<table>
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<td>What do we want students to learn?</td>
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<td>How will we know if students learn?</td>
</tr>
<tr>
<td>Timeframe: 2 weeks</td>
<td>Overall theme: Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals</td>
<td>Primary Sources:</td>
<td>Quiz on the Bill of Rights</td>
<td></td>
</tr>
<tr>
<td>Michigan Benchmarks:</td>
<td>- Declaration of Independence</td>
<td>- Declaration of Independence</td>
<td>Questions/multiple choice/short answer</td>
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</tr>
<tr>
<td>6.1</td>
<td>- The U.S. Constitution (including the Preamble)</td>
<td>- The U.S. Constitution (including the Preamble)</td>
<td>Analyze the Gettysburg Address</td>
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</tr>
<tr>
<td>6.2</td>
<td>- Bills of Rights</td>
<td>- Bills of Rights</td>
<td>Quiz on U.S. map: states/capitols</td>
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<tr>
<td>6.3</td>
<td>- The Gettysburg Address</td>
<td>- The Gettysburg Address</td>
<td>Class Discussion</td>
<td></td>
</tr>
<tr>
<td>National Geography Standards:</td>
<td>- 13th, 14th, 15th Amendments</td>
<td>- 13th, 14th, 15th Amendments</td>
<td>CDV’s relevance to today: group skits, role playing</td>
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</tr>
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<td>9</td>
<td>Using the American Revolution, the creation and adoption of the Constitution and the Civil War as touchstone, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change and discussing:</td>
<td>ACLU: briefing paper celebrating Constitution Day</td>
<td>Photographic Essay (collage)</td>
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<td>11</td>
<td>- The birth of republican government, including the rule of law, inalienable rights, equality, and limited government</td>
<td>Video: Bill of Rights</td>
<td>Multiple Intelligence Projects: create posters, maps, music, poetry, diaries, essays, dioramas, charts, collages, re-enactments, editorials, murals, interviews, models, sketches, character sketches</td>
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<td>12</td>
<td>- The development of government roles in American life</td>
<td>Core Democratic Values</td>
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<td>13</td>
<td>- And competing views of the responsibilities of governments (federal, state, and local)</td>
<td>Constitutional Principles</td>
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<td></td>
<td>- Changes in suffrage qualifications</td>
<td>CD: Timeline Atlas of the United States</td>
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<td></td>
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<td>United States Map for students</td>
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<td></td>
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<td>Music and lyrics from the American Revolution, Civil War</td>
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<td>Movie: JOHN ADAMS,</td>
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<td>Integration Teacher Notes</td>
<td>High School Content Expectations</td>
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<td></td>
<td>Qualifications</td>
<td>The development of political parties</td>
<td>Movie: LAST OF THE MOHICANS,</td>
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<td></td>
<td>America’s political and economic role in the world</td>
<td>America’s political and economic role in the world</td>
<td>musical 1776</td>
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<td>Describe the major trends and transformations in American life prior to 1877 including:</td>
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<td>- Changing political boundaries of the United States</td>
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<td>- Regional economic differences and similarities, including goods produced and the nature of the labor force</td>
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<td>- Changes in the size, location, and composition of the population</td>
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<td>- Patterns of immigration and migration</td>
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<td>- Changes in commerce, transportation, and communication</td>
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<td>- Major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican American War, and foreign relations during the Civil War</td>
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<tr>
<td>Timeframe: 5 weeks</td>
<td>Unit Two – <em>Growth of an Industrial, Urban and Global America</em> (1870 – 1930)</td>
<td>Overall theme: Explain the causes and consequences - both positive and negative - of the Industrial Revolution and America’s growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870-1930.</td>
<td>Resources</td>
<td>Assessment</td>
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<td></td>
<td>• Cornelius Vanderbilt</td>
<td>• Analyze the factors that enabled the United States to become a major industrial power</td>
<td>Dawes Act</td>
<td>Questions/multiple choice/short answer</td>
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<td></td>
<td>• Jacob Riis</td>
<td>o Gains from trade</td>
<td>asiliation</td>
<td>Debate: Dawes Act</td>
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<td></td>
<td>• Alexander Graham Bell</td>
<td>o Organizational “revolution”</td>
<td>Movie: <em>Bury My Heart At Wounded Knee</em></td>
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<td></td>
<td>• Lewis Hine</td>
<td>o Advantages of physical geography</td>
<td>World Maps</td>
<td>Essay: Captains of Industry v. Robber Barons</td>
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<tr>
<td></td>
<td>• Thomas Edison</td>
<td>o Increase in labor through immigration and migration</td>
<td>Charts and graphs (population, immigration, urbanization)</td>
<td>Analysis of Primary Sources: Origin, purpose, value, limitations</td>
</tr>
<tr>
<td></td>
<td>• “Gibson Girl”</td>
<td>o Economic policies of government and industrial leaders</td>
<td>Video: <em>Ellis Island</em></td>
<td>group skits, role playing</td>
</tr>
<tr>
<td></td>
<td>• Andrew Carnegie</td>
<td>o Technological advances</td>
<td>Video: Transcontinental Railroad by A&amp;E</td>
<td>Photographic Essay (collage)</td>
</tr>
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<td></td>
<td>• “new Immigrants”</td>
<td>• Evaluate the different responses of labor to industrial change including</td>
<td>Movie: <em>Triangle Shirtwaist Factory Fire</em></td>
<td>Multiple Intelligence Projects: create posters, maps, music, poetry, diaries, essays, dioramas, charts, collages, re-enactments, editorials, murals, interviews, models, sketches, character sketches</td>
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<td></td>
<td>• U.S. Steel</td>
<td>o Development of organized labor</td>
<td>Statue of Liberty by History Channel</td>
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<td></td>
<td>• “Native Americans”</td>
<td>o Southern and western farmers’ reactions; growth of populist movement</td>
<td>Monopoly Game</td>
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<td></td>
<td>• John D. Rockefeller</td>
<td>• Analyze the changing urban and rural landscape by examining:</td>
<td>Create Sweatshops (TAH)</td>
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<td></td>
<td>• Mark Twain</td>
<td>o The location and expansion of major urban centers</td>
<td>Presidents Chart</td>
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<td></td>
<td>• Standard Oil</td>
<td>o The growth of cities linked by industry and trade</td>
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<td>• Emily Dickinson</td>
<td>o The development of cities divided by race, ethnicity, and class</td>
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<td></td>
<td>• J. Piermont Morgan</td>
<td>o Resulting tensions among and within group</td>
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<td></td>
<td>• Ida Wells</td>
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<td></td>
<td>• Samuel Gompers</td>
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<td></td>
<td>• Carrie Nation</td>
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<td></td>
<td>• James Garfield</td>
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<td></td>
<td>• Buffalo Bill</td>
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<td></td>
<td>• Chester Arthur</td>
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<td></td>
<td>• Sitting Bull</td>
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<td></td>
<td>• Grover Cleveland</td>
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<td></td>
<td>• Crazy Horse</td>
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<td></td>
<td>• Benjamin Harrison</td>
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<td></td>
<td>• Dawes Act</td>
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- Knights of Labor
- Helen Hunt Jackson
- American Federation of Labor
- Wounded Knee
- Monopolies
- Morrill Act
- Trusts
- push/pull factors
- Vertical Integration
- bonanza farms
- Horizontal Integration
- Granger
- Transcontinental Railroad
- Populist Party
- The Pacific Railway Acts of 1862/64
- Cross of Gold speech
- Central Pacific and Union Pacific
- Deflation
- Kickbacks
- Mary Lease
- “Gospel of Wealth”

