

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

BUSINESS ADMINISTRATION SPECIALIZED LEARNING CENTER

HONORS AMERICAN ECONOMIC HISTORY II

COURSE PHILOSOPHY

In the eleventh grade Honors American Economic History II course, students will be exposed to broad sweeps of historical and contemporary ideas that have shaped our nation, from the rise of Industrial America to modern day events. Students will learn to recognize the interrelationship between our political, social and economic systems. The major historical issues are similar to those covered in the Advanced Placement United States History course, however the course places an emphasis on the economic impact of all major events to address the needs of the students enrolled in the Business Administration Learning Center.

COURSE DESCRIPTION

Grade Level: 11

Department: Business Administration
Specialized Learning Center

Course Title: Honors American Economic History II Credits: 5

Course Code: 191050

BOARD OF EDUCATION INITIAL ADOPTION DATE: AUGUST 25, 2008

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Course Philosophy

In the eleventh grade Honors American Economic History II course, students will be exposed to broad sweeps of historical and contemporary ideas that have shaped our nation, from the rise of Industrial America to modern day events. Students will learn to recognize the interrelationship between our political, social and economic systems. The major historical issues are similar to those covered in the Advanced Placement United States History course; however the course places an emphasis on the economic impact of all major events to address the needs of the students enrolled in the Business Administration Learning Center.

A first step in educating students with an expressed interest in business is knowledge of the global implications of trade, commerce, and global interdependence. It is therefore intended that students will receive an instructional emphasis that will provide them with a geographic, cultural, political, and economic perspective of each region of the world as it pertains to global economic.

It is also necessary for students to understand the importance that economics and history have in conjunction with the decisions that man makes in governing himself and in resource distribution and allocation. In this knowledge connection it is imperative that students be exposed to the interdisciplinary relationship between the areas of geography, politics, world history and economics, including the role that these areas have on the behavior of society.

Course Description

The historical economic perspectives (enduring understandings) are essential components of the Social Studies Education. They enable students to develop the delving and inquisitive habit of mind which fosters critical examination of, and rational adherence to, a set of values necessary for conscientious interdisciplinary investigations. A variety of effective and cognitive experiences will facilitate this intention. This is best done by providing a classroom setting whereby current local, national, and international issues and problems are used to provide continuity and relevance to the students' experiences. Students will explore relevant historical events through the use of essential questions which can be applied to their current lives.

Students are to become proficient in the analytic skills and factual knowledge necessary to deal critically with the problems and issues in United States history. The curriculum also provides students with the skills and knowledge necessary to meet the demands of 21st century citizenship.

**Freehold Regional High School District
Curriculum Map**

Honors American Economic History II

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
<p>NJCCCS: <u>Social Studies</u> 6.1.12.A1-5; 6.1.12.A7; 6.2.12.A; 6.2.12.D; 6.4.12.H6; 6.6.12.E <u>Economics</u> 6.5.12.A10; 6.5.12.B3; 6.5.12.B6; 6.5.12.B7 <u>Technology</u> 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7</p> <p>WRS: 2, 3, 4</p>	<p>The United States is a nation of immigrants.</p>	<p>How has the United States regulated and reacted to immigration?</p> <p>Is there an “immigrant experience” in American history?</p>	<p>Pre-Test (USI Review)</p> <p>Focus Question</p>	<p>Checking for understanding</p> <p>Focus Questions</p> <p>Exit Tickets</p> <p>Guided Practice</p> <p>Class Discussion</p> <p>Suggested Learning Activities</p>	<p>Unit Test/ Assessment</p> <p>Exploration (EQ/EU)</p> <p>Menu Research</p> <p>Performance Assessment(s)</p>
<p>NJCCCS: <u>Social Studies</u> 6.1.12; 6.2.12.A; 6.2.12.E; 6.3.12.E-H; 6.4.12.H-L <u>Economics</u> 6.5.12.A; 6.5.12.B <u>Technology</u> 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7</p> <p>WRS: 2, 3, 4</p>	<p>The government balances the needs of businesses with the needs of society as a whole when regulating economic activity.</p>	<p>How much can the government regulate business in the United States?</p> <p>What is the legacy of centralized attempts to regulate or alter the economy?</p>	<p>Focus Question</p> <p>Review Assessment</p> <p>Informal class discussion</p>	<p>Checking for understanding</p> <p>Focus Questions</p> <p>Exit Tickets</p> <p>Guided Practice</p> <p>Class Discussion</p> <p>Suggested Learning Activities</p>	<p>Unit Test</p> <p>Exploration (EQ/EU)</p> <p>Menu Research</p> <p>Performance Assessment(s)</p>

¹ Including computer / information literacy, cross content work place readiness standards, and other relevant content area standards

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
<p>NJCCCS: <u>Social Studies</u> 6.1.12; 6.2.12.A; 6.3.12.E2; 6.4.12.I2 <u>Economics</u> 6.5.12.A; 6.5.12.B <u>Technology</u> 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7</p> <p>WRS: 2, 3, 4</p>	Grassroots movements attempt to make government more responsive to the needs of the people.	<p>How much influence do individuals have in changing history?</p> <p>How far should government go to try to right social wrongs?</p>	<p>Focus Question</p> <p>Review Assessment</p> <p>Informal class discussion</p>	<p>Checking for understanding</p> <p>Exit Tickets</p> <p>Guided Practice</p> <p>Class Discussion</p> <p>Suggested Learning Activities</p>	<p>Unit Test</p> <p>Exploration (EQ/EU)</p> <p>Menu Research</p> <p>Performance Assessment(s)</p>
<p>NJCCCS: <u>Social Studies</u> 6.1.12; 6.2.12.D; 6.2.12.E; 6.3.12.H; 6.4.12.H-L; 6.6.12.A; 6.6.12.B; 6.6.12.H; 6.6.12.E <u>Economics</u> 6.5.12.A; 6.5.12.B <u>Technology</u> 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7</p> <p>WRS: 2, 3, 4</p>	The Earth is a global community in which the actions of one country can affect lives in other countries.	<p>Do wealthy nations have an obligation to aid other nations?</p> <p>To what extent has the United States been involved in international affairs and conflicts?</p> <p>Why is there political and social conflict?</p>	<p>Focus Question</p> <p>Review Assessment</p> <p>Informal class discussion</p>	<p>Checking for understanding</p> <p>Focus Questions</p> <p>Exit Tickets</p> <p>Guided Practice</p> <p>Class Discussion</p> <p>Suggested Learning Activities</p>	<p>Unit Test</p> <p>Exploration (EQ/EU)</p> <p>Menu Research</p> <p>Performance Assessment(s)</p>
<p>NJCCCS: <u>Social Studies</u> 6.1.12; 6.2.12.A7; 6.2.12.B; 6.2.12.C; 6.2.12.E; 6.3.12.H; 6.4.12.H-L <u>Economics</u> 6.5.12.A; 6.5.12.B <u>Technology</u> 8.1.12.A1; 8.1.12.A5; 8.1.12.A7;</p>	Internal and external forces cause societies to change over time.	<p>What causes societies to change?</p> <p>Why do young people's attitudes towards life differ from those of the previous generation?</p>	<p>Focus Question</p> <p>Review Assessment</p> <p>Informal class discussion</p>	<p>Checking for understanding</p> <p>Focus Questions</p> <p>Exit Tickets</p> <p>Guided Practice</p>	<p>Unit Test</p> <p>Exploration (EQ/EU)</p> <p>Menu Research</p> <p>Performance Assessment(s)</p>

