The Georgia Department of Juvenile Justice

United States History II

Units of Instruction Resource Manual

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**Acknowledgements**

The Georgia Department of Juvenile Justice Department of Education would like to thank the many educators who have helped to create this 11th Grade United States History Part 2 Social Science Units of Instruction Resource Manual. The educators have been particularly helpful in sharing their ideas and resources to ensure the completion and usefulness of this manual.

Students served by the DJJ require a special effort if they are to become contributing and participating members of their communities. Federal and state laws, regulations, and rules will mean nothing in the absence of professional commitment and dedication by every staff member.

The Georgia Department of Juvenile Justice is very proud of its school system. The school system is Georgia’s 181st and is accredited by the Southern Association of Colleges and Schools (SACS). The DJJ School System has been called exemplary by the US Department of Justice. This didn’t just happen by chance; rather it was the hard work of many teachers, clerks, instructors and administrators that earned DJJ these accolades and accreditations. The DJJ education programs operate well because of the dedicated staff. These dedicated professionals are the heart of our system.

These Content Area Units of Instruction were designed to serve as a much needed tool for delivering meaningful whole group instruction. In addition, this resource will serve as a supplement to the skills and knowledge provided by the Georgia Department of Juvenile Justice Curriculum Activity Packets (CAPs).

I would like to thank all the DJJ Teaching Staff, the Content Area Leadership Teams, Kimberly Harrison, DJJ Special Education/Curriculum Consultant and Martha Patton, Curriculum Director for initiating this project and seeing it through. Thank you all for your hard work and dedication to the youth we serve.

Sincerely yours,

James “Jack” Catrett, Ed.D.

Associate Superintendent

**Mission**

The mission of Department of Juvenile Justice Social Science Consortium (DJJSSC) is to build a multiparty effort statewide to achieve continuous, systemic and sustainable improvements in the education system serving the Social Science students of the Department of Juvenile Justice (DJJ).

**Vision**

To achieve the mission of the DJJSSC, members work collaboratively in examining the Georgia Performance Standards. These guidelines speak specifically to teachers being able to: deliver meaning content pertaining to the Characteristics of Social Science and its content standards across the Social Science units of instruction. The DJJSSC will master and develop whole-group unit lessons built around Curriculum Activity Packets (CAPs), critique student work, and work as a team to solve the common challenges of teaching within DJJ. Additionally, the DJJSSC jointly analyzes student test data in order to: develop strategies to eradicate common academic deficits among students, align curriculum, and create a coherent learning pathway across grade levels. The DJJSSC also reviews research articles, attends workshops or courses, and invites consultants to assist in the acquisition of necessary knowledge and skills. Finally, DJJSSC members observe one another in the classroom through focus walks.

**Introduction**

The 11th Grade United States History Part 2 Social Science Units of Instruction Resource Manual is a tool that has been created to serve as a much needed tool for delivering meaningful whole group instruction. This manual is a supplement to the skills and knowledge provided by the Georgia Department of Juvenile Justice Curriculum Activity Packets (CAPs). It is imperative that our students become informed Georgia citizens who understand the history of the United States and our place in an ever increasing interconnected world, understand their past and how that past influences the present day and the future, and work in cooperative learning groups. Best practices in education indicate that teachers should first model new skills for students. Next, teachers should provide opportunities for guided practice. Only then should teachers expect students to successfully complete an activity independently. The 11th Grade United States History Part 2 Social Science Units of Instruction meets that challenge.

|  |  |
| --- | --- |
|  | **The Georgia Department of Juvenile Justice** **Office of Education** **Direct Instruction Lesson Plan** |
| Teacher: |
| Subject:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_to­\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_\_\_\_\_Period □ 1st□ 2nd□ 3rd□ 4th□ 5th□ 6th | Students will engage in: □ Independent activities □ pairing □ Cooperative learning □ hands-on □ Peer tutoring □ Visuals  □ technology integration □ Simulations  □ a project □ centers □ lecture □ Other  |
| Essential Question(s):Standards:CAPs Covered:Grade Level:\_\_\_\_ Unit:\_\_\_\_\_\_RTI Tier for data collection: 2 or 3Tier 2 Students:Tier 3 Students: |
| **Time** | **Procedures Followed:** | **Material/Text**  |
| \_\_\_\_\_\_\_Minutes  | Review of Previously Learned Material/Lesson Connections:Recommended Time: 2 Minutes |  |
|  \_\_\_\_\_\_\_Minutes  | Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html), or print on blackboard) Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard). Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes | Introduce task by stating the purpose of today’s lesson. Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes | Engage students in conversation by asking open ended questions related to the essential question(s). Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes  | Begin whole group instruction with corrective feedback:Recommended Time: 10 Minutes |  |
| \_\_\_\_\_\_\_Minutes  |  Lesson Review/Reteach:Recommended Time: 2 Minutes |  |
| \_\_\_\_\_\_\_Minutes  | Independent Work CAPs:Recommended Time: 30 Minutes |  |
| Teacher Reflections:  |

The Instructional Rotation Matrix has been designed to assist social science teachers in providing a balanced approach to utilizing the Social Science Units of Instruction across all grade levels on a rotating schedule.

|  |  |  |  |
| --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday |
| 6th Grade ContentMiddle School | 9th Grade ContentHigh School | 7th Grade ContentMiddle School | 10th Grade ContentHigh School |
| 8th Grade ContentMiddle School | 11th Grade ContentHigh School | 6th Grade ContentMiddle School | 12th Grade ContentHigh School |
| 7th Grade ContentMiddle School | 9th Grade ContentHigh School | 8th Grade ContentMiddle School | 10th Grade ContentHigh School |
| 6th Grade ContentMiddle School | 11th Grade ContentHigh School | 7th Grade ContentMiddle School | 12th Grade ContentHigh School |

|  |
| --- |
|  DJJ U.S. History Part 2Georgia Performance Standards:  Curriculum Map                                             |
| 2nd Semester |
| **Unit 1**Rebuilding and Expanding**Unit 2**The Nation in the Late 1800s | **Unit 3**Imperialism and Reform**Unit 4**War, Wealth, Welfare | **Unit 5**The New Deal and World War II**Unit 6**The Cold War | **Unit 7**The United States at Mid-Century**Unit 8**A New Struggle | **Unit 9**Years of Conflict | **Unit 10**Toward A New Millennium |
| **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** | **Chapter** | **CAPs** |
| 1 | 19 | 5 | 23/22 | 9 | 27 | 13 | 30/31 | 17 | 35 | 19 | 37 |
| 2 |  | 6 | 22/23 | 10 | 28 | 14 | 32 | 18 | 36 | 20 | 38 |
| Unit 2 | Unit 4 | Unit 6 | Unit 8 |  |  |  |  |
| 3 | 20 | 7 | 24 | 11 | 29 | 15 | 33 |  |  |  |  |
| 4 | 21 | 8 | 25,26 | 12 | 31/30 | 16 | 34 |  |  |  |  |
| **weeks** | **Weeks** | **weeks** | **weeks** | **weeks** | **Weeks** |
| **GPS:**SSUSH10**Unit 2** SSUSH11SSUSH12 | **GPS:**SSUSH13SSUSH14**Unit 4**SSUSH15SSUSH16SSUSH17 | **GPS:**SSUSH18SSUSH19**Unit 6**SSUSH20 SSUSH21 | **GPS:**SSUSH22SSUSH23**Unit 8**SSUSH24 SSUSH25 | **GPS:**SSUSH25 | **GPS:**SSUSH25 |
| **Focus CAPs**: Unit 119Unit220 | **Focus CAPs:**Unit 322Unit 424 | **Focus CAPs:**Unit 527Unit 629 | **Focus CAPs:**Unit 731Unit 833 | **Focus CAPs:**35  | **Focus CAPs:** 37 |

**Georgia Performance Standards**

**SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.**

a. Compare and contrast Presidential Reconstruction with Radical Republican Reconstruction.

b. Explain efforts to redistribute land in the South among the former slaves and provide advanced education (Morehouse College) and describe the role of the Freedmen’s Bureau.

c. Describe the significance of the 13th, 14th, and 15th amendments.

d. Explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.

e. Explain the impeachment of Andrew Johnson in relationship to Reconstruction.

f. Analyze how the presidential election of 1876 and the subsequent compromise of 1877 marked the end of Reconstruction.

**SSUSH11 The student will describe the economic, social, and geographic impact of the growth of big business and technological innovations after Reconstruction.**

a. Explain the impact of the railroads on other industries, such as steel, and on the organization of big business.

b. Describe the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor.

c. Identify John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies

d. Describe the inventions of Thomas Edison; include the electric light bulb, motion pictures, and the phonograph, and their impact on American life

**SSUSH12 The student will analyze important consequences of American industrial growth.**

a. Describe Ellis Island, the change in immigrants’ origins to southern and eastern Europe and the impact of this change on urban America.

b. Identify the American Federation of Labor and Samuel Gompers.

c. Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.

d. Describe the 1894 Pullman strike as an example of industrial unrest.

**SSUSH13 The student will identify major efforts to reform American society and politics in the Progressive Era.**

a. Explain Upton Sinclair’s The Jungle and federal oversight of the meatpacking industry.

b. Identify Jane Addams and Hull House and describe the role of women in reform movements.

c. Describe the rise of Jim Crow, Plessy v. Ferguson, and the emergence of the NAACP.

d. Explain Ida Tarbell’s role as a muckraker.

e. Describe the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities.

f. Describe the conservation movement and the development of national parks and forests; include the role of Theodore Roosevelt.

