## Grade 11 – United States History
### Unit 1: Colonial America & the Revolution, 1607-1783
### Length of Unit: 3-4 weeks

**Essential Standards and National Standards for Social Studies**

**NCSS1: CULTURE** What is culture and how does it influence political, economic, religious, social, intellectual and artistic aspects?

**NCSS2: TIME, CONTINUITY, AND CHANGE** How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?

**NCSS3: PEOPLE, PLACES, AND ENVIRONMENTS** How do geography and the environments affect the development of human populations?

**NCSS4: INDIVIDUAL DEVELOPMENT AND IDENTITY** What is the influence of people, places, and environments on personal development?

**NCSS5: INDIVIDUALS, GROUPS, AND INSTITUTIONS** How do political, economic, social, religious and intellectual and artistic institutions affect societies?

**NCSS6: POWER, AUTHORITY, AND GOVERNANCE** How do people create, interact with and change structures of power, authority, and/or governance?

**NCSS7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION** How do people organize resources for the production, distribution and consumption of goods and services?

**NCSS9: GLOBAL CONNECTIONS** How do global connections influence political, economic, religious, social, intellectual and artistic interactions among nations?

**NCSS10: CIVIC IDEALS AND PRACTICES** How are the ideals, principles and practices of citizens influenced by individual rights and responsibilities within a democratic society?

### UNIT FOCUS Questions

<table>
<thead>
<tr>
<th>Thinking Skill Category</th>
<th>What were the major reasons for the regional differences among the colonies? (NCSS3, NCSS6, NCSS7, NCSS9, NCSS10)</th>
<th>What were the major causes of the American Revolution? (NCSS1, NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS10)</th>
<th>How did the turning points of the American Revolution impact America and its relationships with other countries during and after the war? (NCSS2, NCSS5, NCSS9, NCSS10)</th>
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### Content Knowledge Objectives

<table>
<thead>
<tr>
<th>Initial Understanding</th>
<th>Content Knowledge Objectives</th>
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<tbody>
<tr>
<td><strong>Describe, Recall, List, Draw, Identify, Label, List, Match</strong></td>
<td>Locate the areas where people settled.</td>
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<tr>
<td>Developing An Interpretation</td>
<td>Identify the tax laws and describe their impact on the colonists.</td>
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<tr>
<td>Categorize, Classify, Compare, Contrast, Describe, Cause/Effect, Examine, Explain, Generalize, Hypothesize, Infer, Interpret, Predict, Summarize, Take A Perspective</td>
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<td>Compare and contrast the reasons people settled in different regions. Explain how geographical and physical characteristics led to regional differences.</td>
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<tr>
<td>Identify the tax laws and describe their impact on the colonists.</td>
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<th>Making Connections</th>
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<td>same verbs as for Developing an Interpretation</td>
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<tr>
<td>Compare and contrast the reasons people immigrated in the colonial era to reasons why people immigrate today.</td>
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<td>Analyze the impact of the American Revolution on revolutions throughout the world.</td>
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<th>Critical Stance</th>
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<tr>
<td>Analyze, Assess, Defend, Design, Evaluate, Judge, Rate</td>
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<tr>
<td>Debate the arguments between Patriots and Loyalists about independence and draw conclusions about their decision to declare independence.</td>
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<th>Unit Vocabulary</th>
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Suggested Unit Assessments
Common Core Skills English Language Arts Standards » History/Social Studies » Grade 11

Initial Understanding & Developing An Interpretation:

- **Construct vocabulary flashcards or notecards, formulate Cornell Notes, Text Dependent Question**
  
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  
  *Craft and Structure* RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

- **Join or Die Political Cartoon Analysis.**
  
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  
  *Integration of Knowledge and Ideas* RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

- **Primary Source Reader- Jamestown.**
  
  *Integration of Knowledge and Ideas* RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Making Connections:

- **Student Based Discourse- Immigration**
  
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Critical Stance:

- **Compare and contrast differing paintings of the Boston Massacre**
  
  *Craft and Structure* RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
  
  *Integration of Knowledge and Ideas* RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
  
  *Integration of Knowledge and Ideas* RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
**Performance Assessment: Unit 1**

**Performance Task:** Declaration of Independence Analysis  
**Type of Performance Task:** Argumentative  
**Common Core Skills:**

- **Key Ideas and Details** RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  
- **Key Ideas and Details** RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  
- **Craft and Structure** RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.  
- **Range of Reading and Level of Text Complexity** RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.  
- **Text Types and Purposes** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
- **Text Types and Purposes** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**Issue:** When armed conflict between bands of American colonists and British soldiers began in April 1775, the Americans were ostensibly fighting only for their rights as subjects of the British crown. By the following summer, with the Revolutionary War in full swing, the movement for independence from Britain had grown, and delegates of the Continental Congress were faced with a vote on the issue. In mid-June 1776, a five-man committee including Thomas Jefferson, John Adams and Benjamin Franklin was tasked with drafting a formal statement of the colonies’ intentions. The Congress formally adopted the Declaration of Independence--written largely by Jefferson--in Philadelphia on July 4, a date now celebrated as the birth of American independence.

**Directions:** Analyze and interpret essential information from the Declaration of Independence by reading each portion of the document and answering the questions pertaining to that section.

**Culminating Assignment:** Respond to the following: *Explain how the Declaration of Independence justifies the colonies’ break from Great Britain. Cite specific evidence.*

**Assessment rubric(s):**  
Text-Based/Document-Based Short Answer Rubric  
Smarter Balanced – Informative Writing Rubric (Grades 6-11)
Declaration of Independence
IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen united States of America,

Preamble
When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

1. When was document written?
2. What does the word “unanimous” mean?
3. What is meant by “dissolve the political bands” in the first sentence.
4. According to “the separate and equal station to which the Laws of nature and of Nature’s God entitle them” where does a person get their rights from?

Statement of Beliefs
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. --That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

1. What is meant by “self-evident” in the first sentence?
2. What is meant by “unalienable” in the first sentence?
3. List the five rights that Jefferson believes are supposed to be held by all people.
**Grievances**

He has refused his Assent to Laws, the most wholesome and necessary for the public good.

He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures. He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:
For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever. He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people. He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.

He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.

He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

1. Who is Thomas Jefferson referring to when he states “He” in the List of Complaints?

2. Explain the 10th complaint. What does it meant by “erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance”?

3. Explain the 14th complaint. What does it meant by “Quartering large bodies of armed troops among us”?

4. Explain the 17th complaint. What does “imposing Taxes on us without our Consent” mean?

5. Explain the 19th complaint. What does “transporting us beyond Seas to be tried for pretended offences” mean?

6. Are most of these complaints about specific events and people or are they general complaints? Defend your response.
Statement of Redress
In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people. Nor have We been wanting in attentions to our Brittish brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

1. Identify two ways Jefferson claimed to have already addressed the complaints?
   (Sentences # 2, 3, 4 & 5)

Declaring Independence
We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

1. What are the five changes that will result due to this Declaration of Independence?

Culminating Assignment: Respond to the following: Explain how the Declaration of Independence justifies the colonies’ break from Great Britain. Cite specific evidence.

Assessment rubric(s):
Text-Based/Document-Based Short Answer Rubric
Smarter Balanced – Informative Writing Rubric (Grades 6-11)
<table>
<thead>
<tr>
<th>Score</th>
<th>The response:</th>
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<tbody>
<tr>
<td>2</td>
<td>The response:</td>
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<td></td>
<td>- Gives sufficient evidence of the ability to justify interpretations of information</td>
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<td>- Includes specific examples that make clear reference to the text</td>
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<td>- Adequately supports examples with clearly relevant information from the text</td>
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<td>- Maintains consistent focus on the topic, purpose, or main idea</td>
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<td>- States a claim and provides support for it</td>
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<td>- Uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling</td>
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<tr>
<td>1</td>
<td>The response:</td>
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<td>- Gives limited evidence of the ability to justify interpretations of information</td>
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<td>- Includes some examples that make clear reference to the text. Supports examples with limited information from the text</td>
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<td>- Demonstrates some focus on the topic, purpose, or main idea; lapses may occur</td>
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<td>- Uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling</td>
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<td>The response:</td>
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<td>A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.</td>
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<td>- Reflects a misunderstanding of the source</td>
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<td>- Demonstrates little or no focus</td>
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<td>- Has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling</td>
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<td>Or the student has failed to respond to the question.</td>
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<tr>
<td>Score</td>
<td>Statement of Purpose/Focus</td>
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| 4     | The response is fully sustained and consistently and purposefully focused:  
- claim is clearly stated, focused and strongly maintained  
- alternate or opposing claims are clearly addressed*  
- claim is introduced and communicated clearly within the context | The response has a clear and effective organizational structure creating unity and completeness:  
- effective, consistent use of a variety of transitional strategies  
- logical progression of ideas from beginning to end  
- effective introduction and conclusion for audience and purpose  
- strong connections among ideas, with some syntactic variety | The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:  
- use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete  
- effective use of a variety of elaborative techniques | The response clearly and effectively expresses ideas, using precise language:  
- use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | The response demonstrates a strong command of conventions:  
- few, if any, errors are present in usage and sentence formation  
- effective and consistent use of punctuation, capitalization, and spelling |
| 3     | The response is adequately sustained and generally focused:  
- claim is clear and for the most part maintained, though some loosely related material may be present  
- context provided for the claim is adequate | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:  
- adequate use of transitional strategies with some variety  
- adequate progression of ideas from beginning to end  
- adequate introduction and conclusion  
- adequate, if slightly inconsistent, connection among ideas | The response provides adequate support/evidence for writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:  
- some evidence from sources is integrated, though citations may be general or imprecise  
- adequate use of some elaborative techniques | The response adequately expresses ideas, employing a mix of precise with more general language:  
- use of domain-specific vocabulary is generally appropriate for the audience and purpose | The response demonstrates an adequate command of conventions:  
- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed  
- adequate use of punctuation, capitalization, and spelling |
| 2     | The response is somewhat sustained and may have a minor drift in focus:  
- may be clearly focused on the claim but is insufficiently sustained  
- claim on the issue may be somewhat unclear and unfocused | The response has an inconsistent organizational structure, and flaws are evident:  
- inconsistent use of basic transitional strategies with little variety  
- uneven progression of ideas from beginning to end  
- conclusion and introduction, if present, are weak  
- weak connection among ideas | The response provides uneven, cursory support/evidence for writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:  
- evidence from sources is weakly integrated, and citations, if present, are uneven  
- weak or uneven use of elaborative techniques | The response expresses ideas unevenly, using simplistic language:  
- use of domain-specific vocabulary may at times be inappropriate for the audience and purpose | The response demonstrates a partial command of conventions:  
- frequent errors in usage may obscure meaning  
- inconsistent use of punctuation, capitalization, and spelling |
| 1     | The response may be related to the purpose but may offer little relevant detail:  
- may be very brief  
- may have a major drift  
- claim may be confusing or ambiguous | The response has little or no discernible organizational structure:  
- few or no transitional strategies are evident  
- frequent extraneous ideas may intrude | The response provides minimal support/evidence for the writer’s claim that includes little or no use of sources, facts, and details:  
- use of evidence from sources is minimal, absent, in error, or irrelevant | The response expression of ideas is vague, lacks clarity, or is confusing:  
- uses limited language or domain-specific vocabulary may have little sense of audience and purpose | The response demonstrates a lack of command of conventions:  
- errors are frequent and severe and meaning is often obscure |
| 0     | Unintelligible:  
In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.) | | | | |
The Founding of Jamestown Activity

“Their orders for government were put in a box, not to be opened.”

May 13, 1607
Virginia Company
John Smith

After defeating the Spanish Armada, Britain turned again to America. In this renewed effort, Captain Christopher Newport set out from England with 103 men and boys. But the Jamestown venture encountered difficulties just as earlier expeditions had. More than half of the colonists died in the first year.

John Smith, who has become the best-known leader of the Jamestown colony, was already a seasoned explorer by the time he sailed for America. He had traveled through Europe while still a teenager, had fought as a mercenary in Transylvania, had been captured by the Turks and made a slave, had escaped and traveled into Russia and finally had returned to England shortly before the London Company launched the Jamestown effort. Although he viewed world events with great self-interest his accounts of the major events are considered reasonably accurate. And to some extent, survival of the colony depended on Smith’s political sense, because he was able to forge an alliance with Chief Powhatan when Newport went back to England for supplies.

Smith wrote this account in the third person. Remnants of the fort he describes were unearthed in 1996.

Captain Bartholomew Gosnoll, one of the first movers of this plantation, having many years solicited many of his friends, but found small assistants; at last prevailed with some gentlemen, as Captain John Smith, Master Edward-Maria Wingfield, Master Robert Hunt, and many others, who depended a year upon his projects, but nothing could be effected, till by their great charge and industries it came to be apprehended by certain of the nobility, gentry, and merchants, so that his Majesty by his letters patents, gave commissions for establishing councils, to direct here; and to govern, and to execute there. To effect this, was spent another year, and by that, three ships were provided, one of 100 tons, another of 40, and a pinnace of 20. The transportation of the company was committed to Captain Christopher Newport, a mariner well practiced for the western parts of America. But their orders for government were put in a box, not to be opened, nor the governors known until they arrived in Virginia.

The first land they made they called Cape Henry; where thirty of them recreated themselves on shore, were assaulted by five savages, who hurt two of the English very dangerously.

That night was the box opened, and the orders read, in which Bartholomew Gosnoll, John Smith, Edward Winfield, Christopher Newport, John Ratliffe, John Martin, and George Kendall,
were named to be the Council, and to choose a President amongst them for a year, who with the Council should govern. Matters of moment were to be examined by a jury, but determined by the major part of the Council, in which the President had two voices.

Until the 13 of May they sought a place to plant in; then the Council was sworn, Master Wingfield was chosen President, and an oration made, why Captain Smith was not admitted of the Council as the rest.

Now fell every man to work, the Council contrive the Fort, the rest cut down trees to make place to pitch their tents; some provided clapboard to relade the ships, some make gardens, some nets, etc. The savages often visited us kindly. The Presidents overweening jealousy would admit no exercise at arms, or fortification but the boughs of trees cast together in the form of a half-moon by the extraordinary pains and diligence of Captain Kendall.

Newport, Smith, and twenty others, were sent to discover the head of the river; by divers small habitations they passed, in six days they arrived at a town called Powhatan, consisting of some twelve houses, pleasantly seated on a hill; before it three fertile isles, about it many of their cornfields, the place is very pleasant, and strong by nature, of this place the Prince is called Powhatan, and his people Powhatans. To this place the river is navigable: but higher within a mile, by reason of the rocks and Isles, there is not passage for a small boat, this they call the Falls. The people in all parts kindly entreated them, till being returned within twenty miles of James town, they gave just cause of jealousy: but had God not blessed the discoverers otherwise than those at the Fort, there had then been an end of that plantation; for at the Fort, were they arrived the next day, they found 17 men hurt, a boy slain by the savages, and had it not chanced a cross barre shot from the Ships struck down a bough from a tree amongst them, that caused them to retire, our men would have all been slain since they were all at work and their arms were stored away.

Hereupon the President was contented the Fort should be palisaded, the ordinance mounted, his men armed and exercised: for many were the assaults, and ambushes of the savages, and our men by their disorderly straggling were often hurt, when the savages by the nimbleness of their heels well escaped.

1. Vocabulary to Define
   a. Solicited -
   b. Diligence -
   c. Palisaded -
   d. Ordinance –

2. When were the settlers able to find out how their government should be organized?
3. What happened while many of the leaders were away searching for the head of the river?

4. Following the attack, what measures did the President take to protect the English settlers?

5. **Drawing Conclusions:** What may have confused the settlers about their treatment by the savages (Powhatans)?
**US History- Picture Analysis Activity**

**Directions:** Analyze the following visual by correctly filling in the Steps to Analysis chart below.

![Image of a historical scene](image)

<table>
<thead>
<tr>
<th>SOAPSTone: Boston Massacre</th>
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</thead>
<tbody>
<tr>
<td><strong>What is the Subject?</strong></td>
</tr>
<tr>
<td><strong>What is the Occasion?</strong></td>
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<tr>
<td><strong>Who is the Audience?</strong></td>
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<tr>
<td><strong>What is the Purpose?</strong></td>
</tr>
<tr>
<td><strong>Who is the Speaker?</strong></td>
</tr>
<tr>
<td><strong>What is the Tone?</strong></td>
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![Image of Boston Massacre]

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<tr>
<td><strong>Who is the Audience?</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>What is the Purpose?</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Who is the Speaker?</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>What is the Tone?</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
US History - Political Cartoon Analysis Activity

**Directions**: Analyze the following visual by correctly filling in the Steps to Analysis chart below.

![Join or Die Cartoon](image)

<table>
<thead>
<tr>
<th>SOAPSTone: Join or Die</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the <strong>Subject</strong>?</td>
</tr>
<tr>
<td>What is the <strong>Occasion</strong>?</td>
</tr>
<tr>
<td>Who is the <strong>Audience</strong>?</td>
</tr>
<tr>
<td>What is the <strong>Purpose</strong>?</td>
</tr>
<tr>
<td>Who is the <strong>Speaker</strong>?</td>
</tr>
<tr>
<td>What is the <strong>Tone</strong>?</td>
</tr>
</tbody>
</table>
United States History – Research Paper Requirement

This research paper is a course requirement for all United States History students. The paper will be worth one test grade.

Requirements:

1. 5-10 typed pages, 12 pt. font, double spaced
2. Research based (evidence)
   a. At least 2 book sources
   b. At least 3 educational website sources
3. Citations
   a. Endnotes
   b. Works cited page
   c. Cite both quotes and paraphrasing (anything that is not your own original thought)
4. Your paper will be submitted to Turnitin.com before the due date.

Structure:

1. Thesis: Your paper must have a thesis that is relevant to your chosen topic and provides an argument about the topic.
2. Body Paragraph Format:
   a. Topic Sentence (Introduce topic or theme of the paragraph)
   b. Explain topic sentence and provide context
   c. Evidence (quote, statistic, paraphrasing)
   d. Analysis/significance of evidence
   e. Concluding sentence tied back to the thesis/topic sentence

Possible Topics (but not limited to):

Rights of individuals in United States History
Voting Rights
Government’s role in the life of people
Advancement in technology and its effect on society
Nativism throughout American history
Use of propaganda during war
Controversial elections in United States history
Minorities in government
Abuse of presidential power
Development of worker’s rights
Motives of the founding fathers
Failure of Reconstruction
State’s Rights vs. Federal Rights in American history
Lawbreakers of the Roaring 1920s
Robber Barons vs. Captains of Industry
Reform Movements
Plight of Native Americans
Policy of Isolation following World War I
America’s role in the World
Women in Politics
Evolution of women’s rights in American history
Fear of communism in America
Legacy of:
  Abraham Lincoln
  Teddy Roosevelt
  Andrew Jackson
  George W. Bush
  FDR
  George Washington
  Martin Luther King Jr.
  W. E. B. DuBois
  Thomas Jefferson
Role of America in the Middle East
Counterculture Movements
Role of Religion in the founding of America
Race and Sports in American History
Supreme Court Decisions (choose specific one)
America as a declining power
### Grade 11 – United States History

Unit 2: Constitution, Early Republic & Age of Jackson, 1781-1840

Length of Unit: 4 weeks

### Essential Standards and National Standards for Social Studies

**NCSS2: TIME, CONTINUITY, AND CHANGE** How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?

**NCSS3: PEOPLE, PLACES, AND ENVIRONMENTS** How do geography and the environment affect the development of human populations?

**NCSS4: INDIVIDUAL DEVELOPMENT AND IDENTITY** What is the influence of people, places, and environments on personal development?

**NCSS5: INDIVIDUALS, GROUPS, AND INSTITUTIONS** How do political, economic, social, religious and intellectual and artistic institutions affect societies?

**NCSS6: POWER, AUTHORITY, AND GOVERNANCE** How do people create, interact with and change structures of power, authority, and/or governance?

**NCSS9: GLOBAL CONNECTIONS** How do global connections influence political, economic, religious, social, intellectual and artistic interactions among nations?

**NCSS10: CIVIC IDEALS AND PRACTICES** How are the ideals, principles and practices of citizens influenced by individual rights and responsibilities within a democratic society?

### UNIT FOCUS Questions

<table>
<thead>
<tr>
<th>Thinking Skill</th>
<th>Category</th>
<th>How did the policies of the early presidents shape American domestic and foreign policy? (NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS9, NCSS10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>How did American democracy change during the Age of Jackson? (NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS10)</td>
</tr>
</tbody>
</table>

### Content Knowledge Objectives

<table>
<thead>
<tr>
<th>Initial Understanding</th>
<th>Identify the strengths and weaknesses of the Articles of Confederation.</th>
<th>Describe major domestic issues and innovations during the Age of Jackson.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe the major issues debated at the Constitutional Convention.</td>
<td>Describe the major political events of the early presidents.</td>
</tr>
<tr>
<td></td>
<td>Describe the major political events of the early presidents.</td>
<td></td>
</tr>
<tr>
<td>Developing An Interpretation</td>
<td>Describe government under the Articles and the Constitution.</td>
<td>Explain the changing nature of the presidency under Jackson.</td>
</tr>
</tbody>
</table>
| **Contrast, Describe, Cause/Effect, Examine, Explain, Generalize, Hypothesize, Infer, Interpret, Predict, Summarize, Take A Perspective** | **Compare and contrast the views of the Federalists and the Democratic Republicans.**

Explain why the election of 1800 is referred to as the “Revolution of 1800”.

Compare the early presidents’ view of the proper role of America in the world. | **Describe the impact of western expansion on the native peoples.** |
| --- | --- | --- |
| **Making Connections**  
*same verbs as for Developing an Interpretation* | **Analyze how the Federalists and Anti-Federalists are the foundation of the American political party system.**

Describe federalist views and beliefs that are still visible in American society today. | |
| **Critical Stance**  
*Analyze, Assess, Defend, Design, Evaluate, Judge, Rate* | **Analyze George Washington’s Farewell Address.** | |
| **Unit Vocabulary** | **Republican Motherhood**  
checks and balances  
separation of powers  
Bill of Rights  
Amendments  
veto  
republic and democracy  
Articles of Confederation  
Foreign Policy  
Domestic Policy  
Daniel Shays  
Constitutional Convention  
Great Compromise  
New Jersey Plan  
Virginia Plan  
3/5 Compromise  
Federalists  
Anti-Federalists  
Northwest Ordinance  
Alexander Hamilton  
William Patterson  
Roger Sherman  
George Washington  
John Adams  
Thomas Jefferson  
James Madison  
James Monroe  
Whiskey Rebellion  
War of 1812  
Hartford Convention  
Louisiana Purchase  
Era of Good Feelings  
Election of 1824  
Trail of Tears  
Wooster v. Georgia  
Andrew Jackson  
Missouri Compromise  
Whiskey Rebellion  
Henry Clay  
Tecumseh  
Pontiac War  
spoils system  
Bank War  
tariff  
nulification crisis  
expansion of suffrage | |
**Suggested Unit Assessments**

*Common Core Skills English Language Arts Standards » History/Social Studies » Grade 11*

### Initial Understanding & Developing An Interpretation:

- **Construct vocabulary flashcards or notecards, formulate Cornell Notes, Text Dependent Questions**
  - *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  - *Craft and Structure* RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

- **Political Cartoon Analysis- King Andrew**
  - *Integration of Knowledge and Ideas* RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
  - *Integration of Knowledge and Ideas* RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
  - *Integration of Knowledge and Ideas* RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### Making Connections:

- **Louisiana Purchase- Lewis & Clark’s Journey vs A Cross Country Journey Today**
  - *Integration of Knowledge and Ideas* RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### Critical Stance:

- **George Washington’s Farewell Address: How well have we adhered to his advice?**
  - *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Performance Assessment: Unit 2

Performance Task: George Washington’s Farewell Address

Type of Performance Task: Argumentative

Common Core Skills:

Key Ideas and Details RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Text Types and Purposes WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

Text Types and Purposes WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

Text Types and Purposes WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Text Types and Purposes WHST.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Text Types and Purposes WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.

Text Types and Purposes WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Issue: How well have we adhered to Washington’s advice?

Directions: Read and identify the 5 key pieces of advice left to us by Washington. Next, in a full 5 paragraph response, citing specific examples, dissect Washington’s 5 key pieces of advice.

Culminating Assignment: Write a five paragraph response to the following: How well have we adhered to George Washington’s advice? Cite with specific examples. Dissect the 5 key pieces of advice.

Assessment rubric(s):
Smarter Balanced – Informative Writing Rubric (Grades 6-11)
Excerpts from Washington’s Farewell Address… 5 Key Pieces of Advice

I
For this you have every inducement of sympathy and interest. Citizens, by birth or choice, of a common country, that country has a right to concentrate your affections. The name of American, which belongs to you in your national capacity, must always exalt the just pride of patriotism more than any appellation derived from local discriminations. With slight shades of difference, you have the same religion, manners, habits, and political principles. You have in a common cause fought and triumphed together; the independence and liberty you possess are the work of joint counsels, and joint efforts of common dangers, sufferings, and successes.

1. Identify what piece of advice George Washington is giving in the above excerpt.

II
As a very important source of strength and security, cherish public credit. One method of preserving it is, to use it as sparingly as possible; avoiding occasions of expense by cultivating peace, but remembering also that timely disbursements to prepare for danger frequently prevent much greater disbursements to repel it; avoiding likewise the accumulation of debt, not only by shunning occasions of expense, but by vigorous exertions in time of peace to discharge the debts, which unavoidable wars may have occasioned, not ungenerously throwing upon posterity the burthen, which we ourselves ought to bear.

2. Identify what piece of advice George Washington is giving in the above excerpt.

III
All obstructions to the execution of the laws, all combinations and associations, under whatever plausible character, with the real design to direct, control, counteract, or awe the regular deliberation and action of the constituted authorities, are destructive of this fundamental principle, and of fatal tendency. They serve to organize faction, to give it an artificial and extraordinary force; to put, in the place of the delegated will of the nation the will of a party, often a small but artful and enterprising minority of the community…

However combinations or associations of the above description [political parties] may now and then answer popular ends, they are likely in the course of time and things, to become potent
engines, by which cunning, ambitious, and unprincipled men will be enabled to subvert the power of the people and to usurp for themselves the reins of government, destroying afterwards the very engines which have lifted them to unjust dominion.

3. Identify what piece of advice George Washington is giving in the above excerpt.

IV

The great rule of conduct for us in regard to foreign nations is in extending our commercial relations, to have with them as little political connection as possible. So far as we have already formed engagements, let them be fulfilled with perfect good faith. Here let us stop. Europe has a set of primary interests which to us have none; or a very remote relation. Hence she must be engaged in frequent controversies, the causes of which are essentially foreign to our concerns. Hence, therefore, it must be unwise in us to implicate ourselves by artificial ties in the ordinary vicissitudes of her politics, or the ordinary combinations and collisions of her friendships or enmities.

It is our true policy to steer clear of permanent alliance with any portion of the foreign world.

4. Identify what piece of advice George Washington is giving in the above excerpt.

V

I hold the maxim no less applicable to public than to private affairs, that honesty is the best policy.

5. Identify what piece of advice George Washington is giving in the above excerpt.

Culminating Assignment: Write a five paragraph response to the following: How well have we adhered to George Washington’s advice? Cite with specific examples. Dissect the 5 key pieces of advice.

Assessment rubric(s):

Smarter Balanced – Informative Writing Rubric (Grades 6-11)
### Smarter Balanced - Argumentative Writing Rubric (Grades 6-11) Adopted from the

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The response is fully sustained and consistently focused:</td>
<td>The response has a clear and effective organizational structure creating unity and completeness:</td>
<td>The response provides thorough and convincing support/evidence for the writer’s claim that includes the use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</td>
<td>The response clearly and effectively expresses ideas, using precise language:</td>
<td>The response demonstrates a strong command of conventions:</td>
</tr>
<tr>
<td></td>
<td>• claim is clearly stated, focused and strongly maintained</td>
<td>• effective, consistent use of a variety of transitional strategies</td>
<td>• use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete</td>
<td>• use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</td>
<td>• few, if any, errors are present in usage and sentence formation</td>
</tr>
<tr>
<td></td>
<td>• alternate or opposing claims are clearly addressed</td>
<td>• logical progression of ideas from beginning to end</td>
<td>• effective introduction and conclusion for audience and purpose</td>
<td>• effective and consistent use of punctuation, capitalization, and spelling</td>
<td>• effective and consistent use of punctuation, capitalization, and spelling</td>
</tr>
<tr>
<td></td>
<td>• claim is introduced and communicated clearly within the context</td>
<td>• strong connections among ideas, with some syntactic variety</td>
<td>• use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The response is adequately sustained and generally focused:</td>
<td>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</td>
<td>The response provides adequate support/evidence for writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</td>
<td>The response adequately expresses ideas, employing a mix of precise with more general language:</td>
<td>The response demonstrates an adequate command of conventions:</td>
</tr>
<tr>
<td></td>
<td>• claim is clear and for the most part maintained, though some loosely related material may be present</td>
<td>• adequate use of transitional strategies with some variety</td>
<td>• some evidence from sources is integrated, though citations may be general or imprecise</td>
<td>• use of domain-specific vocabulary is generally appropriate for the audience and purpose</td>
<td>• some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed</td>
</tr>
<tr>
<td></td>
<td>• context provided for the claim is adequate</td>
<td>• adequate progression of ideas from beginning to end</td>
<td>• adequate use of some elaborative techniques</td>
<td></td>
<td>• adequate use of punctuation, capitalization, and spelling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• adequate introduction and conclusion</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• adequate, if slightly inconsistent, connection among ideas</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>The response is somewhat sustained and may have a minor drift in focus:</td>
<td>The response has an inconsistent organizational structure, and flaws are evident:</td>
<td>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</td>
<td>The response expresses ideas unevenly, using simplistic language:</td>
<td>The response demonstrates a partial command of conventions:</td>
</tr>
<tr>
<td></td>
<td>• may be clearly focused on the claim but is insufficiently sustained</td>
<td>• inconsistent use of basic transitional strategies with little variety</td>
<td>• evidence from sources is weakly integrated, and citations, if present, are uneven</td>
<td>• use of domain-specific vocabulary may at times be inappropriate for the audience and purpose</td>
<td>• frequent errors in usage may obscure meaning</td>
</tr>
<tr>
<td></td>
<td>• claim on the issue may be somewhat unclear and unfocused</td>
<td>• uneven progression of ideas from beginning to end</td>
<td>• weak or uneven use of elaborative techniques</td>
<td></td>
<td>• inconsistent use of punctuation, capitalization, and spelling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• conclusion and introduction, if present, are weak</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• weak connection among ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The response may be related to the purpose but may offer little relevant detail:</td>
<td>The response has little or no discernible organizational structure:</td>
<td>The response provides minimal support/evidence for the writer’s claim that includes little or no use of sources, facts, and details:</td>
<td>The response expression of ideas is vague, lacks clarity, or is confusing:</td>
<td>The response demonstrates a lack of command of conventions:</td>
</tr>
<tr>
<td></td>
<td>• may be very brief</td>
<td>• few or no transitional strategies are evident</td>
<td>• use of evidence from sources is minimal, absent, in error, or irrelevant</td>
<td>• uses limited language or domain-specific vocabulary</td>
<td>• errors are frequent and severe and meaning is often obscure</td>
</tr>
<tr>
<td></td>
<td>• may have a major drift</td>
<td>• frequent extraneous ideas may intrude</td>
<td></td>
<td>• may have little sense of audience and purpose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• claim may be confusing or ambiguous</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>Unintelligible:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.)</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
US History - Political Cartoon Analysis Activity

Unit 2: Constitution, Early Republic & Age of Jackson
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the <strong>Subject</strong>?</td>
<td></td>
</tr>
<tr>
<td>What is the <strong>Occasion</strong>?</td>
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<tr>
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<tr>
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<td></td>
</tr>
</tbody>
</table>
### US History - Making Predictions Activity

#### Unit 2: Constitution - The Age of Jackson

Directions: Fill in the first two rows of information being asked after you either view or read the information provided for you.

1. **Visual:**

<table>
<thead>
<tr>
<th>Prediction</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you think is happening in this picture?</td>
<td>1. What is actually happening?</td>
</tr>
<tr>
<td>2. When do you think this occurred?</td>
<td>2. Actual time (era/year)</td>
</tr>
<tr>
<td>3. Where do you think this occurred?</td>
<td>3. Actual location</td>
</tr>
</tbody>
</table>
2. “authority to intercept wire, oral, and electronic communications….roving surveillance…seizure of..messages...subpoenas for records of electronic communications..authority for delaying notice of the execution of a warrant....register and trap trace authority....nationwide warrants....obtaining private banking accounts....monitoring of any electronic communication”

<table>
<thead>
<tr>
<th>Prediction</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you think the purpose of this declaration is?</td>
<td>1. Actual purpose:</td>
</tr>
<tr>
<td>2. When do you think this occurred?</td>
<td>2. Actual time (era/year)</td>
</tr>
<tr>
<td>3. Where do you think this occurred?</td>
<td>3. Actual location</td>
</tr>
</tbody>
</table>
3. Visual

<table>
<thead>
<tr>
<th><strong>Prediction</strong></th>
<th><strong>Fact</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you think is happening in this picture?</td>
<td>1. Actual event:</td>
</tr>
<tr>
<td>2. When do you think this occurred?</td>
<td>2. Actual time (era/year):</td>
</tr>
<tr>
<td>3. Who do you think these men are?</td>
<td>3. Actual historical figures:</td>
</tr>
</tbody>
</table>
4. President is authorized to deport aliens “dangerous to the peace and safety of the United States” during peacetime. Aliens must be residents for 14 years instead of 5 years before they can become eligible for U.S. citizenship. Any publication of treasonable material against the government can be punished by fine or imprisonment.

<table>
<thead>
<tr>
<th>Prediction</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you think the purpose of this declaration is?</td>
<td>1. Actual purpose:</td>
</tr>
<tr>
<td>2. When do you think this occurred?</td>
<td>2. Actual time (era/year)</td>
</tr>
</tbody>
</table>
Letter to George Mason Jr.

George Mason

May 20, 1787

Upon our arrival here on Thursday evening, seventeenth May, I found only the States of Virginia and Pennsylvania fully represented; and there are at this time only five — New York, the two Carolinas, and the two before mentioned. All the States, Rhode Island excepted, have made their appointments; but the members drop in slowly; some of the deputies from the Eastern States are here, but none of them have yet a sufficient representation, and it will probably be several days before the Convention will be authorized to proceed to business. The expectations and hopes of all the Union centre in this Convention. God grant that we may be able to concert effectual means of preserving our country from the evils which threaten us.

