

SOCIAL STUDIES CURRICULUM GRADE 11 U.S. HISTORY UNIT #5 AGE OF CONFLICT

North Smithfield School Department

TITLE OF UNIT #5 Age of Conflict
DATE PRESENTED: _____

COURSE U.S. History, GRADE 11
DATE DUE: _____ **LENGTH OF TIME:** Several weeks, quarter, semester

OVERVIEW OF UNIT:

Students will explore the conflict of the 1960s through the lens of domestic and international confrontations. Students will explore the Civil Rights Movement, identifying key figures, events, and turning points of the movements. Students will also explore the

ESSENTIAL QUESTION

*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?
 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?*

STANDARDS:

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms	Key Ideas and Details	Text Types and Purposes
G&C 2: The Constitution of the establishes a government of limited powers that are shared among different levels and branches.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions	Craft and Structure	Production and Distribution
G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 3: The study of history helps us understand the present and shape the future.	E3: Individuals, institutions and governments have roles in economic systems	G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	Integration of Knowledge	Research to Build and Present Knowledge
G&C 4: People engage in political processes in a variety of ways.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs		G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.	Range of Reading	Range of Writing
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 5: Human societies and cultures develop and change in response to human needs and wants.				

FOCUS GSEs:

Civics and Government

- Describing or explaining competing ideas about the purposes and functions of politics and government. **C&G 1 (11-12)- 1a**
- Distinguishing between the rule of law and the "rule of men." **C&G 1 (11-12)- 1d**
- Identifying how actions of a government affect relationships involving the individual, society, government. **C&G 1 (9-10)-2 a**
- Explaining how political authority is obtained and legitimized. **C&G 1 (11-12)- 2b**
- Evaluating, taking, defending positions on a current issue regarding the judicial protection **C&G 2 (11-12)- 1a**
- Analyzing the basic structures of government in the U.S. **C&G 2 (11-12)- 1b**
- Identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. g. **C&G 2 (11-12)- 1c**
- Interpreting and analyzing the sources of the U.S. democratic tradition in the *Declaration of Independence*, etc. **C&G 2 (11-12)- 2a**
- Analyzing the inherent challenges involved in balancing majority rule and minority rights. **C&G 2 (11-12)- 2b**
- Identifying/giving examples of the discrepancies between democratic ideals, the realities of American social/political life. **C&G 2 (11-12)- 2c**
- Comparing and contrasting different perspective on provisions found in the *Bill of Rights*. **C&G 3 (11-12)- 1a**
- Evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals. **C&G 3 (11-12)- 1c**
- Analyzing the scope and limits of personal, cultural, economic, or political rights. **C&G 3 (11-12)- 1d**
- Describing the criteria used for admission to citizenship in the U.S. **C&G 3 (11-12)- 1e**
- Identifying a policy at the school, local, state, national, or international level, describing how it affects individual rights. **C&G 3 (11-12)- 2a**

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- Describing and giving examples of how access to institutions can affect justice, reward, and power in the U.S. **C&G 3 (11-12)- 2c**
- Identifying and explaining ways individuals and groups have exercised their rights in order to transform society. **C&G 3 (11-12)- 2d**
- Comparing and contrasting U.S. systems of government with others. **C&G 4(9-10)- 1a**
- Interacting with, analyzing, and evaluating political institutions and political parties in an authentic context. **C&G 4(9-10)- 1b**
- Analyzing/ interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, etc. **C&G 4(9-10)- 1c**
- Selecting a landmark campaign/election in the Am. political system, explaining the historical context, evaluating its impact. **C&G 4(9-10)- 1d**
- Analyzing multiple perspectives on an historical or current controversial issue. **C&G 4(9-10)- 1e**
- Using collaborative decision making/problem solving to consider multiple , etc. **&G 4(9-10)- 2a**
- Engaging in and reflecting upon an electoral process in a class, school, or community. **C&G 4(9-10)- 2c**
- Critically reflecting on their own civic dispositions. **C&G 4(9-10)- 3a**
- Identifying and describing the role that various institutions play in meeting the needs of the community. **C&G 4(9-10)- 3b**
- Identifying and analyzing the conflicts that exist between public and private life. **C&G 4(9-10)- 3c**
- Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally. **C&G 5(9-10)- 1a**
- Organizing information to show relationships between and among various individuals, systems, and structures. **C&G 5(9-10)- 1b**
- Describing the interconnected nature of a contemporary or historical issue. **C&G 5(9-10)- 2a**
- Analyzing and evaluating a contemporary or historical issue. **C&G 5(9-10)- 2b**
- Predicting outcomes and possible consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3a**
- Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3b**

