

6th Grade – 20th Century United States History

| <u>Units</u> | <u>Standards Addressed</u> | <u>Approx Time in Weeks</u> | <u>Enduring Understandings</u> | <u>Essential Questions</u> | <u>Qtr</u> |
|-------------------------------|--|-----------------------------|---|---|------------|
| Historiography | <p>National Content Standards: 1(A, E), 2(A, H, I), 3(B, C, H), 4(A, B), 5(E, F)</p> <p>Alaska Content Standards: History: A(1,2,4,5,6,7,8,9)</p> <p>B(2,3), C(1,2),D(1,3) Geography: F(1,6) Government and Citizenship: A(1,2), E(2,7)</p> | 2 weeks | Historical Interpretation is influenced by one's perspective. | <ol style="list-style-type: none"> 1. How does immigration/migration create and change communities? 2. What is the immigrant experience upon arrival in the U.S.? 3. What does one do to become a U.S. citizen/American? | 1 |
| Immigration /Migration | <p>National Content Standards: 1(A, E), 2(A, H, I), 3(B, C, H), 4(A, B), 5(E, F)</p> <p>Alaska Content Standards: History: A(1,2,4,5,6,7,8,9)</p> <p>B(2,3), C(1,2),D(1,3) Geography: A(1), F(1,6)</p> <p>Government and Citizenship: A(1,2), E(2,7)</p> | 7 weeks | Our nation constantly changes as a result of immigration / migration. | <ol style="list-style-type: none"> 1. How does immigration/migration create and change communities? 2. What is the immigrant experience upon arrival in the U.S.? 3. What does one do to become a U.S. citizen/American? 4. How did the rise of the American labor movement and political movements reflect social and political change of the Progressive Era? | 1 |

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|-------------------------------|---|-----------------------------|---|--|------------|
| World War I | <p>National Content Standards: 1(A, E), 2(A, H, I), 3(B, C, H), 4(A, B), 5(E, F)</p> <p>Alaska Content Standards: History:A(1,2,4,5,6,7,8,9)</p> <p>B(2,3), C(1,2),D(1,3) Geography: A(1), F(1,6)</p> <p>Government and Citizenship: A(1,2), E(2,7)</p> | 4 weeks | Global conflicts and their outcomes change the balance of power in the world. | <ol style="list-style-type: none"> 1. What technologies changed how we fought wars? 2. What are the causes of WWI, and why did the U.S. intervene? 3. What is the impact at home and abroad of the U.S. involvement in WWI? | 2 |
| Between the World Wars | <p>National Content Standards: 1(A, E), 2(A, H, I), 3(B, C, H), 4(A, B), 5(E, F)</p> <p>Alaska Content Standards: History:A(1,2,4,5,6,7,8,9)</p> <p>B(2,3), C(1,2),D(1,3) Geography: A(1), F(1,6)</p> <p>Government and Citizenship: A(1,2), E(2,7)</p> | 5 weeks | The era between World War I and II profoundly shaped the United States. | <ol style="list-style-type: none"> 1. How did American society change throughout this time period? 2. What led to the stock market crash of 1929 and the Great Depression? 3. What were some of FDR's New Deal programs and how did they benefit Americans? | 2 |

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| World War II | <p>National Content Standards: 1(A, E), 2(A, H, I), 3(B, C, H), 4(A, B), 5(E, F)</p> <p>Alaska Content Standards: History: A(1,2,4,5,6,7,8,9)</p> <p>B(2,3), C(1,2), D(1,3) Geography: A(1), F(1,6) Government and Citizenship: A(1,2), E(2,7)</p> | 5 weeks | Global war is a result of changing political, socio-economic interests, as well as technological development. | <ol style="list-style-type: none"> 1. What are the contributing factors that led to the United States' involvement in WWII? 2. How did technological developments alter the methods of warfare? 3. What contributions to the war effort did minority groups make during World War II in the United States? | 3 |
| Cold War Era | <p>National Content Standards: 1(A, E), 2(A, H, I), 3(B, C, H), 4(A, B), 5(E, F)</p> <p>Alaska Content Standards: History: A(1,2,4,5,6,7,8,9)</p> <p>B(2,3), C(1,2), D(1,3) Geography: A(1), F(1,6)</p> <p>Government and Citizenship: A(1,2), E(2,7)</p> | 4 weeks | The belief systems of America and the Soviet Union came into conflict and influenced global and domestic affairs. | <ol style="list-style-type: none"> 1. How did the superpowers develop and shape conflict? 2. How does the Cold War evolve from post World War II? 3. How did the Cold War affect the United States at home? | 3 |