- Evaluate the different responses of labor to industrial change including
  - Development of organized labor
  - Southern and western farmers’ reactions; growth of populist movement
- Analyze the changing urban and rural landscape by examining:
  - The location and expansion of major urban centers
  - The growth of cities linked by industry and trade
  - The development of cities divided by race, ethnicity, and class
  - Resulting tensions among and within groups
  - Different perspectives about immigrant experiences in the urban setting
- Analyze population changes using census data from 1790 – 1940.

See addendum:

- Timeline: 3 separate lines
  - Line 1: labor and inventions
  - Line 2: Changes on the Western Frontier
  - Line 3: Presidents and Legislation (hard copy or powerpoint)
<table>
<thead>
<tr>
<th>Timeframe: 2 weeks</th>
<th>Unit Three: Progressivism and Reform (1895 – 1930)</th>
<th>Overall theme: Select and evaluate major public and social issues emerging from the changes in industrial, urban, and global America; 1890 - 1920 analyze the solutions or resolutions developed by Americans, and their consequences.</th>
</tr>
</thead>
</table>
| **Michigan Benchmarks:** 6.3.1 6.3.2 6.3.3 | • Jacob Riis  
• Lincoln Steffens  
• Ida Tarbell  
• Robert M. La Follette  
• Florence Kelly  
• Upton Sinclair  
• Gifford Pinchot  
• Eugene V. Debs  
• William Howard Taft  
• Theodore Roosevelt  
• Square Deal  
• Initiative  
• Referendum  
• Recall  
• Conservation  
• Muckrakers  
• 16th, 17th, 18th, 19th, Amendments  
• Hepburn Act  
• Women’s Trade Union League  
• Muller v. Oregon  
• Triangle Shirtwaist fire  
• The Jungle  
• Pure Food and Drug Act  
• Newlands Act  
• Sierra Club | • Social Issues: Describe at least three significant problems or issues created by America’s industrial and urban transformation between 1895 – 1930  
• Causes and consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas  
  o Major changes in the Constitution 16th, 17th, 18th, and 19th Amendments  
  o New regulatory legislation  
  o The Supreme Court’s role in supporting or slowing reform  
  o Role of reform organizations, movements and individuals in promoting change  
  o Efforts to expand and restrict the practices of democracy as reflected in Post-Civil War struggles of African Americans and immigrants  
• Women’s Suffrage – Analyze the successes and failures of efforts to expand women’s rights  
• Movie: Iron Jawed Angels by HBO  
• Photography by Riis and Hines  
• Images of America  
• Materials from TAH grant – biographies on progressive leaders  
• Copies of Amendments: 16-19  
• The JUNGLE by U. Sinclair  
• Movie: Triangle Shirtwaist Fire  
• Biographies: T. Roosevelt, Taft, Wilson  
• Progressive Party Platform  
• Textbook: the Americans  
• Timeline of suffrage  
• Book: Triangle Shirtwaist Factory Fire  
• Questions/multiple choice/short answer  
• group skits, role playing  
• Photographic Essay (collage)  
• Multiple Intelligence Projects: create posters, maps, music, poetry, diaries, essays, dioramas, charts, collages, re-enactments, editorials, murals, interviews, models, sketches, character sketches  
• Essay Questions: Why is it important for people to vote or Why did women want the right to vote?  
• Research compare/contrast: labor laws, FDA,
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<td></td>
<td>Yosemite National Park</td>
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<td>Meatpacking laws for customers and workers</td>
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<td>Dollar Diplomacy</td>
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<td>• Diaries of child labor: read and create</td>
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<td>Woodrow Wilson</td>
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<td>• Create poem using “I am” format (TAH grant)</td>
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<td></td>
<td>Eugene V. Debs</td>
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<td>Pancho Villa</td>
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<td>John J. Pershing</td>
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<td>New Freedom</td>
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<td></td>
<td>Underwood Tariff Bill</td>
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<td>Federal Reserve Act</td>
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<td>Workingmen’s Compensation Act</td>
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## Lansing School District Curriculum
### United States History/Geography 10th Grade