Historical Perspective

- Formulating historical questions, obtaining, analyzing, evaluating historical primary/ secondary print & non-print sources. **HP 1 (11-12)- 1a**
- Explaining how historical facts and historical interpretations may be different, but are related. **HP 1 (11-12)- 1b**
- Identifying, describing, or analyzing multiple perspectives on an historical trend or event. **HP 1 (11-12)- 1c**
- Using technological tools in historical research. **HP 1 (11-12)- 1d**
- Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. **HP1(9-10)- 2a**
- Explaining origins of major historical events. **HP 2 (11-12)- 1a**
- Identifying and linking key ideas and concepts and their enduring implications. **HP 2 (11-12)- 1b**
- Creating narratives based on a particular historical point of view. **HP 2 (11-12)- 2a**
- Synthesizing information from multiple sources to formulate an historical interpretation. **HP2(9-10)- 2b**
- Tracing patterns chronologically in history to describe changes on domestic, social, or economic life. **HP 2 (11-12)- 3a**
- Gathering evidence of circumstances and factors contributing to contemporary problem. **HP 3 (11-12)- 1a**
- Articulating an understanding of the meaning, implications, and impact of historical events on their lives today. **HP 3 (11-12)- 2a**
- Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. **HP 4 (11-12)- 1a**
- Analyzing conflict that is based on unresolved historical-geographical differences. **HP 4 (11-12)- 1b**
- Citing historical evidence that geographic factors affected decision-making by policy-makers. **HP 4 (11-12)- 1c**
- Evaluating the effect of technology and innovation on promoting territorial expansion. **HP 4 (11-12)- 2a**
- Investigating the role of demographic factors (gender, ethnicity, class) in creating cultural diversity in a society. **HP 5 (11-12)- 1b**
- Analyzing the contribution of diverse cultural elements. **HP 5 (11-12)- 1c**
- Analyzing how membership in particular cultural groups affected civic engagement. **HP 5 (11-12)- 2a**
- Contrasting how cultural groups have conflicted over land use issues. **HP 5 (11-12)- 2b**
- Evaluating how societies addressed environmental challenges in ways that shaped their cultural practices. **HP 5 (11-12)- 2c**
- Utilizing sources to identify different historical narratives and perspectives about the same events. **HP 5 (11-12)- 3a**
- Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy , etc. **HP 5 (11-12)- 3b ????**

Economics

- Applying the concept that economic choices often have long-run intended/unintended consequences. **E 1 (11-12)- 1b**
- Applying the concept that personal choices often have long-run intended/ unintended consequences using historical examples. **E 1 (11-12)- 2a**
- Evaluating personal choices using a cost-benefit analysis. **E 1 (11-12)- 2b**
- Differentiating between subsistence, traditional, mixed, command, and market economies. **E 1 (11-12)- 3a**
- Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship). **E 1 (9-10)-3b**
- Analyzing the role of income, price, competition, profit, property rights, and specialization in the economy. **E 2 (11-12)- 1a**
- Analyzing local, regional, national, and global markets for goods and services. **E 2 (11-12)- 1c**
- Investigating and synthesizing the role of technology in solving and/or creating economic issues of the past and present. **E 2 (11-12)- 2a**
- Identifying/ evaluating the benefits/ costs of alternative public policies and assess who enjoys the benefits and bears the costs. **E 3 (11-12)- 1a**
- Evaluating the government's monetary and fiscal policies. **E 3 (11-12)- 1b**
- Interpreting source materials about economic conditions, explain how these conditions influence decisions. **E 3 (11-12)- 2b**

