

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.2 Students analyze the relationship among the rise of industrialization, large scale rural to urban migration, and massive immigration from Southern and Eastern Europe, in terms of the effect of the Americanization movement.

TEACHER STRATEGY

OBJECTIVES

11.2.3 The effect of the Americanization movement.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

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11.2 Students analyze the relationship among the rise of industrialization, large scale rural to urban migration, and massive immigration from Southern and Eastern Europe, in terms of the effect of the Americanization movement.

TEACHER STRATEGY

OBJECTIVES

11.2.4 The effect of urban political machines and response by immigrants and middle-class reformers.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

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OBJECTIVES

- 11.2.5 Corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

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EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

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OBJECTIVES

- 11.2.6 The economic development of the U.S. and its emergence as a major industrial power, including the gains from trade and advantages of its physical geography.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

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OBJECTIVES

- 11.2.7 The similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., biographies of Billy Sunday, Dwight L. Moody).

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

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RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

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OBJECTIVES

- 11.2.8 The effect of political programs and activities of Populists and Progressives (e.g., Children's Bureau, progressive income tax, 19th Amendment).

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty, in terms of:

OBJECTIVES

11.3.1 The contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, anti-monarchy and self-rule, worker protection, family-centered communities).

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

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11.3 Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty, in terms of:

OBJECTIVES

11.3.2 The great religious revivals and the leaders involved, including the First Great Awakening, the second Great Awakening, Civil War revivals and the Social Gospel Movement.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence, in terms of:

OBJECTIVES

11.1.1 The Enlightenment and the rise of democratic ideas as the context in which the nation was founded.

TEACHER STRATEGY

1. Use vocabulary to allow student understanding of the subject
2. Use small group approach to allow students to analyze others ideas.
3. Use teacher lecture or leader of discussion to debrief students.
4. Homework to allow students to explore the importance of the Enlightenment using their own experiences and information.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

1. Vocabulary identifications.
2. Homework assignments.
3. Class discussions.

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

- 11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence, in terms of:

OBJECTIVES

- 11.1.2 The ideological origins of the American Revolution; the unalienable natural rights philosophy of the Founding Fathers and the debates surrounding the drafting and ratification of the Constitution; the addition of the Bill of Rights.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

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RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

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- 11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence, in terms of:

OBJECTIVES

- 11.1.3 The history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

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11.1 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence, in terms of:

OBJECTIVES

11.1.4 The effects of the Civil War and Reconstruction.

TEACHER STRATEGY

1. Mini-lectures and class discussions lead by the teacher, to illustrate important and specific points the about topic. Students should take notes.
2. Assigned formation of student groups to allow students to teach each other and share knowledge.
3. Use of vocabulary words to encourage student understanding of the topic.
4. In-class, as well as homework assignments, to further student learning of topic.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

DAY 1

(10 minutes) Instructor begins unit by giving a brief overview of the Civil War (1861-1865). Request students to take notes. Instructor should focus on:

1. The causes and events that led up to our nation's bloodiest war.
2. How the Civil War affected Northerners and Southerners.
3. How the Union finally defeated the Confederacy.

(30 minutes) Divide class into groups of four to five students. Within each group, the North (Union) and South (Confederacy) should be represented. Each group should appoint individuals to role play President Lincoln, and President Jefferson Davis. The debate should cover:

- * The opinions and arguments over the issues of slavery
- * The Compromise of 1850
- * The impact of Lincoln's election
- * The South's seceding from the Union

(5 minutes) Closure: Have a student from each group give a summary of their main points.

Homework: Students are to read The Declaration of Independence.

Students are to write a short essay on the contradiction of the excerpt below, and the horrific act of institutionalized slavery. Include personal opinions and thoughts about the slave era. Essay should be approximately 1/2 – 3/4 page in length.

“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.”

ASSESSMENT

1. Homework Projects and Assignments
2. Vocabulary Definitions and Explanations
3. Student-Teacher Class Discussions
4. Short In-Class Essays

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

DAY 2

(15 minutes) Instructor should give a brief review of the previous lesson. Instructor should allow time for students to share portions of their homework essays.

(40 minutes) After review, the instructor should use the below listed vocabulary words, which should be listed on the board, to introduce the topic of Reconstruction. Emphasis should be placed on precisely how the Reconstruction changed the South.

Radical Republicans
Scalawags
Carpet Baggers
The Fifteenth Amendment
Tenant Farmers
Sharecroppers
Jim Crow Laws
Poll Tax

After lecture, students should use their texts to define the vocabulary words and put them into sentences.

Class work: Students should complete attached worksheet.

Homework: In concluding their thoughts about the Civil War and Reconstruction, students will write a one-page essay, using at least four vocabulary words. Responses should focus on the quote below by Frederick Douglass.

“Though slavery was abolished, the wrongs of my people were not ended. Though they were not slaves, they were not yet quite free. No man can be truly free whose liberty is dependent upon the feelings and actions of others:”
Frederick Douglass

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

DAY 3

(10-15 minutes) Students should share their homework essays.

