

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

American Studies II, CP

Course # 212

Grade(s) 10

Department: Social Studies

Length of Period (mins.) 41

Total Clock Hours: 123

Periods per Cycle: 6

Length of Course (yrs.) 1.0

Type of Offering: required elective

Credit: 1.0

Adopted: _____

Developed by:

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Description of Course

Course Title:

American Studies II, CP - # 212

Description:

This is the second of a two-part course in American History. Using a chronological approach, students will be studying the history, global interactions, and changing patterns in the culture and people of the United States from the election of Woodrow Wilson in 1912 to the present.

Goals:

- To enable students to examine past events using current historical perspectives regarding cause and effect with emphasis on critical thinking and analytical skills
- To help students better appreciate the political, economic, and social condition in the United States with reference to international affairs
- To enable students to incorporate various technological resources to help students see the United States with a global perspective and the interrelatedness of their world

Requirements:

None.

Text:

Cayton, Perry, Reed, and Winkler, America: Pathways to the Present, Pearson/Prentice Hall, 2005

Key to Levels of Achievement (Listed with each learning objective)

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|--------------------|--|
| Awareness (A): | Students are introduced to concepts, forms, and patterns. |
| Learning (L): | Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process. |
| Understanding (U): | Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level. |
| Reinforcement (R): | Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication. |

| Unit | Num | Objective | Level | Content | Evaluation | Standard |
|-------------------------|-----|--|-------|--|---|--|
| World War I | 1 | Students will assess the reforms of Woodrow Wilson’s administration. | L | <ul style="list-style-type: none"> Lecture and discussion | <ul style="list-style-type: none"> Quiz | 6.2.9 C 6.2.12 C 8.1.12 C |
| | 2 | Students will summarize and assess the four constitutional amendments passed during the Progressive Era. | L | <ul style="list-style-type: none"> Lecture and discussion | <ul style="list-style-type: none"> Quiz Test | 5.1.12 E |
| | 3 | Students will explain the meaning of “moral diplomacy.” | U | <ul style="list-style-type: none"> Classification exercise on a four column chart – Nation, Incident, Action, Moral | <ul style="list-style-type: none"> Evaluation of chart | 8.12 A |
| | 4 | Students will list and assess those events which contributed to the U.S. decision to declare war on Germany. | U | <ul style="list-style-type: none"> Group work | <ul style="list-style-type: none"> Evaluation of finding | 8.1.12 A 8.1.12 C |
| | 5 | Students will evaluate the actions employed by the government to organize the national war effort. | L | <ul style="list-style-type: none"> Worksheet | <ul style="list-style-type: none"> Evaluation of worksheet | 8.3.12 D |
| | 6 | Students will describe and assess the human and monetary costs of World War I. | L | <ul style="list-style-type: none"> Bar graph interpretation clip from <u>All Quiet on the Western Front</u> laser disk. | <ul style="list-style-type: none"> Evaluation of video | 7.3.12 E 8.1.12 B 8.1.12 C |
| | 7 | Students will discuss and evaluate the causes of World War I. | U | <ul style="list-style-type: none"> Use of Alliances simulation | <ul style="list-style-type: none"> Essay | 7.3.12 E 8.1.12 A 8.1.12 C 8.4.12 D |
| | 8 | Students will discuss an overview of military strategy during World War I and cite the significant battles during the war. | L | <ul style="list-style-type: none"> Map of battle locations | <ul style="list-style-type: none"> Comparison chart of battles | 8.1.12 A 8.3.12 B 8.4.12 D |
| | 9 | Students will explain the reasons the Americans opposed the Versailles Treaty. | U | <ul style="list-style-type: none"> Create a cartoon Worksheet: Resisting league | <ul style="list-style-type: none"> Evaluation of cartoon | 8.1.12 C |
| 1920s and Social Change | 10 | Students will identify significant personalities of the post-war period. | L | <ul style="list-style-type: none"> Biography/obituary writing | <ul style="list-style-type: none"> Evaluation of biography | 8.3.12 A |
| | 11 | Students will summarize the elections of 1920 and 1924, presidential and congressional, and evaluate its impact. | L | <ul style="list-style-type: none"> Worksheet Internet research | <ul style="list-style-type: none"> Evaluation of worksheet | 8.1.12 A 8.1.12 C |
| | 12 | Students will explain the increase in industrial productivity during the 1920s. | L | <ul style="list-style-type: none"> Interpretation of graph | <ul style="list-style-type: none"> Quiz | 6.5.12 B 8.3.12 C |
| | 13 | Students will describe and assess cultural developments during the 1920s. | U | <ul style="list-style-type: none"> Primary source reading | <ul style="list-style-type: none"> Essay | 8.3.12 C |