The Virginia deputies (who are all here) meet and confer together two or three hours every day, in order to form a proper correspondence of sentiments; and for form’s sake, to see what new deputies are arrived, and to grow into some acquaintance with each other, we regularly meet every day at three o’clock. These and some occasional conversations with the deputies of different States, and with some of the general officers of the late army (who are here upon a general meeting of the Cincinnati), are the only opportunities I have hitherto had of forming any opinion upon the great subject of our mission, and, consequently, a very imperfect and indecisive one. Yet, upon the great principles of it, I have reason to hope there will be greater unanimity and less opposition, except from the little States, than was at first apprehended. The most prevalent idea in the principal States seems to be a total alteration of the present federal system, and substituting a great national council or parliament, consisting of two branches of the legislature, founded upon the principles of equal proportionate representation, with full legislative powers upon all the subjects of the Union; and an executive: and to make the several State legislatures subordinate to the national, by giving the latter the power of a negative upon all such laws as they shall judge contrary to the interest of the federal Union. It is easy to foresee that there will be much difficulty in organizing a government upon this great scale, and at the same time reserving to the State legislatures a sufficient portion of power for promoting and securing the prosperity and happiness of their respective citizens; yet with a proper degree of coolness, liberality and candor (very rare commodities by the bye), I doubt not but it may be effected. There are among a variety some very eccentric opinions upon this great subject; and what is a very extraordinary phenomenon, we are likely to find the republicans, on this occasion, issue from the Southern and Middle States, and the anti-republicans from the Eastern; however extraordinary this may at first seem, it may, I think be accounted for from a very common and natural impulse of the human mind. Men disappointed in expectations too hastily and sanguinely formed, tired and disgusted with the unexpected evils they have experienced, and anxious to remove them as far as possible, are very apt to run into the opposite extreme; and the people of the Eastern States, setting out with more republican principles, have consequently been more disappointed than we have been.

We found travelling very expensive—from eight to nine dollars per day. In this city the living is cheap. We are at the old Indian Queen in Fourth Street, where we are very well accommodated, have a good room to ourselves, and are charged only twenty-five Pennsylvania currency per day, including our
servants and horses, exclusive of club in liquors and extra charges; so that I hope I shall be able to defray my expenses with my public allowance, and more than that I do not wish.

1. Vocabulary words to define.
   a. Unanimity
   b. Prevalent
   c. Eccentric
   d. Sanguine

2. Why does Mason say that “it will probably be several days before the Convention will be authorized to proceed to business”?

3. What does Mason believe is the “prevalent” idea of those present at the convention?

4. Critical Thinking: Explain how Mason’s statement “are charged only 25 Pennsylvania currency per day” alludes to a weakness in the Articles of Confederation?
**US History: The Louisiana Purchase - Lewis & Clark’s Journey Activity**

**Making Connections**

**Directions:** Use the *Lewis & Clark Major Timeline Events* to complete the chart below:

<table>
<thead>
<tr>
<th><strong>Step 1:</strong> (You may work with a partner or group of 3 for this step) If you and your friend were going to take a cross country trip and you were given $5,000 to get supplies, what would you get? Think carefully not only about what you need, but about how much as well. Remember to be realistic.</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Step 2:</strong> Examine all of the equipment and supplies that Lewis &amp; Clark brought on their expedition. Compare that to your list and complete a Venn Diagram with similarities and differences.</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Step 3:</strong> Read Lewis &amp; Clark’s abbreviated time line. Write down 3 facts you found interesting about their journey.</th>
<th>1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2)</td>
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<td></td>
<td>3)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Step 4:</strong> Complete 2 paragraph long journal entries as if you were traveling with Lewis and Clark.</th>
<th>To be typed and turned in on a separate paper.</th>
</tr>
</thead>
</table>

**Lewis & Clark Major Timeline Events**
**1803**

**January 18**

In secret communication to Congress, Jefferson seeks authorization for expedition – first official exploration of unknown spaces undertaken by United States government. Appropriation of $2,500 requested. (Final cost will be $38,000.)

**Spring**

Lewis, now picked as commander, is sent to Philadelphia for instruction in botany, zoology, celestial navigation, medicine from nation’s leading scientists. Also begins buying supplies to outfit the expedition.

Lewis writes to former army comrade, William Clark, inviting him to share command of expedition. Clark writes to accept.

**1804**

**May 14**

Expedition sets off from Camp Dubois “under a jentle brease,” Clark writes. (Lewis is in St. Louis and joins group a few days later.) Nearly four dozen men involved (the precise number is unknown). Members hail from every corner of the young nation.

They travel in big keelboat (55 long, 8 feet wide, capable of carrying 10 tons of supplies) and two smaller boats called pirogues. Proceeding up Missouri River involves sailing, rowing, using setting poles, and sometimes wading along the bank to pull the boats with cordelling ropes. 14 miles is a good day’s progress.

**September 7**

Moving into the Great Plains, the expedition begins seeing animals unknown in the East: coyotes, antelope, mule deer, and others. On this particular day, all the men are employed drowning a prairie dog out of its hole for shipment back to Jefferson. In all, the captains would describe in their journals 178 plants and 122 animals that previously had not been recorded for science.

**November 4**

The captains hire Toussaint Charbonneau, a French Canadian fur trader living among the Hidatsas, as an interpreter. His young Shoshone wife, Sacagawea, had been captured by the Hidatsas several years earlier and then sold to Charbonneau (along with another Shoshone girl).
Having been told that the Shoshones live at the headwaters of the Missouri and have many horses, the captains believe the two will be helpful when the expedition reaches the mountains.

December 17

Clark notes a temperature of 45 degrees below zero – “colder,” John Ordway adds, “than I ever knew it be in the States.” A week later, on Christmas Eve, Fort Mandan was considered complete and the expedition had moved in for the winter.

1805

February 11

Sacagawea gives birth to a baby boy, Jean Baptiste. Lewis assists in speeding the delivery by giving her a potion made by crushing the rings of a rattlesnake’s rattle into powder.

April 29

Proceeding into what is now Montana – farther west than any white men had ever gone on the Missouri – they are astounded by the wildlife: herds of buffalo numbering up to 10,000, and other game “so plenty and tame,” John Ordway writes, “that some of the party clubbed them out of their way.” (The men are eating 9 pounds of buffalo meat a day.)

This day, past the mouth of the Yellowstone River, Lewis and another hunter kill an enormous bear – a grizzly, never before described for science. At first, Lewis believes that Indian accounts of the bears’ ferocity were exaggerated, but in the days to come, as grizzly after grizzly chases the men across the Plains and prove nearly impossible to kill, he writes that the “curiosity of our party is pretty well satisfied with respect to this animal.”

June 13

Scouting ahead of the rest of the expedition, Lewis comes across “the grandest sight I ever beheld” – the Great Falls of the Missouri, proof the captains had been correct. But then he discovers four more waterfalls immediately upriver. They will have to portage eighteen and a half miles to get around them all.

When the rest of the expedition arrives, they make crude carts from cottonwoods, bury some of their cargo, and begin hauling the canoes and remaining supplies over the broken terrain.
Broiling heat, hail storms, prickly pear cactus, and other obstacles mark the difficult portage, which instead of the half day the captains had planned the previous winter, takes nearly a month.

**August 17**

Having discovered a village of Shoshones, Lewis tries to negotiate for the horses he now knows are all-important to cross the daunting mountains. On this day, Clark and the rest of the expedition arrive and Sacagawea is brought in to help translate. Remarkably, the Shoshone chief, Cameahwait, turns out to be her brother. The captains name the spot Camp Fortunate.

**September 11**

The Corps of Discovery ascends into the Bitterroot Mountains, which Sergeant Patrick Gass calls “the most terrible mountains I ever beheld.” Old Toby loses the trail in the steep and heavily wooded mountains. They run short of provisions and butcher a horse for food; snows begin to fall; worst of all, John Ordway writes on September 18th, “the mountains continue as far as our eyes could extend. They extend much further than we expected.” Clark names a stream Hungry Creek to describe their condition.

11 days later, on the brink of starvation, the entire expedition staggers out of the Bitterroots near modern-day Weippe, Idaho.

**1806**

**January 1**

In his journal entry, Lewis exhibits the homesickness that seems to afflict everyone during the rainy winter, during which there are only 12 days in which it doesn’t rain. “Nothing worthy of notice” soon replaces “we proceeded on” as the most common phrase used by the diarists.

**March 7**

Having previously run out of whiskey, the expedition now runs out of tobacco. Patrick Gass reports that the men use crab tree bark as a substitute.

**July 3**

After re-crossing the Bitterroots, the expedition splits into smaller units, in order to explore more of the Louisiana Territory. Clark takes a group down the Yellowstone River; Lewis heads across the shortcut to the Great Falls and then explores the northernmost reaches of the Marias River (and therefore the Louisiana Territory). It will mean they will be split at one point into 4 separate groups.
September 23

Their last day as the Corps of Discovery. They reach St. Louis. Having been gone nearly two and a half years, they had been given up for dead by the citizens, who greet the explorers enthusiastically. “Now,” young John Ordway writes, “we intend to return to our native homes to see our parents once more, as we have been so long from them.”

To Equip an Expedition

After President Thomas Jefferson appointed Meriwether Lewis to head the Corps of Discovery, Lewis began preparations for the long trip ahead. Much of that preparation involved education; learning astronomy, botany, navigation, medicine and biology, as well as other scientific disciplines.

In addition, Lewis had to accumulate all the supplies that the expedition was going to need. He wrote a list of provisions in order to utilize the $2,500 Congress had allocated for the expedition. The following list is only a sampling of the supplies taken west by the Corps of Discovery, but it should give a sense of what an undertaking the expedition was.

Mathematical Instruments:

- surveyor’s compass
- hand compass
- quadrants
- telescope
- thermometers
- 2 sextants
- set of plotting instruments
- chronometer (needed to calculate longitude)

Camp Supplies:

- 150 yards of cloth to be oiled and sewn into tents and sheets
- pliers
- chisels
- 30 steels for striking to make fire
- handsaws
- hatchets
- whetstones
- iron corn mill
- two dozen tablespoons
- mosquito curtains
- 10 1/2 pounds of fishing hooks and fishing lines
• 12 pounds of soap
• 193 pounds of "portable soup
• three bushels of salt
• writing paper, ink and crayons

Presents for Indians:

• 12 dozen pocket mirrors
• 4,600 sewing needles
• 144 small scissors
• 10 pounds of sewing thread
• silk ribbons
• ivory combs
• handkerchiefs
• yards of bright-colored cloth
• 130 rolls of tobacco
• tomahawks that doubled as pipes
• 288 knives
• 8 brass kettles
• vermilion face paint
• 33 pounds of tiny beads of assorted colors

Clothing:

• 45 flannel shirts
• coats
• frocks
• shoes
• woolen pants
• blankets
• knapsacks
• stockings

Arms and Ammunition:

1. 15 prototype Model 1803 muzzle-loading .54 caliber rifles
2. knives
3. 500 rifle flints
4. 420 pounds of sheet lead for bullets
5. 176 pounds of gunpowder packed in 52 lead canisters
6. 1 long-barreled rifle that fired its bullet with compressed air, rather than by flint, spark and powder
Medicine and Medical Supplies:

- 50 dozen Dr. Rush’s patented "Rush’s pills"
- lancets
- forceps
- syringes
- tourniquets
- 1,300 doses of physic
- 1,100 hundred doses of emetic
- 3,500 doses of diaphoretic (sweat inducer)
  - other drugs for blistering, salivation and increased kidney output
United States History – Research Paper Requirement

This research paper is a course requirement for all United States History students. The paper will be worth one test grade.

Requirements:

1. 5-10 typed pages, 12 pt. font, double spaced
2. Research based (evidence)
   a. At least 2 book sources
   b. At least 3 educational website sources
3. Citations
   a. Endnotes
   b. Works cited page
   c. Cite both quotes and paraphrasing (anything that is not your own original thought)
4. Your paper will be submitted to Turnitin.com before the due date.

Structure:

3. Thesis: Your paper must have a thesis that is relevant to your chosen topic and provides an argument about the topic.
4. Body Paragraph Format:
   a. Topic Sentence (Introduce topic or theme of the paragraph)
   b. Explain topic sentence and provide context
   c. Evidence (quote, statistic, paraphrasing)
   d. Analysis/significance of evidence
   e. Concluding sentence tied back to the thesis/topic sentence

Possible Topics (but not limited to):

Rights of individuals in United States History
Voting Rights
Government’s role in the life of people
Advancement in technology and its effect on society
Nativism throughout American history
Use of propaganda during war
Controversial elections in United States history
Minorities in government
Abuse of presidential power
Development of worker’s rights
Motives of the founding fathers
Failure of Reconstruction
State’s Rights vs. Federal Rights in American history
Lawbreakers of the Roaring 1920s
Robber Barons vs. Captains of Industry
Reform Movements
Plight of Native Americans
Policy of Isolation following World War I
America’s role in the World
Women in Politics
Evolution of women’s rights in American history
Fear of communism in America
Legacy of:
    Abraham Lincoln
    Teddy Roosevelt
    Andrew Jackson
    George W. Bush
    FDR
    George Washington
    Martin Luther King Jr.
    W. E. B. DuBois
    Thomas Jefferson
Role of America in the Middle East
Counterculture Movements
Role of Religion in the founding of America
Race and Sports in American History
Supreme Court Decisions (choose specific one)
America as a declining power
Grade 11 – United States History
Unit 3: Expansion & Sectionalism & Reform, 1840-1860
Length of Unit: 4 weeks

Essential Standards and National Standards for Social Studies

**NCSS1: CULTURE** What is culture and how does it influence political, economic, religious, social, intellectual and artistic aspects?

**NCSS2: TIME, CONTINUITY, AND CHANGE** How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?

**NCSS3: PEOPLE, PLACES, AND ENVIRONMENTS** How do geography and the environments affect the development of human populations?

**NCSS4: INDIVIDUAL DEVELOPMENT AND IDENTITY** What is the influence of people, places, and environments on personal development?

**NCSS5: INDIVIDUALS, GROUPS, AND INSTITUTIONS** How do political, economic, social, religious and intellectual and artistic institutions affect societies?

**NCSS6: POWER, AUTHORITY, AND GOVERNANCE** How do people create, interact with and change structures of power, authority, and/or governance?

**NCSS7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION** How do people organize resources for the production, distribution and consumption of goods and services?

**NCSS8: SCIENCE, TECHNOLOGY, AND SOCIETY** How do the development of science and technology impact society?

**NCSS9: GLOBAL CONNECTIONS** How do global connections influence political, economic, religious, social, intellectual and artistic interactions among nations?

**NCSS10: CIVIC IDEALS AND PRACTICES** How are the ideals, principles and practices of citizens influenced by individual rights and responsibilities within a democratic society?

**UNIT FOCUS Questions**

<table>
<thead>
<tr>
<th>Thinking Skill Category</th>
<th>What impact did U.S. expansion have on the American continent and its people? (NCSS1, NCSS2, NCSS3, NCSS4, NCSS5, NCSS6)</th>
<th>How did political issues and economic differences influence sectionalism? (NCSS1, NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS7, NCSS8, NCSS9, NCSS10)</th>
<th>How did the issues of slavery, immigration and reform influence domestic development? (NCSS1, NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS7, NCSS8, NCSS9, NCSS10)</th>
</tr>
</thead>
</table>

**Content Knowledge Objectives**

| Initial Understanding | Define “manifest destiny” and explain its features. | Identify the main points made by pro-slavery and anti-slavery advocates. | List the major reform movements and their leadership. |
**What were the major reasons for U.S. expansion west?**

Map the territorial additions to the United States.

**Developing An Interpretation**
- Categorize, Classify, Compare, Contrast, Describe, Cause/Effect, Examine, Explain, Generalize, Hypothesize, Infer, Interpret, Predict, Summarize, Take A Perspective

1. Explain the social, political and economic impact of western expansion on the United States.
2. Identify the controversy over the beginning of the Mexican-American War.
3. Describe the impact of the forces that divided the country into regions.
4. Explain the impact of immigration on sectionalism.
5. Examine the impact of reforms on social and political thought in the United States.
6. Describe the impact of the forces that divided the country into regions.
7. Explain the impact of immigration on sectionalism.
8. Examine the impact of reforms on social and political thought in the United States.

**Making Connections**
- Should America continue to expand its territory in the 21st century? (Example- Puerto Rico?)
- Examine the impact of technology on sectional conflict.
- Describe the institution of slavery and its impact on sectionalism.
- Explain the connection between religion and the reform movements.

**Critical Stance**
- Analyze, Assess, Defend, Design, Evaluate, Judge, Rate

1. Defend or criticize the policy of manifest destiny.
2. Assess how political and economic factors influenced sectional conflict.

**Unit Vocabulary**

<table>
<thead>
<tr>
<th>Mexican War</th>
<th>Abolitionist</th>
<th>Frederick Douglass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilmot Proviso</td>
<td>Republican Party</td>
<td>Sojourner Truth</td>
</tr>
<tr>
<td>Gadsden Purchase</td>
<td>Democratic Party</td>
<td>Harriet Tubman</td>
</tr>
<tr>
<td>Oregon Trail</td>
<td>Stephen Douglass</td>
<td>Underground Railroad</td>
</tr>
<tr>
<td>Texas expansion</td>
<td>American System</td>
<td>John Calhoun</td>
</tr>
<tr>
<td>Alamo</td>
<td>internal improvements</td>
<td>Abraham Lincoln</td>
</tr>
<tr>
<td>California gold rush</td>
<td>2nd Great Awakening</td>
<td>Dred Scott Decision</td>
</tr>
<tr>
<td>‘49ers</td>
<td>Horace Mann</td>
<td>popular sovereignty</td>
</tr>
<tr>
<td>“manifest destiny”</td>
<td>Dorothea Dix</td>
<td>Compromise of 1850</td>
</tr>
<tr>
<td>Nativism</td>
<td>Seneca Falls Conference</td>
<td>Charles Sumner</td>
</tr>
<tr>
<td>Existentialism</td>
<td>Lucretia Mott</td>
<td>John Brown</td>
</tr>
</tbody>
</table>

**Suggested Unit Assessments**

**Common Core Skills English Language Arts Standards » History/Social Studies » Grades 9-10**

**Initial Understanding & Developing An Interpretation:**

- **Construct vocabulary flashcards or notecards, formulate Cornell Notes, Text Dependent Question**
  
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

  *Craft and Structure* RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

- **Analyze American Progress Painting**
  
  *Integration of Knowledge and Ideas* RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

  *Integration of Knowledge and Ideas* RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

**Making Connections:**

- **Student Based Discourse- Should the United States continue to expand in the 21st century? (Example- Puerto Rico?)**
  
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**Critical Stance:**

- **Student Based Discourse- Should the United States continue to expand in the 21st century? (Example- Puerto Rico?)**
  
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

- **Identify the pros and cons of the institution of slavery.**
  
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Performance Assessment: Unit 3

**Performance Task:** Sectional Conflicts

**Type of Performance Task:** Informative-Explanatory

**Common Core Skills:**

*Text Types and Purposes* WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

*Text Types and Purposes* WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

*Range of Writing* WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Issue:** How did sectional conflicts leave America on the brink of the Civil War?

**Directions:** Students will develop well-formulated paragraphs around the topic of sectional conflict by stating the idea, explaining it, supporting it, and drawing conclusions from it.

**Culminating Assignment:** Write well-formulated paragraphs on sectional conflict.

**Informative-Explanatory Rubric (6-11)**
Sectional Conflict

Rational: In formal writing, most of you have a solid concept of what an introduction and a conclusion entails. However, many of you have a difficult time with the body paragraphs in your formal writing. At times, you do not know how to stick to one idea per paragraph or know how to thoroughly explain an idea. This activity is designed to teach you how to write a thorough body paragraph. I am giving you a thesis. Each idea stands alone, but I want you to relate each idea back to the thesis. This is not intended to be a paper or essay. This is intended to be separate paragraphs that would be a paper or essay if assigned. Textbook information on thesis topics can be found in Chapter 11. Outside sources are also to be used.

Body Paragraph Formula
1. State the Idea (it will be given to you)
2. Explain the Idea (describe the point, give examples if relevant, give background information, add additional pertinent information to the idea)
3. Support the Idea with Evidence (quotations from various sources)
4. Draw conclusions from Evidence (this is called analysis and should be related back to the thesis)

Thesis:
Sectional conflict leaves the United States on the brink of a Civil War.

Idea #1
- The slavery issue came to the forefront of political controversy in the 1840s.

Idea #2
- The Compromise of 1850 did not satisfy all Americans.

Idea #3
- Northerners vigorously opposed the Fugitive Slave Act.

Idea #4
- Harriet Beecher Stowe’s novel, “Uncle Tom’s Cabin” had a profound impact on the abolitionist movement.

Idea #5
- The Kansas-Nebraska Act led to heated controversy and violence, even in the Senate Chamber.

Idea #6
- The Dred Scott Case continued to escalate tensions between the North and the South.

Idea #7
- The Lincoln-Douglas debates foreshadowed a national issue at the state level.

Idea #8
- The Election of Abraham Lincoln in 1860 led to the South secession from the Union.
The Missouri Compromise alleviated sectional tensions for the time being. Kentucky Senator, Henry Clay led Congress in 1820 to a compromise over the slavery issue in the new state of Missouri. Clay’s proposal called for Missouri to be admitted to the Union as a slave state while Maine was admitted as a free state. This assured that the balance of power would remain even in the Senate. The agreement also called for a ban of slavery north of the 36°30’ parallel. Though anxiety over the slavery issue was temporarily soother, many were apprehensive that it would return. Thomas Jefferson wrote that, “this momentous question, like a fire-bell in the night, awakened and filled me with terror. It considered it at once the knell of (sound of death for) the Union. It is bushed indeed for the moment, but every new irritation will make it deeper” (Boyer 238). This founding father understood the deep divisions that the slavery issue would cause in the future, but for the moment the Missouri Compromise managed to stand as the answer for the next twenty years.

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | The response is fully sustained and consistently purposefully focused:  
- controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained  
- controlling idea or main idea of a topic is introduced and communicated clearly within the context | The response has a clear and effective organizational structure creating unity and completeness:  
- use of a variety of transitional strategies  
- logical progression of ideas from beginning to end  
- effective introduction and conclusion for audience and purpose  
- strong connections among ideas, with some syntactic variety | The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:  
- use of evidence from sources is smoothly integrated, comprehensive, and concrete  
- effective use of a variety of elaborative techniques | The response clearly and effectively expresses ideas, using precise language:  
- use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | The response demonstrates a strong command of conventions:  
- few, if any, errors are present in usage and sentence formation  
- effective and consistent use of punctuation, capitalization, and spelling |
| 3     | The response is adequately sustained and generally focused:  
- focus is clear and for the most part maintained, though some loosely related material may be present  
- some context for the controlling idea or main idea of the topic is adequate | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:  
- adequate use of transitional strategies with some variety  
- adequate progression of ideas from beginning to end  
- adequate introduction and conclusion  
- adequate, if slightly inconsistent, connection among ideas | The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:  
- some evidence from sources is integrated, though citations may be general or imprecise  
- adequate use of some elaborative techniques | The response adequately expresses ideas, employing a mix of precise with more general language:  
- use of domain-specific vocabulary is generally appropriate for the audience and purpose | The response demonstrates an adequate command of conventions:  
- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed  
- adequate use of punctuation, capitalization, and spelling |
| 2     | The response is somewhat sustained and may have a minor drift in focus:  
- may be clearly focused on the controlling or main idea, but is insufficiently sustained  
- controlling idea or main idea may be unclear and somewhat unfocused | The response has an inconsistent organizational structure, and flaws are evident:  
- inconsistent use of transitional strategies with little variety  
- uneven progression of ideas from beginning to end  
- conclusion and introduction, if present, are weak  
- weak connection among ideas | The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:  
- evidence from sources is weakly integrated, and citations, if present, are uneven  
- weak or uneven use of elaborative techniques | The response expresses ideas unevenly, using simplistic language:  
- use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose | The response demonstrates a partial command of conventions:  
- frequent errors in usage may obscure meaning  
- inconsistent use of punctuation, capitalization, and spelling |
| 1     | The response may be related to the topic but may provide little or no focus:  
- may be very brief  
- may have a major drift  
- focus may be confusing or ambiguous | The response has little or no discernible organizational structure:  
- few or no transitional strategies are evident  
- frequent extraneous ideas may intrude | The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:  
- use of evidence from the source material is minimal, absent, in error, or irrelevant | The response expression of ideas is vague, lacks clarity, or is confusing:  
- uses limited language or domain-specific vocabulary  
- may have little sense of audience and purpose | The response demonstrates a lack of command of conventions:  
- errors are frequent and severe and meaning is often obscure |
| 0     | Un intelligible: In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.) | | | | |
Sojourner Truth at a Woman’s Rights Convention Activity

“Can any man do more than that?”

1851

Akron, Ohio

*It is often difficult for us to understand the impact that Sojourner Truth had upon her audiences. Perhaps the best way to appreciate her oratorical skills, which were universally recognized, is to read her own words, which still leap powerfully off the page, even though they come to us only through transcriptions.*

ON WOMEN'S RIGHTS (The “Ain't I A Woman” Speech)

*In May 1851 Sojourner Truth attended the Women's Rights Convention in Akron, Ohio. She delivered a simple but powerful speech recorded in the June 21, 1851, issue of the Anti-Slavery Bugle, edited by Marcus Robinson (with whom Truth worked.) It is this speech which was transformed into the "Ain't I a Woman?" legend by Frances Dana Gage, the organizer of the convention. She published her version of Truth's speech, complete with crude Southern dialect in the April 23, 1863, issue of the New York Independent.*

Gage’s expanded description of the speech, and the impact it had upon the convention, appeared less than a month after Harriet Beecher Stowe published her article, “Libyan Sibyl,” in the Atlantic Monthly. Together, these two highly romanticized views of Sojourner Truth helped to create the public image of the ex-slave -- an image which still endures today.

*The following is the original 1851 report by Marcus Robinson.*

One of the most unique and interesting speeches of the convention was made by Sojourner Truth, an emancipated slave. It is impossible to transfer it to paper, or convey any adequate idea of the effect it produced upon the audience. Those only can appreciate it who saw her powerful form, her whole-souled, earnest gesture, and listened to her strong and truthful tones. She came forward to the platform and addressing the President said with great simplicity: "May I say a few words?" Receiving an affirmative answer, she proceeded:

I want to say a few words about this matter. I am a woman's rights. I have as much muscle as any man, and can do as much work as any man. I have plowed and reaped and husked and chopped and mowed, and can any man do more than that? I have heard much about the sexes being equal. I can carry as much as any man, and can eat as much too, if I can get it. I am as strong as any man that is now. As for intellect, all I can say is, if a woman have a pint, and a man a quart -- why can't she have her little pint full? You need not be afraid to give us our rights for fear we will take too much, -- for we can't take more than our pint'll hold. The poor men seems to be all in confusion, and don't know what to do. Why children, if you have woman's rights, give it to her
and you will feel better. You will have your own rights, and they won't be so much trouble. I can't read, but I can hear. I have heard the bible and have learned that Eve caused man to sin. Well, if woman upset the world, do give her a chance to set it right side up again. The Lady has spoken about Jesus, how he never spurned woman from him, and she was right. When Lazarus died, Mary and Martha came to him with faith and love and besought him to raise their brother. And Jesus wept and Lazarus came forth. And how came Jesus into the world? Through God who created him and the woman who bore him. Man, where was your part? But the women are coming up blessed be God and a few of the men are coming up with them. But man is in a tight place, the poor slave is on him, woman is coming on him, he is surely between a hawk and a buzzard.

1. Vocabulary to define.
   a. Emancipated -

2. What does Truth believe a woman can do as well as a man?

3. What biblical references does Truth talk about in discussing Women’s Rights?

4. What is the “tight spot” that men are finding themselves in?

5. Critical Thinking: What characteristics make Sojourner Truth an unlikely leader of the Women’s Rights Movement?
Unit 3 - Visual Analysis Activity
John Gast’s *American Progress* (Westward Expansion)

1. Divide the picture in half.
   a. Identify the different symbols or images in each half of the painting.
   b. Describe the difference between the left side and right side of the painting.
   c. Identify what each side represents.

<table>
<thead>
<tr>
<th>Left</th>
<th>Right</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

2. Look at the figure in the center of the painting… identify any images or symbols associated with her.
3. The name of this painting is *American Progress*. After analyzing each part of this painting, identify what you think this painting means.

4. If someone were to make a painting with the same title today, what symbols do you think would be in it?
The Trail of Tears Begins: August 28, 1838

William Shorey Coodey (pps. 177-178)

In 1824, about seventy-seven thousand Indians were living east of the Mississippi River, according to estimates given to the secretary of war. By 1840, almost all the tribes had been “removed,” pushed westward to make room for new settlers. In the series of forced marches that has become known as the Trail of Tears, fourteen thousand Cherokees were driven out of Georgia and Tennessee into Oklahoma. Almost four thousand died on the way. Coodey, who witnessed the first of the thirteen drives, described the scene in this letter to a friend.

The entire Cherokee population were captured by the U.S. troops under General [Winfield] Scott in 1838 and marched to, principally, the border of Tennessee where they were encamped in large bodies until the time of their final removal west. At one of these encampments, twelve miles south of the Agency and Headquarters of Genl. Scott, was organized the first detachment for marching under the arrangement committing the whole management of the emigration into the hands of the Cherokees themselves.

The first of September was fixed as the time for a part to be in motion on the route. Much anxiety was felt, and great exertions made by the Cherokee to comply with everything reasonable to be expected of them, and it was determined that the first detachment would move in the last days of August.

I left the Agency on the 27th, after night, and watched the encampment above alluded to, early the following morning for the purpose of aiding in the arrangements necessary to get a portion in motion on that day – the remainder to follow the next day and come up while the first were crossing the Tennessee River, about twelve miles distant.

At noon all was in readiness for moving; the teams were stretched out in a line along the road through a heavy forest, groups of persons formed about each wagon, others shaking the hand of some sick friend or relative who would be left behind. The temporary camp covered with boards and some of bark that for three summer months had been their only shelter and home, were crackling and falling under a blazing flame; the day was bright and beautiful, but a gloomy thoughtfulness was depicted in the lineaments of every face. In all the bustle of preparation there was a silence and stillness of the voice that betrayed the sadness of the heart.

At length the word was given to “move on.” I glanced along the line and the form of Going Snake, an aged and respected chief whose head eighty winters had whitened, mounted on his favorite pony passed before me and led the way in advance, followed by a number of young men on horseback.

At this very moment a low sound of distant thunder fell on my ear. In almost an exact western direction a dark spiral cloud was rising above the horizon and sent forth a murmur I almost
fancied a voice of divine indignation for the wrongs of my poor and unhappy countrymen, driven by brutal power from all they loved and cherished in the land of their fathers, to gratify the cravings of avarice. The sun was unclouded – no rain fell – the thunder rolled away and sounds hushed in the distance. The scene around and before me, and in the elements above, were peculiarly impressive and singular. It was at once spoken of by several persons near me, and looked upon as omens of some future event in the west.

1. Vocabulary to define.
   a. Emigration -
   b. Lineaments –
   c. Omen -

2. How did the Cherokee people react to the demands made by the United States?

3. What does the author want reader to take away from the roll of thunder in the last paragraph?
United States History – Research Paper Requirement

This research paper is a course requirement for all United States History students. The paper will be worth one test grade.

Requirements:

1. 5-10 typed pages, 12 pt. font, double spaced
2. Research based (evidence)
   a. At least 2 book sources
   b. At least 3 educational website sources
3. Citations
   a. Endnotes
   b. Works cited page
   c. Cite both quotes and paraphrasing (anything that is not your own original thought)
4. Your paper will be submitted to Turnitin.com before the due date.

