|  |  |
| --- | --- |
| American Studies III: Grade 11 | |
| **COMMON AMERICAN STUDIES THREAD: Federalism** | |
| **OVERREACHING THEME: Fear versus Hope** | |
|  | |
| **BIG IDEAS**: **Policing the World and Self Determination** | |
| **TIMING: Quarter 1A** | |
| **SUGGESTED THEME: World War II** | |
|  | |
| **PA Core Standards:**  **History** | **8.3.9.A.** Compare the role groups and individuals played in the social, political, cultural and economic development of the United States.  **8.3.9.B.** Compare the impact of historical documents, artifacts and places which are critical to the United States.  **8.3.9.C.** Analyze how continuity and change have impacted the United States  **•** Belief systems and religion • Commerce and industry • Technology  • Politics and government • Physical and human geography • Social organizations  **8.3.9.D.** Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.  **•** Ethnicity and race • Working conditions • Immigration  • Military conflict • Economic stability |
| **PA Core Standards:**  **Reading** | **CC.8.5.9-10.A**: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date  and origin of the information.  **CC.8.5.9-10.B**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key  events or ideas develop over the course of the text.  **CC.8.5.9-10.C**: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply  preceded  **CC.8.5.9-10.F**: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details  they include and emphasize in their respective account.  **CC.8.5.9-10.H**: Assess the extent to which the reasoning and evidence in a text support the author’s claims.  **CC.8.5.9-10.I**: Compare and contrast treatments of the same topic in several primary and secondary sources. |
| **PA Core Standards:**  **Writing** | **CC.8.6.11-12.A.** Write arguments focused on discipline-specific content.  **CC.8.6.11-12.C.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  purpose, and audience.  **CC.8.6.11-12.D.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing  on addressing what is most significant for a specific purpose and audience.  **CC.8.6.11-12.E.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in  response to ongoing feedback, including new arguments or information.  **CC.8.6.9-10.F**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or  solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating  understanding of the subject under investigation.  **CC.8.6.9-10.G**: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;  assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the  flow of ideas, avoiding plagiarism and following a standard format for citation.  **CC.8.6.9-10.H**: Draw evidence from informational texts to support analysis, reflection, and research.  **CC.8.6.9-10.I**: Write routinely over extended time frames (time for reflection and revision) and shorter time frames  (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

|  |  |
| --- | --- |
| **Objectives** | 1. Analyze how dictators and militaristic regimes came to power in the early 20th Century  2. Chart actions and policies taken by opposing countries during the early years of WW II.  3. Critique events leading up to the attack on Pearl Harbor and its immediate and long term impact on the United States.  4. Connect how the need to support the war effort changed American lives on the Homefront.  5. Evaluate how the Allied countries achieved victory in European and Pacific campaigns.  6. Asses how the United States responded to the Holocaust.  7. Critique the goals that the Allied leaders established for the postwar world. |
| **Modified Objectives** | 1. List the dictators and militaristic regimes that came to power in the early 20th Century.  2. Chart actions and policies taken by opposing countries during the early years of WW II.  3. Summarize events leading up to the attack on Pearl Harbor and its immediate and long term impact on the United States.  4. Describe how the need to support the war effort changed American lives on the Homefront.  5. List the reasons that Allied countries achieved victory in European and Pacific campaigns.  6. Identify how the United States responded to the Holocaust.  7. List the goals that the Allied leaders established for the postwar world. |
| **Exemplars** | 1. FDR's "Date in Infamy"  2. Einstein's letter to Roosevelt 1939  3.Atlantic Charter 1941  4.Tripartite Act 1940  5.Churchill's "Never Surrender Speech"  6.Nonaggression Pact 1939  7.Hitler's "Final Solution" Speech  8.Churchill's "Blood, Toil, Tears, Sweat" Speech  9."Triumph of the Will" Propaganda Video  10. Memorandum from Oppenheimer to General Farrell 1949  11. Holocaust Document (excerpt, visual, and/or statistics) |
| **Performance Task** | After reading and studying "World War II" themed based texts, students will write an argumentative essay defending a position from a chosen prompt. Students will also refute two opposing but valid arguments relevant to the question. Paper is to be written in MLA format.  Suggestions: The Bombings of Hiroshima and Nagasaki. |
| **Essential Questions** | 1. Is war inevitable?  2. How did the United States move from isolationist nation to one of the world's super powers and policeman? |
| **Vocabulary** | 1. Belief systems  2. Critique  3. Totalitarianism  4. Unconditional surrender  5. Internment  6. Rationing  7. Genocide  8. Concentration Camp  9. Fascism |
| **Suggested Duration** | 20 Days |