(30 minutes) Working with a partner, students should create a timeline of Civil War and Reconstruction events. The timeline should be composed of eight items, including the election of Abraham Lincoln, the Civil War and Reconstruction. Students will select five other items to include on the timeline.

(10 minutes) Upon completion of timelines, students will post them. Allow time for students to view classwork. This will serve as a concluding activity for the lesson.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

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OBJECTIVES

11.2.3 The effect of the Americanization movement.
Vocabulary and concept development:

1. Review vocabulary: immigrant, assimilation, nativism.
2. Recognize the opportunities and hazards facing recent immigrants at the turn of the century.
3. Describe the pressures for and against laws limiting immigration in the late 1800s.

TEACHER STRATEGY

1. Review immigration by asking students the following questions: Who were the immigrants? Where did they come from? Why did they come? List responses on the board.
2. Ask students the questions: What is an American? Make a list of responses on the board. How does a person become an American?
3. How did American born people react to immigrants at the turn of the century?

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

Congregational hearing on Immigration.

In this activity students examine different responses to the immigrant experience and the impact to the nation's economic and social life. Students then role-play a congressional hearing on immigration policy.

1. In the late 1800s the continued influx of immigrants turned the question of limiting immigration into a major national issue.
2. Divide the class into six or seven groups of five
Group 1: Congressional Committee on immigration, which conducts the hearing.
This group should review immigration laws in the late 19th century.
Group 2-5 will appear before the committee
Group 2: Chinese immigrants
Group 3: Members of the American Protective Association
Group 4: California farmers
Group 5: Native-born factory workers
Group 6: Italian Catholic laborers
Group 7: Irish workers
3. Students read textbook, other materials and use information available on the world wide web to develop position statements. Students should reflect beliefs and experiences of the people they represent. Students should consider how each group might interpret its experience and expectations in terms of economic opportunities. Students representing the Congressional Committee should review the actions Congress took in response to the demands of various groups.
4. Conduct the hearing by having the congressional committee call representatives from each of the 6 groups to state their positions. Committee members ask questions of speakers. After all the

ASSESSMENT

1. Students will give oral presentations to the class and to the Congressional Committee.
2. Students will create a project that reflects a particular immigrant heritage (perhaps their own). Examples include: an oral interview, a video interview, a prepared food, a mobile, and a collage.

RESOURCES AND TECHNOLOGY

American Immigration Past and Present: A Simulation Activity

<http://www.rims.k12.ca.us/SCORE/activity/immigration/>

Author: Lewis Sitzer

Chinese Migration in California

<http://www.sfmuseum.org/hist1/1874.html>

Description: This is a website of primary and secondary source text and photographs pertaining to the history of San Francisco.

Ellis Island

<http://www.historychannel.com/community/ellisisle/newworld.html>

Ellis Island: Through America's Gateway

<http://www.i-channel.com/features/ellis/index.html>

FAIR: The Federation for American Immigration Reform

www.fairus.org/index.html

Immigration at the Turn of the 20th Century

<http://www.cohums.ohio-state.edu/history/projects/immigration>

Description: This site provides two excellent articles written about immigration. One deals with the changing character of immigration and the other gives

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

statements have been heard, direct the committee to develop an

Immigration policy. The committee need not follow the historical decisions of Congress.

5. Conclude by comparing immigration issues I the late 1800s and early 1900s with today's issues.

a colorful and descriptive account of what life was like for the immigrants who made their way to the United States. It has a chart of what each immigrant earned on the average, broken down by national origin.

Immigration Photos

http://cmp1.ucr.edu/exhibitions/immigration_id.html

Kennedy, John F., A Nation of Immigrants (New York: Harper & Row, 1964) A classic work that covers immigration patterns and policies, emphasizing the contributions immigrants have made to American society.

Voice of the Shuttle: Minority Studies Page

<http://humanitas.ucsb.edu/shuttle/minority.html#general>

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

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TEACHER STRATEGY

OBJECTIVES

11.2.2 The changing landscape, including the growth of cities linked by industry and trade; the development of cities divided according to race, ethnicity, and class.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD
11.4 Students trace the rise of the U.S. to its role as a world power in the late 19 th and early 20 th centuries, in terms of:
OBJECTIVES
11.4.1 The purpose and the effects of the Open Door policy.

TEACHER STRATEGY
1:A Introduce to the students the complete text of the Open Door policy document.
1:B Discuss with students the connection between “Manifest Destiny”, “Imperialism”, “Conquest”, “Occupation”, “Racial Superiority”.
1:C Discuss what “internal and external” power is in relationship to world domination.
1:D Discuss the role that national “ideology” plays in policy formation.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.4 Students trace the rise of the U.S. to its role as a world power in the late 19th and early 20th centuries in terms of:

OBJECTIVES

11.4.2 The Spanish-American War and U.S. expansion in the South Pacific and the Philippines.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.4 Students trace the rise of the U.S. to its role as a world power in the late 19th and early 20th centuries in terms of:

OBJECTIVES

11.4.3 The U.S. role in the Panama Revolution and the building of the Panama Canal.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

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OBJECTIVES

11.4.4 The American role in the imperialistic race for territory in the late 19th and early 20th centuries.

TEACHER STRATEGY

In this section students explore the emergence of the United States as a world power and examine its role in world affairs at the turn of the century. Students will begin with a Social Studies Skill Builder in which they place eight foreign policy scenarios on a spectrum from strict isolationism to imperialism.