**SSUSH14 The student will explain America’s evolving relationship with the world at the turn of the twentieth century.**

a. Explain the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast.

b. Describe the Spanish-American War, the war in the Philippines, and the debate over American expansionism.

c. Explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

**SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.**

a. Describe the movement from U.S. neutrality to engagement in World War I, with reference to unrestricted submarine warfare.

b. Explain the domestic impact of World War I, as reflected by the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.

c. Explain Wilson’s Fourteen Points and the proposed League of Nations.

d. Describe passage of the Eighteenth Amendment, establishing Prohibition, and the Nineteenth Amendment, establishing woman suffrage.

**SSUSH16 The student will identify key developments in the aftermath of WW I.**

a. Explain how rising communism and socialism in the United States led to the Red Scare and immigrant restriction.

b. Identify Henry Ford, mass production, and the automobile.

c. Describe the impact of radio and the movies.

d. Describe modern forms of cultural expression; include Louis Armstrong and the origins of jazz, Langston Hughes and the Harlem Renaissance, Irving Berlin, and Tin Pan Alley.

**SSUSH17 The student will analyze the causes and consequences of the Great Depression.**

a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.

b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.

c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.

**SSUSH18 The student will describe Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.**

a. Describe the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment.

b. Explain the Wagner Act and the rise of industrial unionism.

c. Explain the passage of the Social Security Act as a part of the second New Deal.

d. Identify Eleanor Roosevelt as a symbol of social progress and women’s activism.

e. Identify the political challenges to Roosevelt’s domestic and international leadership; include the role of Huey Long, the “court packing bill,” and the Neutrality Act.

**SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.**

a. Explain A. Philip Randolph’s proposed march on Washington, D.C., and President Franklin D. Roosevelt’s response.

b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese- Americans, German-Americans, and Italian-Americans.

c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.

d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.

e. Describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.

f. Compare the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops.

**SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States.**

a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.

b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.

c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.

d. Describe the Vietnam War, the Tet Offensive, and growing opposition to the war.

e. Explain the role of geography on the U.S. containment policy, the Korean War, the Bay of Pigs, the Cuban missile crisis, and the Vietnam War.

**SSUSH21 The student will explain the impact of technological development and economic growth on the United States, 1945-1975.**

a. Describe the baby boom and its impact as shown by Levittown and the Interstate Highway Act.

b. Describe the impact television has had on American culture; include the presidential debates (Kennedy/Nixon, 1960) and news coverage of the Civil Rights Movement.

c. Analyze the impact of technology on American life; include the development of the personal computer and the expanded use of air conditioning.

d. Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower’s actions.

**SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970.**

a. Explain the importance of President Truman’s order to integrate the U.S. military and the federal government.

b. Identify Jackie Robinson and the integration of baseball.

c. Explain Brown v. Board of Education and efforts to resist the decision.

d. Describe the significance of Martin Luther King, Jr.’s Letter from a Birmingham Jail and his I Have a Dream Speech.

e. Describe the causes and consequences of the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

**SSUSH23 The student will describe and assess the impact of political developments between 1945 and 1970.**

a. Describe the Warren Court and the expansion of individual rights as seen in the Miranda decision.

b. Describe the political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation.

c. Explain Lyndon Johnson’s Great Society; include the establishment of Medicare.

d. Describe the social and political turmoil of 1968; include the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention.

**SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.**

a. Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition.

b. Describe the National Organization of Women and the origins and goals of the modern women’s movement.

c. Analyze the anti-Vietnam War movement.

d. Analyze Cesar Chavez and the United Farm Workers’ movement.

e. Explain the importance of Rachel Carson’s *Silent Spring* and the resulting developments; include Earth Day, the creation of the Environmental Protection Agency (EPA), and the modern environmental movement.

f. Describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).

**SSUSH25 The student will describe changes in national politics since 1968.**

a. Describe President Richard M. Nixon’s opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.

b. Explain the impact of Supreme Court decisions on ideas about civil liberties and civil rights; include such decisions as Roe v. Wade (1973) and the Bakke decision on affirmative action.

c. Explain the Carter administration’s efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.

d. Describe domestic and international events of Ronald Reagan’s presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union.

e. Explain the relationship between Congress and President Bill Clinton; include the North American Free Trade Agreement and his impeachment and acquittal.

f. Analyze the 2000 presidential election and its outcome, emphasizing the role of the electoral college.

g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.

**Enduring Understandings & Essential Question**

**The student will understand that the actions of individuals, groups, and/or institutions affect society through intended or unintended consequences.**

What strategies did both the North and the South use in their attempt to win the American Civil War?

How did President Lincoln increase the power of the Presidency in order to win the Civil War?

Who were the major personalities of the Civil War and how did they affect the major battles?

**The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.**

What laws were passed during Reconstruction to ensure that Southern power was limited?

What was the reaction by southerners to the Reconstruction laws?

What events led to the impeachment of President Andrew Johnson?

**The student will understand that technological innovations have consequences, both intended and unintended, for a society.**

How did industrialization lead to the development of labor unions?

How did the development of railroads affect the Native Americans population of the Great Plains?

**The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.**

What was the economic and social impact of immigration laws on urban America?

How did the government respond to the issues created by the Industrial Revolution?

**The student will understand that when there is conflict between or within societies, change is the result.**

Why did American expansionism during the turn of the century result in the Spanish-American War and the war in the Philippines?

Why did the creation of the Panama Canal lead to the Roosevelt Corollary?

What role did the muckrakers play in the reforms of the Progressive Era?

What were the consequences of Jim Crow laws and *Plessy v. Ferguson?*

**The student will understand that while change occurs over time, there is continuity to the basic structure of that society.**

How did the publishing of Upton Sinclair’s *The Jungle* effect the operations of food industries in the United States?

What impact did 19th century events at Wounded Knee have on future generations of Native Americans living in that area?

What was the impact of Jane Addams and Ida Tarbell?

**The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.**

How were the assassinations and events of the 1968 Democratic National Convention a reflection of the social and political turmoil of that period?

How did the Supreme Court decisions of *Roe v. Wade* and *University of California Regents v. Bakke* lead to increased civil liberties and civil rights?

**The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.**

What was the impact of 1920’s musical advancements such as jazz, Harlem Renaissance, and Tin Pan Alley on the cultural customs and traditions of today?

How did the development of Levittown and the Interstate Highway System lead to changes in American society?

**The student will understand that technological innovations have consequences, both intended and unintended, for a society.**

What was the impact of mass production on the automobile industry?

How has media (radio, movies, television, and Internet) affected the values of Americans?

How did the launch of Sputnik and the American response lead to major advances in space exploration?

**Rebuilding and Expanding**

**Georgia Performance Standards**

**SSUSH9 The student will identify key events, issues, and individuals relating to the causes, course, and consequences of the Civil War.**

a. Explain the Kansas-Nebraska Act, the failure of popular sovereignty, Dred Scott case, and John Brown’s Raid.

b. Describe President Lincoln’s efforts to preserve the Union as seen in his second inaugural address and the Gettysburg speech and in his use of emergency powers, such as his decision to suspend habeas corpus.

c. Describe the roles of Ulysses Grant, Robert E. Lee, “Stonewall” Jackson, William T. Sherman, and Jefferson Davis.

d. Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and the Battle for Atlanta and the impact of geography on these battles.

e. Describe the significance of the Emancipation Proclamation.

f. Explain the importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output.

**SSUSH10 The student will identify legal, political, and social dimensions of Reconstruction.**

a. Compare and contrast Presidential Reconstruction with Radical Republican Reconstruction.

b. Explain efforts to redistribute land in the South among the former slaves and provide advanced education (Morehouse College) and describe the role of the Freedmen’s Bureau.

c. Describe the significance of the 13th, 14th, and 15th amendments.

d. Explain Black Codes, the Ku Klux Klan, and other forms of resistance to racial equality during Reconstruction.

e. Explain the impeachment of Andrew Johnson in relationship to Reconstruction.

f. Analyze how the presidential election of 1876 and the subsequent compromise of 1877 marked the end of Reconstruction.

**SSUSH11 The student will describe the economic, social, and geographic impact of the growth of big business and technological innovations after Reconstruction.**

a. Explain the impact of the railroads on other industries, such as steel, and on the organization of big business.

b. Describe the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor.

c. Identify John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies

d. Describe the inventions of Thomas Edison; include the electric light bulb, motion pictures, and the phonograph, and their impact on American life.

**Task: 1**

**Essential Questions:**

What strategies did both the North and the South use in their attempt to win the American Civil War?

How did President Lincoln increase the power of the Presidency in order to win the Civil War?

Who were the major personalities of the Civil War and how did they affect the major battles?

What laws were passed during Reconstruction to ensure that Southern power was limited?

What was the reaction by southerners to the Reconstruction laws?

What events led to the impeachment of President Andrew Johnson?

**Resources:**

[**http://millercenter.org/academic/americanpresident/lincoln/essays/biography/1**](http://millercenter.org/academic/americanpresident/lincoln/essays/biography/1)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Activity

Abraham Lincoln was elected president at a time when the nation was at war with itself. States were succeeding from the Union and Civil War was threatening the stability of the nation. Today we will look at the background of our 16th President. We will also look at his philosophies, as well as his stance on the issue of slavery and states’ secession from the Union.

Teachers will project the following websites onto the whiteboard, <http://millercenter.org/academic/americanpresident/lincoln/essays/biography/1> and <http://millercenter.org/academic/americanpresident/lincoln/essays/biography/4>. Students will either receive printed versions of the websites’ contents or read from the projection.