| Integration Teacher Notes | High School Content Expectations  
What do we want students to learn? | Instructional Strategies  
How will we deliver the curriculum? | Resources  
What materials/resources will we need to ensure mastery. | Assessment  
How will we know if students learn? |
|---------------------------|----------------------------------------------------------------|--------------------------------|-------------------------------------------------|-------------------------------------------------|
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## Timeframe:
3 weeks

**Michigan Benchmarks:**
- 6.2.1
- 6.2.2
- 6.2.3
- 6.2.4

**National Geography Standards:**
- 1, 3, & 13

### Unit Four:
**Becoming a World Power (1890 – 1920)**
- Alfred Thayer Mahan
- Valeriano Weyler
- Dupuy de Lome
- Theodore Roosevelt
- George Dewey
- John Hay
- George W. Goethals
- Emilio Aguinaldo
- William Howard Taft
- imperialism
- Yellow Journalism
- Remember the Maine
- Rough Riders
- Treaty of Paris
- Platt Amendment
- Teller Amendment
- Boxer Rebellion
- Russo-Japanese War
- Gentlemen’s Agreement
- Great White Fleet

### Overall theme:
Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.

- **Locate on a map the territories acquired by the United States during its emergence as an imperial power between 1890 – 1914, and analyze the role of**
  - the Spanish American War
  - the Philippine Revolution
  - the Panama Canal
  - the Open Door Policy
  - the Roosevelt Corollary played in expanding America’s

### Use websites to create World War I diaries:
- [www.pbs.org/greatwar/chapters/ch1_trenches.html](http://www.pbs.org/greatwar/chapters/ch1_trenches.html)
- [www.spartacus.schoolnet.co.uk/FWWtrench.htm](http://www.spartacus.schoolnet.co.uk/FWWtrench.htm)

- Movie: *All is Quiet on the Western Front*
- Platt Amendment
- Zimmerman Note
- Propaganda posters
- Sinking of the Lusitania
- Espionage and Sedition Acts and the First Amendment
- Maps: US expansion, WWI before and after
- Map/chart: Central v. Allied Powers, Triple Alliance v. Triple Entente

### Questions/multiple choice/short answer
- group skits, role playing
- Photographic Essay (collage)
- Multiple Intelligence Projects: create posters, maps, music, poetry, diaries, essays, dioramas, charts, collages, re-enactments, editorials, murals, interviews, models, sketches, character sketches
- WW I journals
- Demonstrate yellow journalism by creating a news article
- Map: identify US expansion
- WW I before and after map
- Map/chart: Central v. Allied Powers, Triple Alliance v. Triple Entente
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#### United States History/Geography 10th Grade

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- George Creel
- Eugene V. Debs
- Woodrow Wilson
- Henry Cabot Lodge
- Herbert Hoover
- Self-determination
- Conscription
- Central Powers
- ABC Powers
- Lusitania
- Sussex
- Doughboys
- Zimmerman Note
- Fourteen Points
- League of Nations
- Committee of Public Information
- Schenck v. United States
- Industrial Workers of the World
- 19th Amendment
- Big Four
- Bolsheviks
- Doughboys
- Warren G. Harding
- Espionage and Sedition Acts
- Treaty of Versailles

- Wilson and His Opponents – Explain how Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe.

