

World History II/US I

| | September |
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| Essential Questions <i>(What you teach)</i> | <p>How do the political, social, religious, economic and cultural structures of the Maya, Inca, and Aztec civilizations impact Modern Latin America?</p> <p>How did the religious and social traditions of Africa affect the region's political and economic development?</p> <p>What are the traditional identity systems and religious beliefs of African societies? How and why did they develop?</p> <p>What impacts have the caste system and the influences of Hinduism and Islam had on Indian Society?</p> <p>How have China's traditional political, social, and cultural belief systems fostered a society based on order and stability?</p> <p>What are the basic ideas of Confucianism?</p> <p>How do Japan's traditional social, religious, and political ideas impact modern Japan?</p> <p>How did Arab civilization impact the development and spread of the Islamic religion?</p> <p>What are the basic tenets of Islam, Hinduism, and Buddhism?</p> <p>What was the nature of the interactions between Muslims and those of other faiths, including Christian, Jews, and Hindus?</p> |
| Content <i>(Topics covered)</i> | <p>Early Civilizations in Africa, Asia, India, Latin America, and the Middle East</p> |
| Skills/Standards <i>(Frameworks)</i> | <p>WHI.12-WHI.14 The origins of European Western Expansion and the civilizations of Central and South America</p> <p>WHI.21-WHI.22 Indian History to 1800</p> <p>WHI.37 The growth and decline of Islamic Empires in India</p> <p>WHI.23-WHI.28 History of China, Japan, and Korea to 1800</p> <p>WHI.1-WHI.5 The emergence and expansion of Islam to 1500</p> <p>WHI.10, WHI.36, WHI.38 Growth and decline of Islamic Empires in the Middle East</p> |
| Assessments <i>(How you assess)</i> | <p>Give students quizzes on readings, as well as an examination using multiple choice, map skills, chronology, cause and effect, reading comprehension, short answer, quote analysis, and essay questions.</p> <p>Possible essay topics: comparing Islam to other religions, historical background of ethnic and religious conflicts, birth and growth of Islam, racial stereotypes of Westerners toward non-Western cultures, traditional family and kinship structures in non-Western societies, the impact of European colonization on non-Western cultures, different views of the role of the individual, Confucianism and its critics, and the different paths of development of Chinese and Japanese societies.</p> |
| Activities <i>(Required)</i> | <p>Map Activities: Major Islamic Cultural Centers; Population Growth in Africa; Physical Map and Development of China and Japan</p> <p>Chart Activities: Islamic Social Structures; Major Achievements of Pre-Colombian American Civilizations; Indian Social Classes; Comparison between Hinduism, Islam, and Buddhism; Comparison of Ancient China and Japan; Causes and Effects of China's Isolation</p> <p>Timeline of accomplishments of civilizations as compared to European civilizations</p> |
| Instructional Resources | <p>Readings from the Quran (Koran)</p> <p>"The Life of Muhammad, Apostle of Allah," by Ibn Ishaq</p> <p>"The Crusaders in Muslim Eyes"</p> <p>"A Muslim Ruler Suppresses Hindu Practices," in Spielvogel I</p> <p>"Untouchables in South India," in Spielvogel I</p> <p>Excerpts from the Bhagavad-Gita</p> <p>Teachings of Confucius, Mahavira, Siddhartha Guatama.</p> |

World History II/US I

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| | <p>“A Buddhist’s Advice on How to Handle Life’s Most Important Relationships” Excerpts from “Akbar,” by Laurence Binyon Excerpts from “The Art of War” “Buddhism and Everyday Life” “Confucian Ideas in Ming China” “The Confucian Legacy in Modern China” “The Chinese View of Europe During the Reign of Emperor Kangxi” “Laws Governing the Military House Hold During the Tokugawa Shogunate” “Travels in Asia and Africa 1325-1345” Other resources available in the History Department archives, HHS library, and in textbook reference materials</p> |
| Interdisciplinary Connections | <p>Science/Technology: Scientific beliefs of early civilizations, connections between culture and climate, development of printing in Asia ELA: Ancient Indian epics, works of Kalidasa, The Arabian Nights, works of the 13th century poet Rumi.</p> |