After reading “A Life in Brief”, students should be able to answer the following questions:

1. When was President Lincoln elected?
2. What was the stance of the white South in regard to succession from the Union? Why?
3. What was issued in January of 1863? What did that mean for the institution of slavery?

After reading “Domestic Affairs”, students should be able to answer the following questions:

1. At the time of President Lincoln’s election, how many states had succeeded from the Union?
2. Delegates from what states met to form the Confederate States of America?
3. What five (5) things did the Confederate Constitution guarantee?
4. How did Lincoln feel about state sovereignty?
5. What was the Crittenden Compromise? What did it include?
6. What promise did Lincoln make during his inauguration address?
7. What happened April 12, 1861?
8. How long did the Civil War last?
9. Who was Salmon Chase? What was he the first to do?

**Task: 2**

**Essential Questions:**

What strategies did both the North and the South use in their attempt to win the American Civil War?

How did President Lincoln increase the power of the Presidency in order to win the Civil War?

Who were the major personalities of the Civil War and how did they affect the major battles?

What laws were passed during Reconstruction to ensure that Southern power was limited?

What was the reaction by southerners to the Reconstruction laws?

What events led to the impeachment of President Andrew Johnson?

**Resources:**

**<http://millercenter.org/academic/americanpresident/lincoln/essays/biography/4>**

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by stating today, we will continue our discussion on the presidency of Abraham Lincoln. The time after the Civil War was called Reconstruction. It lasted from 1865-1877. It started near the end of the Civil War when President Abraham Lincoln proposed a plan for Reconstruction. This plan was to rebuild the South and bring states back into the Union. We will look at the Reconstruction plans of Presidents’ Lincoln and Andrew Johnson. Andrew Johnson assumed the presidency after the assassination of Abraham Lincoln. Ask student open ended questions related to the presidency of Abraham Lincoln

7. Discuss answers with the students using the following questioning techniques as applicable:

 **Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Activity

Teachers will project the following website onto the whiteboard or print the website’s contents out for the students, [**http://millercenter.org/academic/americanpresident/lincoln/essays/biography/4**](http://millercenter.org/academic/americanpresident/lincoln/essays/biography/4)**.**

Students should read under the heading “Conducting the War” to determine President Lincoln’s Reconstruction Plan as well as the plan of the Radical Republicans.

Students will make a chart detailing the pros and the cons of both of the Reconstruction plans. In the charts, students should list the highlights of both plans and the reactions of the North and South to each plan.

**Task: 3**

**Essential Questions:**

What strategies did both the North and the South use in their attempt to win the American Civil War?

How did President Lincoln increase the power of the Presidency in order to win the Civil War?

Who were the major personalities of the Civil War and how did they affect the major battles?

What laws were passed during Reconstruction to ensure that Southern power was limited?

What was the reaction by southerners to the Reconstruction laws?

What events led to the impeachment of President Andrew Johnson?

**Resources:**

[**http://histclo.com/essay/war/cwa/recon.html**](http://histclo.com/essay/war/cwa/recon.html)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by stating as we have discussed, the Civil War was a war of ideals centering on the institution of slavery. Abraham Lincoln is said to have freed the slaves. However, he really laid no concrete plans as to how he would alleviate slavery in the slave states. As a result, African Americans continued to struggle for their right to equality and suffrage. Ask students open ended questions related to the struggles of African Americans for equality and suffrage.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Activity:

Teachers will project the following website onto the whiteboard <http://histclo.com/essay/war/cwa/recon.html>. The students will take turns reading the material or teachers will highlight the important parts for the students.

Students will answer the following questions:

1. What were the Black Codes? What was their purpose?
2. Who is the Klu Klux Klan? What tactics did they use?
3. What was the purpose of the 13th, 14th, and 15th Amendments to the United States Constitution?
4. What was the Freedman’s Bureau?

**Task: 4**

**Essential Questions:**

What laws were passed during Reconstruction to ensure that Southern power was limited?

What was the reaction by southerners to the Reconstruction laws?

What events led to the impeachment of President Andrew Johnson?

**Resources:**

[**http://www.blackpast.org/?q=aah/forty-acres-and-mule**](http://www.blackpast.org/?q=aah/forty-acres-and-mule) **“Forty Acres and a Mule”**

[**http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1456**](http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1456) **(Morehouse College)**

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by stating the institution of slavery and the Civil War itself caused irreparable damage to lives of countless blacks in the South. Today we will discuss the distributing land to the newly freed slaves and opening educational opportunities to them. We will look at the “40 Acres and a Mule” promise as well as the development of one of the most prestigious African-American institutions of higher learning in the country. Ask students open ended questions related to“40 Acres and a Mule”.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Activity:

Teachers will project the following website onto the whiteboard <http://www.blackpast.org/?q=aah/forty-acres-and-mule>. Teachers will facilitate a discussion about the “Forty Acres and A Mule” promise.

Teachers should highlight the following points:

1. From what or whom did this “rumor” originate? Was its basis solid?
2. What happened in January of 1865?
3. What did President Johnson do in response?

Teachers will also project the following website onto the whiteboard <http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1456>. Teachers will discuss the founding of Morehouse College, its original location, and purpose.

**Task: 5**

**Essential Questions:**

What laws were passed during Reconstruction to ensure that Southern power was limited?

What was the reaction by southerners to the Reconstruction laws?

What events led to the impeachment of President Andrew Johnson?

**Resources:**

<http://www.impeach-andrewjohnson.com/15ImpeachmentSimulationGame/ProceedingsOfTheSenateSittings.htm> (Lesson Plan website)

<http://python.net/crew/manus/Presidents/aj2/aj2obit.html> (Andrew Johnson biography)

<http://python.net/crew/manus/Presidents/aj2/aj2obit.html>.

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by stating the House of Representatives impeached Andrew Johnson, the seventeenth President of United States at five o’clock p.m. on February 24, 1868 by a vote of 126 yeas to 47 nays. On February 25, Thaddeus Stevens and John A. Bingham appeared in the Senate chamber. Mr. Stevens spoke, "In obedience to the order of the House of Representatives and of all the people of the United States. We do impeach Andrew Johnson, President of the United States, of high crimes and misdemeanors in office; and we further inform the Senate that the House of Representatives will in due time exhibit articles against him, and make good the same, and in their name we demand that the Senate take order for the appearance of said Andrew Johnson to answer said impeachment." Ask students opened ended questions related to impeachment.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Activity:

Before the lesson begins, teachers should either project or print this website, <http://python.net/crew/manus/Presidents/aj2/aj2obit.html>. Have the students read the material and have them answer the following questions:

1. Who was Andrew Johnson?
2. Describe his personality or disposition.
3. Under what terms was he impeached?
4. What was the outcome?
5. What was the significance of the outcome?

Remind students of the process of impeachment: House or Representatives draws charges against the accused and the trial is held in the Senate.

The Senate will reassemble as a court on March 23, 1868. You, dear students, will play the key roles in this great historical event. In our class the "trial" of Andrew Johnson will begin on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Pretrial papers of no more than three pages will be due a few days earlier on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. These papers should focus on two issues: 1) the major factors underlying the dispute between President Andrew Johnson and Congress before the summer of 1867--"Setting the Scene" and 2) the substance of your anticipated testimony if you are a witness or your opening statement before the Senate if you are an attorney.

**Interviews**On \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the six attorneys and President Johnson will interview the prospective witnesses in class and determine which witnesses they plan to call on their behalf and the order of the witnesses. (The teacher, who will also double as Chief Justice Salmon P.Chase who presided over the trial, will ensure that all witnesses are called.)

**Trial**The next day, on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_the trial will begin. The charges against President Johnson are as follows:

A) Dismissing Edwin M. Stanton as Secretary of War in violation of the Tenure of Office Act

B) Attempting to bring into disgrace, ridicule and contempt the Congress of the United States by grossly intemperate language

**Your Roles**
All students except those playing the attorneys, President Johnson or the newspaper editors will double as Senators; they will shed their previous persona and vote on each charge separately and at the end of the trial write a paper defending their vote by citing evidence introduced in the course of the trial. That paper will be due ten days after the impeachment proceedings close.

**Your Vote**
In the real trial of President Andrew Johnson the Senate fell one vote short, 35-19, of the two-thirds required for dismissal from office. Our class will use the same Constitutional requirement of a two-thirds vote. The outcome, however, may be different.

**Who wins?**The team presenting the most persuasive argument wins the trial. The winners in this game will depend on YOUR final vote!

**The Nation in the Late 1800s**

**Georgia Performance Standards**

**SSUSH11 The student will describe the economic, social, and geographic impact of the growth of big business and technological innovations after Reconstruction.**

a. Explain the impact of the railroads on other industries, such as steel, and on the organization of big business.

b. Describe the impact of the railroads in the development of the West; include the transcontinental railroad, and the use of Chinese labor.

c. Identify John D. Rockefeller and the Standard Oil Company and the rise of trusts and monopolies

d. Describe the inventions of Thomas Edison; include the electric light bulb, motion pictures, and the phonograph, and their impact on American life

**SSUSH12 The student will analyze important consequences of American industrial growth.**

a. Describe Ellis Island, the change in immigrants’ origins to southern and eastern Europe and the impact of this change on urban America.

b. Identify the American Federation of Labor and Samuel Gompers.

c. Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.

d. Describe the 1894 Pullman strike as an example of industrial unrest.

**Task: 1**

**Essential Questions:**

How did industrialization lead to the development of labor unions?

How did the development of railroads affect the Native Americans population of the Great Plains?