- Four Minute Speeches: deliver while standing on a milkcrate
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#### United States History/Geography 10th Grade

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<tr>
<th>Timeframe: 2 weeks</th>
<th>Unit Five: <em>The Roaring Twenties</em> (1920 – 1929)</th>
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<td>- Red Scare:</td>
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<td>- Immigration Act of 1924</td>
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<td>- Scopes Trial</td>
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<td>- Installment Plan</td>
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<td>- Bible Belt</td>
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<td>- Racketeer</td>
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<td>- Warren G. Harding</td>
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<td>- Calvin Coolidge</td>
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<td>- Herbert Hoover</td>
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<td>- Prohibition/18th Amendment</td>
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<td>- Harlem Renaissance</td>
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<td>- Langston Hughes</td>
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<td>- Jazz Age</td>
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<td>- Flappers</td>
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<td>- Marcus Garvey</td>
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<td>- A. Mitchell Palmer</td>
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<td>- Babe Ruth</td>
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<td>- Henry Ford</td>
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<td>- Model T</td>
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<td></td>
<td>- Ida B Wells</td>
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<td>- NAACP</td>
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<td>- Charles Lindbergh</td>
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<td>- Reparations</td>
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<td>- Hawley-Smoot Tariff</td>
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<td>- Teapot Dome Scandal</td>
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<td>- WWI “Bonus Army”</td>
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<td>- Andrew Mellon</td>
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<td>- Black Tuesday</td>
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<td>- Ohio Gang</td>
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<td>- Washington Disarmament Conference</td>
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<td>- Margaret Sanger</td>
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<td>- nativists</td>
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<tr>
<td>Michigan Benchmarks: 7.1.1</td>
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</table>

### National Geography Standards: 10

- Identify and explain the significance of the cultural changes and tensions in the “Roaring Twenties”
  - Cultural movements
  - Harlem Renaissance
  - Lost generation
- The struggle between “traditional” and “modern” America
  - Scopes Trial
  - Immigration
  - Restrictions
  - Prohibition
  - Role of women
  - Mass consumption

**Analyze the causes and consequences of the automobile industry’s transformation using a case study format**

<table>
<thead>
<tr>
<th>Resources: What materials/resources will we need to ensure mastery.</th>
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<tr>
<th>Assessment: How will we know if students learn?</th>
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- Questions/multiple choice/short answer
- Group skits, role playing
- Photographic Essay (collage)
- Multiple Intelligence Projects: create posters, maps, music, poetry, diaries, essays, dioramas, charts, collages, re-enactments, editorials, murals, interviews, models, sketches, character sketches
- Create a map of Route 66
- Four Corner Debate on Prohibition
- Flapper fashion show (book or live)
- Make a chart showing the relationship between the assembly line, electrical conveniences, modern advertising, and buying on credit/installment plan
- Recreate the Stock Market Crash of 1929

**Auto Timeline:**
- Bessemer process, causes and consequences (labor, environment, economic, urbanization, social)

**Video:**
- 1920s video overview

**Website:**
- UP South

**The Great Migration (TAH grant)**

**Re-enactment of the Sacco and Vanzetti Trial**

**Flapper clothing**

**Poems and writings by Langston Hughes, Ida B. Wells, Zora Neale Hurston, F. Scott Fitzgerald**
### Lansing School District Curriculum
**United States History/Geography 10th Grade**

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<tr>
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#### Timeframe:
3-4 weeks

#### Michigan Benchmarks:
- 7.1.2
- 7.1.3

#### National Geography Standards:
- 10, 14, 15, & 16

---

**Unit Six: Great Depression and The New Deal (1929 – 1940)**
- Herbert Hoover
- Hoovervilles
- Franklin D. Roosevelt
- Bank Holiday
- The New Deal
- The 3 R’s
- Francis Perkins
- Harry Hopkins
- AAA
- “Court Packing”
- Dust Bowl
- Arkies and Okies
- Huey Long
- Father Coughlin
- Mary McLeod Bethune
- Eleanor Roosevelt
- John Steinbeck
- “Indian New Deal”
- TVA
- Social Security Act
- Flint Strike of 1937
- “Roosevelt Coalition”
- Fireside chats
- A. Randolph Phillips
- CCC
- Wagner Act
- Soup and bread lines

---

**Causes of the Great Depression –**
- Explain and evaluate the multiple causes and consequences of the Great Depression
- The political, economic, environmental, and social causes of the Great Depression
  - Fiscal policy
  - Overproduction
  - Under consumption
  - Speculation
  - The 1929 crash
  - The Dust Bowl
- The economic and social toll of the Great Depression
  - Unemployment and environmental conditions that affected farmers
  - industrial workers and families
  - Hoover’s policies and their impact

**The New Deal**
- Explain and evaluate Roosevelt’s New Deal Policies
  - Expanding federal government’s responsibilities to protect the environment
    - Dust Bowl
    - Tennessee Valley Authority
  - Meet challenges of unemployment
  - Address the needs of workers, farmers, poor, and elderly

---

**Movies:**
- Grapes of Wrath
- Cinderella Man
- SeaBiscuit
- Kit Kittredge, An American Girl Story

**Books:**
- Out of Dust
- the Grapes of Wrath
- Wizard of Oz (TAH grant)

**Videos:**
- Flint Sit-Down Strike
- biographies: FDR, Eleanor Roosevelt, John Steinbeck,
- Riding the Rails,
- 1930s overview

