

North Smithfield School Department Grade 11 U.S. History
YEARLY UNITS (Model PARCC Framework)

UNIT	TOPICS Big Ideas	CLOSE READING OF TEXT RL/RI		WRITING ABOUT TEXT W		RESEARCH
		3-5 Short Texts	Topics	Routine Writing	4-6 Analysis	1 Research
<p>UNIT 1 World War I</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What factors contributed to the cause of World War I? • Why did the U.S. maintain neutrality? Were they truly neutral? • How was the U.S. impacted by World War I? • Is it acceptable to suspend civil liberties during war? • Why did the U.S. enter the war in Europe? Was it the right decision? Evaluate the role of the economy and propaganda in this decision? • What strategies did the U.S. implement to wage a successful war? • What was Wilson's vision for post-war world? • Was World War I truly “the war to end all wars”? 	<ul style="list-style-type: none"> • Causes of World War I • Initial U.S. policy towards the Central Powers • Factors that led to the U.S. entering the war • Importance of and impact of the Russian Revolution • World War I on the homefront • Fourteen Points • Versailles Treaty and League of Nations • Debate in the Senate • Implications of the Versailles Treaty • Changing map of Europe 	<p>Informational texts:</p> <p>Textbook</p> <ul style="list-style-type: none"> • Choices: Should the U.S. have ratified the Versailles Treaty? • “Securing the Peace.” 	<p>Primary Sources :</p> <ul style="list-style-type: none"> • American and German letters regarding the sinking of the Lusitania • Woodrow Wilson's Declaration of War Speech • George Norris' speech in opposition to war • Propaganda Posters • Woodrow Wilson's 14 Points 	<p>Develop and convey understanding:</p> <ul style="list-style-type: none"> • Tickets to enter and tickets to exit • <i>Causes of World War I</i> • <i>Would you have enlisted in WWI?</i> • Common Core Questions and Debate: • <i>Was the sinking of the Lusitania justified?</i> • Create a T-chart regarding the different perspectives on the on the sinking of the Lusitania. • Primary Source Analysis: Woodrow Wilson's speech • Analysis of Propaganda Posters • Analysis of Political Cartoons • Utilize data to evaluate U.S. neutrality • Quizzes • Debate 	<p>Focus on arguments:</p> <ul style="list-style-type: none"> • Argument Writing: 1) Should the U.S. have entered World War I? 2) Should the U.S. ratified the Versailles Treaty <p>Focus on informational:</p> <ul style="list-style-type: none"> • How were different groups of individuals living within America impacted by World War I? 	<p>Additional texts and writing for research</p>
<p>UNIT 2 1920's, Great Depression, New Deal</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How did World War I influence the 1920's? • How did the 1920's impact the struggle for equality? • Did the country embrace or resist the changes in the 1920's? • What were the causes of the Great Depression? • What were the global and domestic consequences of the Great Depression ? 	<ul style="list-style-type: none"> • Red Scare, Nativism, Immigration reform • Modernization during the 1920's and the creation of a common culture. • Politics in the 1920's (Political, Social, Economic & International) • Great Migration, KKK, Garveyism, Harlem Renaissance • Jazz Age, Flappers, etc.. • Women in the 1920's • Social Controls in the 1920's (i.e. prohibition, 	<p>Informational texts:</p> <ul style="list-style-type: none"> • Textbook • The DBQ Project: What were the causes of the Great Depression? 	<p>Primary Sources:</p> <ul style="list-style-type: none"> • DBQ ~ What were the causes of the Great Depression? • Various speeches from both candidates during the Election of 1932 • FDR's First Inaugural Address • Letters from citizens to the President and the First Lady during the Great Depression • Various criticisms of the New Deal (Documents and Clips) 	<p>Develop and convey understanding:</p> <ul style="list-style-type: none"> • Students are assigned a different aspect of the 1920's to research and present (includes pictorial representation) • Graphic Organizer T-Chart – 1920's ~ Positive or Negative? • Discussion on above • Tickets to enter and exit: • <i>Describe the 1920's in one word</i> • <i>Who would you have voted for in 1932?</i> • DBQ: What were the Causes 	<p>Focus on informational writing:</p> <ul style="list-style-type: none"> • Short answer questions (Common Core) • Response to the following question: Did America truly advance during the 1920's? (Could be argument) • DBQ constructed/informational response on “What caused the Great Depression”? • Primary source Analysis 	<p>Additional texts and writing for research:</p> <ul style="list-style-type: none"> • Students conduct independent research on their 1920's project • Complete Works Cited page

