

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



US History CP

BOE Approved September 2019

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**Critical Thinking** - Students will engage in critical thinking throughout this course. To think critically, students need to be able to put aside any assumptions or judgments and analyze information they receive. They need to analyze this information objectively, looking at all sides of the issue to come to a conclusion or a judgment that they can then support. They will explore their relationship to government in preparation to be engaged, involved, and effective citizens.

**Communication** - Students will learn and practice the art of being effective communicators. They will be encouraged to express their prior knowledge or opinions on various topics throughout the course. They will participate in debate style lessons where they will argue an opinion they may or may not agree with. They will be encouraged to listen and respect other students' opinions and acknowledge the impact of both their verbal and nonverbal communication.

**Positive Relationships** - Students will be encouraged to display respect to one another as well as to individuals in authority. They will be encouraged to understand that even though we may not all agree, we can respect others' points of view, and even have constructive interactions with those with whom we do not agree.

**Growth Mindset** - Through this course, students will develop belief in themselves, open-mindedness, perseverance, and resilience. In this course, students will make an effort to understand concepts, work to achieve their greatest potential, reflect on past mistakes (both personal and societal), and explore ideas civically to expand their thinking.

**Social Awareness** - Students will be encouraged to take the perspective of, and empathize with, others, including those from diverse backgrounds, political affiliations, and cultures. Historical, as well as current, events will be used to demonstrate and build on this skill.

## U.S. History College Prep

### Grade 11

This course is designed to give students a working knowledge, appreciation and understanding of our heritage through the study of American history, culture, geography, economics, and politics. Emphasis is placed on building and expanding organizational techniques and reinforcing critical reading, writing, and thinking skills. Students are expected to complete regular reading and writing assignments, and actively participate in independently designed projects.

Unit 1

Civil War & Reconstruction Overview - 1861-1877 3-4 weeks

Unit 2

Immigration and Innovation - 1870- to mid 1900s 8-9 weeks

Unit 3

Modern America Emerges - 1890-1929 8-9 weeks

Unit 4

The Great Depression and World War II - 1929-1945 8-9 weeks

Unit 5

Postwar and Beyond - 1945-present 8-9 weeks

**Stage 1 Desired Results**

<p>ESTABLISHED GOALS</p>	<p><b><i>Transfer</i></b></p>	
<p>US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Effectively communicate ideas in a variety of formats.</li> <li>● Integrate evidence from multiple and varied sources to accomplish a specific task.</li> <li>● Use critical thinking and problem solving skills to evaluate historical and contemporary issues.</li> <li>● Check for credibility and bias when conducting research.</li> <li>● Utilizing appropriate technologies when presenting to varied audiences.</li> <li>● Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment.</li> </ul>	
<p>HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action</p>	<p style="text-align: center;"><b><i>Meaning</i></b></p> <p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>                  Some goals are more difficult to achieve than others.</p> <p>Political decisions can have unintended results.</p> <p>People may alter governments that fail to secure individual and collective rights.</p> <p>The process of altering a government is difficult and time consuming.</p> <p>A union of individuals requires the consent of the people.</p>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering...</i></p> <p>Is secession justifiable?</p> <p>How can compromise lead to a lasting agreement?</p> <p>Is a union bound by force sustainable?</p> <p>What factors determine how history views political decisions?</p> <p>What causes people to redefine political relationships?</p>
	<p><b><i>Acquisition</i></b></p>	
	<p><i>Students will know...</i></p>	<p><i>Students will be skilled at...</i></p>

<p>in their classrooms, schools, and out-of-school civic contexts.</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p> <p>HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).</p>	<ul style="list-style-type: none"> <li>● comparative advantages/disadvantages of North and South during the War</li> <li>● war aims of opposing sides</li> <li>● wartime/post-war economic and social issues</li> <li>● effects of geography on political issues both during and after the War</li> <li>● issues posed by Reconstruction and related options for addressing said issues</li> </ul>	<p>Reading closely for information and key ideas</p> <p>Demonstrating chronological reasoning</p> <p>Analyzing texts and other sources for bias</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Writing a claim and warrant, and using evidence for support.</p> <p>Integrating and evaluating sources of information from a variety of media</p> <p>Communicating ideas effectively in a variety of formats</p> <p>Utilizing appropriate technology for a variety of purposes</p>
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**Stage 2 – Evidence**