World History II/US I

| | October |
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| Essential Questions <i>(What you teach)</i> | <p>How did Imperialism affect the political, economic, and social structures of Latin America?</p> <p>How did contact with foreign cultures affect the traditional economies, political systems, and cultural norms of Africa?</p> <p>What was the impact of British rule on the traditional economic, political, social, and religious structures of India?</p> <p>How do China's 19th and early 20th century revolutions reveal the desires of Chinese people in this period? What were these desires?</p> <p>How did contact with the West influence China?</p> <p>What were the reasons for Chinese isolation, and how was that isolation broken?</p> <p>How did China and Japan's different responses to the West affect their development?</p> <p>How has Japan's economic, political, and social modernization, under the Meiji restoration and into the 20th century, affected the country's development?</p> <p>How does the fall of the Ottoman Empire reflect larger problems with modernization and ethnic/religious conflicts in the Middle East?</p> <p>What are the difficulties with defining Arab nationalism, and with Arab unity in general?</p> <p>What are the effects – both positive and negative – for the discovery of oil in the Middle East?</p> <p>For what reasons did the western world become interested in extending its influence over the non-western world?</p> |
| Content <i>(Topics covered)</i> | The Age of Western Imperialism |
| Skills/Standards <i>(Frameworks)</i> | WHII.16 Latin American history in the 19 th and early 20 th centuries WHII.15 African history in the 19 th and early 20 th centuries WHII.12 Indian history in the 19 th and early 20 th centuries WHII.13-WHII.14 Asian history in the 19 th and early 20 th centuries WHII.19 The Middle East during the Great Wars |
| Assessments <i>(How you assess)</i> | <p>Give students quizzes on readings, as well as an examination using multiple choice, map skills, chronology, cause and effect, reading comprehension, short answer, quote analysis, and essay questions.</p> <p>Possible essay topics: Impact of Western contact on non-Western cultures, causes of Western Imperialism, analyzing the role of racism in Western Imperialism, comparing China and Japan's (or Turkey and Iran's) reaction to the West, impacts of the slave trade on Africa, reasons for the fall of non-Western civilizations (Ottoman Empire, Manchu China, Meiji Japan), development of nationalist ideas of major revolutionary leaders, Chinese revolutionary ideals and Chinese Communism, the role of the U.S. in Latin America, and the consequences of the discovery of oil in the Middle East.</p> |
| Activities <i>(Required)</i> | <p>Map Activities: Comparison of regions pre- and post- Imperialism, Middle East before and after WWI.</p> <p>Chart Activities: Changes in political, economic, religious, and social structures of non-Western regions due to Western contact.</p> <p>Timeline: Development of ethnic and religious conflicts in the non-Western world.</p> <p>Field trip to Peabody-Essex Museum to view China and Japan exhibit.</p> |
| Instructional Resources | <p>Excerpts from "Brief Account of the Destruction of the Indies," by Bartolomé de las Casas</p> <p>Letter from Cope de Aguirre to King Philip II of Spain (1561)</p> |

World History II/US I

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| | <p>“An Essay on the East India Trade,” by Charles D’Avenant “The Interesting Narrative of the Life of Alaudah Equiano” Letter from King Ferdinand and Queen Isabella to the Governor of Hispaniola (1563) Excerpts from “Osman’s Dream: A History of the Ottoman Empire,” by Caroline Finkel “Letter from Millard Fillmore to the Emperor of Japan (1853) Excerpts from “On Nonviolent Resistance,” by Mohandas Gandhi Other resources available in the History Department archives, HHS library, and textbook reference materials.</p> |
| Interdisciplinary Connections | <p>Math/Technology: Geography and Navigation Economics: Mercantilism, capitalism, communism, socialism Science/Technology: Darwin and Social Darwinism ELA: Nationalist poetry of Rabindranath Tagore in India, fiction of Chinese author Ba Jin.</p> |