Geography

- Analyzing spatial patterns and synthesizing with other primary and secondary sources. **G 1 (11-12)- 1a**
- Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). **G 1 (11-12)- 1c**
- Integrating visual information from maps with other sources to form a coherent understanding of an idea or event. **G 1 (11-12)- 2b**
- Evaluating the cultural and regional differences for potential bias from written or verbal sources. **2 (11-12)- 3a**
- Analyzing these relationships in a given historical or current example. **G 3 (7-8) -3a**
- Researching/reporting specific examples of how human dependence on the environment has impacted decisions. **G 4(7-8) 1a**
- Examining a specific case study of how a society reacted or adapting to a physical environmental change. **G 4 (7-8) -2a**

Reading

Key Ideas and Details (RH)

- Cite specific textual evidence to support analysis of primary and secondary sources. **RH.9-10 .1**
- Determine the central ideas or information of a primary or secondary source. **RH.9-10 .2**
- Identify key steps in a text's description of a process related to history/social studies **RH.9-10 .3**

Craft and Structure (RH)

- Determine the meaning of words and phrases as they are used in a text, including vocabulary **RH.9-10 .4**
- Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.9-10 .5**
- Identify aspects of a text that reveal an author's point of view or purpose . **RH.9-10 .6**

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Integration of Knowledge and Ideas (RH)

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.9-10 .7
- Distinguish among fact, opinion, and reasoned judgment in a text. RH.9-10 .8
- Analyze the relationship between a primary and secondary source on the same topic. RH.9-10 .9

Range of Reading (RH)

- Read and comprehend history/social studies texts in the grades 6–8 text complexity band RH.9-10 .10

Writing

- Text Types and Purposes: argument and informational (WHST)
- Production and Distribution (WHST)
- Research
- Range of Writing (WHST)

Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING: Big Ideas

- 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
- 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

PRIOR KNOWLEDGE:

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

Civics and Government

Describing or explaining competing ideas about the purposes and functions of politics and government. C&G 1 (11-12)- 1a

Essential knowledge and skills

- Assess the effectiveness of the "Great Society" programs. [Evaluate major debates among. ERA 9, 3B, 4
- Compare the so-called second environmental movement with the first at the beginning of the 20th century. ERA 9, 3B, 5

Academic vocabulary

- Compare
- Great Society

Distinguishing between the rule of law and the "rule of men." C&G 1 (11-12)- 1d

Essential knowledge and skills

- Explain the resistance to civil rights in the South between 1954 and 1965. ERA 9,4A,3
- Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam war. ERA 9,2C,5
- Explain the Nixon administration's involvement in Watergate and examine the role of the media in

Academic vocabulary

- Analyze
- Civil rights
- Public Opinion
- Rule of Law

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- exposing the scandal. ERA 10,1A,3
- Analyze the constitutional issues raised by the Watergate affair and evaluate the effects of Watergate on public opinion. ERA 10,1A,4

- Rule of Man
- Vietnam War
- Watergate

Identifying how actions of a government affect relationships involving the individual, society, government. C&G 1 (9-10)-2 a

Essential knowledge and skills

- Evaluate Truman's civil rights policies and their effect on splintering the Democratic party. ERA 9,3A,2
- Evaluate the Warren Court's reasoning in Brown v. Board of Education and its significance in advancing civil rights. ERA 9,4A,2
- Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from de jure to de facto segregation. ERA 9,4A,5
- Evaluate the conflicting perspectives over the Equal Rights Amendment, Title VII, and Roe v. Wade. ERA 9,4B,3

Academic vocabulary

- Brown vs. Brown
- Civil Rights
- De facto segregation
- De jure
- Democratic Party
- Perspectives
- Warren Court

Websites

- www.dhr.history.vt.edu/index.html<<http://www.dhr.history.vt.edu/index.html>> (civil rights)
- www.pbs.org<<http://www.pbs.org>> (civil rights)
- www.ifklibrary.org<<http://www.ifklibrary.org>> (civil rights)

Explaining how political authority is obtained and legitimized. C&G 1 (11-12)- 2b

