

US History II (Master)

Teacher: Master Map



Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
August	<p><b>Week 1</b>  <b>A. Changes on the Western Frontier</b></p> <ul style="list-style-type: none"> <li>Native Americans</li> <li>Cattle Ranching &amp; Mining</li> <li>Great Plains Settlement</li> <li>Farming &amp; Populism</li> </ul> <p>How have scientific and technological developments affected societies?</p>	<p><b>A. Westward Expansion</b></p> <p>A1. Compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental or social change</p> <p>A2. Construct reasoned judgments about specific cultural responses to persistent human issues</p> <p>A3. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations</p> <p>A4. Evaluate the role of technology in communications, transportation, information-processing, weapons</p>	<p>Suggested Assessments</p> <ul style="list-style-type: none"> <li>Teacher-created tests and assessments</li> <li>Various real life problems for discussion</li> <li>Role playing activities</li> <li>Class debates</li> <li>Illustrations</li> <li>Reports</li> <li>Socratic seminars</li> <li>Projects</li> <li>Writing assignments                             <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Short Constructed Answers</li> <li>Paragraph</li> <li>Multi-paragraph essay</li> </ul> </li> </ul>	<p>Suggested Activities/Technology</p> <ul style="list-style-type: none"> <li>Write a travel guide for Western travelers in the 1870s based on what you learn in this chapter and on additional research. First decide who your readers are--settlers, cowboys, miners, or farmers. Then write your guide in parts, such as the following:                             <ul style="list-style-type: none"> <li>what to bring (e.g., 400 lbs. of flour per person)</li> <li>how to get there</li> <li>how to avoid dangers</li> <li>add visual material, such as maps, to your guide to make it more useful</li> </ul> </li> <li>Writing assignments</li> <li>Website research</li> <li>Teacher guided supplemental readings</li> <li>Videos and other multimedia</li> <li>Guest speakers</li> <li>Graphic organizers</li> <li>Charts</li> <li>Vocabulary development</li> </ul>	

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		<p>development, or other areas as it contributes to or helps resolve conflicts</p> <p>Investigate the historical development of and impact of major scientific and technological innovations.</p>			
<p>September</p>	<p><u>Week 2</u></p> <p><b>A. Industrial Age</b></p> <ul style="list-style-type: none"> <li>• Production, Distribution, and Consumption</li> <li>• Railroads</li> <li>• Workers Unite</li> </ul> <p>How does competition affect the choices consumers have in an economy?</p>	<p><b>A-D Industrialization, Immigration, and Urbanization</b></p> <p>A-D1. Analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system</p> <p>A-D2. Compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and</p>	<p>Suggested Assessments</p> <ul style="list-style-type: none"> <li>• Teacher-created tests and assessments</li> <li>• Writing assignments                             <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Short Constructed Answers</li> <li>○ Paragraph</li> <li>○ Multi-paragraph essay.</li> </ul> </li> <li>• Write a science fiction story in which a society such as that of the United States in the mid 19th Century does not experience industrialization.</li> </ul>	<p>Suggested Activities/Technology</p> <ul style="list-style-type: none"> <li>• Groups of students will research topics related to the production and uses of steel and will organize their information into a class time line. Working in small groups, students will research a topic related to the production of steel, such as the Bessemer process. Each group will provide illustrations and text for their topic, and one group will design, coordinate, and produce the class time line.</li> <li>• Graphic organizers</li> <li>• Charts</li> <li>• Vocabulary development</li> </ul>	

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	<p><b>Week 3</b>  <b>B. Immigration</b></p> <ul style="list-style-type: none"> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, and Society</li> </ul> <p><b>C. Urbanization</b></p> <ul style="list-style-type: none"> <li>• Production, Distribution, and Consumption</li> <li>• Science, Technology, and Society</li> </ul> <p>What ways does the United States government influence decisions regarding production and distribution of goods?</p> <p><b>Week 4</b>  <b>D. Progressive Era</b></p>	<p>investments, and capital</p> <p>A-D3. Make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions</p> <p>A-D4. Analyze how science and technology influence the core values, beliefs, and attitudes of society shape scientific and technological change</p> <p>5 A-D. Explain the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law</p> <p>6 D. Analyze and evaluate the influence of various forms of citizen action on public policy</p> <p>Analyze the role of competition within different markets structures.</p>	<p>Based on what you learn in this chapter, decide why your fictional society does not become industrialized: lack of natural resources, no creative ideas, or too little population, for example. Then describe daily life in that society, such as</p> <ul style="list-style-type: none"> <li>○ where people live</li> <li>○ how they provide food and shelter for their families</li> <li>○ what kind of social and cultural activities they engage in</li> </ul> <ul style="list-style-type: none"> <li>• Write a biography of Pueblo, Colorado. Using what you've learned in this chapter about how cities grow and why people immigrate, discuss some of the following:</li> </ul>	<p>Student groups will research various muckrakers writing during the progressive era and present reports about the muckrakers and the subjects they exposed. Assign small groups of students to identify one or more prominent muckrakers of the time period, such as Upton Sinclair or Ida Tarbell. Groups will perform research on that individual and try to locate examples of his or her articles. Each student should write up his or her findings. Groups should present their information to class.</p>	