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|--------------------------------|-----|--|-------|---|--|---------------------------------|
| | 14 | Students will explain why some groups were excluded from the prosperity of the time and assess the impact of this exclusion. | L | <ul style="list-style-type: none"> Classification of illustrator Video: <u>The Twenties</u> | <ul style="list-style-type: none"> Evaluation of chart Video worksheet | 6.5.9 E 8.3.12 D |
| | 15 | Students will summarize those economic events that led to the crash of the stock market in 1929 and evaluate them. | L | <ul style="list-style-type: none"> Modified outline Lecture and discussion | <ul style="list-style-type: none"> Quiz Test | 6.5.12 D 8.1.12 C |
| The Great Depression | 16 | Students will delineate between the events and the developments that contributed to the Crash. | L | <ul style="list-style-type: none"> Chart activity | <ul style="list-style-type: none"> Evaluation of chart | 6.5.12 D 8.1.12 C |
| | 17 | Students will describe and assess those steps taken by Hoover to try to stop the Depression. | L | <ul style="list-style-type: none"> Lecture and discussion Worksheet | <ul style="list-style-type: none"> Quiz | 6.5.9 H 8.1.12 A 8.1.12 C |
| | 18 | Student will summarize and assess personal and national experiences that provided the basis for the New Deal ideas. | U | <ul style="list-style-type: none"> Chart (three headings) <ul style="list-style-type: none"> Personal experience, national experience, other | <ul style="list-style-type: none"> Evaluation of chart | 6.5.9 H 8.1.12 B |
| | 19 | Students will summarize those problems faced by the nation in the early 1920s. | L | <ul style="list-style-type: none"> List creation | <ul style="list-style-type: none"> Quiz Test | 6.1.9 D 8.1.12 A |
| The New Deal and Reform | 20 | Students will compare and contrast the actions of the government prior to the Crash with those after the Crash. | U | <ul style="list-style-type: none"> Internet research | <ul style="list-style-type: none"> Evaluation of research | 6.2.12 H 8.1.12 C |
| | 21 | Students will summarize the criticisms of the New Deal. | U | <ul style="list-style-type: none"> Internet research | <ul style="list-style-type: none"> Evaluation of research | 8.1.12 A 8.1.12 B |
| | 22 | Students will explain the cause and effects of the recession of 1938-39 and assess the impact. | L | <ul style="list-style-type: none"> Lecture and discussion | <ul style="list-style-type: none"> Quiz | 6.1.9 D 8.1.12 C |
| | 23 | Students will evaluate those factors which influenced FDR's reelection. | L | <ul style="list-style-type: none"> Worksheet: New Deal, Gains/Losses | <ul style="list-style-type: none"> Evaluation of worksheet | 8.1.12 C 8.3.12 A |
| | 24 | Students will explain the development of labor organizations and assess their impact in the mid-1930s. | L | <ul style="list-style-type: none"> Team game on labor | <ul style="list-style-type: none"> Quiz Test | 8.3.12 C 8.3.12 D |
| Road to War | 25 | Students will discern between isolationism or involvement when given events of developments to classify. | U | <ul style="list-style-type: none"> Group report | <ul style="list-style-type: none"> Evaluation of presentation | 8.1.12 A |