Essential knowledge and skills

- Analyze the impact of key elections in U.S. history, 1932, 1960, 1980, 2000

Academic vocabulary

Websites

- www.pbs.org<<http://www.pbs.org>> (Frontline)

Complete below

- Evaluating, taking, defending positions on a current issue regarding the judicial protection C&G 2 (11-12)- 1a
 - Analyzing the basic structures of government in the U.S. C&G 2 (11-12)- 1b
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Economics

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Geography

- Analyzing spatial patterns and synthesizing with other primary and secondary sources. **G 1 (11-12)- 1a**
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- Integrating visual information from maps with other sources to form a coherent understanding of an idea or event. **G 1 (11-12)- 2b**
- Evaluating the cultural and regional differences for potential bias from written or verbal sources. **G 2 (11-12)- 3a**
- Analyzing these relationships in a given historical or current example. **G 3 (7-8) -3a**
- Researching/reporting specific examples of how human dependence on the environment has impacted decisions. **G 4(7-8) 1a**
- Examining a specific case study of how a society reacted or adapting to a physical environmental change. **G 4 (7-8) -2a**

Reading

Key Ideas and Details (RH)

- Cite specific textual evidence to support analysis of primary and secondary sources. **RH.9-10 .1**
- Determine the central ideas or information of a primary or secondary source. **RH.9-10 .2**
- Identify key steps in a text's description of a process related to history/social studies **RH.9-10 .3**

Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - T-charts
 - Graphic organizers
 - Debate (podium, tap-in, tap-out)
 - Primary source analysis (context, content, Common Core)
 - Common Core based questions
 - Think-pair-share/speed dating
 - Carousel activity
 - Text message activity
 - Wordle

Craft and Structure (RH)

- Determine the meaning of words and phrases as they are used in a text, including vocabulary **RH.9-10 .4**
- Describe how a text presents information (e.g., sequentially, comparatively, causally). **RH.9-10 .5**
- Identify aspects of a text that reveal an author's point of view or purpose . **RH.9-10 .6**

Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - T-charts
 - Venn Diagrams
 - Graphic organizers

Academic vocabulary

- Analysis
- Central ideas
- Events
- Primary and secondary sources
- Textual evidence

Websites

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Academic vocabulary

- Compare
- Point of view

Websites

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- Debate (podium, tap-in, tap-out)
- Primary source analysis (context, content, Common Core)
- Outlining, paraphrasing and summarizing
- Choices DBQ

Integration of Knowledge and Ideas (RH)

- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. **RH.9-10.7**
- Distinguish among fact, opinion, and reasoned judgment in a text. **RH.9-10.8**
- Analyze the relationship between a primary and secondary source on the same topic. **RH.9-10.9**

Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - Claims and counter claims
 - Debate (evaluate claims)
 - Choices DBQ
 - Rating arguments and authors
 - Making a collage
 - Scoop-it

Academic vocabulary

- Compare
- Contrast
- Event
- Primary and secondary sources

Range of Reading (RH)

- Read and comprehend history/social studies texts in the grades 6–8 text complexity band **RH.9-10.10**

Essential knowledge and skills

- Understands and uses
 - Document based questions

Academic vocabulary

Writing

Text Types and Purposes: argument and informational (WHST)

WHST. 11-12.1 Write **arguments** focused on discipline-specific content.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - Graphic organizer
 - Debate
 - Argument writing
 - DBQ
 - Outlining
 - Thesis development
 - Research

Academic vocabulary

- Claim
- Cohesion
- Concluding statement
- Counter claim
- Domain-specific vocabulary
- Evidence
- Formal style
- Objective tone
- Transition and sentence structure

Websites

www.corestandards.org Appendix C

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WHST. 11-12.2 Write **informative/explanatory texts**, including the narration of historical events

- b. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- d. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- e. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - Timeline creation
 - Outlining
 - Transitional word activity
 - Peer-editing
 - Graphic organizer
 - Highlighting

Websites

www.corestandards.org Appendix C

Academic vocabulary

- Claim
- Cohesion
- Concluding statement
- Counter claim
- Domain-specific vocabulary
- Evidence
- Formal style
- Objective tone
- Transition and sentence structure

Production and Distribution (WHST)

WHST. 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience..

