

Essential Standards Document

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Unit #: 1

Essential Standard: Students will analyze how the industrial revolution and industrial capitalism changed society and culture, led to debates between labor and management, and contributed to reform movements.

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i></p>
<p>How did the rise of industrialization lead to new challenges and benefits to society?</p>	<p>2</p>	<p>Using knowledge gained this unit evaluate the practices used by business leaders of gilded age.</p> <p>Robber Barons vs Captains of Industry T-chart</p>
<p>How did reformers address some of the problems caused by industrialization?</p>	<p>4</p>	<p>Lochner case roundtable simulation.</p> <p>Analyze and interpret the effects of the Lochner case on society from the perspective of diverse backgrounds.</p> <p>Activity and Assessment</p>

Unit #: 2

Essential Standard (# and full standard): Students will explain the changing attitudes towards the nation's proper role in the world including what drove American imperialism and how debates about how imperialism aligned with American values.

What is the Learning Target or Essential Question? In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.	What Level of Thinking Does it Involve? Depth of Knowledge (DOK 1-4)	How will you formatively assess this learning target or response to your essential question? Provide or link to a <i>specific</i> formative assessment that shows how you're evaluating students' specific knowledge or skills.
What events factored into decisions towards American Imperialism?	2	Multiple Choice Formative Assessment. Evaluates knowledge of core concepts and decisions made during the era of American Imperialism. Click Here
How did the philosophy of Imperialism lead to debates on its alignment with American values? Ex. Annexation of the Philippines	3	Simulation and Small Group Debate: Annexation of the Philippines Activity Materials
What were the causes and effects of America's involvement in World War 1	4	Evaluate the most significant legacy of WWI

Unit #: 3

Essential Standard (# and full standard): Students will understand the innovations in communication and technology in the 1920s and analyze the clash of traditional and modern values in the larger culture and politics.

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
How were society and the economy changing in the wake of WWI?	2	Effects of WWI: Checkpoint quiz
What conflicts were there between traditionalists and modernists during the Era?	3	Complete Graphic Organizer to analyze how the Scopes Trial ripples throughout the nation. SHEG Scopes Trial

Unit #: 4

Essential Standard (# and full standard): Students will explain the causes and effects of the Great Depression and the changing role of the federal government in times of crisis.

What is the Learning Target or Essential Question? <i>In</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question?
How did human choices of the 1920s create the challenges of the 1930s?	3	Analyze how the choices of the Roaring 20s would lead to the challenges of the Dirty 30s. Lesson 2 in linked resource
Causes & Effects of Great Depression	2	Checkpoint Cause effect. Correctly sequence the order of events leading up to and immediately following the Stock market crash. Resources
How were the ideals of rugged individualism challenged by the economic situation of the 1930s?	3	Use music, pictures, and stories you've read this unit to answer this question in paragraph or video form.
<i>Hoover vs. FDR:</i> <i>How did the executive branch respond to the economic crisis known as the Great Depression?</i>	3	Compare and Contrast the leadership approach of Hoover and FDR in response to the Great Depression. Formative Assessment: Hoover vs FDR

Unit #: 5

Essential Standard (# and full standard): Students will analyze the changing role of the U.S. on the world stage, and how Americans mobilized on the home front and war front to face a world crisis, while debates over rights and American identity continued at home.

What is the Learning Target or Essential Question?	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question?
What debates and policies emerged about America's involvement in world affairs during the 1930s and early 1940s	3	Analyze the different points of view with regards to American isolation prior to WWII. Debate the merits of both stances. Take a stand: Which side do you believe makes the best case? Debates: Lindbergh vs Seuss - political cartoons
How did America mobilize the homefront to win the war, and what controversies emerged?	3	Historical Thinking Skill: Sequencing - Japanese Internment Japanese internment
How did America's tactics, strategies, and diplomacy on the warfront help win the war?	4	Create a "found poem" using words and phrases from the featured sources Participate in a fishbowl discussion on the essential question.

Unit #: 6

Essential Standard (# and full standard): Students will explore how the U.S. sought to contain communism and confronted fear over atomic anxiety and the Red Scare.

Students will analyze the growth and movement of the American middle class, its values, and limitations of the middle class.

What is the Learning Target or Essential Question?	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question?
What events during and immediately after World War 2 contributed to the Cold War?	3	Using the primary source documents complete the organizer to address the essential question.
How did fears of communism lead to debates about American identity?	3	I notice, I think, I wonder Protocol Analysis of Political Cartoons. Use as a primer for round table discussion on the irony of McCarthyism as a means to protect Liberty. https://www.loc.gov/exhibits/he-rblocks-history/fire.html
What contributed to the homogenous culture of the 1950s middle-class and how was this culture challenged.	4	Analyze and interpret the song "Little Boxes". Make connections to the conformities of the Post War 1950s. Take a stand on whether you believe this stereotype of the era is accurate using choice lyrics to spur your reasoning. Little Boxes Lyrics Little Boxes audio
What events led to "hot spots" during the Cold War 1940s - 1960s? How did America respond to these tensions?	3	Checkpoint Quiz: Evaluate knowledge of key moments escalation and deescalation during the cold war. Cold War Origins

Unit #: 7

Essential Standard (# and full standard): Students will explain how the civil rights movement developed and expanded during the 1960s as individuals and groups sought to change American society to meet its founding ideals of liberty and equality.

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
How did young people serve as a catalyst for change? What early events galvanized the Civil Rights Movement ?	4	The Civil Rights movement is broad in scope and reaches into our present day. Students will Create a poem that addresses the essential question through examples in action, nuance, and abstract interpretation. Inspiration may be drawn from Poetry of the Period. Poetry Assessment Analyze "I Too, Sing America"
What were the goals, tactics, and strategies of the Civil Rights movement and how did these change over time?	3	Analyze the Montgomery Bus Boycott. Determine why the particular tactics used for this moment were successful and how they would influence the movement going forward. Montgomery Bus Boycott