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	<ul style="list-style-type: none"> <li>• Origins of Progressivism</li> <li>• women in public life</li> <li>• Teddy Roosevelt's Square Deal</li> <li>• Taft and Progressivism</li> <li>• Wilson's New Freedom</li> </ul> <p>What ideas have united people over time?</p>	<p>Analyze the complexity of events in United States history.</p>	<ul style="list-style-type: none"> <li>○ Pueblo's founders</li> <li>○ major ethnic groups, including when they arrived and what they contributed to the area</li> <li>○ problems created by growth and the way that the problems were solved</li> <li>○ what the future of Pueblo might be</li> <li>○ include maps, photos, and newspaper stories about interesting local events</li> </ul> <ul style="list-style-type: none"> <li>• Plan a suffrage campaign for women                             <ul style="list-style-type: none"> <li>○ suppose woman suffragists had been able to use today's communications media to win support for</li> </ul> </li> </ul>		

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			<ul style="list-style-type: none"> <li>o their argument use television, internet, cell phones, and other modern devices to convince the public and the government to pass an amendment giving women the right to vote</li> <li>o work with a partner or group to plan in detail your TV ads and other campaign strategies</li> </ul>		
<p><b>October</b></p>	<p><b><u>Week 5</u></b>  <b>A. Imperialism</b></p> <ul style="list-style-type: none"> <li>• Causes of U.S. Imperialism</li> <li>• Effects of U.S. Imperialism</li> <li>• Spanish-American (Cuban) War</li> </ul> <p>What ideas have united people over time?</p>	<p><b>A. Imperialism</b></p> <p>1 A. Explain the purpose of government and analyze how its powers are acquired, used, and justified</p> <p>2 A. Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage</p>	<p>Suggested Assessments</p> <p>Teacher generated tests-- multiple choice, matching, short answer, essay</p> <p>Webquest-- <a href="http://www.bhs.tusc.k12.al.us/~wwilliam/Assignments/U.S.%20Imperialism%20WebQuest.htm">www.bhs.tusc.k12.al.us/~wwilliam/Assignments/U.S.%20Imperialism%20WebQuest.htm</a></p>	<p>Suggested Activities/Technology</p> <p>1. Role play-- students will role play reporters and members of the Rough Riders and together craft a news article about the key events of the war in Cuba. Students should pair up and do further research on the internet of the Rough Riders as well as the battles of San Juan and Kettle Hill. One student will play a reporter, while the other plays a member of the Rough Riders. The</p>	<p>video "Spanish American War"</p>

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	<p><b>Week 6 &amp; 7</b>  <b>B. World War I</b></p> <ul style="list-style-type: none"> <li>• Causes of WWI</li> <li>• U.S. enters WWI</li> <li>• Home front in the U.S. during WWI</li> <li>• Wilson and WWI</li> </ul> <p>What impact have individuals had on history?</p>	<p>conflict, establish order and security, and balance competing conceptions of a just society</p> <p>3 A. Analyze the relationships ;and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns</p> <p><a href="#">Investigate the causes and effects of significant events in United States History.</a></p> <p><b>B. World War I</b></p> <p>1 B. Examine the interactions of ethnic, national, or cultural influences in specific situations or events</p> <p>2 B. Evaluate the extent to which governments achieve their stated ideals</p>	<p>Teacher generated tests-- multiple choice, matching, short answer, essay</p> <p>Powerpoint presentation by students portraying different aspects of the Great War</p> <p>Webquest-- <a href="http://schools.4j.lane.edu/churchill/library/classes/WWIQuest/WWIWebquest.html">http://schools.4j.lane.edu/churchill/library/classes/WWIQuest/WWIWebquest.html</a></p> <p>Teacher generated test-- multiple choice, matching, short answer, essay</p> <p>Webquest--</p>	<p>reporter will interview the Rough Rider about his or her experiences in the war and write a brief article based on the interview. The reporters will read their articles to the class.</p> <p>Charting the effects of World War I                      The first world war brought about many changes in the United States and the rest of the world. As you read and learn in this chapter, compile a chart in which you list the effects of the war in the following categories:                      military methods                      American society                      world politics                      Then, using the information from your chart and outside sources, write a report in which you explain the impact of the war in one of the above categories.</p> <p>video-- "Scopes Monkey Trial"</p> <p>Student groups will depict ways that the behavior, work, and attitudes of</p>	<p>Recommended                      Movie "All Quiet on the Western Front"</p> <p>video "focus on the 1920s" "Sacco &amp; Vanzetti"</p>