|  |  |
| --- | --- |
| American Studies III: Grade 11 | |
| **COMMON AMERICAN STUDIES THREAD: Federalism** | |
| **OVERREACHING THEME: Fear versus Hope** | |
|  | |
| **BIG IDEAS**: **Policing the World and Self Determination** | |
| **TIMING: Quarter 1B** | |
| **SUGGESTED THEME: Cold War and Foreign Policy** | |
|  | |
| **PA Core Standards:**  **History** | **8.3.9.A.** Compare the role groups and individuals played in the social, political, cultural and economic development of the United States.  **8.3.9.B.** Compare the impact of historical documents, artifacts and places which are critical to the United States.  **8.3.9.C.** Analyze how continuity and change have impacted the United States  **•** Belief systems and religion • Commerce and industry • Technology  • Politics and government • Physical and human geography • Social organizations  **8.3.9.D.** Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.  **•** Ethnicity and race • Working conditions • Immigration  • Military conflict • Economic stability |
| **PA Core Standards:**  **Reading** | **CC.8.5.9-10.A**: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date  and origin of the information.  **CC.8.5.9-10.B**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key  events or ideas develop over the course of the text.  **CC.8.5.9-10.C**: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply  preceded  **CC.8.5.9-10.F**: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details  they include and emphasize in their respective account.  **CC.8.5.9-10.H**: Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| **PA Core Standards:**  **Writing** | **CC.8.6.11-12.A.** Write arguments focused on discipline-specific content.  **CC.8.6.11-12.C.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  purpose, and audience.  **CC.8.6.11-12.D.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing  on addressing what is most significant for a specific purpose and audience.  **CC.8.6.11-12.E.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in  response to ongoing feedback, including new arguments or information.  **CC.8.6.9-10.F**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or  solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating  understanding of the subject under investigation.  **CC.8.6.9-10.G**: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;  assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the  flow of ideas, avoiding plagiarism and following a standard format for citation.  **CC.8.6.9-10.H**: Draw evidence from informational texts to support analysis, reflection, and research.  **CC.8.6.9-10.I**: Write routinely over extended time frames (time for reflection and revision) and shorter time frames  (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

|  |  |
| --- | --- |
| **Objectives** | 1. Analyze the origins of the Cold War.  2. Critique the causes, progress, and long-term effects of the Korean Conflict.  3. Analyze worldwide Cold War conflicts that erupted in Eastern Europe, the Middle East, and Latin America. 4. Analyze how the United States increased its involvement in Vietnam under Johnson and Nixon. 5. Evaluate the nature of the war in Vietnam and its long-term effects. |
| **Modified Objectives** | 1. List the origins of the Cold War.  2. Diagram the causes, progress, and long-term effects of the Korean Conflict.  3. Compare and contrast worldwide Cold War conflicts that erupted in Eastern Europe, the Middle East, and Latin America. 4. Describe how the United States increased its involvement in Vietnam under Johnson and Nixon. 5. Describe the nature of the war in Vietnam and list its long-term effects. |
| **Exemplars** | 1. Truman Doctrine  2. Kennan's Long Letter  3. Iron Curtain Speech  4. Eisenhower's Farewell Address  5. Kennedy's Inaugural Address  6. JFK's End of Cuban Missile Crisis Speech |
| **Performance Task** | After reading and studying "Cold War & Foreign Policy" themed based texts, students will write an argumentative paper researching their determined outcome of the Vietnam War. The paper is to be written in MLA format and contain a minimum of three sources. |
| **Essential Questions** | 1. Do We Need Police?  A. What are the limits of power?  B. Whose job is it to police?  C. How is order maintained?  2. How do we determine who or what is right?  A. Who's watching the watcher?  B. Should majority rule?  C. What happens to the minority voice? |
| **Vocabulary** | 1. Satellite state  2. Origins  3. Containment  4. 38th parallel  5. Limited war  6. Arms race  7. Domino theory  8. Detente  9. Space Race |
| **Suggested Duration** | 25 Days |