World History II/US I

| | November |
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| Essential Questions <i>(What you teach)</i> | <p>How did contact with the West – regardless of its form – inadvertently lead to Nationalist movements in Africa, Asia, India, Latin America, and the Middle East?</p> <p>How did independence change the political, economic, and social structures of Latin America?</p> <p>How did the history and ideas of the American and French revolutions impact Latin American independence movements?</p> <p>For what reasons did Latin American nations struggle after independence?</p> <p>How did the nations of Africa finally achieve their independence? For what reasons did they generally struggle as independent nations?</p> <p>How did Western Imperialism impact and inform the ideas of Indian Nationalist leaders Mohandas Gandhi and Jawaharlal Nehru?</p> <p>What are the differences in the ideas of Gandhi and Nehru, and, in the light of this, what is the impact of Gandhi’s assassination on India’s development?</p> <p>How did the Communist revolution in China affect the country politically, economically, and socially? How did Communist rule develop out of the Chinese Civil War, and China’s traditional ideas?</p> <p>What were the consequences – both positive and negative – of Japan’s involvement in World War II?</p> <p>How did Japan’s involvement in World War II reflect its degree of modernization?</p> <p>What was the role of Korea and Vietnam in the Cold War?</p> <p>What were the consequences of the destruction of the Ottoman Empire and its aftermath – including the mandates systems; and the development of Turkey, Iran, and Saudi Arabia – on the modern Middle East?</p> <p>What are the causes of the conflict between Arabs and Jews in the Middle East, and what is the current state of that conflict?</p> |
| Content <i>(Topics covered)</i> | Nationalism and Independence in the Non-Western World |
| Skills/Standards <i>(Frameworks)</i> | WHII.38 Latin America in the Cold War era WHII.38 Africa in the Cold War era WHII.38 India in the Cold War era WHII.23, WHII.24, WHII.27 Japan in World War II WHII.32, WHII.34, WHII.38 Asia in the Cold War era WHII.38-WHII.39 The Middle East in the Cold war era |
| Assessments <i>(How you assess)</i> | <p>Give students quizzes on readings, as well as an examination using multiple choice, map skills, chronology, cause and effect, reading comprehension, short answer, quote analysis, and essay questions.</p> <p>Possible essay topics: The growth of Nationalist movements in the non-Western world, changes brought by independence to Latin America (or other regions), the struggles of non-Western societies after independence, comparison of the ideas of Nehru and Gandhi, the foundations of Chinese Communism, the consequences of Japan’s participation in World War II, the conflict between Arabs and Jews in the Middle East, different paths to development between Japan and China (or Iran and Turkey), and the struggle between military and civilian rule in Latin America.</p> |
| Activities <i>(Required)</i> | <p>Map Activities: Shifts in non-Western regions after independence (especially Africa); Resource/Economic maps of Africa, Latin America, and the Middle East; Political map of the Middle East after the creation of Israel, and Mandates in the Middle East.</p> <p>Chart Activities: Comparing ideas of Gandhi and Nehru, comparison of development China and Japan, and of Turkey and Iran.</p> <p>Biographical activities or sketches of major Nationalist leaders, like Jawaharlal Nehru, Mohandas Gandhi, Patrice Lumumba, Fidel Castro, Ho Chi Minh, Juan</p> |

World History II/US I

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| | Péron, Gamal Abdel Nasser, Simon Bolivar, José de San-Martin, Nelson Mandela and others. |
| Instructional Resources | Bolivar’s message to the Congress of Angostura (1819) “The Memoirs of Juan de la Rosa,” by Nataniel Aguirre The Meiji Constitution in Japan Excerpts from “Confessions of Faith,” by Cecil Rhodes The Monroe Doctrine and Roosevelt Corollary “History of the Chinese Revolution: by Sun Yixian “The White Man’s Burden,” by Rudyard Kipling Other resources available in the History Department archives, HHS library, and textbook reference materials. |
| Interdisciplinary Connections | Science/Technology: Construction of the Panama Canal and Suez Canal Film: “Gandhi”; “Lumumba” |