WHST. 11-12.5 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.

WHST. 11-12.6 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.

Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - Peer editing
 - Yes test
 - Revision
 - Research project
 - Google docs
 - Graphic organizers

Academic vocabulary

- Coherent **writing**

Research

WHST. 11-12.7 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.

WHST. 11-12.8 Gather relevant information from multiple authoritative print and digital sources, Using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation..

WHST. 11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

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Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - DBQ choices
 - Words cited page
 - Research projects
 - Source evaluation tool
 - Debate
 - Outlining graphic organizers

Academic vocabulary

Websites

WHST. 11-1210 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.

Essential knowledge and skills

- Understands and applies _____ strategies, e.g.
 - Outlining
 - Graphic organizer
 - Revision
 - Rough drafts

Academic vocabulary

Websites

SUGGESTED WORKS:

<u>LITERARY TEXTS</u>			
STORIES	POETRY	DRAMA	OTHER
<u>INFORMATIONAL TEXT</u>			
NONFICTION	BIOGRAPHIES	MEMOIRS	SPEECHES, PUBLIC DOCUMENTS

Textbook

- Choices: Should the U.S. have ratified the Versailles Treaty?
- “Securing the Peace.”

Primary Sources :

- 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

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum introduction

- | | | | |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 16. Research project |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 17. Vocabulary word wall |
| 3. Dramatization/role playing | 8. Journal | 13. Non- linguistic representations | 18. Writer's notebook |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 19. Word Study |
| 5. Graphic organizers | 10. Media appreciation | 15. Oral presentation | 20. |

Develop and convey understanding:

- Tickets to enter and tickets to exit
- *Causes of World War I*
- *Would you have enlisted in WWI?*
- Common Core Questions and Debate:
- *Was the sinking of the Lusitania justified?*

Focus on arguments:

- Should the U.S. have entered World War I?
- Should the U.S. ratified the Versailles Treaty

Focus on informational:

- How were different groups of individuals living within America

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- Create a T-chart regarding the different perspectives on the on the sinking of the Lusitania. impacted by World War I?
- Primary Source Analysis: Woodrow Wilson's speech
- Analysis of Propaganda Posters
- Analysis of Political Cartoons
- Utilize data to evaluate U.S. neutrality
- Quizzes
- Debate

