

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

American Studies I, CP

Course # 202

Grade(s) 9

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 I, CP - # 202

Description:

This course is designed to discover American History using a chronological approach beginning with the Federalist Era and ending with the Progressive Era. Growth of democracy, westward expansion, secession, slavery, the Civil War, industrialization, immigration, and the Progressive Movement are some of the major historical themes addressed. The incorporation of minorities and their roles are studied in their historical context. The cause and effect relationships of historical events and student's projects will be emphasized throughout the year.

Goals:

- To understand our nation's history, and why it changes
- To understand significant events of American history
- To understand the meaning of documents and how they relate to modern laws and government procedures
- To aide the student in using maps, charts, and timetables as reference tools
- To understand the democratic ideals which have helped form the American government and way of life

Requirements:

None.

Text:

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

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

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
Organizing the Nation: More Problems	1	Students will summarize the views of Jeffersonians and Hamiltonians.	L	<ul style="list-style-type: none"> Charting activity Ask Jefferson 	<ul style="list-style-type: none"> Evaluation of chart Evaluation of accuracy and quality of answer to questions 	5.1.9 H 5.2.9 D 5.2.9 G 5.2.9 E 5.3.9 A 5.3.9 D 5.3.9 E 8.3.9 D
	2	Students will compare the development of the political parties during the early years of the Republic.	L	<ul style="list-style-type: none"> Internet research 	<ul style="list-style-type: none"> Evaluation of research 	5.2.9 G 5.3.9 A 5.3.9 E 5.4.9 A 8.2.9 D 8.3.9 D
	3	Students will identify the Northwest Territory on a map and evaluate the importance.	L	<ul style="list-style-type: none"> Lecture and discussion Map activity 	<ul style="list-style-type: none"> Quiz 	7.1.9 B 7.2.9 A 7.3.9 A 7.3.9 C 8.1.9 B
	4	Students will describe the development of the U.S. foreign policy in the early 1800's.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	5.3.9 A 5.3.9 B 5.4.9 A
	5	Students will assess the importance of the Louisiana Purchase and locate it on a map.	U	<ul style="list-style-type: none"> Map activity Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of map Quiz 	7.1.9 B 7.3.9 A 7.3.9 C 8.1.9 B
	6	Students will identify important pioneers.	U	<ul style="list-style-type: none"> Student research 	<ul style="list-style-type: none"> Evaluation of presentations 	7.3.9 A 8.2.9 A 8.3.9 A
	7	Students will assess and identify the major problems encountered in launching the new U.S. government (e.g., sectionalism and domestic dissent.)	L	<ul style="list-style-type: none"> Chart Worksheet Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of chart Evaluation of discussion 	5.1.9 C 5.1.9 H 5.2.9 C 5.3.9 A 5.3.9 B 8.3.9 C 8.3.9 D
	8	Students will evaluate the effects of John Marshall on U.S. law.	A	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	5.1.9 L 5.3.9 A 5.3.9 B 8.3.9 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
	9	Students will list and summarize the event leading to the War of 1812 and its results.	L	<ul style="list-style-type: none"> Charting activity 	<ul style="list-style-type: none"> Evaluation of chart Unit test 	5.1.9 K 6.1.9 D 8.2.9 B 8.2.9 D
Democracy Grows	10	Students will define and describe the formation of Jacksonian Democracy, and examine the circumstance surrounding the election of 1824.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Worksheet 	5.2.9 E 5.2.9 G 5.3.9 A 5.3.9 B 5.3.9 E 5.3.9 F 5.3.9 K 8.3.9 A
	11	Students will assess the concept of state’s rights.	U	<ul style="list-style-type: none"> Lecture and discussion Debate 	<ul style="list-style-type: none"> Worksheet 	5.1.9 C 5.1.9 H 5.3.9 A 8.3.9 D
	12	Students will summarize the events surrounding the birth of the Democratic Party.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	5.2.9 G 5.3.9 A 5.3.9 E 8.1.9 A
	13	Students will evaluate the effects of Jacksonian Democracy on the nation.	L	<ul style="list-style-type: none"> Position paper of effects 	<ul style="list-style-type: none"> Evaluation of validity of position 	5.3.9 A 5.3.9 F 5.3.9 K 8.3.9 C
	14	Students will assess the U.S. policy toward Native Americans during the early 19 th century.	L	<ul style="list-style-type: none"> Primary source: Trial of Tears` 	<ul style="list-style-type: none"> Quiz 	7.3.9 A 7.3.9 B 7.3.9 C 8.2.9 B 8.2.9 D 9.3.9 D
	15	Students will summarize the events surrounding the formation of the Whig Party.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion Unit test 	5.2.9 G 5.3.9 A 8.3.9 E
Reforms	16	Students will explain and evaluate the reforms associated with the following: industrialization, women, African-Americans, and education.	L	<ul style="list-style-type: none"> Analyze primary source material Internet research 	<ul style="list-style-type: none"> Evaluation of student answers 	5.1.9 M 5.4.9 A 8.2.9 A 8.2.9 C 8.3.9 A 8.3.9 C 8.3.9 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
	17	Students will identify innovations and their inventors (e.g., McCormick, Fulton, Erie Canal, and Morse.)	U	<ul style="list-style-type: none"> Group research projects 	<ul style="list-style-type: none"> Video worksheet 	6.2.9 A 7.4.9 A 7.4.9 B 8.2.9 A 8.3.9 A 8.3.9 C
	18	Students will identify major personalities from the anti-slavery movement (e.g., Nat Turner, Fredrick Douglas, and Harriet Tubman.)	L	<ul style="list-style-type: none"> Biography video: <u>Harriet Tubman</u> 	<ul style="list-style-type: none"> Video worksheet 	5.2.9 G 8.2.9 A 8.3.9 A 8.3.9 C 8.3.9 D
	19	Students will identify major players of the early women’s movement (e.g., Lucretia Mott, and Elizabeth Cady Stanton.)	L	<ul style="list-style-type: none"> Biography video: <u>Elizabeth Cady Stanton</u> 	<ul style="list-style-type: none"> Video worksheet Test 	5.1.9 M 5.4.9 A 8.2.9 C 8.3.9 A 8.3.9 C 8.3.9 D
Expansion	20	Students will explain how the discovery of gold and silver helped open the West.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	6.2.9 A 7.1.9 B 7.2.9 A 7.3.9 A 7.3.9 D 7.3.9 E 7.4.9 A 7.4.9 B
	21	Students will describe and assess the major events in the history of relations between the Plains Indians and the United States government.	L	<ul style="list-style-type: none"> Primary source excerpt: <u>Battle of Wounded Knee</u> 	<ul style="list-style-type: none"> Evaluation of discussion 	5.3.9 A 7.3.9 B 7.3.9 C 8.3.9 D
	22	Students will analyze the effects the railroads had on the opening of the West.	L	<ul style="list-style-type: none"> Internet research Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of research findings 	6.2.9 A 6.2.9 E 7.1.9 B 7.3.9 A 7.3.9 C 7.3.9 E 7.4.9 A 8.3.9 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
	23	Students will describe the role of foreign labor in the construction of the railroads.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	6.4.9 D 6.5.9 A 7.3.9 A 7.3.9 B 7.3.9 E 8.3.9 D
	24	Students will evaluate the popular role about the American cowboy and describe why they developed.	L	<ul style="list-style-type: none"> Western art Worksheet 	<ul style="list-style-type: none"> Evaluation of student findings Evaluation of worksheet 	7.4.9 A 8.3.9 H
	25	Students will summarize the difficulties faced by farmers on the Great Plains.	L	<ul style="list-style-type: none"> Lecture and discussion Internet research – http://www.si.edu/nmai/abmus.html 	<ul style="list-style-type: none"> Evaluation of discussion 	6.1.9 D 7.1.9 B 7.2.9 A 7.3.9 A 7.3.9 C 7.3.9 E 7.4.9 A 7.4.9 B 8.3.9 A 8.3.9 C 8.3.9 D
	26	Students will summarize the cause and effects of the Mexican-American War.	L	<ul style="list-style-type: none"> Internet research – http://sunsite.unam.mx/revistas/1847/Summa.html 	<ul style="list-style-type: none"> Evaluation of discussion 	5.4.9 B 8.1.9 B 8.1.9 D 8.2.9 D 8.3.9 B 8.3.9 D
	27	Students will describe the Compromise of 1850 and evaluate its effects.	L	<ul style="list-style-type: none"> Lecture and discussion Map worksheet 	<ul style="list-style-type: none"> Evaluation of map Unit test 	5.2.9 C 5.3.9 A 8.3.9 C 8.3.9 D
Secession Movement	28	Students will examine the development of sectionalism as the slavery issue grew.	L	<ul style="list-style-type: none"> Read primary source excerpt: <u>Uncle Tom’s Cabin</u> 	<ul style="list-style-type: none"> Essay: write a reaction paper to excerpt 	7.1.9 B 8.1.9 A 8.2.9 C 8.3.9 C 8.3.9 D
	29	Students will summarize the Kansas-Nebraska Act.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	5.2.9 C 8.1.9 B 8.1.9 D 8.3.9 B 8.3.9 D