North Smithfield School Department Grade 11 U.S. History
YEARLY UNITS (Model PARCC Framework)

UNIT	TOPICS Big Ideas	CLOSE READING OF TEXT RL/RI		WRITING ABOUT TEXT W		RESEARCH
<ul style="list-style-type: none"> What was the significance of the Election of 1932? What was the New Deal? Was it truly “new”? Was it truly a “deal”? What was the legacy of the New Deal? 	<ul style="list-style-type: none"> fundamentalism) Causes of the Great Depression Stock Market Crash Government reaction to Great Depression Global repercussions Dust Bowl Election of 1932? 100 Days FDR’s First and Second New Deals and legislative programs Criticism of the New Deal 		<ul style="list-style-type: none"> Rockefeller Jr’s letter to the President of Columbia University (Prohibition) Political Cartoons on the New Deal and the Court Packing Plan 	<ul style="list-style-type: none"> of the Great Depression? Analyze photographs of the Great Depression Debate the candidates of 1932 Analyze and create political cartoons Complete a chart to assess whether or not FDR achieved his campaign promises Claim/counterclaim development over the election of 1932 & New Deal 	<ul style="list-style-type: none"> on FDR’s First Inaugural Address <p>Focus on argument writing:</p> <ul style="list-style-type: none"> Development of detailed outline based on primary source analysis of the candidates in 1932. 	
<p style="text-align: center;">UNIT 3 World War II</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How did the flawed peace in World War I contribute to World War II? Why and how did extremists rise to power in Europe? What factors influenced U.S. response to the rising international tension that resulted from Italian, German and Japanese aggression? Why did Japan bomb Pearl Harbor? What were the causes and consequences of Total War during World War II on both the battlefield and on the home front? What was the U.S. Strategy in World War II? How were U.S. Soviet relations impacted by World War II? Should the U.S. have dropped the atomic bomb on Japan? 	<ul style="list-style-type: none"> Causes of German, Italian and Japanese Aggression in World War II Fascism, National Socialism, Communism Imperialism Munich Conference and Appeasement U.S. isolationism vs. interventionism Factors that led to Japan bombing Pearl Harbor U.S. entry into the War War at home Propaganda Japanese Internment Rationing War Industries U.S. Strategy in Europe U.S. Strategy in Pacific Important conferences and individuals during World War II Debate over the dropping of the Atomic Bomb Creation of the U.N. 	<p>Informational texts:</p> <ul style="list-style-type: none"> Textbook Choices: Should the U.S. have dropped the atomic bomb? The DBQ Project: Why did Japan bomb Pearl Harbor? The Cold War: A History through Documents.” Edward H. Judge 	<p>Primary Sources:</p> <ul style="list-style-type: none"> DBQ ~ Why did Japan bomb Pearl Harbor? FDR’s Declaration of War speech Choices Unit: Should the U.S. have dropped the atomic bomb? Truman’s Statement August 6th, 1945 Documents related to Japanese internment (Korematsu) 	<p>Develop and convey understanding:</p> <ul style="list-style-type: none"> Tickets to enter and exit: <i>Do you agree with the U.S. position prior to 1941?</i> <i>Describe U.S. strategy in Europe</i> Debate and discuss DBQ on Japan bombing Pearl Harbor Map activity on World War II Debate: Should the U.S. have dropped the atomic bomb on Japan? Students respond to the following prompt: What were the causes and consequences of Total War during World War II on both the battlefield and on the home front? Develop claims and counterclaims Graphic Organizers Short answer questions based on Common Core Quizzes 	<p>Focus on informational writing:</p> <ul style="list-style-type: none"> Primary Source analysis: FDR’s Declaration of War speech <p>Focus on argument writing:</p> <ul style="list-style-type: none"> Complete Choices DBQ on “Should the U.S.. have dropped the atomic bomb on Japan” and conduct additional research. Students write a five-paragraph argument essay addressing the prompt. 	<p>Additional texts and writing for research:</p> <ul style="list-style-type: none"> Students conduct research on how the home front was impacted during World War II Students conduct research on the dropping of the atomic bomb and write a five paragraph argument essay. Conduct an interview with a firsthand witness of a historical event and share findings with the class. (Optional) Videos through Discovery Education