<b>Code</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
A,T,M	assignment specific rubric	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>G - Students will create a Reconstruction Plan in groups.</p> <p>R - Your group will be made up of southern democrats or northern republicans (group's choice).</p> <p>A - Members of Congress</p> <p>S - Your group represents your political party's views and you will create a plan that best benefits those views.</p> <p>P - A comprehensive plan with a title (like "Ten Percent Plan"), with no less than five provisions.</p> <p>S - The plan will be written and presented to the class (see assignment sheet).</p>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by... completing one or more of the following:</i></p>
A,M	source analysis worksheet will be accurately completed	Students will read primary source documents and complete source analysis worksheet of: Gettysburg Address Lincoln's Inaugural address
A,M	accurate completion of primary source analysis worksheet	Students will read primary source documents and compare and contrast Reconstruction plans
A,T,M	assignment specific rubric	Text messaging - Students will create a text thread between a southern democrat and a northern republican having an argument about their respective political views. Students can use text speak, abbreviations and emojis in their message.
A,M	Students will demonstrate understanding by actively listening, thoughtful sharing and collaboration to complete participation rubric	Students will participate in a teacher guided discussion regarding notes on textbook reading.
A, M	accurate completion of graphic organizer	Students will complete graphic organizer on Reconstruction proposals.
A, M	passing grade on unit assessment	Students will complete a unit assessment consisting of objective questions, short answers, and/or essay.

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Begin the unit with a discussion about the legacy of the Civil War. Why do symbols of the Confederacy still generate strong feelings?	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A, M	Students will collaborate to analyze Reconstruction plans using a graphic organizer.	accurate analysis through progress on graphic organizer
A, T, M	Students will collaborate to create a Reconstruction plan to address GRASPS.	specific GRASPS rubric
A, M	Students will collaborate to analyze primary source documents about this period in history.	monitor collaboration and check for accuracy in source analysis
A, M	<del>Students will complete a graphic organizer that contrasts the advantages of the North and South in the Civil War.</del>	accurate identification of advantages
A, M	Jigsaw synthesis relating advantages to outcome of war	accurate application of advantages

**Stage 1 Desired Results**

<p>ESTABLISHED GOALS</p>	<p><b>Transfer</b></p>	
<p>US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>HIST 9–12.2 Analyze change and continuity in historical eras.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Effectively communicate ideas in a variety of formats.</li> <li>● Integrate evidence from multiple and varied sources to accomplish a specific task.</li> <li>● Use critical thinking and problem solving skills to evaluate historical and contemporary issues.</li> <li>● Check for credibility and bias when conducting research.</li> <li>● Utilizing appropriate technologies when presenting to varied audiences.</li> <li>● Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment.</li> </ul>	
<p>HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).</p> <p>HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Industrial changes in America led to a widening gap between the rich and the poor.</p> <p>Industrialization led to exploitation of the worker.</p> <p>When “push factors” force people away from home, they migrate to areas of opportunity.</p> <p>The era of mass migration and immigration in America resulted in numerous changes.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>Does industrialization create conflict?</p> <p>Do migration patterns create or solve problems?</p> <p>What causes people to migrate?</p>
	<p><b>Acquisition</b></p>	
	<p><i>Students will know</i></p> <ul style="list-style-type: none"> <li>● growth of big business</li> <li>● discrimination against African</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p>

<p>CIV 9–12.4 Analyze how public policies promote changes, intended and unintended, in society.</p> <p>GEO 9–12.3 Evaluate the impact of economic activities, political decisions, cultural practices, and climate variability on human migration, resource use, and settlement patterns.</p>	<p>Americans, Native Americans, Asian Americans, and immigrants</p> <ul style="list-style-type: none"> <li>● policy changes as a result of migration</li> <li>● policy changes as a result of industrialization</li> <li>● impact of class differences in America</li> <li>● causes and effects of economic recession and depression</li> <li>● changes in transportation, manufacturing and communication</li> <li>● role of the frontier in the American experience</li> <li>● comparative analysis of experiences at Angel Island and Ellis Island</li> <li>● new markets and economic change</li> </ul>	<p>Demonstrating chronological reasoning</p> <p>Analyzing texts and other sources for bias</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Writing a claim and warrant, and using evidence for support.</p> <p>Integrating and evaluating sources of information from a variety of media</p> <p>Communicating ideas effectively in a variety of formats</p> <p>Utilizing appropriate technology for a variety of purposes</p>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A,T,M	assignment specific rubric	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>G - Students will write an immigration bill to be presented to Congress.</p> <p>R -You are a member of Congress in 1895</p> <p>A - The bill will be presented to Congress and the American public</p> <p>S - You represent Connecticut. Nativist sentiment is an issue in your state but you are concerned about America's image in the world.</p> <p>P - Your bill must consider our international role, the concerns of your constituents and the needs of our nation. It must also be in keeping with American traditions.</p> <p>S - the bill will be submitted in writing in a required format ( see handout)</p>