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|--|-----|---|-------|--|---|--|
| | 26 | Students will define and evaluate the effects of isolationism. | A | <ul style="list-style-type: none"> Reinforcement timeline | <ul style="list-style-type: none"> Quiz | 8.1.12 A 8.1.12 C |
| | 27 | Students will summarize foreign policy developments between the summer of 1940 and November 1941. | U | <ul style="list-style-type: none"> Write news article | <ul style="list-style-type: none"> Peer assessment | 8.1.12 A |
| World War II | 28 | Students will distinguish the military situation in early 1942 with early 1943. | L | <ul style="list-style-type: none"> Worksheet on theater map | <ul style="list-style-type: none"> Evaluation of worksheet | 8.1.12 B 8.1.12 C |
| | 29 | Students will discuss and evaluate the causes of World War II. | U | <ul style="list-style-type: none"> Create a timeline of key events | <ul style="list-style-type: none"> Evaluation of timeline | 7.3.12 E 8.1.12 A 8.1.12 C 8.4.12 D |
| | 30 | Students will discuss the chronology, causes, characteristics, and effects of the Holocaust. | U | <ul style="list-style-type: none"> Video segment of Holocaust | <ul style="list-style-type: none"> Write a reaction paper | 8.1.12 A 8.4.12 B 8.4.12 D |
| | 31 | Students will analyze the general course of the war and note significant battles. | U | <ul style="list-style-type: none"> Internet research | <ul style="list-style-type: none"> Evaluation of research | 8.1.12 C 8.3.12 B 8.4.12 D |
| | 32 | Students will list the wartime diplomatic conferences and assess their impact. | L | <ul style="list-style-type: none"> Charting/timeline | <ul style="list-style-type: none"> Evaluation of chart | 8.1.12 A 8.1.12 C |
| | 33 | Students will explain why U.S. leaders felt ending the war with Japan would be difficult. | L | <ul style="list-style-type: none"> Video: <u>Enola Gay</u> Primary sources from both sides | <ul style="list-style-type: none"> Evaluation of video/primary sources | 8.1.12 C 8.1.12 D |
| Post War, Cold War, Korean Conflict | 34 | Students will summarize events and developments that led to the Cold War and assess their impact. | L | <ul style="list-style-type: none"> Worksheet: Cold War | <ul style="list-style-type: none"> Evaluation of worksheet | 8.1.12 A 8.1.12 C |
| | 35 | Students will explain the conflict between MacArthur and Truman. | U | <ul style="list-style-type: none"> Primary source: Dismissal of MacArthur | <ul style="list-style-type: none"> Quiz | 8.3.12 A |
| | 36 | Students will articulate foreign policy during the Cold War thaw and assess its implications. | U | <ul style="list-style-type: none"> Summary of primary source | <ul style="list-style-type: none"> Quiz | 8.1.12 C |
| | 37 | Students will identify and explain any given political situation in given areas from this time period (suggested but not limited to: Eastern Europe, China, and Korea.) | L | <ul style="list-style-type: none"> Timeline | <ul style="list-style-type: none"> Evaluation of timeline | 8.1.12 A |
| | 38 | Students will summarize the rise and fall of McCarthyism and evaluate its impact. | L | <ul style="list-style-type: none"> Video: McCarthy | <ul style="list-style-type: none"> Worksheet | 8.1.12 C 8.3.12 A |

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|--------------------------------------|-----|---|-------|--|--|----------------------------------|
| | 39 | Students will compare and contrast Eisenhower’s economic views with Truman. | L | <ul style="list-style-type: none"> Classification table | <ul style="list-style-type: none"> Evaluation of table Test | 8.1.12 C 8.3.12 A |
| | 40 | Students will describe and assess social, cultural, and political developments from the 1950s (e.g., entertainment, civil rights, and consumerism). | L | <ul style="list-style-type: none"> Unscramble outline based on test material | <ul style="list-style-type: none"> Evaluation of outline | 8.3.12 C 8.3.12 D |
| | 41 | Students will explain and evaluate given international events (e.g., Hungary, Egypt, Indochina, and USSR). | U | <ul style="list-style-type: none"> Student research | <ul style="list-style-type: none"> Evaluation of research Test | 8.1.12 A |
| | 42 | Students will explain and assess legislation passed between 1963 and 1965. | L | <ul style="list-style-type: none"> Chart activity Internet research | <ul style="list-style-type: none"> Evaluation of research | 8.1.12 A 8.1.12 B |
| | 43 | Students will describe and evaluate the Civil Rights Movement during the 1940s and 1950s, and compare it to the 1960s. | L | <ul style="list-style-type: none"> Worksheet: Equal rights Research/presentation of given groups | <ul style="list-style-type: none"> Evaluation of worksheet Evaluate presentation Test | 8.3.12 D |
| The Vietnam War | 44 | Students will describe and assess the impact of the events leading to U.S. involvement in the Vietnam Conflict. | U | <ul style="list-style-type: none"> Analysis of cartoon | <ul style="list-style-type: none"> Evaluation of research | 7.3.12 E 8.1.12 A 8.1.12 C |
| | 45 | Students will compare and contrast the various viewpoints of the U.S. involvement in the war. | L | <ul style="list-style-type: none"> Worksheet: Debate over war | <ul style="list-style-type: none"> Evaluation of worksheet | 8.1.12 C |
| | 46 | Students will define the term Vietnamization and evaluate the causes and effects. | L | <ul style="list-style-type: none"> Lecture and discussion | <ul style="list-style-type: none"> Quiz (essay) Test | 8.1.12 C |
| The Nixon, Ford, Carter Years | 47 | Students will summarize the U.S. change in foreign policy toward China and the Soviet Union, and assess the causes and effects. | L | <ul style="list-style-type: none"> Cause and effect chart | <ul style="list-style-type: none"> Evaluation of chart | 8.1.12 C |
| | 48 | Students will explain domestic developments during the late 1960s and early 1970s, and their effects. | U | <ul style="list-style-type: none"> Research/presentation of given topic | <ul style="list-style-type: none"> Evaluation of presentation | 8.3.12 C 8.3.12 D |
| | 49 | Students will assess the actions taken by Congress and the judiciary during the Watergate affair. | L | <ul style="list-style-type: none"> Video: <u>Watergate</u> Create timeline | <ul style="list-style-type: none"> Evaluation of timeline | 5.3.9 B 8.1.12 C |
| | 50 | Students will evaluate the effectiveness of the checks and balances during Watergate. | U | <ul style="list-style-type: none"> Essay Debate | <ul style="list-style-type: none"> Peer assessment Test | 5.3.9 B 8.1.12 C |

