# Grade 11 U.S. History: Quarter 1 Curriculum Map Scope and Sequence

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| --- | --- | --- | --- | --- | --- |
| Unit | Length | Anchor Text | Unit Focus | Content Connections | Unit Outcomes/Assessed Standards |
| Q1, Unit 1  The End of Reconstruction | 1 week | *United States History and Geography: Modern Times, TN Edition* | Students will understand that the end of the 19th Century saw new patterns emerge in agricultural and urban development. Contributing factors to these patterns, such as climate, use of natural resources, markets and trade, and geographic factors, led to the growth of large urban centers. This also led to the manufacturing of new products including textiles, automobiles, and steel. The high concentration of population in a small area often caused new problems, such as the Yellow Fever outbreak of 1877 in Memphis. This time also brought new hardship for African-Americans, as Reconstruction ended, and introduced sharecropping, Jim Crow laws, disenfranchisement, and other dangers. Students will use maps and charts to illustrate and understand the patterns of modern urban development. They will also analyze complex texts to understand the struggles of African-Americans at the end of Reconstruction. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | US.1, US.2, US.3, US.7 |
| Q1, Unit 2  Gilded Age Politics | 1 week | *United States History and Geography: Modern Times, TN Edition* | Students will describe the late 1800s and the period of intense political corruption occurring during the time known as the Gilded Age. Wide-spread corruption and several scandals in government also led to an increasing gap between the economic conditions of farmers and industrialists, and led many to call for reform. Farmers looked to politicians such as William Jennings Bryan to help protect their livelihoods and their farms through the currency debate. Students will analyze populist speeches, and explain how populism and reform was the logical by-product of political corruption and scandal. \*\*\*Please note, the order of Units 2 and 3 can be flipped at the discretion of the teacher. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | US.4, US.5, US.8 |
| Q1, Unit 3  The Industrial Revolution | 3 weeks | *United States History and Geography: Modern Times, TN Edition* | Students will analyze the development of industry during the late 1800s, and explain how industrialists began accumulating wealth in unprecedented amounts, and how each of the major industrialists had almost total control of an industry. Due to these industrialists, it was a time of enormous economic progress and technological innovation, but it was also a time of great greed and excess. The period led to intense examination about the role of the wealthy in American society. With this technological innovation came a new wave of immigrants, looking for employment in industrial jobs as well as building infrastructure in the west. The Age of Industry brought changing social conditions for the poor, for women and children, and for African-Americans. Reform movements arose to improve life for underprivileged social groups. Even among these movements there was disagreement about which methods were best for social change. Students will use complex texts, life experiences of workers, photographs, multimedia, and other primary sources to draw conclusions about the balance between greed and innovation that took place during the time period. \*\*\*Please note, the order of Units 2 and 3 can be flipped at the discretion of the teacher. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | US.6, US.9, US.10, US. 11, US.12, US.13, US.14, US.15 |
| Q2, Unit 4  The Progressive Era | 2 weeks | *United States History and Geography: Modern Times, TN Edition* | Students will understand that during the Progressive Era, Muckrakers and progressive idealists utilized public outrage from works such as Upton Sinclair’s *The Jungle* to create significant reforms for government and industry, including trust-busting, amendments to the Constitution, women’s suffrage, and safer working conditions and food supplies for Americans. The period also saw an enormous migration of African-Americans from the rural south to industrial jobs in the Northeast and Midwest. Students will be able to describe the reform movements, explain their goals, and analyze their achievements and limitations. Students will also apply their knowledge of population migration, maps and personal accounts of African-Americans to explain the Great Migration, its causes, and its effects. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | US.16, US.17, US.18, US.19, US.20, US.21 |
| Q2, Unit 5  American Imperialism | 2 weeks | *United States History and Geography: Modern Times, TN Edition* | Students will analyze the causes and effects of the emerging American identity and feelings of nationalism. They will understand that Americans desired new markets for their products and new places to acquire raw materials for their industries. This desire also was increased by yellow journalism, and the accompanying desire to spread American democracy and morality. Interventionists such as Beveridge and Mahan argued with non-interventionists such as Mark Twain about the moral implications of this endeavor. For the first time in America’s history, it also participated in conflicts outside of the continental U.S., and acquired new territories. The foreign policies of Roosevelt, Taft, and Wilson each reflected a unique approach to America’s role in the changing global world. Students will utilize complex texts both in favor of and against American imperialism, and analyze the merits of both sides of the argument. Students will also use primary sources to trace emerging patterns in American relations with foreign countries. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | US.22, US.23, US.24, US.25 |

