

Wallenpaupack Area School District

COURSE: US History II – 1914 - Present

GRADE LEVEL: Secondary – Twelve College Preparatory

LENGTH OF COURSE: One Semester (18 weeks)

TEXT: Pathways to Present

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COURSE DESCRIPTION:

CURRICULUM WRITING TEAM:

DATE OF REVISION:

2004

Wallenpaupack Area School District

Course: US History II

Grade Level:

Unit: World War I

PA Standards: 8.1.9.A
8.1.9.B
8.1.9.C
8.1.9.D
8.1.12.A
8.1.12.B
8.1.12.C
8.1.12.D
8.3.9.A
8.3.9.B
8.3.9.C
8.3.9.D
8.3.12.A
8.3.12.B
8.3.12.C
8.3.12.D

Topics:	Skills:
World War I	<p>Explain the causes of World War I in 1914 and the reason for the declaration of neutrality. Identify issues and problems in the past.</p> <p>Describe the course of WWI and its impact on the world prior to US entry. Analyze cause and effect.</p> <p>Analyze the impact of US public opinion on the Wilson administrations evolving foreign policy (1914-1917). Examine the influence of ideas).</p> <p>Evaluate Wilson's leadership during the period of neutrality and his reasons for intervention. Assess the importance of the individual.</p> <p>Explain US military and economic mobilization for war and the role of labor, women and African Americans. Identify issues and problems of the past.</p> <p>Explain how the A.E.F. contributed to the Allied victory. Interrogate historical data. Evaluate the significance of the Russian Revolution, its impact on the war and on the policies of the US and foreign powers. Marshall evidence of prior circumstances. Evaluate Wilson's 14 points, negotiation of the Versailles treaty and the national</p>

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	Skills: (continued)
	debate over treaty ratification and the League of Nations. Evaluate implementation of a lesson.
Activities:	Performance Assessments:
<p>Class work in small groups and cite at least 2 examples of how nationalism imperialism and militarism preceded WWI</p> <p>Examine the system of alliances through which nations in Europe sought to protect their interests</p> <p>Chart pieces of evidence to support eventual interventions in WWI by the US</p> <p>Use maps to locate allied and central powers fighting in Europe</p> <p>Debate the proposition- "The US should have maintained its neutrality in WWI"</p> <p>Compare how US mobilization in WWI differed from previous wars</p> <p>Use maps, videos, newspaper articles to show US involvement in WWI</p> <p>Examine how they were a reaction to the Russian Revolution</p> <p>Construct a sound argument on why, we didn't join the League of Nations</p>	<p>Homework</p> <p>Class participation</p> <p>Preparation for and effectiveness in debate</p> <p>Quiz</p> <p>Test</p>

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Course: US History II

Grade Level:

Unit: The Reckless Years (1920's)

PA Standards: 8.2.12C
8.2.12.D
8.3.12.A
8.3.12.C
8.3.12.D

Topics:	Skills:
The Reckless Years (1920's)	<p>Examine the "Red Scare" and Palmer raids as a reaction to Bolshevism. Marshall evidence of antecedent circumstances</p> <p>Analyze the factors that lead to immigration restriction. Interrogate historical data</p> <p>Examine the race relations, the resurgence of K.K.K. and the emergence of Garveyism.</p> <p>Analyze cause and effect relations</p> <p>Examine the clash between traditional moral values and changing ideas as exemplified in the Scopes trial and prohibition. Examine the influence of ideas</p> <p>Analyze the emergence of the New Woman and challenges to Victorian Principles.</p> <p>Examine the influence of ideas</p> <p>Explain how inventions technological innovations and principles of scientific management transformed production and work. Examine influence of ideas</p> <p>Examine the advent of mass advertising and how it changed urban life. Cause and effect</p> <p>Analyze how radio, movies and popular magazines and newspaper created mass culture. Examine influence of ideas</p> <p>Evaluate the warning of Progressivism and the "return to normality". Explain historical continuity and change</p> <p>Describe the goals and evaluate the effects of Republican foreign policy in the 1920's. Cause and effect</p>

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Activities:	Performance Assessments:
<p>Research and presentation of findings to the class on politics and government, economics, cultural clashes, diplomacy and foreign affairs, mass culture</p> <p>Prepare questionnaire that will be used for a panel discussion. Examples: Is the K.K.K. good for America? Is teaching about evolution in high school good for America?</p> <p>Divide class into two groups. One group should plan campaign strategies for Herbert Hoover and the other group for Al Smith. Divided group again into campaign slogans, campaign posters and campaign speeches</p>	<p>Class presentations</p> <p>Written reports</p> <p>Cooperative efforts as observed by teach</p> <p>Quiz</p> <p>Test</p>