World History II/US I

| | December |
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| Essential Questions <i>(What you teach)</i> | <p>What are the challenges facing the contemporary non-Western world as these nations try to develop?</p> <p>How have Latin American nations turned to more permanent institutions – like the military and the church – as their political systems continue to be unstable? Why are Latin American political systems unstable?</p> <p>What has the role of the United States been in contemporary Latin America? How has America influenced the region’s development?</p> <p>What are the bases for the Ethnic conflicts in Africa today, and in its recent history, including the conflicts in the Sudan, Rwanda, and South Africa?</p> <p>What are the effects of the Aids epidemic on Africa’s economic and social conditions? Why is Aids so difficult to contain in Africa?</p> <p>What is the source of India’s modern ethnic and religious conflicts and how does the struggle over Kashmir reflect these conflicts?</p> <p>How does overpopulation affect countries like India and China, and why is it such a difficult problem to solve?</p> <p>How, and for what reasons, has China begun to modernize its economy? Why has this economic modernization not lead to political change?</p> <p>How has Japan become one of the world’s economic giants?</p> <p>How does the continuing conflict between China and Japan affect development in Asia? Why is the struggle to become the next Asian superpower so important?</p> <p>What is Islamic Fundamentalism? How has it developed over the last century?</p> <p>What are the goals of Islamic Fundamentalists and how and why do they conflict with the West?</p> <p>What factors make the Middle East such a torn, conflict-ridden area of the world today?</p> <p>What have been the impacts of American interest on the contemporary Middle East?</p> <p>What is globalization? What are the promises and fears about globalization for the non-Western world?</p> |
| Content <i>(Topics covered)</i> | The Contemporary Non-Western World |
| Skills/Standards <i>(Frameworks)</i> | Contemporary Latin America WHII.43 India in the Contemporary World WHII.43-WHII.45 Africa in the Contemporary World WHII.45 Asia in the Contemporary World WHII.47-WHII.48 The Middle East in the Contemporary World |
| Assessments <i>(How you assess)</i> | <p>Give students quizzes on readings, as well as an examination using multiple choice, map skills, chronology, cause and effect, reading comprehension, short answer, quote analysis, and essay questions.</p> <p>Possible essay topics: Challenges facing the contemporary non-Western world, role of the military and the church in Latin America, ethnic conflicts in the contemporary non-Western world, the impact of AIDS on Africa, the crisis of overpopulation in India and China, China and Japan’s struggle over Asian supremacy, the impact of Islamic fundamentalism, and the positive and negative consequences of globalization.</p> |
| Activities <i>(Required)</i> | <p>Have students relate current newspaper articles, magazine articles, and television news reports to historical events in the regions discussed in World History II.</p> <p>Map Activities: Population growth maps of non-Western regions, growth of AIDS Diagnoses in Africa, Islamic fundamentalist countries of the Middle East, map of Kashmir.</p> <p>Chart Activities: Comparative economic indicators for China and Japan; Oil and economic statistics for OPEC nations; Members of the Organization of American States; Resource/Product map of the world (for section on globalization)</p> |
| Instructional | Speech of Jawaharlal Nehru (August 14, 1947) Excerpts from “Quotations From Chairman Mao” |

World History II/US I

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| Resources | Speech of Deng Xiaoping (1985) Excerpts from “America and the Japanese Miracle,” by Aaron Forsberg Excerpts from “I speak of Freedom,” by Kwame Nkrumah Excerpts from “Facing Mount Kenya,” by Jomo Kenyatta “Speech at the Rwona Trial,” by Nelson Mandela “Speech to the UN General Assembly,” by Fidel Castro (1960) “Inaugural Address,” by Nelson Mandela (1994) Other resources available in the History Department archives, HHS library, and textbook reference materials. |
| Interdisciplinary Connections | ELA: Works of Jorge Luis Borges, Gabriel Garcia Marquez, Chinua Achebe, Wole Soyinka, Sadeq Hedayat, Naqub Mahfouz, Amos Oz, Elie Wiesel Film: “The Last King of Scotland”; “Hotel Rwanda” Science/Technology: Green Revolution in India |