|  |  |
| --- | --- |
| American Studies III: Grade 11 | |
| **COMMON AMERICAN STUDIES THREAD: Federalism** | |
| **OVERREACHING THEME: Fear versus Hope** | |
|  | |
| **BIG IDEAS**: **Policing the World and Self Determination** | |
| **TIMING: Quarter 2A** | |
| **SUGGESTED THEME: Cultural and Political Crisis** | |
|  | |
| **PA Core Standards:**  **History** | **8.3.9.A.** Compare the role groups and individuals played in the social, political, cultural and economic development of the United States.  **8.3.9.B.** Compare the impact of historical documents, artifacts and places which are critical to the United States.  **8.3.9.C.** Analyze how continuity and change have impacted the United States  **•** Belief systems and religion • Commerce and industry • Technology  • Politics and government • Physical and human geography • Social organizations  **8.3.9.D.** Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.  **•** Ethnicity and race • Working conditions • Immigration  • Military conflict • Economic stability |
| **PA Core Standards:**  **Reading** | **CC.8.5.9-10.A**: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date  and origin of the information.  **CC.8.5.9-10.B**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key  events or ideas develop over the course of the text.  **CC.8.5.9-10.C**: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply  preceded  **CC.8.5.9-10.F**: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details  they include and emphasize in their respective account.  **CC.8.5.9-10.H**: Assess the extent to which the reasoning and evidence in a text support the author’s claims.  **CC.8.5.9-10.I**: Compare and contrast treatments of the same topic in several primary and secondary sources. |
| **PA Core Standards:**  **Writing** | **CC.8.6.11-12.A**: Write arguments focused on discipline-specific content.  **CC.8.6.11-12.B:** Write informative explanatory texts including the narration of historical events, significant experiments/procedures or  technical processes.  **CC.8.6.11-12.C**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  purpose, and audience.  **CC.8.6.11-12.D**: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing  on addressing what is most significant for a specific purpose and audience.  **CC.8.6.11-12.E**: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in  response to ongoing feedback, including new arguments or information.  **CC.8.6.11-12.F**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or  solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating  understanding of the subject under investigation. |

|  |  |
| --- | --- |
| **Objectives** | 1. Compare and contrast domestic policies during the Second Red Scare.  2. Connect and analyze changes in the U.S. economy, education system, and demographics in the postwar period. 3. Analyze the impact of the Vietnam War on the New Frontier and Great Society. 4. Critique the divisions within American society over the Vietnam War.  5. Analyze the impact of the media on public opinion.  6. Evaluate the impact of the counterculture on American values and society.  7. Evaluate the impact of the women's movement on American society.  8. Critique the Nixon administration's domestic policy and Watergate.  9. Analyze the era of divided government that developed during the presidencies of Ford and Carter. |
| **Modified Objectives** | 1. Compare and contrast domestic policies during the Second Red Scare.  2. Connect changes in the U.S. economy, education system, and demographics in the postwar period. 3. Describe the impact of the Vietnam War on the New Frontier and Great Society. 4. Identify the divisions within American society over the Vietnam War. 5. Describe the impact of the counterculture on American values and society.  6. Describe the impact of the media on public opinion.  7. Describe the impact of the women's movement on American society.  8. Evaluate the Nixon administration's domestic policy and Watergate.  9. Analyze the era of divided government that developed during the presidencies of Ford and Carter. |
| **Exemplars** | 1. MLK " I have a Dream" Speech  2. TV reports to American people on the Situation in the Dominican Republic 1965  3. John Kerry address to congress "Vietnam Vets Against the War" 1971  4. Song "Fortunate Son"  5. Poem " We Regret to Inform you" Paul Cameron  6. Poem "Another Good Morning From Vietnam" Paul Cameron  7. U.S Lands on Moon video clip  8. The Feminine Mystique  9. Voting Rights Act  10. Crisis of Confidence  11. Almost a Woman |
| **Performance Task** | After reading and studying "Cultural and Political Issues" themed based texts, students will write a comparative paper comparing and contrasting two opposing presidential administrations from 1980 to the present. The paper is to be written in MLA format and contain a minimum of three sources. Students will also create a poster in the format of a Venn Diagram as a visual aid to supplement their paper. |
| **Essential Questions** | 1. Do We Need Police?  A. What are the limits of power?  B. Whose job is it to police?  C. How is order maintained?  2. How do we determine who or what is right?  A. Who's watching the watcher?  B. Should majority rule?  C. What happens to the minority voice? |
| **Vocabulary** | 1. De jure  2. De facto  3. Filibuster  4. Counter culture  5. Stagflation  6. Feminism  7. Black power  8. Affirmative action  9. Silent majority  10. Generation gap |
| **Suggested Duration** | 20 Days |