**Sources:**
- New Deal Legislation
- Flint Sit-Down Strike
- Fireside chats
- Letters written to FDR and/or Eleanor Roosevelt

---

**Questions/multiple choice/short answer**
**group skits, role playing**
**Photographic Essay (collage)**
**Multiple Intelligence Projects: create posters, maps, music, poetry, diaries, essays, dioramas, charts, collages, re-enactments, editorials, murals, interviews, models, sketches, character sketches**

Create a fireside chat or radio program during the 1930s
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<td><strong>Promoting worker’s rights</strong></td>
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<td><strong>Development of Social Security program</strong></td>
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<td><strong>Banking and financial regulation</strong></td>
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<td><strong>Conservation practices</strong></td>
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<td><strong>Crop subsidies</strong></td>
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### Lansing School District Curriculum
**United States History/Geography 10th Grade**

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**Timeframe:** 4 weeks

**Michigan Benchmarks:**
- 7.2.1
- 7.2.2
- 7.2.3
- 7.2.4

**National Geography Standards:**
- 10
- 13

<table>
<thead>
<tr>
<th>UNIT 7: WORLD WAR II (1930s – 1945)</th>
<th>Causes of WW II – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terms, key people, places:</td>
<td>• The political and economic disputes over territory (failure of Versailles Treaty, League of Nations, Munich Agreement)</td>
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<tr>
<td>• Appeasement</td>
<td>• The differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan</td>
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<tr>
<td>• Relocation camps</td>
<td>• United States neutrality</td>
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<tr>
<td>• rationing</td>
<td>• The bombing of Pearl Harbor</td>
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<tr>
<td>• Nazism/fascism</td>
<td><strong>U.S. and the Course of WWII</strong> – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world</td>
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<tr>
<td>• Holocaust</td>
<td>• Germany First strategy</td>
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<tr>
<td>• Pearl Harbor</td>
<td>• Big Three Alliance</td>
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<tr>
<td>• D-Day, Invasion of Normandy</td>
<td>• The Development of atomic weapons</td>
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<tr>
<td>• Allied Powers</td>
<td><strong>Impact of WW II on American Life:</strong> Analyze the changes in American life brought about by U.S. participation in World War II including:</td>
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<tr>
<td>• Axis Powers</td>
<td>• Mobilization of economic, military, and social resources</td>
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<td>• Island Hopping</td>
<td>• Role of women and minorities in the war effort</td>
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<td>• Two front war</td>
<td>• Role of the home front in supporting the war effort (rationing, work hours, taxes)</td>
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<td>• Atomic bomb</td>
<td>• Internment of Japanese-Americans</td>
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<tr>
<td>• Homefront</td>
<td>- Responses to Genocide: investigate development</td>
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<tr>
<td>• Hiroshima</td>
<td><strong>Books:</strong></td>
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<td>• Nagasaki</td>
<td>• Night</td>
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<td>• Franklin D. Roosevelt</td>
<td>• Sadako and A Thousand Paper Cranes</td>
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<td>• Harry S. Truman</td>
<td>• Hiroshima</td>
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<td>• Gen. Dwight Eisenhower</td>
<td><strong>Video:</strong></td>
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<tr>
<td>• Gen. Douglas McArthur</td>
<td>• Why We dropped the Bomb – by Peter Jennings</td>
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<tr>
<td>• Gen. George Patton</td>
<td>• ABC News: decades</td>
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<tr>
<td>• Gen. Omar Bradley</td>
<td>• World War II overviews</td>
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<td>• Gen. George Marshall</td>
<td>• biographies</td>
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<tr>
<td>• Joseph Stalin</td>
<td><strong>Movie:</strong></td>
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<td>• Adolf Hitler</td>
<td>• Schindler’s List</td>
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<td>• Benito Mussolini</td>
<td>• Saving Private Ryan</td>
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<td>• Emperor Hirihiito</td>
<td>• Pearl Harbor</td>
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<td>• Gen. Tojo</td>
<td>• Tora! Tora!</td>
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<td>• Francisco Franco</td>
<td>• The Great Raid</td>
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<td>• The Tuskegee Airmen</td>
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<td>• Wind Talkers</td>
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<td><strong>Maps and Resources:</strong></td>
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<td>• Europe, Pacific, Asia, Africa</td>
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<td><strong>Website:</strong></td>
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<td>• Internment Camps (TAH grant)</td>
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**Questions/multiple choice/short answer**
- group skits, role playing
- Photographic Essay (collage)
- Multiple Intelligence Projects: create posters, maps, music, poetry, diaries, essays, dioramas, charts, collages, re-enactments, editorials, murals, interviews, models, sketches, character sketches

**Four Corners discussion:** Should the US had dropped the atomic bombs? (discussion before and after the movie)
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**Responses to Genocide** – Investigate development and enactment of Hitler’s “final solution” policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals:
- liberations of concentration camps
- Nuremberg war crimes tribunals
- Establishment of state of Israel