World History II/US I

| | January |
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| Essential Questions <i>(What you teach)</i> | <p>Explain how Great Britain tightened its grip on the American colonies after winning the French and Indian War.</p> <p>List the ways in which Americans resisted increased British control in the years between 1763 and 1774.</p> <p>Explain the purpose, contents, and significance of the Declaration of Independence.</p> <p>Identify the strengths and weaknesses of the national government under the Articles of Confederation.</p> <p>Explain how compromises were reached in the development of the Constitution at the Constitutional Convention.</p> <p>Name the arguments of those who were for and those who were against ratification of the Constitution.</p> <p>Identify the three branches of the federal government and the function and powers of each.</p> <p>Explain the Constitutional principles of separation of powers, checks and balances, and the federal system.</p> <p>Explain the process for amending the Constitution.</p> |
| Content <i>(Topics covered)</i> | Revolutionary Era Creating a New Government |
| Skills/Standards <i>(Frameworks)</i> | USI. 1-10 The political and intellectual origins of the American nation: the Revolution and the Constitution, 1763-1789. USI. 11-21 The formation and framework of American democracy. |
| Assessments <i>(How you assess)</i> | <p>Teachers should be aware of standardized assessment material available for texts. The material may be used in a variety of ways to check on daily progress (homework/quizzes) or long-term measurement (tests/essays).</p> <p>Evaluate student notebooks.</p> <p>Document-based question: Debating the Constitution</p> |
| Activities <i>(Required)</i> | <p>Map Activities: Major Battles of the American Revolution The Treaty of Paris of 1783</p> <p>Biography Activities for individuals such as: Crispus Attucks, Benjamin Franklin, Francis Marion, Samuel Adams, Patrick Henry, etc.</p> <p>Vocabulary Builders</p> <p>Declaration of Independence</p> <p>Common Sense by Thomas Paine</p> <p>Articles of Confederation</p> <p>US Constitution</p> <p>US Bill of Rights</p> <p><i>The American Crisis</i> by Thomas Paine</p> <p>The Federalist Paper No. 10</p> |
| Instructional Resources | Program Organization Workbook Text Book Activities Workbooks Document-based Activities Political Cartoons Activities U.S. Supreme Court Cases Workbooks Progress Assessments Study Guides CD-Rom, Videos, DVDs Outline Maps Map Transparencies Transparencies Differentiated Instruction Worksheets and Tests |

World History II/US I

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| | World Atlas |
| Interdisciplinary Connections | Literature: <i>The Crisis</i> by Thomas Paine <i>Common Sense</i> by Thomas Paine <i>Autobiography</i> by Benjamin Franklin <i>The Scarlet Letter</i> by Nathaniel Hawthorne <i>The Last of the Mohicans</i> by James Fenimore Cooper Film: <i>The Patriot</i> (200) Technology: Weapons of the American Revolution |

World History II/US I

| | February |
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| Essential Questions <i>(What you teach)</i> | Explain why Washington was an ideal choice as the nation’s first President and how he helped to establish the new government. Describe Hamilton’s financial program for the nation. Identify the areas of disagreement between Hamilton and his critics, especially Thomas Jefferson. Explain how Washington’s Farewell Address became the cornerstone of American foreign policy. Identify the leaders and viewpoints of the first two political parties – the Federalists and Republicans. Explain why Jefferson carried on a war against the Barbary pirates of Tripoli and how he acquired the Louisiana Purchase. Describe the Lewis and Clark expedition through the Louisiana territory and the growing conflict with the Indians in the early 1800’s. Describe the events that led to the War of 1812 between the United States and Great Britain. |
| Content <i>(Topics covered)</i> | The Early Republic – Forging a New Nation |
| Skills/Standards <i>(Frameworks)</i> | USI. 22 Political democratization, westward expansion, and diplomatic developments 1790-1860. |
| Assessments <i>(How you assess)</i> | Teachers should be aware of standardized assessment material available for texts. The material may be used in a variety of ways to check on daily progress (homework/quizzes) or long-term measurement (tests/essays). Evaluate student notebooks. |
| Activities <i>(Required)</i> | Political Cartoon: Caught Between Britain and France Biography Activities for individuals such as: Benjamin Bannecker, Sacagawea, Dolly Madison, Meriweather Lewis, etc. Vocabulary Builders Washington’s Farewell Address Jefferson’s First Inaugural Address The Journals of Lewis and Clark |
| Instructional Resources | Program Organization Workbook Text Book Activities Workbooks Document-based Activities Political Cartoons Activities U.S. Supreme Court Cases Workbooks Progress Assessments Study Guides CD-Rom, Videos, DVDs Outline Maps Map Transparencies Transparencies Differentiated Instruction Worksheets and Tests World Atlas |
| Interdisciplinary Connections | Economics: Hamilton’s Economic Plan Creation of 1 st National Bank (1791) Geography: Lewis & Clark Journey Arts: Hudson River School Painters Politics: Political Parties – Then and Now |