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Course: US History II

Grade Level:

Unit: The Great Depression and New Deal

- PA Standards:** 8.1.9.A
 8.1.9.B
 8.1.9.C
 8.1.12.A
 8.1.12.B
 8.1.12.C
 8.2.9.A
 8.2.9.B
 8.2.9.C
 8.2.9.D
 8.2.12.D
 8.3.9.A
 8.3.9.B
 8.3.9.D
 8.3.12.A
 8.3.12.B
 8.3.12.C
 8.3.12.D

Topics:	Skills:
The Great Depression and New Deal	Trickle down economic policies and their economic impact on wealth distribution, investments, and taxes in the period 1925-1929. Analyze multiple causation Analyze the causes and consequences of the stock market crash of 1929. Compare competing historical narratives Hoover's response to the Great Depression and the reasons for the deepening crisis in the period 1929-1933. The importance of the individual in history Major causes of the Great Depression. Analyze multiple causation Global context of the depression and the reasons for the worldwide economic collapse. Evaluate major debates among historians Impact of the depression on farmers, industry and workers; the American family and minority groups. Analyze multiple causation Compare the leadership abilities of Franklin Roosevelt with those of Herbert Hoover. Assess the importance of the individual

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	<p>Skills: (continued)</p> <p>Contract the "first" first and "second" new Deal and evaluate the success of relief recovery and reform associated with each. Compare differing sets of ideas</p> <p>Factors contributing to the forgoing of the Roosevelt coalition in 1936 and its impact in later years. Examine influence of ideas</p> <p>Impact of new Deal on African Americans, Mexican Americans, Native Americans and women. Identify issues and problems of the past</p> <p>Impact of the New Deal on American workers and Labor movement. Analyze cause and effect relationships</p> <p>Roosevelt and the Supreme Court. Compare different sets of ideas</p> <p>Evaluate the significance and legacy of the New Deal. Evaluate the implementation of an idea</p>
<p>Activities:</p>	<p>Performance Assessments:</p>
<p>Divide the class into groups and have them research eleven recognized causes of the great depression. Upon conclusion of research have them rank them with 1 being the strongest factor to conclude have the class identify 3 points at which intervention might have solved, halted or reversed the depression. Write a short essay to defend you selection.</p> <p>Class will work on a document based on a question comparing Hoover as a conservative and Roosevelt as a liberal.</p> <p>Class will create a chart of all major New Deal legislation. They will divide it into relief measures, recovery measurers assign an essay on the following to what extend did the measures of the New Deal reflect a coherent economic philosophy?</p> <p>Hold a panel discussion concerning the effects of the New Deal on African Americans, women and other minority groups.</p> <p>Class discussion about three major changes brought about by the New Deal. Examples-trade unions, government in agriculture and the modern welfare state.</p>	<p>Class presentations</p> <p>Written reports</p> <p>Cooperative efforts</p> <p>Quiz</p> <p>Test</p>

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Course: US History II

Grade Level:

Unit: World War II

- PA Standards:** 8.1.9.A
 8.1.9.B
 8.1.9.C
 8.1.9.D
 8.1.12.A
 8.1.12.B
 8.1.12.C
 8.1.12.D
 8.2.9.A
 8.2.9.B
 8.2.9.D
 8.2.12.A
 8.2.12.C
 8.2.12.D
 8.3.12.A
 8.3.12.B
 8.3.12.C
 8.3.12.D

Topics:	Skills:
World War II	Factors contributing to the rise of dictatorship. Analyze multiple causation The breakdown of the Versailles settlement and League of Nations in 1930. Challenge the arguments of historical inevitability Roosevelt's emphasis on hemisphere solidarity and the food Neighbor Policy. Draw upon data on historical maps America's isolationist sentiment in the interwar period and its effects on international relations and democracy. Analyze cause and effect relationships Roosevelt administration's response to aggression in Europe, Africa, and Asia from 1935-1941. Formulate a position or a course of action on an issue Axis and Allied military strategy in the European and Pacific theaters 1939-1945. Draw upon date in historical maps The dimensions of Hitler's "Final Solution" and the Allies response to the Holocaust. Interrogate historical data Roosevelt's wartime diplomacy. Hypothesize the influence of the past Truman's decision to use the atomic bomb