**North Smithfield School Department Grade 11 U.S. History
YEARLY UNITS (Model PARCC Framework)**

UNIT	TOPICS Big Ideas	CLOSE READING OF TEXT RL/RI		WRITING ABOUT TEXT W		RESEARCH
<p>UNIT 4 Origins of the Cold War– 1945 – 1954</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How did the international community respond to the devastation of World War II? • What caused the Cold War? Was anyone wrong? • What were the differences between Capitalism and Communism? • What led to the creation of Israel? • Evaluate the rational, implementation and the effectiveness of the containment policy. • What were the causes of the Korean War and how has a divided Korea remained a source of international tension? • How were Americans impacted by the Cold War? • Was communism truly a threat to America? • How was American society reshaped in the post-World War II era? 	<ul style="list-style-type: none"> • United Nations • Decolonization • Nuremberg Trials • Creation of Israel • Geneva Conference • Causes of the Cold War • Differences between Communism and Capitalism • Impact of Yalta on reorganization of Europe • Truman Doctrine and Marshall Plan • Containment and George Kennan • NSC-68 • Chinese Revolution • Truman's HUAC program • McCarthyism • Korean War • 38th Parallel • Reshaping of post World War II world • Crabgrass Frontier • Return to Domesticity • Suburbanization • Federal Highway System 	<p>Informational texts:</p> <ul style="list-style-type: none"> • Textbook • Choices on the causes of the Cold War • The DBQ Project: What is containment? • “The Cold War: A History through Documents.” Edward H. Judge • (Excellent resource of documents) • “The Fog of War” video • “Atomic Café” video 	<p>Primary Sources:</p> <ul style="list-style-type: none"> • Stalin's Election Speech, Feb. 1945 • Churchill's “Iron Curtain” speech, March 1946 • Truman Doctrine • Marshall Plan • DBQ ~ What was containment? • Senator McCarthy's speech to U.S. Senate, February 20, 1950 (Video Footage) 	<p>Develop and convey understanding:</p> <ul style="list-style-type: none"> • Primary Source analysis on the Marshall Plan or the Truman Doctrine • Evaluate propaganda during the Cold War • Respond to Common Core questions • Map activity on containment • DBQ on containment • <i>Tickets to enter and exit: Explain U.S. containment through by illustrating a specific example.</i> • Development of claims and counterclaims • Graphic organizer and debate on “Who started the Cold War?” 	<p>Focus on Informational Writing:</p> <ul style="list-style-type: none"> • Primary Source analysis on the Marshall Plan or the Truman Doctrine <p>Focus on Arguments</p> <ul style="list-style-type: none"> • Students write an argument response in response to the prompt: “Who started the Cold War?” 	<p>Additional texts and writing for research</p> <p>Conduct an interview of an individual with personal in-depth knowledge of an event between 1945 and 2014. (Essentially students create their own primary source) Students share their findings with the class. (Optional)</p>
<p>Unit 5 Age of Conflict</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How “civil” were the movements of the 60's? • How was the Civil Rights agenda shaped? What groups and individuals were instrumental in this process? 	<ul style="list-style-type: none"> • Civil Rights Movement • MLK and Malcolm X • Black Power • Economic, Social, and Political Reform • Conflict: Southern Manifesto, White Flight, De Facto Segregation, De Jure Segregation, Affirmative Action 	<p>Informational texts:</p> <ul style="list-style-type: none"> • Textbook • The DBQ Project: What were the differences between MLK and Malcolm X? • The DBQ Project: Affirmative Action • Choices on U.S. policy in Vietnam 	<p>Primary Sources:</p> <ul style="list-style-type: none"> • The DBQ Project: What were the differences between MLK and Malcolm X? • Selected excerpts from speeches • “The Feminine Mystique” - Betty Freidan • JFK's Inaugural Address 	<p>Develop and Convey understanding:</p> <ul style="list-style-type: none"> • <i>Tickets to Enter and Exit: ~What were women fighting for?</i> • If you were JFK would you have supported Civil Rights? • Should the U.S. have entered the Vietnam War? • Development of claims and 	<p>Focus on Argument</p> <ul style="list-style-type: none"> • Per teacher discretion <p>Focus on Informational Writing</p> <ul style="list-style-type: none"> • Primary Source Analysis on JFK's First Inaugural Address 	<p>Additional texts and writing for research</p> <ul style="list-style-type: none"> • Students complete a research paper on a post-WWII topic.