World History II/US I

| | March |
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| Essential Questions <i>(What you teach)</i> | Describe the key points of the Monroe Doctrine and its importance. Identify the three sections – the North, South, and West – and describe the characteristics of each. Describe the characteristics of Andrew Jackson and of Jacksonian democracy. Explain the nullification controversy and how it was dissolved. Identify and describe some of the reform movements to improve American Society during this period. (1820-1860) Define the term Manifest Destiny and identify the elements that went into the Manifest Destiny movement. Describe the causes and results of the Mexican War. Explain how events in the 1850’s intensified the dispute between the North and South over slavery. |
| Content <i>(Topics covered)</i> | From Nationalism to Sectionalism A Push for Reform Expansion Leads to Conflict |
| Skills/Standards <i>(Frameworks)</i> | USI. 22-26 Political democratization, westward expansion, and diplomatic developments, 1790-1860. USI. 27-29 Economic growth in the North and South, 1800-1860. USI. 30-34 Social, political, and religious change. |
| Assessments <i>(How you assess)</i> | Teachers should be aware of standardized assessment material available for texts. The material may be used in a variety of ways to check on daily progress (homework/quizzes) or long-term measurement (tests/essays). Evaluate student notebooks. Document-based question: Second Great Awakening |
| Activities <i>(Required)</i> | Map Activities: Louisiana Purchase and Exploration Early Roads and Canals Relocation of American Indian Tribes The Mexican War Western Trails Biography Activities for individuals such as: Andrew Jackson, Henry Clay, John Calhoun, Daniel Webster, Margaret Fuller, Harriet Tubman, etc. Supreme Court Case: Dredd Scott v. Sandford (1857) Political Cartoon: The Bar of Destruction (Temperance Movement) Vocabulary Builders “Declaration of Sentiments” Monroe Doctrine |
| Instructional Resources | Program Organization Workbook Text Book Activities Workbooks Document-based Activities Political Cartoons Activities U.S. Supreme Court Cases Workbooks Progress Assessments Study Guides CD-Rom, Videos, DVDs Outline Maps Map Transparencies Transparencies Differentiated Instruction Worksheets and Tests World Atlas |
| Interdisciplinary Connections | Literature: <i>Walden</i> by Henry David Thoreau Technology: First Industrial Revolution: Railroad, Telegraph, National Road, Erie Canal, Textile Mill, Steamboat, Cotton Gin |

World History II/US I

| | April |
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| Essential Questions <i>(What you teach)</i> | Identify the strengths, weakness, and strategies of the North and the South in the Civil War. Describe the major military campaigns in the Civil War and their results. Explain the changes that took place in life in the North and in the South as a result of the Civil War. Describe the events that brought about the end of slavery. |
| Content <i>(Topics covered)</i> | The Nation Splits Apart The Civil War |
| Skills/Standards <i>(Frameworks)</i> | US I. 35-39 The Civil War and Reconstruction, 1860-1877 |
| Assessments <i>(How you assess)</i> | Teachers should be aware of standardized assessment material available for texts. The material may be used in a variety of ways to check on daily progress (homework/quizzes) or long-term measurement (tests/essays). Document-based question: African Americans and the Civil War Evaluate student notebooks. |
| Activities <i>(Required)</i> | Map Activity: Conflict Over Slavery/Compromise of 1850 Union and Confederacy Biography Activities for individuals such as: Harriet Beecher Stowe, William T. Sherman, Robert E. Lee, Abraham Lincoln, J.E.B. Stuart, Thomas “Stonewall” Jackson, etc. Political Cartoon: Carpetbaggers Vocabulary Builders Lincoln’s Inaugural Address The Gettysburg Address Emancipation Proclamation |
| Instructional Resources | Program Organization Workbook Text Book Activities Workbooks Document-based Activities Political Cartoons Activities U.S. Supreme Court Cases Workbooks Progress Assessments Study Guides CD-Rom, Videos, DVDs Outline Maps Map Transparencies Transparencies Differentiated Instruction Worksheets and Tests World Atlas |
| Interdisciplinary Connections | Literature: <i>The Awakening</i> by Kate Chopin <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass <i>The Adventures of Huckleberry Finn</i> by Mark Twain <i>The Adventures of Tom Sawyer</i> by Mark Twain <i>Call of the Wild</i> by Jack London Religion: The Second Great Awakening Philosophy: Transcendentalism (Ralph Waldo Emerson) Politics: Immigration – Then and Now Native Americans – Then and Now Women’s Rights – Then and Now |