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7 WRS: 2, 3, 4				Class Discussion Suggested Learning Activities	
NJCCCS: <u>Social Studies</u> 6.1.12; 6.2.12.A; 6.2.12.E; 6.3.12.E-H; 6.4.12.H-L <u>Economics</u> 6.5.12.A; 6.5.12.B <u>Technology</u> 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7 WRS: 2, 3, 4	The “American dream” draws upon the ideals of free market economics to assert that anyone can achieve goals with appropriate effort.	Is America a land of opportunity? How important is public confidence to the health of the economy? What is the responsibility of government to help people in need? What are the differences between liberal and conservative economic theories? How have individuals responded to global and national economic conditions throughout United States history?	Focus Question Review Assessment Informal class discussion	Checking for understanding Focus Questions Exit Tickets Guided Practice Class Discussion Suggested Learning Activities	Unit Test Exploration (EQ/EU) Menu Research Performance Assessment(s)
NJCCCS: <u>Social Studies</u> 6.1.12; 6.2.12.A5; 6.2.12.E; 6.3.12H; 6.4.12.H-L; 6.6.12.D5 <u>Economics</u> 6.5.12.A; 6.5.12.B <u>Technology</u> 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7 <u>Language Arts Literacy</u>	There are varying perspectives on the meaning of historical events.	Whose perspective matters most? How has propaganda impacted upon American public opinion throughout history?	Focus Question Review Assessment Informal class discussion	Checking for understanding Focus Questions Exit Tickets Guided Practice Class Discussion Suggested Learning	Unit Test Exploration (EQ/EU) Menu Research Performance Assessment(s)

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
3.2.12.A1; 3.2.12.B7; 3.2.12.D2; 3.3.12.A1; 3.3.12B7; 3.3.12.D1 WRS: 2, 3, 4				Activities	
NJCCCS: <u>Social Studies</u> 6.1.12; 6.3.12H3; 6.4.12.H-L; 6.6.12.A1; 6.6.12.A4; 6.6.12.E8 <u>Economics</u> 6.5.12.A; 6.5.12.B <u>Technology</u> 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7 <u>Language Arts Literacy</u> 3.2.12.A1; 3.2.12.B7; 3.2.12.D2; 3.3.12.A1; 3.3.12B7; 3.3.12.D1 WRS: 2, 3, 4	Innovations in technology have resulted in an interconnected world.	What are the potential limits of technology? How does technology affect society worldwide?	Focus Question Review Assessment Informal class discussion	Checking for understanding Focus Questions Exit Tickets Guided Practice Class Discussion Suggested Learning Activities	Unit Test Exploration (EQ/EU) Menu Research Performance Assessment(s)

**Freehold Regional High School District
Course Proficiencies and Pacing**

Course Title: Honors American Economic History II

Unit Title	Unit Understandings	Recommended Duration
Unit #1: Post Reconstruction Era	<p>The government balances the needs of business with needs of society as a whole when regulating economic activity.</p> <p>Innovations in technology have resulted in an interconnected world.</p> <ol style="list-style-type: none"> Students will examine the struggles of early labor unions and farmers to protect their interests against the power of business and describe the Populist Party during the Gilded Age. 	2 weeks
Unit #2: Progressivism, Idealism, and Economic Reform	<p>Grassroots movements attempt to make government more responsive to the needs of the people. The “American dream” draws upon the ideals of free market economics to assert that anyone can achieve goals with appropriate effort.</p> <ol style="list-style-type: none"> Students will understand that political reforms set the stage for social and economic reforms. 	2 weeks
Unit #3: The Quest for Empire	<p>The earth is a global community in which the actions of one country can affect lives in other countries.</p> <p>There are varying perspectives on the meaning of historical events.</p> <ol style="list-style-type: none"> Students will understand that economic motives were paramount to the expansionist philosophies of the United States during the age of Imperialism. 	2 weeks
Unit #4: World War I	<p>The earth is a global community in which the actions of one country can affect lives in other countries.</p> <p>There are varying perspectives on the meaning of historical events.</p> <ol style="list-style-type: none"> Students will understand that the events of World War I set the stage for World War II. 	2 weeks
Unit #5: The 1920’s: The Business of Prosperity	<p>Internal and external forces cause societies to change over time.</p> <p>The United States is a nation of immigrants.</p> <p>The “American dream” draws upon the ideals of free market economics to assert that anyone can achieve goals with appropriate effort.</p> <ol style="list-style-type: none"> Students will understand that with the support of the Federal Government the business of American introduced a changing world economic picture. 	2 weeks
Unit #6: The Great Depression	<p>The “American dream” draws upon the ideals of free market economics to assert that anyone can achieve goals with appropriate effort.</p> <ol style="list-style-type: none"> Students will be able to identify the causes of the Great Depression and debate the possibility of its prevention and long term impact. 	3 weeks
Unit #7: The New Deal and Alphabet Soup	<p>The government balances the needs of businesses with the needs of society as a whole when regulating economic activity.</p> <p>The “American dream” draws upon the ideals of free market economics to assert that anyone can achieve goals with appropriate effort.</p> <ol style="list-style-type: none"> Students will be able to contrast the role of traditional government (Laissez-faire) to that of the 	4 weeks

	New Deal when the government became deeply involved in the economy.	
Unit #8: The Rise of Fascist Aggression and World War II	<p>The Earth is a global community in which the actions of one country can affect lives in other countries.</p> <p>There are varying perspectives on the meaning of historical events.</p> <ol style="list-style-type: none"> 1. Students will be able to understand the rise of extreme fascist governments due to economic depression and the abuse as a result of these governments in their attempts at territorial aggrandizement. 	3 weeks
Unit #9: The Cold War Period: The Economic and Political Character of Containment and the Cold War (1945-1960)	<p>The Earth is a global community in which the actions of one country can affect lives in other countries.</p> <p>There are varying perspectives on the meaning of historical events.</p> <ol style="list-style-type: none"> 1. Students will be able to compare and contrast the United States and Soviet Union politically, economically, and socially leading to immense distrust and fear of each other's political and economic systems. 	2 weeks
Unit #10: American Society During the Post War Period	<p>Grassroots movements attempt to make government more responsive to the needs of the people. Internal and external forces cause societies to change over time.</p> <ol style="list-style-type: none"> 1. Students will understand that there were economic and social dilemmas of the period that each president managed differently. 	3 weeks
Unit #11: The Vietnam Era and its Aftermath	<p>Internal and external forces cause societies to change over time.</p> <p>The Earth is a global community in which the actions of one country can affect lives in other countries.</p> <p>The "American dream" draws upon the ideals of free market economics to assert that anyone can achieve goals with appropriate effort.</p> <ol style="list-style-type: none"> 1. Students will understand that the Vietnam conflict worsened the American economy and political morale. 	3 weeks
Unit #12: The 1980's	<p>Innovations in technology have resulted in an interconnected world.</p> <p>The "American dream" draws upon the ideals of free market economics to assert that anyone can achieve goals with appropriate effort.</p> <p>The Earth is a global community in which the actions of one country can affect lives in other countries.</p> <ol style="list-style-type: none"> 1. Students will understand that President Reagan viewed his electoral landslides in 1980 and 1984 as a mandate for political and economic change. 	3 weeks
Unit #13: The 1990's and Intro to the 21 st Century	<p>Innovations in technology have resulted in an interconnected world.</p> <p>The Earth is a global community in which the actions of one country can affect lives in other countries.</p> <p>The "American dream" draws upon the ideals of free market economics to assert that anyone can achieve goals with appropriate effort.</p> <ol style="list-style-type: none"> 1. Students will understand that the earth is a global community and the US view of issues may not be the same as the views held by other countries and cultures. 	3 weeks

**Freehold Regional High School District
Honors American Economic History II**

Unit # 1: Post Reconstruction Era (Western Frontier, Industrialization, Gilded Age)

Enduring Understandings: The government balances the needs of business with needs of society as a whole when regulating economic activity.
Innovations in technology have resulted in an interconnected world.