1. Teacher should start this activity by introducing the concepts of isolationism and imperialism. Explain how these terms create a foreign policy spectrum.
2. Divide students into mixed-ability pairs.
3. Teacher gives each pair a card with a description of a foreign policy action to read, assess, and place on the spectrum. When a pair has finished with a card: review their work, award points for quality, and give the pair a new card. Continue this procedure until all pairs have had a chance to interpret most of the cards.
4. Teacher should place a 12-foot piece of masking tape on the floor. Tell students that this represents the foreign policy spectrum, with isolationism at one end and imperialism at the other. Have the students working on Card A come forward and stand on the place on the spectrum that represents the kind of foreign policy action exhibited in the scenario from Card A. Ask why they chose that spot on the spectrum. Ask the rest of class whether they think the placement is correct. If the class concludes that the initial placement was incorrect, have them move accordingly. Repeat this process for the rest of the foreign policy actions described on the cards.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

- Students will define isolationism, imperialism, and foreign policy spectrum. Students then receive Student Handout 1.1A: Foreign Policy Spectrum. Teacher further explains the definitions of the terms and elicits questions from students to clarify their understanding of the concepts.
- Each pair of students receives a card from Card Sort 1.1B. Students read the description of the foreign policy action. Next on Student Handout 1.1A, they should write the letter of the card on the spectrum wherever they believe that action belongs. They are to write a single sentence that justifies the placement on the spectrum.
- When each pair of students has finished with a card, one partner will take it up to the teacher. The placement and justification will be checked for accuracy and thoroughness and (optionally) awarded points. Students are given another card. This procedure is continued until most pairs have had a chance to interpret most of the nine cards.
- Towards the end of the activity, students should be informed that the cards they are currently working would be the ones they will present to the rest of the class. Students should take a few extra minutes to make sure their answers for this last card are complete and well thought-out. Be sure to point out the interpretive skills students have used during this activity.

ASSESSMENT

1. Teacher should check justification sentences on foreign policy spectrum giving points accordingly.
2. Students could also be given points on oral presentation.

RESOURCES AND TECHNOLOGY

Teacher Curriculum Institute

The United States Emerges As A World Power.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.4 Students trace the rise of the U.S. to its role as a world power in the late 19th and early 20th centuries in terms of:

OBJECTIVES

11.4.5 Roosevelt's Big Stick diplomacy, Taft's Dollar Diplomacy, and Wilson's Moral Diplomacy, drawing on relevant speeches.

SKILLS

1. Compare and contrast the foreign policy of three U.S. presidents.
2. Work cooperatively with peers.
3. Evaluate U.S. foreign policy and its rise as a world power.
4. Voice opinion about the role of the United States in world affairs from 1890-1920.

TEACHER STRATEGY

This Social Studies Skill Builder, allows students to understand the United States' rise to world power by comparing and contrasting the foreign policies of Presidents T. Roosevelt, Taft and Wilson.

- Teacher should review the Monroe Doctrine and any other terms or concepts from the readings those students might have difficulty with.
- Teacher should model how to do a three-way Venn Diagram on the overhead or board. Example: 3 books, 3 animals, 3 characters, etc.
- Teacher divides students into mixed-ability groups of 3 or 4. With groups of 3, students each can either fill in a diagram or each can compare and contrast and feed the information to a single recorder. With 4 students one can be used solely as the recorder.
- Teacher gives students in the groups 1 set of Handouts which includes Handouts #1, #2, #3 and a blank Venn Diagram.
- Teacher explains that each student will read only their handout and share with their group the information to be placed on the diagram.
- When students are finished, the teacher should have students share about their comparisons. Teacher can also allow students to voice their opinion about the role of the U.S. during this time period.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

- Teacher reviews the Monroe Doctrine and/or any other key words or concepts the teacher feels necessary for this activity.
- A sample 3 way Venn Diagram should be done on the overhead or chalkboard.
- Once students have been divided into groups, each group should receive Handouts #1, #2, #3 and a blank Venn Diagram. Each student is responsible for reading the information on one of the three handouts. They are to share the information they have read with their group members and together compare and contrast the three foreign policies they read about.
- With time remaining, allow students to voice their opinions about U.S. foreign policy and its rise to world power.

ASSESSMENT

- Points should be given to students for group participation.
- For homework, the teacher can assign an essay comparing and contrasting the three foreign policies or it can be used as an essay question on a test.