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| Civil Rights | <p>National Content Standards: 1(A, E), 2(A, H, I), 3(B, C, H), 4(A, B), 5(E, F)</p> <p>Alaska Content Standards: History: A(1,2,4,5,6,7,8,9)</p> <p>B(2,3), C(1,2),D(1,3) Geography: F(1,6)</p> <p>Government and Citizenship: A(1,2), E(2,7)</p> | 6 weeks | Civil rights in the 20th century continued to expand, as a basic guarantee for everyone under the U.S. Constitution. | <ol style="list-style-type: none"> 1. What ideas and/or concepts were found in the Constitution or other documents that were used to advance the cause of civil rights during the 20th century? 2. What were the contributions of various minority groups to the Civil Rights struggle in the 20th century? 3. What were individual and institutional achievements of the Civil Rights Movement? | 4 |
| End of 20th Century & Contemporary Issues | <p>National Content Standards: 1(A, E), 2(A, H, I), 3(B, C, H), 4(A, B), 5(E, F)</p> <p>Alaska Content Standards: History: A(1,2,4,5,6,7,8,9)</p> <p>B(2,3), C(1,2),D(1,3)</p> <p>Geography: F(1,6)</p> <p>Government and Citizenship: A(1,2), E(2,7)</p> | 3 weeks | In the late 20th Century American society was impacted through technology, government policies, social movements and economic globalization. | <ol style="list-style-type: none"> 1. What issues impacted American society in the late 20th century? 2. What are the positive and negative aspects of the use of technology and the information age? 3. How do interest groups affect domestic and foreign policy? | 4 |

6th Grade MS Curriculum Guide

US History in the 20th Century

Historiography

National Content Standards:

Standard 1 - The student thinks chronologically.

- A. Distinguish between past, present, and future time.
- E. Interpret data presented in timelines and create timelines.

Standard 2 - The student comprehends a variety of historical sources.

- A. Identify the author or source of the historical document or narrative and assess its credibility.
- H. Utilize visual, mathematical, and quantitative data.
- I. Draw upon visual, literary, and musical sources.

Standard 3 - The student engages in historical analysis and interpretation.

- B. Consider multiple perspectives.
- C. Analyze cause and effect relationships; multiple causation, the importance of the individual, the influence of ideas and the role of chance.
- H. Hold interpretations of history as tentative.
- J. Hypothesize the influence of the past.

Standard 4 - The student conducts historical research.

- A. Formulate historical questions.
- B. Obtain historical data from a variety of sources.

Standard 5 - The student engages in historical issues-analysis and decision-making.

- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

Alaska Content Standards:

History

A. A student should understand that history is a record of human experiences that links the past to the present and the future.

1. understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;
2. know that the interpretation of history may change as new evidence is discovered;
4. understand that history relies on the interpretation of evidence;
5. understand that history is a narrative told in many voices and expresses various perspectives of historical experience;
6. know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
7. understand that history is dynamic and composed of key turning points;
8. know that history is a bridge to understanding groups of people and an individual's relationship to society; and
9. understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.

B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

2. understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
3. recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities;

C. A student should develop the skills and processes of historical inquiry.

1. use appropriate technology to access, retrieve, organize, and present historical information;
2. use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;

D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

1. understand that the student is important in history;
3. define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;

Government and Citizenship

A. A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.

1. understand the necessity and purpose of government;
2. understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty;

E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

2. recognize that it is important for citizens to fulfill their public responsibilities;
7. implement ways of solving problems and resolving conflict.

Geography

A. A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

1. use maps and globes to locate places and regions;

F. A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

1. analyze and evaluate the impact of physical and human geographical factors on major historical events
6. utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens

Enduring Understanding:

Historical Interpretation is influenced by one's perspective.

Essential Questions:

- What is the purpose of history?
- Why are primary and secondary sources critical to our understanding of history?
- What is historical perspective?
- How is history relevant to you?

Knowledge:

- Recognize that events are interpreted differently depending on the perspective of time and place.
- Understand the connection and relevance between past and present events.
- Define and understand the following terms: historiography, time line, museum, history, inference, perspective opinion, artifact, influence, primary source, historian

Skills:

- Use and identify primary sources including maps, newspapers, artifacts, journals, official documents, and photos.
- Use and identify secondary sources including time line, text books, literature, charts, and graphs.