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	<p><b>Week 8</b>  <b>C. Roaring Twenties</b>  <b>Politics/Life</b></p> <ul style="list-style-type: none"> <li>• Politics and economic issues</li> <li>• Women and Minority Issues</li> </ul> <p>How do various economic systems make decisions regarding production and distribution of goods and the role government will play?</p> <p><b>Week 9</b>  <b>D. Great Depression</b>  <b>E. Hoover, FDR, New Deal</b></p> <ul style="list-style-type: none"> <li>• Causes of Great Depression</li> <li>• Hardship and suffering</li> <li>• Hoover's reaction</li> <li>• Impact on Society</li> </ul> <p>In what ways does the</p>	<p>and policies at home and abroad</p> <p>Examine and evaluate issues of unity and diversity in world history.</p> <p><b>C. Roaring Twenties</b></p> <p>1 C. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues</p> <p>2 C. Describe the various forms institutions take, and explain how they develop and change over time.</p> <p>Analyze the role of government within different economics.</p>	<p><a href="http://wiu.k12.pa.us/webquests/pounds/">http://wiu.k12.pa.us/webquests/pounds/</a></p> <p>Webquest--  <a href="http://www.oconee.k12.sc.us/whs/2/MJENSEN/www.jensen/webquest.htm">www.oconee.k12.sc.us/whs/2/MJENSEN/www.jensen/webquest.htm</a></p>	<p>American women changed in the 1920s. Assign topics--such as fashion, manners, housework, family, and jobs--to groups of three to four students. Instruct the groups to depict the ways in which women's lives changed in these areas during the 1920s.</p> <p>video-- "Riding the Rails"</p>	

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	<p>United States government influence decisions regarding production and distribution of goods?</p>	<p><b>D-E Great Depression and Hoover, FDR, New Deal</b></p> <p>1 D-E. Explain the purpose of government and analyze how its powers are acquired, used, and justified</p> <p>2 D-E. Describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations</p> <p>3 D-E. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues</p> <p>Compare and contrast economic systems in terms of their ability to achieve economic goals.</p>			
<p><b>November</b></p>	<p><b><u>Weeks 10 &amp; 11</u></b>  <b>A. World War II</b></p> <ul style="list-style-type: none"> <li>• Rise of Dictators</li> <li>• War in Europe</li> <li>• American</li> </ul>	<p><b>A. World War II</b></p> <p>1 A. Compare and analyze the ways nations and organizations</p>	<p>Suggested Assessments</p> <ol style="list-style-type: none"> <li>1. Teacher-created tests and assessments</li> <li>2. Various real life</li> </ol>	<p>Suggested Activities/Technology</p> <ol style="list-style-type: none"> <li>1. movie clips, "Saving Private Ryan" "Pearl Harbor" "The Boy in the Striped Pajamas"</li> </ol>	

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	<p>Intervention</p> <ul style="list-style-type: none"> <li>• Home front</li> <li>• Mobilization</li> <li>• Internment</li> <li>• European Theater</li> <li>• Holocaust</li> <li>• Pacific Theater</li> <li>• Political/Social Impact</li> </ul> <p>How does government make foreign policy and can individuals influence policy?</p> <p><b>Week 12</b> <b>B. Cold War</b></p> <ul style="list-style-type: none"> <li>• Division of Germany and the</li> </ul>	<p>respond to conflicts between forces of unity and forces of diversity</p> <p>2 A. Compare different political systems ( their ideologies, structure, institutions, processes, and political cultures) with that of the United States, and identify representative political leaders from selected historical and contemporary settings</p> <p>3 A. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations</p> <p>4 A. Analyze or formulate policy statements demonstrating an understanding of concerns, standards, issues, and conflicts related to universal human right</p> <p>Compare and contrast how different systems of government function.</p> <p>Colorado  National </p>	<p>problems for discussion</p> <p>3. Writing assignments</p> <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Short Constructed Answers</li> <li>○ Paragraph</li> <li>○ Multi-paragraph essay</li> </ul> <p>4. Create a War Game. Create a board game about World War II based on what you learned in this chapter and on additional research. Design the board and playing pieces and write the objective and rules for your game. Include the following elements:</p> <ul style="list-style-type: none"> <li>a. key countries and alliances</li> <li>b. important military and political leaders</li> <li>c. major battles and battle strategies</li> <li>d. armaments</li> </ul>	<p>"Schindler's List" "Flags of our Fathers" etc.</p> <p>Conduct interviews: conduct two interviews--one with a person who was a teenager during the period 1945-1960 and another with someone who was an adult during that period. The topic of the interviews should be the people's memories of the Cold War and its effects on Americans. Possible questions to ask include:</p>	