- US response to the Holocaust
- The St.Louis
- U.S. Immigration Policies
- Character sketches/chart of main World leaders
# Lansing School District Curriculum
## United States History/Geography 10th Grade

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### Timeframe: 2 weeks

### Michigan Benchmarks:
- 8.1.1
- 8.1.2
- 8.2.2

### National Geography Standards:
- 9
- 12
- 13
- 14
- 16

### UNIT 8: BEGINNINGS OF THE COLD WAR AND DOMESTIC POLICIES (1945-1959)

#### Terms, Key People, Places
- Truman Doctrine
- Marshall Plan
- N.A.T.O
- G.I. Bill
- Taft-Hartley Act
- Suburbs
- Baby Boom
- Interstate Highway Act
- Rock N’ Roll
- White flight
- Berlin Airlift
- Red Scare
- McCarthyism
- Korean War
- 38th Parallel
- Harry S. Truman
- Gen. Douglas McArthur
- Dwight D. Eisenhower
- Jackie Robinson
- Integration of the armed forces
- U-2 Incident
- Space Progam
- Sputnik
- The Rosenbergs

### Origins and Beginning of Cold War: Analyze the factors that contributed to the Cold War including
- Differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.
- Diplomatic decisions made at the Yalta and Potsdam Conferences (1945)
- Formation of the United Nations
- Actions by both countries in the last years of and years following World War II (use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact)

### Foreign Policy during the Cold War: Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including
- The development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and in the intelligence community
- The armed struggle with Communism, including the Korean conflict

### Policy Concerning Domestic Issues of the 1950s: Analyze major domestic issues in the Post-World War II era and the policies

### Movie:
- The Majestic
- Good Night, Good Luck (TAH grant)
- M.A.S.H.

### Videos:
- Atomic Café
- Decade overview

### Books and Resources:
- Re-enactment of the Rosenberg Trial
- President sketches: Truman and Eisenhower Doctrines
- McCarthyism
- Marshall Plan
- MAPS: North and South Korea, Germany/Berlin
- Legislation for integration of the armed forces
- Biographies: Presidents, rock n roll singers
- Readings: conflict between Truman and McArthur, Eisenhower v. Khrushchev

### Assessment:
- Questions/multiple choice/short answer
- Group skits, role playing
- Photographic Essay (collage)
- Multiple Intelligence Projects: create posters, maps, music, poetry, diaries, essays, dioramas, re-enactments, editorials, murals, interviews, models, sketches, character sketches
- Political cartoons and McCarthyism (TAH grant)
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<td>Designed to meet the challenges by</td>
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<td>• Describing issues challenging Americas such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment</td>
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<td>• Evaluating policy decisions and legislative actions to meet these challenges (G.I. Bill of Rights (1944), Taft-Hartley Act (1956), National Defense Act (1957))</td>
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**Timeframe:** 3-4 weeks

**Michigan Benchmarks:**
- 8.1.2
- 8.2.3
- 8.2.4

**National Geography Standards:**
- 5
- 13
- 14
- 16

UNIT 9: THE COLD WAR HEATS UP AND DOMESTIC ISSUES (1960-1975)

Terms, Key People and Places
- Brinkmanship/retaliation
- Bay of Pigs incident
- Cuban Missile Crisis
- Domino Theory
- Peace Corps
- New Frontier
- NASA – Man on the Moon project
- Berlin Wall
- Vietnam War
- Tonkin Gulf Resolution
- Hawks
- Doves
- War Powers Act
- Counterculture
- Kent State Massacre
- Great Society
- War on Poverty
- Medicare
- Medicaid
- HUD
- Civil Rights Acts
- 24th Amendment
- 26th Amendment
- Watergate

Foreign Policy during the Cold War:
- Direct conflicts within specific world regions including Germany and Cuba
- U.S. involvement in Vietnam and the foreign and domestic consequences of the war
- Relationship/conflicts with USSR and China, military policy and practices, responses of citizens and mass media
- Indirect (or proxy) confrontations within specific world regions (Chile, Angola, Iran, Guatemala)
- The arms race

Comparing Domestic Policies:
- focusing on causes, programs, and impacts, compare and contrast Roosevelt’s New Deal initiatives to Johnson’s Great Society programs, and Reagan’s market-based domestic policies

Domestic Conflicts and Tensions:
- Using core democratic values, and analyze and evaluate the competing perspectives and controversies among America generated by U.S. Supreme Court decisions:
  - Roe v. Wade
  - Gideon
  - Miranda
  - Tinker
  - Hazelwood

**Books:**
- The Things They Took with Them
- Song of the Buffalo Boy

**Movies:**
- Dear America
- Decade overview

**Videos:**
- Other Resources:
  - Great Society legislation

- Questions/multiple choice/short answer
- group skits, role playing
- Photographic Essay (collage)
- Mulitple Intelligence Projects: create posters, maps, music, poetry, diaries, essays, dioramas, charts, collages, re-enactments, editorials, murals, interviews, models, sketches, character sketches
# Lansing School District Curriculum
## United States History/Geography  10th Grade

| Integration Teacher Notes | High School Content Expectations  
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How will we deliver the curriculum? | Resources  
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<td>The Vietnam War (anti-war and counter-cultural movements)</td>
<td>Environmental movement (E.P.A. 1970)</td>
<td>Women’s rights movement</td>
<td>Constitutional crisis generated by the Watergate scandal</td>
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## United States History/Geography 10th Grade