Assessment Evidence / Learning Activity Suggestions

- http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=206
- Visit a school or public library looking at primary and secondary sources
- Visit the online digital archives at <http://www.digitalarchives.wa.gov>
- Take a field trip to the local Alaska archive or Loussac Library and explore the archives.
- Oral or written response to one or more of the Essential Questions. (Activity can be done as a formative or summative assessment.)
- Create a timeline of specific historical events related to this topic; student justifies their choices of events.
- Project such as flipbooks/foldables, etc, project should include a map, chart or graph.
- Create an artifact related to the unit; in writing explain how the artifact is related to the subject. (Writing could be brochure, cartoon, essay, letter, news article, poster, etc.)
- Write a speech, or create a presentation relating to an essential question or enduring understanding.
- Response journal or interactive notebook.
- Simulations

6th Grade MS Curriculum Guide
US History in the 20th Century
Immigration/Migration

National Content Standards:

Standard 1 - The student thinks chronologically.

- A. Distinguish between past, present, and future time.
- E. Interpret data presented in timelines and create timelines.

Standard 2 - The student comprehends a variety of historical sources.

- A. Identify the author or source of the historical document or narrative and assess its credibility.
- H. Utilize visual, mathematical, and quantitative data.
- I. Draw upon visual, literary, and musical sources.

Standard 3 - The student engages in historical analysis and interpretation.

- B. Consider multiple perspectives.
- C. Analyze cause and effect relationships; multiple causation, the importance of the individual, the influence of ideas and the role of chance.
- H. Hold interpretations of history as tentative.
- J. Hypothesize the influence of the past.

Standard 4 - The student conducts historical research.

- A. Formulate historical questions.
- B. Obtain historical data from a variety of sources.

Standard 5 - The student engages in historical issues-analysis and decision-making.

- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

Alaska Content Standards:

History

A. A student should understand that history is a record of human experiences that links the past to the present and the future.

1. understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;
2. know that the interpretation of history may change as new evidence is discovered;
4. understand that history relies on the interpretation of evidence;
5. understand that history is a narrative told in many voices and expresses various perspectives of historical experience;
6. know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural element influence human interaction;
7. understand that history is dynamic and composed of key turning points;
8. know that history is a bridge to understanding groups of people and an individual's relationship to society; and
9. understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.

B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

2. understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
3. recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities;

C. A student should develop the skills and processes of historical inquiry.

1. use appropriate technology to access, retrieve, organize, and present historical information;
2. use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;

D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

1. understand that the student is important in history;
3. define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;

Government and Citizenship

A. A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.

1. understand the necessity and purpose of government;
2. understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty;

E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

2. recognize that it is important for citizens to fulfill their public responsibilities;
7. implement ways of solving problems and resolving conflict.

Geography

A. A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

1. use maps and globes to locate places and regions;

F. A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

1. analyze and evaluate the impact of physical and human geographical factors on major historical events
6. utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens

Enduring Understanding:

Our nation constantly changes as a result of immigration / migration.

Essential Questions:

- How does immigration/migration create and change communities?
- What is the immigrant experience upon arrival in the U.S.?
- What does one do to become a U.S. citizen/American?
- How did the rise of the American labor movement and political movements reflect social and political change of the progressive era?

Knowledge:

- Know the reasons for people immigrating/migrating to the United States.
- Understand how geography relates to changes in immigration patterns.
- Understand the political, economic, and social factors of immigration/migration.
- Define and understand the following terms: deport, immigrant, migrant, emigrant, citizen, naturalization, culture, Ellis Island, Angel Island, assimilation, passport, pull factors, push factors, political asylum, refugee, visa, tenement building, settlement houses, quota, newcomer, processed/inspection, ethnic group, Chinese Exclusion Act, sweatshop, Salvation Army, Statue of Liberty, patronage, civil service, muckraker, public interest groups, suffragist, NAACP, Gentleman's Agreement
- People: Jane Addams, Ida B. Wells, President Woodrow Wilson, W.E.B. DuBois, Booker T. Washington, William Williams (Commissioner of Immigration)
- Alaska Connection: Gold Rush, Current Immigration/Migration Trends

Skills:

- Research/find primary sources to validate experiences of immigrants.
- Make connections between the historical past and the present as it relates to the student.
- Create and explain maps, diagrams, tables, charts, graphs, and political cartoons.

Assessment Evidence / Learning Activities Suggestions:

- CLIO Project - Immigration and Immigration Diary
http://www.asdk12.org/Depts/socialstudies/cliio/unit_archive_5_6_10.htm
- Reading a novel or book about Immigration: Dragonwings, New Kids in Town, The King of Mulberry Street
- Watch the DVD United States Origins to 2000 History: Immigration and Cultural Change by Schlessinger Media
- Watch the DVD An American Tale, rated G, by Disney.
- Oral or written response to one or more of the Essential Questions. (Activity can be done as a pre and post assessment of student understanding.)
- Create a time line of specific historical events related to this topic; student justifies their choices of events.
- Project such as flipbooks/foldables, etc., related to an Essential Question or an Enduring Understanding, project should include a map, chart or graph.
- Create an artifact related to the unit; in writing explain how the artifact is related to the subject. (Writing could be brochure, cartoon, essay, letter, news article, poster, etc.)
- Ideas: Why it was chosen? Its importance? Relationship to subject? Challenges?
- Write a speech, or create a presentation relating to an essential question or enduring understanding.
- Response journal or interactive notebook.