Structure:

5. Thesis: Your paper must have a thesis that is relevant to your chosen topic and provides an argument about the topic.
6. Body Paragraph Format:
   a. Topic Sentence (Introduce topic or theme of the paragraph)
   b. Explain topic sentence and provide context
   c. Evidence (quote, statistic, paraphrasing)
   d. Analysis/significance of evidence
   e. Concluding sentence tied back to the thesis/topic sentence

Possible Topics (but not limited to):

Rights of individuals in United States History
Voting Rights
Government’s role in the life of people
Advancement in technology and its effect on society
Nativism throughout American history
Use of propaganda during war
Controversial elections in United States history
Minorities in government
Abuse of presidential power
Development of worker’s rights
Motives of the founding fathers
Failure of Reconstruction
State’s Rights vs. Federal Rights in American history
Lawbreakers of the Roaring 1920s
Robber Barons vs. Captains of Industry
Reform Movements
Plight of Native Americans
Policy of Isolation following World War I
America’s role in the World
Women in Politics
Evolution of women’s rights in American history
Fear of communism in America
Legacy of:
  Abraham Lincoln
  Teddy Roosevelt
  Andrew Jackson
  George W. Bush
  FDR
  George Washington
  Martin Luther King Jr.
  W. E. B. DuBois
  Thomas Jefferson
Role of America in the Middle East
Counterculture Movements
Role of Religion in the founding of America
Race and Sports in American History
Supreme Court Decisions (choose specific one)
America as a declining power
| Grade 11 – United States History  
| Unit 4: Civil War & Reconstruction, 1861-1877  
| Length of Unit: 2-3 weeks  
| Essential Standards and National Standards for Social Studies  

**NCSS1: CULTURE** What is culture and how does it influence political, economic, religious, social, intellectual and artistic aspects?  
**NCSS2: TIME, CONTINUITY, AND CHANGE** How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?  
**NCSS3: PEOPLE, PLACES, AND ENVIRONMENTS** How do geography and the environment affect the development of human populations?  
**NCSS4: INDIVIDUAL DEVELOPMENT AND IDENTITY** What is the influence of people, places, and environments on personal development?  
**NCSS5: INDIVIDUALS, GROUPS, AND INSTITUTIONS** How do political, economic, social, religious and intellectual and artistic institutions affect societies?  
**NCSS6: POWER, AUTHORITY, AND GOVERNANCE** How do people create, interact with and change structures of power, authority, and/or governance?  
**NCSS7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION** How do people organize resources for the production, distribution and consumption of goods and services?  
**NCSS8: SCIENCE, TECHNOLOGY, AND SOCIETY** How do the development of science and technology impact society?  
**NCSS9: GLOBAL CONNECTIONS** How do global connections influence political, economic, religious, social, intellectual and artistic interactions among nations?  
**NCSS10: CIVIC IDEALS AND PRACTICES** How are the ideals, principles and practices of citizens influenced by individual rights and responsibilities within a democratic society?  

| UNIT FOCUS Questions  
| Thinking Skill Category |  
| What were the causes and effects of the Civil War on American society? (NCSS1, NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS7, NCSS10) |  
| What were the difficulties associated with Reconstruction and its long-term impact on American society? (NCSS1, NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS7, NCSS10) |  
| How did segregation develop and impact American society? (NCSS1, NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS7, NCSS10) |  

| Content Knowledge Objectives  
| Initial Understanding |  
| Describe, Recall, List, Draw, Identify, Label, List, Match |  
| Sequence the significant events of the Civil War. |  
| Describe the major plans for Reconstruction. |  
| Explain how segregation developed and how it was enforced through the second half of the 19th century. |
### Developing An Interpretation

<table>
<thead>
<tr>
<th>Categorize, Classify, Compare, Contrast, Describe, Cause/Effect, Examine, Explain, Generalize, Hypothesize, Infer, Interpret, Predict, Summarize, Take A Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the impact of the major battles on the outcome of the Civil War.</td>
</tr>
<tr>
<td>Compare and contrast the advantages and disadvantages of the North and the South at the outbreak of the Civil War.</td>
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<tr>
<td>Explain the significant social, political and economic problems during Reconstruction and the solutions offered to fix them.</td>
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<tr>
<td>Examine the impact of Reconstruction on the Constitution.</td>
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</table>

### Making Connections

<table>
<thead>
<tr>
<th>same verbs as for Developing an Interpretation</th>
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<tbody>
<tr>
<td>Analyze the immediate and long-term impact of Reconstruction on the South and on American society.</td>
</tr>
<tr>
<td>Compare Jim Crow South to modern race relations.</td>
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</tbody>
</table>

### Critical Stance

<table>
<thead>
<tr>
<th>Analyze, Assess, Defend, Design, Evaluate, Judge, Rate</th>
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<tbody>
<tr>
<td>Defend Lincoln’s use of the Emancipation Proclamation as a military tactic.</td>
</tr>
<tr>
<td>Evaluate the effectiveness of Reconstruction on American society.</td>
</tr>
<tr>
<td>Evaluate the decision of the Republican party following the election of 1877.</td>
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### Unit Vocabulary

<table>
<thead>
<tr>
<th>Fort Sumter</th>
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<tr>
<td>Bull Run</td>
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<td>Shiloh</td>
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<tr>
<td>Gettysburg</td>
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<td>Vicksburg</td>
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<td>Appomattox Courthouse</td>
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<td>Sherman’s march to the sea</td>
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<td>Robert E. Lee</td>
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<td>“Stonewall” Jackson</td>
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<tr>
<td>Ulysses S. Grant</td>
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<tr>
<td>George McClellan</td>
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<tr>
<td>William T. Sherman</td>
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<tr>
<td>Abraham Lincoln</td>
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<td>Jefferson Davis</td>
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<td>Election of 1860</td>
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<td>Election of 1864</td>
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<tr>
<td>John Wilkes Booth</td>
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<tr>
<td>“black codes”</td>
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<tr>
<td>54th Massachusetts</td>
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<tr>
<td>Emancipation Proclamation</td>
</tr>
<tr>
<td>Gettysburg Address</td>
</tr>
<tr>
<td>“border” states</td>
</tr>
<tr>
<td>13th, 14th, 15th Amendments</td>
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<tr>
<td>Wade-Davis bill</td>
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<tr>
<td>Presidential reconstruction plan</td>
</tr>
<tr>
<td>Thaddeus Stevens</td>
</tr>
<tr>
<td>Charles Sumner</td>
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<tr>
<td>Congressional reconstruction plan</td>
</tr>
<tr>
<td>Andrew Johnson</td>
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<tr>
<td>Edwin Stanton</td>
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<tr>
<td>impeachment</td>
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<tr>
<td>Ku Klux Klan</td>
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<tr>
<td>Carpetbaggers</td>
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<tr>
<td>Radical Republicans</td>
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<tr>
<td>scalawags</td>
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<tr>
<td>Compromise of 1877</td>
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<tr>
<td>Jim Crow laws/segregation</td>
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<tr>
<td>Blanche K. Bruce</td>
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<tr>
<td>Hiram Revels</td>
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<tr>
<td>Plessey v. Ferguson</td>
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<tr>
<td>Booker T. Washington</td>
</tr>
<tr>
<td>W.E.B. Dubois</td>
</tr>
<tr>
<td>NAACP</td>
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</table>
Suggested Unit Assessments
Common Core Skills English Language Arts Standards » History/Social Studies » Grade 11

Initial Understanding & Developing An Interpretation:

- **Construct vocabulary flashcards or notecards, formulate Cornell Notes, Text Dependent Questions**
  
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

  *Craft and Structure* RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

- **Analyze some of Lincoln’s most important complex texts- Emancipation Proclamation, Gettysburg Address, and 2nd Inaugural Address**
  
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

  *Craft and Structure* RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

  *Craft and Structure* RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- **Compare Booker T. Washington to W.E.B. DuBois**
  
  *Key Ideas and Details* RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Making Connections:

- **Complete a graphic organizer comparing Jim Crow South to modern race relations.**
  
  *Integration of Knowledge and Ideas* RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Critical Stance:

- **Defend Lincoln’s use of the Emancipation Proclamation as a military tactic.**
  
  *Craft and Structure* RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- **Evaluate the decision of the Republican party following the election of 1877.**
  
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Performance Assessment: Unit 4

Performance Task: Reconstruction

Type of Performance Task: Informative-Explanatory

Common Core Skills:

*Key Ideas and Details* RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

*Text Types and Purposes* WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

*Text Types and Purposes* WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

*Key Ideas and Details* RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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

*Craft and Structure* RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

*Integration of Knowledge and Ideas* RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Issue:** The South’s Reconstruction was considered a failure.

**Directions:** Examine each document in order to answer the following questions.

**Culminating Assignment:** In an informative-explanatory essay explain why the South’s Reconstruction was considered a failure.

**Assessment rubric(s):**

Text-Based/Document-Based Short Answer Rubric

Smarter Balanced Informative-Explanatory – Writing Rubric (Grades 6-11)
Why the South’s Reconstruction is considered a failure?

Examine each document carefully and answer the question that follow. Each document relates to Reconstruction’s failure to protect the rights of newly freed slaves.

**Document 1: The Thirteenth Amendment**

Section 1. neither slavery nor involuntary servitude, except as a punishment of a crime wherof the party shall have been duly convicted, shall exist in the United States, or any place subject to their jurisdiction.

1. Section 2. Congress shall have the power to enforce this article by appropriate legislation.

1. What does this Amendment guarantee and for whom?

2. What does Congress have the right to do in order to enforce this law?

**Document 2: The Fourteenth Amendment**

Section 1.
All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

1. What does this Amendment guarantee?

2. For whom?

**Document 3: The Fifteenth Amendment**

Section 1.
The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color, or previous condition of servitude.

Section 2.
The Congress shall have power to enforce this article by appropriate legislation.

1. Infer: Who is not protected by this amendment?
Document 4: “The Freedman’s Bureau” political cartoon

“The Freedman’s Bureau! An agency to keep the Negro in Idleness at the expense of the white man. Twice vetoed by the President, and made a law by Congress. Support Congress and you support the Negro. Sustain the President and you protect the White Man.

“One in a series of racist posters attacking Radical Republicans on the issue of black suffrage, issued during the Pennsylvania gubernatorial election of 1866. (See also “The Constitutional Amendment!,” no. 1866-5) The series advocates the election of Hiester Clymer, who ran for governor on a white-supremacy platform, supporting President Andrew Johnson’s Reconstruction policies. In this poster a black man lounges idly in the foreground as one white man ploughs his field and another chops wood. Accompanying labels are: ‘In the sweat of thy face shalt though eat thy bread,’ and ‘The white man must work to keep his children and pay his taxes’” –Harp Week –

1. What is this cartoon suggesting?

2. Analyze: How do you think this message reflects the views of Southern Democrats in the South, and how might these attitudes affect the progress of Freeman?

Document 5: Plessy v. Ferguson

May 18, 1986

For over 50 years, the states of the American South enforced a policy of separate accommodations for blacks and whites on buses and trains, and in hotels, theaters, and schools. On May 18, 1986, the Supreme Court ruled in the Plessy v. Ferguson law case that separate-but-equal facilities on trains were constitutional.

1. Analyze: What was the impact of Plessy v. Ferguson beyond its effects on train passengers?
1. Based on the image above, what was the purpose of the Ku Klux Klan?

2. How did the Ku Klux Klan help to undermined Congress’s efforts to protect freedpeople’s equal rights?

**Document 7: W.E.B. DuBois, Black Reconstruction in America**

“But the decisive influence was the systematic and overwhelming economic pressure. Negroes who wanted work must not dabble in politics. Negroes who wanted to increase their income must not agitate the Negro problem…in order to earn a living, the American Negro was compelled to give up his political power.”

- Dr. W.E.B. DuBois, Black Reconstruction in America,

1. According to DuBois, why did freedman stop voting?
Document 8: Susie Taylor King: Reminiscences of My Life

LIVING here in Boston where the black man is given equal justice, I must say a word on the general treatment of my race, both in the North and South, in this twentieth century. I wonder if our white fellow men realize the true sense or meaning of brotherhood? For two hundred years we had toiled for them; the war of 1861 came and was ended, and we thought our race was forever freed from bondage, and that the two races could live in unity with each other, but when we read almost every day of what is being done to my race by some whites in the South, I sometimes ask, "Was the war in vain? Has it brought freedom, in the full sense of the word, or has it not made our condition more hopeless?"

In this "land of the free" we are burned, tortured, and denied a fair trial, murdered for any imaginary wrong conceived in the brain of the negro-hating white man. There is no redress for us from a government which promised to protect all under its flag. It seems a mystery to me. They say, "One flag, one nation, one country indivisible." Is this true? Can we say this truthfully, when one race is allowed to burn, hang, and inflict the most horrible torture weekly, monthly, on another? No, we cannot sing "My country, 'tis of thee, Sweet land of Liberty"! It is hollow mockery. The Southland laws are all on the side of the white, and they do just as they like to the Negro, whether in the right or not.

1. How does this excerpt from Susie Taylor King’s memoir suggest that blacks Americans are still not free?

Culminating Assignment: In an informative-explanatory essay explain why the South’s Reconstruction was considered a failure.

Assessment rubric(s):

Text-Based/Document-Based Short Answer Rubric

Smarter Balanced Informative-Explanatory – Writing Rubric (Grades 6-11)
## Constructed Response: Text-Based/Document-Based Short Answer Rubric

Adopted from the Smart Balanced Assessment Consortium

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | The response:  
- Gives sufficient evidence of the ability to justify interpretations of information  
- Includes specific examples that make clear reference to the text  
- Adequately supports examples with clearly relevant information from the text  
- Maintains consistent focus on the topic, purpose, or main idea  
- States a claim and provides support for it  
- Uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling |
| 1     | The response:  
- Gives limited evidence of the ability to justify interpretations of information  
- Includes some examples that make clear reference to the text. Supports examples with limited information from the text  
- Demonstrates some focus on the topic, purpose, or main idea; lapses may occur  
- Uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling |
| 0     | The response:  
- A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.  
- Reflects a misunderstanding of the source  
- Demonstrates little or no focus  
- Has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling  
- Or the student has failed to respond to the question. |
<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | The response is fully sustained and consistently and purposefully focused:  
* controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained  
* controlling idea or main idea of a topic is introduced and communicated clearly within the context | The response has a clear and effective organizational structure creating unity and completeness:  
* use of a variety of transitional strategies  
* logical progression of ideas from beginning to end  
* use of evidence from sources, facts, and details. The response achieves substantial depth that is specific and relevant:  
* use of evidence from sources is smoothly integrated, comprehensive, and concrete effective use of a variety of elaborative techniques | The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. | The response clearly and effectively expresses ideas, using precise language:  
* use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | The response demonstrates a strong command of conventions:  
* few, if any, errors are present in usage and sentence formation  
* effective and consistent use of punctuation, capitalization, and spelling |
| 3     | The response is adequately sustained and generally focused:  
* focus is clear and for the most part maintained, though some loosely related material may be present  
* some context for the controlling idea or main idea of the topic is adequate | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:  
* adequate use of transitional strategies with some variety  
* adequate progression of ideas from beginning to end  
* adequate introduction and conclusion  
* adequate, if slightly inconsistent, connection among ideas | The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:  
* some evidence from sources is integrated, though citations may be general or imprecise  
* adequate use of some elaborative techniques | The response adequately expresses ideas, employing a mix of precise with more general language:  
* use of domain-specific vocabulary is generally appropriate for the audience and purpose | The response demonstrates an adequate command of conventions:  
* some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed  
* adequate use of punctuation, capitalization, and spelling |
| 2     | The response is somewhat sustained and may have a minor drift in focus:  
* may be clearly focused on the controlling or main idea, but is insufficiently sustained  
* controlling idea or main idea may be unclear and somewhat unfocused | The response has an inconsistent organizational structure, and flaws are evident:  
* inconsistent use of transitional strategies with little variety  
* uneven progression of ideas from beginning to end  
* conclusion and introduction, if present, are weak  
* weak connection among ideas | The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:  
* evidence from sources is weakly integrated, and citations, if present, are uneven  
* weak or uneven use of elaborative techniques | The response expresses ideas unevenly, using simplistic language:  
* use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose | The response demonstrates a partial command of conventions:  
* frequent errors in usage may obscure meaning  
* inconsistent use of punctuation, capitalization, and spelling |
| 1     | The response may be related to the topic but may provide little or no focus:  
* may be very brief  
* may have a major drift  
* focus may be confusing or ambiguous | The response has little or no discernible organizational structure:  
* few or no transitional strategies are evident  
* frequent extraneous ideas may intrude | The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:  
* use of evidence from the source material is minimal, absent, in error, or irrelevant | The response expression of ideas is vague, lacks clarity, or is confusing:  
* uses limited language or domain-specific vocabulary  
* may have little sense of audience and purpose | The response demonstrates a lack of command of conventions:  
* errors are frequent and severe and meaning is often obscure |
| 0     | Unintelligible:  
In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.) | | | | |
# US History - Compare and Contrast Activity

## Unit 4: Civil War & Reconstruction, 1861-1877

**Directions:** Use the following T-Chart to compare and contrast the advantages and disadvantages of the North and South prior to and during the Civil War.

<table>
<thead>
<tr>
<th>North (the Union)</th>
<th>South (the Confederacy)</th>
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<tr>
<td><strong>Advantages</strong></td>
<td><strong>Advantages</strong></td>
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<td><strong>Disadvantages</strong></td>
<td><strong>Disadvantages</strong></td>
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US History- Compare and Contrast Activity

Unit 4: Civil War & Reconstruction, 1861-1877

Directions: Use the following T-Chart to compare and contrast the two important African American figures from the Reconstruction Era.

<table>
<thead>
<tr>
<th>Booker T. Washington</th>
<th>W.E.B. DuBois</th>
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</table>
US History- Compare and Contrast Activity

Unit 4: Civil War & Reconstruction, 1861-1877

Directions: Create your own double-bubble map from the template below on the back to compare and contrast segregation during the Jim Crow Era in the South to modern day race relations.
**Directions:** Analyze President Lincoln’s Emancipation Proclamation using the Soapstone chart below.

The Emancipation Proclamation January 1, 1863

A Transcription
By the President of the United States of America:

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

"That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

"That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States.

"Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:
Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have here unto set my hand and caused the seal of the United States to be affixed.

Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: ABRAHAM LINCOLN

WILLIAM H. SEWARD, Secretary of State.

- See more at: http://www.historynet.com/emancipation-proclamation-text#sthash.uZWZgYq0.dpuf
<table>
<thead>
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<th>SOAPSTone: Emancipation Proclamation</th>
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<td>What is the <strong>Subject?</strong></td>
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<td>What is the <strong>Occasion?</strong></td>
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**Analysis:** In a thesis statement identify the biggest misinterpretation of the Emancipation Proclamation.
Directions: Analyze President Lincoln’s Gettysburg Address using the Soapstone chart below.

The Gettysburg Address

Gettysburg, Pennsylvania
November 19, 1863

On June 1, 1865, Senator Charles Sumner commented on what is now considered the most famous speech by President Abraham Lincoln. In his eulogy on the slain president, he called it a "monumental act." He said Lincoln was mistaken that "the world will little note, nor long remember what we say here." Rather, the Bostonian remarked, "The world noted at once what he said, and will never cease to remember it. The battle itself was less important than the speech."

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.
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**Analysis:** Interpret by what Lincoln means by the phrase “that these dead shall not have died in vain.”
Directions: Analyze President Lincoln’s Second Inaugural Address using the Soapstone chart below.

Fellow-Countrymen:

AT this second appearing to take the oath of the Presidential office there is less occasion for an extended address than there was at the first. Then a statement somewhat in detail of a course to be pursued seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war—seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came.

One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible and pray to the same God, and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces, but let us judge not, that we be not judged. The prayers of both could not be answered. That of neither has been answered fully. The Almighty has His own purposes. "Woe unto the world because of offenses; for it must needs be that offenses come, but woe to that man by whom the offense
cometh." If we shall suppose that American slavery is one of those offenses which, in the providence of God, must needs come, but which, having continued through His appointed time, He now wills to remove, and that He gives to both North and South this terrible war as the woe due to those by whom the offense came, shall we discern therein any departure from those divine attributes which the believers in a living God always ascribe to Him? Fondly do we hope, fervently do we pray, that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue until all the wealth piled by the bondsman's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said "the judgments of the Lord are true and righteous altogether."

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.
SOAPSTone: Lincoln’s Second Inaugural Address

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**Analysis**: Predict Lincoln’s goals for the post-Civil War Era.
Fort Sumter is Attacked Activity

“I prayed as I never prayed before.”

April 8-15, 1861

Charleston, South Carolina

Mary Boykin Chesnut

As soon as South Carolina seceded, it tried to negotiate with the Union for the turnover of federal lands in the state, and by the time of Lincoln’s inauguration he already seized some federal forts. But the South Carolina government had not yet captured Fort Sumter, the key to controlling Charleston’s harbor. When Lincoln refused to give up the fort, the Confederacy attacked and the Civil War began.

Eyewitness Mary Chesnut, one of the great diarists of the war, was a leading member of southern society.

Tried to read Margaret Fuller Ossoli, but could not. The air is too full of war news, and we are all so restless.

Went to see Miss Pinckney, one of the last of the old-world Pinckneys. Governor Manning walked in, bowed gravely, and seated himself by me. Again he bowed low in mock heroic style, and with a grand wave of his hand, said: "Madame, your country is invaded." When I had breath to speak, I asked, "What does he mean?" He meant this: there are six men-of-war outside the bar. Talbot and Chew have come to say that hostilities are to begin. Governor Pickens and Beauregard are holding a council of war. Mr. Chesnut then came in and confirmed the story. Wigfall next entered in boisterous spirits, and said: "There was a sound of revelry by night." In any stir or confusion my heart is apt to beat so painfully. Now the agony was so stifling I could hardly see or hear. The men went off almost immediately. And I crept silently to my room, where I sat down to a good cry.

Mrs. Wigfall came in and we had it out on the subject of civil war. We solaced ourselves with dwelling on all its known horrors, and then we added what we had a right to expect with Yankees in front and negroes in the rear. "The slave-owners must expect a servile insurrection, of course," said Mrs. Wigfall, to make sure that we were unhappy enough. Suddenly loud shooting was heard. We ran out. Cannon after cannon roared. We met Mrs. Allen Green in the passageway with blanched cheeks and streaming eyes. Governor Means rushed out of his room in his dressing-gown and begged us to be calm. "Governor Pickens," said he, "has ordered in the plenitude of his wisdom, seven cannon to be fired as a signal to the Seventh Regiment. Anderson will hear as well as the Seventh Regiment. Now you go back and be quiet; fighting in the streets has not begun yet."
So we retired. No sleep for anybody last night. The streets were alive with soldiers, men shouting, marching, singing. Wigfall, the "stormy petrel," is in his glory, the only thoroughly happy person I see.

To-day things seem to have settled down a little. One can but hope still. Lincoln, or Seward, has made such silly advances and then far sillier drawings back. There may be a chance for peace after all. Things are happening so fast. My husband has been made an aide-de-camp to General Beauregard.

Three hours ago we were quickly packing to go home. The Convention has adjourned. Now he tells me the attack on Fort Sumter may begin to-night; depends upon Anderson and the fleet outside. The Herald says that this show of war outside of the bar is intended for Texas. John Manning came in with his sword and red sash, pleased as a boy to be on Beauregard's staff, while the row goes on. He has gone with Wigfall to Captain Hartstein with instructions. Mr. Chesnut is finishing a report he had to make to the Convention. Governor Means had rummaged a sword and red sash from somewhere and brought it for Colonel Chesnut, who had gone to demand the surrender of Fort Sumter. And now patience - we must wait.

Why did that green goose Anderson go into Fort Sumter? Then everything began to go wrong. Now they have intercepted a letter from him urging them to let him surrender. He paints the horrors likely to ensue if they will not. He ought to have thought of all that before he put his head in the hole.

April 12th. - Anderson will not capitulate. Yesterday's was the merriest, maddest dinner we have had yet. Men were audaciously wise and witty. We had an unspoken foreboding that it was to be our last pleasant meeting. Mr. Miles dined with us to-day. Mrs. Henry King rushed in saying, "The news, I come for the latest news. All the men of the King family are on the Island," of which fact she seemed proud.

While she was here our peace negotiator, or envoy, came in - that is, Mr. Chesnut returned. His interview with Colonel Anderson had been deeply interesting, but Mr. Chesnut was not inclined to be communicative. He wanted his dinner. He felt for Anderson and had telegraphed to President Davis for instructions - what answer to give Anderson, etc. He has now gone back to Fort Sumter with additional instructions. When they were about to leave the wharf A. H. Boykin sprang into the boat in great excitement. He thought himself ill-used, with a likelihood of fighting and he to be left behind!

I do not pretend to go to sleep. How can I? If Anderson does not accept terms at four, the orders are, he shall be fired upon. I count four, St. Michael's bells chime out and I begin to hope. At half-past four the heavy booming of a cannon. I sprang out of bed, and on my knees prostrate I prayed as I never prayed before.
There was a sound of stir all over the house, pattering of feet in the corridors. All seemed hurrying one way. I put on my double-gown and a shawl and went, too. It was to the housetop. The shells were bursting. In the dark I heard a man say, "Waste of ammunition." I knew my husband was rowing about in a boat somewhere in that dark bay, and that the shells were roofing it over, bursting toward the fort. If Anderson was obstinate, Colonel Chesnut was to order the fort on one side to open fire. Certainly fire had begun. The regular roar of the cannon, there it was. And who could tell what each volley accomplished of death and destruction?

The women were wild there on the housetop. Prayers came from the women and imprecations from the men. And then a shell would light up the scene. To-night they say the forces are to attempt to land. We watched up there, and everybody wondered that Fort Sumter did not fire a shot.

We hear nothing, can listen to nothing; boom, boom, goes the cannon all the time. The nervous strain is awful, alone in this darkened room.

April 13th. - Nobody has been hurt after all. How gay we were last night. Reaction after the dread of all the slaughter we thought those dreadful cannon were making. Not even a battery the worse for wear. Fort Sumter has been on fire. Anderson has not yet silenced any of our guns. So the aides, still with swords and red sashes by way of uniform, tell us. But the sound of those guns makes regular meals impossible. None of us go to table. Tea-trays pervade the corridors going everywhere. Some of the anxious hearts lie on their beds and moan in solitary misery. Mrs. Wigfall and I solace ourselves with tea in my room. These women have all a satisfying faith. "God is on our side," they say. When we are shut in Mrs. Wigfall and I ask "Why?" "Of course, He hates the Yankees, we are told. You'll think that well of Him."

Not by one word or look can we detect any change in the demeanor of these negro servants. Lawrence sits at our door, sleepy and respectful, and profoundly indifferent. So are they all, but they carry it too far. You could not tell that they even heard the awful roar going on in the bay, though it has been dinning in their ears night and day. People talk before them as if they were chairs and tables. They make no sign. Are they stolidly stupid? or wiser than we are; silent and strong, biding their time?

April 15th. - I did not know that one could live such days of excitement. Someone called: "Come out! There is a crowd coming." A mob it was, indeed, but it was headed by Colonels Chesnut and Manning. The crowd was shouting and showing these two as messengers of good news. They were escorted to Beauregard's headquarters. Fort Sumter had surrendered! Those upon the housetops shouted to us "The fort is on fire." That had been the story once or twice before. But it is all confusion. Our flag is flying there. Fire-engines have been sent for to put out the fire. Everybody tells you half of something and then rushes off to tell something else or to hear the last news.
In the afternoon, Mrs. Preston, Mrs. Joe Heyward, and I drove around the Battery. We were in an open carriage. What a changed scene - the very liveliest crowd I think I ever saw, everybody talking at once. All glasses were still turned on the grim old fort.

1. Vocabulary to define.
   a. Boisterous –
   b. Revelry –
   c. Solace –
   d. Yankees –
   e. Servile insurrection –
   f. Plenitude –
   g. Stormy petrel –
   h. Capitulate –
   i. Audacious –
   j. Foreboding –
   k. Imprecations –

2. What prompted Mary Chesnut to go to her room and cry?

3. What do Chesnut and Wingfall expect if Civil War breaks out?

4. What is Major Anderson’s role in the beginning of the Civil War?

5. Why was there so much excitement on April 15th?

6. Critical Thinking: Analyzing the causes of the shifting tone that is present in Mary Chesnut’s diary writings.
United States History – Research Paper Requirement

Requirements:

1. 5-10 typed pages, 12 pt. font, double spaced
2. Research based (evidence)
   a. At least 2 book sources
   b. At least 3 educational website sources
3. Citations
   a. Endnotes
   b. Works cited page
   c. Cite both quotes and paraphrasing (anything that is not your own original thought)
4. Your paper will be submitted to Turnitin.com before the due date.

Structure:

7. Thesis: Your paper must have a thesis that is relevant to your chosen topic and provides an argument about the topic.
8. Body Paragraph Format:
   a. Topic Sentence (Introduce topic or theme of the paragraph)
   b. Explain topic sentence and provide context
   c. Evidence (quote, statistic, paraphrasing)
   d. Analysis/significance of evidence
   e. Concluding sentence tied back to the thesis/topic sentence

Possible Topics (but not limited to):

Rights of individuals in United States History
Voting Rights
Government’s role in the life of people
Advancement in technology and its effect on society
Nativism throughout American history
Use of propaganda during war
Controversial elections in United States history
Minorities in government
Abuse of presidential power
Development of worker’s rights
Motives of the founding fathers
Failure of Reconstruction
State’s Rights vs. Federal Rights in American history
Lawbreakers of the Roaring 1920s
Robber Barons vs. Captains of Industry
Reform Movements
Plight of Native Americans
Policy of Isolation following World War I
America’s role in the World
Women in Politics
Evolution of women’s rights in American history
Fear of communism in America
Legacy of:
  Abraham Lincoln
  Teddy Roosevelt
  Andrew Jackson
  George W. Bush
  FDR
  George Washington
  Martin Luther King Jr.
  W. E. B. DuBois
  Thomas Jefferson
Role of America in the Middle East
Counterculture Movements
Role of Religion in the founding of America
Race and Sports in American History
Supreme Court Decisions (choose specific one)
America as a declining power
# Grade 11 – United States History
## Unit 5: Emergence of Modern America: Domestic Issues, 1870-1917
### Length of Unit: 2-3 weeks

### Essential Standards and National Standards for Social Studies

**NCSS1: CULTURE** What is culture and how does it influence political, economic, religious, social, intellectual and artistic aspects?

**NCSS2: TIME, CONTINUITY, AND CHANGE** How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?

**NCSS3: PEOPLE, PLACES, AND ENVIRONMENTS** How do geography and the environment affect the development of human populations?

**NCSS4: INDIVIDUAL DEVELOPMENT AND IDENTITY** What is the influence of people, places, and environments on personal development?

**NCSS5: INDIVIDUALS, GROUPS, AND INSTITUTIONS** How do political, economic, social, religious and intellectual and artistic institutions affect societies?

**NCSS6: POWER, AUTHORITY, AND GOVERNANCE** How do people create, interact with and change structures of power, authority, and/or governance?

**NCSS7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION** How do people organize resources for the production, distribution and consumption of goods and services?

**NCSS8: SCIENCE, TECHNOLOGY, AND SOCIETY** How do the development of science and technology impact society?

**NCSS9: GLOBAL CONNECTIONS** How do global connections influence political, economic, religious, social, intellectual and artistic interactions among nations?

**NCSS10: CIVIC IDEALS AND PRACTICES** How are the ideals, principles and practices of citizens influenced by individual rights and responsibilities within a democratic society?

<table>
<thead>
<tr>
<th>UNIT FOCUS Questions</th>
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<td><strong>Thinking Skill Category</strong></td>
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<th>Content Knowledge Objectives</th>
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<tr>
<td><strong>Initial Understanding</strong></td>
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<tr>
<td><strong>Describe, Recall, List, Draw, Identify, Label, List, Match</strong></td>
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<td>Developing An Interpretation</td>
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<td>Categorize, Classify, Compare, Contrast, Describe, Cause/Effect, Examine, Explain, Generalize, Hypothesize, Infer, Interpret, Predict, Summarize, Take A Perspective</td>
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<tr>
<td>Making Connections</td>
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</table>
| Critical Stance | Defend America’s reservation policy for Native Americans. | Judge the pros and cons of industrialization on American society. | Debated whether the industrialists were “captains of industry” or “robber barons”.
| Analyze, Assess, Defend, Design, Evaluate, Judge, Rate | Analyze how 19th century innovations have evolved to today. | Assess how industrialization leads to exploitation in American society. | |

**Unit Vocabulary**

- Cornelius Vanderbilt
- Transcontinental Railroads
- Gold scandal
- Labor unions
- Knights of Labor
- Haymarket bombing (1886)
- 2nd Industrial Revolution
- Populist Movement
- William McKinley
- William Vanderbilt
- Andrew Carnegie
- Sherman Anti-Trust Act, 1890
- Capitalism
- Samuel Gompers
- Muckrakers
- Teddy Roosevelt
- Anti-trust
- Monopolies
- William H. Taft
- Homestead Act
- Dawes General Allotment Act
- Morrill Act
- Woodrow Wilson
- John D. Rockefeller
- Social Darwinism
- Alexander Graham Bell
- Black gold
- Battle of Little Big Horn
- Battle of Wounded Knee
- Terence Powderly
- Political Machines
- *The Jungle*
- Food & Drug Administration (FDA)
- Federal Reserve
- Federal Trade Commission (FTC)
- Gilded Age
- Progressive Movement
- Tenements
- Reservations
<table>
<thead>
<tr>
<th>American Federation of Labor</th>
<th>Homestead Strike (1892)</th>
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<th>Urbanization</th>
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</thead>
</table>

**Suggested Unit Assessments**

**English Language Arts Standards » History/Social Studies » Grades 11**

**Initial Understanding & Developing An Interpretation:**

- **Construct vocabulary flashcards or notecards, formulate Cornell Notes, Text Dependent Questions**
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  *Craft and Structure* RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10).

- **Complete a PERSIA chart on the period of the Emergence of Modern America.**
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**Making Connections:**

- **Compare and contrast the Gilded Age to modern America.**
  *Key Ideas and Details* RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**Critical Stance:**

- **Defend America’s reservation policy for Native Americans.**
  *Key Ideas and Details* RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
### Performance Assessment: Unit 5

**Performance Task:** Gilded Age

**Type of Performance Task:** Informative

**Common Core Skills:**

*Key Ideas and Details* RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

*Integration of Knowledge and Ideas* RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

*Craft and Structure* RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

*Integration of Knowledge and Ideas* RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

*Text Types and Purposes* WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

**Issue:** How did modern America emerged from the Gilded Age?

**Directions:** Analyze complex, document based texts about the Gilded Age. Responses will be used to promote student based discourse.

**Culminating Assignment:**
Based on the documents, cite evidence for a discussion to defend the following claim:

- Modern America emerged from the Gilded Age.

**Assessment rubric(s):**
Text-Based/Document-Based Short Answer Rubric

Informative-Explanatory Writing Rubric (Grades 6-11)
Document 1: Uncle Sam Walks the Plank--The Trusts as Pirates

1. Look at the political cartoon acknowledged as Document 1. When was the cartoon illustrated and by whom?

2. According to the illustrator, who is being kicked off the ship?

3. According to the illustrator, what is the only thing that can “right the ship?”

Document 2: Address of Susan B. Anthony

[A]fter her arrest on charges of voting illegally in the 1872 federal election, Susan B. Anthony undertook an exhaustive speaking tour of all twenty-nine of the towns and villages of Monroe county, and twenty-one towns Ontario county. The title for her lecture was "Is it a Crime for a Citizen of the United States to Vote?" Her speaking tour was effective enough in winning support for her position that the prosecution sought and obtained an order transferring her
Is it a Crime for a Citizen of the United States to Vote?

Friends and Fellow-citizens: I stand before you to-night, under indictment for the alleged crime of having voted at the last Presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's right, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any State to deny.

Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws. We assert the province of government to be to secure the people in the enjoyment of their unalienable rights. We throw to the winds the old dogma that governments can give rights. Before governments were organized, no one denies that each individual possessed the right to protect his own life, liberty and property. And when 100 or 1,000,000 people enter into a free government, they do not barter away their natural rights; they simply pledge themselves to protect each other in the enjoyment of them, through prescribed judicial and legislative tribunals. They agree to abandon the methods of brute force in the adjustment of their differences, and adopt those of civilization.

Nor can you find a word in any of the grand documents left us by the fathers that assumes for government the power to create or to confer rights. The Declaration of Independence, the United States Constitution, the constitutions of the several states and the organic laws of the territories, all alike propose to protect the people in the exercise of their God-given rights. Not one of them pretends to bestow rights.

"All men are created equal, and endowed by their Creator with certain unalienable rights. Among these are life, liberty and the pursuit of happiness. That to secure these, governments are instituted among men, deriving their just powers from the consent of the governed."

Here is no shadow of government authority over rights, nor exclusion of any from their full and equal enjoyment. Here is pronounced the right of all men, and "consequently," as the Quaker preacher said, "of all women," to a voice in the government. And here, in this very first paragraph of the declaration, is the assertion of the natural right of all to the ballot; for, how can "the consent of the governed" be given, if the right to vote be denied. Again:

"That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute a new government, laying its foundations on such principles, and organizing its powers in such forms as to them shall seem most likely to effect their safety and happiness."