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	30	Students will evaluate the importance of the Dred Scott case.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	5.1.9 L 8.3.9 B 8.3.9 C 8.3.9 D
	31	Students will identify the difference between the Northern economy and the Southern economy.	U	<ul style="list-style-type: none"> Worksheet activity 	<ul style="list-style-type: none"> Evaluation of worksheet 	5.3.9 I 7.1.9 A 7.1.9 B 7.2.9 A 7.3.9 E 7.4.9 A 8.2.9 C 8.3.9 D 9.2.9 B
	32	Students will interpret the importance of the Lincoln-Douglas debates.	U	<ul style="list-style-type: none"> Debate 	<ul style="list-style-type: none"> Peer evaluation 	5.3.9 E 8.1.9 D 8.3.9 B 8.3.9 D
	33	Students will identify, describe, and assess the reasons for the secession of the Southern states and the establishment of the confederacy.	L	<ul style="list-style-type: none"> Charting activity Discussion Internet research – http://www.funnelweb.utcc.utk.edu/~hoemann/warweb.html 	<ul style="list-style-type: none"> Unit test 	7.3.9 C 7.3.9 E 8.3.9 D
Civil War	34	Students will describe and evaluate the significance of the major campaigns, and strategies of the Civil War.	L	<ul style="list-style-type: none"> Worksheet/timeline creation Discussion/map 	<ul style="list-style-type: none"> Evaluation of timelines 	8.2.9 A 8.2.9 B 8.3.9 A
	35	Students will summarize the positions of the North and South.	L	<ul style="list-style-type: none"> Charting activity 	<ul style="list-style-type: none"> Evaluation of chart 	2.1.9 V 5.1.9 K 8.1.9 C 8.2.9 D 8.3.9 D
	36	Students will discuss and assess the effectiveness of the increased role of the national government that resulted from the war.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	5.3.9 A 5.3.9 B 6.1.9 A 8.3.9 C
	37	Students will evaluate the advantages and disadvantages of the Union and the Confederacy.	U	<ul style="list-style-type: none"> Worksheet Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	5.3.9 I 7.1.9 B 7.3.9 E