Essential Questions: How much can the government regulate business in the United States?
What is the legacy of centralized attempts to regulate or alter the economy?
What are the potential limits of technology?
How does technology affect society worldwide?

Duration of Unit: 2- 3 weeks

Unit Goal: Students will examine the struggles of early labor unions and farmers to protect their interests against the power of business and describe the Populist Party during the Gilded Age.

NJCCCS: 6.1.12.A1-5; 6.1.12.A7; 6.2.12.A; 6.2.12.D; 6.4.12.H; 6.4.12.I; 6.6.12.A-E; 6.5.12.B2; 6.5.12.B6; 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7; 3.2.12.A1; 3.2.12.B7; 3.2.12.D2; 3.3.12.A1; 3.3.12.B7; 3.3.12.D1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What were the key factors related to and results from the industrialization of the United States?</p> <p>How did the Second Industrial Revolution change the American way of life and lead to the emergence of Modern America?</p> <p>What were the new frontiers, new problems, and new resources discovered because of Westward Expansion?</p> <p>What were the causes and outcomes of major strikes in the late 1800's?</p> <p>What were the problems farmers faced in the last half of the 19th century?</p>	<p>Concepts of, philosophies behind, contributors to the Second Industrial Revolution</p> <p>Ideologies and impacts of Gospel of Wealth, Social Darwinism, and laissez-Faire capitalism</p> <p>Impacts of Karl Marx on the United States and the world</p> <p>The struggles of early labor unions and farmers to protect their interests</p> <p>Develop and defend a researched position.</p>	<p>Textbook</p> <p>Internet</p> <p>Primary Sources: political cartoons of Thomas Nast; Lester Ward (1833), <i>Dynamic Sociology</i>; Henry George (1879), <i>Progress and Poverty</i>; Edward Bellamy (1888), <i>Looking Backward</i></p>	<p>Activity: research the history of oil and oil imports in the United States and complete an economic analysis of the price of oil imports and the impact of price on the import location.</p> <p>Activity: choose an aspect of modern American society or economics and apply the ideas of Frederick Taylor to propose a plan to improve efficiency</p> <p>Activity: Conduct persuasive writing and/or debates discussing if there should be limits on the power of government to regulate big business.</p>	<p>Unit Test</p> <p>Document- or Data-based Writing Assignment</p> <p>Research Rubric</p> <p>Writing Rubric</p> <p>Oral/Multimedia Presentation Rubric</p> <p>Formal Debate Rubric</p> <p>Persuasive Writing Rubric</p> <p>Discussion Rubric</p>

Suggestions on how to differentiate in this unit:

- Assess student learning styles at the beginning of the unit and assign students into groups based on these learning styles. (A variety of learning styles should be grouped together for the most effective differentiation.)
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

**Freehold Regional High School District
Honors American Economic History II**

Unit # 2: Progressivism, Idealism, and Economic Reform

Enduring Understandings: Grassroots movements attempt to make the government more responsive to the needs of the people.
The “American dream” draws upon the ideals of free market economics to assert that anyone can achieve goals with appropriate effort.

Essential Questions: How much influence do individuals have in changing history?
How far should government go to try to right social wrongs?
Is America a land of opportunity?
How important is public confidence to the health of the economy?
What are the differences between liberal and conservative economic theories?
How have individuals responded to global and national economic conditions throughout United States history?

Unit Goal: Students will understand that political reforms set the stage for social and economic reforms.

Duration of Unit: 2 weeks

NJCCCS: 6.1.12; 6.2.12.A; 6.2.12.D; 6.4.12.H; 6.4.12.I; 6.6.12.A-E; 6.5.12.A5; 7; 6.5.12.B1-6; 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7; 3.2.12.A1; 3.2.12.B7; 3.2.12.D2; 3.3.12.A1; 3.3.12.B7; 3.3.12.D1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What social and economic changes during the late 19th century created the broad reform movement in American society?</p> <p>What items of reform were on the presidential agendas of the time?</p> <p>What was the legacy of the Progressive era?</p> <p>What were the similarities and differences among the ideologies, goals, and tactics of the various groups of the Progressive movement?</p>	<p>The impacts of the Progressive movement on Black Americans, women, the conservation Movement, levels of government (local, state, national), New Jersey</p> <p>The role of muckrakers, settlement houses, and socialists in the development of the Progressive Movement</p> <p>The domestic reforms of Roosevelt, Taft, and Wilson</p> <p>Develop and defend a researched position.</p>	<p>Textbook</p> <p>Internet</p> <p>Maps of National Parks</p> <p>Upton Sinclair (1906), <i>The Jungle</i></p>	<p>Activity: Students take on historical roles within a reenactment of the Presidential Campaign of 1912.</p> <p>Activity: Persuasive writing and/or roundtables discussing what brought about the bitter period of fearful isolationism that ended the Progressive Era? Was Woodrow Wilson one of the “near great” presidents of American history?</p> <p>Primary Source Analysis: Compare and contrast a “muckraking” article of the Progressive Era with a contemporary article of investigative journalism.</p> <p>Reform Proposal: using the reforms of the progressives as examples, prepare a reform proposal for the 21st century.</p>	<p>Unit Test</p> <p>Document- or Data-based Writing Assignment</p> <p>Research Rubric</p> <p>Writing Rubric</p> <p>Oral/Multimedia Presentation Rubric</p> <p>Formal Debate Rubric</p> <p>Persuasive Writing Rubric</p> <p>Discussion Rubric</p>

Suggestions on how to differentiate in this unit:

- Assess student learning styles at the beginning of the unit and assign students into groups based on these learning styles. (A variety of learning styles should be grouped together for the most effective differentiation.)
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

**Freehold Regional High School District
Honors American Economic History II**

Unit # 3: The Quest for Empire

Enduring Understandings: The Earth is a global community in which the actions of one country can affect lives in other countries.
There are varying perspectives on the meaning of historical events.

Essential Questions: Why is there political and social conflict?
To what extent has the United States been involved in international affairs and conflicts?
Do wealthy nations have an obligation to aid other nations?
Whose perspective matters most?
How has propaganda impacted upon American public opinion throughout history?

Unit Goal: Students will understand that economic motives were paramount to the expansionist philosophies of the United States during the age of Imperialism.

Duration of Unit: 2 weeks

NJCCCS: 6.1.12; 6.2.12.A; D; 6.4.12.H; 6.4.12.I; 6.6.12.A-E; 6.5.12.A7-8; 6.5.12.B4; 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7; 3.2.12.A1; 3.2.12.B7; 3.2.12.D2; 3.3.12.A1; 3.3.12.B7; 3.3.12.D1

WRS: 2, 3, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What were the causes and effects of imperialism, expansionism, and conflict in the late 19th century?</p> <p>What was the “favorable balance of trade?”</p> <p>What were the causes of the Spanish American War?</p> <p>What was the economic motivation of the Treaty of Paris of 1898?</p> <p>What was the role of the United States in the global arena?</p>	<p>The terminology and concepts of the era relative to: Seward’s Expansionism, Imperialism, Pan-Americanism, American political and economic policy in Asia</p> <p>The causes and consequences of: the Hawaiian and Venezuelan crises, the Spanish American War</p> <p>Conduct primary and secondary research.</p> <p>Prepare an oral presentation using multimedia technology (i.e. PowerPoint).</p>	<p>Textbook</p> <p>Internet</p> <p>Miller, Nathan (1994), <i>Theodore Roosevelt: A Life</i></p> <p>Painter, Nell Irvin (1987), <i>Standing at Armageddon: The United States, 1877-1919</i></p>	<p>Activity: Students research and chart economic growth in the United States between 1870 and 1914</p> <p>Activity: Students assume the role of a period reporter investigating the impact of American Imperialism in Latin America to create a modern multimedia broadcast of their findings</p> <p>Persuasive Writing and/or Debates: imperialism benefited both America and those who came under America’s control; the United States was justified in its involvement in the Philippines.</p>	<p>Unit Test</p> <p>Document- or Data-based Writing Assignment</p> <p>Research Rubric</p> <p>Writing Rubric</p> <p>Oral/Multimedia Presentation Rubric</p> <p>Formal Debate Rubric</p> <p>Persuasive Writing Rubric</p>

Suggestions on how to differentiate in this unit:

- Assess student learning styles at the beginning of the unit and assign students into groups based on these learning styles. (A variety of learning styles should be grouped together for the most effective differentiation.)
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

**Freehold Regional High School District
Honors American Economic History II**

Unit # 4: World War I

Enduring Understandings: The Earth is a global community in which the actions of one country can affect lives in other countries.
There are varying perspectives on the meaning of historical events.