**Resources:**

[**http://www.ellisisland.org/immexp/wseix\_5\_3.asp**](http://www.ellisisland.org/immexp/wseix_5_3.asp)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html) units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Activity

 Students will discuss how the railroad changed America.

1. Draw a map with the major western railroads by the end of the 1800’s.
2. Why were time zones established?
3. Each student will give three advantages of the railroad.

Task: 2

**Essential Questions:**

How did industrialization lead to the development of labor unions?

How did the development of railroads affect the Native Americans population of the Great Plains?

**Resources:**

[**http://www.fsmitha.com/h3/h46-am5.htm**](http://www.fsmitha.com/h3/h46-am5.htm)

**Teacher’s Place:**

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2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Activity: Students will select compare and contrast each of the following industries and how it affected the westward expansion of the nation.

1. steel
2. oil
3. farming

**Task: 3**

**Essential Questions:**

How did industrialization lead to the development of labor unions?

How did the development of railroads affect the Native Americans population of the Great Plains?

**Resources:**

[**http://www.uh.edu/engines/epi177.htm**](http://www.uh.edu/engines/epi177.htm)(Biography of Andrew Carnegie and John Rockefeller)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

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units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

**Questioning Techniques:**

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 Signal words: who, what, when, where?

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

Activity

Students will discuss how big business developed during this time.

1. Summarize the life of Andrew Carnegie.
2. Summarize the life of John D. Rockefeller.
3. What is horizontal integration and vertical integration?
4. Did labor unions develop as a result of big business? Explain.

**Task: 4**

**Essential Questions:**

How did industrialization lead to the development of labor unions?

How did the development of railroads affect the Native Americans population of the Great Plains?

**Resources:**

<http://www.westga.edu/~hgoodson/Economic%20Trends.htm> (Economic Trends)

<http://www3.nl.edu/academics/cas/ace/resources/addams.cfm> (Jane Addams)

<http://www.spartacus.schoolnet.co.uk/USAriis.htm> (Jacob Riis)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

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 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity**

Students will discuss how cities developed during this time and compare it to the challenges of farming during the same time period.

1. Why did big cities develop and summarize the advantages and disadvantages.
2. Why were Jane Addams and Jacob Riis important?
3. Utilizing the text, students should define or state the significance of the following terms: populism, depression, Farmers Alliance, Grange, and the election of 1896.
4. Make a chart and list the reasons cities developed on one side and on the other side list the rise of farming and the challenges.

Task: 5

**Essential Questions:**

How did industrialization lead to the development of labor unions?

How did the development of railroads affect the Native Americans population of the Great Plains?

**Resources:**

[**http://www.spartacus.schoolnet.co.uk/USA1800.htm**](http://www.spartacus.schoolnet.co.uk/USA1800.htm)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

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7. Discuss answers with the students using the following questioning techniques as applicable:

 **Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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**Activity**

Students will discuss the effect of immigration between 1820 and 1920 of the nation.

1. Why did the new immigrants come to America?
2. How did native born Americans react to the new immigrants?
3. What were the advantages and disadvantages of immigration during this time?

**Imperialism and Reform**

**Georgia Performance Standards**

**SSUSH12 The student will analyze important consequences of American industrial growth.**

a. Describe Ellis Island, the change in immigrants’ origins to southern and eastern Europe and the impact of this change on urban America.

b. Identify the American Federation of Labor and Samuel Gompers.

c. Describe the growth of the western population and its impact on Native Americans with reference to Sitting Bull and Wounded Knee.

d. Describe the 1894 Pullman strike as an example of industrial unrest.

**SSUSH13 The student will identify major efforts to reform American society and politics in the Progressive Era.**

a. Explain Upton Sinclair’s The Jungle and federal oversight of the meatpacking industry.

b. Identify Jane Addams and Hull House and describe the role of women in reform movements.

c. Describe the rise of Jim Crow, Plessy v. Ferguson, and the emergence of the NAACP.

d. Explain Ida Tarbell’s role as a muckraker.

e. Describe the significance of progressive reforms such as the initiative, recall, and referendum; direct election of senators; reform of labor laws; and efforts to improve living conditions for the poor in cities.

f. Describe the conservation movement and the development of national parks and forests; include the role of Theodore Roosevelt.

**SSUSH14 The student will explain America’s evolving relationship with the world at the turn of the twentieth century.**

a. Explain the Chinese Exclusion Act of 1882 and anti-Asian immigration sentiment on the west coast.

b. Describe the Spanish-American War, the war in the Philippines, and the debate over American expansionism.

c. Explain U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

**Task: 1**

**Essential Questions:**

What is imperialism?

How did the Spanish-American War contribute to imperialism?

What is the Panama Canal?

**Resources:**

<http://www.smplanet.com/imperialism/toc.html> (The Age of Imperialism)

<http://americanhistory.suite101.com/article.cfm/the-united-states-annexation-of-hawaii> (United States Annexation of Hawaii)

<http://www.eclipse.co.uk/~sl5763/panama.htm> (The Panama Canal)

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 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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Teachers should navigate through the above websites for the lesson. Students will take notes on the material discussed in class. At the end of the lesson, students should be able to perform the activity.

**Activity**

Students will answer the following questions as to why and how America built an empire.

1. What is imperialism?
2. List the reasons that the US annexed Hawaii.
3. How did the Spanish-American War contribute to American imperialism?

Additional Task:

1. Write a letter supporting or not supporting the building of the Panama Canal.

**Task: 2**

**Essential Questions:**

What is imperialism? How did the Spanish-American War contribute to imperialism?

**Resources:**

[**http://www.smplanet.com/imperialism/remember.html**](http://www.smplanet.com/imperialism/remember.html)

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**Activity**

Discuss the Spanish-American War.

Students should identify: “Remember the Maine”, yellow press, Rough Riders, Theodore Roosevelt, and guerrilla war as they relate to the Spanish-American War.

**Task: 3**

**Essential Questions:**

What was the economic and social impact of immigration laws on urban America?

How did the government respond to the issues created by the Industrial Revolution?

**Resources:**

[**http://www.theodoreroosevelt.org/life/biotr.htm**](http://www.theodoreroosevelt.org/life/biotr.htm)(Theodore Roosevelt**)**

[**http://www.historycentral.com/bio/presidents/taft.html**](http://www.historycentral.com/bio/presidents/taft.html) **(**William Taft)

<http://nobelprize.org/nobel_prizes/peace/laureates/1919/wilson-bio.html> (Woodrow

 Wilson)

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**Activity**

Students will discuss why the Progressive Era was so important in US History.

1. Who were the muckrakers and why were they important?
2. Was Theodore Roosevelt a progressive president? Why?
3. Compare and contrast on paper the administration of Teddy Roosevelt, William H Taft and Woodrow Wilson’s presidency.

**Task: 4**

**Essential Questions:**

What role did the U. S. government play in advancing the women’s rights movement?

**Resources:**

[**http://www.wic.org/misc/history.htm**](http://www.wic.org/misc/history.htm)

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**Activity**

Students will discuss the discrimination of women during the late 1800’s.

1. What were the first rights that the movement members asked for?
2. How did the Congress approve Women’s Suffrage?
3. What was the acronym of the women’s rights movement?

**Task: 5**

**Essential Questions:**

What role did the U. S. government play in advancing the civil rights movement?

**Resources:**

<http://www.watson.org/~lisa/blackhistory/post-civilwar/plessy.html>

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**Activity**

Students will discuss Plessy v. Ferguson Supreme Court Case. Students should answer the following questions:

1. Who was Homer Plessy?
2. What are the facts surrounding the case? Who? What? Where? Why?
3. What was the initial outcome of Plessy’s case?
4. What was the ruling of the Supreme Court?
5. What did this mean for the United States and race relations?

**War, Wealth, Welfare**

**Georgia Performance Standards**

**SSUSH15 The student will analyze the origins and impact of U.S. involvement in World War I.**

**SSUSH16 The student will identify key developments in the aftermath of WW I.**

**SSUSH17 The student will analyze the causes and consequences of the Great Depression.**

a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.

b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.

c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.

**SSUSH18 The student will describe Franklin Roosevelt’s New Deal as a response to the depression and compare the ways governmental programs aided those in need.**

a. Describe the creation of the Tennessee Valley Authority as a works program and as an effort to control the environment.

b. Explain the Wagner Act and the rise of industrial unionism.

c. Explain the passage of the Social Security Act as a part of the second New Deal.

d. Identify Eleanor Roosevelt as a symbol of social progress and women’s activism.

e. Identify the political challenges to Roosevelt’s domestic and international leadership; include the role of Huey Long and the Neutrallity Act.

**Task: 1**

**Essential Questions:**

What events led to World War I?

**Resources:**

<http://hubpages.com/hub/World_War_1_America_Declares_War_on_Germany>

<http://www2.sunysuffolk.edu/westn/effectww1.html>

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**Activity**

Students will discuss the US involvement in WWI.

1. What was America’s mind set at the beginning of WWI? Why?
2. What events led to US involvement in WWI?
3. How was the American economy effect during WWI?
4. How did America fund the war effort?

**Task: 2**

**Essential Questions:**

What were the major battles of World War I?

**Resources:**

<http://www.pbs.org/greatwar/maps/index.html>

<http://www.mapsofworld.com/world-maps/world-war-i-map-of-europe.html>

Blank map of Europe

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**Activity**

Students will discuss the major battles of WWI.

1. Draw a map of Europe and label the major battles of WWI.
2. You are a soldier in Europe fighting in WWI, write a letter home describing your thoughts and actions.

**Task: 3**

**Essential Questions:**

What was the Treaty of Versailles?

Why did the United States choose not to participate in the United Nations?