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US History in the 20th Century

World War I

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Standard 3 - The student engages in historical analysis and interpretation.

- B. Consider multiple perspectives.
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- A. Formulate historical questions.
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- E. Formulate a position or course of action on an issue.
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Alaska Content Standards:

History

A. A student should understand that history is a record of human experiences that links the past to the present and the future.

1. understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;
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6. know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
7. understand that history is dynamic and composed of key turning points;
8. know that history is a bridge to understanding groups of people and an individual's relationship to society; and
9. understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.

B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

2. understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
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C. A student should develop the skills and processes of historical inquiry.

1. use appropriate technology to access, retrieve, organize, and present historical information;
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D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

1. understand that the student is important in history;
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Government and Citizenship

A. A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.

1. understand the necessity and purpose of government;
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E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

2. recognize that it is important for citizens to fulfill their public responsibilities;
7. implement ways of solving problems and resolving conflict.

Geography

A. A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

1. use maps and globes to locate places and regions;

F. A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

1. analyze and evaluate the impact of physical and human geographical factors on major historical events
6. utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens

Enduring Understanding:

Global conflicts and their outcomes change the balance of power in the world.

Essential Questions:

- In what way did technology change how we fought wars?
- What was the catalyst of WWI to cause the U.S. to intervene?
- What is the impact at home and abroad of the U.S. involvement in WWI?

Knowledge:

- Define and understand the following terms: Imperialism, League of Nations, Expansionism, alliances, Neutrality, Central power, Isolationism, trench warfare, Treaty of Versailles, Gas warfare, Armistice, Treaty Alliance, propaganda, diplomacy, u-boat, home front, National War Labor Board, liberty bonds, Food Administration, rationing, victory gardens, four minute speeches, Great Migration, socialist, pacifist, Fourteen Points, Lusitania, reparations, Zimmerman telegram, warfare technology
- Identify the following people: Archduke Ferdinand, Woodrow Wilson, Kaiser Wilhelm, Henry Cabot Lodge
- Alaska Connection: McKinley National Park established, Non-native women allowed to vote 1914, Alaska Railroad started 1923

Skills:

- Identify the causes of World War I and why the United States intervened.
- Understand the impact at home and abroad of the United States of World War I.
- Analyze changing political boundaries of the world before and after the war.
- Survey significant cultural movements during the war.
- Assessment Evidence / Learning Activities Suggestions:
- DBQ letters from World War I.
- Reading and analyzing World War I propaganda and posters.
- Reading a novel or book about World War I.
- Trench Warfare Simulation
- Watch the DVD United States Origins to 2000 History: The Great War by Schlessinger Media
- Oral or written response to one or more of the Essential Questions.(Activity can be done as a pre and post assessment of student understanding.)
- Create a timeline of specific historical events related to this topic; student justifies their choices of events.
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- Response journal or interactive notebook

6th Grade MS Curriculum Guide

US History in the 20th Century

Between the World Wars

National Content Standards:

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B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

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D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

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Government and Citizenship

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E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

2. recognize that it is important for citizens to fulfill their public responsibilities;
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Geography

A. A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

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F. A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

1. analyze and evaluate the impact of physical and human geographical factors on major historical events
6. utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens

Enduring Understanding:

The era between World I and II profoundly shaped the United States.

Essential Questions:

- How did American society change between World War I and World War II?
- What led to the stock market crash of 1929 and the Great Depression?
- What were FDR's New Deal programs and their impact on American society?

Knowledge:

- Define and understand the following terms: poverty, Harlem Renaissance, speculation, Jazz Age, capitalism, Black Tuesday, women's suffrage, bureaucracy, Prohibition, New Deal, Isolationism, organized crime, bonus army, Okies, Great Depression, Works Progress Administration (WPA)
- Identify the following people: Herbert Hoover, Henry Ford
- Explain the significance of Harlem Renaissance and its impact on American society
- Understand that FDR's New Deal was a turning point in History, redefining the government's role in managing the economy and social welfare.
- Alaska Connection: Alaska Railroad finished in 1923, Serum Run to Nome 1925, Indian Reorganization Act (1936)

Skills:

- Discuss the policies of the presidents during the 1920's with Roosevelt's first hundred days.
- Compare and contrast various aspects of society during the 1920's and 1930's.
- Analyze the migration of people during the Great Depression.