Essential Questions: Do wealthy nations have an obligation to aid other nations?
Why is there political and social conflict?
To what extent has the United States been involved in international affairs and conflicts?
How has propaganda impacted upon American public opinion throughout history?
Whose perspective matters most?

Unit Goal: Students will understand that the events of World War One set the stage for World War Two.

Duration of Unit: 2 – 3 weeks

NJCCCS: 6.1.12; 6.2.12A; 6.2.12B; 6.2.12.D; 6.3.12.F; 6.4.12.A; 6.4.12.B; 6.4.12.I; 6.6.12.A-E; 6.5.12.A1; 6.5.12A5, 6.5.12A7; 6.5.12.B2; 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7; 3.2.12.A1; 3.2.12.B7; 3.2.12.D2; 3.3.12.A1; 3.3.12B7; 3.3.12.D1

WRS: 2, 3, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the immediate, short, and long term causes of WWI?</p> <p>How was the American economy impacted by WWI?</p> <p>How did the United States move from neutrality to involvement in WWI?</p> <p>What was the role of President Wilson and the Fourteen Points?</p> <p>What were the effects of WWI on the nation and the world?</p> <p>How did WWI set the stage for WWII?</p>	<p>Research the major long, short, and immediate causes (economic, as well as political and social) of WWI; the roles of alliances, the Russian Revolution, and financial markets/entrepreneurs on the course of the war; and the Economic impacts of unrestricted submarine warfare, Treaty of Versailles</p> <p>Develop and defend a researched position.</p> <p>Prepare an oral presentation using multimedia technology (i.e. PowerPoint).</p>	<p>Textbook</p> <p>Internet</p> <p>Tuchman, Barbara (1962), <i>The Guns of August</i></p> <p>Primary Sources: The Treaty of Versailles; The Zimmerman Telegram</p>	<p>Activity: Students develop multimedia presentations on topics related to the unit (life on the home front, etc.).</p> <p>Activity: Students assume roles of representatives to Versailles to broker a treaty that considers the potential for future global conflicts.</p> <p>Activity: Students assume roles on a simulated Federal Reserve Board of Governors to develop a military/fiscal policy for World War I.</p> <p>Students compare and contrast the economic health of the United States before, during, and after the war.</p>	<p>Unit Test</p> <p>Document- or Data-based Writing Assignment</p> <p>Research Rubric</p> <p>Writing Rubric</p> <p>Oral/Multimedia Presentation Rubric</p> <p>Formal Debate Rubric</p> <p>Persuasive Writing Rubric</p>

Suggestions on how to differentiate in this unit:

- Assess student learning styles at the beginning of the unit and assign students into groups based on these learning styles. (A variety of learning styles should be grouped together for the most effective differentiation.)
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

**Freehold Regional High School District
Honors American Economic History II**

Unit # 5: The 1920's: The Business of Prosperity

Enduring Understandings: Internal and external forces cause societies to change over time.

The United States is a nation of immigrants.

The “American dream” draws upon the ideals of free market economics to assert that anyone can achieve goals with appropriate effort?

Essential Questions: What causes societies to change?

Why do young people’s attitudes towards life differ from those of the previous generation?

How has the United States regulated and reacted to immigration?

Is there an “immigrant experience” in American history?

Is America a land of opportunity?

How important is public confidence to the health of the economy?

What is the responsibility of government to help people in need?

What are the differences between liberal and conservative economic theories?

How have individuals responded to economic conditions throughout United States history?

Unit Goal: Students will understand that with the support of the Federal Government the business of America introduced a changing world economic picture.

Duration of Unit: 2 weeks

NJCCCS: 6.1.12.A; 6.2.12.A; 6.2.12.B; 6.2.12.D; 6.3.12.F; 6.4.12.A; 6.4.12.B; 6.6.12.B-E; 6.5.12.A3; 6.5.12.A5; 6.5.12.B5; 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7; 3.2.12.A1; 3.2.12.B7; 3.2.12.D2; 3.3.12.A1; 3.3.12.B7; 3.3.12.D1

WRS: 2, 3, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did the growth of mass communications and consumerism impact the economy?</p> <p>What were America’s domestic and foreign policies of the 1920’s?</p> <p>How did shifts in production and government policies result in economic change?</p> <p>How did social changes affect the arts, music, and minorities?</p> <p>Why did foreigners and radicals meet with fear and resentment?</p>	<p>Review examples of technological innovation, and innovation in the arts and entertainment and discuss their impacts on social, gender, and minority groups</p> <p>Discuss the impact of economic philosophies (Thorstein Veblen, Conspicuous Consumption) and pertinent artists, musicians, businessmen, and politicians of the time period</p> <p>Review the impacts of Prohibition, Suffragism, and other major reforms of the 1920’s</p>	<p>Textbook</p> <p>Internet</p> <p>Activity: “In The Matter of Thomas Truss” http://www.crfusa.org/terror/PalmerRedRaids.htm</p> <p>Primary Sources: President Harding’s Inaugural Address; Toomers, Jean (1023), <i>Poems and Short Stories</i>; Red Scare Image Database http://newman.baruch.cuny.edu/digital/redscare/default.htm</p>	<p>Persuasive Writing and/or Roundtable Discussion: Should the Republican Administrations have been as openhanded to farmer and labor groups as they were to veterans and businessmen?</p> <p>Activity: Have students research specific reform movements and develop briefing reports on groups and individuals involved, catalyzing economic and/or social conditions, and desired outcomes.</p> <p>Activity: Have students research and analyze post-WWI inflation and other indicators, developing statements on how such economic conditions may have led to labor disputes.</p> <p>Activity: Have students assume the role of newspaper reporters interviewing Henry Ford regarding his production techniques and automobiles.</p>	<p>Unit Test</p> <p>Document- or Data-based Writing Assignment</p> <p>Research Rubric</p> <p>Writing Rubric</p> <p>Oral/Multimedia Presentation Rubric</p> <p>Persuasive Writing Rubric</p>

Suggestions on how to differentiate in this unit:

- Assess student learning styles at the beginning of the unit and assign students into groups based on these learning styles. (A variety of learning styles should be grouped together for the most effective differentiation.)
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

**Freehold Regional High School District
Honors American Economic History II**

Unit # 6: The Great Depression

Enduring Understanding: The “American dream” draws upon the ideals of free market economics to assert that anyone can achieve goals with appropriate effort.

Essential Questions: What is the responsibility of government to help people in need?

Is America a land of opportunity?

How important is public confidence to the health of the economy?

How have individuals responded to global and national economic conditions throughout United States history?

What are the differences between liberal and conservative economic theories?

Unit Goal: Students will be able to identify the causes of the Great Depression and debate the possibility of its prevention and long term impact.