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## Timeframe:
- 5 weeks

## Michigan Benchmarks:
- 8.3.1
- 8.3.2
- 8.3.3
- 8.3.4
- 8.3.5

## National Geography Standards:
- 6
- 10
- 12

## UNIT 10: CIVIL RIGHTS, POST WORLD WAR II – PRESENT

### Civil Rights Movement:
- Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including:
  - The impact of WWII and the Cold War (e.g. racial and gender integration of the military)
  - Supreme Court decisions and government actions (e.g. *Brown v. Board*(1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))
  - Protest movements, organizations, and civil actions (e.g. integrations of baseball, Montgomery Bus Boycott (1955-1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
  - Resistance to Civil Rights

### Books:
- *Warriors Don’t Cry*
- *The Story of Ruby Bridges*

### Movies:
- Malcolm X
- The Walkout
- Remember the Titans
- The Ghost of Mississippi
- The Long Walk Home

### Videos:
- Biographies
- Overview of the decades

### Other Resources:
- Feminist Biographies
- *(TAH grant)*
- I Have A Dream speech
- Civil Rights legislation

### Questions/multiple choice/short answer
- group skits, role playing
- Photographic Essay (collage)
- Mulitple Intelligence Projects: create posters, maps, music, poetry, diaries, essays, dioramas, charts, collages, reenactments, editorials, murals, interviews, models, sketches, character sketches
- Book reports
### High School Content Expectations

**What do we want students to learn?**

- UFWOC
- Cesar Chavez
- M.A.P.A.
- La Raza Unida
- Dolores Huerta
- Bobby Kennedy
- Non-violent protest
- Brown Beret
- Hunger Strikes
- Boycotts
- Jose Gutierrez
- N.O.W.
- Feminism
- FEMININE MYSTIQUE
- Betty Friedan
- Gloria Steinem
- TITLE IX
- E.R.A.
- Roe v. Wade
- Phyllis Schlafly
- CIVIL RIGHTS ACT OF 1964
- Immigration Act of 1965
- A.I.M. – American Indian Movement
- Dennis Banks
- Ben Knighthorse Campbell
- Russell Means
- Wounded Knee
- Alcatraz
- “Trail of Broken Treaties”, 1972
- Education Act
- Counterculture

**Ideals of the Civil Rights Movement:**

- Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

**Women’s Rights:**

- Analyze the causes and course of the women’s rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the workforce, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)).

**Civil Rights Expanded:**

- Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/as, new immigrants, people with disabilities, and gays and lesbians.

**Tensions and Reactions to Poverty and Civil Rights:**

- Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark).
| Integration Teacher Notes | High School Content Expectations What do we want students to learn? | Instructional Strategies How will we deliver the curriculum? | Resources What materials/resources will we need to ensure mastery. | Assessment How will we know if students learn? |
**UNIT 11: END OF THE COLD WAR AND AMERICA IN A NEW GLOBAL AGE**
- New Federalism
- Richard Nixon
- Revenue Sharing
- Family Assistance Plan
- Southern Strategy
- Stagflation
- OPEC
- realpolotik
- Détente
- SALT I Treaty
- Impeachment
- Watergate
- H.R. Haldeman
- John Erlichman
- Committee to Re-elect the President
- Judge John Sirica
- Saturday Night Massacre
- Gerald Ford
- Jimmy Carter
- National Energy Act
- Human rights
- Camp David Accords
- Ayatollah Ruhollah Khomeini:
- Rachel Carson
- Earth Day
- Environmentalist
- EPA
- Three Mile Island:

**End of the Cold War:** Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact

**THE IMPACT OF GLOBALIZATION ON THE UNITED STATES:** explain the impact of globalization on the United States' economy, politics, society, and role in the World

**Economic Changes:** (refer to Unit 2, 6.1.5) Using the change in nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication

**Transformation of American Politics:** Analyze the transformations of American politics in the late 20th and early 21st centuries including:
- Growth of the conservative movement in national politics, including the role of Ronald Reagan
- Role of evangelical religion in national politics
- Intensification of partisanship
- Partisan conflict over the role of government in American life

**Books:**
- Forest Gump
- Miracle on Ice
- All The President’s Men

**Movies:**
- Forest Gump
- Miracle on Ice
- All The President’s Men

**Videos:**
- Decade overviews
- 911/terrorism

**Other Resources:**
- President sketches

**Timeframe:**
4 weeks

**Michigan Benchmarks:**
- 8.1.3
- 9.1.1
- 9.1.2
- 9.2.1
- 9.2.2
- 9.3.1

**National Geography Standards:**
- 3
- 6
- 11
- 13
- 17

**Assessment**
- Questions/multiple choice/short answer
- group skits, role playing
- Photographic Essay (collage)

**Instructional Strategies**
- How will we deliver the curriculum?

**Resources**
- What materials/resources will we need to ensure mastery.

**High School Content Expectations**
- What do we want students to learn?

**Integration Teacher Notes**
- June 2010
- Lansing School District Curriculum
- United States History/Geography 10th Grade
## Lansing School District Curriculum