**Resources:**

<http://www.classbrain.com/artholiday/publish/article_156.shtml>(Armistice Day)

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005425> (Treaty of Versailles)

<http://www.hbci.com/~tgort/14points.htm> (Woodrow Wilson’s Fourteen Points)

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**Activity**

Students will discuss the aftermath of WWI relating to the US.

1. Define: Armistice Day, Treaty of Versailles and Woodrow Wilson.
2. Prepare a debate supporting or not supporting the 14 Points.
3. Why did the US not want to be a part of the League of Nations?

**Task: 4**

**Essential Questions:**

What was the impact of mass production on the automobile industry?

**Resources:**

[**http://www.eyewitnesstohistory.com/ford.htm**](http://www.eyewitnesstohistory.com/ford.htm)

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**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

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**Activity**

Students will discuss the social and economic changes of the US in the 1920S.

Imagine you write for a famous magazine or newspaper during the 1920s. Your assignment for this week is to interview Henry Ford. You are to write a hypothetical interview on paper. Please note in your interview, the person you are interviewing, his significance, and his job title. Also in your interview you should note how the assembly line and mass production will change the economy of the US forever.

**Task: 5**

**Essential Questions:**

How did overproduction, under consumption, and stock market speculation lead to the stock market crash of 1929 and the Great Depression?

**Resources:**

[**http://www.english.illinois.edu/maps/depression/overview.htm**](http://www.english.illinois.edu/maps/depression/overview.htm)

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**Activity**

Students will discuss the causes and results of the Great Depression.

1. What two things contributed the most to the crash of 1929?
2. Write an article describing Black Friday.
3. What programs did President Hoover implement to bring the economy out of the depression?
4. Identify: shantytowns, hoovervilles, foreclosures and bonus army

**The New Deal and World War II**

**Georgia Performance Standards**

**SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.**

a. Explain A. Philip Randolph’s proposed march on Washington, D.C., and President Franklin D. Roosevelt’s response.

b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese- Americans, German-Americans, and Italian-Americans.

c. Explain major events; include the lend-lease program, the Battle of Midway, D-Day, and the fall of Berlin.

d. Describe war mobilization, as indicated by rationing, war-time conversion, and the role of women in war industries.

e. Describe the Manhattan Project at Los Alamos and the scientific, economic, and military implications of developing the atomic bomb.

f. Compare the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops.

**SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States.**

a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.

b. Explain the impact of the new communist regime in China and the outbreak

of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.

c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.

d. Describe the Vietnam War, the Tet Offensive, and growing opposition to the war.

e. Explain the role of geography on the U.S. containment policy, the Korean War, the Bay of Pigs, the Cuban missile crisis, and the Vietnam War.

**SSUSH21 The student will explain the impact of technological development and economic growth on the United States, 1945-1975.**

a. Describe the baby boom and its impact as shown by Levittown and the Interstate Highway Act.

b. Describe the impact television has had on American culture; include the presidential debates (Kennedy/Nixon, 1960) and news coverage of the Civil Rights Movement.

c. Analyze the impact of technology on American life; include the development of the personal computer and the expanded use of air conditioning.

d. Describe the impact of competition with the USSR as evidenced by the launch of Sputnik I and President Eisenhower’s actions.

**SSUSH22 The student will identify dimensions of the Civil Rights Movement, 1945-1970.**

**Task: 1**

**Essential Questions:**

How did the United States move from neutrality to war in 1917?

What conflicts led to American involvement in World War II?

How did World War II impact the lives of ordinary Americans?

**Resources:**

[**http://xroads.virginia.edu/~ma02/volpe/newdeal/hundred\_days.html**](http://xroads.virginia.edu/~ma02/volpe/newdeal/hundred_days.html)

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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Activity

Students will discuss the first hundred days of FDR’s administration

1. Students will pretend to be Pres. Roosevelt and write a letter to Congress supporting his relief package for the depression.
2. Write a letter identifying the relief programs of FDR.

**Task: 2**

**Essential Questions:**

What were the New Deal programs?

**Resources:**

<http://www.spartacus.schoolnet.co.uk/USARnewdeal.htm>

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**Activity**

Students will discuss and summarize the New Deal.

1. Write an article describing the economic condition of the country during the early 1930’s.
2. What attempts were made to stabilize the economy?
3. Name the two relief acts that are still in place today.
4. Was the New Deal totally successful? Why or why not?

**Task: 3**

**Essential Questions:**

What were the New Deal programs?

**Resources:**

<http://www.spartacus.schoolnet.co.uk/USARnewdeal.htm> (The New Deal)

[**http://www.whitehouse.gov/about/presidents/franklindroosevelt**](http://www.whitehouse.gov/about/presidents/franklindroosevelt)

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**Activity**

Students will discuss foreign policy under the New Deal.

1. Name the three dictators of Europe during this time and the countries that they controlled.
2. How did America prepare for future conflicts?

**Task: 4**

**Essential Questions:**

What was the significance of Pearl Harbor?

**Resources:**

<http://www.history.navy.mil/photos/events/wwii-pac/pearlhbr/pearlhbr.htm> (Bombing of Pearl Harbor)

<http://www.eyewitnesstohistory.com/pearl2.htm> (Eyewitness to the Japanese Bombing of Pearl Harbor)

<http://www.trumanlibrary.org/teacher/abomb.htm> (Truman and the Atomic Bomb)

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**Activity**

Students will discuss the causes and results of US involvement in WWII.

1. Write an article describing the attack of Pearl Harbor by Japan.
2. Describe the emotions of the American people after this attack and alos summarize what is meant by “a date which will live in infamy”.
3. Write a letter in support/non-support of President Truman dropping the atomic bomb.

**Task: 5**

**Essential Questions:**

Why did America utilize the draft system during World War II?
What were the Japan Internment Camps?

What role did African Americans and women play in World War II?

**Resources:**

<http://www.historyplace.com/unitedstates/aframerwar/index.html>

(African-Americans in WWII)

<http://www.teacheroz.com/WWIIHomefront.htm> (Women in WWII)

[www.shsu.edu/~his\_ncp/NAWWII.html](http://www.shsu.edu/~his_ncp/NAWWII.html) Native Americans in WWII

<http://www.historyonthenet.com/WW2/japan_internment_camps.htm> (Japanese internment camps)

<http://www.u-s-history.com/pages/h1674.html> (Rationing During WWII)

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Activity

Students will summarize the events on the home front during WWII.

1. What was the draft and how did the US mobilize for WWII?
2. How did the US economy change during wartime?
3. Write a letter in support/non support of the Japanese internment during WWII.
4. What role did African-Americans play in WWII?
5. Why was rationing important in WWII?

**The Cold War**

**Georgia Performance Standards:**

**SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States.**

a. Describe the creation of the Marshall Plan, U.S. commitment to Europe, the Truman Doctrine, and the origins and implications of the containment policy.

b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.

c. Describe the Cuban Revolution, the Bay of Pigs, and the Cuban missile crisis.

d. Describe the Vietnam War, the Tet Offensive, and growing opposition to the war.

e. Explain the role of geography on the U.S. containment policy, the Korean War, the Bay of Pigs, the Cuban missile crisis, and the Vietnam War.

**SSUSH21 The student will explain the impact of technological development and economic growth of the US.**

**Task: 1**

**Essential Questions:**

What was the significance of Truman’s Fair Deal?

**Resources:**

<http://us-president.suite101.com/article.cfm/the_harry_truman_presidency> (Truman’s Presidency)

<http://countrystudies.us/united-states/history-115.htm> (Truman’s Fair Deal)

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Activity

Students will summarize the Truman Presidency.

1. Write a letter in support of the Fair Deal.
2. In two to three paragraphs, state your opinion to this question: Was President Truman a successful President? Why

**Task: 2**

**Essential Questions:**

How did the increase in Communism after World War II lead to global issues during the Cold War?

Why did events in Asia and Europe dominate U. S. foreign policy during the Cold War period?

**Resources:**

[**http://www.historylearningsite.co.uk/what%20was%20the%20cold%20war.htm**](http://www.historylearningsite.co.uk/what%20was%20the%20cold%20war.htm)

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**Activity**

Students will explain why the Cold War was never really a war.

1. Explain the Cold War in your own words.
2. Identify: iron curtain, containment, McCarthyism and censured.
3. Write a summary of the differences between Russia and the US in the Cold War

**Task: 3**

**Essential Questions:**

How did President Woodrow Wilson attempt to make the world safer following World War I?

How did the increase in Communism after World War II lead to global issues during the Cold War?

**Resources:**

<http://library.thinkquest.org/10826/korea.htm>

American History 2 Text

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**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

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**Activity**

Students will discuss the fall of China and the Korean War.

1. Who gained control of China? Why?
2. Who did the US support in the Korean War? Why?
3. Summarize the primary source on page 185. What does President Truman mean when he says, “It is easier to put out a fire when it is small?”

**Task: 4**

**Essential Questions:**

What was the significance of Eisenhower’s presidency?

How did the Supreme Court decisions in Brown v. Board of Education case change Americans ideas about civil rights and civil liberties?

**Resources:**

<http://millercenter.org/academic/americanpresident/eisenhower/essays/biography/1> (President Eisenhower)

<http://www.youtube.com/watch?v=TTGHLdr-iak> (Brown v. Board of Education YouTube clip)

<http://brownvboard.org/summary> (Brown v. BOE summary)

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7. Discuss answers with the students using the following questioning techniques as applicable:

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**Memory Questions**

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Activity

Students will summarize the Eisenhower Presidency.