Assessment Evidence / Learning Activities Suggestions:

- Research project: (The Harlem Renaissance, choose one of key players from Harlem Renaissance; their creations, life and contributions to America during time period.)
- Reading and analyzing letters.
- Reading and analyzing propaganda and posters.
- Reading a novel or book: Bud Not Buddy
- Video: Split Infinity
- Watch the DVD United States Origins to 2000 History: The Great Depression and the New Deal by Schlessinger Media
- Oral or written response to one or more of the Essential Questions. (Activity can be done as a formative or summative assessment.)
- Create a timeline of specific historical events related to this topic; student justifies their choices of events.
- Project such as flipbooks/foldables, etc, project should include a map, chart or graph.
- Create an artifact related to the unit; in writing explain how the artifact is related to the subject. (Writing could be brochure, cartoon, essay, letter, news article, poster, etc.)
- Write a speech, or create a presentation relating to an essential question or enduring understanding.
- Response journal or interactive notebook.
- Simulation

6th Grade MS Curriculum Guide

US History in the 20th Century

World War II

National Content Standards:

Standard 1 - The student thinks chronologically.

- A. Distinguish between past, present, and future time.
- E. Interpret data presented in timelines and create timelines.

Standard 2 - The student comprehends a variety of historical sources.

- A. Identify the author or source of the historical document or narrative and assess its credibility.
- H. Utilize visual, mathematical, and quantitative data.
- I. Draw upon visual, literary, and musical sources.

Standard 3 - The student engages in historical analysis and interpretation.

- B. Consider multiple perspectives.
- C. Analyze cause and effect relationships; multiple causation, the importance of the individual, the influence of ideas and the role of chance.
- H. Hold interpretations of history as tentative.
- J. Hypothesize the influence of the past.

Standard 4 - The student conducts historical research.

- A. Formulate historical questions.
- B. Obtain historical data from a variety of sources.

Standard 5 - The student engages in historical issues-analysis and decision-making.

- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

Alaska Content Standards:

History

A. A student should understand that history is a record of human experiences that links the past to the present and the future.

1. understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;
2. know that the interpretation of history may change as new evidence is discovered;
4. understand that history relies on the interpretation of evidence;
5. understand that history is a narrative told in many voices and expresses various perspectives of historical experience;
6. know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
7. understand that history is dynamic and composed of key turning points;
8. know that history is a bridge to understanding groups of people and an individual's relationship to society; and
9. understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.

B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

2. understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
3. recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities;

C. A student should develop the skills and processes of historical inquiry.

1. use appropriate technology to access, retrieve, organize, and present historical information;
2. use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;

D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

1. understand that the student is important in history;
3. define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;

Government and Citizenship

A. A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.

1. understand the necessity and purpose of government;
2. understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty;

E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

2. recognize that it is important for citizens to fulfill their public responsibilities;
7. implement ways of solving problems and resolving conflict.

Geography

A. A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

1. use maps and globes to locate places and regions;

F. A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

1. analyze and evaluate the impact of physical and human geographical factors on major historical events
6. utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens

Enduring Understanding:

Global war is a result of changing political, socio-economic interests, as well as technological development.

Essential Questions:

- What are the contributing factors that led to the United States' involvement in WWII?
- How did technological developments alter the methods of warfare?
- What contributions to the war effort did all citizens, including minority groups, make during World War II?

Knowledge:

- Define and understand the following terms: Appeasement, axis and allied powers, Holocaust, Anti-Semitism, pogroms, concentration camps, Japanese Internment, Executive Order 9066, Pearl Harbor, genocide, Kamikaze pilots, V-E Day, V-J Day, Navajo code-talkers, Tuskegee Airmen, D-Day, Manhattan Project, propaganda, war bonds, Nuremberg trials, Potsdam Conference, Nazi Party, Totalitarian state, fascism, u-boats, wolf packs, Neutrality Acts, isolationists, embargo, Lend-Lease Act, Hiroshima, Nagasaki, Island-Hopping, Rosie the Riveter, rationing, warfare technology
- Identify the following people: Adolf Hitler, Benito Mussolini, Anne Frank, Harry Truman, Winston Churchill, FDR, Joseph Stalin, Emperor Hirohito, Hideki Tojo, Neville Chamberlain, Dwight D. Eisenhower, Douglas MacArthur
- Alaska Connection: Aleut internment, Alaska Territorial Guard, Castner's Cutthroats, Alaska Highway completed

Skills:

- Analyze Alaska's strategic role in World War II.
- Identify the economic and national environments that led to Germany's and Japan's aggressions.
- Examine how the home front was organized and mobilized.
- Discuss the effects of internment camps on Japanese and Aleut Americans.
- Examine the social effects upon Italian and German Americans during this time period.