Surely, the right of the whole people to vote is here clearly implied. For however destructive in their happiness this government might become, a disfranchised class could neither alter nor abolish it, nor institute a new one, except by the old brute force method of insurrection and rebellion. One-half of the people of this nation to-day are utterly powerless to blot from the
statute books an unjust law, or to write there a new and a just one. The women, dissatisfied as they are with this form of government, that enforces taxation without representation,—that compels them to obey laws to which they have never given their consent,—that imprisons and hangs them without a trial by a jury of their peers, that robs them, in marriage, of the custody of their own persons, wages and children,—are this half of the people left wholly at the mercy of the other half, in direct violation of the spirit and letter of the declarations of the framers of this government, every one of which was based on the immutable principle of equal rights to all. By those declarations, kings, priests, popes, aristocrats, were all alike dethroned, and placed on a common level politically, with the lowliest born subject or serf. By them, too, me, as such, were deprived of their divine right to rule, and placed on a political level with women. By the practice of those declarations all class and caste distinction will be abolished; and slave, serf, plebeian, wife, woman, all alike, bound from their subject position to the proud platform of equality.

The preamble of the federal constitution says:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and established this constitution for the United States of America."

It was we, the people, not we, the white male citizens, nor yet we, the male citizens; but we, the whole people, who formed this Union. And we formed it, not to give the blessings or liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And it is downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot.

The early journals of Congress show that when the committee reported to that body the original articles of confederation, the very first article which became the subject of discussion was that respecting equality of suffrage. Article 4th said: "The better to secure and perpetuate mutual friendship and intercourse between the people of the different States of this Union, the free inhabitants of each of the States, (paupers, vagabonds and fugitives from justice excepted,) shall be entitled to all the privileges and immunities of the free citizens of the several States."

Thus, at the very beginning, did the fathers see the necessity of the universal application of the great principle of equal rights to all—in order to produce the desired result—a harmonious union and a homogeneous people.

1. What is the name of Susan B. Anthony’s speech?

2. How many times did Susan B. Anthony give this speech?

3. What “crime” is Susan B. Anthony accused of committing?
4. What is meant by the sentence “Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws”?

5. List the historical documents that Anthony uses in her defense.

6. Analyze: Why Anthony picked these particular documents?

**Document 3: Congressional Testimony of Mr. John S. Smith Washington, March 14, 1865**

Mr. John S. Smith sworn and examined. By Mr. Gooch:

**Question.** Where is your place of residence?

**Answer.** Fort Lyon, Colorado

**Question.** What is your occupation?

**Answer.** United States Indian interpreter and special Indian agent.

**Question.** Will you state to the committee all that you know in relation to the attack of Colonel Chivington upon the Cheyenne and Arapahoe Indians in November last?

**Answer.** Major Anthony was in command at Fort Lyon at the time. Those Indians had been induced to remain in the vicinity of Fort Lyon, and were promised protection by the commanding officer at Fort Lyon. The commanding officer saw proper to keep them some thirty or forty miles distant from the fort, for fear of some conflict between them and the soldiers or the traveling population, for Fort Lyon is on a great thoroughfare. He advised them to go out on what is called Sand creek, about forty miles, a little east of north from Fort Lyon. Some days after they had left Fort Lyon when I had just recovered from a long spell of sickness, I was called on by Major S.G. Colley, who asked me if I was able and willing to go out and pay a visit to these Indians, ascertain their numbers, their general disposition toward the whites, and the points where other bands might be located in the interior.

**Question.** What was the necessity for obtaining that information?

Answer. Because there were different bands which were supposed to be at war; in fact, we knew at the time that they were at war with the white population in that country; but this band had been
in and left the post perfectly satisfied. I left to go to this village of Indians on the 26th of November last. I arrived there on the 27th and remained there the 28th. On the morning of the 29th, between daylight and sunrise — nearer sunrise than daybreak — a large number of troops were discovered from three-quarters of a mile to a mile below the village. The Indians, who discovered them, ran to my camp, called me out, and wanted me to go and see what troops they were, and what they wanted. The head chief of the nation, Black Kettle, and head chief of the Cheyennes, was encamped there with us. Some years previous he had been presented with a fine American flag by Colonel Greenwood, a commissioner, who had been sent out there. Black Kettle ran this American flag up to the top of his lodge, with a small white flag tied right under it, as he had been advised to do in case he should meet with any troops out on the prairies.

**Question.** Did these troops know you to be a white man?

**Answer.** Yes, sir; and the troops that went there knew I was in the village.

**Question.** Did you see Lieutenant Wilson or were you seen by him?

**Answer.** I cannot say I was seen by him; but his troops were the first to fire at me.

**Question.** Did they know you to be a white man?

**Answer.** They could not help knowing it. I had on pants, a soldier's overcoat, and a hat such as I am wearing now. I was dressed differently from any Indian in the country. On my return I entered my lodge, not expecting to get out of it alive. I had two other men there with me: one was David Louderbach, a soldier, belonging to company G, 1st Colorado cavalry; the other, a man by the name of Watson, who was a hired hand of Mr. DD Coolly, the son of Major Coolly, the agent…..

By this time the Indians had fled; had scattered in every direction. The troops were some on one side of the river and some on the other, following up the Indians. We had been encamped on the north side of the river; I followed along, holding on the caisson, sometimes running, sometimes walking. Finally, about a mile above the village, the troops had got a parcel of the Indians hemmed in under the bank of the river; as soon as the troops overtook them, they commenced firing on them; some troops had got above them, so that they were completely surrounded. There were probably a hundred Indians hemmed in there, men, women, and children; the most of the men in the village escaped.

By the time I got up with the battery to the place where these Indians were surrounded there had been some considerable firing. Four or five soldiers had been killed, some with arrows and some with bullets. The soldiers continued firing on these Indians, who numbered about a hundred, until they had almost completely destroyed them. I think I saw altogether some seventy dead bodies lying there; the greater portion women and children. There may have been thirty warriors, old and young; the rest were women and small children of different ages and sizes.

The troops at that time were very much scattered. There were not over two hundred troops in the main fight, engaged in killing this body of Indians under the bank. The balance of the troops
were scattered in different directions, running after small parties of Indians who were trying to make their escape. I did not go so see how many they might have killed outside of this party under the bank of the river. Being still quite weak from my last sickness, I returned with the first body of troops that went back to the camp.

The Indians had left their lodges and property; everything they owned. I do not think more than one-half of the Indians left their lodges with their arms. I think there were between 800 and 1,000 men in this command of United States troops. There was a part of three companies of the 1st Colorado, and the balance were what were called 100 days men of the 3rd regiment. I am not able to say which party did the most execution on the Indians, because it was very much mixed up at the time.

We remained there that day after the fight. By 11 o'clock, I think, the entire number of soldiers had returned back to the camp where Colonel Chivington had returned. On their return, he ordered the soldiers to destroy all the Indian property there, which they did, with the exception of what plunder they took away with them, which was considerable.

**Question.** How many Indians were there?

**Answer.** There were 100 families of Cheyennes, and some six or eight lodges of Arapahoes.

**Question.** How many persons in all, should you say?

**Answer.** About 500 we estimate them at five to a lodge.

**Question.** 500 men, women and children?

**Answer.** Yes, sir.

**Question.** Do you know the reason for that attack on the Indians?

**Answer.** I do not know any exact reason. I have heard a great many reasons given. I have heard that that whole Indian war had been brought on for selfish purposes. Colonel Chivington was running for Congress in Colorado, and there were other things of that kind; and last spring a year ago he was looking for an order to go to the front, and I understand he had this Indian war in view to retain himself and his troops in that country, to carry out his electioneering purposes.

**Question.** Had there been, to your knowledge, any hostile act or demonstration on the part of these Indians or any of them?

**Answer.** Not in this band. But the northern band, the band known by the name of Dog soldiers of Cheyenne, had committed many depredations on the Platte.

**Question.** Do you know whether or not Colonel Chivington knew the friendly character of these Indians before he made the attack upon them?
Answer. It is my opinion that he did.

Question. On what is that opinion based?

Answer. On this fact, that he stopped all persons from going on ahead of him. He stopped the mail, and would not allow any person to go on ahead of him at the time he was on his way from Denver city to Fort Lyon. He placed a guard around old Colonel Bent, the former agent there; he stopped a Mr. Hagues and many men who were on their way to Fort Lyon. He took the fort by surprise, and as soon as he got there he posted pickets all around the fort, and then left at 8 o'clock that night for this Indian camp.

1. Who is giving testimony to Congress on March 14, 1865?
2. How many questions are asked of Mr. John S. Smith?
3. Who was attacked by Colonel Chivington and when?
4. What is being asked in the following “who asked me if I was able and willing to go out and pay a visit to these Indians, ascertain their numbers, their general disposition toward the whites, and the points where other bands might be located in the interior”?
5. What proof is provided to support the sentence “They could not help knowing it”?
6. Explain the answer to the question “Do you know the reason for that attack on the Indians?”
7. Analyze: Why is the following question important: “Do you know whether or not Colonel Chivington knew the friendly character of these Indians before he made the attack upon them?”


Reading 1
Thus is the problem of Rich and Poor to be solved. The laws of accumulation will be left free; the laws of distribution free. Individualism will continue, but the millionaire will be but a trustee for the poor; entrusted for a season with a great part of the increased wealth of the community, but administering it for the community far better than it could or would have done itself.
—Andrew Carnegie

Reading 2
The rights and interests of the laboring man will be protected and cared for, not by the labor agitators, but by the Christian men to whom God in His infinite wisdom, has given control of the property interests of the country.
Reading 3
Here, then, is the issue. The gospel of Christ says that progress comes from every individual merging his individuality in sympathy with his neighbors. On the other side, the conviction of the nineteenth century is that progress takes place by virtue of every individual’s striving for himself with all his might and trampling his neighbor under foot whenever he gets a chance to do so. This may accurately be called the Gospel of Greed.
—Charles S. Peirce

Reading 4
God gave me my money.
—John D. Rockefeller

1. Who said “the millionaire will be but a trustee for the poor”?

2. What does it mean to “be but a trustee for the poor”?

3. According to George F. Baer, who is protecting “the rights and interests of the laboring man”?

4. Explain the meaning of the “Gospel of Greed”.

5. Analyze: Do you agree with the way that economic inequity is explained? Support your answer.

Culminating Assignment:

Based on the documents, cite evidence for a discussion to defend the following claim:

- Modern America emerged from the Gilded Age.

Assessment rubric(s):

Text-Based/Document-Based Short Answer Rubric

Informative-Explanatory Writing Rubric (Grades 6-11)
<table>
<thead>
<tr>
<th>Score</th>
<th>The response:</th>
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<tr>
<td>2</td>
<td>The response:</td>
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<td></td>
<td>• Gives sufficient evidence of the ability to justify interpretations of information</td>
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<td></td>
<td>• Includes specific examples that make clear reference to the text</td>
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<tr>
<td></td>
<td>• Adequately supports examples with clearly relevant information from the text</td>
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<td>• Maintains consistent focus on the topic, purpose, or main idea</td>
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<td>• States a claim and provides support for it</td>
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<td>• Uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling</td>
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<td>The response:</td>
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<td>• Gives limited evidence of the ability to justify interpretations of information</td>
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<td>• Includes some examples that make clear reference to the text. Supports examples with limited information from the text</td>
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<tr>
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<td>• Demonstrates some focus on the topic, purpose, or main idea; lapses may occur</td>
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<td>• Uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling</td>
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<td>The response:</td>
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<td>A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.</td>
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<td>• Reflects a misunderstanding of the source</td>
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<td>• Demonstrates little or no focus</td>
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<td>• Has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling</td>
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<td>Or the student has failed to respond to the question.</td>
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<tr>
<td><strong>listens &amp; acts appropriately</strong></td>
<td>responds to some ideas; may have to have questions repeated</td>
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<tr>
<td><strong>responds to questions</strong></td>
<td>responds to questions</td>
</tr>
<tr>
<td><strong>asks questions</strong></td>
<td>able to ask a question related to the current discussion</td>
</tr>
<tr>
<td><strong>uses textual support</strong></td>
<td>appears to have read or skimmed text; locates evidence in text</td>
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**Gilded Age PERSIA Activity**

**Directions:** Place the number of each of the following statements in the proper Persia heading.

<table>
<thead>
<tr>
<th>Political</th>
<th>Economic</th>
<th>Religious</th>
<th>Social</th>
<th>Intellectual</th>
<th>Artistic/Athletic</th>
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1. 2<sup>nd</sup> Industrial Revolution leads to mass marketing and department stores.
2. Churches give immigrants a sense of belonging.
3. Characterized by greed and corruption.
4. Immigrant communities formed based on similar backgrounds.
5. Schools developed, but were segregated by color.
6. New sports such as basketball, football, and baseball emerged.
7. Many immigrants lived in poor tenement housing.
9. Indians were secluded on reservations through the Dawes Act.
10. The inventions of the telegraph, telephone, and typewriter revolutionized communication.
11. The Transcontinental Railroad, airplanes, and cars revolutionized transportation.
12. Labor unions formed to combat poor working conditions.
13. New immigrants came from Southern and Eastern Europe while Old Immigrants came from Northern and Western Europe.
14. Children were required to go to school.
15. Skyscrapers filled the need for housing in small spaces.
16. The Pendleton Civil Service test replaced the spoils system.
17. The USDA, Farmers Alliance, and Interstate Commerce Act were made to help farmers.
19. The Morrill Act set up federal land grants to be used for agricultural colleges.
20. Jacob Riis captured the reality of poor immigrant life.
22. Capitalism.
23. Americans were encouraged to move west due to the Homestead Act.
24. Black gold became an important source of wealth.
The Significance of the Frontier in American History Activity

Frederick Jackson Turner (1893)

Introduction: No academic paper has ever had an impact equal to that of Frederick Jackson Turner's "The Significance of the Frontier in American History." Turner's essay was initially delivered at the Chicago Columbian Exposition of 1893, which celebrated the 400th anniversary of Columbus's first voyage to the Western Hemisphere. The essay provided the leading paradigm for understanding American history over the next several decades. Turner built his thesis on the revelation in the 1890 census that the United States no longer had a clear line of frontier—nation had filled up its continental borders. Thus, a long period of American expansion had come to a close, but not without leaving permanent marks on the American character.

In a recent bulletin of the Superintendent of the Census for 1890 appear these significant words: "Up to and including 1880 the country had a frontier of settlement, but at present the unsettled area has been so broken into by isolated bodies of settlement that there can hardly be said to be a frontier line. In the discussion of its extent, its westward movement, etc., it can not, therefore, any longer have a place in the census reports." This brief official statement marks the closing of a great historic movement. Up to our own day American history has been in a large degree the history of the colonization of the Great West. The existence of an area of free land, its continuous recession, and the advance of American settlement westward, explain American development. . . .

The peculiarity of American institutions is the fact that they have been compelled to adapt themselves to the changes of an expanding people—to the changes involved in crossing a continent, in winning a wilderness, and in developing at each area of this progress out of the primitive economic and political conditions of the frontier into the complexity of city life. . . .

The American frontier is sharply distinguished from the European frontier—fortified boundary line running through dense populations. The most significant thing about the American frontier is, that it lies at the hither edge of free land. In the census reports it is treated as the margin of that settlement which has a density of two or more to the square mile. The term is an elastic one, and for our purposes does not need sharp definition. . . .

In the settlement of America we have to observe how European life entered the continent, and how America modified and developed that life and reacted on Europe. Our early history is the study of European germs developing in an American environment. . . . The frontier is the line of most rapid and effective Americanization. The wilderness masters the colonist. It finds him a European in dress, industries, tools, modes of travel, and thought. It takes him from the railroad car and puts him in the birch canoe. It strips off the garments of civilization and arrays him in the hunting shirt and the moccasin. It puts him in the log cabin of the Cherokee and Iroquois and runs an Indian palisade around him. Before long he has gone to planting Indian corn and plowing with a sharp stick; he shouts the war cry and takes the scalp in orthodox Indian fashion. In short, at the frontier the environment is at first too strong for the man. He must accept the conditions which it furnishes, or perish, and so he fits himself into the Indian clearings and follows the Indian trails. . . . At first, the frontier was the Atlantic coast. It was the frontier of Europe in a very real sense. Moving westward, the frontier became more and more American. As successive terminal moraines result from successive glaciations, so each frontier leaves its traces behind
it, and when it becomes a settled area the region still partakes of the frontier characteristics. Thus the advance of the frontier has meant a steady movement away from the influence of Europe, a steady growth of independence on American lines. And to study this advance, the men who grew up under these conditions, and the political, economic, and social results of it, is to study the really American part of our history. . . .

The effect of the Indian frontier as a consolidating agent in our history is important. From the close of the seventeenth century various inter-colonial congresses have been called to treat with Indians and establish common measures of defense. Particularism was strongest in colonies with no Indian frontier. This frontier stretched along the western border like a cord of union. The Indian was a common danger, demanding united action. . . .

[T]he frontier promoted the formation of a composite nationality for the American people. The coast was preponderantly English, but the later tides of continental immigration flowed across to the free lands. . . .

The legislation which most developed the powers of the national government, and played the largest part in its activity, was conditioned on the frontier. Writers have discussed the subjects of tariff, land, and internal improvement, as subsidiary to the slavery question. But when American history comes to be rightly viewed it will be seen that the slavery question is an incident. In the period from the end of the first half of the present century to the close of the Civil War slavery rose to primary, but far from exclusive, importance. . . . The growth of nationalism and the evolution of American political institutions were dependent on the advance of the frontier. . . .

But the most important effect of the frontier has been in the promotion of democracy here and in Europe. As has been indicated the frontier is productive of individualism. Complex society is precipitated by the wilderness into a kind of primitive organization, based on the family. The tendency is anti-social. It produces antipathy to control, and particularly to any direct control. . . . The frontier individualism has from the beginning promoted democracy. . . .

From the conditions of frontier life came intellectual traits of profound importance. . . . Since the days when the fleet of Columbus sailed into the waters of the New World, America has been another name for opportunity, and the people of the United States have taken their tone from the incessant expansion which has not only been open but has even been forced upon them. He would be a rash prophet who should assert that the expansive character of American life has now entirely ceased. Movement has been its dominant fact, and, unless this training has no effect upon a people, the American energy will continually demand a wider field for its exercise. But never again will such gifts of free land offer themselves. . . . And now, four centuries from the discovery of America, at the end of a hundred years of life under the Constitution, the frontier has gone, and with its going has closed the first period of American history.

Source: http://college.hmco.com/history/us/resources/students/primary/sigfront.htm

1. Vocabulary to Define.
   a. peculiar –
   b. primitive –

2. Explain the importance of 1890 in Turner's Thesis.
3. Why did Turner believe that the American frontier was different from the European frontier?

4. According to Turner, how had the frontier shaped American life? Do you agree? Why or why not?

5. Explain why Turner’s ideas about the frontier might be considered controversial in the 1890s as well as today.

6. Does America have any frontiers left? If so, describe them and explain what impact they have on American life.
**US History- Compare/Contrast Activity**

**The Gilded Age:** Comparing the Past and the Present  
Many historians argue that the Gilded Age is the era that most resembles today’s society. In the grid below provide modern day examples that relate to the events of the Gilded Age.

<table>
<thead>
<tr>
<th>Gilded Age Topic</th>
<th>Class Example</th>
<th>Individual Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Corruption:</td>
<td>Former Illinois Governor Rod Blagojevich; sentenced to 14 years for trying to sell a Senate seat after Obama became President</td>
<td></td>
</tr>
<tr>
<td>Political machines, bribes, kickbacks, grafts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment of Immigrants:</td>
<td>Arizona Immigration Law 2010:</td>
<td>Strictest immigration law: crime to not carry immigration papers; police get broad powers to detain anyone who might be an immigrant</td>
</tr>
<tr>
<td>Chinese Exclusion Act, literacy tests, Americanization, deportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment of Women:</td>
<td>Virginia Ultrasound Law 2012:</td>
<td>Bill passed making it a requirement that women must have an ultrasound first before having an abortion</td>
</tr>
<tr>
<td>Suffrage movement, limited rights, second class citizens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment of Natives:</td>
<td>Eliminating offensive Native American mascots from 1960-2012:</td>
<td>symbols/representations often insensitive/derogatory</td>
</tr>
<tr>
<td>Relocation, reservations, conflicts with U.S. army, Americanization, discrimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worker’s Rights:</td>
<td>Apple Factory China 2012:</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>Unions, better pay, shorter hours, safety measures</td>
<td>Uncontrollable aluminum dust leads to two major explosions at Apple factories in China; “iPod City” factory workers committed suicide in protest of brutal working environments</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inventions:</th>
<th>Computers, cell phones, fax machines, telegram</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skyscrapers, light bulb, elevator,</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monopolies:</th>
<th>Facebook controls social media; 800 million users; approximate value $100 billion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Companies that controlled an industry; trusts; railroads, steel, oil</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wealth &amp; Philanthropy:</th>
<th>Bill Gates: Bill &amp; Melinda Gates Foundation; donation of approximately $26 billion worldwide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Carnegie, John D. Rockefeller, Cornelius Vanderbilt</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improvements in Communications:</th>
<th>Computers, cell phones, fax machines, telegram</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telegraph, telephone, typewriter</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improvements in transportation:</th>
<th>Stamford Trolley System 2009:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trolleys, subway, horseless carriage</td>
<td>Stamford Streetcar Society: trolley from South End to Bull’s Head; possible cost of $121 million; could increase property value and help environment</td>
</tr>
</tbody>
</table>
United States History – Research Paper Requirement

This research paper is a course requirement for all United States History students. The paper will be worth one test grade.

Requirements:

1. 5-10 typed pages, 12 pt. font, double spaced
2. Research based (evidence)
   a. At least 2 book sources
   b. At least 3 educational website sources
3. Citations
   a. Endnotes
   b. Works cited page
   c. Cite both quotes and paraphrasing (anything that is not your own original thought)
4. Your paper will be submitted to Turnitin.com before the due date.

Structure:

9. Thesis: Your paper must have a thesis that is relevant to your chosen topic and provides an argument about the topic.
10. Body Paragraph Format:
    a. Topic Sentence (Introduce topic or theme of the paragraph)
    b. Explain topic sentence and provide context
    c. Evidence (quote, statistic, paraphrasing)
    d. Analysis/significance of evidence
    e. Concluding sentence tied back to the thesis/topic sentence

Possible Topics (but not limited to):

Rights of individuals in United States History
Voting Rights
Government’s role in the life of people
Advancement in technology and its effect on society
Nativism throughout American history
Use of propaganda during war
Controversial elections in United States history
Minorities in government
Abuse of presidential power
Development of worker’s rights
Motives of the founding fathers
Failure of Reconstruction
State’s Rights vs. Federal Rights in American history
Lawbreakers of the Roaring 1920s
Robber Barons vs. Captains of Industry
Reform Movements
Plight of Native Americans
Policy of Isolation following World War I
America’s role in the World
Women in Politics
Evolution of women’s rights in American history
Fear of communism in America
Legacy of:
  Abraham Lincoln
  Teddy Roosevelt
  Andrew Jackson
  George W. Bush
  FDR
  George Washington
  Martin Luther King Jr.
  W. E. B. DuBois
  Thomas Jefferson
Role of America in the Middle East
Counterculture Movements
Role of Religion in the founding of America
Race and Sports in American History
Supreme Court Decisions (choose specific one)
America as a declining power
### Grade 11 – United States History
Unit 6: Emergence of America as a World Power, 1890-1920
Length of Unit: 2-3 weeks

**Essential Standards and National Standards for Social Studies**

**NCSS1: CULTURE** What is culture and how does it influence political, economic, religious, social, intellectual and artistic aspects?

**NCSS2: TIME, CONTINUITY, AND CHANGE** How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?

**NCSS3: PEOPLE, PLACES, AND ENVIRONMENTS** How do geography and the environment affect the development of human populations?

**NCSS4: INDIVIDUAL DEVELOPMENT AND IDENTITY** What is the influence of people, places, and environments on personal development?

**NCSS5: INDIVIDUALS, GROUPS, AND INSTITUTIONS** How do political, economic, social, religious and intellectual and artistic institutions affect societies?

**NCSS6: POWER, AUTHORITY, AND GOVERNANCE** How do people create, interact with and change structures of power, authority, and/or governance?

**NCSS7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION** How do people organize resources for the production, distribution and consumption of goods and services?

**NCSS8: SCIENCE, TECHNOLOGY, AND SOCIETY** How do the development of science and technology impact society?

**NCSS9: GLOBAL CONNECTIONS** How do global connections influence political, economic, religious, social, intellectual and artistic interactions among nations?

**NCSS10: CIVIC IDEALS AND PRACTICES** How are the ideals, principles and practices of citizens influenced by individual rights and responsibilities within a democratic society?

<table>
<thead>
<tr>
<th>UNIT FOCUS Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thinking Skill Category</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Knowledge Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Understanding</strong></td>
</tr>
<tr>
<td><strong>Developing An Interpretation</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Categorize, Classify, Compare, Contrast, Describe, Cause/Effect, Examine, Explain, Generalize, Hypothesize, Infer, Interpret, Predict, Summarize, Take A Perspective</td>
</tr>
<tr>
<td><strong>Making Connections</strong></td>
</tr>
<tr>
<td>same verbs as for Developing an Interpretation</td>
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<tr>
<td><strong>Critical Stance</strong></td>
</tr>
<tr>
<td>Analyze, Assess, Defend, Design, Evaluate, Judge, Rate</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unit Vocabulary</strong></th>
</tr>
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<tbody>
<tr>
<td>Hawaii</td>
</tr>
<tr>
<td>Seward’s Folly</td>
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<tr>
<td>Spanish-American War</td>
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<tr>
<td>yellow journalism</td>
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<tr>
<td>Annex</td>
</tr>
<tr>
<td>Joseph Pulitzer</td>
</tr>
<tr>
<td>William Randolph Hearst</td>
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<tr>
<td>militarism</td>
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<tr>
<td>USS Maine</td>
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<tr>
<td>imperialism</td>
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<tr>
<td>“white man’s burden”</td>
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<tr>
<td>Platt Amendment</td>
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<tr>
<td>“Big Stick” Policy</td>
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<tr>
<td>Roosevelt Corollary</td>
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</table>
Suggested Unit Assessments
Common Core Skills English Language Arts Standards » History/Social Studies » Grade 11

Initial Understanding & Developing An Interpretation:

- Construct vocabulary flashcards or notecards, formulate Cornell Notes, Text Dependent Questions
  
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

  *Craft and Structure* RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Making Connections:

- Imperialism Political Cartoon Analysis
  
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Critical Stance:

- Defend or criticize America’s policy of imperialism
  
  *Key Ideas and Details* RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

- Defend or criticize America’s decision not to join the League of Nations
  
  *Key Ideas and Details* RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
**Performance Assessment: Unit 6**

**Performance Task:** American Imperialism

**Type of Performance Task:** Informative-Explanatory

**Common Core Skills:**

*Key Ideas and Details* RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

*Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

*Key Ideas and Details* RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

*Craft and Structure* RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

*Integration of Knowledge and Ideas* RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

*Integration of Knowledge and Ideas* RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

*Integration of Knowledge and Ideas* RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

*Text Types and Purposes* WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

**Issue:** How did America seek to expand its influence during the Age of Imperialism?

**Directions:** Students will find a visual and a quote to support a statement revolving around the issue of American Imperialism. Students will then present their documents via PowerPoint Presentation.
Unit 6 Performance Assessment

US History-American Imperialism
Create your own DBQ!

Students will be broken into 6 groups. Each group will be given a topic:

1) Hawaii
2) Alaska
3) Japan
4) China
5) Spanish-American War
6) Panama Canal

DBQ Focus Claim: “America sought to expand its influence during the Age of Imperialism.”

**Step 1:** Students will create a question that will be answered by 1 visual and 1 quote. Ex: “How did America expand its influence during the Age of Imperialism in Hawaii?”

**Step 2:** Students will find 1 visual and 1 quote that they feel should be used as documents to support their statement.

**Step 3:** Students will create a brief 3 slide PowerPoint Presentation displaying both the visual and the quote with an explanation of why each document is appropriate for their topic.

**Step 4:** Present DBQ Power Points to the class.

CP Ex: 3 slides

<table>
<thead>
<tr>
<th>Topic: Hawaii</th>
<th>Visual:</th>
<th>Quote:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzie Q, John Smith, Aaron Burr, Brian Jackson</td>
<td>![Visual Image]</td>
<td>“don’t worry, be happy”</td>
</tr>
</tbody>
</table>

*Honors- All groups will be responsible for covering a topic and producing 4 visuals and 4 quotes for said topic, establishing a well-developed DBQ packet for the class to support the statement “America sought to expand its influence during the Age of Imperialism.” Well written reflections explaining the use of each document will be included.

Ex: 4 visuals and 4 quotes per topic

<table>
<thead>
<tr>
<th>Topic: Hawaii</th>
<th>Quote:</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Visual Image]</td>
<td>“don’t worry, be happy”</td>
</tr>
<tr>
<td>Explanation of use of visual as it pertains to the topic</td>
<td>Explanation of use of visual as it pertains to the topic</td>
</tr>
<tr>
<td>Score</td>
<td>Statement of Purpose/Focus</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------</td>
</tr>
</tbody>
</table>
| 4     | The response is fully sustained and consistently and purposefully focused:  
   • controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained  
   • controlling idea or main idea of a topic is introduced and communicated clearly within the context | The response has a clear and effective organizational structure creating unity and completeness:  
   • use of a variety of transitional strategies  
   • logical progression of ideas from beginning to end  
   • effective introduction and conclusion for audience and purpose  
   • strong connections among ideas, with some syntactic variety | The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:  
   • use of evidence from sources is smoothly integrated, comprehensive, and concrete  
   • effective use of a variety of elaborative techniques | The response clearly and effectively expresses ideas, using precise language:  
   • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | The response demonstrates a strong command of conventions:  
   • few, if any, errors are present in usage and sentence formation  
   • effective and consistent use of punctuation, capitalization, and spelling |
| 3     | The response is adequately sustained and generally focused:  
   • focus is clear and for the most part maintained, though some loosely related material may be present  
   • some context for the controlling idea or main idea of the topic is adequate | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:  
   • adequate use of transitional strategies with some variety  
   • adequate progression of ideas from beginning to end  
   • adequate introduction and conclusion  
   • adequate, if slightly inconsistent, connection among ideas | The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:  
   • some evidence from sources is integrated, though citations may be general or imprecise  
   • adequate use of some elaborative techniques | The response adequately expresses ideas, employing a mix of precise with more general language:  
   • use of domain-specific vocabulary is generally appropriate for the audience and purpose | The response demonstrates an adequate command of conventions:  
   • some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed  
   • adequate use of punctuation, capitalization, and spelling |
| 2     | The response is somewhat sustained and may have a minor drift in focus:  
   • may be clearly focused on the controlling or main idea, but is insufficiently sustained  
   • controlling idea or main idea may be unclear and somewhat unfocused | The response has an inconsistent organizational structure, and flaws are evident:  
   • inconsistent use of transitional strategies with little variety  
   • uneven progression of ideas from beginning to end  
   • conclusion and introduction, if present, are weak  
   • weak connection among ideas | The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:  
   • evidence from sources is weakly integrated, and citations, if present, are uneven  
   • weak or uneven use of elaborative techniques | The response expresses ideas unevenly, using simplistic language:  
   • use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose | The response demonstrates a partial command of conventions:  
   • frequent errors in usage may obscure meaning  
   • inconsistent use of punctuation, capitalization, and spelling |
| 1     | The response may be related to the topic but may provide little or no discernible organizational structure:  
   • may be very brief  
   • may have a major drift  
   • focus may be confusing or ambiguous | The response has little or no discernible organizational structure:  
   • few or no transitional strategies are evident  
   • frequent extraneous ideas may intrude | The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:  
   • use of evidence from the source material is minimal, absent, in error, or irrelevant | The response expression of ideas is vague, lacks clarity, or is confusing:  
   • uses limited language or domain-specific vocabulary  
   • may have little sense of audience and purpose | The response demonstrates a lack of command of conventions:  
   • errors are frequent and severe and meaning is often obscure |
| 0     | Unintelligible:  
   In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.) | | | | |
**Political Cartoon Analysis Activity**

For each of the following political cartoons taken from *Harper’s Weekly* during the time period we are examining, complete Steps to Analysis to identify what each is about.

**Cartoon 1:**

<table>
<thead>
<tr>
<th>Step 1: Identify any symbols used in the picture</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Political Cartoon" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Identify any words used in the picture</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Political Cartoon" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Identify any actions in picture</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Political Cartoon" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 4: Formulate an analysis for what the picture means</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Political Cartoon" /></td>
</tr>
</tbody>
</table>
### Cartoon 2:

<table>
<thead>
<tr>
<th><strong>Step 1:</strong> Identify any symbols used in the picture</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 2:</strong> Identify any words used in the picture</td>
<td></td>
</tr>
<tr>
<td><strong>Step 3:</strong> Identify any actions in the picture</td>
<td></td>
</tr>
<tr>
<td><strong>Step 4:</strong> Formulate an analysis for what the picture means</td>
<td></td>
</tr>
</tbody>
</table>
**Cartoon 3:**

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1:</strong></td>
<td>Identify any symbols used in the picture</td>
</tr>
<tr>
<td><strong>Step 2:</strong></td>
<td>Identify any words used in the picture</td>
</tr>
<tr>
<td><strong>Step 3:</strong></td>
<td>Identify any actions in picture</td>
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<td><strong>Step 4:</strong></td>
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   d. Analysis/significance of evidence
   e. Concluding sentence tied back to the thesis/topic sentence

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Voting Rights
Government’s role in the life of people
Advancement in technology and its effect on society
Nativism throughout American history
Use of propaganda during war
Controversial elections in United States history
Minorities in government
Abuse of presidential power
Development of worker’s rights
Motives of the founding fathers
Failure of Reconstruction
State’s Rights vs. Federal Rights in American history
Lawbreakers of the Roaring 1920s
Robber Barons vs. Captains of Industry
Reform Movements
Plight of Native Americans
Policy of Isolation following World War I
America’s role in the World
Women in Politics
Evolution of women’s rights in American history
Fear of communism in America
Legacy of:
  Abraham Lincoln
  Teddy Roosevelt
  Andrew Jackson
  George W. Bush
  FDR
  George Washington
  Martin Luther King Jr.
  W. E. B. DuBois
  Thomas Jefferson
Role of America in the Middle East
Counterculture Movements
Role of Religion in the founding of America
Race and Sports in American History
Supreme Court Decisions (choose specific one)
America as a declining power
# Grade 11 – United States History
## Unit 7: The Roaring Twenties and the Great Depression, 1920-1941
### Length of Unit: 2-3 weeks

## Essential Standards and National Standards for Social Studies

**NCSS1: CULTURE** What is culture and how does it influence political, economic, religious, social, intellectual and artistic aspects?