<p>A,M</p>	<p>source analysis worksheet will be accurately completed</p>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by... completing one or more of the following:</i></p> <p>Students will analyze primary source excerpts regarding the immigrant experience such as:  Mary Antin The Promised Land  Aaron Domnitz Arriving at Ellis Island  Lawrence Meinwald oral history  William Greiner oral history  Doukenie Bacos oral history  Digital Public Library of America  <a href="https://dp.la/primary-source-sets/immigration-through-angel-island">https://dp.la/primary-source-sets/immigration-through-angel-island</a>  Angel Island Immigration Station  <a href="https://www.immigrant-voices.aiisf.org/">https://www.immigrant-voices.aiisf.org/</a></p>
<p>A,T,M</p>	<p>reasonable interpretation of historical events through a modern lens</p>	<p>Students will examine factory working conditions through photo analysis, then apply modern labor laws in reinterpreting the above conditions. You may wish to visit the following:  <a href="https://www.history.com/news/child-labor-lewis-hine-photos">https://www.history.com/news/child-labor-lewis-hine-photos</a></p>
<p>A,T,M</p>	<p>assignment specific rubric</p>	<p><a href="https://www.thehrspecialist.com/3473/the-10-employment-laws-every-manager-should-know">https://www.thehrspecialist.com/3473/the-10-employment-laws-every-manager-should-know</a></p>
<p>A,M</p>	<p>accurate analysis and application of concepts</p>	<p>Project on inventions that altered the course of history including:  light bulb  airplane  phonograph  machine gun  skyscraper  frozen food  computer  assembly line  microwave  internet</p>

A,M	Passing grade on assessment	<p>Analyze public opinion regarding immigration through political cartoons including: <i>High Tide of Immigration</i> <i>Where the Blame Lies</i> <i>Welcome to All</i></p> <p>Students will complete a unit assessment consisting of objective questions, short answers, and/or essay.</p>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	The pre-assessment will consist of a class discussion about migration. What causes people to move (east to west, south to north, rural to urban, urban to suburban, country to country)? What impact can the mass movement of people have?	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A,M	Students will collaborate to analyze primary source documents about this period in history.	monitor collaboration and check for accuracy in source analysis
A,T,M	Teacher will review writing fundamentals for GRASPS assignment.	check for retention of writing fundamentals
A,T,M	Students will produce Congressional legislation that meets the requirements for the GRASPS assignment.	check for comprehension on various factors relating to the assignment
A,T, M	Students will collaborate to create and/or present a project on important inventions.	check for content accuracy and thoughtful collaboration
A,T,M	Students will complete photo analysis and apply concepts of modern labor laws to the working conditions seen in historical photos	check for document analysis comprehension

**Stage 1 Desired Results**

<p><b>ESTABLISHED GOALS</b></p> <p>US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).</p> <p>HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.</p> <p>CIV 9–12.4 Analyze how public policies promote changes, intended and unintended, in society.</p> <p>ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p>	<b><i>Transfer</i></b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Effectively communicate ideas in a variety of formats.</li> <li>● Integrate evidence from multiple and varied sources to accomplish a specific task.</li> <li>● Use critical thinking and problem solving skills to evaluate historical and contemporary issues.</li> <li>● Check for credibility and bias when conducting research.</li> <li>● Utilizing appropriate technologies when presenting to varied audiences.</li> <li>● Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment.</li> </ul>	
	<b><i>Meaning</i></b>	
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>The social movements of the early 1900s forced government to improve such things as working conditions, poverty and political corruption.</p> <p>Imperialistic ambitions of other countries contributed to U.S. involvement in foreign wars.</p> <p>American economic factors contributed to increasing interest in global affairs.</p> <p>America could not preserve her isolationist tradition given her new international profile.</p> <p>The values and traditions of the previous</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>What factors bring about a need for social reform?</p> <p>What should the role of government be regarding the needs of the citizen and industry?</p> <p>Why do nations go to war?</p> <p>How can regional wars become global in scope?</p> <p>How does tradition conflict with social change?</p>	