Assessment Evidence / Learning Activities Suggestions:

- DBQ letters from World War II.
- Reading and analyzing propaganda and posters.
- Reading a novel or book.
- Watch the DVD United States Origins to 2000 History: World War II by Schlessinger Media
- Create a photo collage with original photos depicting the lives of Japanese internment camps.
- Create a keynote or powerpoint presentation.
- Oral or written response to one or more of the Essential Questions. (Activity can be done as a formative or summative assessment.)
- Create a timeline of specific historical events related to this topic; student justifies their choices of events.
- Project such as flipbooks/foldables, etc., related to an Essential Question or an Enduring Understanding, project should include a map, chart or graph.
- Create an artifact related to the unit; in writing explain how the artifact is related to the subject. (Writing could be brochure, cartoon, essay, letter, news article, poster, etc.)
- Write a speech, or create a presentation relating to an essential question or enduring understanding.
- Response journal or interactive notebook.
- Watch the DVD United States Origins to 2000 History: World War II by Schlessinger Media
- Create a photo collage with original photos depicting the lives of Japanese internment camps.

6th Grade MS Curriculum Guide

US History in the 20th Century

The Cold War Era

National Content Standards:

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Standard 2 - The student comprehends a variety of historical sources.

- A. Identify the author or source of the historical document or narrative and assess its credibility.
- H. Utilize visual, mathematical, and quantitative data.
- I. Draw upon visual, literary, and musical sources.

Standard 3 - The student engages in historical analysis and interpretation.

- B. Consider multiple perspectives.
- C. Analyze cause and effect relationships; multiple causation, the importance of the individual, the influence of ideas and the role of chance.
- H. Hold interpretations of history as tentative.
- J. Hypothesize the influence of the past.

Standard 4 - The student conducts historical research.

- A. Formulate historical questions.
- B. Obtain historical data from a variety of sources.

Standard 5 - The student engages in historical issues-analysis and decision-making.

- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

Alaska Content Standards:

History

A. A student should understand that history is a record of human experiences that links the past to the present and the future.

1. understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;
2. know that the interpretation of history may change as new evidence is discovered;
4. understand that history relies on the interpretation of evidence;
5. understand that history is a narrative told in many voices and expresses various perspectives of historical experience;
6. know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
7. understand that history is dynamic and composed of key turning points;
8. know that history is a bridge to understanding groups of people and an individual's relationship to society; and
9. understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.

B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

2. understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
3. recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities;

C. A student should develop the skills and processes of historical inquiry.

1. use appropriate technology to access, retrieve, organize, and present historical information;
2. use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;

D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

1. understand that the student is important in history;
3. define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;

Government and Citizenship

A. A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.

1. understand the necessity and purpose of government;
2. understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty;

E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

2. recognize that it is important for citizens to fulfill their public responsibilities;
7. implement ways of solving problems and resolving conflict.

Geography

A. A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

1. use maps and globes to locate places and regions;

F. A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

1. analyze and evaluate the impact of physical and human geographical factors on major historical events
6. utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens

Enduring Understanding:

The belief systems of America and the Soviet Union came into conflict and influenced global and domestic affairs.

Essential Questions:

- How did the superpowers emerge from WW II and shape the Cold War?
- What were the conflicts that arose during the Cold War?
- How did the Cold War affect the United States at home?

Knowledge:

- Define and understand the following Cold War terms: Superpower, Berlin airlift, United Nations, Cold War, arms race, Truman doctrine, Marshall plan, NATO (North Atlantic Treaty Organization), containment, GI Bill of Rights, Fair Deal, détente, McCarthyism, communism, hydrogen bomb, Sputnik, bomb shelter, Bay of Pigs, baby boom, Yalta Conference, spheres of influence, blacklisting, beatniks, capitalism, Iron Curtain, Warsaw Pact, nuclear arms race, Berlin Wall, CIA, Glasnost, Perestroika, Peace Corps, Cuban Missile Crisis, domino theory
- Identify the following people: Mao Zedong, Douglas McArthur, Joseph McCarthy, Fidel Castro, Ho Chi Minh, John F. Kennedy, Nikita Khrushchev, Khmer Rouge
- Identify which nations became superpowers after World War II.
- Define and understand the following Korea terms: 38th parallel, Demilitarized Zone (DMZ),
- Define and understand the following Vietnam terms: Tonkin Gulf Resolution, POW, TET, Vietcong, anti-war movement, Mekong River/Delta
- Alaska Connection: Elizabeth Peratrovich, Alaska statehood 1959, Alaska Federation of Natives formed in Anchorage 1966

Skills:

- Examine the role of the superpowers and their spheres of influence.
- Evaluate the role of media and propaganda throughout the Cold War.
- Compare and contrast the role of technology in regards to the arms race and the space race between the United States and the Soviet Union.
- Evaluate Alaska's strategic significance in the Cold War.
- Examine the various perspectives of the Vietnam War.
- Examine the development of the United Nations.