**NCSS2: TIME, CONTINUITY, AND CHANGE** How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?

**NCSS3: PEOPLE, PLACES, AND ENVIRONMENTS** How do geography and the environment affect the development of human populations?

**NCSS4: INDIVIDUAL DEVELOPMENT AND IDENTITY** What is the influence of people, places, and environments on personal development?

**NCSS5: INDIVIDUALS, GROUPS, AND INSTITUTIONS** How do political, economic, social, religious and intellectual and artistic institutions affect societies?

**NCSS6: POWER, AUTHORITY, AND GOVERNANCE** How do people create, interact with and change structures of power, authority, and/or governance?

**NCSS7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION** How do people organize resources for the production, distribution and consumption of goods and services?

**NCSS8: SCIENCE, TECHNOLOGY, AND SOCIETY** How do the development of science and technology impact society?

**NCSS9: GLOBAL CONNECTIONS** How do global connections influence political, economic, religious, social, intellectual and artistic interactions among nations?

**NCSS10: CIVIC IDEALS AND PRACTICES** How are the ideals, principles and practices of citizens influenced by individual rights and responsibilities within a democratic society?

## UNIT FOCUS Questions

<table>
<thead>
<tr>
<th>Thinking Skill Category</th>
<th>What is the decade of the 1920s seen as a period of contrast between traditional and modern American culture? (NCSS1, NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS7, NCSS8, NCSS9, NCSS10)</th>
<th>What were the causes and impact of the Great Depression? (NCSS1, NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS7, NCSS8, NCSS9, NCSS10)</th>
<th>How did the role of government change due to the Great Depression? (NCSS2, NCSS5, NCSS6, NCSS7, NCSS8, NCSS10)</th>
</tr>
</thead>
</table>

## Content Knowledge Objectives

<table>
<thead>
<tr>
<th>Initial Understanding</th>
<th>Identify the major PERSIA events of the 1920’s.</th>
<th>Identify the causes of the Great Depression.</th>
<th>Describe the difference between relief and recovery programs of the New Deal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing An Interpretation</td>
<td>Making Connections</td>
<td>Critical Stance</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------</td>
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<td></td>
</tr>
<tr>
<td>Categorize, Classify, Compare, Contrast, Describe, Cause/Effect, Examine, Explain, Generalize, Hypothesize, Infer, Interpret, Predict, Summarize, Take A Perspective</td>
<td>Compare the importance of the radio during the 1920’s to the importance of the Internet in the 21st century.</td>
<td>Assess the effectiveness of New Deal policies on ending the Great Depression.</td>
<td></td>
</tr>
<tr>
<td>Explain how the economic changes of the 1920s influenced divisions in society.</td>
<td>Assess the impact of New Deal policies on different groups of Americans.</td>
<td>Identify New Deal programs that have an impact on your lives today.</td>
<td></td>
</tr>
<tr>
<td>Explain the changing role of women during the 1920s and 1930s.</td>
<td>Examine the validity of the New Deal critics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain how authority was valued differently in the 1920’s than in previous eras.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Unit Vocabulary**

<table>
<thead>
<tr>
<th>18th Amendment</th>
<th>Speakeasy</th>
<th>Hoovervilles</th>
</tr>
</thead>
<tbody>
<tr>
<td>19th Amendment</td>
<td>New Ku Klux Klan</td>
<td>Bonus Army</td>
</tr>
<tr>
<td>21st Amendment Prohibition</td>
<td>Flapper</td>
<td>Election of 1932</td>
</tr>
<tr>
<td>Sacco and Vanzetti</td>
<td>Charles Lindbergh</td>
<td>Bank Holiday</td>
</tr>
<tr>
<td>Immigration Act of 1924</td>
<td>Henry Ford</td>
<td>Franklin D. Roosevelt</td>
</tr>
<tr>
<td>Scopes Trial</td>
<td>Hollywood 10</td>
<td>New Deal</td>
</tr>
<tr>
<td>Red Scare</td>
<td>Radio</td>
<td>“100 Days”</td>
</tr>
<tr>
<td>Warren G. Harding</td>
<td>Rugged Individualism</td>
<td>alphabet soup</td>
</tr>
<tr>
<td>Calvin Coolidge</td>
<td>Assembly line</td>
<td>Eleanor Roosevelt</td>
</tr>
<tr>
<td>Jazz Age</td>
<td>credit</td>
<td>fireside chats</td>
</tr>
<tr>
<td>Harlem Renaissance</td>
<td>Stock Market Crash</td>
<td>Social Security</td>
</tr>
<tr>
<td>Roaring Twenties</td>
<td>Herbert Hoover</td>
<td>FDIC</td>
</tr>
<tr>
<td>Bootlegging</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Suggested Unit Assessments

### Common Core Skills English Language Arts Standards » History/Social Studies » Grades 11

### Initial Understanding & Developing An Interpretation:

- **Construct vocabulary flashcards or notecards, formulate Cornell Notes, Text Dependent Questions**
  
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

  *Craft and Structure* RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

- **Comparative PERSIA charts: 1920’s vs 1930’s**

  *Integration of Knowledge and Ideas* RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

- **Pictorial Analysis of the 1920’s**

  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

### Making Connections:

- **Student Discourse: Compare the importance of the radio in the 1920’s to the importance of the Internet in the 21st century.**

  *Integration of Knowledge and Ideas* RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### Critical Stance:

- **Text Dependent Questions: How effective was the New Deal in ending the Great Depression?**

  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

  *Text Types and Purposes* WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

  *Text Types and Purposes* WHST.11-12.1e Provide a concluding statement or section that follows from or supports the argument presented.

  *Text Types and Purposes* WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
## Performance Assessment: Unit 7

### Performance Task: The Roaring 20’s

**Type of Performance Task:** Informative-Explanatory

**Common Core Skills:**
- *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- *Key Ideas and Details* RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- *Text Types and Purposes* WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

**Issue:** Why is the decade of the 1920’s seen as a period of contrast between traditional and modern American culture?

**Directions:** Students will demonstrate patterns of change during the 1920’s by choosing a “character” from the 1920’s to research, then conducting research on major events during the decade. Students will then describe how his or her character would feel about each event and be able to hold a discussion about their findings.
Roaring 20’s Investigation

Focus Question: Why is the decade of the 1920’s seen as a period of contrast between traditional and modern American culture?

Background: In the years after WWI, America experienced significant social and political changes. Americans at the time reacted to these changes in a variety of ways. The decade produced a series of contrasts: wet vs. dry, urban vs. rural, tradition vs. modern, democracy vs. communism, racism vs. equality, law & order vs. organized crime, secular vs. religion, leisure vs. work, technology vs. tradition.

Tasks:

- Each student will choose a “character” from the 1920’s to research.
- Each student will conduct a search on major events during the decade.
- Each student will describe how his or her character would feel about each event.
- Each student will be able to hold a discussion about their findings.

Purpose: Demonstrate patterns of change during the 1920’s.

Step 1: Choose a character to conduct research on. Then write a 1 paragraph description of what this person’s life was like during the 1920’s.

Characters:

a) A young flapper
b) An African American jazz musician
c) A gangster
d) A suffragette
e) A Hollywood star/producer
f) A middle aged, middle class worker

Step 2: Complete the chart identifying and describing major things or events as well as identifying how your character would have reacted to each event

Step 3: In class discussion of your findings
# 1920’s Investigation Rubric

The following is the rubric that will be used to assess your completion of this assignment. Points may be awarded within or outside the given ranges.

<table>
<thead>
<tr>
<th>Completion of character description</th>
<th>5</th>
<th>Student accurately describes their character with sufficient details.</th>
<th>3</th>
<th>Student describes their character, but needs more details.</th>
<th>1</th>
<th>Student does not sufficiently identify or describe their character.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of event descriptions</td>
<td>15</td>
<td>All events are identified with sufficient details.</td>
<td>10</td>
<td>Most events are identified with sufficient details.</td>
<td>5</td>
<td>Some events are identified with sufficient details.</td>
</tr>
<tr>
<td>Completion of character perspectives</td>
<td>10</td>
<td>All events are given appropriate character perspectives.</td>
<td>7</td>
<td>Most events are given appropriate character perspectives.</td>
<td>3</td>
<td>Some events are given appropriate character perspectives.</td>
</tr>
<tr>
<td>Participation in Discussion</td>
<td>5</td>
<td>Student had meaningful and relevant contribution to class discussion.</td>
<td>3</td>
<td>Student participated in the class discussion.</td>
<td>1</td>
<td>Student was present and attentive, but did not participate in the class discussion.</td>
</tr>
<tr>
<td>Effective use of class time</td>
<td>5</td>
<td>Student makes appropriate and effective use of class time allotted for the assignment.</td>
<td>3</td>
<td>Student was not completely focused on the assignment during allotted class time.</td>
<td>1</td>
<td>Student misused allotted class time for the project.</td>
</tr>
</tbody>
</table>
1920’s Investigation

Part I: Character Description

Character: _____________________________________________________________

Description:___________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Part II: Major Things and Events of the 1920’s

1) What is prohibition and how did it lead to the development of speakeasies?

My Character: ________________________________________________________________

2) What did the 19th Amendment do?

My Character: ________________________________________________________________
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3)</td>
<td>Who were Sacco &amp; Vanzetti? (National Origins Act of 1924)</td>
</tr>
<tr>
<td>My Character:</td>
<td></td>
</tr>
<tr>
<td>4)</td>
<td>What was the New Klan?</td>
</tr>
<tr>
<td>My Character:</td>
<td></td>
</tr>
<tr>
<td>5)</td>
<td>What was the Red Scare?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>My Character:</strong></td>
<td></td>
</tr>
<tr>
<td>6) What was the Bonus Bill?</td>
<td>My Character:</td>
</tr>
<tr>
<td>7) What impact did Henry Ford’s Model-T have on society?</td>
<td>My Character:</td>
</tr>
<tr>
<td>8) What were some of the new fads and fashions of</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>the 1920’s?</td>
<td></td>
</tr>
<tr>
<td>9) What were some of the new products/inventions and how did they change daily life?</td>
<td></td>
</tr>
<tr>
<td>10) What was the Harlem Renaissance?</td>
<td></td>
</tr>
<tr>
<td>11) How did buying with credit come about?</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>My Character:</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>12) What was the Scopes “Monkey” Trial?</td>
<td></td>
</tr>
<tr>
<td>13) What were Race Relations like during the 1920’s? (from riots to Marcus Garvey’s creation of the UNIA)</td>
<td></td>
</tr>
<tr>
<td>14) Identify the rise of popular athletes and sports.</td>
<td></td>
</tr>
<tr>
<td>15) What were President Harding’s Scandals?</td>
<td>My Character:</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>16) What was The Stock Market Crash of 1929?</td>
<td>My Character:</td>
</tr>
</tbody>
</table>
Evaluate whether Roosevelt's New Deal was successful in alleviating the hardships that America faced during the Great Depression Activity

Directions: Citing document evidence, write an organized, one page persuasive response.

Document 1:

Whether the New Deal was a success or not, depends on the definition of success. Did the New Deal eliminate unemployment and turn America around? No. Did the New Deal eliminate poverty? No. It would be easy to run off questions such as these with an economic bent and come up with the answer no. However, an analysis of whether the New Deal was a success or failure requires a larger scope of questioning than simply looking at economic statistics.

Rather than look at the New Deal from 1933 on, an analysis of what America was like in the aftermath of the Wall Street Crash is important. What exactly had Roosevelt inherited in March 1933?

From the collapse of Wall Street in October 1929 to the presidential election in November 1932, to many Americans it appeared as if Hoover, the Republican president, was either doing nothing or too little. "Too little, too late" was a frequent label pinned to the presidency of Hoover. That a president, Roosevelt, was actually doing something positive was a huge boost to the American public - they were not being left to fend for themselves. Some who had been badly affected by the Depression had labeled their cardboard box homes "Hoovervilles" in disgust of what Hoover was doing for them. The free food handouts they got were nick-named "Hoover Stew". Those at the bottom end of society had no faith in Hoover and the new president gave them exactly this - faith and hope. Here was a president doing something for them.

Economic statistics also provide a clue as to whether the New Deal was a success or not.

America's Gross National Product 1928 to 1939:

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928</td>
<td>$100 billion</td>
</tr>
<tr>
<td>1933</td>
<td>$55 billion</td>
</tr>
<tr>
<td>1939</td>
<td>$85 billion</td>
</tr>
</tbody>
</table>

Amount of consumer goods brought 1928 to 1939:

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928</td>
<td>$80 billion</td>
</tr>
<tr>
<td>1933</td>
<td>$45 billion</td>
</tr>
</tbody>
</table>
Private investment in industry:

<table>
<thead>
<tr>
<th>Year</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928</td>
<td>$15 billion</td>
</tr>
<tr>
<td>1933</td>
<td>$2 billion</td>
</tr>
<tr>
<td>1939</td>
<td>$10 billion</td>
</tr>
</tbody>
</table>

If the 1928 figure is used as a baseline figure for a study as to whether the New Deal was a success or not, then in all three important areas, Roosevelt did not get back to the 1928 figure. However, America was at its economic peak then and after such an economic catastrophe as the Wall Street Crash, it would have bordered on the impossibility for Roosevelt to have got back to the 1928 figure.

If the 1933 figure is taken as a baseline figure - the year Roosevelt took office as president - then a different pattern emerges. In all three areas, there were significant improvements. Economic strength and development thrives on confidence and these figures give the clear impression that America now had greater confidence in her economic ability after the Wall Street Crash. For GDP - this is usually taken as key pointer in a nation's economic health - 1933 to 1939 witnessed a 60% increase; the amount of consumer products bought increased by 40% while private investment in industry increased by 5 times in just six years.

However, one other statistic is also used by those who were opposed to the New Deal. Unemployment figures for the 1930's are frequently used to argue the case that the New Deal did not work.

Number unemployed in America:

<table>
<thead>
<tr>
<th>Year</th>
<th>Unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929</td>
<td>2.6 million</td>
</tr>
<tr>
<td>1933</td>
<td>15 million</td>
</tr>
<tr>
<td>1935</td>
<td>11 million</td>
</tr>
<tr>
<td>1937</td>
<td>8.3 million</td>
</tr>
<tr>
<td>1938</td>
<td>10.5 million</td>
</tr>
<tr>
<td>1939</td>
<td>9.2 million</td>
</tr>
<tr>
<td>1940</td>
<td>8 million</td>
</tr>
</tbody>
</table>
Those who criticize the New Deal claim that it never actually got rid of unemployment in America and that Roosevelt's New Deal only had short term impact which lulled the unemployed into thinking that all their troubles were at an end. The historian William Leuchtenburg believed that only World War Two got America out of the Depression. Arthur Schlesinger claims that the New Deal only got the wheels of industry turning but no more. Economists who attacked the New Deal claimed that all the acts introduced by the New Deal were short-term policies and that there was no long term planning for America's future. In one sense, they felt, that those who had come to rely on the New Deal were being conned as all the evidence pointed to the fact that at some time in the near future, they were likely to be made unemployed once again - after all, there were only so many trees you could plant and lakes in which to stock fish.

However, for many Americans in the 1930's, Roosevelt was the president who included in his policies the people who had felt excluded by politics once the Depression had taken its hold. Now the excluded were the included.

Document 2

Failure of the New Deal
Imitating Failure
02/08/09 - AmericanThinker by Nicholas J. Kaster

[edited]
Burton Folsom Jr. writes that the New Deal didn't work. He is a professor of history at Hillsdale College, and has published New Deal or Raw Deal? (Threshold Editions, 2008).

Folsom says the New Deal combined bad economic policy and a more corrupt central government.

Obama's so-called stimulus bill, a "new" New Deal full of massive spending, is based upon the conventional wisdom of the New Deal. It will ensure that today's bad economy stays with us for many years.

Henry Morgenthau was Secretary of the Treasury and a confidante of Roosevelt. He testified May 1939:

We have tried spending money. We are spending more than we have ever spent before and it does not work. We have never made good on our promises. I say after eight years of this Administration we have just as much unemployment as when we started and an enormous debt to boot!
Unemployment was 20+ percent in April 1939. This was nearly a decade after the 1929 crash and more than 6 years after FDR's inauguration.

During that time, FDR tried everything to end the crisis: cartelizing industry (the NRA), subsidizing farmers (the AAA), creating make-work projects (the WPA), promoting organized labor (the Wagner Act), and finally, launching the modern welfare state (social security, minimum wage laws, the AFDC). It was all funded by a combination of increased debt, excise taxes, and high progressive income taxation.

Most historians tend to overwhelmingly support the New Deal. Folsom says:

Historians sympathize with FDR's "progressivism" and judge him on his good intentions rather than on the results. In the progressive view, intentions and sincerity are among the noblest virtues a president can possess.

If we probe deeply into Roosevelt's popularity, we almost always discover the presence of patronage -- creating and manipulating federal jobs to strengthen his political support.

Document 3

An Evaluation of the New Deal

At the time of its construction during the Great Depression, the Hoover Dam was the largest in the world. To this day, it uses the power of the Colorado River to electrify the region. How effective was the New Deal at addressing the problems of the Great Depression?

No evaluation of the New Deal is complete without an analysis of Roosevelt himself. As a leader, his skills were unparalleled. Desperate times called for desperate measures, and FDR responded with a bold program of experimentation that arguably saved the capitalist system and perhaps the American democracy. As sweeping as his objectives were, they still fundamentally preserved the free-market economy. There was no nationalization of industry, and the social safety net created by Social Security paled by European standards.

Observers noted that his plan went far enough to silence the "lunatic fringe," but not far enough to jeopardize capitalism or democracy. FDR's confidence was contagious as millions turned to him for guidance during their darkest hours. His mastery of the radio paved the way for the
media-driven 20th-century Presidency. His critics charged that he abused his power and set the
trend for an imperial Presidency that would ultimately endanger the office in future decades.

This Franklin D. Roosevelt campaign pin features a donkey, the symbol of the Democratic party.
The New Deal itself created millions of jobs and sponsored public works projects that reached
most every county in the nation. Federal protection of bank deposits ended the dangerous trend
of bank runs. Abuse of the stock market was more clearly defined and monitored to prevent
collapses in the future. The Social Security system was modified and expanded to remain one of
the most popular government programs for the remainder of the century. For the first time in
peacetime history the federal government assumed responsibility for managing the economy.
The legacy of social welfare programs for the destitute and underprivileged would ring through
the remainder of the 1900s.

Laborers benefited from protections as witnessed by the emergence of a new powerful union, the
Congress of Industrial Organizations. African Americans and women received limited advances
by the legislative programs, but FDR was not fully committed to either civil or women's rights.
All over Europe, fascist governments were on the rise, but Roosevelt steered America along a
safe path when economic spirits were at an all-time low.

However comprehensive the New Deal seemed, it failed to achieve its main goal: ending the
Depression. In 1939, the unemployment rate was still 19 percent, and not until 1943 did it reach
its pre-Depression levels. The massive spending brought by the American entry to the Second
World War ultimately cured the nation's economic woes.

Conservatives bemoaned a bloated bureaucracy that was nearly a million workers strong, up
from just over 600,000 in 1932. They complained that Roosevelt more than doubled the national
debt in two short terms, a good deal of which had been lost through waste. Liberals pointed out
that the gap between rich and poor was barely dented by the end of the decade. Regardless of its
shortcomings, Franklin Roosevelt and the New Deal helped America muddle through the dark
times strong enough to tackle the even greater task that lay ahead.
October 24, 1929, was not the first day of the big break in stocks, nor was it the last. Nevertheless, it was the most terrifying and unreal day I have ever seen on the Street, and it constitutes an important financial landmark, for that day marked the great decline in the prestige and power of Wall Street over national affairs.

The day was overcast and cool. A light north-west wind blew down the canyons of Wall Street, and the temperature, in the low fifties, made bankers and brokers on their way to work button their topcoats around them. The crowds of market traders in the brokers' board rooms were nervous but hopeful as the ten o'clock hour for the start of trading approached. The general feeling was that the worst was over and a good many speculators who had prudently sold out earlier in the decline were congratulating themselves at having bought back their stocks a good deal cheaper. Seldom had the small trader had better or more uniform advice to go by.

The market opened steady with prices little changed from the previous day, though some rather large blocks, of 20,000 to 25,000 shares, came out at the start. It sagged easily for the first half-hour, and then around eleven o'clock the deluge broke.

It came with a speed and ferocity that left men dazed. The bottom simply fell out of the market. From all over the country a torrent of selling orders poured onto the floor of the Stock Exchange and there were no buying orders to meet it. Quotations of representative active issues, like Steel [U.S. Steel], Telephone [AT&T], and Anaconda, began to fall two, three, five, and even ten points, between sales. Less active stocks became unmarketable. Within a few moments the ticker service was hopelessly swamped and from then on no one knew what was really happening. By one-thirty the ticker tape was nearly two hours late; by two-thirty it was 147 minutes late. The last quotation was not printed on the tape until 7:08 p.m., four hours, eight and one-half minutes after the close. In the meantime, Wall Street had lived through an incredible nightmare.

In the strange way that news of a disaster spreads, the word of the market collapse flashed through the city. By noon, great crowds had gathered at the corner of Broad and Wall Streets where the Stock Exchange on one corner faces Morgan's across the way. On the steps of the Sub-Treasury Building, opposite Morgan's, a crowd of press photographers and newsreel men took up their stand. Traffic was pushed from the streets of the financial district by the crush.

It was in this wild setting that the leading bankers scurried into conference at Morgan's in a belated effort to save the day. Shortly after noon, Mr. [Charles E.] Mitchell left the National City Bank and pushed his way west on Wall Street to Morgan's. No sooner had he entered than Albert H. Wiggin was seen to hurry down from the Chase National Bank, one block north. Hard on his heels came William C. Potter, head of the Guaranty Trust, followed by Seward Prosser of the Bankers Trust. Later, George F. Baker, Jr., of the First National, joined the group.
The news of the bankers' meeting flashed through the streets and over the news tickers; stocks began to rally—but for many it was already too late. Thousands of traders, little and big, had gone "overboard" in that incredible hour between eleven and twelve. Confidence in the financial and political leaders of the country, faith in the soundness of economic conditions had received a shattering blow. The panic was on.

At Morgan's the heads of six banks formed a consortium since known as the bankers' pool of October, 1929—pledging a total of $240,000,000, or $40,000,000 each, to provide a "cushion" of buying power beneath the falling market. In addition, other financial institutions, including James Speyer and Company and Guggenheim Brothers, sent over to Morgan's unsolicited offers of funds aggregating $100,000,000.

It was not only the first authenticated instance of a bankers' pool in stocks but by far the largest concentration of pool buying power ever brought to bear on the stock market but in the face of the panic it was pitifully inadequate.

After the bankers had met, Thomas W. Lamont, Morgan's partner, came out to the crowd of newspaper reporters who had gathered in the lobby of his bank. In an understatement that has since become a Wall Street classic, he remarked: "It seems there has been some disturbed selling in the market."

It was at the same meeting that "T. W" gave to the financial community a new phrase—"air pockets," to describe the condition in stocks for which there were no bids, but only frantic offers. (Mr. Lamont said he had it from his partner, George Whitney, and the latter said he had it from some broker.)

After the meeting, Mr. Lamont walked across Broad Street to the Stock Exchange to meet with the governors of the Exchange. They had been called together quietly during trading hours and they held their meeting in the rooms of the Stock Clearing Corporation so as to avoid attracting attention. Mr. Lamont sat on the corner of a desk and told them about the pool. Then he said: "Gentlemen, there is no man nor group of men who can buy all the stocks that the American public can sell."

It seems a pretty obvious statement now, but it had a horrid sound to the assembled governors of the Exchange. It meant that the shrewdest member of the most powerful banking house in the country was telling them plainly that the assembled resources of Wall Street, mobilized on a scale never before attempted, could not stop this panic. The bankers' pool, in fact, turned out a sorry fiasco. Without it, no doubt, the Exchange would have been forced to close, for it did supply bids for the so-called pivotal stocks when, because of the panic and confusion in the market, there were no other bids available. It made a small profit, but it did not have a ghost of a chance of stemming the avalanche of selling that poured in from all over the country. The stock market had become too big. The days that followed are blurred in retrospect. Wall Street became a nightmarish spectacle.

The animal roar that rises from the floor of the Stock Exchange and which on active days is plainly audible in the Street outside, became louder, anguished, terrifying. The streets were crammed with a mixed crowd-agonized little speculators, walking aimlessly outdoors because
they feared to face the ticker and the margin clerk; soldout traders, morbidly impelled to visit the
scene of their ruin; inquisitive individuals and tourists, seeking by gazing at the exteriors of the
Exchange and the big banks to get a closer view of the national catastrophe; runners, frantically
pushing their way through the throng of idle and curious in their effort to make deliveries of the
unprecedented volume of securities which was being traded on the floor of the Exchange.

The ticker, hopelessly swamped, fell hours behind the actual trading and became completely
meaningless. Far into the night, and often all night long, the lights blazed in the windows of the
tall office buildings where margin clerks and bookkeepers struggled with the desperate task of
trying to clear one day's business before the next began. They fainted at their desks; the weary
runners fell exhausted on the marble floors of banks and slept. But within a few months they
were to have ample time to rest up. By then thousands of them had been fired.

Agonizing scenes were enacted in the customers' rooms of the various brokers. There traders
who a few short days before had luxuriated in delusions of wealth saw all their hopes smashed in
a collapse so devastating, so far beyond their wildest fears, as to seem unreal. Seeking to save a
little from the wreckage, they would order their stocks sold "at the market" in many cases to
discover that they had not only lost everything but were, in addition, in debt to the broker. And
then, ironic twist, as like as not the next few hours' wild churning of the market would lift prices
to levels where they might have sold out and had substantial cash balance left over. Every move
was wrong, in those days. The market seemed like an insensate thing that was wreaking a wild
and pitiless revenge upon those who had thought to master it.

The excitement and sense of danger which imbued Wall Street was like that which grips men on
a sinking ship. A camaraderie, a kind of gaiety of despair, sprang up. The Wall Street reporter
found all doors open and everyone snatched at him for the latest news, for shreds of rumor. Who
was in trouble? Who had gone under last? Where was it going to end?

1. Vocabulary to define.
   a. Constitutes –

   b. Deluge –

   c. Imbued –

   d. Insensate -

2. Describe the general feeling of traders before the stock market opened for business in the
24th.
3. How did people react to news of the Stock Market disaster?

4. What did the bankers’ pool try to do and was it successful?

5. What was the impact of this statement by Mr. Lamont. "Gentlemen, there is no man nor group of men who can buy all the stocks that the American public can sell."

6. Describe how Wall Street became a nightmarish spectacle.
## Comparative Analysis - PERSIA Activity

<table>
<thead>
<tr>
<th></th>
<th>1920’s</th>
<th>1930’s</th>
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<tbody>
<tr>
<td>Politics</td>
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<td>Economy</td>
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<td>Religion</td>
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<td>Social Trends</td>
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<td>Intellectual Movements</td>
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<td>Artistic/Athletic Movements</td>
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United States History – Research Paper Requirement

This research paper is a course requirement for all United States History students. The paper will be worth one test grade.

Requirements:

1. 5-10 typed pages, 12 pt. font, double spaced
2. Research based (evidence)
   1. At least 2 book sources
   2. At least 3 educational website sources
3. Citations
   1. Endnotes
   2. Works cited page
   3. Cite both quotes and paraphrasing (anything that is not your own original thought)
4. Your paper will be submitted to Turnitin.com before the due date.

Structure:

13. Thesis: Your paper must have a thesis that is relevant to your chosen topic and provides an argument about the topic.
14. Body Paragraph Format:
   a. Topic Sentence (Introduce topic or theme of the paragraph)
   b. Explain topic sentence and provide context
   c. Evidence (quote, statistic, paraphrasing)
   d. Analysis/significance of evidence
   e. Concluding sentence tied back to the thesis/topic sentence

Possible Topics (but not limited to):

Rights of individuals in United States History
Voting Rights
Government’s role in the life of people
Advancement in technology and its effect on society
Nativism throughout American history
Use of propaganda during war
Controversial elections in United States history
Minorities in government
Abuse of presidential power
Development of worker’s rights
Motives of the founding fathers
Failure of Reconstruction
State’s Rights vs. Federal Rights in American history
Lawbreakers of the Roaring 1920s
Robber Barons vs. Captains of Industry
Reform Movements
Plight of Native Americans
Policy of Isolation following World War I
America’s role in the World
Women in Politics
Evolution of women’s rights in American history
Fear of communism in America
Legacy of:
  Abraham Lincoln
  Teddy Roosevelt
  Andrew Jackson
  George W. Bush
  FDR
  George Washington
  Martin Luther King Jr.
  W. E. B. DuBois
  Thomas Jefferson
Role of America in the Middle East
Counterculture Movements
Role of Religion in the founding of America
Race and Sports in American History
Supreme Court Decisions (choose specific one)
America as a declining power
### Grade 11 – United States History
### Unit 8: World War II, 1932-1945
### Length of Unit: 2 weeks

#### Essential Standards and National Standards for Social Studies

**NCSS1: CULTURE** What is culture and how does it influence political, economic, religious, social, intellectual and artistic aspects?

**NCSS2: TIME, CONTINUITY, AND CHANGE** How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?

**NCSS3: PEOPLE, PLACES, AND ENVIRONMENTS** How do geography and the environment affect the development of human populations?

**NCSS4: INDIVIDUAL DEVELOPMENT AND IDENTITY** What is the influence of people, places, and environments on personal development?

**NCSS5: INDIVIDUALS, GROUPS, AND INSTITUTIONS** How do political, economic, social, religious and intellectual and artistic institutions affect societies?

**NCSS6: POWER, AUTHORITY, AND GOVERNANCE** How do people create, interact with and change structures of power, authority, and/or governance?

**NCSS7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION** How do people organize resources for the production, distribution and consumption of goods and services?

**NCSS8: SCIENCE, TECHNOLOGY, AND SOCIETY** How do the development of science and technology impact society?

**NCSS9: GLOBAL CONNECTIONS** How do global connections influence political, economic, religious, social, intellectual and artistic interactions among nations?

**NCSS10: CIVIC IDEALS AND PRACTICES** How are the ideals, principles and practices of citizens influenced by individual rights and responsibilities within a democratic society?

#### UNIT FOCUS Questions

<table>
<thead>
<tr>
<th>Thinking Skill Category</th>
<th>How did the world economic and political situation impact the rise of totalitarian regimes leading to WWII? (NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS7, NCSS9, NCSS10)</th>
<th>How did military strategy and technology influence the outcome of WWII? (NCSS6, NCSS7, NCSS8)</th>
<th>What impact did WWII have on American society? (NCSS1, NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS10)</th>
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</table>

#### Content Knowledge Objectives

<table>
<thead>
<tr>
<th>Initial Understanding</th>
<th>Describe the major causes of WWII.</th>
<th>Identify the Allied and Axis powers and their political and military leaders.</th>
<th>Identify the government organizations created during WWII. Identify major turning points of WWII.</th>
</tr>
</thead>
</table>
### Developing An Interpretation

Categorize, Classify, Compare, Contrast, Describe, Cause/Effect, Examine, Explain, Generalize, Hypothesize, Infer, Interpret, Predict, Summarize, Take A Perspective

<table>
<thead>
<tr>
<th>Developing An Interpretation</th>
<th>Making Connections</th>
<th>Critical Stance</th>
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</thead>
<tbody>
<tr>
<td>Contrast totalitarian governments versus democracy.</td>
<td>Examine the relationship between the Versailles Treaty and the causes of WWII.</td>
<td>Evaluate the US isolationist policy prior to WWII.</td>
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<tr>
<td>Assess and predict the impact of social change on women and minority groups during WWII.</td>
<td>Describe the technological developments from WWI to WWII.</td>
<td>Evaluate America’s use of Japanese Internment Camps during WWII.</td>
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<tr>
<td>Assess the impact of propaganda on the “homefront” during WWII.</td>
<td>Compare concentration camps to internment camps</td>
<td>Defend or refute the use of the atomic bomb.</td>
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</tbody>
</table>

### Making Connections

same verbs as for Developing an Interpretation

### Critical Stance

Analyze, Assess, Defend, Design, Evaluate, Judge, Rate

<table>
<thead>
<tr>
<th>Evaluating the US isolationist policy prior to WWII.</th>
<th>Evaluating America’s use of Japanese Internment Camps during WWII.</th>
<th>Defending or refuting the use of the atomic bomb.</th>
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</thead>
</table>

### Unit Vocabulary

<table>
<thead>
<tr>
<th>Dwight D. Eisenhower</th>
<th>Stalin</th>
<th>Stalingrad</th>
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</thead>
<tbody>
<tr>
<td>Douglas MacArthur</td>
<td>Tojo</td>
<td>Midway Island</td>
</tr>
<tr>
<td>convoys</td>
<td>Winston Churchill</td>
<td>Hiroshima/Nagasaki</td>
</tr>
<tr>
<td>“shoot on sight” order</td>
<td>Nazi Party</td>
<td>Manhattan Project</td>
</tr>
<tr>
<td>Japanese internment</td>
<td>Totalitarianism</td>
<td>Lend Lease Program</td>
</tr>
<tr>
<td>Pacific vs European theaters</td>
<td>Fascism</td>
<td>U-boats</td>
</tr>
<tr>
<td>“island hopping”</td>
<td>Communism</td>
<td>Pearl Harbor</td>
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<tr>
<td>Nuremberg Trial</td>
<td>Isolationism</td>
<td>D-Day</td>
</tr>
<tr>
<td>Tokyo Trials</td>
<td>Neutrality Acts</td>
<td>VJ Day</td>
</tr>
<tr>
<td>Holocaust</td>
<td>Policy of Appeasement</td>
<td>Munich Conference</td>
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<tr>
<td>Hitler</td>
<td>Rosie the Riveter</td>
<td>Yalta Conference</td>
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<td>Mussolini</td>
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<td>Potsdam Conference</td>
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### Suggested Unit Assessments

Common Core Skills English Language Arts Standards » History/Social Studies » Grade 11

Initial Understanding & Developing An Interpretation:

- Construct vocabulary flashcards or notecards, formulate Cornell Notes, Text Dependent Questions

  Key Ideas and Details RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary
that makes clear the relationships among the key details and ideas.