RESOURCES AND TECHNOLOGY

King, David C., McRae, Norma and Zola, Jaye.
The United States and Its People. Addison-Wesley
1995

Boyer, Paul. The American Nation. Holt, Rinehart
and Winston, Inc., 1995

Teacher Curriculum Institute
“The United States Coming of Age 1890-1920”

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.4 Students trace the rise of the U.S. to its role as a world power in the late 19th and early 20th centuries in terms of:

OBJECTIVES

11.4.6 The causes of World War I, and the reluctance of the U.S. to enter the war.

11.4.7 The factors that drew the U.S. into World War.

TEACHER STRATEGY

- Divide your class into mixed ability groups of 4.
- Each group is given the task to complete a newspaper that a person could read and learn important information about the neutrality and consequent involvement of the U.S. in World War I.
- You will need access to computers to both do research on the internet and to put a newspaper together.
- Provide a World War I Outline in order to help students get started, but mostly they should be on their own so that their creativity is not stifled. (Handout #1)

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

1. Students are to be placed in mixed ability groups of four (4).
2. Each group can decide how they want to approach this assignment and the information that will be put in their individual newspapers.
3. The one requirement that students should keep in mind while putting their newspaper together should be: that the newspaper articles should provide the reader with good information about the causes of World War I, the reluctance of the U.S. to enter the war, and the factors that drew the U.S. into the war.
4. Class time will be available especially when it comes down to putting the newspaper together. However, students will need to do a lot of the work outside of class.

ASSESSMENT

Students should be assessed based on how effective their newspaper explains the causes of World War I and the reluctance of the U.S. to enter the war. In addition, what were the factors that drew the U.S. into the war.

RESOURCES AND TECHNOLOGY

Lesson adapted from Jeri Kelley, Mountain View High School
www.col-ed.org/sst220

The internet is loaded with information and pictures that the student can access and download.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

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OBJECTIVES

11.4.8 Exploring the process following World War I. Students role play the parts of important European leaders that signed the Treaty Of Versailles.

SKILLS

Define essential terms:

Prioritize and negotiate terms for the Treaty

Evaluate compromises and consequences

Voice an opinion about the proper role of the United States

TEACHER STRATEGY

- This Social Studies Skill Builder, allows students to understand the differing viewpoints of Wilson and the European powers regarding the Treaty of Versailles. This lesson could be used in a shelter class.
- Teacher introduces Word Bank Glossary, Handout 1. You may assist students by giving them the definitions, or point out where they could be found (20 to 25 minutes).
- Teacher divides students into mixed-ability groups. Explain to the students that they will be negotiating a treaty. First, they will read information about their nation, and then they will write a list of demands to be included in the treaty. Each group is to choose a representative to act as a world leader from each country; England, France, Italy, Germany and U.S. Encourage students to make signs with the name of their country and a flag.
- Teacher gives students information relating to each nation. (Handout 2) After discussion, students write a list of demands. The students choose a delegate from each nation to negotiate a treaty. The teacher can assign a location for the negotiating team to meet. The students can place a sign that reads: Hall Of Mirrors or Treaty of Versailles, at the designated location.
- Teacher opens section with an opening statement. Tell the class that Germany was not invited to the negotiations, but students in that group should still write their demands.
- Teacher circulates around classroom making sure students are involved in the process of negotiating a treaty. The rest of the class will listen to the negotiation (10-15 minutes).
- Teacher encourages students to sign the Treaty.
- (Representatives from each group sign Handout 3). Discuss the difficulty of negotiation. The last activity is for students to finish Handout 4.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

DAY 1 Defining Terms

- Students work on Handout 1. They define important terms that are written on the board. Suggested terms are: Treaty, buffer zone, self-determination, boundaries, armistice, negotiate reparation, hostility, neutrality, and repudiation. Others can be added. After students finish the assignment, the teacher collects their work to make sure it is correct. (This activity may take 30 to 35 minutes.) Unfinished work may be assigned for homework.
- After students finish working on their worksheets, they turn them in for credit and to be corrected. Once they finish, they begin to move into the assigned groups prepared by the teacher. At this time, students listen to the teacher who explains the **objectives and rules for the group activity**. For homework, students will read Handout 2 and prepare signs with their nation's name, as well as a flag that corresponds to their nation. (Groups should divide the tasks so that all students participate in this event.)

DAY 2 Group Work

- Students begin to write a list of demands for their nation (15 to 20 minutes). As soon as they are finished, they choose a representative from each group to be part of the signing of the Treaty. All students agree on the demands. The representative goes to the front of the room where he/she will be part of the negotiating team. The rest of the students listen as the students read their list of demands. Finally, they all sign the Treaty. (Handout 3)

DAY 3 Questions

- Students listen to the teacher, while he/she explains the difficulties of negotiating a Treaty.
- Students reflect and give input about their experiences and should discuss Wilson's role in the Treaty.
- Students can continue to work in their groups, and

- Teacher provides information to complete Handout 4, and tells students they will be tested on this worksheet.

ASSESSMENT

- Teacher assigns points for the test on vocabulary terms.
- Points should be given to students for group participation.
- Teacher gives a grade on Worksheet 4.
- Teacher grades students on performance test.

RESOURCES AND TECHNOLOGY

Bressler, Carol and Stanberry Janet. Vocabulary Skills for U.S. History. J. Weston Walch, Publisher, 1984.