<p>INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both</p>	<p>decades were undermined by the disruption and change of the 1920's.</p>	
	<b>Acquisition</b>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● America's drive for overseas markets</li> <li>● US Imperialism in late 19th Century (Hawaii, Philippines, Cuba, Puerto Rico, Teller Amendment)</li> <li>● problems associated with World War I neutrality</li> <li>● reasons for involvement in Spanish-American War and World War I</li> <li>● motivations concerning Progressive Era</li> <li>● successes and failures of Progressive reform</li> <li>● struggles of suffrage, temperance and civil rights</li> <li>● shift from internationalism to isolationism</li> <li>● sources of social change and tensions during Roaring Twenties</li> <li>● prosperity and consumerism of the 1920's</li> <li>● demographic changes in 1920s</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Demonstrating chronological reasoning</p> <p>Analyzing texts and other sources for bias</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Writing a claim and warrant, and using evidence for support.</p> <p>Integrating and evaluating sources of information from a variety of media</p> <p>Communicating ideas effectively in a variety of formats</p> <p>Utilizing appropriate technology for a variety of purposes</p>	

## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A,T,M	project specific rubric	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>G - Students will write a argumentative letter to the editor</p> <p>R - Students are American citizens in 1915</p> <p>A - Students are writing to the American public</p> <p>S - America is struggling to remain isolationist while insisting on freedom of the seas. Ethnic/partisan tension is straining the country.</p> <p>P - Each letter should take a clear position on entry into the war. It should address the concerns of those Americans advocating the opposite position</p> <p>S - the letter should be at least five paragraphs and contain specific historical references to actual events (see rubric)</p>

		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by... completing one or more of the following:</i></p>
A,M	accurate and thoughtful completion of T-chart	Students will analyze the Zimmermann telegram and determine its causes and effects.
A,T,M	accurate completion of document analysis worksheet	Analysis of advertising and entertainment of the 1920's
A,M	Passing grade on assessment	Students will complete a unit assessment consisting of objective questions, short answers, and/or essay.

### Stage 3 – Learning Plan

Code	<b><i>Pre-Assessment</i></b>	
	Begin the unit with a discussion about the term “imperialism”. What motivates a country to seek colonies? What impact does this have on the imperialist country? On the colony? On the international community?	
	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p>
A,M	Students will collaborate to analyze primary source documents about this period in history.	monitor collaboration and check for accuracy in source analysis
A,M	Students will provide feedback from guided reading of literature from the period.	Check for accuracy in oral responses and thoughtful discussion
A,T,M	Students will analyze images from advertising and entertainment of the 1920’s and participate in a class discussion about them.	check for document analysis comprehension

**Stage 1 Desired Results**

**ESTABLISHED GOALS**

US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

***Transfer***

*Students will be able to independently use their learning to...*

- Effectively communicate ideas in a variety of formats.
- Integrate evidence from multiple and varied sources to accomplish a specific task.
- Use critical thinking and problem solving skills to evaluate historical and contemporary issues.
- Check for credibility and bias when conducting research.
- Utilizing appropriate technologies when presenting to varied audiences.
- Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment.

***Meaning***

**UNDERSTANDINGS**

*Students will understand that...*

The appearance of a healthy economy gave Americans a false sense of economic stability.

The Great Depression impacted all Americans regardless of social and economic standing.

The New Deal policies led to the growth of government.

The memory of WWI led to a reluctance to get involved in international affairs.

America could not preserve her isolationist

**ESSENTIAL QUESTIONS**

*Students will keep considering...*

How does a lack of financial literacy lead to economic downturns?

How does depression or recession affect government and society?

Why do nations go to war?

How can regional wars become global in scope?

To what extent does a nation's alliances and trade relationships impact its foreign policy?

<p>HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p>ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p> <p>INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both</p> <p>CIV 9–12.4 Analyze how public policies promote changes, intended and unintended, in society.</p>	<p>tradition given her international profile.</p>	
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● causes of the stock market crash and the Great Depression</li> <li>● impact of programs designed to ameliorate the effects of the Great Depression</li> <li>● problems faced during the Depression and attempts to solve them</li> <li>● experience of the migrant poor during the Great Depression</li> <li>● impact of the Dust Bowl on farmers in America</li> <li>● impact of the Great Depression on American culture</li> <li>● shift in neutrality to preparedness in response to overseas aggression</li> <li>● role of the United States in helping defeat the Axis Power</li> <li>● programs designed to increase war production and aid the Allies during WWII</li> <li>● theatres of action during WWII</li> <li>● sacrifices made on the homefront during WWII</li> <li>● impact of the war on underrepresented groups</li> <li>● reaction to the Holocaust</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>Reading closely for information and key ideas</p> <p>Demonstrating chronological reasoning</p> <p>Analyzing texts and other sources for bias</p> <p>Describing cause and effect</p> <p>Describing continuity and change over time</p> <p>Writing a claim and warrant, and using evidence for support.</p> <p>Integrating and evaluating sources of information from a variety of media</p> <p>Communicating ideas effectively in a variety of formats</p> <p>Utilizing appropriate technology for a variety of purposes</p>



## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A,T,M	assignment specific rubric	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>G - Students will create and narrate a museum exhibit R -Students work as curators for art museums A - Your exhibit is opening for CT residents today S - you have been asked to design an exhibit of Depression artwork P - You must select and display 10 pieces of art that represent work created during the Great Depression. Each piece must include your analysis of the work. Select appropriate music from the period to accompany your presentation. S - Three of the 10 works of art must be from CT. Consider using the following: <a href="https://livingnewdeal.org/us/ct/">https://livingnewdeal.org/us/ct/</a> Migrant Mother The Louisville Flood New York's American Union Bank Run Pittsburgh</p>

<p>A,T,M</p>	<p>accurate completion of document analysis sheet</p>	<p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by... completing one or more of the following:</i></p> <p>Students will analyze and discuss the propaganda of WWII:  Buy War Bonds poster  Rosie the Riveter  Someone Talked  The Great Dictator  Private Snafu</p>
<p>A,M</p>	<p>NMHS communication rubric</p>	<p>Students will research the background and hold mini-debates on any of the following:  The determination to remain neutral prior to the attack on Pearl Harbor  The decision to defeat Germany before Japan  The internment of Japanese Americans  The decision to fire-bomb cities  The decision to allow the USSR to reach Berlin first  The decision to drop the atomic bomb on Hiroshima  The U.S. reaction to the Holocaust</p>
<p>A,M</p>	<p>NMHS communication rubric</p>	<p>Students will report on the war experiences of a New Milford veteran.</p>
<p>A,M</p>	<p>Passing grade on assessment</p>	<p>Students will complete a unit assessment consisting of objective questions, short answers, and/or essay.</p>

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	Students will work in groups to differentiate between WWI and WWII. What were the causes of each? What did the alliances look like in each war?	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p>	Progress Monitoring
A,M	Students will collaborate to analyze primary source documents about this period in history.	monitor collaboration and check for accuracy in source analysis
A,T,M	Students will collaborate to analyze artwork of the period.	monitor collaboration and check for accuracy in source analysis
A,M	Students will conduct appropriate research and preparation to participate in a debate or presentation on an assigned topic.	check student research/preparation notes
A,M	Students will conduct a close reading of historically significant documents and participate in a class discussion.	Check for accuracy in oral responses and thoughtful discussion



**Stage 1 Desired Results**

**ESTABLISHED GOALS**

US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.2 Analyze change and continuity in historical eras.

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

ECO 9–12.3 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

**Transfer**

*Students will be able to independently use their learning to...*

- Effectively communicate ideas in a variety of formats.
- Integrate evidence from multiple and varied sources to accomplish a specific task.
- Use critical thinking and problem solving skills to evaluate historical and contemporary issues.
- Check for credibility and bias when conducting research.
- Utilizing appropriate technologies when presenting to varied audiences.
- Demonstrate civic and social accountability through personal and academic integrity, and contribute to a positive learning environment.

**Meaning**

**UNDERSTANDINGS**  
*Students will understand that....*

Americans lived in fear during the Cold War.

During the Cold War, countries sought to protect their interests and themselves.

The globalization of markets means that nations were influenced to be more economically interdependent.

America’s role as a world power is solidified.

Groups on the margins of postwar society took steps to right historical wrongs in spite of many challenges.

**ESSENTIAL QUESTIONS**  
*Students will keep considering...*

How do conflicting ideologies lead to war?

How can change lead to fear and confusion?

How does modernization affect society, economy, and politics?

How do various circumstances change a country’s role in foreign affairs?

