td>
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<td>Poetry</td>
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<td>Cinderella Man – movie FDR/New Deal political cartoons</td>
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<td>Textbook</td>
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<td>Writing Outcomes:</td>
<td>Literature Based Writing:</td>
<td>Tier 2 – Academic Vocabulary:</td>
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<td>NYS Social Studies Standards 1-5</td>
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<td>Literature Based Writing:</td>
<td>Tier 3 – Content Vocabulary:</td>
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<td>Literature Based Writing:</td>
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### Theme/Unit:
8.5 The US assumes Worldwide Responsibilities (8 weeks)

#### Enduring Understandings:
1. How did the Versailles Treaty lead to World War II?
2. How could the use of the first atomic bomb be considered a turning point in United States history?
3. Why is World War II considered a "total war" affecting all aspects of American life?
4. How and why did the leadership role of the United States differ after World War II and World War I?
5. How and why did the United States help the nations of Europe after World War II?
6. How were World War II and the Vietnam War different?
7. How were the Vietnam War and the Gulf War different?
8. How has our relationship with Latin America changed?

#### Standards-Based Essential Skills to be Targeted Throughout the Unit:
1. To understand why World War II began and how it changed the lives of millions of people
2. To be aware of the much different world left as a legacy of World War II
3. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
4. To understand the relative importance of United States domestic and foreign policies over time
5. To analyze the role played by the United States in international politics, past and present
6. To describe historic events through the eyes and experiences of those who were there
7. To understand why the United States assumed a leadership role in the post-World War II world
8. To appreciate the historical background for the formation of United States foreign policy of this era
9. To understand the relative importance of United States domestic and foreign policies over time
10. To analyze the role played by the United States in international politics, past and present
11. To understand the historic, political, and social context in which United States foreign policy has evolved during the post-Cold War era
12. To understand the relative importance of United States domestic and foreign policy over time
13. To analyze the role played by the United States in international politics, past and present

#### Instructional Resources
- Textbook Q and A DBQs
- Video clips Q and A

#### Literature
- Various Vietnam protest songs
- Wartime propaganda posters

#### Language/Literacy and Speaking
- Various Powerpoints
- Review: Various review games
- Websites:

#### Standards-Based Essential Skills to be Targeted Throughout the Unit:

#### Instructional Resources
- Textbook Q and A DBQs
- Video clips Q and A

#### Literature
- Various Vietnam protest songs
- Wartime propaganda posters

#### Language/Literacy and Speaking
- Various Powerpoints
- Review: Various review games
- Websites:

#### Standards-Based Essential Skills to be Targeted Throughout the Unit:

#### Instructional Resources
- Textbook Q and A DBQs
- Video clips Q and A

#### Literature
- Various Vietnam protest songs
- Wartime propaganda posters

#### Language/Literacy and Speaking
- Various Powerpoints
- Review: Various review games
- Websites:
Theme/Unit:
8.6 The Changing Nature of the American People from World War II to the present (5 weeks)

Enduring Understandings:
How did the Cold War affect the lives of people in the United States?
How did the United States deal with the assassination of one president and the resignation of another?
How has the fall of communism changed the balance of power in the world?
What will be the role of the United States in the 21st century?

Reading Outcomes:
1. To understand that the period immediately following World War II was a prolonged period of prosperity with a high level of public confidence in the United States
2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant
3. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts
1. To understand the economic, social, and political trends that shaped the end of the 20th century and point to the 21st century
2. To investigate problems and opportunities the United States faces in its immediate future

Assessments:
Formative – During Unit:
- 1950s Quiz, Civil Rights Quiz, 1960s/1970s quiz, 1980s-present quiz
Summative – End of Unit:
- Final Exam
- Presentation

Writing Outcomes:
NYS Social Studies Standards 1-5

Assessments:
Formative – During Unit:
- 1950s Quiz, Civil Rights Quiz, 1960s/1970s quiz, 1980s-present quiz
Summative – End of Unit:
- Final Exam

Notes:
Various Powerpoints
Review:
Various review games
Websites:

Instructional Resources:
Textbook Q and A
DBQs
Excerpts from Civil Rights Leaders

Letter from a Birmingham Jail

Literature Based Writing:
Informational Writing:
“What does the future hold?” essay

“TIER 2 – Academic Vocabulary:
See Academic Vocabulary list

Tier 3 – Content Vocabulary:
See Essential Vocabulary and Essential People List

Standards-Based Essential Skills to be Targeted Throughout the Unit:
1. To understand that the period immediately following World War II was a prolonged period of prosperity with a high level of public confidence in the United States
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