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|---|-----|---|-------|---|--|--|
| | 51 | Students will describe the major events of the Carter presidency and evaluate his reaction to them. | L | <ul style="list-style-type: none"> Internet research | <ul style="list-style-type: none"> Evaluation of research | 7.4.12 B 8.1.12 A 8.1.12 C |
| | 52 | Students will compare Ford and Carter’s handling of domestic and foreign affairs. | U | <ul style="list-style-type: none"> Comparison chart | <ul style="list-style-type: none"> Evaluation of chart | 8.2.12 D 8.3.12 A |
| | 53 | Students will summarize and assess scientific and economic developments of the 1970s and 1980s. | U | <ul style="list-style-type: none"> Internet research | <ul style="list-style-type: none"> Evaluation of research Test | 6.5.12 B 8.1.12 D |
| | 54 | Students will design, rank, and justify the ten most significant events in terms of foreign affairs in the U.S. | L | <ul style="list-style-type: none"> Group activity to rank given events | <ul style="list-style-type: none"> Evaluation of reasons for rankings | 8.1.12 C 8.1.12D |
| The Conservative Revolution: Reagan-Bush Years | 55 | Students will understand the Reagan revolution. | U | <ul style="list-style-type: none"> Essay stance on whether this was a “revolution” | <ul style="list-style-type: none"> Essay | 5.2.12 B 8.1.12 C 8.3.12 A 8.3.12 C |
| | 56 | Students will summarize the events leading to the end of the Cold War. | L | <ul style="list-style-type: none"> Timeline | <ul style="list-style-type: none"> Evaluate timeline | 8.1.12 A 8.4.12 A |
| Entering a New Era | 57 | Students will understand the controversies involved with the Clinton impeachment. | U | <ul style="list-style-type: none"> Lecture and discussion | <ul style="list-style-type: none"> Quiz | 5.1.12 D 8.1.12 B 8.3.12 A |
| | 58 | Students will understand the history and issues surrounding the 9/11 events and the War on Terrorism. | U | <ul style="list-style-type: none"> Worksheet | <ul style="list-style-type: none"> Question and answer session | 5.4.12 A 8.1.12 A |
| | 59 | Students will discuss the role of the United States as the leading superpower. | U | <ul style="list-style-type: none"> Debate | <ul style="list-style-type: none"> Evaluation of debate | 5.4.12 A 8.3.12 C 8.4.12 A 8.4.12 C |
| | 60 | Students will discuss current political issues, e.g., Social Security, abortion, gay rights. | L | <ul style="list-style-type: none"> Internet research | <ul style="list-style-type: none"> Opinion papers | 8.3.12 C 8.4.12 A 8.4.12 C |