Teacher Curriculum Institute

Bailey A. Thomas. A Diplomatic History of the American People 10th Edition. Prentice-Hall, Inc., 1980.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

finish Handout 4. Students use textbooks to complete worksheet or the teacher can provide information regarding the Treaty of Versailles. See Handouts.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD
11.4 Students trace the rise of the U.S. to its role as a world power in the late 19 th and early 20 th centuries in terms of:
OBJECTIVES
11.4.9 The political, economic, and social ramifications during World War I on the home front.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s, in terms of:

OBJECTIVES

11.5.1 The policies of Warren Harding, Calvin Coolidge, and Herbert Hoover.

TEACHER STRATEGY

Warm up – Have students study the cartoon on page 535 of textbook. Ask them what it means to them (government was cooperating with whatever business wanted).

Introduction – Write this Coolidge quote on the board: “The business of government is business.” Discuss this concept with students, including whether they think it is relevant today.

Presentation – Draw out from students how business can be affected by government. List these in two categories on the board – plans that aid business, and plans that hinder business. Suggestions can include minimum wage laws, environmental protection laws, anti-trust laws, etc. Discuss how these can possibly affect both corporations and smaller businesses, as well as the economy in general.

Practice – Break class up into at least three groups. Have groups read about either Harding’s, Coolidge’s, or Hoover’s economic and political policies (Chapter 20.2 and Chapter 21.1). Then have each group present a press conference for each, with reporters asking questions for each president.

Evaluation – Grade each group’s presentation, and clarify where necessary.

Application – End with discussion that applies to today’s economic restrictions, and big business’ continual efforts to return to laissez faire economics.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

Group presentations of press conferences.

ASSESSMENT

Evaluate both questions and answers from the groups.
Look for errors of commission (factual incorrect statements) and errors of omission (leaving out essential information).

RESOURCES AND TECHNOLOGY

Bill Moyers, *"The Roaring Twenties"*

Fitzgerald, F. Scott, *The Great Gatsby*

Leuchtenburg, William E., *The Perils of Prosperity, 1914-1932*

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

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EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s, in terms of:

OBJECTIVES

- 11.5.2 The international and domestic events, interests, and philosophies of intolerance that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "Back to Africa" movement, the Ku Klux Klan, and immigration quotas; and the responses of organizations such as the ACLU and the NAACP to those attacks.

TEACHER STRATEGY

Warm up – Play “*You Souls of Boston*”, by Woody Guthrie (from “Ballads of Sacco and Vanzetti.”) You may want to make copies of the words to the song, so the students can follow along easily.

Introduction – Discuss the issues involved in the song (unfair trial, immigration, anarchism, and labor ties that drew sentiment against Sacco and Vanzetti).

Presentation – Ten minute lecture based on the topics of this objective. List these names (and others you may want to include) on the board or overhead transparency, and briefly explain the circumstances of each: Sacco and Vanzetti, Scopes Monkey Trial, Marcus Garvey, Palmer Raids, Red Summer, the resurgence of the Ku Klux Klan, immigration quotas, Boston Police strike, Seattle shipyard strike. Also identify the ACLU and the NAACP as organizations that tried to remedy the intolerance prevalent in some parts of the country.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

Practice – Assign each of these topics to groups of three to research. Ask each group to create a newspaper story, in which they address the who's, what's, where's, when's, why's and how's of each item.

ASSESSMENT

Evaluation – Have students present their newspaper stories. Assess groups using a rubric, possibly using criteria including presentation skills, creativity, and research skills.

RESOURCES & TECHNOLOGY

Woody Guthrie, “Ballads of Sacco and Vanzetti”, “Worried Man Blues”, or other CDs.

Hughes, Langston. (Assorted poetry and short stories)

Lewis, David L. *The Portable Harlem Renaissance Reader*.

Wright, Richard. *Native Son*.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s, in terms of:

OBJECTIVES

11.5.6 Industrial and technological change.

TEACHER STRATEGY

Warm up – Episode 1 of The Great Depression by PBS showing workers in the new Ford Plant in Dearborn, Michigan. Handout: The Twenties at Bay #1.

Introduction – Lecture: Historical background of the new industrial model, taylorization of the Company model as well as the Assembly line. #3 The Business of America” in the 1920s.

Presentation – Hands on The Ford Assembly line 1922. This includes some room preparation and preplanning.

Practice - #2 The Urbanization of America (can also be used as a warm-up introductory activity). #3 Culture Shock: The Farmer Fights Back.

Evaluation - #4 What Faith Ford Wrought; or spin-offs of the Automobile Revolution. #5 The New American Woman of the 1920s showing the changes in the place of women during the period.

Application - #6 Have the students work on The 1920s a Lost Generation as a culminating activity showing the influence of the workplace on the people.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

Responses to assignments. Writing a compare and contrast essay on the place and plight of workers during the 1920s. Have the students construct the perfect workplace and environment.

RESOURCES AND TECHNOLOGY

Literature: The Great Gatsby, The Sun Also Rises

Movies: The Sting, A&E Biography of Henry Ford, The Great Gatsby, A&E Biography of Herbert Hoover, Opening Episode of the Great Depression

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s, in terms of:

OBJECTIVES

11.5.3 The passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition).

TEACHER STRATEGY

Warm up - Vocabulary list of terms, events of the 1920s including items involving the 18th Amendment and the Volstead Act.