World History II/US I

| | May |
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| Essential Questions (<i>What you teach</i>) | Describe the Reconstruction programs of Lincoln, Johnson, and Congress. Explain the Congressional plan of Reconstruction passed in 1867 and its effects on the South and on the federal government. Explain the effects and results of Reconstruction on the South and why Reconstruction came to an end in 1877. |
| Content (<i>Topics covered</i>) | Reconstruction |
| Skills/Standards (<i>Frameworks</i>) | USI. 40-41 The Civil War and Reconstruction, 1860-1877. |
| Assessments (<i>How you assess</i>) | Teachers should be aware of standardized assessment material available for texts. The material may be used in a variety of ways to check on daily progress (homework/quizzes) or long-term measurement (tests/essays). Evaluate student notebooks. Document based question: Reconstruction |
| Activities (<i>Required</i>) | Map Activity: Reconstruction Biography Activities for individuals such as: Sojourner Truth, Ulysses S. Grant, Thaddeus Stevens, Charles Sumner, Hiram Revels, etc. Supreme Court Case: The Civil Rights Cases (1883) Vocabulary Builders Declaration of the Rights of Women 13 th Amendment 14 th Amendment 15 th Amendment |
| Instructional Resources | Program Organization Workbook Text Book Activities Workbooks Document-based Activities Political Cartoons Activities U.S. Supreme Court Cases Workbooks Progress Assessments Study Guides CD-Rom, Videos, DVDs Outline Maps Map Transparencies Transparencies Differentiated Instruction Worksheets and Tests World Atlas |
| Interdisciplinary Connections | Literature: <i>The Red Badge of Courage</i> by Stephen Crane <i>Hospital Sketches</i> by Louisa May Alcott <i>Leaves of Grass</i> by Walt Whitman <i>Uncle Tom's Cabin</i> by Harriet Beecher Stowe Film: <i>Glory</i> (1989) <i>Gone With the Wind</i> (1939) Technology: Weapons of the Civil War Photography Politics: Impeachment – From Andrew Johnson to Bill Clinton |

World History II/US I

| | June |
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| Essential Questions (<i>What you teach</i>) | Identify major causes of the rapid industrial growth in America after the Civil War. Describe the problems of America's farmers and their efforts to end abuse by the railroads. Describe the founding, the goals, and the impact of the Populist Party. |
| Content (<i>Topics covered</i>) | Second Industrial Revolution The American West |
| Skills/Standards (<i>Frameworks</i>) | US II. 1-5 Industrial America and Its Emerging Role in International Affairs (1870-1920) |
| Assessments (<i>How you assess</i>) | Teachers should be aware of standardized assessment material available for texts. The material may be used in a variety of ways to check on daily progress (homework/quizzes) or long-term measurement (tests/essays). Evaluate student notebooks. Document based question: The Second Industrial Revolution |
| Activities (<i>Required</i>) | Map Activity: Early Roads and Canals Railroads Biography Activities for individuals such as: Andrew Carnegie, Cornelius Vanderbilt, John Rockefeller, Harriet Hanson Robinson, Elijah McCoy, Jane Adams, Richard Warren sears, Mary Lease, etc Supreme Court Case: Plessy v. Ferguson (1896) Political Cartoon: The Railroad in California Vocabulary Builders |
| Instructional Resources | Program Organization Workbook Text Book Activities Workbooks Document-based Activities Political Cartoons Activities U.S. Supreme Court Cases Workbooks Progress Assessments Study Guides CD-Rom, Videos, DVDs Outline Maps Map Transparencies Transparencies Differentiated Instruction Worksheets and Tests World Atlas |
| Interdisciplinary Connections | Literature: <i>Oliver Twist</i> by Charles Dickens <i>David Copperfield</i> by Charles Dickens <i>Lyddie</i> by Katherine Paterson Film: Gangs of New York (2002) Technology: Second Industrial Revolution: Skyscrapers, Transcontinental Railroad, Communication Revolution Economics: Capitalism, Corporations, Stock Market, Labor Unions Politics: Immigration – Then and Now |