Duration of Unit: 3-4 weeks

NJCCCS: 6.1.12.A; 6.2.12.A; 6.2.12.B; 6.2.12.C; 6.2.12.D; 6.3.12.F2; 6.4.12.J1, 6.4.12.J2; 6.6.12.A-E; 6.5.12.A1, 6.5.12.A3; 6.5.12.A5; 6.5.12.A6; 6.5.12. 6.5.12.B5; 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7; 3.2.12.A1; 3.2.12.B7; 3.2.12.D2; 3.3.12.A1; 3.3.12B7; 3.3.12.D1

WRS: 1, 2, 3, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>To what extent do perceptions affect the spending habits and the willingness of the federal government to regulate business?</p> <p>What was the impact of the Great Depression on women, minorities, farmers, city dwellers, marriage patterns and family life?</p> <p>How did various economic theorists understand the Great Depression?</p>	<p>Discuss the immediate, short, and long term causes of the Great Depression and the differences between Hoover’s and Roosevelt’s strategies to end the Great Depression</p> <p>Discuss the economic philosophies of John Maynard Keynes and John Kenneth Galbraith</p> <p>Analyze political cartoons</p> <p>Develop and defend a researched position</p>	<p>Textbook</p> <p>Internet http://memory.loc.gov/ammn/fsowhome.html</p> <p>http://www.livinghistoryfarm.org/farminginthe30s/farminginthe1930s.html</p> <p>http://money.cnn.com/data/markets/dow</p> <p>Primary Sources: Galbraith, John Kenneth (1929), <i>The Great Crash</i>; “Tales from the Rails”</p> <p>Literature: Steinbeck, John (1939), <i>The Grapes of Wrath</i></p>	<p>Activity: Have students participate in a stock market simulation and attempt to isolate political and/or economic reasons for success/decline.</p> <p>Activity: Have students research current stocks on the Dow Jones and conduct a comparative analysis to common stocks traded prior to and in the aftermath of the Great Depression.</p> <p>Persuasive Writing and/or Debate: the Great Depression of the 1920’s could not happen in the twenty first century.</p> <p>Activity: Have students research and prepare a multimedia presentation on various business cycle theories: External (Sunspot Theory, Innovation Theory) Internal (Psychological Theory, Monetary Theory, Underconsumption Theory, Overinvestment Theory).</p>	<p>Unit Test</p> <p>Document- or Data-based Writing Assignment</p> <p>Research Rubric</p> <p>Writing Rubric</p> <p>Oral/Multimedia Presentation Rubric</p> <p>Persuasive Writing Rubric</p>

Suggestions on how to differentiate in this unit:

- Assess student learning styles at the beginning of the unit and assign students into groups based on these learning styles. (A variety of learning styles should be grouped together for the most effective differentiation.)
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

**Freehold Regional High School District
Honors American Economic History II**

Unit # 7: The New Deal and Alphabet Soup

Enduring Understandings: The government balances the needs of business with the needs of society as a whole when regulating economic activity.

The “American dream” draws upon the ideals of free market economics to assert that anyone can achieve goals with appropriate effort.

Essential Questions: How much can the government regulate business in the United States?

What is the legacy of centralized attempts to regulate or alter the economy?

What are the differences between liberal and conservative economic theories?

How have individuals responded to global and national economic conditions throughout United States history?

What is the responsibility of government to help people in need?

How important is public confidence to the health of the economy?

Is America a land of opportunity?

Unit Goal: Students will be able to contrast the role of traditional government (Laissez-faire) to that of the New Deal when the government became deeply involved in the economy.

Duration of Unit: 3-4 weeks

NJCCCS: 6.1.12.A; 6.2.12.A; 6.2.12.B; 6.2.12.C; 6.2.12.D; 6.4.12.J2; 6.4.12.J3, 6.4.12.J4; 6.6.12.A-E; 6.5.12.A3; 6.5.12.A5; 6.5.12.B5; 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7; 3.2.12.A1; 3.2.12.B7; 3.2.12.D2; 3.3.12.A1; 3.3.12.B7; 3.3.12.D1

WRS: 2, 3, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What programs were enacted to stimulate economic growth?</p> <p>What was the impact of Roosevelt’s programs on the American nation?</p>	<p>Discuss the purpose and legacy of the “alphabet soup” agencies of the 1st and 2nd New Deal</p> <p>Review the Tennessee Valley Authority and the benefits it brought to the Tennessee Valley region</p> <p>Review the policy of deficit spending.</p> <p>Discuss the New Deal and Roosevelt’s accomplishments during the “Hundred Days”</p> <p>Discuss the government’s expanding role in the economy through the establishment of the Federal Deposit Insurance Corporation and the Securities and Exchange Commission.</p>	<p>Textbook</p> <p>Internet http://xroads.virginia.edu/~MA02/volpe/newdeal/cartoons.html</p> <p>http://www.kn.att.com/wired/fil/pages/huntrosevelja.html</p> <p>Primary Sources: FDR’s First Fireside Chat, “The Banking Crisis”;</p> <p>Friedman & Schwartz (1963), <i>A Monetary History of the United States (1867-1960)</i></p>	<p>Persuasive Writing and/or Debates: the agencies of the New Deal, such as agricultural Adjustment Act and the National Recovery Act, were a patently socialistic economic policy adopted by FDR; the Agricultural Adjustment Act and National Recovery Administration were unconstitutional; the agencies of the New Deal were unnecessary as the business cycle would have eventually brought the US economy out of depression.</p> <p>Activity: Students develop a graphic organizer to classify each New Deal program as “relief,” “recovery,” or “reform.”</p> <p>Activity: Students prepare a fireside chat (or criticism) of a New Deal program. Record the presentation into a serialized podcast.</p>	<p>Unit Test</p> <p>Document- or Data-based Writing Assignment</p> <p>Research Rubric</p> <p>Writing Rubric</p> <p>Oral/Multimedia Presentation Rubric</p> <p>Persuasive Writing Rubric</p>

Suggestions on how to differentiate in this unit:

- Assess student learning styles at the beginning of the unit and assign students into groups based on these learning styles. (A variety of learning styles should be grouped together for the most effective differentiation.)
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

**Freehold Regional High School District
Honors American Economic History II**

Unit # 8: The Rise of Fascist Aggression and World War II

Enduring Understandings: The Earth is a global community in which the actions of one country can affect lives in other countries.
There are varying perspectives on the meaning of historical events.

Essential Questions: Do wealthy nations have an obligation to aid other nations?
Why is there political and social conflict?
To what extent has the United States been involved in international affairs and conflicts?
Whose perspective matters most?
How has propaganda impacted upon American public opinion throughout history?

Unit Goal: Students will be able to understand the rise of extreme fascist governments due to economic depression and the abuse as a result of these governments in their attempts at territorial aggrandizement.

Duration of Unit: 3 weeks

NJCCCS: 6.1.12.A; 6.2.12.A; 6.2.12.E1; 6.2.12.E2, 6.2.12.E3; 6.2.12.E8; 6.2.12.E15; 6.3.12.F2; 6.3.12.G1; 6.4.12.J5, 6.4.12.J6; 6.4.12.J7; 6.6.12.A-E; 6.5.12.A3; 6.5.12.A5; 6.5.12.A6; 6.5.12.B5; 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7; 3.2.12.A1; 3.2.12.B7; 3.2.12.D2; 3.3.12.A1; 3.3.12.B7; 3.3.12.D1