|  |  |
| --- | --- |
| American Studies III: Grade 11 | |
| **COMMON AMERICAN STUDIES THREAD: Federalism** | |
| **OVERREACHING THEME: Fear versus Hope** | |
|  | |
| **BIG IDEAS**: **Policing the World and Self Determination** | |
| **TIMING: Quarter 2B** | |
| **SUGGESTED THEME: Fear versus Hope** | |
|  | |
| **PA Core Standards:**  **History** | **8.3.9.A.** Compare the role groups and individuals played in the social, political, cultural and economic development of the United States.  **8.3.9.B.** Compare the impact of historical documents, artifacts and places which are critical to the United States.  **8.3.9.C.** Analyze how continuity and change have impacted the United States  **•** Belief systems and religion • Commerce and industry • Technology  • Politics and government • Physical and human geography • Social organizations  **8.3.9.D.** Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the United States.  **•** Ethnicity and race • Working conditions • Immigration  • Military conflict • Economic stability |
| **PA Core Standards:**  **Reading** | **CC.8.5.9-10.A**: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date  and origin of the information.  **CC.8.5.9-10.B**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key  events or ideas develop over the course of the text.  **CC.8.5.9-10.C**: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply  preceded  **CC.8.5.9-10.F**: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details  they include and emphasize in their respective account.  **CC.8.5.9-10.H**: Assess the extent to which the reasoning and evidence in a text support the author’s claims.  **CC.8.5.9-10.I**: Compare and contrast treatments of the same topic in several primary and secondary sources. |
| **PA Core Standards:**  **Writing** | **CC.8.6.11-12.A**: Write arguments focused on discipline-specific content.  **CC.8.6.11-12.B:** Write informative explanatory texts including the narration of historical events, significant experiments/procedures or  technical processes.  **CC.8.6.11-12.C**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  purpose, and audience.  **CC.8.6.11-12.D**: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing  on addressing what is most significant for a specific purpose and audience.  **CC.8.6.11-12.E**: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in  response to ongoing feedback, including new arguments or information.  **CC.8.6.11-12.F**: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or  solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating  understanding of the subject under investigation. |

|  |  |
| --- | --- |
| **Objectives** | 1. Analyze the differences between liberal and conservative.  2. Critique the shift toward conservatism in the 1980s.  3. Evaluate why communism collapsed in the 1980s to determine if containment was effective. 4. Analyze domestic changes of the 1980s.  5. Evaluate the impact of the Persian Gulf War.  6. Analyze the impact of new technology and globalization on American society, economics, and politics. 7. Analyze the impact of terrorist attacks on the United States.  8. Critique the ever-changing relations with Middle Eastern countries and groups. |
| **Modified Objectives** | 1. Describe the differences between liberal and conservative.  2. Diagram the shift toward conservatism in the 1980s.  3. Explain why communism collapsed in the 1980s to determine if containment was effective. 4. Describe domestic changes of the 1980s.  6. Describe the impact of the Persian Gulf War.  7. Diagram the impact of new technology and globalization on American society, economics, and politics. 8. Diagram the impact of terrorist attacks on the United States.  9. Describe the ever-changing relations with Middle Eastern countries and groups.. |
| **Exemplars** | 1. Reagan "Tear Down this Wall" Speech  2. Reagan "Evil Empire" Speech  3. Anti-Drug Abuse Act 1988 "War on Drugs"  4. Migrant Agricultural Protection Act 1983  5. George H.W Bush's Inaugural Address  6. War on Terror (Current Event Materials at Teacher Discretion)  7. "Worse Than Slavery" political cartoon |
| **Performance Task** | After reading all relevant documents for "Fear vs. Hope" students will write informative paper on how the Constitution remains flexible to meet the political, economic, and social challenges throughout time. The paper is to be written in MLA format and contain a minimum of three sources. |
| **Essential Questions** | 1. Do We Need Police?  A. What are the limits of power?  B. Whose job is it to police?  C. How is order maintained?  2. How do we determine who or what is right?  A. Who's watching the watcher?  B. Should majority rule?  C. What happens to the minority voice? |
| **Vocabulary** | 1. Liberal  2. Conservatism  3. Supply-side economics  4. National debt  5. Budget deficit  6. Voucher  7. Globalization  8. Apartheid  9. Service economy  10. Impeachment  11. Bilingual education  12. Ethnic cleansing  13. Affirmative action |
| **Suggested Duration** | 25 Days |