Assessment Evidence / Learning Activities Suggestions:

- Reading and analyzing propaganda and posters
- WW I Propaganda Poster Project.
- Reading a novel or book
- (So Far From the Bamboo Grove, non-fiction).
- Watch the DVD United States Origins to 2000 History: Post-War U.S.A. by Schlessinger Media
- Watch the DVD United States Origins to 2000 History: The Cold War by Schlessinger Media
- Oral or written response to one or more of the Essential Questions. (Activity can be done as a formative or summative assessment.)
- Create a timeline of specific historical events related to this topic; student justifies their choices of events.
- Project such as flipbooks/foldables, etc., related to an Essential Question or an Enduring Understanding, project should include a map, chart or graph.
- Create an artifact related to the unit; in writing explain how the artifact is related to the subject. (Writing could be brochure, cartoon, essay, letter, news article, poster, etc.)
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- Response journal or interactive notebook.

6th Grade MS Curriculum Guide

US History in the 20th Century

Civil Rights

National Content Standards:

Standard 1 - The student thinks chronologically.

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- E. Interpret data presented in timelines and create timelines.

Standard 2 - The student comprehends a variety of historical sources.

- A. Identify the author or source of the historical document or narrative and assess its credibility.
- H. Utilize visual, mathematical, and quantitative data.
- I. Draw upon visual, literary, and musical sources.

Standard 3 - The student engages in historical analysis and interpretation.

- B. Consider multiple perspectives.
- C. Analyze cause and effect relationships; multiple causation, the importance of the individual, the influence of ideas and the role of chance.
- H. Hold interpretations of history as tentative.
- J. Hypothesize the influence of the past.

Standard 4 - The student conducts historical research.

- A. Formulate historical questions.
- B. Obtain historical data from a variety of sources.

Standard 5 - The student engages in historical issues-analysis and decision-making.

- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

Alaska Content Standards:

History

A. A student should understand that history is a record of human experiences that links the past to the present and the future.

1. understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;
2. know that the interpretation of history may change as new evidence is discovered;
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7. understand that history is dynamic and composed of key turning points;
8. know that history is a bridge to understanding groups of people and an individual's relationship to society; and
9. understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.

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2. understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
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D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

1. understand that the student is important in history;
3. define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;

Government and Citizenship

A. A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.

1. understand the necessity and purpose of government;
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E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

2. recognize that it is important for citizens to fulfill their public responsibilities;
7. implement ways of solving problems and resolving conflict.

Geography

F. A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

1. analyze and evaluate the impact of physical and human geographical factors on major historical events
6. utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens

Enduring Understanding:

Civil rights in the 20th century continued to expand as a basic guarantee for everyone under the U.S. Constitution.

Essential Questions:

- What ideas and/or concepts were found in the Constitution or other documents that were used to advance the cause of civil rights during the 20th century?
- What were the contributions of various minority groups to the Civil Rights struggle in the 20th century?
- What were individual and institutional achievements of the Civil Rights Movement?

Knowledge:

- Understand the milestones of American civil rights.
- Identify the various minority groups that played a significant role during this time period.
- Define and understand the following terms: segregation, NAACP (National Association for the Advancement of Colored People), migrant workers, Little Rock Nine, bus boycotts, nonviolent resistance, integration, SNCC (Student Non-violent Coordinating Committee), freedom riders, Black Panthers, La Raza, March on Washington, Civil Rights Act of 1964, Voting Rights Act of 1965, 24th Amendment, 26th Amendment, United Farmworkers Union, counter culture, NOW (National Organization for Women), Jim Crow laws, SCLC (Southern Christian Leadership Conference), civil disobedience, Nation of Islam, AIM (American Indian Movement), Fair Housing Act of 1968, HUD Act of 1965
- Identify the following people: Thurgood Marshall, Rosa Parks, Lyndon B. Johnson, Medgar Evars, Cesar Chavez, Malcolm X, Shirley Chisholm, Robert Kennedy, Martin Luther King, Jr., Louis Farrakhan, Emmet Till
- Alaska Connection: Alaska Native Settlement Act 1971, Molly Hootch 1976

Skills:

- Examine the significance of various minority groups rights, including struggles, successes and congressional actions taken.
- Discuss the role of the media in affecting social change.
- Examine the significance of Brown v. Board of Education and its impact on education in the United States.