# Grade 11 U.S. History: Quarter 1 Map Instructional Framework

**Planning With the Map**

The curriculum map outlines the content and pacing for each grade and subject. For grade 11, Social Studies teachers must carefully balance attention between frequently detailed content standards while supporting inquiry, collaboration and high-impact writing.

To support this work, each unit contains a daily lesson framework and a sample daily lesson as guidance. However, please bear in mind that the map is meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map allows for flexibility and encourages each teacher and teacher teamm to make thoughtful adjustments, our expectations for student learning are non-negotiable. We must ensure all our children have access to rigorous content and effective teaching practices.

**Weekly Guidance**

To help promote “backward design” in planning, each map begins with recommended essential texts for each week, along with some critical text dependent questions and a set of weekly assessments in the form of standards-aligned writing prompts.

In order to assist students with the organization of content, and to aid teachers in assessing this writing, these prompts often include explicit organizational language or recommendations for constructing paragraphs. In each case, care has been taken to ensure that students must produce the appropriate social studies content, while still producing grade appropriate written work.

Because of this, these writing prompts will be content oriented, frequently relying on student knowledge for evidence and examples instead of discrete texts. **However, practice with text dependent questions and text analysis should be part the daily routine of every class period.** Moreover, while teachers are encouraged to supplement these writing tasks with level appropriate multiple choice and short answer assessments as necessary to demonstrate content knowledge as well, writing should be the largest part of any social studies assessment.

**Vocabulary Instruction**

Strategies for building vocabulary may be found in Social Studies Appendix A. The tools in Appendix A are cross-disciplinary protocols directly from the new Expeditionary Learning curriculum. Students and teachers both will be able to use these increasingly familiar strategies as a common instructional language for approaching new and difficult academic and content area vocabulary. Teachers are encouraged to become familiar with all of these strategies to understand which ones best meet their instructional needs:

Contextual Redefinition….Appendix A p.58

Frayer Model……………..Appendix A p.59

List/Group/Label……...….Appendix A p.60

Semantic Webbing…..…..Appendix A p.61

SVES (Elaboration)……...Appendix A p.62

Vocabulary Squares….….Appendix A p.63

Word Sorts…………….….Appendix A p.58

**Daily Strategies**

The daily strategies provided in this map are taken from SCS Social Studies Curriculum Appendix B, the Facing History and Ourselves teaching strategy guide. These are high-yield classroom strategies to foster collaboration, careful reading and robust writing. Anchor topics are provided below as a starting point for the protocol, but the strategies can be used with any of the texts provided in the Anchor Text or supplemental texts. Teachers are encouraged to learn these protocols and use them with flexibility to plan strong, adaptable lessons. Separate protocols are called out specifically for use in analyzing texts through the course of the class. These include the following:

* 3,2,1 ....................................................................p. 4
* Chunking..............................................................p. 47
* Document Analyis Templates ..............................p. 61
* Evaluating Arguments in a Resource Book ........ p. 63
* Evidence Logs .....................................................p. 66
* Read Aloud ..........................................................p. 130
* Reader’s Theater .................................................p. 132
* Save the Last Word for Me ..................................p. 136
* Text to Text, Text to Self, Text to World ...............p. 148
* Two Column Note Taking .....................................p. 157
* Word Wall .............................................................p. 165