WRS: 2, 3, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did World War I lead to World War II? What were the long, short, and immediate causes of World War II?</p> <p>How did propaganda impact public opinion and support during World War II?</p> <p>What alliances were developed pre and post World War II?</p> <p>What social, political, and economic forces led to the Holocaust?</p> <p>How did American foreign policy change during World War II?</p> <p>How did the contributions of minority groups affect the struggle for equality after the war?</p> <p>How did World War II impact upon the national economy?</p>	<p>Discuss the contributions of economic conditions and social unrest to the rise of dictators and the outbreak of World War II</p> <p>Discuss the diplomatic efforts and alliances forged to attempt to prevent and win the war, as well as to manage the peace</p> <p>The social, political, and economic conditions giving rise to the Holocaust</p> <p>The actions of the Federal government to control the economy during the war</p> <p>The national and global legacies of the war</p>	<p>http://www.library.northwestern.edu/govinfo/collections/wwii-posters/</p> <p>http://www.nationalww2museum.org/pdf/edu_lp_Map.pdf</p> <p>http://www.cr.nps.gov/nr/TwHP/wwwlp/s/lessons/18arizona/18facts1.htm</p> <p>http://www.landmarkcases.org/korematsu/home.html</p> <p>Primary Sources: Lindbergh, Charles (1941), The Opinion of an Isolationist; “Day of Infamy” Speech, Dec. 8, 1941; “What Can I Do?”, issued by The Office of Civilian Defense, 1942;</p> <p>Video: Capra, Frank (1943), <i>Prelude to War</i></p>	<p>Persuasive Writing and/or Debate: Did World War I or II have a more significant impact on the economy; should President Truman have dropped the atomic bomb on Hiroshima and Nagasaki.</p> <p>Activity: Student takes on the role of an economic advisor to the president and prepares an analysis of the economic situation in the Weimar Republic or Italy before World War II.</p> <p>Activity: Students prepare a graphic organizer of the major battles of World War II.</p> <p>Activity: Students develop a Venn diagram comparing the Atlantic Charter to the Fourteen Points.</p>	<p>Unit Test</p> <p>Document- or Data-based Writing Assignment</p> <p>Research Rubric</p> <p>Writing Rubric</p> <p>Oral/Multimedia Presentation Rubric</p> <p>Persuasive Writing Rubric</p>

Suggestions on how to differentiate in this unit:

- Assess student learning styles at the beginning of the unit and assign students into groups based on these learning styles. (A variety of learning styles should be grouped together for the most effective differentiation.)
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

**Freehold Regional High School District
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Unit # 9: The Cold War Period: The Economic and Political Character of Containment and the Cold War (1945 – 1960)

Enduring Understandings: The Earth is a global community in which the actions of one country can affect lives in other countries.
There are varying perspectives on the meaning of historical events.

Essential Questions: Do wealthy nations have an obligation to aid other nations?
Why is there political and social conflict?
To what extent has the United States been involved in international affairs and conflicts?
Whose perspective matters most?
How has propaganda impacted upon American public opinion throughout history?

Unit Goal: Students will be able to compare and contrast the United States and Soviet Union politically, economically, and socially leading to immense distrust and fear of each other's political and economic systems.

Duration of Unit: 2 weeks

NJCCCS: 6.1.12.A; 6.2.12.A; 6.2.12.C3; 6.2.12.D5; 6.2.12.E2, 6.2.12.E12; 6.2.12.E13; 6.3.12.G1; 6.4.12.K5, 6.4.12.K5; 6.4.12.L5; 6.6.12.A-E; 6.5.12.A1; 5.5.12.A3; 6.5.12.A6; 6.5.12.B6; 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7; 3.2.12.A1; 3.2.12.B7; 3.2.12.D2; 3.3.12.A1; 3.3.12.B7; 3.3.12.D1

WRS: 2, 3, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did the post war goals of the United States and the Soviet Union lead to the Cold War?</p> <p>What was the impact of the Truman Doctrine on American Foreign Policy?</p> <p>What are the long term consequences of McCarthyism and the Red Scare?</p> <p>What events defined the "Cold War?"</p>	<p>Discuss the reasons suspicions developed between the United States and the Soviet Union after World War II</p> <p>Review governments efforts to investigate the loyalty of U.S. citizens</p> <p>Discuss the causes, events, and key terms related to the Korean War and other examples of Cold War conflict</p> <p>Discuss the investigations of the Loyalty Review Board, House Un-American Activities Committee, and Joseph McCarthy</p>	<p>Textbook</p> <p>Internet</p> <p>http://www.loc.gov/r/print/swann/herblock/fire.html</p> <p>https://www.cia.gov/kids-page/6-12th-grade/index.html</p> <p>Primary Sources: Winston Churchill's "Iron Curtain" speech, 1946; Douglas MacArthur, "Frustration in Korea," 1947</p>	<p>Persuasive Writing and/or Debate: was the establishment of the Marshall Plan an altruistic device to help Western Europe rebuild; was the establishment of the Marshall Plan an attempt by America to oppress individuals and further American imperialism</p> <p>Activity: Have students create a political cartoon with a caption or write a short story about McCarthyism and the impact of the Communist threat</p> <p>Activity: Have students prepare a radio broadcast announcing the launching of <i>Sputnik</i> and the Russian lead in the space race.</p> <p>Activity: Have students take on roles within a hypothetical 1950's dinner party: member of the House Un-American Activities Committee, a former Communist, someone who testified during the HUAC hearings, someone who didn't testify during the HUAC hearings, Joseph McCarthy, Edward R. Murrow, have them research positions and conduct conversation from the point of view of their roles.</p>	<p>Unit Test</p> <p>Document- or Data-based Writing Assignment</p> <p>Research Rubric</p> <p>Writing Rubric</p> <p>Oral/Multimedia Presentation Rubric</p> <p>Persuasive Writing Rubric</p>

Suggestions on how to differentiate in this unit:

- Assess student learning styles at the beginning of the unit and assign students into groups based on these learning styles. (A variety of learning styles should be grouped together for the most effective differentiation.)
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

**Freehold Regional High School District
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Unit # 10: American Society During the Post War Period

Enduring Understandings: SWUT: Grassroots movements attempt to make government more responsive to the needs of the people.
Internal and external forces cause societies to change over time.
The “American dream” draws upon the ideals of free market economics to assert that anyone can achieve goals with appropriate effort.

Essential Questions: What causes societies to change over time?
Why do young people’s attitudes towards life differ from those of the previous generation?
How far should government go to try to right social wrongs?
How much influence do individuals have in changing history?
Is America a land of opportunity?
How important is public confidence to the health of the economy?
What is the responsibility of government to help people in need?
What are the differences between liberal and conservative economic theories?

Unit Goal: Students will understand that there were economic and social dilemmas of the period that each president managed differently.

Duration of Unit: 2 - 3 weeks

NJCCCS: 6.1.12.A; 6.2.12.A; 6.2.12.C3; 6.2.12.D5; 6.2.12.E2, 6.2.12.E12; 6.2.12.E13; 6.3.12.G1; 6.4.12.K5, 6.4.12.K5; 6.4.12.L5; 6.6.12.A-E; 6.5.12.A1; 5.5.12.A3; 6.5.12.A6; 6.5.12.B6; 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7; 3.2.12.A1; 3.2.12.B7; 3.2.12.D2; 3.3.12.A1; 3.3.12.B7; 3.3.12.D1