1. How did Eisenhower become famous?
2. What was his political philosophy?
3. What new programs and policies did he implement as President?
4. Write an article summarizing the Brown v. Board of Education.
5. Describe the impact of the following on the Civil Rights movement: Montgomery Bus boycott, Rosa Parks, boycott, desegregation, segregation, NAACP, Jackie Robinson, Thurgood Marshall and Linda Brown.

**Task: 5**

**Essential Questions:**

What was the Eisenhower Doctrine?

**Resources:**

<http://www.fordham.edu/halsall/mod/1957eisenhowerdoctrine.html> (Eisenhower

 Doctrine)

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**Activity**

Students will discuss the arms race and brinkmanship of the US during this time.

1. What was the Eisenhower Doctrine?
2. What was the arms race and who was the US competing against?
3. What was the US policy toward Latin America, the Middle East and Vietnam during this time?
4. What did Pres. Eisenhower mean by the “domino theory”?

**The United States at Mid-Century**

**Georgia Performance Standards**

GPS**SSUSH23 The student will describe and assess the impact of political developments between 1945 and 1970.**

a. Describe the Warren Court and the expansion of individual rights as seen in the Miranda decision.

b. Describe the political impact of the assassination of President John F. Kennedy; include the impact on civil rights legislation.

c. Explain Lyndon Johnson’s Great Society; include the establishment of Medicare.

d. Describe the social and political turmoil of 1968; include the assassinations of Martin Luther King, Jr. and Robert F. Kennedy, and the events surrounding the Democratic National Convention.

**SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960s.**

a. Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics; include sit-ins, freedom rides, and changing composition.

b. Describe the National Organization of Women and the origins and goals of the modern women’s movement.

c. Analyze the anti-Vietnam War movement.

d. Analyze Cesar Chavez and the United Farm Workers’ movement.

e. Explain the importance of Rachel Carson’s *Silent Spring* and the resulting developments; include Earth Day, the creation of the Environmental Protection Agency (EPA), and the modern environmental movement.

f. Describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).

**SSUSH25 The student will describe changes in national politics since 1968.**

a. Describe President Richard M. Nixon’s opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.

b. Explain the impact of Supreme Court decisions on ideas about civil liberties and civil rights; include such decisions as Roe v. Wade (1973) and the Bakke decision on affirmative action.

c. Explain the Carter administration’s efforts in the Middle East; include the Camp David Accords, his response to the 1979 Iranian Revolution, and the Iranian hostage crisis.

d. Describe domestic and international events of Ronald Reagan’s presidency; include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union.

e. Explain the relationship between Congress and President Bill Clinton; include the North American Free

**Task: 1**

**Essential Questions:**

What was the impact of mass production on the automobile industry?

How has media (radio, movies, television, and Internet) affected the values of Americans?

**Resources:**

<http://www.buzzle.com/articles/television-in-the-1950s.html> (Impact of Television in the 1950s)

<http://www.history-of-rock.com> (History of Rock-n-Roll)

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**Activity**

1. Describe how TV and radio affected the social, economic and political issues of America in the 1950’s.
2. Write a brief history of rock and roll.

**Task: 2**

**Essential Questions:**

What was John F. Kennedy’s stance on civil rights?

**Resources:**

[http://www.jfklibrary.org/Historical+Resources/Archives/Reference+Desk/Speeches/JFK/JFK+Pre-Pres/1960/Address+of+Senator+John+F.+Kennedy+Accepting+the+Democratic+Party+Nomination+for+the+Presidency+of+t.htm](http://www.jfklibrary.org/Historical%2BResources/Archives/Reference%2BDesk/Speeches/JFK/JFK%2BPre-Pres/1960/Address%2Bof%2BSenator%2BJohn%2BF.%2BKennedy%2BAccepting%2Bthe%2BDemocratic%2BParty%2BNomination%2Bfor%2Bthe%2BPresidency%2Bof%2Bt.htm) (John F. Kennedy and the New Frontier)

<http://www.historylearningsite.co.uk/john_kennedy_and_civil_rights.htm> (JFK’s stance on Civil Rights)

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Activity

Student will discuss the election of 1960 and the New Frontier.

1. What was the New Frontier?
2. Was John F. Kennedy a successful President? Why
3. What was his stand on Civil Rights?

**Task: 3**

**Essential Questions:**

What was the Cuban Missile Crisis? How did President Kennedy react?

**Resources:**

[**http://library.thinkquest.org/11046/days/index.html**](http://library.thinkquest.org/11046/days/index.html)

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**Activity**

Explain how the Cold War heated up during the Kennedy administration.

1. What was the Cuban Missile Crisis?
2. How was it resolved?
3. What is the hot line?

**Task: 4**

**Essential Questions:**

What were the conspiracy theories surrounding John F. Kennedy’s assassination?

**Resources:**

<http://www.dailymotion.com/video/x3fhw1_jfk-assassination-digitally-remaste_news> (Video of JFK’s assassination)

<http://www.fiftiesweb.com/kennedy/kennedy-assassination.htm> (JFK’s assassination and conspiracy theories)

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**Activity**

Discuss the Kennedy assassination

1. When?
2. Where?
3. How?
4. Who?
5. What is the conspiracy theory?

**Task: 5**

**Essential Questions:**

What was the impact of mass production on the automobile industry?

How has media (radio, movies, television, and Internet) affected the values of Americans?

How did the launch of Sputnik and the American response lead to major advances in space exploration?

**Resources:**

[**http://www.nasm.si.edu/exhibitions/gal114/gal114.htm**](http://www.nasm.si.edu/exhibitions/gal114/gal114.htm)

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Activity

Draw a timeline of the space race between Russia and the US.

**A New Struggle**

**Georgia Performance Standards**

**SSUSH23 The student will describe and assess the impact of political developments between 1945 and 1970.**

1. Describe the Warren Court and the expansion of individual rights as seen in the Miranda decision.
2. Explain Lyndon Johnson’s Great Society; include the establishment of Medicare.

 **SSUSH24 The student will analyze the impact of social change movements and organizations of the 1960's.**

a. Compare and contrast the Student Non-Violent Coordinating Committee (SNCC) and the Southern Christian Leadership Conference (SCLC) tactics, including sit-ins, freedom rides, and changing composition.

b. Describe the National Organization of Women and the origins and goals of the modern women's movement.

c. Analyze the anti-Vietnam War movement.

d. Analyze Cesar Chavez and the United Farm Workers movement.

e. Explain Rachel Carson and Silent Spring, Earth Day, the creation of the EPA, and the modern environmentalist movement.

f. Describe the rise of the conservative movement as seen in the presidential candidacy of Barry Goldwater (1964) and the election of Richard M. Nixon (1968).

**SSUSH25 The student will describe changes in national politics since 1968.**

a. Describe President Richard M. Nixon's opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.

b. Explain the impact of Supreme Court decisions on ideas about civil liberties and civil rights including such decisions as Roe v. Wade (1973 and the Bakke decision on affirmative action).

c. Explain the Carter administration’s efforts in the Middle East including the Camp David Accords, his response to the 1979 Iranian Revolution and Iranian hostage crisis.

c. Describe domestic and international events of Ronald Reagan's presidency including Reagonomics, the Iran-contra scandal and the collapse of the Soviet Union.

d. Explain the relationship between Congress and President Bill Clinton including the North American Free Trade Agreement and his impeachment and acquittal.

e. Analyze the 2000 presidential election and its outcome emphasizing the role of the electoral college.

f. Analyze the response of President George W. Bush to the attacks of September 11, 2001 on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.

**Task: 1**

**Essential Questions:**

What were Lyndon Johnson’s Great Society programs?

**Resources:**

<http://www.archives.gov/education/lessons/civil-rights-act> (Civil Rights Act and Equal Employment Opportunity Commission)

<http://www.enotes.com/major-acts-congress/elementary-secondary-education-act> (Elementary and Secondary Education Act)

<http://www.america.gov/st/educ-english/2008/April/20080423214226eaifas0.9637982.html> (Immigration Act)

<http://www.enotes.com/major-acts-congress/medicare-act> (Medicare Act)

<http://www.enotes.com/major-acts-congress/voting-rights-act> (Voting Rights Act)

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Activity

 **1.** Tell students they will have an advantage Johnson didn’t have: reporting from the 21st century on the status of the acts he signed into law during his presidency. Pairs of students will ask questions, conduct research, analyze the facts, and report on one of the

six key pieces of legislation signed during Johnson’s administration.

**2.** Let students select an act, or assign them in pairs to learn as much as possible about one of the following acts:

* The Civil Rights Act of 1964
* The Equal Opportunity Act of 1964
* The Elementary and Secondary Education Act of 1965
* The Medicare Act of 1965
* The Immigration Act of 1965
* The Voting Rights Act of 1965

**3.** Lead the class through a brainstorming session to come up with questions that all the researchers should ask about the particular act they are studying. You may come up with a list such as the following:

* What problem did the law address?
* Whom was it intended to help?
* When the law first went into effect and, subsequently, did it hurt anyone? Whom?
* How successful was the law in achieving its goals?
* How did the law succeed, or why did it fail?
* Is the law still in effect? Why or why not?
* If Lyndon Johnson were president today, would he be pressing for exactly the same law? Or would he take a different position on the topic, and if so, what position?

**4.** Direct students to various sources of information—in print or online. Remind them of the biases they will encounter in evaluations of a president’s accomplishments. In particular, alert students to pay attention to who authored whatever they read and whether that author might skew facts or offer interpretations that meet his or her own political agenda. In addition, make clear what type of documentation, if any, you want students to use in their written reports.