Introduction – Show the class a short 3 minute section of Bill Moyers’ VCR “The Roaring Twenties” covering Prohibition.

Presentation – Teacher gives a short 10minute lecture on Prohibition using overhead notes, graphs, and pictures.

Practice – Pass out reading and worksheet reviewing Prohibition.

Evaluation – Give the students a short quiz to evaluate their understanding of the concepts presented in class.

Application – Class discussion comparing current events with the Roaring 20s and the problem of “wets” and “drys”.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s, in terms of:

OBJECTIVES

11.5.4 The Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora neale Hurston, Langston Hughes, etc.).

TEACHER STRATEGY

- (Time: 2-3 class periods) The day before you start this unit, pass out “The Teen Guide to the Harlem Renaissance” (included after this lesson plan). For homework, ask them to read this packet. Before class starts, arrange room into four separate learning centers: literature, video, art, and music.
- Introduce the lesson with a recording of one of the musicians of the Harlem Renaissance period (Duke Ellington, Louis Armstrong, Cab Calloway, etc.) Discuss in a short lecture reasons for the Great Migration of blacks from the rural South (economic opportunities because of WWI, lynching and the rise of intolerance in the South, introduction of more farm machinery, making sharecroppers less necessary).
- Finish lecture with a discussion of the previous night’s readings.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

Answer any questions, then break students into four groups. Each will explore and become experts in one of those learning centers.

Literature: Stock one corner of the room with primary sources, short stories, and poetry from the Harlem Renaissance. (Suggested pieces follow this lesson plan.) This group will read these passages, then discuss them among themselves, focusing on the objective for this particular standard. They will need to take notes, and prepare a presentation for the entire class.

Video: This group will be situated near the TV/VCR in your room, to watch a video about the Harlem Renaissance – suggested videos include the recent PBS series “I’ll Make Me a World,” Part 1 in particular. They are to watch and take notes on the video, then find a way to present the information they learned that answers the objective of the lesson to the rest of the class.

Art: This area should be stocked with books of African American artwork, focusing on art from the Harlem Renaissance. Students can also read short biographical sketches of the artists. Ask them to study the styles of the artists, find the commonalities of the artwork, and prepare a presentation to the class that answers the lesson’s objective.

Music: In this corner, stock a tape or CD player with recordings of various musicians of the time. Ask students to listen to the selections, read about the artists, and write their comments. They will need to discuss the music, and prepare a presentation that answers the objective.

ASSESSMENT

Presentations will be part of the assessment. Evaluate based on content, creativity, sophistication, and preparation skills. Students can also create a test based on what they have presented in their particular areas. Combine the questions from their four areas to make a test, to check for their understanding of the objective.

RESOURCES AND TECHNOLOGY

Video: “I’ll Make Me a World” a PBS documentary

Music: “The Decca Collection of Songs from the Harlem Renaissance” or various tapes and CDs from the artists of the Harlem Renaissance.

Literature: “The Portable Harlem Renaissance Reader”. Ed. By David Levering Lewis, Viking Press 1994

Primary Sources: Census Bureau information news articles

Artwork: “Rhapsodies in Black: Art of the Harlem Renaissance”, Power et.al., Hayward Gallery, 1997.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s, in terms of:

OBJECTIVES

11.5.5 The growth and effects of radio and movies and their role in the world-wide diffusion of popular culture.

TEACHER STRATEGY

Introduce this objective with a short discussion of popular culture today. Ask what musical acts, TV shows, and movies are popular today. How do they get so popular? (Students will probably answer media blitzes and advertising, word of mouth, magazines, etc.) Then discuss how these would have been advertised before the development of television as a dominant medium (radio, print media, movies.) If you want, play part of a tape of an old radio show: "The Lone Ranger", "The Shadow", etc. Or show video clips from movies of that era, featuring Charlie Chaplin, Rudolph Valentino, etc.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

This assignment involves interviewing a relative, neighbor, or acquaintance that was a child before the popularity of televisions. Students are to devise at least ten questions to ask their subject concerning life before television. You may suggest questions like “What were your favorite radio programs, movies, actors, etc.”, or “How does television compare with radio?”, or other questions concerning popular culture in the days before television.

(Grandparents, neighbors, older people from their churches, or people living in retirement homes and convalescent hospitals are good candidates for interviewing subjects, and particularly enjoy the attention of high school students.)

From their interviews, students will prepare a written and an oral report describing what they learned from this assignment.

ASSESSMENT

Evaluate students’ oral presentations and written reports.

RESOURCES AND TECHNOLOGY

Various video clips from the 1920s-1930s; tapes of radio programs from that era. Perhaps work in part of “Singing in the Rain”, about the change from silent movies to “talkies.”