WRS: 2, 3, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How does pressure to conform affect the American dream?</p> <p>What was the role of the Kennedy Administration in the civil rights movement?</p> <p>Why was there a conservative backlash to Great Society programs?</p> <p>How did television impact upon American society, politics, and economics?</p> <p>How did the America Civil Rights movement evolve after World War II?</p> <p>What was the “New Frontier”</p>	<p>Review the candidates, issues, and outcomes of post-war elections, through the Election of 1968 and Truman’s Fair Deal.</p> <p>Review Brown v. Board of Education of Topeka and its significance as well as Plessy v. Ferguson.</p> <p>Discuss the motives of the 1963 March on Washington and the tactics tried by civil rights organizations to secure passage of the Voting Rights Act</p> <p>Discuss Dr. Martin Luther King Jr’s civil rights activities beginning with the Montgomery bus boycott and Malcolm X and the Black Power movement.</p>	<p>Textbook</p> <p>Internet</p> <p>http://www.kn.att.com/wired/fil/pages/hunt1950scums.html</p> <p>http://www.landmarkcases.org/brown/home.html</p> <p>http://aad.english.ucsb.edu</p> <p>Video: <i>David Halberstam’s The Fifties</i> (1997), Six Volumes</p> <p>Art: Norman Rockwell’s <i>The Problem We All Live With</i></p>	<p>Activity: Have the student imagine that they are President Truman. Have them write a speech outlining plans for returning the country to peace. Include plans for the returning soldiers, the end of rations, and the return of business to a peacetime economy.</p> <p>Activity: Have the student prepare a magazine advertisement for a consumer product of the 1950s. Compare and discuss the differences from that advertisement to one from today.</p> <p>Activity: Prepare a visual representation of one of the following 50s topics: Fads, fashion, original artwork for record jackets of hit songs, or original drawings of automobiles of the Fifties. The project must compare the fads, music and fashions of the 50s to that of today.</p> <p>Roundtable Discussions: View the 1st Kennedy-Nixon debate and discuss the significance of</p>	<p>Unit Test</p> <p>Document- or Data-based Writing Assignment</p> <p>Research Rubric</p> <p>Writing Rubric</p> <p>Oral/Multimedia Presentation Rubric</p> <p>Persuasive Writing Rubric</p>

<p>and how did the nation react to it as an economic policy?</p>	<p>Discuss the difference between defacto and dejure segregation.</p> <p>Review the major themes of 1950s and early-1960's culture, including social conformity, the baby boom, and consumerism.</p> <p>Discuss what economic challenges Americans faced after the war and how the Cold War caused the economy to recover so rapidly.</p>	<p>Literature: Robert Coles, "The Story of Ruby Bridges"</p>	<p>televised debates; discuss five promises made by JFK in his Inaugural Address, and whether or not they have been fulfilled.</p> <p>Persuasive Writing: Write two editorials, one for the integration of the school and one against the integration of the school to appear in the Central High School newspaper.</p> <p>Persuasive Writing and/or Debate: Research the affirmative action case, <i>Gratz v. Bollinger</i> (2003) and debate affirmative action: Resolved: Affirmative Action levels the playing field and is necessary.</p>	
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Suggestions on how to differentiate in this unit:

- Assess student learning styles at the beginning of the unit and assign students into groups based on these learning styles. (A variety of learning styles should be grouped together for the most effective differentiation.)
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

**Freehold Regional High School District
Honors American Economic History II**

Unit # 11: The Vietnam Era and its Aftermath

Enduring Understandings: SWUT: Internal and external forces cause societies to change over time.
 The Earth is a global community in which the actions of one country can affect lives in other countries.
 The “American dream” draws upon free market economics to assert that anyone can achieve goals with appropriate effort.

Essential Questions: What causes societies to change?
 Why do young people’s attitudes towards life differ from those of the previous generations?
 Do wealthy nations have an obligation to aid other nations?
 To what extent has the United State been involved in international affairs and conflicts?
 Why is there political and social conflict?
 Is America a land of opportunity?
 How important is public confidence to the health of the economy?
 What is the responsibility of government to help people in need?
 What are the differences between liberal and conservative economic theories?
 How have individuals responded to global and notional economic conditions throughout United States history?

Unit Goal: Students will understand that the Vietnam conflict worsened the American economy and political morale.

Duration of Unit: 2 - 3 weeks

NJCCCS: 6.1.12; 6.2.12A; 6.2.12D; 6.4.12H; 6.4.12I; 6.5.12A; 6.6.12A; 6.6.12B; 6.6.12C; 6.6.12D; 6.6.12E

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What were the political and economic consequences of the Bay of Pigs and the Cuban Missile Crisis?</p> <p>What were the causes and effects of the Gulf of Tonkin Resolution and the American entry into Vietnam?</p> <p>How did the assassinations of President Kennedy and martin Luther King Jr. impact the social/political/economic unrest of the late 1960’s?</p> <p>What were the economic reasons for the United States and Soviet Union treaty?</p> <p>How did Nixon’s appointments to the</p>	<p>Review The Bay of Pigs invasion and the Cuban Missile Crisis and the ways Kennedy and Khrushchev eased tensions between their nations.</p> <p>Discuss the causes and effects of a recession.</p> <p>Review the expansion of U.S. military involvement under President Johnson, including the Gulf of Tonkin Resolution</p>	<p>Textbook</p> <p>Internet</p> <p>http://www.landmarkcases.org/miranda/home.html</p> <p>http://www.landmarkcases.org/gideon/home.html</p> <p>http://history1900s.about.com/library/photos/blyindexvietnam.htm</p> <p>http://www.landmarkcases.org/mapp/home.html</p> <p>http://www.pbs.org/battlefieldvietnam/history/</p> <p>http://www.landmarkcases.org/tinker/home.html</p>	<p>Journal Writing: Respond to the following remark by Johnson describing the Gulf of Tonkin Resolution, “it was like grandma’s nightshirt...it covered everything.”</p> <p>Activity: Students design an artifact (a protest button, poster, etc.)to express a view in support or against America’s participation in the Vietnam War.</p> <p>Cooperative Activity: Write a dialogue between a “hawk” and a “dove.” Present the dialogue to the class.</p>	<p>Unit Test</p> <p>Document- or Data-based Writing Assignment</p> <p>Research Rubric</p> <p>Writing Rubric</p> <p>Oral/Multimedia Presentation Rubric</p> <p>Persuasive Writing Rubric</p>

<p>Supreme Court shift the court in a conservative direction?</p> <p>How did Nixon and Ford attempt to stimulate economic growth?</p> <p>What were the causes and effects of the Yom Kippur War of 1973 and the oil embargo?</p> <p>What were the causes and effects of Nixon's resignation from the presidency?</p> <p>What were the major international events of the Carter Administration?</p>	<p>and the military tactics and weapons used by U.S. forces and the Vietcong.</p> <p>Discuss the issues and candidates of the 1968 presidential election and the impact of the domino theory.</p> <p>Discuss the key environmental issues of the 1970s.</p>	<p>Videos: A & E <i>The Men Who Killed Kennedy</i> (1988); <i>Dear America: Letters Home from Vietnam</i></p> <p>Literature: Tim O'Brien, <i>Going after Cacciato</i></p> <p>Primary Sources: John Kerry's testimony on behalf of the Vietnam Veterans Against the War, 1971; NOW's Statement of Purpose, 1966;</p> <p>Photograph: Eddie Adams, "Execution of Vietcong Guerilla," 1968</p>	<p>Roundtable Discussion: Read and discuss US News & World Report, November 13, 2006, "Two Texans in Trouble: Lyndon Johnson was undone by Vietnam. George Bush is mired in Iraq. Are the comparisons fair?"</p> <p>Persuasive Writing and/or Debate: Resolved: Johnson's economic successes were not properly noticed, applauded, or considered because of the excesses of the Vietnam War.</p> <p>Activity: Students create a scrapbook of the Vietnam years including letters and photographs.</p>	
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Suggestions on how to differentiate in this unit:

- Assess student learning styles at the beginning of the unit and assign students into groups based on these learning styles. (A variety of learning styles should be grouped together for the most effective differentiation.)
- Teachers may employ cooperative learning strategies to facilitate peer assistance to all students.
- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

**Freehold Regional High School District
Honors American Economic History II**

Unit # 12: The 1980's

Enduring Understandings: SWUT: Innovations in technology have resulted in an interconnected world.

The “American dream” draws upon the ideals of free market economics to assert that anyone can achieve goals with appropriate effort.

The Earth is a global community in which the actions of one country can affect lives in other countries.

Essential Questions: What are the potential limits of technology?

How does technology affect society worldwide?

What are the differences between liberal and conservative economic theories?

Do wealthy nations have an obligation to aid other nations?

To what extent has the United States been involved in international affairs and conflicts?