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	38	Students will summarize and assess the Emancipation Proclamation and the Gettysburg Address.	U	<ul style="list-style-type: none"> Read Emancipation Proclamation and paraphrase, then make it apply to modern theme Read Gettysburg Address and paraphrase, then make it apply to modern theme 	<ul style="list-style-type: none"> Evaluation of application Unit test 	5.1.9 J 5.1.9 M 8.1.9 B 8.1.9 D 8.3.9 B
	39	Students will compare and contrast the conflicting plans to reconstruct the South.	L	<ul style="list-style-type: none"> Charting activity 	<ul style="list-style-type: none"> Evaluation of chart 	5.2.9 C 5.3.9 A 5.3.9 B 8.1.9 C 8.2.9 A 8.2.9 D 8.3.9 C 8.3.9 D
	40	Students will summarize the 13 th , 14 th , and 15 th amendments and their impacts.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	5.3.9 A 5.3.9 B 5.3.9 G 8.1.9 B 8.3.9 B 8.3.9 C
	41	Students will summarize the impeachment of Andrew Johnson.	L	<ul style="list-style-type: none"> Compare to Clinton Anti-Johnson newspaper articles 	<ul style="list-style-type: none"> Evaluation of discussion 	5.3.9 A 5.3.9 B 5.3.9 D 8.3.9 D
	42	Students will describe the reasons for the rise of the KKK.	L	<ul style="list-style-type: none"> Use <i>Plessy vs. Ferguson</i> written opinions 	<ul style="list-style-type: none"> Evaluation of discussion 	5.1.9 K 8.1.9 A
	43	Students will assess the effectiveness of Radical Reconstruction.	L	<ul style="list-style-type: none"> Worksheet 	<ul style="list-style-type: none"> Quiz Unit test 	8.3.9 C 8.3.9 D
Industrialization	44	Students will explain why the number of inventors increased during the last half of the century.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Quiz 	6.5.9 B 8.3.9 C
	45	Students will identify inventors and assess the impact of their inventions (e.g., Edison, Bell, and Drake.)	U	<ul style="list-style-type: none"> Internet research – http://jefferson.village.virginia.edu/abell/homepage.html Student research presentation 	<ul style="list-style-type: none"> Evaluation of quality of presentation 	6.4.9 E 6.5.9 B 8.2.9 A 8.2.9 B 8.3.9 A 8.3.9 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
	46	Students will describe the advantages and disadvantages of the various forms of business organizations (e.g., holding companies, trusts.)	L	<ul style="list-style-type: none"> Charting activity 	<ul style="list-style-type: none"> Evaluation of chart 	6.2.9 A 6.2.9 B 6.3.9 F 6.5.9 C 6.5.9 F 7.3.9 E 8.3.9 C
	47	Students will summarize and assess the government’s attempts to control “Big Business.”	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion 	5.1.9 J 5.2.9 L 5.3.9 A 5.3.9 D 5.7.9 A 6.1.9 A 6.2.9 F 6.2.9 H 7.3.9 E 8.2.9 C 8.3.9 C 8.3.9 D
	48	Students will evaluate and summarize the growth and effects of Big Business in America during the post Civil War era.	L	<ul style="list-style-type: none"> Lecture and discussion 	<ul style="list-style-type: none"> Evaluation of discussion Unit test 	6.1.9 D 6.4.9 E 6.5.9 B 6.5.9 F 7.3.9 D 8.3.9 C 8.3.9 D
Unionism, Populism, and Reform	49	Students will describe and evaluate developments in transportation and communication.	L	<ul style="list-style-type: none"> Summarize selected readings http://www.mcs.net/dndawdy/cybroad.html 	<ul style="list-style-type: none"> Evaluation of discussion 	6.4.9 D 7.1.9 B 7.3.9 A 8.2.9 C 8.3.9 C
	50	Students will explain and assess the increased number of inventions during the last half of the 19 th century.	L	<ul style="list-style-type: none"> Worksheet on inventions http://web.mit.edu/invent 	<ul style="list-style-type: none"> Evaluation of worksheet 	8.3.9 C
	51	Students will list advantages and disadvantages of various forms of business organizations.	L	<ul style="list-style-type: none"> Charting activity: corporation, vertical integration, and horizontal integration 	<ul style="list-style-type: none"> Evaluation of chart 	6.2.9 D 6.2.9 F 8.2.9 C 8.3.9 C
	52	Students will compare and contrast the southern economy of the first half of the 19 th century	L	<ul style="list-style-type: none"> Lecture and discussion Compare and contrast chart 	<ul style="list-style-type: none"> Quiz Evaluation of discussion 	6.1.9 D 6.4.9 B 7.1.9 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