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	<p>and the moral and political implication of the decision. Formulate a position or course of action</p> <p>Costs of the war for the Axis Powers and the Allies. Utilize visual and mathematical data</p> <p>The organization and functions of the U.N.</p> <p>Hypothesize the influence of the past</p>
<p>Activities:</p>	<p>Performance Assessments:</p>
<p>Create a time line that includes the significant events in Foreign Policy from the Kellogg-Briand Pact of 1929 to German invasion of Poland in 1939. Divide class into groups to look at time lines and detect any trends. Groups should then hold a staff meeting to plan foreign policy in Europe and Asia.</p> <p>Have class create a series of at least 10 "What if" questions that could be asked prior to Pearl Harbor</p> <p>Make a map of Asia showing the Allied tactic of island hopping and a map of Europe showing the Allied 3 prong attack starting in Africa</p> <p>Students will draw from primary sources-eyewitness accounts, oral history, photos, films and Nazi testimony an indictment against Nazi German policy of genocide</p> <p>Divide class into 3 groups Roosevelt, Churchill and Stalin. Each group will role play their person and explain their positions at Casablanca, Tehran, Yalta and Patsdam. Then write a one sentence thesis statement assessing the extent of the roots of the Cold War to the wartime conferences</p> <p>Make a chart showing the cost of WWII in lives and billions of dollars</p> <p>Observe video or film on Atomic Bomb on Hiroshima and Nagasaki. Discuss with class the long term implications</p> <p>Construct oral reports, diagrams or displays which explain the structure of the United Nations and compare it with those of the League of Nations</p>	<p>Class participation</p> <p>Written papers</p> <p>Homework</p> <p>Quiz</p> <p>Test</p>

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Course: US History II

Grade Level:

Unit: America in the Postwar World

PA Standards: 8.1.9.A
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 8.1.12.B
 8.1.12.C
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 8.2.9.A
 8.2.12.A
 8.2.12.B
 8.2.12.C
 8.2.12.D
 8.3.12.A
 8.3.12.B
 8.3.12.C
 8.3.12.D

Topics:	Skills:
<p>American in the Postwar World</p>	<p>Origins of the Cold War and the advent of nuclear politics. Hold interpretations of history as tentative</p> <p>The Korean War and the effect of the police action on U.S. foreign and domestic policy. Cause and effect relationship</p> <p>The Kennedy, Johnson, and Nixon administrations Vietnam Policy and the consequences of the war. Compare and contrast differing sets of ideas</p> <p>The social changes of the postwar period and how it affected various Americans. Examine, hypothesize the influence of the past on the present</p> <p>The economic boom of the late 1940's and 1950's. Analyze cause and effect relationships</p> <p>The postwar extension of the New Deal with Truman's Fair Deal and Eisenhower's Modern Republican. Compare and contrast</p>

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Activities:	Performance Assessments:
<p>Class will define Cold War and explain the relationship between U.S.S.R. insecurity and the U.S.A. principle of National Self determination</p> <p>Make maps of Europe showing satellites of the Soviet Union and N.A.T.O. allies</p> <p>Students will chart Cold War events- example Truman Doctrine and determine appropriate action according to the Truman doctrine</p> <p>Class will hold a board in inquiry into U.S. involvement in Korea panelists will be President Truman, General MacArthur and the U.N. Secretary General</p> <p>Class will create a connection map to show key relationships to the Vietnam war- example Geneva Agreement, Gulf of Tonkin, Tet offensive, etc. Then ask how? or why?</p> <p>Hold a panel discussion on the Black Revolution-where do we go from here? Panelist will be example—Martin Luther King, Malcolm X, Elijah Muhammad, etc. include all black groups</p> <p>Create a record of women's achievements from 1945 to present as a celebration of the ratification of the 19th Amendment</p> <p>Use charts comparing the fair Deal and Modern Republicanism. How do Truman and Eisenhower compare?</p> <p>Video on House Un-American activities. What role did McCarthy play.</p>	<p>Class participation</p> <p>Reports</p> <p>Quiz</p> <p>Test</p>

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Course: US History II

Grade Level:

Unit: The 1960's and 1970's

PA Standards: 8.1.9.A
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 8.2.12.D
 8.3.12.A
 8.3.12.B
 8.3.12.C
 8.3.12.D