Why is there political and social conflict?

Is America a land of opportunity?

How important is public confidence to the health of the economy?

What is the responsibility of government to help people in need?

What are the differences between liberal and conservative economic theories?

How have individuals responded to global and national economic conditions throughout United States history?

Unit Goal: Students will understand that President Reagan viewed his electoral landslides in 1980 and 1984 as a mandate for political and economic change.

Duration of Unit: 2 - 3 weeks

NJCCCS: 6.1.12.A; 6.2.12.A3; 6.2.12.A5; 6.2.12.B5; 6.2.12.B6; 6.3.12.G1; 6.4.12.L1; 6.6.12.A-E; 6.5.12.A1; 6.5.12.A3; 6.5.12.A4; 6.5.12.A7; 6.5.12.B2; 6.5.12.B5; 6.5.12.B6; 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7; 3.2.12.A1; 3.2.12.B7; 3.2.12.D2; 3.3.12.A1; 3.3.12.B7; 3.3.12.D1

WRS: 2, 3, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What were the major circumstances surrounding the landslide elections of Ronald Reagan in 1980 and 1984?</p> <p>What are the conservatives' attitudes toward existing government programs that were established during more liberal presidencies?</p> <p>What is the difference between the conservative view of government and the</p>	<p>Review the causes and consequences of the demonstrations in China's Tiananmen Square and the events leading up to the Iran-Contra scandal</p> <p>Discuss the United States involvement in the Persian Gulf War</p> <p>Discuss the major components of the presidencies of Ronald Reagan and George Bush, the three parts of “Reaganomics”, and how the Reagan and Bush</p>	<p>Textbook</p> <p>Internet</p> <p>http://school.discoverededucation.com/lessonplans/activities/presidentialspeeches/reagan.html</p> <p>http://www.pbs.org/wgbh/pages/frontline/gulf/</p>	<p>Activity: Have students create a foreign affairs timeline for the years 1980-1992 (Regions: Europe, Asia, Middle East, Central America/Caribbean)</p> <p>Activity: Students develop a public service advertising campaign to inform people about how AIDS is spread and its impact on the United States and other nations.</p> <p>Activity: Students create a commemorative magazine issue on outstanding women of the eighties, including Sally Ride, Sandra Day O'Connor, Geraldine Ferraro, Christa McAuliffe, and Jane Fonda.</p>	<p>Unit Test</p> <p>Document- or Data-based Writing Assignment</p> <p>Research Rubric</p> <p>Writing Rubric</p> <p>Persuasive Writing Rubric</p> <p>The 1980's Oral History Project: Have students conduct an interview with someone who remembers 3-5 of the following</p>

<p>liberal view?</p> <p>What were the major national concerns about education, drug use, health issues, and urban problems during the 1980's?</p> <p>What prompted regional population shifts in America in recent decades?</p> <p>What is supply-side economics?</p>	<p>appointees changed the direction of the Supreme Court</p> <p>Discuss the political gains and losses experienced by various demographics groups during the 1980's</p> <p>Review the national concerns about education, drug use, health issues, and urban problems</p> <p>Discuss the rise of the computer age and the impact of technology on the American economy</p>		<p>Persuasive Writing: write a thematic essay about the Persian Gulf war entitled, "The TV War."</p>	<p>events from the 1980's and early 1990's:</p> <ol style="list-style-type: none"> 1. First Cases of AIDS 2. Chernobyl disaster 3. Impact of Reaganomics 4. Challenger explosion 5. Iran-Contra Scandal 6. First Computer 7. First Video Games 8. Fall of the Berlin Wall 9. Music 10. Movies 11. Persian Gulf War <p>Rodney King Riots</p>
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Suggestions on how to differentiate in this unit:

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- Teachers may also provide ancillary materials and reteaching assignments to students who require additional practice on the content, themes, concepts, and skills of this unit.

**Freehold Regional High School District
Honors American Economic History II**

Unit #13: The 1990's and Intro the 21st Century

Enduring Understandings: SWUT: Innovations in technology have resulted in an interconnected world.

The earth is a global community in the actions of one country can affect lives in other countries.

The “American dream” draws upon the ideals of free market economics to assert that anyone can achieve goals with appropriate effort.

Essential Questions: What are the potential limits of technology?

How does technology affect society worldwide?

Do wealthy nations have an obligation to aid other nations?

To what extent has the United States been involved in international affairs and conflicts?

Why is there political and social conflict?

Is America a land of opportunity?

How important is public confidence to the health of the economy?

What is the responsibility of government to help people need?

What are the differences between liberal and conservative economic theories?

How have individuals responded to national and global economic conditions throughout United States history?

Unit Goal: Students will understand that the earth is a global community and the US view of issues may not be the same as the views held by other countries and cultures.

Duration of Unit: 2 - 3 weeks (dependent on remaining time in the academic year)

NJCCCS: 6.1.12.A; 6.2.12.A3-7; 6.2.12.B6; 6.2.12.C; 6.2.12.D; 6.2.12.E; 6.3.12.G2; 6.3.12.H1-3; 6.4.12.L; 6.6.12.A-E; 6.5.12.A; 6.5.12.B; 8.1.12.A1; 8.1.12.A5; 8.1.12.A7; 8.1.12.B2; 8.1.12.B3; 8.1.12.B5; 8.1.12.B7; 3.2.12.A1; 3.2.12.B7; 3.2.12.D2; 3.3.12.A1; 3.3.12.B7; 3.3.12.D1

WRS: 1, 2, 3, 4

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the major issues facing the “millennial” generation today?</p> <p>How have the events of the past (post 1860) effected the “millennial” generation?</p> <p>What is terrorism?</p> <p>What is the impact of technology on the 21st century?</p> <p>How is the economy</p>	<p>Discuss the issues of the 1992 presidential campaign, the major acts of terrorism in the 1990's and 21st century, the political events surrounding Clinton's impeachment trial and its outcome, and the events of the 2000 election and the Supreme Court's role in it</p> <p>Review the causes of the war with Iraq and the North American Free Trade</p>	<p>Textbook</p> <p>Internet</p> <p>http://www.nytimes.com/learning/general/onthisday/big/0226.html#article</p> <p>http://www.nytimes.com/learning/general/onthisday/big/0419.html#article</p> <p>http://www.pbs.org/newshour</p>	<p>Literature Analysis: Read Maya Angelou's poem “On the Pulse of Morning” written for President Clinton's 1993 inauguration and discuss the theme of diversity.</p> <p>Roundtable Discussion: Research the historical roots of the ongoing conflict between the Serbs and other ethnic groups in the former Republic of Yugoslavia. Prepare a brief oral report focusing on the roots of ethnic conflict.</p> <p>Activity: Students create a time line illustrating advances in computer technology since 1946.</p>	<p>Unit Test</p> <p>Document- or Data-based Writing Assignment</p> <p>Research Rubric</p> <p>Writing Rubric</p> <p>Oral/Multimedia Presentation Rubric</p> <p>Persuasive Writing Rubric</p>

<p>impacted by the American government and the Federal Reserve?</p> <p>What issues of personal finance are important to know and apply?</p>	<p>Agreement</p> <p>Review the events and advances surrounding economic upturn and downturn during the 1990's and beyond</p>	<p>/impeachment/index.html</p> <p>http://www.microsoft.com/pre sspass/exec/billg/default.msp</p>	<p>Persuasive Writing: as a member of Congress, write a letter in which you attempt to persuade other lawmakers to vote either for or against the impeachment of President Clinton; write an editorial to a newspaper. Students will explain why they are for or against increased security, even if it means giving up some freedoms.</p> <p>Research Cooperative Activity: Research recent scientific and medical advances including: MRI, new AIDS drugs, prosthetics, surgical techniques, genetic engineering. Create a multimedia presentation in groups.</p>	
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