_Craft and Structure_ RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines _faction_ in _Federalist_ No. 10).

- **Political Cartoon and Propaganda Analysis**

  _Key Ideas and Details_ RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**Making Connections:**

- **Examine the changing role of women in the military.**

  _Key Ideas and Details_ RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

  _Key Ideas and Details_ RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

  _Integration of Knowledge and Ideas_ RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. _Text Types and Purposes_ WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

  _Text Types and Purposes_ WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

**Critical Stance:**

- **Text Dependent Questions leading to student based discourse on the use of the atomic bomb.**

  _Key Ideas and Details_ RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

  _Key Ideas and Details_ RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

  _Craft and Structure_ RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
## Performance Assessment: Unit 8

**Performance Task:** Japanese Internment

**Type of Performance Task:** Argumentative

**Common Core Skills:**

- **Key Ideas and Details** RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **Key Ideas and Details** RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **Craft and Structure** RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- **Integration of Knowledge and Ideas** RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **Production and Distribution of Writing** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **Text Types and Purposes** WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **Text Types and Purposes** WHST.11-12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

**Issue:** Is government restriction of civil rights is ever justified?

**Directions:** Read primary source documents and answer the questions. Draw parallels to other ethnic groups in America that have faced discrimination or had their civil liberties restricted. Finally, evaluate whether government restriction of civil liberties is ever justified.

**Culminating Assignment:** Write an argumentative essay in which you evaluate whether government restriction of civil rights is ever justified.

**Assessment rubric(s):**

- Text-Based/Document-Based Short Answer Rubric
- Smarter Balanced – Argumentative Writing Rubric (Grades 6-11)
Background:

During World War II, thousands of Japanese Americans were forced to leave their homes and move to “relocation centers.” Law abiding citizens were deprived of their freedom because there was a common fear that Japanese Americans’ loyalty was to Japan rather than to the United States. Forty years later, the US government apologized to former internees and admitted that their actions were wrong. To understand how this violation of civil rights happened, we can examine primary source documents such as letters, government articles and news articles from the time. These documents give us information about the internment of Japanese Americans during World War II, as well as the reasons so many Americans supported it.


Document 1: Austin Anson, the managing secretary of the Grower-Shipper Vegetable Association, a farm organization.

We're charged with wanting to get rid of the Japs for selfish reasons. We might as well be honest. We do. It's a question of whether the white man lives on the Pacific Coast or the brown men. They came to this valley to work, and they stayed to take over. They offer higher land prices and higher rents than the white man can pay for land. They undersell the white man in the markets. They can do this because they raise their own labor. They work their women and children while the white farmer has to pay wages for his help. If all the Japs were removed tomorrow, we'd never miss them in two weeks, because the white farmers can take over and produce everything the Jap grows. And we don't want them back when the war ends, either.

1. According to the document, what are Mr. Anson’s views on the evacuation of the Japanese? Provide three examples to support your answer.


If it were not for the "white-skinned Japs" in this country there wouldn't be any Japanese question. What can you suggest I do and thousands of Californians be led to do, that may make it possible to get rid of all Japs, sending them back to Japan either before or after the war is won. I am convinced that if it is not done or at least the action completed before the war is over, it will be impossible to get rid of them.... The Japanese cannot be assimilated as the white race [and] we must do everything we can to stop them now as we have a golden opportunity now and may never have it again.

1. According to the document, what is Mr. Scott suggesting be done with the Japanese living in California?
2. According to the document, why does Mr. Scott feel this way?

1. I transmit herewith my final report on the evacuation of Japanese from the Pacific Coast.

2. The evacuation was impelled by military necessity. The security of the Pacific Coast continues to require the exclusion of Japanese from the area now prohibited to them and will so continue as long as that military necessity exists. The surprise attack at Pearl Harbor by the enemy crippled a major portion of the Pacific Fleet and exposed the West Coast to an attack which could not have been substantially impeded by defensive fleet operations. More than 115,000 persons of Japanese ancestry resided along the coast and were significantly concentrated near many highly sensitive installations essential to the war effort…. The continued presence of a large, unassimilated, tightly knit and racial group, bound to an enemy nation by strong ties of race, culture, custom and religion along a frontier vulnerable to attack constituted a menace which had to be dealt with.

Their loyalties were unknown and time was of the essence…. It is better to have had this protection and not to have needed it than to have needed it and not to have had it – as we have learned to our sorrow.

1. According to this text, why is it a “militarily necessity” to evacuate persons of Japanese ancestry from the Pacific Coast?

2. As stated in this text, how does Lt. General J. L. Dewitt justify the evacuation of persons of Japanese ancestry regardless of their known loyalties?

3. On February 14, 1942, I recommended to the War Department that the military security of the Pacific Coast required the establishment of broad civil control, anti-sabotage and counter-espionage measures, including the evacuation, therefrom of all persons of Japanese ancestry. In recognition of this situation, the President issued Executive Order No. 9066 on February 19, 1942, authorizing the accomplishment of these and any other necessary security measures…. Among the steps taken was the evacuation of Japanese from western Washington and Oregon, California and southern Arizona...

3. According to this text, what security measures did the presidential Executive Order No. 9066 establish?

5. There was neither pattern nor precedent for an undertaking of this magnitude and character; and yet over a period of less than ninety operating days, 110,442 persons of Japanese ancestry were evacuated from the West Coast. This compulsory organized mass migration was conducted under complete military supervision. It was effected without major incident… The task was,
nevertheless, completed without any appreciable divergence of military personnel. Comparatively few were used, and there was no interruption in a training program.

4. According to the text, what impact did the relocation of persons of Japanese ancestry have on the overall use of military personnel and any military training programs towards the war effort?

6. In the orderly accomplishment of the program, emphasis was placed upon the making of due provision against social and economic dislocation. Agricultural production was not reduced by the evacuation. Over ninety-nine percent of all agricultural acreage in the affected area owned or operated by evacuees was successfully kept in production…

5. The text states that “over ninety-nine percent of all agricultural acreage in the affected area owned or operated by evacuees was successfully kept in production”. How was this possible?

7. So far as could be foreseen, everything essential was provided to minimize the impact of evacuation upon evacuees, as well as upon economy. Notwithstanding, exclusive of the costs of construction of facilities, the purchase of evacuee motor vehicles, the aggregate of agricultural crop loans made and the purchase of office equipment now in use for other government purposes, the entire cost was $1.46 per evacuee day for the period of evacuation, Assembly Center residence and transfer operations…

6. According to the text, what needed to be done to “minimize the impact of evacuation upon the evacuees”?

7. According to the text, how much did it cost the U. S. government to provide essentials for the evacuees?
Document 4: Manzanar Nice Place — It’s Better Than Hollywood’

This dispatch, passed by military authorities, is the first close-up report from a newspaperman who has visited one of the Japanese concentration centers in California.—The Editor.

BY HARRY FERGUSON
United Press Staff Correspondent

MANZANAR, Cal., April 21.—This is the youngest, strangest city in the world— inhabited by Japanese who hoist American Flags, put up pictures of George Washington and pray to the Christian God for the defeat of Japan’s armed forces.

It is a settlement that grew—in the magic time of three weeks—out of the sagebrush of the Mojave Desert. This is one of the places where the 118,000 Japanese who are being moved out of the strategic area of the Pacific Coast are being resettled.

Three weeks ago this was empty land between two mountain ranges.

1. According to the author, why “is this youngest, strangest city in the world”?

2. According to the text, where is the “city” located?

Today it is a city of 3,303 population with a fire department, a hospital, a police force, an English-language newspaper, baseball teams and community recreation centers.

It probably is the fastest growing town in the world because soon its population will be doubled and eventually quadrupled. Most of the inhabitants are Japanese who have tasted American democracy and found it good. Probably 95 per cent at least of the Japanese here are loyal to the United States.

3. According to the text, what public services are provided?

4. According to the text, who are the inhabitants

They are the ones like S. Akamatsu, who moved into Building No. 6 and immediately put up pictures of George Washington, Abraham Lincoln and President Roosevelt.

Many of the loyal ones came here with fear and doubt in their hearts, expecting a Nazi-type concentration camp. Instead they found comfortable wooden buildings covered with tar paper, bathhouses and showers and plenty of wholesome food.

There is no fence around Manzanar now and while U.S. soldiers guard the main gate, there is nothing to prevent a Japanese from slipping away at night except the knowledge that he undoubtedly would be caught. Nobody has tried it.

5. Use the text to describe the “city”.

Emon Tatsui who was brought here from Los Angeles, looked around the camp a few days ago and decided to write a letter to his former employer, Murphy McHenry, Hollywood motion picture executive:

“Dear Sir: Kindly send my money to new address by U.S. Post Office money order. It may be too much trouble for you but we do not have bank open yet here. I like to tell you about this camp. Nice place to live. It better than Hollywood. Snow on mountains. Fresh air. Snow is bright. Every day is 80 to 85. "No blackout in here. There are liberty, safe and build up new life. Hundreds of carpenter, hundreds plumber, Hundreds so and so working hard to build up. One thousand Japanese coming to this camp almost every day now. Good ball ground. Baseball field. Swimming pool. School building. Danceroom is about start building then movie is next.

“Yours truly,
“EMON TATSUI.

“P.S. Over 300 miles away from your city but still in Los Angeles city limit.”

6. In Emon Tatsui’s letter to his former employer, how does he describe the “camp”? Provide four examples in your answer.

No attempts have been made to separate the loyal from the disloyal. Those whose sympathies lie with Japan are keeping quiet about it. Eventually there will be a police force of 75 Japanese and the camp management believes the loyal will maintain surveillance over the disloyal.

There are all types of Japanese here—rich, poor, old, young; issei, mostly old persons born in Japan; nisei, the younger group born in this country, and kibei, born in this country but sent back to Japan to be educated.

7. Identify the following:
   a. issei
   b. nisei
   c. kibei

8. Which of the above groups do you think would be most loyal to the United States?

9. Which of the above groups do you think would be most loyal to Japan?

Democracy is at work among them. An election has been held to choose block leaders. Eventually from these block leaders will be chosen an advisory committee of five to work with the camp management in preserving order and arranging for the planting of crops.

Manzanar hopes to become a self-sufficient community when irrigation is brought to the rich but arid land. The lives of the inhabitants have fallen quickly into the normal pattern of living. The Japanese firemen play solitaire while waiting for an alarm. A baby has been born and named Kenji Ogawa. Howard Kumagai, a mechanical engineer, has fallen in love with Kimiki Wakamura, former beauty shop operator, has proposed and been accepted. Boys and girls make dates for dances and for the movies where James Cagney is extremely popular.
10. Based on information in the text about everyday life in the “camp”, how would it compare to everyday life in any other city? Provide four examples in your answer.

Some volunteered to evacuate their homes and come here. Among them is Miss Chiye Mori of Los Angeles, news editor of The Manzanar Free Press, the settlement’s mimeographed newspaper. She was asked if she could write a brief statement explaining the feelings of the Japanese who were loyal to the United States. She turned to her portable typewriter and tapped this out on a sheet of paper:

“If Japan wins this war we have the most to lose. We hope America wins and quickly. We voluntarily evacuated as the only means by which we could demonstrate our loyalty. We want to share in the war effort. We want to share the gloom of temporary defeats and the joys of ultimate victory. We are deeply concerned with our American citizenship, which we prize above all else.”

San Francisco News
April 21, 1942

11. According to the text, why did some Japanese volunteer to evacuate their homes? Provide two examples in your answer.
Restriction of Civil Liberties-Japanese Internment Camps

**Group Members:** _____________________________________________________  
**Period:** _____

**Goal:** Evaluate whether government restriction of civil rights is ever justified.

**Step 1:** In groups of 4, read the 4 primary source documents on Japanese Internment in America during WWII.

**Step 2:** Cite 4 pieces of evidence (1 per document) as to why many Americans supported Japanese Internment.

<table>
<thead>
<tr>
<th>Document 1:</th>
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<tr>
<th>Document 2:</th>
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<table>
<thead>
<tr>
<th>Document 3:</th>
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</table>

<table>
<thead>
<tr>
<th>Document 4:</th>
</tr>
</thead>
</table>

**Step 3:** *Critical Thinking:* Each group member must draw a parallel to another ethnic group in America that has had their civil rights restricted (past or present) for a total of 4 other ethnic groups. Be prepared to discuss.

<table>
<thead>
<tr>
<th>Group Member 1:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Group Member 2:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Group Member 3:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Group Member 4:</th>
</tr>
</thead>
</table>
**Step 4:** Whole class discourse.

You may want to jot down notes/discussion points that will help you to complete the culminating assignment.

**Culminating Assignment:** Write an argumentative essay in which you evaluate whether government restriction of civil rights is ever justified.

**Assessment rubric(s):**

Text-Based/Document-Based Short Answer Rubric

Smarter Balanced – Argumentative Writing Rubric (Grades 6-11)
### Constructed Response: Text-Based/Document-Based Short Answer Rubric

**Adopted from the**

<table>
<thead>
<tr>
<th>Score</th>
<th>The response:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td>The response:</td>
</tr>
<tr>
<td></td>
<td>• Gives sufficient evidence of the ability to justify interpretations of information</td>
</tr>
<tr>
<td></td>
<td>• Includes specific examples that make clear reference to the text</td>
</tr>
<tr>
<td></td>
<td>• Adequately supports examples with clearly relevant information from the text</td>
</tr>
<tr>
<td></td>
<td>• maintains consistent focus on the topic, purpose, or main idea</td>
</tr>
<tr>
<td></td>
<td>• states a claim and provides support for it</td>
</tr>
<tr>
<td></td>
<td>• uses adequate correct sentence formation, punctuation, capitalization, usage grammar, and spelling</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>The response:</td>
</tr>
<tr>
<td></td>
<td>• Gives limited evidence of the ability to justify interpretations of information</td>
</tr>
<tr>
<td></td>
<td>• Includes some examples that make clear reference to the text. Supports examples with limited information from the text</td>
</tr>
<tr>
<td></td>
<td>• demonstrates some focus on the topic, purpose, or main idea; lapses may occur</td>
</tr>
<tr>
<td></td>
<td>• uses limited correct sentence formation, punctuation, capitalization, usage grammar, and spelling</td>
</tr>
<tr>
<td><strong>0</strong></td>
<td>The response:</td>
</tr>
<tr>
<td></td>
<td>A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.</td>
</tr>
<tr>
<td></td>
<td>• reflects a misunderstanding of the source</td>
</tr>
<tr>
<td></td>
<td>• demonstrates little or no focus</td>
</tr>
<tr>
<td></td>
<td>• has infrequent correct sentence formation, punctuation, capitalization, usage grammar, and spelling</td>
</tr>
<tr>
<td><strong>0</strong></td>
<td>The student has failed to respond to the question.</td>
</tr>
<tr>
<td>Score</td>
<td>Statement of Purpose/Focus</td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| 4     | The response is fully sustained and consistently and purposefully focused:  
- claim is clearly stated, focused and strongly maintained  
- alternate or opposing claims are clearly addressed  
- claim is introduced and communicated clearly within the context | The response has a clear and effective organizational structure creating unity and completeness:  
- effective, consistent use of a variety of transitional strategies  
- logical progression of ideas from beginning to end  
- effective introduction and conclusion for audience and purpose  
- strong connections among ideas, with some syntactic variety | The response provides thorough and convincing support/evidence for the writer’s claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:  
- use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete  
- effective use of a variety of elaborative techniques | The response clearly and effectively expresses ideas, using precise language:  
- use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose | The response demonstrates a strong command of conventions:  
- few, if any, errors are present in usage and sentence formation  
- effective and consistent use of punctuation, capitalization, and spelling |
| 3     | The response is adequately sustained and generally focused:  
- claim is clear and for the most part maintained, though some loosely related material may be present  
- context provided for the claim is adequate | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:  
- adequate use of transitional strategies with some variety  
- adequate progression of ideas from beginning to end  
- adequate introduction and conclusion  
- adequate, if slightly inconsistent, connection among ideas | The response provides adequate support/evidence for writer’s claim that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:  
- some evidence from sources is integrated, though citations may be general or imprecise  
- adequate use of some elaborative techniques | The response adequately expresses ideas, employing a mix of precise with more general language:  
- use of domain-specific vocabulary is generally appropriate for the audience and purpose | The response demonstrates an adequate command of conventions:  
- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed  
- adequate use of punctuation, capitalization, and spelling |
| 2     | The response is somewhat sustained and may have a minor drift in focus:  
- may be clearly focused on the claim but is insufficiently sustained  
- claim on the issue may be somewhat unclear and unfocused | The response has an inconsistent organizational structure, and flaws are evident:  
- inconsistent use of basic transitional strategies with little variety  
- uneven progression of ideas from beginning to end  
- conclusion and introduction, if present, are weak  
- weak connection among ideas | The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:  
- evidence from sources is weakly integrated, and citations, if present, are uneven  
- weak or uneven use of elaborative techniques | The response expresses ideas unevenly, using simplistic language:  
- use of domain-specific vocabulary may at times be inappropriate for the audience and purpose | The response demonstrates a partial command of conventions:  
- frequent errors in usage may obscure meaning  
- inconsistent use of punctuation, capitalization, and spelling |
| 1     | The response may be related to the purpose but may offer little relevant detail:  
- may be very brief  
- may have a major drift  
- claim may be confusing or ambiguous | The response has little or no discernible organizational structure:  
- few or no transitional strategies are evident  
- frequent extraneous ideas may intrude | The response provides minimal support/evidence for the writer’s claim that includes little or no use of sources, facts, and details:  
- use of evidence from sources is minimal, absent, in error, or irrelevant | The response expression of ideas is vague, lacks clarity, or is confusing:  
- uses limited language or domain-specific vocabulary  
- may have little sense of audience and purpose | The response demonstrates a lack of command of conventions:  
- errors are frequent and severe and meaning is often obscure |
| 0     | Unintelligible:  
In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.) | | | | |
# Ending WWII: Using the A-Bomb Activity

**Directions:** Use the accompanying documents to complete the chart.

Identify the terms based on context clues:

<table>
<thead>
<tr>
<th>Manhattan Project</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vindication</td>
<td></td>
</tr>
<tr>
<td>Decimated</td>
<td></td>
</tr>
<tr>
<td>Ultimatum</td>
<td></td>
</tr>
<tr>
<td>Incendiary Bombs</td>
<td></td>
</tr>
</tbody>
</table>

1. What were the other options besides dropping the a-bomb?

2. What were the moral implications of using the a-bomb?

3. Why would Truman want to keep the a-bomb a secret?

4. Identify an advantage and a disadvantage of using the a-bomb.

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
</table>
5. Which of the following justifications by Truman is the BEST and WORST argument for using it
a) End the war successfully and quickly
b) Justified the effort and cost of building
c) Offered the hope of diplomacy with its growing rivalry with the Soviet Union
d) Lack of incentives not to use the bomb
e) Because of Americans hatred of the Japanese and a desire for vengeance

*Just write the letter, you don’t need to re-write the statement.

<table>
<thead>
<tr>
<th>BEST:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WORST:</th>
</tr>
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<td></td>
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</tbody>
</table>

6. Given what you have learned, if you were the president in this situation, would you have used the a-bomb?!
In the early morning hours of July 16, 1945, great anticipation and fear ran rampant at White Sands Missile Range near Alamogordo, New Mexico. Robert Oppenheimer, director of the Manhattan Project, could hardly breathe. Years of secrecy, research, and tests were riding on this moment. "For the last few seconds, he stared directly ahead and when the announcer shouted Now!' and there came this tremendous burst of light followed abruptly there after by the deep growling of the explosion, his face relaxed into an expression of tremendous relief," recalled General L. R. Groves of Oppenheimer, in a memorandum for Secretary of War George Marshall. The explosion carrying more power than 20,000 tons of TNT and visible for more than 200 miles succeeded. The world's first atomic bomb had been detonated.

With the advent of the nuclear age, new dilemmas in the art of warfare arose. The war in Europe had concluded in May. The Pacific war would receive full attention from the United States War Department. As late as May 1945, the U.S. was engaged in heavy fighting with the Japanese at Iwo Jima and Okinawa. In these most bloody conflicts, the United States had sustained more than 75,000 casualties. These victories insured the United States was within air striking distance of the Japanese mainland. The bombing of Pearl Harbor by the Japanese to initiate United States entrance into the war, just four years before, was still fresh on the minds of many Americans. A feeling of vindication and a desire to end the war strengthened the resolve of the United States to quickly and decisively conclude it. President Harry Truman had many alternatives at his disposal for ending the war: invade the Japanese mainland, hold a demonstration of the destructive power of the atomic bomb for Japanese dignitaries, drop an atomic bomb on selected industrial Japanese cities, bomb and blockade the islands, wait for Soviet entry into the war on August 15, or mediate a compromised peace. Operation Olympia, a full scale landing of United States armed forces, was already planned for Kyushu on November 1, 1945 and a bomb and blockade plan had already been instituted over the Japanese mainland for several months.

The Japanese resolve to fight had been seriously hampered in the preceding months. Their losses at Iwo Jima and Okinawa had been staggering. Their navy had ceased to exist as an effective fighting force and the air corps had been decimated. American B-29's made bombing runs over military targets on the Japanese mainland an integral part of their air campaign. Japan's lack of air power hindered their ability to fight. The imprecision of bombing and the use of devastating city bombing in Europe eventually swayed United States Pacific theater military leaders to authorize bombing of Japanese mainland cities. Tokyo, Nagoya, Osaka, and Kobe all were decimated by incendiary and other bombs. In all, hundreds of thousands of civilians were killed in these air strikes meant to deter the resolve of the Japanese people. Yet, Japanese resolve stayed strong and the idea of a bloody "house to house" invasion of the Japanese mainland would produce thousands more American and Allied casualties. The Allies in late July 1945 declared at Potsdam that the Japanese must unconditionally surrender.

After Japanese leaders flatly rejected the Potsdam Declaration, President Truman authorized use of the atomic bomb anytime after August 3, 1945. On the clear morning of August 6, the first atomic bomb, nicknamed Little Boy, was dropped on the city of Hiroshima. Leveling over 60 percent of the city, 70,000 residents died instantaneously in a searing flash of heat. Three days later, on August 9, a second bomb, Fat Man, was dropped on Nagasaki. Over 20,000 people died instantly. In the successive weeks, thousands more Japanese died from the after effects of the radiation exposure of the blast.
Historians are still divided over whether it was necessary to drop the atomic bomb on Japan to end World War II. Here is a summary of arguments on both sides:

Why the bomb was needed or justified:

- The Japanese had demonstrated near-fanatical resistance, fighting to almost the last man on Pacific islands, committing mass suicide on Saipan and unleashing kamikaze attacks at Okinawa. Fire bombing had killed 100,000 in Tokyo with no discernible political effect. Only the atomic bomb could jolt Japan's leadership to surrender.
- With only two bombs ready (and a third on the way by late August 1945) it was too risky to "waste" one in a demonstration over an unpopulated area.
- An invasion of Japan would have caused casualties on both sides that could easily have exceeded the toll at Hiroshima and Nagasaki.
- The two targeted cities would have been firebombed anyway.
- Immediate use of the bomb convinced the world of its horror and prevented future use when nuclear stockpiles were far larger.
- The bomb's use impressed the Soviet Union and halted the war quickly enough that the USSR did not demand joint occupation of Japan.

Why the bomb was not needed, or unjustified:

- Japan was ready to call it quits anyway. More than 60 of its cities had been destroyed by conventional bombing, the home islands were being blockaded by the American Navy, and the Soviet Union entered the war by attacking Japanese troops in Manchuria.
- American refusal to modify its "unconditional surrender" demand to allow the Japanese to keep their emperor needlessly prolonged Japan's resistance.
- A demonstration explosion over Tokyo harbor would have convinced Japan's leaders to quit without killing many people.
- Even if Hiroshima was necessary, the U.S. did not give enough time for word to filter out of its devastation before bombing Nagasaki.
- The bomb was used partly to justify the $2 billion spent on its development.
- The two cities were of limited military value. Civilians outnumbered troops in Hiroshima five or six to one.
- Japanese lives were sacrificed simply for power politics between the U.S. and the Soviet Union.
- Conventional firebombing would have caused as much significant damage without making the U.S. the first nation to use nuclear weapons.
Document 1: Required Qualifications for acceptance into WASP program - Women Airforce Service Pilots

ARMY AIR FORCES
Headquarters flying Training Command
Fort Worth, Texas

Present requirements:
  a. Age: 21 to 35 years
  b. Education: High school or equivalent
  c. Experience: 150 hours previous flying, logged and certified
  d. Personal interview with Miss Cochran or person designated by her.
  e. Medical examination by Army Flight Surgeon

Course:
If applicant is accepted after personal interview and having passed medical examination, the course will include:
Approximately 100 hours flying, 25 of which will be under the hood.
Fifteen hours in Link Trainer
180 hours ground school course
Progress will be based on proficiency of student

Pay:
While in training --$150 per month
When assigned to duties--$250 per month

Applicant will have to be qualified at the end of above training to pass commercial, written and flight test, and instrument rating. Applicant can be eliminated at any time during the process of the course at the discretion of the instructors.

Jacqueline Cochran
Director, Women's Flying Training

Courtesy of The Woman's Collection, Texas Woman's University

1. What is the minimum and maximum age required to participate as a Women Airforce Service Pilots?

2. Cite the difference in pay for the pilots depending on their status.
Friday, A.M. 3/5/43

Dearest Mother & Dad:

Well, little 6'3" Mr. Jones admitted yesterday in his Texas drawl that "Baby, you're doin' bettah! But there's a H- of a lot room for a H- of a lot more improvement." He is mildly profane as all Texans seem to be here in Sweetwater. We took P.T. 114 off the line at 10:00, trundled her through clouds of dust and sand down to the take-off line and I took off from a half-ground loop along with 3 other planes simultaneously. The traffic here is terrific. I haven't made a landing "solo" yet. It can't be helped with 40-50 planes going off and coming back at approximately the same time in our flight (II) and as many cadets in flight at the same time, also. You have to feed in right rudder on your sewing machine during takeoff until you're holding it on all the way when she leaves the ground. Well, we got off, and trudged manfully up into the air at about 90 knots, turned at 300 ft, at 500 ft and brushed off various sister bugs to rise to 2500 where I stalled and stalled and banked and stalled until I thought surely he would wash me out of the course for lack of coordination. But he simply snap-rolled it a few times to loosen me up and I did much better after that. When I would skid turns, etc. he'd sing to the tune of "I can't give you anything but love, Baby" - "Oh, How I'd like to see you shake your bank, baby." I feel better about the whole thing today. But I can't fly because about 20 ships are in the shop for minor repairs and since I have as many hours as any, they are taking girls who are behind in their time.

Last night spring came to Texas. We had a real old-fashioned thunder storm which brought the first dampness here since last November. It was just like home to see the lightning, etc. Everyone in the barracks was at the doors or windows. We were very excited about it all. For the first time, I woke up without sand in my mouth and the damp odor of clay and old rain permeates the flight room here as I write. The sunrise this morning was chiefly green.

Another navigation test this afternoon but I think I'm ready for it. If someone wants to send me a box of stationary for my birthday, it would be greatly appreciated.

I've written you'all almost every day. You are getting my letters, O.K., aren't you? Sometimes the mail doesn't go out here and we all are very irritated about that.

Say! How about that box of candy you mentioned. I'm afraid I can't hold myself much longer. To clear our minds and refresh our souls, some of us congregate for 40 minutes + or - every evening in the canteen to hold a good gripe session. That + sunsets + letters from home + the airplanes compensate for army discipline which I do not like. Forgive me please.

It's good to have all the details, mother. Don't let the submarine get you under too far.

Love, Madge

*Courtesy of The Woman's Collection, Texas Woman's University*
1. Identify approximately how many planes are being piloted at the same time during the author’s training run.

2. What evidence does the author provide to show that her training is a work in progress?

**Document 3: Letter from Harry McKeown to Dora Dougherty Strother**

August 2, 1995

Dear Dr. Strothers:

Before you throw this letter into the trash-basket, let me introduce myself. In 1944 I met you with Col. Tibbets and Didi Morman when you brought a B-29 to Clovis AFB, Clovis, N.M. I was the Director of Maintenance & Supply and Base Test Pilot at the time. You came to show us that the B-29 plane was not one to be feared. You were the pilot that day and demonstrated your excellent flying skills and convinced us the B-29 was the plane that any pilot could be proud to fly. From that day on we never had a pilot who didn't want to fly the B-29.

It has been many years but I have never forgotten that day at Clovis and never will. I recently read about you in the Confederate Air Force "Dispatch" dated July/Aug. 1985, that a friend of mine had given me. I have asked the CAF to send this letter on to you and hope that you will receive it. I realize that it was a long time ago, but I still want to thank you for your helping me that day at Clovis. I will admit that I was scared, even though I had just returned from flying B-24s in North Africa. You made the difference in my flying from then on. I wasn't the only pilot that felt this way, and I am sure that they would thank you too if they knew where you were.

The article didn't mention Didi Morman so I assume that she has passed on. She was the Co-pilot that day.

Thank you again and with kindest regards, I remain,

Harry McKeown  
Lt. Col. USAF (Ret)  
506 Phelps Street  
Sumter, S.C. 29150

*Courtesy of The Woman's Collection, Texas Woman's University*

1. Speculate as to why you believe the author opens his letter with the phrase “before you throw this letter into the trash-basket.”
2. Examine what Dora Dougherty Strother convinced the pilots located in Clovis, NM they could do?

3. Describe Harry McKeown’s purpose for writing the letter.

**Document 4: Rendezvous with Destiny Barbie®**

![Image of Army Barbie®](http://www.womensmemorial.org/H&C/Collections/armybarbie.html)

This Barbie® is an Army sergeant who served as a medic with the 101st Airborne Division during Operation Desert Storm. The 101st Airborne Division is famed for its skill and daring in air assaults. Gift of A. Pidd Miller. 1989

1. Based on your background knowledge of the Barbie Doll, explain how “Army Barbie” symbolizes the shift in the role of women since the World War II era.
## Document 5: Statistics on Women in the Military

### Women Serving Today

Information courtesy of the Department of Defense and the US Coast Guard.

Data as of Sept. 30, 2011.

<table>
<thead>
<tr>
<th></th>
<th>Active Duty</th>
<th></th>
<th></th>
<th>Reserve &amp; Guard</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Women</td>
<td>Total</td>
<td>%Women</td>
<td>Women</td>
<td>Total</td>
<td>%Women</td>
</tr>
<tr>
<td>USA</td>
<td>76,694</td>
<td>565,463</td>
<td>13.6%</td>
<td>USAR</td>
<td>62,473</td>
<td>288,686</td>
</tr>
<tr>
<td>USMC</td>
<td>13,677</td>
<td>201,157</td>
<td>6.8%</td>
<td>USMCR</td>
<td>5,704</td>
<td>100,453</td>
</tr>
<tr>
<td>USN</td>
<td>53,385</td>
<td>325,123</td>
<td>16.4%</td>
<td>USNR</td>
<td>20,549</td>
<td>103,015</td>
</tr>
<tr>
<td>USAF</td>
<td>63,552</td>
<td>333,370</td>
<td>19.1%</td>
<td>USAFR</td>
<td>28,463</td>
<td>106,814</td>
</tr>
<tr>
<td>Total DoD</td>
<td>207,308</td>
<td>1,425,113</td>
<td>14.5%</td>
<td>Total</td>
<td>117,189</td>
<td>598,968</td>
</tr>
<tr>
<td>USCG</td>
<td>6,790</td>
<td>43,251</td>
<td>15.7%</td>
<td>USCGR</td>
<td>1,592</td>
<td>9,526</td>
</tr>
<tr>
<td>Total</td>
<td>214,098</td>
<td>1,468,364</td>
<td>14.6%</td>
<td>Reserve</td>
<td>118,781</td>
<td>608,494</td>
</tr>
</tbody>
</table>

*Figures include Cadets and Midshipmen*

(More than 90% of all career fields in the armed forces are now open to women)
1. Identify when this statistical data was revised.

2. Indicate the total number of women who were actively participating in the military during the time this report was published.

3. Record the world conflict which saw the greatest number of female participation.

4. Based on your understanding of societal changes, explain why the total number of female participation during the WWII era was so much greater than the WWI era.

<table>
<thead>
<tr>
<th>Women in Military Conflicts</th>
<th>Women Prisoners of War</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish-American War</td>
<td>Civil War</td>
</tr>
<tr>
<td>World War I</td>
<td>World War II</td>
</tr>
<tr>
<td>World War II (era)</td>
<td>Desert Storm</td>
</tr>
<tr>
<td>Korea (in theater)</td>
<td>Operation Iraqi Freedom</td>
</tr>
<tr>
<td>Vietnam (in theater)</td>
<td>7,500</td>
</tr>
<tr>
<td>Grenada (deployed)</td>
<td>170</td>
</tr>
<tr>
<td>Panama (deployed)</td>
<td>770</td>
</tr>
<tr>
<td>Desert Storm (in theater)</td>
<td>41,000</td>
</tr>
</tbody>
</table>

http://www.womensmemorial.org/Press/stats.html
Document 6: Rosie the Riveter: Then and Now

5. Evaluate the role of Rosie the Riveter in WWII compared to modern wars.
**Women in Combat Activity**

**Directions:** Read the following excerpts on women in combat and respond to the following question:
*Should women be allowed in combat?*

Women make up 15% of America’s armed forces, but military policy prohibits them from serving in combat zones.

**YES**
Where and how women serve in the military should be based on ability and training, not gender. Policies that prohibit the military from using the skills of all service members should be changed.

Today, more than 350,000 women serve in our military, with some 30,000 in Afghanistan and Iraq. But policy now limits where women serve in the Army and Marines. Specifically closed are infantry, armor, and most artillery units, and women cannot be assigned to units whose primary mission is to engage the enemy. These polices are based on what is believed to be the will of the American public, not women's proven abilities.

Women have always fought and died in America's wars. (As of June, 41 women have died in operations in Iraq and Afghanistan.) They've led men in battle, been prisoners of war, fired lethal weapons, and operated our most sophisticated systems. They fly combat aircraft and serve on combat ships. Women meet the military's physical and mental standards, are technically proficient, and are highly trained war fighters and leaders. From my 28 years in the Air Force, I know that servicemen consider women part of the team.

In today's all-volunteer force, women have accepted the challenges, responsibilities, and dangers of military service, just as the men have. With today's battlefield and the war on terror, there are no front lines, and every unit regardless of size or mission has the potential to engage with the enemy.