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	<p>origins of the Cold War</p> <ul style="list-style-type: none"> <li>• Korean Conflict</li> <li>• Cold War at home (McCarthyism)</li> <li>• Two nations live on the edge</li> </ul> <p>How does the government best protect individual rights and the rights of minorities, yet have the majority rule? (McCarthyism)</p>	<p><b>B. Cold War</b></p> <p>1 B. Analyze the relationships and tensions between national sovereignty and global interests, in such matters as territory, economic development, nuclear and other weapons, use of natural resources, and human rights concerns</p> <p>2 B. Describe and evaluate the role of international and multinational organizations in the global arena</p> <p>3 B. Analyze and evaluate the influence of various forms of citizen action on public policy</p> <p>4 B. Evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making</p> <p>Analyze the role of the founding documents and the evolution of their</p>	<p>Teacher generated tests discussion writing assignments Vocabulary Role Play Research on Internet</p>	<p>what do you remember as your greatest fear during the Cold War? what do you recall as important conflicts during that time?</p>	



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	<ul style="list-style-type: none"> <li>• U.S. involvement and escalation</li> <li>• Nation Divided</li> <li>• End of the Vietnam War and it's legacy</li> </ul> <p>How does domestic policy affect foreign policy?</p>	<p>1 B. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build specialized buildings, neighborhoods, shopping centers, urban centers, industrial parks, and the like</p> <p>2 B. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare</p> <p>Analyze goals and tools used by the United States in developing foreign policy.</p>	<p>Suggested Assessments</p> <ol style="list-style-type: none"> <li>1. Teacher-created tests and assessments</li> <li>2. Various real life problems for discussion</li> <li>3. Writing assignments                             <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Short Constructed Answers</li> <li>○ Paragraph</li> <li>○ Multi-paragraph essay</li> </ul> </li> </ol>	<p>the chapter and images and scenes from outside sources such as the internet. Consider the following suggestions as you develop your poster:</p> <ul style="list-style-type: none"> <li>look for photographs of the war in newspapers, microfilm, magazines, and books</li> <li>look for appropriate quotes from veterans and government leaders</li> <li>use a computer to create captions</li> <li>experiment with arrangements of the visual images, quotes, and captions before affixing them to a poster board</li> <li>add hand-drawn or painted designs or images</li> </ul>	
<p><b>January</b></p>	<p><b><u>Week 17</u></b></p> <p><b>Age of Limits</b></p> <ul style="list-style-type: none"> <li>• The Nixon Administration</li> <li>• Watergate</li> <li>• The Ford and Carter years</li> <li>• Environmental</li> </ul>	<p><b>Facing the Millennium</b></p> <p>Apply economic concepts and reasoning when evaluating historical and contemporary social</p>	<ul style="list-style-type: none"> <li>• Teacher generated tests, multiple choice, matching, true/false, short answer, essay.</li> <li>• Research</li> <li>• Vocabulary</li> <li>• skits</li> </ul>	<p><b><u>Watergate</u></b> - The role of press in politics. View this website and use a movie in the classroom. "All the President's Men."  <a href="http://www.classbrain.com/artmovies/public/article_10.shtml">www.classbrain.com/artmovies/public/article_10.shtml</a></p>	

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	<p>Activism</p> <p>What entrepreneurial idea would solve some of the world scarcity issues?</p> <p><b>Week 18</b></p> <p><b>The Conservative Tide</b></p> <ul style="list-style-type: none"> <li>• A conservative movement emerges</li> <li>• Conservative Policies under Reagan and Bush</li> <li>• American Society in a conservative age</li> <li>• changes in America's foreign</li> </ul>	<p>developments and issues</p> <p>Distinguish between the domestic and global economic systems and explain how the two interact</p> <p>Illustrate how individual behaviors and decisions connect with global systems</p> <p>Analyze the relationship between economic goals and the allocation of scarce resources.</p> <p>Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues</p> <p>Distinguish between the domestic and global economic systems and explain how the two interact</p> <p>Illustrate how individual behaviors and decisions connect with global systems</p>	<ul style="list-style-type: none"> <li>• debates</li> </ul> <p>Teacher generated tests, multiple choice, matching, true/false, short answer, essay.</p> <p>Research</p> <p>Vocabulary</p> <p>skits</p> <p>debates</p>	<p>Researching political positions. Watch a television news program, listen to a radio news program, or read a news magazine that features an interview with a conservative politician. Take notes on what the politician says about his or her positions. Consider the following questions.</p> <p>What does the politician say about social issues?</p> <p>What does the politician say about economic issues?</p> <p>What does the politician care most about?</p>	

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	<p>policy</p> <p>How have philosophical ideas affected the development of political thought in the United States?</p>	<p>Analyze ideas critical to the understanding of American history.</p>			