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government, in terms of:

TEACHER STRATEGY

OBJECTIVES

11.6.1 The monetary issues of the late 19th and 20th centuries that led to the weaknesses in key sectors of the economy in the late 1920s, and gave rise to the establishment of the Federal Reserve.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government, in terms of:

OBJECTIVES

11.6.2 The chief causes of the stock market crash.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government, in terms of:

OBJECTIVES

11.6.3 The principal explanations of the causes of the Great Depression and steps taken by the Federal Reserve, Congress, and the President to combat the economic crisis.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government, in terms of:

TEACHER STRATEGY

OBJECTIVES

11.6.4 The social and economic toll of the depression, natural disasters, unwise agricultural practices and their effect on the depopulation of rural regions and on political movements of the left and right with particular attention to the Dust Bowl refugees and their social and economic impact in California.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

- 11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government, in terms of:

OBJECTIVES

- 11.6.5 The effects and controversies of new Deal economic policies and the expanded role of the federal government in society and the economy since the 1930s (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies and energy development such as the Tennessee Valley Authority, California Central Valley Project, Bonneville Dam).

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government, in terms of:

TEACHER STRATEGY

OBJECTIVES

11.6.6 The advances and retreats of organized labor, from the creation of the American Federation of Labor and Congress of Industrial Organization to current issues of a post-industrial multinational economy, including the United Farm Workers' Union in California.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.7 Students analyze the American participation in World War II, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.7.1 The foreign policy of the U.S. in the 1920s and 1930s, and its impact on the rise of totalitarianism in Europe and Asia.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.7 Students analyze the American participation in World War II, in terms of:

OBJECTIVES

11.7.2 The causes of World War II.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.7 Students analyze the American participation in World War II, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.7.3 The origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.7 Students analyze the American participation in World War II, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.7.4 The major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD
11.7 Students analyze the American participation in World War II, in terms of:
OBJECTIVES
11.7.5 The role and sacrifices of American soldiers.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.7 Students analyze the American participation in World War II, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.7.6 Roosevelt's foreign policies during World War II (e.g., Four Freedoms speech).</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.7 Students analyze the American participation in World War II, in terms of:

OBJECTIVES

11.7.7 The constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans; the response of the administration to Hitler's atrocities against Jews and other groups; the role of women in military production; the role and growing political demands of African Americans.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.7 Students analyze the American participation in World War II, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.7.8 Major developments in aviation, weaponry, communication, and medicine, and the war's impact on the location of American industry and use of resources.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.7 Students analyze the American participation in World War II, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.7.9 The decision to drop atomic bombs and the consequences (Hiroshima and Nagasaki).</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.8 Students analyze the economic boom and social transformation of post-World War II America, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.8.1 The growth of service sector, white collar, and professional service jobs in government and business.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.8 Students analyze the economic boom and social transformation of post-World War II America, in terms of:

OBJECTIVES

11.8.2 The significance of Mexican immigration and its relationship to the agricultural economy, especially in California.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.8 Students analyze the economic boom and social transformation of post-World War II America, in terms of:

OBJECTIVES

11.8.3 Truman's labor policy and congressional reaction to it.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.8 Students analyze the economic boom and social transformation of post-World War II America, in terms of:

OBJECTIVES

11.8.4 New federal government spending on education (including the GI Bill) defense, welfare, and interest on the national debt.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.8 Students analyze the economic boom and social transformation of post-World War II America, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.8.5 The increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.8 Students analyze the economic boom and social transformation of post-World War II America, in terms of:

OBJECTIVES

11.8.6 The diverse environmental regions in North America, their relation to particular forms of economic life, and the origins and prospects of environmental problems in those regions.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.8 Students analyze the economic boom and social transformation of post-World War II America, in terms of:

OBJECTIVES

11.8.7 The effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, and advances in medicine.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.8 Students analyze the economic boom and social transformation of post-World War II America, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.8.8 Forms of popular culture with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.9 Students analyze United States' foreign policy since World War II, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.9.1 The effect of massive aid given to western Europe under the Marshall Plan to rebuild itself after the war, and its importance to the U.S. economy.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.9 Students analyze United States' foreign policy since World War II, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.9.2 The establishment of the United Nations and the International Declaration of Human Rights, IMF, the World Bank, and GATT, and their importance in shaping modern Europe and maintaining peace and international order.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.9 Students analyze United States' foreign policy since World War II, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.9.3 The role of military alliances including NATO and SEATO in deterring communist aggression and maintaining security during the Cold War.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
11.9 Students analyze United States' foreign policy since World War II, in terms of:	<u>Homework</u> 1. Copy and distribute student handout Documents D, E, and F.
<div data-bbox="323 594 565 638">OBJECTIVES</div> 11.9.4 The origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including: <ul style="list-style-type: none">• The era of McCarthyism, instances of domestic communism (e.g., Hiss, Rosenbergs) and blacklisting• The Truman Doctrine• The Berlin Blockade• The Korean War• The Bay of Pigs invasion and the Cuban Missile Crisis• Atomic testing in the American west, “mutually Assured Destruction” doctrine, and disarmament policies• The Vietnam War• Latin American policy and the economic relationships today• Defining the policy of containment and present the arguments both for and against its adoption by the United States	2. Copy and distribute discussion questions for readings D and E. (See attached) Assign readings and discussion questions as <u>homework</u> . 3. Teacher should assign or discuss vocabulary necessary for understanding documents. Suggested vocabulary for review have been underlined on first page of Document D <u>Classroom</u> 1. Divide students into groups of four. Have them discuss questions and answers to both documents. This should take no more than half a class period. 2. Teacher holds a classroom discussion reviewing questions and answers.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

1. Students read Documents D, E and F as homework, (2 nights) and answer discussion questions provided by teacher.
2. Students work in groups of four discussing homework questions.
3. Students discuss questions with classroom at-large in a teacher led discussion.
4. As homework, students create document chart and itemize major points from each Document.
5. Students then write a paragraph for each Document which paraphrases the position of each.