Why handicap our military with outdated and unrealistic policies restricting the use of capable people? It is time such policies were abolished.

— Brig. Gen. Wilma Vaught  
U.S. Air Force (Retired)

**NO**
The nation's pride in our military women does not justify assignments in direct ground combat, which involves more than the experience of being in danger, or even the risk of ambush.

Forget about Lara Croft, and think about real-life infantry, Marines, and Special Operations Forces that engage the enemy in places like Fallujah in Iraq. These men carry electronic equipment, weapons, ammunition, heavy body armor, and water weighing 50 to 100 pounds. Such burdens would weigh more heavily on smaller female soldiers who have, on average, 45 to 50 percent less upper-body strength and 25 to 30 percent less aerobic capacity, which is essential for endurance.

In the Army's own surveys, 90 percent of enlisted women have said they oppose involuntary combat assignments on the same basis as men. They know that training for female soldiers is modified to compensate for physical differences, but there can be no modifications on the battlefield.

In direct combat, women would not have an equal opportunity to survive, or to help fellow soldiers survive.

Even if physical capabilities were objectively measured and equal, coed combat assignments would affect discipline and unit cohesion. Women lose more duty time due to medical issues, including pregnancy, and their absence would be particularly disruptive in combat units where concentration and mutual trust are essential for survival.

At times, we have no choice about sending young men to war, but we do have a choice when it comes to sending young women. Changing that would be a mistake.

— Elaine Donnelly  
President, Center for Military Readiness
United States History – Research Paper Requirement

This research paper is a course requirement for all United States History students. The paper will be worth one test grade.

Requirements:

1. 5-10 typed pages, 12 pt. font, double spaced
2. Research based (evidence)
   a. At least 2 book sources
   b. At least 3 educational website sources
3. Citations
   a. Endnotes
   b. Works cited page
   c. Cite both quotes and paraphrasing (anything that is not your own original thought)
4. Your paper will be submitted to Turnitin.com before the due date.

Structure:

15. Thesis: Your paper must have a thesis that is relevant to your chosen topic and provides an argument about the topic.
16. Body Paragraph Format:
   a. Topic Sentence (Introduce topic or theme of the paragraph)
   b. Explain topic sentence and provide context
   c. Evidence (quote, statistic, paraphrasing)
   d. Analysis/significance of evidence
   e. Concluding sentence tied back to the thesis/topic sentence

Possible Topics (but not limited to):

Rights of individuals in United States History
Voting Rights
Government’s role in the life of people
Advancement in technology and its effect on society
Nativism throughout American history
Use of propaganda during war
Controversial elections in United States history
Minorities in government
Abuse of presidential power
Development of worker’s rights
Motives of the founding fathers
Failure of Reconstruction
State’s Rights vs. Federal Rights in American history
Lawbreakers of the Roaring 1920s
Robber Barons vs. Captains of Industry
Reform Movements
Plight of Native Americans
Policy of Isolation following World War I
America’s role in the World
Women in Politics
Evolution of women’s rights in American history
Fear of communism in America
Legacy of:
  Abraham Lincoln
  Teddy Roosevelt
  Andrew Jackson
  George W. Bush
  FDR
  George Washington
  Martin Luther King Jr.
  W. E. B. DuBois
  Thomas Jefferson
Role of America in the Middle East
Counterculture Movements
Role of Religion in the founding of America
Race and Sports in American History
Supreme Court Decisions (choose specific one)
America as a declining power
### Essential Standards and National Standards for Social Studies

**NCSS1: CULTURE** What is culture and how does it influence political, economic, religious, social, intellectual and artistic aspects?

**NCSS2: TIME, CONTINUITY, AND CHANGE** How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?

**NCSS3: PEOPLE, PLACES, AND ENVIRONMENTS** How do geography and the environment affect the development of human populations?

**NCSS4: INDIVIDUAL DEVELOPMENT AND IDENTITY** What is the influence of people, places, and environments on personal development?

**NCSS5: INDIVIDUALS, GROUPS, AND INSTITUTIONS** How do political, economic, social, religious and intellectual and artistic institutions affect societies?

**NCSS6: POWER, AUTHORITY, AND GOVERNANCE** How do people create, interact with and change structures of power, authority, and/or governance?

**NCSS7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION** How do people organize resources for the production, distribution and consumption of goods and services?

**NCSS8: SCIENCE, TECHNOLOGY, AND SOCIETY** How do the development of science and technology impact society?

**NCSS9: GLOBAL CONNECTIONS** How do global connections influence political, economic, religious, social, intellectual and artistic interactions among nations?

**NCSS10: CIVIC IDEALS AND PRACTICES** How are the ideals, principles and practices of citizens influenced by individual rights and responsibilities within a democratic society?

### UNIT FOCUS Questions

- **Thinking Skill Category**: How did ideological differences create conflict during the Cold War?  
  NCSS1, NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS7, NCSS8, NCSS9, NCSS10

- **How did the Cold War affect Americans on the homefront?**  
  NCSS1, NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS7, NCSS8, NCSS9, NCSS10

- **How did America’s foreign policy change after WWII?**  
  NCSS2, NCSS5, NCSS6, NCSS7, NCSS8, NCSS9, NCSS10

### Content Knowledge Objectives
### Initial Understanding

**Describe, Recall, List, Draw, Identify, Label, List, Match**

- Identify and locate the nations involved in Cold War alliances.
- List and describe the major events of the Cold War.
- Identify the major figures who shaped American domestic policy during the Cold War.
- Identify regions in which the Cold War got “hot.”

### Developing An Interpretation

**Categorize, Classify, Compare, Contrast, Describe, Cause/Effect, Examine, Explain, Generalize, Hypothesize, Infer, Interpret, Predict, Summarize, Take A Perspective**

- Compare and contrast the methodologies of competing interests during the Cold War.
- Describe the propaganda used during the Cold War era.
- Identify the causes and effects of our involvement in Korea, Cuba, and Vietnam.

### Making Connections

**Explain, Generalize, Hypothesize, Infer, Interpret, Predict, Summarize, Take A Perspective**

- Compare and contrast the methodologies of competing interests during the Cold War.
- Describe the propaganda used during the Cold War era.
- Identify the causes and effects of our involvement in Korea, Cuba, and Vietnam.

### Critical Stance

**Analyze, Assess, Defend, Design, Evaluate, Judge, Rate**

- Evaluate America’s success in rebuilding post-war Europe.
- Assess the value of duck & cover drills and fallout shelters.
- Assess how the Vietnam War draft impacted public opinion on the government.

### Unit Vocabulary

<table>
<thead>
<tr>
<th>Cold War</th>
<th>Domino Theory</th>
<th>Viernamization</th>
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</thead>
<tbody>
<tr>
<td>Communism</td>
<td>Policy of Containment</td>
<td>Ho Chi Minh</td>
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<tr>
<td>Marshall Plan</td>
<td>HUAC</td>
<td>Dien Bien Phu</td>
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<td>Berlin Airlift</td>
<td>McCarthyism</td>
<td>Gulf of Tonkin Resolution</td>
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<td>NATO</td>
<td>The Rosenbergs</td>
<td>My Lai Massacre</td>
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<td>Warsaw Pact</td>
<td>Nikita Krushchev</td>
<td>Ronald Reagan</td>
</tr>
<tr>
<td>Joseph Stalin</td>
<td>John F. Kennedy</td>
<td>Mikhail Gorbachev George Bush</td>
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<td>Truman Doctrine</td>
<td>Fidel Castro</td>
<td>Berlin Wall</td>
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<td>Korean War/Forgotten War</td>
<td>Cuban Missile Crisis</td>
<td>Agent Orange</td>
</tr>
<tr>
<td>General MacArthur</td>
<td>Bay of Pigs</td>
<td>SALT Talks</td>
</tr>
<tr>
<td>Dwight D. Eisenhower</td>
<td>Sputnik</td>
<td>Strategic Defense Initiative</td>
</tr>
<tr>
<td>Eisenhower Doctrine</td>
<td>Vietnam</td>
<td></td>
</tr>
</tbody>
</table>
Suggested Unit Assessments
Common Core Skills English Language Arts Standards » History/Social Studies » Grade 11

Initial Understanding & Developing An Interpretation:

- **Construct vocabulary flashcards or notecards, formulate Cornell Notes, Text Dependent Questions, Timeline**
  
  *Key Ideas and Details* RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  
  *Craft and Structure* RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Making Connections:

- **Student based discourse on America’s current foreign policy and its connections to the Cold War.**
  
  *Key Ideas and Details* RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  
  *Key Ideas and Details* RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
  
  *Integration of Knowledge and Ideas* RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. *Text Types and Purposes* WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  
  *Text Types and Purposes* WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

Critical Stance:

- **Student based discourse evaluating if America was justified in its involvement in Vietnam.**
  
  *Key Ideas and Details* RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  
  *Key Ideas and Details* RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
  
  *Craft and Structure* RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
Performance Assessment: Unit 9

Performance Task: Cold War

Type of Performance Task: Argumentative

Common Core Skills:

*Key Ideas and Details* RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

*Key Ideas and Details* RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

*Craft and Structure* RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

*Integration of Knowledge and Ideas* RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

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

Issue: What Cold War image is the best representation of the era?

Directions: In groups, students come to a consensus as to which Cold War quote is the best counterpart to each Cold War image, being able to defend their reasoning for the pairing. Then, individually write an informative-explanatory essay explaining which three pictures best represents the entirety of the Cold War, supporting the choice with clear evidence.

Culminating Assignment: Write an informative-explanatory essay explaining which three pictures best represents the entirety of the Cold War, supporting the choice with clear evidence

Assessment rubric(s):

Student Discourse Rubric

Smarter Balanced – Informative-Explanatory Rubric (Grades 6-11)
Cold War Pictorial and Quotes Analysis

**Step 1:** Divide students into groups accordingly (4-5 students per group)

**Step 2:** Provide students with the Cold War images and quotes separately
- Option 1: Provide students with images via power point with sidebar lines
- Option 2: Cut pictures out separately
- Option 3: Number pictures and quotes

**Step 3:** Students are to participate in group discussions and come to a consensus as to which quote best supports which image

**Step 4:** Instructor moderates discussion as they circulate among the groups facilitating the activity

**Step 5:** Each group presents their image/quote choices and defends their position for their pairings

Cold War Quotes
1) "In the simplest of terms, what we are doing in Korea is this: We are trying to prevent a third world war."
   Harry S. Truman, April 16, 1951

2) "Mankind must put an end to war or war will put an end to mankind." John F. Kennedy, September 25, 1961

3) "The survivors (of a nuclear war) would envy the dead."
   Nikita Khrushchev, July 20, 1963

4) "We are not going to send American boys nine or ten thousand miles away from home to do what Asian boys ought to be doing for themselves."
   Lyndon B. Johnson, October 21, 1964

5) We don't propose to sit here in our rocking chair with our hands folded and let the Communists set up any government in the Western Hemisphere.
   Lyndon Baines Johnson

6) "By the grace of God, America won the cold war."
   George Bush, Sr., January 28, 1992

7) "We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too."
   John F. Kennedy, September 12, 1962

8) “The Cold War isn't thawing; it is burning with a deadly heat. Communism isn't sleeping; it is, as always, plotting, scheming, working, fighting.”
   Richard M Nixon

9) “Mr Gorbachev, tear down this wall!"
   Ronald Reagan, June 12, 1987

10) "We're eyeball to eyeball, and I think the other fellow just blinked."
    - Secretary of State Dean Rusk, 1962

11) “Only Americans can hurt America.”
    Dwight D. Eisenhower

Cold War Images
**Culminating Assignment:** Write an informative-explanatory essay explaining which three pictures best represents the entirety of the Cold War, supporting the choice with clear evidence

**Assessment rubric(s):**

Student Discourse Rubric

Smarter Balanced – Informative-Explanatory Rubric (Grades 6-11)

<table>
<thead>
<tr>
<th><strong>Student Discourse Rubric</strong></th>
<th><strong>4</strong></th>
<th><strong>3</strong></th>
<th><strong>2</strong></th>
<th><strong>1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peer Interaction</strong></td>
<td>Actively supports, engages, and listens to peers (ongoing)</td>
<td>Makes a sincere effort to interact with peers (ongoing)</td>
<td>Limited interaction with peers</td>
<td>Virtually no interaction with peers</td>
</tr>
<tr>
<td><strong>Contribution to group</strong></td>
<td>Comments advance level and depth of dialogue</td>
<td>Relevant comments are based on assigned material</td>
<td>Some comments are irrelevant and off topic</td>
<td>Virtually no contribution to the group</td>
</tr>
<tr>
<td><strong>Group Interaction</strong></td>
<td>Group dynamic and level of discussion are consistently positive and on task</td>
<td>Group dynamic and level of discussion are occasionally positive and mostly on task</td>
<td>Group dynamic and level of discussion are sometimes disruptive and often stray from topic at hand</td>
<td>Group dynamic and level of discussion is inappropriate</td>
</tr>
<tr>
<td>Score</td>
<td>Statement of Purpose/Focus</td>
<td>Organization</td>
<td>Elaboration of Evidence</td>
<td>Language and Vocabulary</td>
</tr>
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<tr>
<td>4</td>
<td>The response is fully sustained and consistently purposefully focused:</td>
<td>The response has a clear and effective organizational structure creating unity and completeness:</td>
<td>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</td>
<td>The response clearly and effectively expresses ideas, using precise language:</td>
</tr>
<tr>
<td></td>
<td>● controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained</td>
<td>● use of a variety of transitional strategies</td>
<td>● use of evidence from sources is smoothly integrated, comprehensive, and concrete</td>
<td>● use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose</td>
</tr>
<tr>
<td></td>
<td>● controlling idea or main idea of a topic is introduced and communicated clearly within the context</td>
<td>● logical progression of ideas from beginning to end</td>
<td>effective introduction and conclusion for audience and purpose</td>
<td>effective use of a variety of elaborative techniques</td>
</tr>
<tr>
<td>3</td>
<td>The response is adequately sustained and generally focused:</td>
<td>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:</td>
<td>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:</td>
<td>The response adequately expresses ideas, employing a mix of precise with more general language:</td>
</tr>
<tr>
<td></td>
<td>● focus is clear and for the most part maintained, though some loosely related material may be present</td>
<td>● adequate use of transitional strategies with some variety</td>
<td>● some evidence from sources is integrated, though citations may be general or imprecise</td>
<td>● use of domain-specific vocabulary is generally appropriate for the audience and purpose</td>
</tr>
<tr>
<td></td>
<td>● some context for the controlling idea or main idea of the topic is adequate</td>
<td>● adequate progression of ideas from beginning to end</td>
<td>● adequate introduction and conclusion</td>
<td>● adequate use of some elaborative techniques</td>
</tr>
<tr>
<td>2</td>
<td>The response is somewhat sustained and may have a minor drift in focus:</td>
<td>The response has an inconsistent organizational structure, and flaws are evident:</td>
<td>The response provides uneven, cursory support/evidence for the writer’s claim that includes partial or uneven use of sources, facts, and details, and achieves little depth:</td>
<td>The response expresses ideas unevenly, using simplistic language:</td>
</tr>
<tr>
<td></td>
<td>● may be clearly focused on the controlling or main idea, but is insufficiently sustained</td>
<td>● inconsistent use of transitional strategies with little variety</td>
<td>● evidence from sources is weakly integrated, and citations, if present, are uneven</td>
<td>● use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose</td>
</tr>
<tr>
<td></td>
<td>● controlling idea or main idea may be unclear and somewhat unfocused</td>
<td>● uneven progression of ideas from beginning to end</td>
<td>● weak or uneven use of elaborative techniques</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The response may be related to the topic but may provide little or no focus:</td>
<td>The response has little or no discernable organizational structure:</td>
<td>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:</td>
<td>The response expression of ideas is vague, lacks clarity, or is confusing:</td>
</tr>
<tr>
<td></td>
<td>● may be very brief</td>
<td>● few or no transitional strategies are evident</td>
<td>● use of evidence from the source material is minimal, absent, in error, or irrelevant</td>
<td>● uses limited language or domain-specific vocabulary may have little sense of audience and purpose</td>
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<td></td>
<td>● may have a major drift</td>
<td>● frequent extraneous ideas may intrude</td>
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<tr>
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<td>● focus may be confusing or ambiguous</td>
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<tr>
<td>0</td>
<td>Unintelligible: In a language other than English, Off-topic, Copied text, Off-purpose (Off-purpose responses will still receive a score in Conventions.)</td>
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</table>
Document 1: Photograph: A typical American House

Context: Just over one-half century ago, one of the great confrontational moments of the Cold War seized the world’s attention: Nikita Khrushchev, bombastic anti-capitalist leader of the Soviet Union, and Richard Nixon, vice president of the United States with the reputation of a hard-line anti-communist, came to rhetorical grips in the model kitchen of the “typical American house” at the 1959 American exhibition at Sokolniki Park in Moscow.

1. Based on the photograph, predict what this conversation is about. Be sure to include details that show your knowledge of Cold War politics that have been discussed in class.
EXACTLY one-half century ago, one of the great confrontational moments of the cold war seized the world’s attention: Nikita Khrushchev, bombastic anti-capitalist leader of the Soviet Union, and Richard Nixon, vice president of the United States with the reputation of a hard-line anti-communist, came to rhetorical grips in the model kitchen of the “typical American house” at the 1959 American exhibition at Sokolniki Park in Moscow.

I was in that kitchen, not because I then had anything to do with Nixon, the exhibition’s official host, but as a young press agent for the American company that built the house. The exhibit was designed to show Russians that free enterprise produced goods that made life better for average Americans. However, my client’s house was not on the official tour.

Instead, “Nik and Dick,” as the adversaries were promptly dubbed, were steered into the RCA color television exhibit, a consumer marvel at the time. This display of technical superiority must have irritated the Russian leader, who noticed the taping going on and demanded “a full translation” of his remarks be broadcast in English in the United States. Nixon, in his role as genial host, readily agreed, expressing a hope for similar treatment of his remarks in Russia.

Khrushchev then promptly denounced a recent proclamation by the United States of “Captive Nations Week” — dedicated to praying for “peoples enslaved by the Soviet Union” — as an example of thoughtless provocation. “You have churned the water yourselves,” he warned the vice president. “What black cat crossed your path and confused you?” Then he wrapped his arms around a nearby Russian workman: “Does this man look like a slave laborer?”

Nixon, trying to be Mr. Nice Guy, noted that Russian and American workers had cooperated in building the exhibition and added: “There must be an exchange of ideas. After all, you don’t know everything — ” At which point Khrushchev snapped, “If I don’t know everything, you don’t know anything about communism — except fear of it.” On the defensive, Nixon said, “The way you dominate the conversation ... if you were in the United States Senate you would be accused of filibustering.”

Coming out of the RCA studio and being led into the innocuous Pepsi exhibit, Nixon looked glum; by playing the gracious host in the face of an aggressive debater, he had made a mistake soon to be replayed by leaders around the world. His military aide, Maj. Don Hughes, was looking around for a venue — off the planned route — where the vice president could regroup in front of the crowd of reporters.
I hollered at Major Hughes, “This way to the typical American house!” He didn’t hesitate, steering Nixon, Khrushchev and their entourages off the path and toward the structure we called “the Splitnik,” because it had a path cut through the middle to allow crowds to walk through the interior.

Problem: the momentum of the following crowd threatened to push the party all the way through the house without stopping. Thanks to Gilbert Robinson, a coordinator of the exhibition (and later head of State Department public diplomacy in the Reagan years), I arranged to make a certain section of fence disappear, allowing a crowd from the other side to spill in and trapping the official party inside the house. Nixon made a beeline to the railing that exposed the kitchen.

Nixon: “I want to show you this kitchen. It’s like those of houses in California. See that built-in washing machine?”

Khrushchev: “We have such things.”

Nixon: “What we want to do is make more easy the life of our housewives.”

Khrushchev: “We do not have the capitalist attitude toward women.”

Next problem: during this opening banter, I was in the kitchen, but the principals’ backs were to the reporters, who couldn’t hear. Harrison Salisbury of The Times, who spoke Russian, was trying to squeeze past burly Russian guards into the kitchen; I explained to them that he was the refrigerator demonstrator. They let Harrison in; he sat on the floor and took notes for the press pool.

Because the Russian press had derided the American claim that the house was affordable to workers — calling it “a Taj Mahal” — Nixon noted that this house cost $14,000, and a government-guaranteed veterans mortgage made it possible for a steelworker earning $3 an hour to buy it for $100 a month. Khrushchev was sarcastic: “We have peasants who also can afford to spend $14,000 for a house.”

Nixon eventually steered the topic of competition to weapons. “Would it not be better to compete in the relative merit of washing machines than in the strength of rockets?”

“Yes, but your generals say we must compete in rockets,” responded the Soviet leader. “We are strong and we can beat you.”

Nixon, aware that the Soviets then led the United States in rocket thrust, finessed that: “In this day and age to argue who is stronger completely misses the point. With modern weapons it just does not make sense. If war comes we both lose.”

Khrushchev started to interrupt, but Nixon pressed: “I hope the prime minister understands all the implications of what I just said ... Whether you place either one of the powerful nations in a position so that they have no choice but to accept dictation or fight, then you are playing with the most destructive power in the world.”
Khrushchev fell silent, and Nixon continued: “When we sit down at a conference table it cannot be all one way. One side cannot put an ultimatum to another.”

Khrushchev: “Our country has never been guided by ultimatums ... It sounds like a threat.”

Nixon: “Who is threatening?”

Khrushchev: “You want to threaten us indirectly. We have powerful weapons, too, and ours are better than yours if you want to compete.”

Nixon: “Immaterial ... I don’t think peace is helped by reiterating that you have more strength than us, because that is a threat, too.”

As Nixon gained strength in the debate and his opponent grew defensive, Elliott Erwitt of Magnum Photos talked his way past the guards and captured Nixon gently jabbing his finger into the surprised Khrushchev’s chest.

The guards eventually caught on to my entry trick, and when I tried to get the Associated Press photographer Hans Von Nolde in as “garbage disposal unit demonstrator,” it turned out that General Electric did not have such an appliance in that low-cost kitchen. In desperation, Hans lobbed his camera over the heads of the debaters into my arms. When I thought the shot was taken, I tossed the camera back. “You had your finger over the aperture, idiot!” shouted Hans, and passed it back, drawing glares from the guards.

More careful this time, I composed a shot with Nixon gesticulating and Khrushchev listening (and including my boss’s wife, Jinx Falkenburg, in the background). A beefy Russian bureaucrat elbowed his way into the picture and I couldn’t crop him out without losing the washing machine on the right. I clicked the shutter, including all the Kremlin big shots and the interloper (catching him with his eyes closed; served him right). The Associated Press quickly put it on its wire service before Russian censors could clamp down on transmissions, making their leader look less than dominant, and it made front pages around the world.

WESTERN news coverage made Nixon the winner of what Salisbury had originally slugged “the Sokolniki summit” but Harrison was willing to change that slug-line to the equally alliterative “kitchen conference” at my plea (my client was the house builder, not Nixon and certainly not the Russian park). Curiously, when the RCA television tape of the first part of the confrontation was telecast days later — in which a friendly Nixon had let Khrushchev push him around — the relatively small audience watched it with the mindset from the press that Nixon had “stood up to the bully.” The print message had already penetrated, especially when reinforced by the Erwitt photo of Nixon’s finger jab.

As madcap as many of the sidelights of that day were, they took place against a tense backdrop. The Soviet leadership, already master of much of Europe and then allied with China, was determined to dominate the world, to spread communism and undermine capitalism; that was no myth, and the ultimate victory of the West over that spread of dictatorship was by no means as certain as it seems in hindsight.
At such a moment, the leadership’s assessment of its main opponent’s will to resist — if necessary, to fight — becomes a major factor in national strategy. Intelligence agencies strain to get such top-level personal assessments right. The shrewd Khrushchev came away from his personal duel of words with Nixon persuaded that the advocate of capitalism was not just tough-minded but strong-willed; he later said that he did all he could to bring about Nixon’s defeat in his 1960 presidential campaign.

After John F. Kennedy won, the new president had a June 1961 summit meeting in Vienna with Khrushchev, and gloomily told the Times reporter James Reston afterward that “he just beat the hell out of me.” Assessing Kennedy as a soft touch, Khrushchev put up the Berlin Wall and then shipped Soviet missiles to Cuba; it took that nuclear confrontation to show the Russian that his personal assessment of Kennedy’s will was quite mistaken.

A few hours after the kitchen conference, at our ambassador’s residence, I was introduced to Nixon, who showed his grasp of capitalism’s priorities by commenting, “We really put your kitchen on the map, didn’t we?” At a state dinner 13 years later, accompanying President Nixon to Moscow as a speechwriter, I recognized the bureaucrat who had pushed his way into my kitchen picture and ultimately to the top of the Communist heap: Leonid Brezhnev.
The Nuclear Arms Race Activity

**Directions:** Read the information of the nuclear arms race and answer the questions that follow.

The nuclear arms race was central to the Cold War. Many feared where the Cold War was going with the belief that the more nuclear weapons you had, the more powerful you were. Both America and Russia massively built up their stockpiles of nuclear weapons.

The world greatly changed when USA exploded the H-bomb in 1952. This one bomb was smaller in size than the Hiroshima atomic bomb but 2500 times more powerful. The Russians produced an H-bomb in 1953 and the world became a much more dangerous place.

However, it is possible that the sheer power of these weapons and the fear that they evoked, may have stopped a nuclear war.

USA produced a bomber - the B52 - that could fly 6,000 miles and deliver a nuclear pay-load. Such a development required massive financial backing from the government - something which America could afford to do and which Russia could not. Russia concentrated on producing bigger bombs - a far more cost effective procedure.

In October 1957, the world was introduced to the fear of a missile attack when Sputnik was launched. This was to lead to ICBM’s: Inter-continental ballistic missiles. As a result, America built the DEW line around the Artic - Defence and Early Warning system.

At the end of the 1950’s, American Intelligence estimated that in a Russian missile attack, 20 million Americans would die and 22 million would be injured.

During the 1960’s, the Russians put their money into producing more missiles regardless of quality while America built fewer but better quality missiles - the Atlas could go 5,000 miles at a speed of 16,000 mph. By 1961, there were enough bombs to destroy the world.

Despite this, great emphasis was put on new weapon systems - mobile missile launchers were built, missiles were housed underground in silos and in 1960 the first Polaris submarine was launched carrying 16 nuclear missiles. Each missile carried four warheads which could targeted on different cities; hence one submarine effectively carried 64 nuclear warheads.

In 1967, China exploded an H-bomb. China was a communist country. In the west, NATO felt outnumbered as the table below shows and so had to place her faith in nuclear missiles.

**Troops** : NATO 2.6 million. Warsaw Pact 4 million

**Tanks** : NATO 13,000. Warsaw Pact 42,500

**Artillery** : NATO 10,750. Warsaw Pact 31,5000

During the 1960’s the theory of MAD developed - Mutually Assured Destruction. This meant that if Russia attacked the west, the west would make sure that they would suitably retaliate i.e. there would be no winners.

By 1981, USA had 8,000 ICBM’s and USSR 7,000 ICBM’s

By 1981, USA had 4,000 planes capable of delivering a nuclear bomb. Russia had 5000.
USA defense spending for 1981 = 178 billion dollars. By 1986, it was 367 billion dollars.

By 1986, it is estimated that throughout the world there were 40,000 nuclear warheads - the equivalent of one million Hiroshima bombs.

British Intelligence estimated that just one medium sized H-bomb on London would essentially destroy anything living up to 30 miles away.

Confronted by such awesome statistics, world leaders had to move to a position where they trusted each other more. Throughout the 1960's and 1970's "detente" had been used to ease bad relations between the superpowers. This was to culminate in the Reykjavik meeting between presidents Reagan and Gorbachev that started real progress in the cut in nuclear weaponry in future meetings (if little was actually gained at the meeting in Reykjavik).

Reading Comprehension Questions

1. Why is the H-Bomb more dangerous than the A-Bomb?

2. Explain the MAD theory.

3. Define “détente”

4. Describe what it would have been like to live during the time of the Nuclear Arms Race.
Robert Kennedy at the Berlin Wall in 1962- Text Dependent Questions Activity

Directions: Read the information about Robert Kennedy at the Berlin Wall and the questions that follow.

In February 1962, Robert and Ethel Kennedy traveled to West Berlin, Germany as part of a global goodwill trip. The victorious wartime Allies had administratively divided the former Nazi capital after World War II, and in 1961 Soviet premier Nikita Khrushchev had closed the border between East and West Berlin. His Berlin Wall was a cement barrier guarded by tanks and covered in barbed wire, a physical manifestation of the Cold War.

Kennedy spoke in City Hall Square to a crowd estimated at 180,000 people about the contrasts between freedom and communism.

Over the past few weeks my wife and I have traveled many thousands of miles across the United States, across the Pacific Ocean, from Japan along the Chinese coast, down to Indonesia, across the Indian Ocean, across Pakistan, up through the Middle East, through Italy, and now we arrive in the free city of Berlin. Nothing we have seen has touched us as much as your reception for us here today.

The warmth of your greetings will always remain indelibly in our hearts and the message it gives is one I will report back to the American people. And I want to report to you that it is reciprocated by friendship and affection for the people of Berlin and admiration for your great courage.

So I am proud to be here in the city of Berlin. This is my third visit to your city. I came here first in 1948 during the Berlin airlift. It was when Berliners and Americans were standing side by side. General [Lucius] Clay and your mayor, Ernst Reuter, stood should to shoulder when the Communists attempted to bring the proud city of Berlin to its knees. On that trip I traveled not only to West Berlin but to Communist East Berlin, and the contrast between communism and freedom was there for all to see. And I saw it for myself.

But on my return in 1955, I came from a long trip through the Soviet Union and I came here to West Berlin and saw your pleasant streets and gay shops and your fine people. And when I went over to East Berlin, again it was like returning to a bad dream.

[Two rockets zoom up from east of the Berlin Wall and explode loudly directly over the square, and four red flags float down on balloons as the Berliners boo and hiss. Kennedy points at the balloons and continues.]

The Communists will let the balloons through but they won't their people come through.

[The crowd roars approval]

I have seen the contrast between the city in the West part and in the Communist part, as many hundreds of thousands of people have seen that contrast. And that is why Herr [Walter] Ulbricht had to erect the wall. Because it was contrast that he could not tolerate.
That is the true meaning of the wall that lies like a snake across the heart of your city. Mr. Ulbricht and the Communists cannot afford the contrast.

[Two more rockets explode, dropping two more red flags by parachute from small balloons.]

That is the only thing he can do.

He cannot tolerate the contrast between freedom here and communism over there so that everyone can see it. He has had to erect the wall. We are aware of the heartbreak and anguish this wall has caused to the people of Berlin. But I would also ask you to look at the other side and see what an impression it has made all across the rest of the globe. Because this wall is an admission of failure by communism, it is an attempt for the first time in the history of mankind to erect a wall, not to keep marauders or bandits out, but to keep their people in.

This is understood everywhere. I was in Indonesia and talked to a young communist student. And he was saying that the communist regimes throughout the world were supported by the people. And I asked him: I said, "Well, how can you explain the wall in Berlin?" He blushed for a moment, and he said: "I don't want to get into details."

And this incident has been repeated over and over again in my travels.

If the purpose of the wall was to destroy Berlin, Herr Ulbricht and his cohorts have erred sadly. Berlin is not only going to continue to exist - it's going to grow and grow and grow.

Its ties to West Germany will not be severed. Companies from America and other foreign countries will erect their plants here. Corporations from all over the globe are going to open outlets in this city. West Berlin's brightest pages have yet to be written in the books of history. And Berlin, although on the edge of totalitarianism, will not be attacked, because an armed attack on West Berlin is the same as an armed attack on Chicago, or New York, or London, or Paris.

We are your brothers and we stand by you.


1. What is meant by the Berlin Wall being a “physical manifestation” of the Cold War?
2. Define “reciprocated”
3. Why did the Soviets fire balloons over the square?
4. How does the Berlin Wall show that Communism has failed?
5. What is meant by the statement that an attack on West Berlin is the same as an attack on Chicago?
Bay of Pigs Invasion- Text Dependent Questions Activity

**Directions:** Read the information about the Bay of Pigs Invasion and answer the questions that follow.

**April 17, 1961 | The Bay of Pigs Invasion Against Castro**

On April 17, 1961, about 1,500 C.I.A.-trained Cuban exiles began the Bay of Pigs invasion of Cuba in what would become a failed attempt to overthrow the government of Fidel Castro, the Marxist revolutionary who had seized power in January 1959.

The April 18 New York Times said that both the rebels and the Cuban government reported successes in the battle. Mr. Castro released a communiqué stating: “[O]ur armed forces are continuing to fight the enemy heroically,” while there were a “wave of rebel assertions of victories, new landings and internal uprisings,” according to The Times. The paper added “a complete blackout of direct news from Cuba made it impossible to assess the situation accurately.”

The Times also noted that Secretary of State Dean Rusk denied that the United States would become involved in the situation. However, the United States had organized the attack. The C.I.A. formulated invasion plans in 1960 during the presidency of Dwight Eisenhower and presented the plans to President John F. Kennedy after he was elected in November 1960. Mr. Kennedy, who had taken a hard line on Cuba during the election, approved the plan.

The invasion ended in failure, as Cuban forces defeated the rebels in just three days. There were several reasons for the failure. First, the C.I.A. intended for a covert invasion, but Cuba had been made aware of possible attacks through intelligence and increased dissident activity. The Times wrote: “The climate for the
invasion — anticipated and promised by the Cuban rebels for many weeks — was created to a large extent by events of last week. Since last Thursday a major wave of sabotage swept Cuba. Saturday, three B-26 aircraft bombed three air bases on the island. Beginning in the middle of last week informants in Cuban groups made it known confidentially that ‘important events’ were to be expected over the weekend.”

Second, the United States had failed to neutralize the Cuban Air Force, as the B-26 attacks of April 15 missed many intended targets. The Cuban Air Force, therefore, was able to bombard the rebels as they invaded. Lastly, the rebels, who were far outnumbered by Cuban forces, were not able to stir up local Cubans to join their insurgency, which was necessary for the invasion to have a chance of succeeding.

Of the 1,500 invaders, more than 100 were killed and 1,200 were captured. The Cuban government tried and executed some of the leaders and kept the rest prisoner for 20 months while negotiating with the United States for their release. In December 1962, Cuba agreed to release the more than 1,100 prisoners in exchange for $53 million in food and medical aid from the United States.