	<p>Traditional ways of life were at odds with various social movements that emerged in the mid-century.</p> <p>The Vietnam conflict polarized American society, as citizens increasingly questioned our government's war policy.</p> <p>The Nixon era forced many Americans to reconsider the degree to which they trusted our institutions.</p> <p>Conservatives in the late-1970s/1980s rose up in response to major changes in American society, and tried to enact policies that favored their supporters.</p> <p>Late-twentieth century American foreign policy was complicated by difficult challenges from across the world.</p>	
<b>Acquisition</b>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>the struggle for Civil Rights</li> <li>the origins, issues and events of the Cold War</li> <li>the social programs of the period and the issues they sought to address.</li> <li>America's response to the destruction of WWII</li> <li>the post-war prosperity enjoyed by Americans</li> <li>the conformity of the 1950's</li> <li>the impact of the counter-culture</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Reading closely for information and key ideas</li> <li>Demonstrating chronological reasoning</li> <li>Analyzing texts and other sources for bias</li> <li>Describing cause and effect</li> <li>Describing continuity and change over time</li> <li>Writing a claim and warrant, and using evidence for support.</li> <li>Integrating and evaluating sources of information</li> </ul>

	<p>the impact of key Supreme Court decisions on the rights of Americans</p> <p>the rationale behind the policy of Containment and the development of NATO</p> <p>American foreign policy after the Cold War</p> <p>Arms control efforts after the Cold War</p> <p>Current immigration issues</p> <p>the impact a global economy has on America</p> <p>the impact rapid technological change has on American society</p> <p>the impact of immigration on America</p> <p>attempts at social reform in a global world</p> <p>immigration and population patterns</p> <p>regions of international and national concern</p> <p>attempts at environmental conservation</p> <p>America's response to the events of September 11th.</p>	<p>from a variety of media</p> <p>Communicating ideas effectively in a variety of formats</p> <p>Utilizing appropriate technology for a variety of purposes</p>
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## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
A,T,M		<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>G - Create a “lifestyles/arts &amp; leisure” newspaper feature.</p> <p>R - Undercover newspaper reporters disguised as wait staff at a catered dinner party.</p> <p>A - Cultured newspaper readers.</p> <p>S - Though physically impossible, several major personalities from the unit are gathered at the imagined dinner party. What would your report consist of when it comes to the (likely) sights and sounds from the party?</p> <p>P - Newspaper feature.</p> <p>S - The newspaper feature is to be well-written, needs to contain course-related research, and achieves the intended perspective. Students are to utilize the suggested writing format unless given special permission by the teacher.</p> <p>Inquiry based lesson including the following:            Answering the Essential Question: What were the motivations behind the involvement of the United States in these conflicts?</p> <ul style="list-style-type: none"> <li>● Korean War</li> <li>● Cuban Missile Crisis</li> <li>● Vietnam War</li> <li>● Iran Hostage Crisis</li> <li>● Gulf War</li> </ul>



A,M	assignment specific rubric	<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by... completing one or more of the following:</i></p> <p>Students will analyze key provisions of historic documents and hold mini-debates on the merits of them. They might include: The Marshall Plan The Truman Doctrine The Gulf of Tonkin Resolution Brown v. Board of Education decision Civil Rights Act of 1964 Voting Rights Act of 1965 SALT I War Powers Act Camp David Accords NAFTA</p>
A,M	accurate and thoughtful completion of T-chart	<p>Analyze specific goals and method employed during the Civil Rights struggle. Sources might include: <i>Eyes on the Prize</i> (Episode 5: "The Bridge to Freedom")</p>
A,T,M	assignment specific rubric	<p>Take a position regarding one (1) modern civil rights issue in a letter to the president which also traces related historical developments. Sources might include: <i>New York Times</i> infographic regarding 2013 Supreme Court case Various news articles detailing recent developments in voting rights</p>
A,M	accurate completion of primary source/oral history document analysis worksheet	<p>Examine wide-ranging primary source and oral history accounts on the Vietnam conflict, including New Milford soldiers. Sources might include: <i>Dear America: Letters Home from Vietnam</i> (primary source excerpts) Studs Terkel's <i>Patriots: The Vietnam War Remembered from All Sides</i> (oral history excerpts) <i>Honored Glory</i> (oral history excerpts on New Milford soldiers)</p>

A,M	Passing grade on assessment	Students will complete a unit assessment consisting of objective questions, short answers, and/or essay.
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
	The class should discuss the term “cold war”. How is this different from other wars? What places were impacted by the Cold War? How?	
	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A,M	Students analyze primary source/oral history documents about this period in history.	check for accuracy in source analysis
A,T,M	Students will conduct appropriate research and preparation to participate in a debate or presentation on an assigned topic.	check student research/preparation notes
A,T,M	Students analyze sources in order to write a letter to the president on modern civil rights issue.	check for accuracy in source analysis/effective use of letter writing best practices