**Task: 2**

**Essential Questions:**

Who were the AmeriCorps Vista Volunteers? What were their duties?

**Resources:**

[**http://www.americorps.gov/about/programs/vista.asp**](http://www.americorps.gov/about/programs/vista.asp)

**Teacher’s Place:**

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units of instruction page, or print on blackboard)

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6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

 **Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity**

Teachers should facilitate a lesson utilizing the above website. At the end of the lesson, students should make a diary entry titled “A Day in the Life of a Vista Volunteer.” The journal entry should be at least two paragraphs.

**Task: 3**

**Essential Questions:**

Who were the key individuals and groups that had an impact on the civil rights movement?

Resources:

<http://faculty.smu.edu/dsimon/Change-Civ%20Rts.html> (Civil Rights Movement)

[www.glencoe.com/sec/socialstudies/btt/.../events\_civil\_rights\_move.ppt](http://www.glencoe.com/sec/socialstudies/btt/.../events_civil_rights_move.ppt) (Civil Rights Movement PowerPoint**)**

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Introduction:

The Civil Rights movement was one of the most important events in the 1960s for social, racial, and political reasons. Today we will discuss the effects of the Civil Rights movement. Students, you will need to take notes as you have an assignment at the end of the lesson.

**Activity**

* 1. Why was the Civil Rights movement necessary?
	2. What were race relations like prior to and immediately after the signing of the Civil Rights Act?
	3. List some of the key figures of the movement.

**Task: 4**

**Essential Questions:**

Who were the key individuals and groups that had an impact on the civil rights movement?

**Resources:**

[**http://www.crmvet.org**](http://www.crmvet.org)

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Introduction:

The concept of "Black Power" grew out of the tradition of black nationalism—the belief that people with African roots share a distinctive culture and destiny. It fed upon the seething discontent with the pace of social change within the black ghettos of urban America. Malcolm X was the most compelling proponent of black nationalism. A convert to the Black Muslim (the Nation of Islam) faith led by Elijah Muhammad, he urged African Americans to organize themselves to take control of their communities "by any means necessary," including violence. Unlike King and the other leaders of SCLC, Malcolm X was not interested in promoting integration. "Our enemy is the white man," he exclaimed. His goal was a separate, self-reliant black community within the United States. Yet during late 1964 Malcolm X began to moderate his stance. He broke with the Black Muslims and began to talk of racial cooperation. His defection cost him his life. On February 21, 1965, Malcolm X was shot and killed by three Black Muslim assassins.

Today, we will discuss three of the prominent civil rights groups of the 1960s. Students should make a graphic organizer similar to the one listed below and complete it.

**Activity**

Teachers should project the following website on the whiteboard <http://www.crmvet.org>. Teachers should facilitate a lesson based on the website’s contents.

At the end of the lesson, students should complete a graphic organizer similar to the one below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Civil Rights Organization** | **The Organization’s Full Name** | **Ideology Similarities to the Other Organizations** | **Ideology Differences from the Other Organizations** |
| SNCC | Student Nonviolent Coordinating Committee |  |  |
| SCLC |  |  |  |
| CORE |  |  |  |

**Task: 5**

**Essential Questions:**

Who were the key individuals and groups that had an impact on the civil rights movement?

**Resources:**

[**http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons/Resources/Biographies/K-2\_Bio.aspx**](http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons/Resources/Biographies/K-2_Bio.aspx)

**Teacher’s Place:**

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**Activity**

Students should answer the following questions:

1. Who was Cesar Chavez?
2. Discuss Cesar Chavez’s childhood in no less than three sentences.
3. What ideals were important to Cesar?
4. How did he eventually help his race and fellow workers?

**Years of Conflict**

**Georgia Performance Standards**

**SSUSH25 The student will describe changes in national politics since 1968.**

Describe President Richard M. Nixon’s opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.

c. Explain the Carter administration’s efforts in the Middle East; include the Camp

David Accords, his response to the 1979 Iranian Revolution, and the Iranian

hostage crisis.

Describe domestic and international events of Ronald Reagan’s presidency;

include Reaganomics, the Iran-contra scandal, and the collapse of the Soviet Union.

Explain the relationship between Congress and President Bill Clinton; include the North American Free Trade Agreement and his impeachment and acquittal.

Analyze the response of President George W. Bush to the attacks of September

11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.

**Task: 1**

**Essential Questions:**

**The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.**

What was the impact of President Richard Nixon’s presidency?

**Resources:**

[**http://www.jfkmontreal.com/nixon\_administration.htm**](http://www.jfkmontreal.com/nixon_administration.htm)

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8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

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**Activity**

Students will make a strengths and weaknesses comparison chart. This chart will include both the pros and the cons of the Nixon administration. Students will also state their opinion on the effectiveness of Nixon’s administration supported with facts. Their opinion papers should be no less than two paragraphs.

**Task: 2**

**Essential Questions:**

Who was Barbara Jordan? Why is she significant to American history?

The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Resources:

[**http://www.biography.com/articles/Barbara-Jordan-9357991**](http://www.biography.com/articles/Barbara-Jordan-9357991)

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**Activity**

Teachers should facilitate a lesson using the following website

 <http://www.biography.com/articles/Barbara-Jordan-9357991>.

Students should answer the following questions:

* Who was Barbara Jordan?
* What was she first to do?
* What did she do in 1972?

**Task: 3**

**Essential Questions:**

What was the impact of President Richard Nixon’s resignation on the power of the Presidency?

**Resources:**

[**http://www.washingtonpost.com/wp-srv/politics/special/watergate**](http://www.washingtonpost.com/wp-srv/politics/special/watergate)

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Activity

 Teacher will facilitate a lesson on the Watergate scandal.

Students will answer the following questions:

1. What happened?
2. Who was involved?
3. Who was President at the time?
4. What happened to him?
5. Do you agree or disagree with the outcome? Why?

**Task: 4**

**Essential Questions:**

How did President Ford become president?

What was his platform?

Who was Betty Ford?

What is she famous for?

**Resources:**

[**http://www.nndb.com/people/400/000022334**](http://www.nndb.com/people/400/000022334)

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**Activity**

Students should answer the following questions:

1. How did Gerald Ford become president?
2. What did he do shortly after taking office as the President of the United States?
3. What was his stance on “draft dodgers”?
4. Ford’s wife also received notable recognition for doing something. What was that?

**Task: 5**

**Essential Questions:**

How has media (radio, movies, television, and Internet) affected the values of America?

**Resources:**

[**http://www.notablebiographies.com/Tu-We/Wang-An.html**](http://www.notablebiographies.com/Tu-We/Wang-An.html)

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 **Activity**

Students should answer the following questions:

1. Who is An Wang?
2. Why is he important?
3. What were some of his inventions?
4. What did he receive in 1986?

**Toward A New Millennium**

**Georgia Performance Standards**

 **SSUSH25 The student will describe changes in national politics since 1968.**

 b. Describe President Richard M. Nixon’s opening of China, his resignation due to the Watergate scandal, changing attitudes toward government, and the Presidency of Gerald Ford.

 c. Explain the Carter administration’s efforts in the Middle East; include the Camp

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1. Explain the relationship between Congress and President Bill Clinton; include the North American Free Trade Agreement and his impeachment and acquittal.
2. Analyze the response of President George W. Bush to the attacks of September

11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.

**Task: 1**

**Essential Questions:**

What was Reaganomics? How did it change the course of the American economy?

**Resources:**

[**http://reagan2020.us/biography/ronald\_reagan.asp**](http://reagan2020.us/biography/ronald_reagan.asp)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

 **Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity**

Students should answer the following questions:

1. Who was Ronald Reagan?
2. Describe his childhood.
3. Did he have any other professions before becoming President? If so, what was the profession?
4. What policies did he implement while President?

**Task: 2**

**Essential Questions:**

How was American society influenced by the conflicts and peace treaties associated with Presidents Carter, Reagan, and George H. W. Bush?

How has the role of the government changed since the terrorist attacks on September 11, 2001?

**Resources:**

[**http://www.whitehouse.gov/about/presidents/georgehwbush**](http://www.whitehouse.gov/about/presidents/georgehwbush)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

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3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

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 Signal words: who, what, when, where?

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contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

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Activity

Students should answer the following questions:

1. Who was George H. W. Bush?
2. Describe his childhood.
3. What policies did he implement while President?

**Task: 3**

**Essential Questions:**

Who was Sandra Day O’Connor?

**Resources:**

[**http://www.biography.com/articles/Sandra-Day-O%27Connor-9426834**](http://www.biography.com/articles/Sandra-Day-O%27Connor-9426834)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

 **Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

**\*The phrase, “whole group learning session” is utilized “rather than, the end of the activity” because all of the activities may not be completed in one day**

**Activity**

Students should answer the following questions:

1. Who was Sandra Day O’Connor?
2. What position did she hold?
3. Why is this important?
4. Is she considered conservative or liberal?

**Task: 4**

**Essential Questions:**

How has media (radio, movies, television, and Internet) affected the values of Americans?

**Resources:**

[**http://www.achievement.org/autodoc/page/omi0bio-1**](http://www.achievement.org/autodoc/page/omi0bio-1)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

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units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

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 **Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

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**Convergent Thinking Questions**

 Signal words: who, what, when, where?

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contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

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Activity

Have students answer the following questions?

1. Who is Pierre Omidyar?
2. What corporation is he the founder of?
3. How often have you visited his site?

**Task: 5**

**Essential Questions:**

How has media (radio, movies, television, and Internet) affected the values of Americans?