Assessment Evidence / Learning Activities Suggestions:

- Read a book or novel: The Watson's Go to Birmingham
- Watch the DVD United States Origins to 2000 History: Civil Rights by Schlessinger Media
- Watch the DVD Ruby Bridges A Real American Hero by Disney
- Do a biography project on a Civil Rights person
- Create a photo presentation using original photos of key events and people
- Oral or written response to one or more of the Essential Questions. (Activity can be done as a formative or summative assessment.)
- Create a timeline of specific historical events related to this topic; student justifies their choices of events.
- Project such as flipbooks/foldables, etc, project should include a map, chart or graph.
- Create an artifact related to the unit; in writing explain how the artifact is related to the subject. (Writing could be brochure, cartoon, essay, letter, news article, poster, etc.)
- Write a speech, or create a presentation relating to an essential question or enduring understanding.
- Response journal or interactive notebook.

6th Grade MS Curriculum Guide
US History in the 20th Century
End of the 20th Century

National Content Standards:

Standard 1 - The student thinks chronologically.

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Standard 3 - The student engages in historical analysis and interpretation.

- B. Consider multiple perspectives.
- C. Analyze cause and effect relationships; multiple causation, the importance of the individual, the influence of ideas and the role of chance.
- H. Hold interpretations of history as tentative.
- J. Hypothesize the influence of the past.

Standard 4 - The student conducts historical research.

- A. Formulate historical questions.
- B. Obtain historical data from a variety of sources.

Standard 5 - The student engages in historical issues-analysis and decision-making.

- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.

Alaska Content Standards:

History

A. A student should understand that history is a record of human experiences that links the past to the present and the future.

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D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

1. understand that the student is important in history;
3. define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;

Government and Citizenship

A. A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.

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E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

2. recognize that it is important for citizens to fulfill their public responsibilities;
7. implement ways of solving problems and resolving conflict.

Geography

F. A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

1. analyze and evaluate the impact of physical and human geographical factors on major historical events
6. utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens

Enduring Understanding:

In the late 20th century American society was impacted through technology, government policies, social movements and economic globalization.

Essential Questions:

- What issues impacted American society in the late 20th century?
- What are the positive and negative aspects of the use of technology and the information age?
- How do interest groups affect domestic and foreign policy?

Knowledge:

- Define and understand the following terms: Hippies (counter-culture), Vietnam Veterans Memorial, War Powers Act, Watergate, Strategic Arms Limitation Treaty I & II, Detente, Presidential Pardon, Affirmative Action, Iran Hostage Crisis, Iran Contra affair, Environmental Protection Agency, NAFTA, terrorism, apartheid, human rights, Internet, Social networking, AIDS, ozone layer, global warming, Berlin Wall, Woodstock, Al Queda, Persian Gulf War, Oil Embargo, OPEC, September 11, 2001, Department of Homeland Security
- Identify the following people: Robert Kennedy, Neil Armstrong, Edwin Aldrin, Walter Cronkite, Richard Nixon, Henry Kissenger, Gerald Ford, Ronald Reagan, Sandra Day O'Connor, Mikhail Gorbachev, Pope John Paul II, Saddam Hussein, Colin Powell, Nelson Mandela, Bill Clinton, Jimmy Carter, George Bush, Sr.
- Define interest groups of this time period.
- Alaska Connection: Alaska Pipeline Construction began 1974 and completed 1977, Permanent Fund Established 1976, First Permanent Fund Dividend 1982

Skills:

- Evaluate and discuss the role of media and propaganda throughout the 20th Century.
- Discuss the role of technology.
- Evaluate the environmental changes that were created at the end of the 20th Century.
- Discuss the history of the AIDS epidemic.
- Explore Middle East and U.S. relations.
- Identify the role the U.S. played in promoting human rights globally.

Assessment Evidence/ Learning Activities Suggestions:

- Do a roundtable discussion of Middle East and U.S. relations.
- Read memoirs of veterans that fought in any of the wars.
- Create an A-Z book of contemporary issues at the end of the 20th Century.
- Oral or written response to one or more of the Essential Questions. (Activity can be done as a formative or summative assessment.)
- Create a timeline by topic- music, government/politics, art, fads, dances, books/authors, inventions, space, etc.
- Project such as flipbooks/foldables, etc, project should include a map, chart or graph.
- Create an artifact related to the unit; in writing explain how the artifact is related to the subject. (Writing could be brochure, cartoon, essay, letter, news article, poster, etc.)
- Write a speech, or create a presentation relating to an essential question or enduring understanding.
- Response journal or interactive notebook on a current topic/issue.