The failed invasion was a major embarrassment for the United States and the Kennedy administration. It strengthened Mr. Castro’s power in Cuba and pushed him to pursue closer relations with the Soviet Union, Cold War enemy of the United States.

Reading Comprehension Questions

1. Why would the US want to get rid of Castro as the leader of Cuba?

2. Define Marxist

3. What are the reasons for failure of the Cuban rebels?

4. What does the prisoner exchange deal tell us about Cuba?
United States History – Research Paper Requirement

This research paper is a course requirement for all United States History students. The paper will be worth one test grade.

Requirements:

1. 5-10 typed pages, 12 pt. font, double spaced
2. Research based (evidence)
   a. At least 2 book sources
   b. At least 3 educational website sources
3. Citations
   a. Endnotes
   b. Works cited page
   c. Cite both quotes and paraphrasing (anything that is not your own original thought)
4. Your paper will be submitted to Turnitin.com before the due date.

Structure:

17. Thesis: Your paper must have a thesis that is relevant to your chosen topic and provides an argument about the topic.
18. Body Paragraph Format:
   a. Topic Sentence (Introduce topic or theme of the paragraph)
   b. Explain topic sentence and provide context
   c. Evidence (quote, statistic, paraphrasing)
   d. Analysis/significance of evidence
   e. Concluding sentence tied back to the thesis/topic sentence

Possible Topics (but not limited to):

Rights of individuals in United States History
Voting Rights
Government’s role in the life of people
Advancement in technology and its effect on society
Nativism throughout American history
Use of propaganda during war
Controversial elections in United States history
Minorities in government
Abuse of presidential power
Development of worker’s rights
Motives of the founding fathers
Failure of Reconstruction
State’s Rights vs. Federal Rights in American history
Lawbreakers of the Roaring 1920s
Robber Barons vs. Captains of Industry
Reform Movements
Plight of Native Americans
Policy of Isolation following World War I
America’s role in the World
Women in Politics
Evolution of women’s rights in American history
Fear of communism in America
Legacy of:
  Abraham Lincoln
  Teddy Roosevelt
  Andrew Jackson
  George W. Bush
  FDR
  George Washington
  Martin Luther King Jr.
  W. E. B. DuBois
  Thomas Jefferson
Role of America in the Middle East
Counterculture Movements
Role of Religion in the founding of America
Race and Sports in American History
Supreme Court Decisions (choose specific one)
America as a declining power
Grade 11 – United States History  
Unit 10: Contemporary America, 1950-present  
Length of Unit: 2-3 weeks

**Essential Standards and National Standards for Social Studies**

<table>
<thead>
<tr>
<th>NCSS1: CULTURE</th>
<th>What is culture and how does it influence political, economic, religious, social, intellectual and artistic aspects?</th>
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<tr>
<td>NCSS2: TIME, CONTINUITY, AND CHANGE</td>
<td>How do historical experiences among or within societies, peoples and nations reveal patterns of continuity and change?</td>
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<td>NCSS3: PEOPLE, PLACES, AND ENVIRONMENTS</td>
<td>How do geography and the environment affect the development of human populations?</td>
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<td>NCSS4: INDIVIDUAL DEVELOPMENT AND IDENTITY</td>
<td>What is the influence of people, places, and environments on personal development?</td>
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<td>NCSS5: INDIVIDUALS, GROUPS, AND INSTITUTIONS</td>
<td>How do political, economic, social, religious and intellectual and artistic institutions affect societies?</td>
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<tr>
<td>NCSS6: POWER, AUTHORITY, AND GOVERNANCE</td>
<td>How do people create, interact with and change structures of power, authority, and/or governance?</td>
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<td>NCSS7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION</td>
<td>How do people organize resources for the production, distribution and consumption of goods and services?</td>
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<td>NCSS8: SCIENCE, TECHNOLOGY, AND SOCIETY</td>
<td>How do the development of science and technology impact society?</td>
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<td>NCSS9: GLOBAL CONNECTIONS</td>
<td>How do global connections influence political, economic, religious, social, intellectual and artistic interactions among nations?</td>
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<tr>
<td>NCSS10: CIVIC IDEALS AND PRACTICES</td>
<td>How are the ideals, principles and practices of citizens influenced by individual rights and responsibilities within a democratic society?</td>
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**UNIT FOCUS Questions**

<table>
<thead>
<tr>
<th>Thinking Skill Category</th>
<th>How did the Civil Rights Movement change American society? NCSS1, NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS7, NCSS10</th>
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<tr>
<td></td>
<td>How did America change politically, economically, religiously, socially, intellectually, and artistically during the second half of the 20th century? NCSS1, NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS7, NCSS8, NCSS9, NCSS10</td>
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<td></td>
<td>How has September 11th 2001 and the War on Terror, redefined American domestic and foreign policy? NCSS1, NCSS2, NCSS3, NCSS4, NCSS5, NCSS6, NCSS7, NCSS9, NCSS10</td>
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**Content Knowledge Objectives**
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<tr>
<th><strong>Initial Understanding</strong></th>
<th>Identify key figures of the Civil Rights Movement.</th>
<th>Identify key people and events of PERSIA during the second half of the 20th century.</th>
<th>Identify key individuals, organizations, and events of the War on Terror.</th>
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<tbody>
<tr>
<td>Describe, Recall, List, Draw, Identify, Label, List, Match</td>
<td>Sequence the events of the Civil Rights Movement.</td>
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<tr>
<th><strong>Developing An Interpretation</strong></th>
<th>Compare and contrast Martin Luther King Jr. to Malcolm X.</th>
<th>Describe how the role of the presidency has evolved since Nixon.</th>
<th>Predict the long term effects of the War on Terror.</th>
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<tr>
<td>Categorize, Classify, Compare, Contrast, Describe, Cause/Effect, Examine, Explain, Generalize, Hypothesize, Infer, Interpret, Predict, Summarize, Take A Perspective</td>
<td>Describe the impact of Civil Rights legislation on American society.</td>
<td>Explain the expanding role of government in the lives of American citizens in contemporary America.</td>
<td>Summarize contradictory political perspectives on the War on Terror.</td>
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<th><strong>Making Connections</strong></th>
<th>Assess if true equality has been achieved.</th>
<th>Examine how immigration patterns have shifted throughout the course of American history.</th>
<th>Analyze how perspectives on religion are changing due to the War on Terror.</th>
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<td>same verbs as for Developing an Interpretation</td>
<td>Evaluate the roll of education on the Civil Rights Movement.</td>
<td>Assess the priorities of public policy throughout the second half of the 20th century.</td>
<td>Debate the decision to enter the Iraq War.</td>
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<th><strong>Critical Stance</strong></th>
<th>Evaluate the roll of education on the Civil Rights Movement.</th>
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<th>Debate the decision to enter the Iraq War.</th>
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<td>Analyze, Assess, Defend, Design, Evaluate, Judge, Rate</td>
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<th><strong>Unit Vocabulary</strong></th>
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<td>Civil Rights Movement</td>
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<td>Brown vs. Board</td>
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<td>Emmett Till</td>
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<td>Rosa Parks</td>
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<td>Bus boycott</td>
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<td>Martin Luther King</td>
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<td>Malcolm X</td>
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<td>James Meredith</td>
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<td>Little Rock 9</td>
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<td>1964 Civil Rights Act</td>
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<td>1965 Voting Rights Act</td>
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<td>Richard Nixon</td>
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<td>Bill Clinton</td>
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<td>Saddam Hussein</td>
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<td>Weapons of Mass Destruction</td>
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<td>George W. Bush</td>
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<td>Election of 2000</td>
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<td>September 11, 2001</td>
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<td>Patriot Act</td>
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<tr>
<td>Iraq War</td>
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<tr>
<td>Afghanistan War</td>
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Suggested Unit Assessments

Common Core Skills English Language Arts Standards » History/Social Studies » Grade 11

Initial Understanding & Developing An Interpretation:

- **Construct vocabulary flashcards or notecards, formulate Cornell Notes, Text Dependent Questions, Timeline**
  
  **Key Ideas and Details** RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

  **Craft and Structure** RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

  **Integration of Knowledge and Ideas** RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

- **Interpretation of Civil Rights Movement images**
  
  **Key Ideas and Details** RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

  **Integration of Knowledge and Ideas** RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Making Connections:

- **Student based discourse on America’s current foreign policy and its connections to the Cold War.**
  
  **Key Ideas and Details** RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

  **Key Ideas and Details** RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

  **Integration of Knowledge and Ideas** RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. **Text Types and Purposes** WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

  **Text Types and Purposes** WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-
appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.

**Critical Stance:**

- **Debate the decision to enter the Iraq War.**
  
  *Key Ideas and Details* RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  
  *Key Ideas and Details* RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
  
  *Craft and Structure* RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
### Performance Assessment: Unit 10

**Performance Task:** Modern American History

**Type of Performance:** Informative-Explanatory

**Common Core Skills:**

- **Key Ideas and Details** RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **Key Ideas and Details** RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **Key Ideas and Details** RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **Craft and Structure** RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- **Integration of Knowledge and Ideas** RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **Integration of Knowledge and Ideas** RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **Text Types and Purposes** WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- **Text Types and Purposes** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **Text Types and Purposes** WHST.11-12.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- **Production and Distribution of Writing** WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **Research to Build and Present Knowledge** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **Research to Build and Present Knowledge** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **Research to Build and Present Knowledge** WHST.11-12.9 Draw evidence from informational
texts to support analysis, reflection, and research.

**Issue:** How has America changed politically, economically, religiously, socially, intellectually, and artistically during the second half of the 20th century?

**Directions:** Create a PowerPoint Presentation on a specific decade, researching topics through the use of PERSIA and presenting their information to the class.

**Culminating Assignment:** Create a PowerPoint Presentation on a specific decade, researching topics through the use of PERSIA and presenting their information to the class.

**Assessment rubric(s):**

Decades Project Rubric
You and your classmates will travel back in time to understand significant events in America throughout the last 5 decades. You will research and present each decade. Each has unique events and people that you will be given that must be covered in order to properly teach your decade. You may use both your book and Internet in order to find information. You are responsible for learning all aspects of your decade, for teaching it to others, AND learning from other groups as well! You HAVE TO work on this for homework in addition to class time you are given in order to complete this properly.

Due: ____________

Length: 25-30 minute presentation

Slides: 20 Minimum, examining your decade through PERSIA

Politics (presidents, foreign & domestic policies)
Economy (jobs, prices of goods, houses, salaries... compare your decade to today)
Religion (declining/increasing, any new movements in religion)
Social (fashion, entertainment: music, movies, dances, hobbies, sports)
Intellectual (new technologies or educational movements)
Artistic/Athletic (any significant artists (visual or musical), athletes, teams, events)

Pictures: Minimum of 10, must include 2 that are data driven (charts, maps, etc)

Music: You must play at least 1 song OR pieces of several songs that is representative of the decade. (Song choices must be school appropriate and shouldn’t exceed 5 minutes)

Clips: You must have a video clip(s) of the time period. This may be taken from a movie, TV show, or news report. It can be shown through a DVD, tape, or Youtube (having a backup would be wise-Shouldn’t exceed 8 minutes)

Preparedness: Not being able to present when called on is unacceptable. You will automatically be docked 10 points. Therefore be sure of 3 things:

1) Save your work every day to different places (#, zip drive, email, other group members) Don’t rely on people to be here every day- their absence is not to affect your progress (I will alter participation grades when necessary)
2) Be here, on time, the day of your presentation or you will be docked 10 points.
3) Make sure your version of PowerPoint is compatible with mine. Have MULTIPLE copies of your presentation. You must present from my login.. NOT yours.
Props & Costumes: You must do one of following:

At least one member of your group must dress as someone in that decade would OR your group must bring in a prop from your time period (game, candy, toy, etc that was popular during your decade… in some cases the prop may be part of the costume, for example: 50’s- a poodle skirt). *Extra Credit given for the more of this you do!*

In addition to/as part of completing a PERSIA PowerPoint for each decade, you should hit on the following:

1970s: Elections of 1972 and 1976; “me decade”; Kent State Shooting; 26th Amendment; Watergate; Vietnam- Peace Treaty and Pentagon Papers; 1973 oil crisis; Roe v. Wade; disco/Studio 54; Nixon’s impeachment; waterbed; Jimmy Carter; Arthur Ashe; home computer; Microsoft; Iran hostage crisis; email; Mark Spitz; Star Wars; Jonestown Massacre; Marshall University plane crash; Disney World; Title IX; Billie Jean King; Lyme Disease; Jimmy Hoffa; Son of Sam; Pop Art/Andy Warhol; ET; Floppy disc; Atari

1980’s: Elections of 1980, 1984, 1988; John Lennon assassination; Cabbage Patch Kids; Challenger accident; Pac-Man; Black Monday; “Just Say No”; Exxon Valdez oil spill; Live Aid; post-it notes; MTV; The Cosby Show; AIDS; Sally Ride; Berlin Wall falls; Michael Jackson; crack epidemic; Nintendo; The Simpsons; mobile phone; Sandra Day O’Connor; John Hinckley; Tylenol murders; Apple computer; recycling; Arsenio Hall; cd’s; Reganomics; Geraldine Ferarro; Miracle on Ice; Michael Jordan; cable TV

1990’s: Elections of 1992 and 1996; Dolly/Stem Cell Research; Clinton impeachment; Waco TX; Oklahoma City Bombing; TWA Flight 800; Columbine High School; Y2K bug; Desert Storm/Gulf War; Rodney King; World Trade Center Bombed; Clarence Thomas; Mad Cow disease; Princess Diana dies; Matthew Sheppard/Hate Crime Act; 27th Amendment; Selena; Unabomber; ebonics; Madeline Albright; Harry Potter; John Glenn/Discovery; Woodstock ‘99; Jackie Kennedy death; attack of the boy bands

2000’s: Hurricane Katrina; iPod; Y2K; Elections of 2000, 2004, 2008; September 11th; Al-Qaeda; Columbia Space Shuttle; Virginia Tech Massacre; Recession; “being green” and hybrid cars; housing crisis; Iraq War;War on Terrorism; same-sex marriage; youtube; global warming; SARS; face transplant; DVR; steroids in baseball; Michael Phelps; Hillary Clinton; Sarah Palin; Anthrax; Social Networking; FB & Myspace; Death of Michael Jackson; Illegal immigration; Drug War; Saddam Hussein capture

Culminating Assignment: Create a PowerPoint Presentation on a specific decade, researching topics through the use of PERSIA and presenting their information to the class.

Assessment rubric(s):

Decades Project Rubric
## Decade Project Rubric

<table>
<thead>
<tr>
<th>Standard</th>
<th>Value</th>
<th>Earned</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Oral Presentation</strong>: students meet the time requirement (25-30 minutes), speak loudly &amp; clearly, are knowledgeable about their topic (do not need to read directly from the slides… can <em>talk</em> to the class)</td>
<td>10</td>
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<td><strong>Visual Presentation</strong>: students meet the 20 slide minimum, are clearly readable, use transitions, and are well organized</td>
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<tr>
<td><strong>Information</strong>: students cover all topics in the PERSIA model and identify the given information</td>
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<tr>
<td><strong>Pictures</strong>: students meet the 10 picture requirement that are decade appropriate, clear, and includes 2 that are <em>data driven</em></td>
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<td><strong>Visual Clip</strong>: students present a clip(s) that does not exceed 8 minutes</td>
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<td><strong>Music Clip</strong>: students present a clip(s) that does not exceed 6 minutes</td>
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<tr>
<td><strong>Props &amp; Costumes</strong>: students either dressed the role of the decade OR brought in 1 item from their decade</td>
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<tr>
<td><strong>Class Time &amp; Preparedness</strong>: students are present and make valuable use of class time and are prepared to give their presentation</td>
<td>10</td>
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<td><strong>Extra Credit</strong>: students go above and beyond the required in order to make their presentation more interesting to their classmates</td>
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<td><strong>Total</strong></td>
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Text Based Questions- Civil Rights Movement Activity

“I Have a Dream…”

Dr. Martin Luther King Jr.

August 28, 1963
Washington, D. C.
James Reston

Reston was a New York Times Washington reporter, bureau chief, and columnist for many years.

...It will be a long time before (the nation) forgets the melodious and melancholy voice of the Rev. Dr. Martin Luther King Jr. crying out his dreams to the multitude.

It was Dr. King who, near the end of the day, touched the vast audience. Until then the pilgrimage was merely a great spectacle. Only those marchers from the embattled towns in the Old Confederacy had anything like old crusading zeal. For many the day seemed an adventure, a long outing in the late summer sun – part liberation from home, part Sunday School picnic, part political convention, and part fish-fry. But Dr. King brought them alive in the late afternoon with a peroration that was an anguished echo from all the old American reformers. Roger Williams calling for religious liberty, Sam Adams calling for political liberty, old man Thoreau denouncing coercion, William Lloyd Garrison demanding emancipation, and Eugene V. Debs crying for economic equality – Dr. King echoed them all.

“I have a dream,” he cried again and again. And each time the dream was a promise out of our ancient articles of faith: phrases from the Constitution, lines from the great anthem of the nation, guarantees from the Bill of Rights, all ending with a vision that they might one day all come true. Dr. King touched all the themes of the day, only better than anybody else. He was full of the symbolism of Lincoln and Gandhi, and the cadences of the Bible. He was both militant and sad, and he sent the crows away feeling that the long journey had been worthwhile.

Text-based Questions

1. Who is James Reston?

2. Vocabulary to define.
a. Melodious -  
b. Melancholy -  
c. Pilgrimage –  
d. Zeal -  
e. anguished -  
f. Denouncing -  
g. coercion -

3. What group of old Americans is King echoing?

4. To what documents does King attribute his dream to?

5. In what way does this source reveal the attitude of the crowd at the end of his speech?

Critical Thinking:

1. How might the impact of the speech be different had it been the I Have an Idea speech instead of the I Have A Dream Speech?

Making Connections:

1. Why do you think MLK chose to reference Sam Adams, Thoreau, WL Garrison?

2. Comparisons: Lincoln, Ghandi

Not long ago, the black man in America was fed a dose of another form of the weakening, lulling and deluding effects of so-called "integration." It was that "Farce in Washington," I call it.

The idea of a mass of blacks marching on Washington was originally the brainchild of the Brotherhood of Sleeping Car Porters' A. Philip Randolph. For twenty or more years the March on Washington idea had floated around among Negroes. And, spontaneously, suddenly now, that idea caught on.

Overalled rural Southern Negroes, small town Negroes, Northern ghetto Negroes, even thousands of previously Uncle Tom Negroes began talking "March!"

Nothing since Joe Louis had so coalesced the masses of Negroes. Groups of Negroes were talking of getting to Washington any way they could—in rickety old cars, on buses, hitch-hiking—walking, even, if they had to. They envisioned thousands of black brothers converging together upon Washington—to lie down in the streets, on airport runways, on government lawns—demanding of the Congress and the White House some concrete civil rights action. This was a national bitterness; militant, unorganized, and leaderless.

Predominantly, it was young Negroes, defiant of whatever might be the consequences, sick and tired of the black man's neck under the white man's heel. The white man had plenty of good reasons for nervous worry. The right spark—some unpredictable emotional chemistry—could set off a black uprising. The government knew that thousands of milling, angry blacks not only could completely disrupt Washington—but they could erupt in Washington.

The White House speedily invited in the major civil rights Negro "leaders." They were asked to stop the planned March. They truthfully said they hadn't begun it, they had no control over it the idea was national, spontaneous, unorganized, and leaderless. In other words, it was a black powder keg. Any student of how "integration" can weaken the black man's movement was about to observe a master lesson. The White House, with a fanfare of international publicity, "approved," "endorsed," and "welcomed" a March on Washington. The big civil rights organizations right at this time had been publicly squabbling about donations. The New York Times had broken the story. The NAACP had charged that other agencies' demonstrations, highly publicized, had attracted a major part of the civil rights donations—while the NAACP got left holding the bag, supplying costly bail and legal talent for the other organizations' jailed demonstrators.

It was like a movie. The next scene was the "big six" civil rights Negro "leaders" meeting in New York City with the white head of a big philanthropic agency. They were told that their money—wrangling in public was damaging their image. And a reported $800,000 was donated to a United Civil Rights Leadership council that was quickly organized by the "big six."
Now, what had instantly achieved black unity? The white man's money. What string was attached to the money? Advice. Not only was there this donation, but another comparable sum was promised, for sometime later on, after the March ... obviously if all went well.

The original "angry" March on Washington was now about to be entirely changed. Massive international publicity projected the "big six" as March on Washington leaders. It was news to those angry grass-roots Negroes steadily adding steam to their March plans. They probably assumed that now those famous "leaders" were endorsing and joining them. Invited next to join the March were four famous white public figures: one Catholic, one Jew, one Protestant, and one labor boss. The massive publicity now gently hinted that the "big ten" would "supervise" the March on Washington's "mood," and its "direction." The four white figures began nodding.

The word spread fast among so-called "liberal" Catholics, Jews, Protestants, and laborites: it was "democratic" to join this black March. And suddenly, the previously March—nervous whites began announcing they were going. It was as if electrical current shot through the ranks of bourgeois Negroes—the very so-called "middle class" and "upper class" who had earlier been deploring the March on Washington talk by grass-roots Negroes.

But white people, now, were going to march. Why, some downtrodden, jobless, hungry Negroes might have gotten trampled. Those "integration"-mad Negroes practically ran over each other trying to find out where to sign up. The "angry blacks" March suddenly had been made chic. Suddenly it had a Kentucky Derby image. For the status-seeker, it was a status symbol. "Were you there?" You can hear that right today. It had become an outing, a picnic. The morning of the March, any rickety carloads of angry, dusty, sweating small-town Negroes would have gotten lost among the chartered jet planes, railroad cars, and air conditioned buses. What originally was planned to be an angry riptide, one English newspaper aptly described now as "the gentle flood." Talk about "integrated"! It was like salt and pepper. And, by now, there wasn't a single logistics aspect uncontrolled.

The marchers had been instructed to bring no signs—signs were provided. They had been told to sing one song: "We Shall Overcome." They had been told how to arrive, when, where to arrive, where to assemble, when to start marching, the route to march. First aid stations were strategically located—even where to faint!

Yes, I was there. I observed that circus. Who ever heard of angry revolutionists all harmonizing "We Shall Overcome ... Suum Day ..." while tripping and swaying along arm-in-arm with the very people they were supposed to be angrily revolting against? Who ever heard of angry revolutionists swinging their bare feet together with their oppressor in lily-pad park pools, with gospels and guitars and "I Have A Dream" speeches?

And the black masses in America were—and still are—having a nightmare.
Text-based Questions

1. Vocabulary to define
   a. Polarization -
   b. Integration –
   c. Lulling -
   d. deluding -
   e. farce -

2. How did Malcolm X’s stance differ from MLK’s?

3. Why did the White House support the March on Washington?

4. Who funded the March on Washington?

5. Would the author have preferred an angry rip-tide over a gentle flood? Why?

6. How does Malcolm X believe that the march was being controlled?

Critical Analysis:

1. Which vision, MLK or Malcolm X, do you believe would achieve the goals of the Civil Rights Movement more effectively? Defend your response.

Making Connections:

**Visual Interpretation- The Civil Rights Movement Activity**

Give each of the images an appropriate title or caption. We will then fill in the information about each picture together.

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The War on Terror Activity

Afghanistan: How We Got There
By Lawrence M. Paul
Both the war in Afghanistan and America's Battle with Al Qaeda spring directly from the Soviet Union's invasion of Afghanistan in 1979.

On Christmas Eve in 1979, the Soviet Union invaded neighboring Afghanistan to rescue a Communist-leaning government under attack by Islamic rebels. No one could have known at the time, but this was one of the turning points of the 20th century, and maybe the 21st as well.

The grueling 10-year war that followed led to:
- The collapse of the Soviet Union itself, along with the end of the Cold War.
- The emergence of Islamic guerrilla fighters who evolved into Al Qaeda and the Taliban.
- Al Qaeda's terrorist attacks on Sept. 11, 2001, which drew the United States into its own wars in Afghanistan and Iraq that continue today.

In response to the Soviet invasion three decades ago, President Jimmy Carter and other Western leaders expressed the usual Cold War shock and outrage (and Carter pulled the U.S. from the 1980 Moscow Olympics in protest). But Carter's advisers also hoped that the Russians would themselves be damaged by the war they had started.

With 80,000-plus troops in the field, the Soviets quickly discovered that conventional forces, even those as powerful as the Red Army, were of little use in a place like Afghanistan.

Afghanistan is a country of rugged terrain and harsh weather, about the size of Texas. Then, as now, it was more a collection of tribes than a cohesive nation: People's loyalties tilted more to regional and ethnic leaders than to any national government.

So while Afghanistan has been invaded repeatedly over the centuries, it's difficult to rule and virtually impossible to truly conquer—as the Persians found in the 5th and 6th centuries B.C., and again in the 7th century A.D.; as the Mongols, including Genghis Khan, learned in the 13th to 16th centuries A.D.; and as the British found in the 19th and early 20th centuries.

The British left Afghanistan after World War I, and the nation struggled to find its footing as a monarchy and a republic. A series of coups in the 1970s brought to power a pro-Soviet government that Moscow sought to protect with the 1979 invasion.

"Time does not concern us," a guerrilla leader told a New York Times reporter during the first year of the Soviet war. "We have been fighting for centuries."

Soviet tanks and troops were of little use in the mountains and canyons. The only weapon that the guerrillas could not effectively combat was helicopters, which could see and attack from above.

Help From the U.S.

Unable to subdue the Afghan rebellion from the ground, Soviet pilots began turning their guns and rockets on villages and towns to terrorize the population and to discourage resistance.
Eventually, though, even the Soviets' air power met its match, thanks in part to the U.S.

During the Cold War, both sides followed the old adage: "The enemy of my enemy is my friend." America's new friends in this case were the Islamic guerillas known as mujahedeen, or "holy warriors," battling the Soviets. In 1986, the U.S. and its allies began arming the mujahedeen with Stinger missiles: shoulder-fired rockets that could hit their targets from three miles away, which meant the rebels could shoot down aircraft before Soviet pilots even knew they were targets.

By the late 1980s, the mujahedeen had battled the mighty Red Army to a stalemate. Finally, the Soviet Union gave up, pulling out the last of its troops early in 1989.

The war had taken a terrible toll on both sides. As many as 1.5 million Afghans died, including hundreds of thousands of civilians, out of a population of 15 million.

On the Soviet side, 15,000 soldiers died and another 11,000 returned home disabled. In addition, the war's enormous expense intensified already crushing economic problems at home. Public discontent, and tempers, ran high.

At the same time, some of the Communist regimes in Eastern Europe, like Poland and East Germany, were beginning to crumble. In February 1990, just a year after the retreat from Afghanistan, Soviet leader Mikhail Gorbachev told the 15 Soviet republics to elect their own governments, beginning a disintegration of the Soviet Union that took only another year.

Back in Afghanistan, chaos reigned. With the Soviets gone, the tribal bands of the mujahedeen were battling each other for supremacy. Tens of thousands more lives were lost and much of Kabul, the capital, was reduced to rubble.

From this anarchy emerged the Taliban, young men who had been educated in schools of fundamentalist Islam known as madrassas (talib means student in Arabic). After fighting as mujahedeen against the Soviets, they were determined not only to restore order, but to implement their radical Muslim code of behavior.

At first, the Taliban were welcomed by many Afghans weary of conflict, and by 1996 they were in control of the country. But as they became more powerful, they became more repressive, forcing all Afghans to adhere to their interpretation of sharia, or Islamic law. Public executions for trivial offenses were common. Women and girls had no rights: no work, no school, no appearing in public without full body coverings known as <I.BURKAS<i>. They could be stoned to death for adultery (being raped constituted adultery), and shot for offenses as insignificant as wearing nail polish.

**Bin Laden Emerges**

Other mujahedeen leaders joined forces with the Taliban, including a tall, intense, and deeply religious billionaire's son from Saudi Arabia who had come to Afghanistan to fight in the holy war against the Soviets: Osama bin Laden.

He had returned to Saudi Arabia after the war, and became enraged at the U.S. (and the Saudi government) for stationing "infidel" troops in the birthplace of Islam during the Persian Gulf War against Iraq in 1990 and 1991.

After being expelled from Saudi Arabia for his antigovernment activities, he was welcomed back to Afghanistan by the Taliban. Working with a growing group of other angry Islamic fundamentalists who became known as Al Qaeda, bin Laden began plotting against the U.S. and the West.
The exact number of terrorist acts committed by or inspired by Al Qaeda is not known (some say as many as 50), but the most notorious were the airplane attacks on the World Trade Center and the Pentagon on Sept. 11, 2001, in which almost 3,000 people were killed by 19 suicide hijackers.

In response, President George W. Bush sent U.S. forces into Afghanistan, where Bin Laden was based, in late 2001, and then Iraq in 2003. (Bush accused Iraq of aiding Al Qaeda and harboring weapons of mass destruction, but both claims turned out to be false.)

Today, more than eight years after easily ousting the Taliban government in Afghanistan and nearly seven years after the U.S.-led invasion of Iraq, the U.S. is still deeply involved in two wars.

As for Bin Laden, he escaped into the mountainous, uncontrolled tribal regions on both sides of the border between Afghanistan and Pakistan, where U.S. commanders believe he is still hiding.

Afghanistan's President, Hamid Karzai, has been losing support both in Afghanistan and in Washington as a result of his failure to rebuild Afghanistan, keep the Taliban at bay, and root out rampant corruption in his government. This has given the Taliban an opening to regroup, rearm, and aggressively battle Afghan, American, British, and other coalition troops.

More than 4,300 American service members have died in Iraq (from where President Obama has said all U.S. combat forces will be withdrawn by this summer) and more than 900 in Afghanistan, which is now the bloodier of the two fronts.

There is something of a historical irony in this.

When the Soviets invaded Afghanistan in 1979, President Jimmy Carter's national security adviser, Zbigniew Brzezinski, told the President that “we have the opportunity of giving the U.S.S.R. its Vietnam war.” And indeed, there were many parallels between the U.S. experience in Vietnam in the 1960s and '70s, and the Soviet experience in Afghanistan: a superpower unable to defeat a guerrilla resistance.

**America's Next Vietnam?**

Now, there is concern that the U.S. is in danger of repeating the Afghan mistakes of the Soviets—who repeated the Vietnam mistakes of the U.S.—by using a conventional army against guerrillas who strike quickly, use sabotage and trickery, then melt back into the population.

Some in Congress are speaking out against the growing U.S. involvement in Afghanistan. Opinion polls show that many Americans are turning against the war too.

Some historians have noted the parallels between the presidencies of Barack Obama and Lyndon B. Johnson (1963-69), both men with ambitious agendas but burdened by wars.

"L.B.J. managed to create Medicare and enact landmark civil rights legislation, but some historians have argued that the Great Society ultimately stalled because of Vietnam," Peter Baker wrote in *The New York Times*.

Robert Caro, the L.B.J. biographer, who discussed the predicament with President Obama at a dinner last June, observed:

"Any President with a grasp of history—and it seems to me President Obama has a deep understanding of history—would have to be very aware of what happened in another war to derail a great domestic agenda."


Obama's agenda is as far-reaching as Johnson's was: trying to lead the global effort to put the world economy back on solid footing, in addition to overhauling the nation's health care system and grappling with climate change.

In December, after months of wrenching deliberations with his top military and foreign policy advisors, Obama announced that he would send 30,000 additional American troops to Afghanistan—bringing the total to nearly 100,000—in an effort to halt the Taliban's increasing momentum.

"I do not make this decision lightly," the President said. "I make this decision because I am convinced that our security is at stake."

But Obama also said that U.S. troops would begin to leave Afghanistan sometime in 2011, which left some critics, and even some allies, convinced that he wasn't fully committed to the military escalation he'd just ordered, or to the war itself.

As he confronts the question of how to manage a war that he inherited but has called "necessary," his principal challenge is to avoid having Afghanistan, which became the Soviet Union's Vietnam, become America's Vietnam—again.


Define the following words found in the article:

- mujahedeen:
- talib:
- sharia:
- burkas:

1. Indicate how long the war between the Soviet Union and Afghanistan lasted.

2. Describe what you think the author meant by the adjective “conventional” in the fourth paragraph.
3. Explain how Afghanistan’s geography affected the political perspectives of its citizens.

4. List the countries that have invaded Afghanistan.

5. Identify which military technology proved to be superior in the Soviet’s invasion of Afghanistan.

6. Analyze the role the United States had during the Soviet Union- Afghanistan conflict.
7. Explain how the Taliban emerged.

8. Detail Osama Bin Laden’s reason for being upset with the United States.

9. Explain how Afghanistan became the Soviet Union’s “Vietnam.”

10. Evaluate why historians make parallels between President Barack Obama and President Lyndon B. Johnson
United States History – Research Paper Requirement

This research paper is a course requirement for all United States History students. The paper will be worth one test grade.

Requirements:

1. 5-10 typed pages, 12 pt. font, double spaced
2. Research based (evidence)
   a. At least 2 book sources
   b. At least 3 educational website sources
3. Citations
   a. Endnotes
   b. Works cited page
   c. Cite both quotes and paraphrasing (anything that is not your own original thought)
4. Your paper will be submitted to Turnitin.com before the due date.

Structure:

19. Thesis: Your paper must have a thesis that is relevant to your chosen topic and provides an argument about the topic.

20. Body Paragraph Format:
   a. Topic Sentence (Introduce topic or theme of the paragraph)
   b. Explain topic sentence and provide context
   c. Evidence (quote, statistic, paraphrasing)
   d. Analysis/significance of evidence
   e. Concluding sentence tied back to the thesis/topic sentence

Possible Topics (but not limited to):

Rights of individuals in United States History
Voting Rights
Government’s role in the life of people
Advancement in technology and its effect on society
Nativism throughout American history
Use of propaganda during war
Controversial elections in United States history
Minorities in government
Abuse of presidential power
Development of worker’s rights
Motives of the founding fathers
Failure of Reconstruction
State’s Rights vs. Federal Rights in American history
Lawbreakers of the Roaring 1920s
Robber Barons vs. Captains of Industry
Reform Movements
Plight of Native Americans
Policy of Isolation following World War I
America’s role in the World
Women in Politics
Evolution of women’s rights in American history
Fear of communism in America
Legacy of:
  Abraham Lincoln
  Teddy Roosevelt
  Andrew Jackson
  George W. Bush
  FDR
  George Washington
  Martin Luther King Jr.
  W. E. B. DuBois
  Thomas Jefferson
Role of America in the Middle East
Counterculture Movements
Role of Religion in the founding of America
Race and Sports in American History
Supreme Court Decisions (choose specific one)
America as a declining power