ASSESSMENT

Homework

1. Create a chart on an overhead or chalkboard to have students itemize major points of each document.

Document D Kennan	Document E Churchill	Document F Wallace

2. Have students write a paragraph for each document that paraphrases the basic position of each document.

RESOURCES AND TECHNOLOGY

1. Attached Handouts
2. Overhead and chalkboard
3. Copies of Documents D, E and F.

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.9 Students analyze United States' foreign policy since World War II, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.9.5 The international events of the 1980s, including the collapse of communism in Eastern Europe and the USSR.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.9 Students analyze United States' foreign policy since World War II, in terms of:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"><p style="text-align: center;">OBJECTIVES</p><p>11.9.6 The strategic, political, and economic factors in Southwest Asian policy, including the oil crisis of the 1970s, the Iran/Contra Affair, and the Gulf War.</p></div>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.9 Students analyze United States' foreign policy since World War II, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.9.7 U.S. – Mexican relations in the 20th century, including key economic, political, immigration, and environmental issues.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.10 Students analyze federal civil rights and voting rights developments, in terms of:

OBJECTIVES

11.10.1 The key events, policies, and court cases in the evolution of civil rights, including *Dred Scott vs. Sanford*, *Plessy vs. Ferguson*, *Brown vs. Board of Education*, *Regents of the University of California vs. Bakke*, the Montgomery bus boycott, the March on Washington, school busing, and California Proposition 209.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.10 Students analyze federal civil rights and voting rights developments, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.10.2 How President Roosevelt's ban on racial discrimination in defense industries in 1941 and President Truman's decision to end segregation in the armed forces in 1948 produced a stimulus for civil rights.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.10 Students analyze federal civil rights and voting rights developments, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.10.3 The collaboration on legal strategy between African-American and white civil rights lawyers to end racial segregation in higher education.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.10 Students analyze federal civil rights and voting rights developments, in terms of:

OBJECTIVES

11.10.4 The role of civil rights advocates (e.g., biographies of A. Philip Randolph, Martin Luther King, Jr., Malcolm X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King's "letter from Birmingham Jail" and "I have a Dream" speech.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.10 Students analyze federal civil rights and voting rights developments, in terms of:

OBJECTIVES

11.10.5 The diffusion of the civil rights movement from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham and how the advances influenced the agendas, strategies, and effectiveness of the quest of American Indian, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.10 Students analyze federal civil rights and voting rights developments, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.10.6 The passage and effect of voting rights legislation (1964 Civil Rights Act, Voting Rights Act of 1965) and the 24th Amendment with an emphasis on equality of access to education and to the political process.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.10 Students analyze federal civil rights and voting rights developments, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.10.7 The women's rights movement from the era of Elizabeth Stanton and Susan Anthony to the movement launched in the 1960s, including differing perspectives on the role of women.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society, in terms of:

OBJECTIVES

11.11.1 The reasons for the nation's changing immigration policy with emphasis on the way the Immigration Act of 1965 and successive acts have transformed American society.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.11.2 The protest movements of the 1960s and 1970s, including the Vietnam War protest, nuclear freeze, free speech movement, abortion rights, etc.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society, in terms of:

OBJECTIVES

11.11.3 The significant domestic policy decisions of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, bush, and Clinton (e.g., education, civil rights, economic policy, environmental policy).

TEACHER STRATGEY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society, in terms of:</p>	
<p style="text-align: center;">OBJECTIVES</p> <p>11.11.4 The constitutional crisis originating from the Watergate scandal.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society, in terms of:</p> <p style="text-align: center;">OBJECTIVES</p> <p>11.11.5 The impact, need, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection and property rights.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society, in terms of:

OBJECTIVES

11.11.6 The persistence of poverty, the increasing gap between rich and poor, and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society, in terms of:

OBJECTIVES

11.11.7 How the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt to Sunbelt migration, immigration, decline of the family farm, major entry of women into the labor force, changing family structure, increase in out of wedlock of births, and drug abuse.

TEACHER STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STANDARD	TEACHER STRATEGY
<p>1.2 Students analyze the relationship among the effects of industrialization, large scale rural to urban migration, and massive immigration from Southern and Eastern Europe, in terms of:</p>	
<div style="text-align: center; border: 1px solid black; padding: 2px; margin: 5px auto; width: 80%;">OBJECTIVES</div> <p>1.2.1 The effect of industrialization on living and working conditions.</p>	

EAST SIDE UNION HIGH SCHOOL DISTRICT
HISTORY - SOCIAL SCIENCE STANDARDS
U.S. HISTORY ELEVENTH GRADE

STUDENT TASK

ASSESSMENT

RESOURCES AND TECHNOLOGY