		with the southern economy of the last half of the 19 th century.				7.3.9 D 9.3.9 D
	53	Students will describe those conditions which led to the development of labor organizations and assess their effectiveness.	U	<ul style="list-style-type: none"> Write newspaper article about conditions based on research 	<ul style="list-style-type: none"> Evaluation of article Peer evaluation 	5.1.9 J 5.3.9 H 5.4.9 A 6.3.9 F 6.4.9 D 6.5.9 A 8.2.9 A 8.2.9 C 8.2.9 D 8.3.9 C 8.3.9 D
	54	Students will describe corruption during the guilded age and compare it to corruption today.	L	<ul style="list-style-type: none"> Worksheet http://lcweb2.loc.gov/ammem/amt_itle.new.html 	<ul style="list-style-type: none"> Evaluation of worksheet 	5.3.9 A 8.3.9 D
	55	Students will summarize grievances from various social reform groups of the late 1800's.	U	<ul style="list-style-type: none"> Apply info: "write your" congressman 	<ul style="list-style-type: none"> Evaluation of applied info 	5.1.9 J 5.3.9 D 5.3.9 H 5.4.9 A 6.2.9 I 8.2.9 D 8.3.9 C 8.3.9 D
	56	Students will evaluate the differences between African-Americans prior to 1890 and those after.	L	<ul style="list-style-type: none"> Analyze and compare primary resources 	<ul style="list-style-type: none"> Evaluation of discussion 	5.1.9 J 7.3.9 B 8.3.9 C 8.3.9 D
	57	Students will explain the differences between Grover Cleveland and William Jennings Bryan on the silver issue.	U	<ul style="list-style-type: none"> Write editorial expressing a given point of view 	<ul style="list-style-type: none"> Accuracy of editorial Unit test 	5.1.9 ? 5.2.9 D 5.3.9 A 6.2.9 B 6.2.9 E 8.3.9 A 8.3.9 D 9.1.9 C
Growth of Cities and Immigration	58	Students will evaluate the relationship between urban growth and economic expansion in the late 1800's.	U	<ul style="list-style-type: none"> Interpretation of bar graph an synthesis 	<ul style="list-style-type: none"> Evaluation of accuracy of bar graph 	6.2.9 B 7.3.9 A 7.3.9 B 7.3.9 C 8.2.9 C 8.3.9 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
	59	Students will describe the various characteristics and problems associated with city life.	L	<ul style="list-style-type: none"> Classification of characteristics Lecture and discussion 	<ul style="list-style-type: none"> Quiz Evaluation of discussion 	5.3.9 D 7.3.9 B 7.3.9 C 8.2.9 C 8.3.9 C
	60	Students will evaluate the impact those problems had on people of the late 19 th century.	U	<ul style="list-style-type: none"> Group report on impact 	<ul style="list-style-type: none"> Evaluation of presentation 	6.2.9 I 7.3.9 A 7.3.9 B 7.3.9 C 8.2.9 C 8.2.9 D 8.3.9 C 8.3.9 D
American Expansion	61	Students will assess the justifications for American expansion during the late 1800's.	L	<ul style="list-style-type: none"> http://www.nara.gov/education/teaching/teaching.html 	<ul style="list-style-type: none"> Evaluation of research findings 	5.4.9 B 6.4.9 B 7.1.9 B 7.3.9 B 7.3.9 C 8.3.9 C
	62	Students will explain and evaluate the causes of the Spanish-American War.	L	<ul style="list-style-type: none"> http://www.sohums.ohio-state.edu/history/projects 	<ul style="list-style-type: none"> Evaluation of research findings 	5.3.9 J 6.2.9 K
	63	Students will summarize the Monroe doctrine and compare it to the Roosevelt Corollary.	L	<ul style="list-style-type: none"> http://www.nara.gov/education/teaching/teaching.html 	<ul style="list-style-type: none"> Evaluation of written summaries 	5.1.9 M 5.3.9 A 5.4.9 B 8.1.9 B 8.1.9 D 8.3.9 B
	64	Students will describe and assess the developments that made the Panama Canal possible.	L	<ul style="list-style-type: none"> Stacked timeline and conclusions in two columns: date and event 	<ul style="list-style-type: none"> Evaluation of chart 	5.4.9 B 6.2.9 I 7.4.9 A 7.4.9 B 8.1.9 A
	65	Students will summarize and evaluate U.S. involvement in Asia after the Spanish-American War.	U	<ul style="list-style-type: none"> Worksheet: Trade with Asia Use line graph to assess and draw conclusion 	<ul style="list-style-type: none"> Evaluation of worksheet Unit test 	5.3.9 A 5.4.9 B 6.2.9 K 7.4.9 C 8.3.9 C 8.3.9 D
Progressive Era	66	Students will summarize the viewpoints of concerned progressives.	U	<ul style="list-style-type: none"> Group work summarizing the relationship between problems and development 	<ul style="list-style-type: none"> Present findings 	5.1.9 J 5.3.9 A 5.3.9 D