**North Smithfield School Department Grade 11 U.S. History
YEARLY UNITS (Model PARCC Framework)**

UNIT	TOPICS Big Ideas	CLOSE READING OF TEXT RL/RI		WRITING ABOUT TEXT W		RESEARCH
<ul style="list-style-type: none"> • What were the competing ideologies and political strategies during the women’s rights movement? • Were the movements in the 1960’s focused on Social, Political or Economic reform? • How did access to institutions affect justice during the 1960’s? • What were the causes and consequences of the social upheaval of the 1960’s? • How effective was JFK’s implementation of containment? • Why did the U.S. intervene in Vietnam and what factors led to its escalation? • How did public opinion influence the course of the war? • How does the Great Society reflect the changing expectations of government? • Why is 1968 considered the year that changed America? • What factors led to the end of the Vietnam War? • What’s is the legacy of the Nixon Administration? How will historians evaluate his legacy? 	<ul style="list-style-type: none"> • Women’s movement and environmental movement • Conflict: Civil Rights Act, Equal Pay, ERA • Election of 1960 • JFK Administration • New Frontier • Space Race • Bay of Pigs • Berlin Crisis • Cuban Missile Crisis • Vietnam • Johnson Administration and the escalation of Vietnam • Gulf of Tonkin • Great Society and major legislation • Criticisms of the Great Society • Election of 1968 • Upheaval in 1968 (Kennedy, MLK, Democratic Convention, Tet Offensive) • Nixon Administration • Silent Majority • End of Vietnam War • Vietnamization • Watergate 	<ul style="list-style-type: none"> • “The Cold War: A History through Documents.” Edward H. Judge • (Excellent resource of documents) • “The Fog of War” video 	<ul style="list-style-type: none"> • Choices Unit on the Cuban Missile Crisis • Including various primary sources of speeches and letters from JFK and Khrushchev • Choices Unit on Vietnam • Walter Cronkite and his opinion on the Tet Offense • Gulf of Tonkin Resolution • Nixon’s Silent Majority Clip 	<p>counterclaims regarding:</p> <ul style="list-style-type: none"> • Cuban Missile Crisis • Vietnam • What was the most important event in 1968? • DBQ on differences between MLK and Malcolm X • Debate on MLK versus Malcolm X • Graphic Organizers • Students respond to Common Core questions • Students watch movies on the Vietnam War and share excerpts with the class. • Informational response is written on the accuracy of a film depicting the Vietnam War. 		
<p align="center">Unit 6</p> <p align="center">The Cold-War world and beyond</p> <p align="center">Essential Questions:</p> <ul style="list-style-type: none"> • How did U.S. foreign policy decisions impact in the post-Cold War world? • How did U.S. Soviet Relations change during the Reagan 	<ul style="list-style-type: none"> • Nixon, Carter and Reagan approach to the Cold War • Detente • Continuing Arab-Israeli Crisis • Camp David Accords • Soviet invasion of Afghanistan • Iran Hostage Crisis 	<p>Informational texts:</p> <ul style="list-style-type: none"> • Textbook • Choices on U.S. role in the World • Choices unit on Terrorism • “The Cold War: A History through Documents.” Edward H. 	<p>Primary Sources:</p> <ul style="list-style-type: none"> • Reagan’s First Inaugural Address 	<ul style="list-style-type: none"> • Develop claims and counterclaims • Debate and evaluate the different strategies to end terrorism 	<p>Focus on Arguments</p> <ul style="list-style-type: none"> • Students will write an argument in response to the prompt: “What role should the U.S. play in the world today?” 	

North Smithfield School Department Grade 11 U.S. History
YEARLY UNITS (Model PARCC Framework)

UNIT	TOPICS Big Ideas	CLOSE READING OF TEXT RL/RI		WRITING ABOUT TEXT W		RESEARCH
<ul style="list-style-type: none"> Administration? • Evaluate the success of the Reagan Revolution. • How did the U.S. redefine its foreign policy priorities in the aftermath of the Cold War? • What factors led to the September 11th Terrorist Attacks? • What are the culture wars? • What factors contributed to greater economic inequality? 	<ul style="list-style-type: none"> • Reagan and Gorbachev • Evil Empire • Star Wars • Iran-Contra Scandal • Reagan Revolution • Supply-side economics versus Keynesian economics • Fall of the Berlin Wall • First Persian Gulf War • Clinton Years • Impeachment • Election of 2000 • September 11, 2001 • Wars in Afghanistan and Iraq • The Bush Doctrine 	<ul style="list-style-type: none"> Judge • (Excellent resource of documents) • “The Fog of War” video • “Morning in America” campaign video 				