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

VOCABULARY

- | | | | |
|-----------------------------------|--------------------------------------|---------------------------------|---------------------------------|
| 1. bundance | 53. Détente | 105. Isolationist | 158. Resistance |
| 2. Advent nuclear politics | 54. Differentiating | 106. Israel | 159. Rule of Law |
| 3. Agendas | 55. Diplomacy | 107. Korean War | 160. Rule of Man |
| 4. Aggression | 56. Dust Bowl | 108. Ku Klux Klan | 161. Russian Revolution |
| 5. Agribusiness | 57. Eastern Europe | 109. Latin America | 162. Scarcity |
| 6. Agricultural | 58. Eastern European | 110. League of Nations | 163. Scope |
| 7. Allied powers | 59. Eastern policy | 111. Legacies/Legacy | 164. Secondary source |
| 8. American Expeditionary Force | 60. Economic political rights | 112. Market economics | 165. Sharecroppers |
| 9. Analyze/Analyzing | 61. Effectiveness | 113. McCarthyism | 166. Significance |
| 10. Appeasement | 62. Electoral | 114. Middle East | 167. Socialism |
| 11. Arab-Israeli crises | 63. Engendered | 115. Middle East Latin American | 168. Sources |
| 12. Arms limitation | 64. Equal opportunities | 116. Militarism | 169. Stock market |
| 13. Assess | 65. European Theater | 117. Mobilization | 170. Stock market crash of 1929 |
| 14. Assess civil Rights Movement | 66. Evacuate | 118. Mobilized | 171. Subsistence |
| 15. Axis | 67. Evaluate | 119. Modern feminism | 172. Summarizing |
| 16. Blitzkrieg | 68. Evaluate aggression | 120. Multiculturalism | 173. Synthesizing |
| 17. Capitalism | 69. Evaluate causes great Depression | 121. Multiple perspectives | 174. Tenants |
| 18. Cause (s) | 70. Evaluate Fourteen Points | 122. Munich Conference | 175. Traditional; mixed command |
| 19. Cause-effect | 71. Evaluate great Depression | 123. NAACP segregation | 176. Turning points |
| 20. Causes Great Depression | 72. Evaluating | 124. Narrative | 177. United Nations |
| 21. Causes World War I | 73. Examine | 125. National Socialism | 178. Versailles |
| 22. Central powers | 74. Explore | 126. Neutrality | 179. Versailles Treat |
| 23. Change | 75. Factors of production | 127. New Deal | 180. Versailles Treaty |
| 24. Chinese Revolution | 76. Fascism | 128. Nuclear politics | 181. Versailles Treaty |
| 25. Civil liberties | 77. Federalism | 129. Nuclear weapons | 182. Vietnam |
| 26. Civil rights | 78. Feminism | 130. One man one vote | 183. Vietnam policy |
| 27. Civil rights movement | 79. Final solution | 131. Origins | 184. Vietnam War |
| 28. Coexistence | 80. Flawed peace | 132. Origins Cold War | 185. War crimes |
| 29. Cold war | 81. Foreign policy | 133. Pacific Theater | 186. Watergate |
| 30. Communism | 82. Fourteen Points | 134. People' Republic of China | 187. Wealth distribution |
| 31. Communism/Communist | 83. Garveyism | 135. Perspectives | 188. Wealth distribution |
| 32. Compare | 84. GI Bill return to domesticity | 136. <i>Pluribus unum</i> | 189. World War I |
| 33. Confrontation | 85. Global depression | 137. Point of view | |
| 34. Consequences | 86. Golden Door | 138. Political struggles | |
| 35. Constitutional interpretation | 87. Good Neighbor Policy | 139. Postwar | |
| 36. Constitutional issues | 88. Great depression | 140. Prestige | |
| 37. Constitutional issues | 89. Great Society | 141. Primary document | |
| 38. Constructing | 90. Harlem Renaissance | 142. Primary source | |
| 39. Containment | 91. Historical continuity | 143. Progressivism | |

English Language Arts

1. Analysis
2. Central ideas
3. Claim
4. Cohesion
5. Cohesion

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- | | | | |
|------------------------------------|----------------------------------|-------------------------------|---------------------------------------|
| 40. Containment policy | 92. Historical trend | 144. Propaganda | 6. Compare |
| 41. Context | 93. Holocaust | 145. Public opinion | 7. Concluding statement |
| 42. Contrast | 94. Identifying | 146. Public opinion | 8. Contrast |
| 43. Costs | 95. Ideology | 147. Public policy | 9. Counter claim |
| 44. Counter feminist organizations | 96. Ideology | 148. Racism | 10. Domain-specific vocabulary |
| 45. Counter-feminist | 97. Imperialism | 149. Ratification | 11. Event(s) |
| 46. Culminating | 98. Implementation | 150. Rationale | 12. Evidence |
| 47. Cultural | 99. Internment | 151. Rationale | 13. Formal style |
| 48. Culture | 100. Interpret | 152. Rationale | 14. Objective tone |
| 49. De facto segregation | 101. Interpretation/Interpreting | 153. Rationale implementation | 15. Point of view |
| 50. De jure | 102. Intervention | 154. Reagan Revelation | 16. Primary and secondary sources |
| 51. Deliberation | 103. Iran-Contra Affair | 155. Reformulation | 17. Textual evidence |
| 52. Describing | 104. Iraq | 156. Repercussions | 18. Transition and sentence structure |
| | | 157. Resistance | |

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LESSON PLAN for UNIT _____

LESSONS

- Lesson # 1 Summary:**

 - Lesson #2 Summary:**

 - Lesson #3 Summary:**
-

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - **Lead –in**

 - **Step by step**

 - **Closure**

- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
 - **Formative**

 - **Summative**