Topics:	Skills:
<p>The 1960's and 1970's</p>	<p>The Legacy of the New Frontier and the Great Society. Evaluate major debate among historians Kennedy-Johnson policies toward the Soviet Union. The evolution from confrontation to coexistence. Examine influence of ideas Nixon's domestic agenda and the Watergate Affair. Formulate historical questions The Carter Administration. Examine the influence</p>
Activities:	Performance Assessments:
<p>Create a chart on the domestic aspects of the New Frontier and the Great Society. Divide class into small groups and analyze those administrations. Each student will write a paragraph linking Kennedy and Johnson to F.D.R. Video on U.S. foreign policy from Kennedy to Johnson Hold a mock trial of Richard Nixon and his role in the Watergate break in Analyze charts, documentary photographs and films that illustrate how inflation, high unemployment and escalating energy prices affected Americans during the Ford-Carter administrations</p>	<p>Class participation Homework Written essays Quiz Test</p>

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Course: US History II

Grade Level:

Unit: The Reagan Revolution and Beyond

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 8.1.12.B
 8.1.12.C
 8.1.12.D
 8.2.12.A
 8.2.12.B
 8.2.12.C
 8.2.12.D
 8.3.12.A
 8.3.12.B
 8.3.12.C
 8.3.12.D

Topics:	Skills:
<p>The Reagan Revolution and Beyond</p>	<p>Conservative reaction to liberalism and evaluating supply side economic strategies. Compare differing ideas The impact of Reaganism on federalism and the public perception of the role of government. Examine the influence of an idea Reagan's efforts to reassert U.S. Military power and rebuild American prestige. Hypothesize the influence of the past U.S. foreign policy in the post Cold War Era. Analyze cause and effect relationships Major social and economic developments in contemporary America. Consider multiple perspectives</p>
Activities:	Performance Assessments:
<p>Ask a group of six students to act as a panel of Reagan conservatives. Panelist will then take a position on the following-equal rights amendment, prayer in school, gun control, affirmative action, death penalty, constitutional rights Make a chart of reasons for economic recovery under Reagan. Write a paragraph defending your choices. Students should explain the relationship between names and terms –example</p>	<p>Class work Homework Quiz Test</p>

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Activities: (continued)	
solidarity and sanctions, S.D.I. and arms control, Grenada and El Salvador, Regan Doctrine and Sandinistas Create a survey that will be used for class discussion-topics-gay rights, immigration, religious diversity, technology, music, movies, etc.	

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Course: US History II

Grade Level:

Unit: 1988 – Present

PA Standards: 8.1.9.A
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 8.3.9.C
 8.3.9.D
 8.3.12.A
 8.3.12.B
 8.3.12.C
 8.3.12.D

Topics:	Skills:
1988-1993 Bush Administration	Identify the events that brought an end to the Cold War Trace the rise of modern political conservatism Explain the conservative reactive to liberalism in the American political realm Evaluate supply-side economic strategies of Bush Administration Explain the domestic challenges facing the Bush Administration Analyze President Bush’s foreign policy reformation due to the end of the Cold War Explain why labor unionism has declined in recent decades in this country Evaluate the impact of recurring recessions and growing national debt on the domestic agenda as of recent presidential administrations Examine the U.S. role in the political struggles in the Middle East, Africa, Asia and Latin America Discuss the events leading up to the Persian Gulf War Describe the effect of Domestic issues on Bush’s popularity in the U.S. Explain the increase in income disparities and evaluate its social and political consequences

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	Skills: (continued)
	Discuss the consequences of the shift of America's labor force and economy
Activities:	Performance Assessments:
<p>As you read about Bush Administration complete a chart describing his foreign policy in each of the key areas of the world</p> <p>Find two articles, one a newspaper newsmagazine from the database on a decision made by Bush or congress that identifies one of his political beliefs for interpretation</p> <p>Create a thematic map to show the break up of the Soviet Union after the Cold War, and what has happened to each country and some problems they faced</p> <p>In a debate, have students discuss the situation in Kuwait and decide whether the outcome of the war meant that one historical example was more fitting than the other</p> <p>Create and discuss a pro/con chart of decreasing or increasing defense spending for the American economy</p>	<p>Complete worksheets</p> <p>Answer discussion questions</p> <p>Evaluate debate performance</p> <p>Class participation/performance</p> <p>Quiz</p> <p>Interpret maps</p> <p>Text</p>

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Course: US History II

Grade Level:

Unit: 1988 to Present

PA Standards:

Topics:	Skills:
1993-2000 Clinton Administration	<p>Describe Clinton's path to the presidency of the United States</p> <p>List the major reforms that Clinton tried to accomplish in his first term in office</p> <p>Assess the effects of international trade, transitional business organization and overseas economic competition</p> <p>Explain the changes in the size and composition of the tradition American family and its ramifications</p> <p>Explain the impact of the shifting age structure of U.S. population and the implication the aging "baby boomers" has on U.S. society</p> <p>Summarize the major challenges Clinton faced during his second term in office</p> <p>Summarize the Clinton administration's foreign policies and its efforts to promote peace abroad as well as it's involvement in nations in conflict such as Bosnia and Kosovo</p> <p>Describe the changing make up of the nations diverse multicultural population and the differences of opinion, which emerged as America struggles to make diversity work</p> <p>Analyze how social change and renewed ethnic diversity had affected artistic and musical expression in modern American culture</p> <p>Explain the influence of the media on contemporary American society and how it compares to the influence of the past</p> <p>Explain the reasons for the increased popularity of professional sports and examine the influence of spectator sports on society</p> <p>Evaluate to what degree the affirmative action policies have achieved their goals and assess the current debate over the issue</p> <p>Explore the range of women's organizations, the changing goals of the women's movement, and the issues currently dividing women in the American</p>

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	<p>Skills: (continued)</p> <p>culture</p> <p>Analyze the Law of Supply and Demand and create related goals</p> <p>Define and apply the concept of Gross National Product (GNP) and Gross Domestic Product (GDP) to the business cycle</p> <p>Interpret broad economic data on business activity, GNP and GDP, while considering unemployment by analyzing the business cycle and related data. Analyze pie graphs and charts dealing with government revenues and expenditures</p> <p>Analyze the causes, consequences and possible solutions to persistent contemporary and emerging global issues such as health, security, resource allocation, economic development and environmental quality</p> <p>Analyze the relationship and tensions between national and global interest in such matters as territory, economic development, nuclear and other weapons, natural resources and human rights concern</p>
<p>Activities:</p> <p>Use the internet to do on modern global issues</p> <p>Use a graphic organizer to identify changes that occurred since 1992</p> <p>Create a timeline illustrating advances of computer technology during their lifetime</p> <p>Using the internet research how women and minorities have been elected into congress, investigate scandals voter registration and turnout, and prevailing economic conditions may have contributed to changes</p> <p>Create a chart to show Clinton's domestic agenda</p> <p>Compare and contrast results of presidential election</p> <p>Have students complete interactive assessment on women's organization's and affirmative action</p> <p>Have students complete a comparison chart on Clinton's difficulties and successes in his two terms as president</p> <p>Have students do research on the internet to explore our GNP and GDP problems of that time period</p>	<p>Performance Assessments:</p> <p>Complete worksheets</p> <p>Answer discussion questions</p> <p>Students will develop a portfolio of current events, issues relative to Clinton and his policies and explain each by description and opinion</p> <p>Evaluate debate performance</p> <p>Class participation/performance</p> <p>Quiz</p> <p>Internet projects</p> <p>Test</p>

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Course: US History II

Grade Level:

Unit: 1988 to Present

PA Standards:

Topics:	Skills:
<p>2000 – Present G.W. Bush Administration and the New Terrorism</p>	<p>Analyze the election of 2000 Summarize the major challenges G.W. Bush faced as President Analyze the events that led up to 9/11 Discuss and analyze how terrorism has changed America, on all levels Compare and contrast Middle East Terrorism with other terrorism against the United States Discuss the new costs of terrorism Analyze the problems that have evolved between the democrats and republicans since the second war with Iraq</p>
Activities:	Performance Assessments:
<p>On world map locate the areas of conflict where the United States was involved Compare and contrast life growing up in the 1960's with that of the 2000+ Have students create a map showing countries that have nuclear weapons. Have them discuss present dangers related to those weapons and those parts of the world Informative essay: Explain the new conservation revolution and its support base Compare and contrast the conservative and liberal philosophies both politically and morally Compare the second war with Iraq and the Vietnam War Create a political cartoon comparing Bush and Clinton politically and socially Develop three separate charts on Bush, Clinton and G.W. Bush and include these columns: Background-Domestic-Foreign, chose 5 inserts for each column and thoroughly explain each and the impact on our country</p>	<p>Complete worksheets Answer discussion questions Class participation/performance Quiz Internet projects Test Identify key terms, events and individuals of this era Chapter questions and review</p>