**United States History/Geography 10th Grade**

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<td>Of government in American life</td>
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<td>CHANGES IN AMERICA'S ROLE IN THE WORLD: examine the shifting role of United States on the world stage during the periods from 1980 to the present</td>
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<td>U.S. in the Post-Cold War World: Explain the role of the United States as a super-power in the post-Cold War World, including advantages, disadvantages, and new challenges (military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War)</td>
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<td>9/11 and Responses to Terrorism: Analyze how the attacks on 9/11 and response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO)</td>
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<td>Policy Debates: Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional pr</td>
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- Entitlement program
- New Right
- Affirmative Action
- Reverse discrimination
- Conservative Coalition
- Moral Majority
- Ronald Reagan
- Reaganomics
- Supply-side economics
- Strategic Defense Initiative
- Sandra Day O'Connor
- Geraldine Ferraro
- George Bush
- AIDS
- Pay equity
- L. Douglas Wilder
- Jesse Jackson
- Lauro Cavavos
- Antonia Coello Novello
- *Roe v. Wade*
- Mikhail Gorbachev
- Glasnost
- perestroika
- INF Treaty
- Tiananmen Square
- Operation Desert Storm
- Sandinistas
- Contras
- William Jefferson Clinton
- H. Ross Perot
- Hillary Rodham Clinton
- NAFTA
- Newt Gingrich
- Contract with America
- Al Gore
- George W. Bush
- Service Sector
- Of government in American life
- role of regional differences in national politics

June 2010
| Integration Teacher Notes | High School Content Expectations  
*What do we want students to learn?* | Instructional Strategies  
*How will we deliver the curriculum?* | Resources  
*What materials/resources will we need to ensure mastery.* | Assessment  
*How will we know if students learn?*

- downsize
- Bill Gates
- NASDAQ
- Dotcom
- General Agreement on Tariffs and Trade
- Information superhighway
- Internet
- Telecommute
- Telecommunications Act of 1996
- Genetic engineering
- Urban flight
- Gentrification
- Proposition 187

Constitutional principles.
- Role of the United States in the World
- National economic policy
- Welfare policy
- Energy policy
- Health care
- Education
- Civil rights
**Integration**

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<td>The political and economic disputes over territory (failure of Versailles Treaty, League of Nations, Munich Agreement)</td>
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<td>The differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan</td>
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<td>United States neutrality</td>
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<td>The bombing of Pearl Harbor</td>
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<td><strong>U.S. and the Course of WWII</strong> – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world</td>
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<td>Big Three Alliance</td>
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<td>The Development of atomic weapons</td>
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<td><strong>Impact of WW II on American Life:</strong> Analyze the changes in American life brought about by U.S. participation in World War II including:</td>
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<td>Mobilization of economic, military, and social resources</td>
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<td>Role of women and minorities in the war effort</td>
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<td>Role of the home front in supporting the war effort (rationing, work hours, taxes)</td>
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<td>Internment of Japanese-Americans</td>
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<td>Responses to Genocide: Investigate development</td>
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ADDENDUM:

**Millworkers Strike of 1828.**

**Materials:** Paper, Legos(tm)

**Objective:** Students will be able to identify what a strike is and understand what may cause one.

**Procedure:**

1. Organize students into small groups.
2. Next, provide an equal and substantial amount of Legos(tm) to each group.
3. Explain that it is their job to build a tower and that they will be given 1 point per inch of height.
4. At your instruction, let them begin.
5. As they are working begin to impose work rules until they go on strike. It shouldn't take long for someone to rebel.
6. When a group rebels, offer that group's work to another group to complete.
7. Keep making rules until more or all groups quit working.
8. When you feel satisfied with the lack of progress, and before anarchy sets in, bring the class back to order and into their groups.
9. Provide one piece of paper per group.
10. Have each student write down one reason why they stopped working.
11. Review these reasons as a class.
12. Next, ask students to define "strike." All students should write a definition in their notebook.
13. Tell students about the 1828 strike described below. Ask them to note similarities.
14. Finally, assign points to groups based on what they completed and/or their contribution to the class discussion.

**Suggested Rules:**
One point fine for non-involvement per minute.
One point fine for each instance of talking.
One point fine for leaning back in their chairs.
One point fine for slouching.
One point fine for giggling.
One point fine for looking away from their work.
**Background to the Activity:** In 1828 in Dover, New Hampshire, women millworkers walked off their jobs at the Cocheco mill when the company imposed several new rules. The rules included a 12.5 cent fine for any tardiness, the introduction of a blacklist, and a ban on talking on the job. The result of the strike is unclear but the rules were withdrawn.