**Resources:**

[**http://topics.nytimes.com/topics/reference/timestopics/people/y/jerry\_yang/index.html**](http://topics.nytimes.com/topics/reference/timestopics/people/y/jerry_yang/index.html)

**Teacher’s Place:**

Prior to beginning the performance activity, the teacher should implement the following steps using teaching techniques you have found to be effective for your students.

1. Explain the activity (activity requirements)

2. Display the Georgia Performance Standard(s) (project on blackboard via units of instruction located at [http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

units of instruction page, or print on blackboard)

3. Read the Georgia Performance Standard(s) aloud and explain it to your students. You can rephrase the Georgia Performance Standard to make sure your students understand it.

4. Display the Essential Question(s) (project on blackboard via units of instruction, or print on blackboard)

5. Read the Essential Question (s) aloud and explain it to your students. You can rephrase the Essential Question (s) to make sure your students understand it.

6. Engage students in conversation by asking open ended questions related to the Essential Question (s) display answers on the blackboard.

7. Discuss answers with the students using the following questioning techniques as applicable:

 **Questioning Techniques:**

**Memory Questions**

 Signal words: who, what, when, where?

 Cognitive operations: naming, defining, identifying, designating

**Convergent Thinking Questions**

 Signal words: who, what, when, where?

Cognitive operations: explaining, stating relationships, comparing and

contrasting

 **Divergent Thinking Questions**

 Signal words: imagine, suppose, predict, if/then

Cognitive operations: predicting, hypothesizing, inferring, reconstructing

 **Evaluative Thinking Questions**

 Signal words: defend, judge, justify (what do you think)?

 Cognitive operations: valuing, judging, defending, justifying

8. Guide students into the activity utilizing the web-based bell ringers (web-based bell ringer links are located in the resource(s) section above).

9. Complete the activity with the students (some task may require students to work independently, peer to peer, learning circles [2-3 students] or as a whole group [the entire class]. Therefore the teacher may serve as activity leader and or facilitator. When an activity calls for students to work in learning circles you should assign roles to students individually i.e. recorder, discussion leader or presenter)

10. At the end of the **\*whole group learning session**, students will transition into independent CAP assignments.

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Activity

Have students answer the following questions:

1. How is Jerry Yang?
2. What corporation did he develop?
3. How often do you visit his site?

 **Task Websites**

[http:/thevillage411.weebly.com/units-of-instruction1.html](http://thevillage411.weebly.com/units-of-instruction1.html)

Unit 1

<http://millercenter.org/academic/americanpresident/lincoln/essays/biography/1>

<http://millercenter.org/academic/americanpresident/lincoln/essays/biography/4>

<http://histclo.com/essay/war/cwa/recon.html>

<http://www.blackpast.org/?q=aah/forty-acres-and-mule> <http://www.georgiaencyclopedia.org/nge/Article.jsp?id=h-1456>

<http://www.impeach-andrewjohnson.com/15ImpeachmentSimulationGame/ProceedingsOfTheSenateSittings.htm>

<http://python.net/crew/manus/Presidents/aj2/aj2obit.html>

<http://python.net/crew/manus/Presidents/aj2/aj2obit.html>

Unit 2

<http://www.ellisisland.org/immexp/wseix_5_3.asp>

<http://www.tcrr.com>

<http://www.enchantedlearning.com/inventors/page/t/timezones.shtml>

<http://www.fsmitha.com/h3/h46-am5.htm>

<http://www.uh.edu/engines/epi177.htm>

<http://www.youtube.com/watch?v=XmOFbk1aVbw>

<http://business.highbeam.com/industry-reports/business/labor-unions-similar-labor-organizations>

Unit 3

<http://www.westga.edu/~hgoodson/Economic%20Trends.htm>

<http://www3.nl.edu/academics/cas/ace/resources/addams.cfm>

<http://www.spartacus.schoolnet.co.uk/USAriis.htm>

<http://www.spartacus.schoolnet.co.uk/USA1800.htm>

Unit 4

<http://www.smplanet.com/imperialism/toc.html> <http://americanhistory.suite101.com/article.cfm/the-united-states-annexation-of-hawaii>

<http://www.eclipse.co.uk/~sl5763/panama.htm>

<http://www.smplanet.com/imperialism/remember.html>

<http://www.theodoreroosevelt.org/life/biotr.htm>

<http://www.historycentral.com/bio/presidents/taft.html> <http://nobelprize.org/nobel_prizes/peace/laureates/1919/wilson-bio.html>

<http://www.wic.org/misc/history.htm>

<http://www.watson.org/~lisa/blackhistory/post-civilwar/plessy.html>

Unit 5

<http://hubpages.com/hub/World_War_1_America_Declares_War_on_Germany>

<http://www2.sunysuffolk.edu/westn/effectww1.html>

<http://www.pbs.org/greatwar/maps/index.html>

<http://www.mapsofworld.com/world-maps/world-war-i-map-of-europe.html>

<http://www.classbrain.com/artholiday/publish/article_156.shtml>

<http://www.ushmm.org/wlc/en/article.php?ModuleId=10005425> <http://www.hbci.com/~tgort/14points.htm>

<http://www.eyewitnesstohistory.com/ford.htm>

<http://www.english.illinois.edu/maps/depression/overview.htm>

Unit 6

<http://xroads.virginia.edu/~ma02/volpe/newdeal/hundred_days.html>

<http://www.chuckallan.com/fccj/amh2020/NewDealPrograms.html>

<http://www.spartacus.schoolnet.co.uk/USARnewdeal.htm>

<http://www.spartacus.schoolnet.co.uk/USARnewdeal.htm>

<http://www.whitehouse.gov/about/presidents/franklindroosevelt>

<http://www.history.navy.mil/photos/events/wwii-pac/pearlhbr/pearlhbr.htm> <http://www.eyewitnesstohistory.com/pearl2.htm> <http://www.trumanlibrary.org/teacher/abomb.htm>

<http://www.historyplace.com/unitedstates/aframerwar/index.html>

<http://www.teacheroz.com/WWIIHomefront.htm>

[www.shsu.edu/~his\_ncp/NAWWII.html](http://www.shsu.edu/~his_ncp/NAWWII.html)

<http://www.historyonthenet.com/WW2/japan_internment_camps.htm>

<http://www.u-s-history.com/pages/h1674.html>

Unit 7

<http://us-president.suite101.com/article.cfm/the_harry_truman_presidency> <http://countrystudies.us/united-states/history-115.htm>

<http://www.historylearningsite.co.uk/what%20was%20the%20cold%20war.htm>

<http://library.thinkquest.org/10826/korea.htm>

<http://millercenter.org/academic/americanpresident/eisenhower/essays/biography/1>

<http://www.youtube.com/watch?v=TTGHLdr-iak>

<http://brownvboard.org/summary>

<http://www.fordham.edu/halsall/mod/1957eisenhowerdoctrine.html>

Unit 8

<http://www.buzzle.com/articles/television-in-the-1950s.html> <http://www.history-of-rock.com>

[http://www.jfklibrary.org/Historical+Resources/Archives/Reference+Desk/Speeches/JFK/JFK+Pre-Pres/1960/Address+of+Senator+John+F.+Kennedy+Accepting+the+Democratic+Party+Nomination+for+the+Presidency+of+t.htm](http://www.jfklibrary.org/Historical%2BResources/Archives/Reference%2BDesk/Speeches/JFK/JFK%2BPre-Pres/1960/Address%2Bof%2BSenator%2BJohn%2BF.%2BKennedy%2BAccepting%2Bthe%2BDemocratic%2BParty%2BNomination%2Bfor%2Bthe%2BPresidency%2Bof%2Bt.htm)

<http://www.historylearningsite.co.uk/john_kennedy_and_civil_rights.htm> <http://library.thinkquest.org/11046/days/index.html>

<http://www.dailymotion.com/video/x3fhw1_jfk-assassination-digitally-remaste_news> <http://www.fiftiesweb.com/kennedy/kennedy-assassination.htm>

<http://www.nasm.si.edu/exhibitions/gal114/gal114.htm>

Unit 9

<http://www.archives.gov/education/lessons/civil-rights-act>

<http://www.enotes.com/major-acts-congress/elementary-secondary-education-act>

<http://www.america.gov/st/educ-english/2008/April/20080423214226eaifas0.9637982.html>

<http://www.enotes.com/major-acts-congress/medicare-act>

<http://www.enotes.com/major-acts-congress/voting-rights-act>

<http://www.americorps.gov/about/programs/vista.asp>

<http://faculty.smu.edu/dsimon/Change-Civ%20Rts.html>

[www.glencoe.com/sec/socialstudies/btt/.../events\_civil\_rights\_move.ppt](http://www.glencoe.com/sec/socialstudies/btt/.../events_civil_rights_move.ppt)

<http://www.crmvet.org>

<http://chavez.cde.ca.gov/ModelCurriculum/Teachers/Lessons/Resources/Biographies/K-2_Bio.aspx>

Unit 10

<http://www.jfkmontreal.com/nixon_administration.htm>

<http://www.biography.com/articles/Barbara-Jordan-9357991>

<http://www.washingtonpost.com/wp-srv/politics/special/watergate>

<http://www.nndb.com/people/400/000022334>

<http://www.notablebiographies.com/Tu-We/Wang-An.html>

Unit 11

<http://reagan2020.us/biography/ronald_reagan.asp>

<http://www.whitehouse.gov/about/presidents/georgehwbush>

<http://www.biography.com/articles/Sandra-Day-O%27Connor-9426834>

<http://www.achievement.org/autodoc/page/omi0bio-1>

<http://topics.nytimes.com/topics/reference/timestopics/people/y/jerry_yang/index.html>