Unit	Num	Objective	Level	Content	Evaluation	Standard
						5.3.9 H 8.2.9 D 8.3.9 A 8.3.9 D
	67	Students will explain ways that progressives tried to increase democracy and efficiency in local government and evaluate their efforts.	L	<ul style="list-style-type: none"> Lecture and discussion of factual statements from source 	<ul style="list-style-type: none"> Evaluation of discussion 	5.1.9 J 5.2.9 G 5.3.9 A 5.3.9 E 5.3.9 J 6.2.9 H 8.2.9 C 8.3.9 C 8.3.9 D
	68	Students will assess Theodore Roosevelt’s attitude toward Big Business.	L	<ul style="list-style-type: none"> Primary source reading: http://sunsite.unc.edu/lia/president 	<ul style="list-style-type: none"> Evaluation of worksheet 	5.2.9 D 5.3.9 D 5.3.9 H 8.1.9 D 8.3.9 A 8.3.9 D
	69	Students will summarize those problems Theodore Roosevelt faced during his second term and assess his success in dealing with those problems.	U	<ul style="list-style-type: none"> Lecture and discussion Student written summarization 	<ul style="list-style-type: none"> Evaluation of discussion 	5.2.9 ? 5.3.9 A 8.3.9 A 8.3.9 C
	70	Students will summarize the actions the government took in response to those problems.	L	<ul style="list-style-type: none"> Chart activity 	<ul style="list-style-type: none"> Evaluation of chart 	5.3.9 A 8.3.9 C 8.3.9 D
	71	Students will determine if a position is either conservative or progressive when given an issue.	U	<ul style="list-style-type: none"> Write position paper on issue from perspective 	<ul style="list-style-type: none"> Evaluation of essay 	5.1.9 M 5.3.9 A 8.3.9 E 8.1.9 C 8.2.9 D 8.3.9 D