# Grade 11 U.S. History: Quarter 1, Unit 1

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| --- | --- | --- | --- | --- | --- |
| Unit | Length | Anchor Text | Unit Focus | Content Connections | Unit Outcomes/Assessed Standards |
| Q1, Unit 1  The End of Reconstruction | 1 week | *United States History and Geography: Modern Times, TN Edition* | Students will understand that the end of the 19th Century saw new patterns immerge in agricultural and urban development. Contributing factors to these patterns, such as climate, use of natural resources, markets and trade, and geographic factors led to the growth of large urban centers. This also led to the manufacturing of new products including textiles, automobiles, and steel. The high concentration of population in a small area often caused new problems, such as the Yellow Fever outbreak of 1877 in Memphis. This time also brought new hardship for African-Americans, as Reconstruction ended, and introduced sharecropping, Jim Crow laws, disenfranchisement, and other dangers. Students will use maps and charts to illustrate and understand the patterns of modern urban development. They will also analyze complex texts to understand the struggles of African-Americans at the end of Reconstruction. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | US.1, US.2, US.3, US.7 |

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|  | **SAMPLE DAILY FRAMEWORK** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Texts** | The 14th and 15th Amendments to the United States Constitution |  |  |  |  |
| **Standards** | US.3 |  |  |  |  |
| **Bell Ringer**  *Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)* | Frayer Model - Suffrage and disenfranchisement |  |  |  |  |
| **Hook**  *Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.* | * Statement of Standards * Daily Agenda * Essential Question – How did the voting rights of African-Americans change from the passage of the 14th Amendment to the election of 1876 and the end of Reconstruction? |  |  |  |  |
| **Inquiry**  *Teacher guided inquiry into content-rich texts, images or other content including.* | Barometer—Did the 15th Amendment guarantee and ensure African-American suffrage? (Students should be presented with the 15th amendment, sample Jim Crow laws, and a voting literacy test for evidence.) |  |  |  |  |

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| **Application**  *Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.* | Human Timeline—The progression and regression of African-American suffrage |  |  |  |  |
| **Closure**  *Individual students synthesize and/or summarize learning for the day.* | Harvard Visible Thinking Routine – Question Starts-African-American rights during Reconstruction and after Reconstruction |  |  |  |  |

# Grade 11 US History: Quarter 1, Unit 1 Vocabulary

Tier 2 Vocabulary - requirement, precedent, commissioner, comprehensive, outcome, circumstance, discrimination,

Tier 3 Vocabulary - amnesty, black codes, pocket veto, impeach, carpetbagger, graft, scalawag, “sin tax,” tenant farmer, sharecropper, crop lien, debt peonage, poll tax, segregation, Jim Crow laws, lynch, literacy test,

# Grade 11 U.S. History: Quarter 1, Unit 1 - Week 1

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| **The End of Reconstruction** | |
| **Essential Question(s)** | What patterns exist in agricultural and industrial development, related to climate, use of natural resources, markets and trade, and the growth of major urban areas? What are the geographical considerations that lead to specialized industries such as textiles, automobiles, and steel? Why do people migrate from rural to urban areas in an industrial society? What major developments occurred in Tennessee during Reconstruction? What was the impact of the election of 1876 on Reconstruction and civil rights? What new hardships did African-Americans face after Reconstruction? |
| **Student Outcomes** | Students can give examples of patterns of agricultural and industrial development.  Students can explain why cities rise in certain areas.  Students can explain the expansion of African-American rights during Reconstruction.  Students can summarize the impact of yellow fever in the Memphis area.  Students can explain the retraction and restriction of rights of African-Americans as a result of the election of 1876 and the end of Reconstruction.  Students can explain methods of restriction of the rights of African-Americans, such as Jim Crow laws, lynching, and disenfranchisement methods, such as poll taxes and literacy tests.  Students can explain the impact of Pap Singleton and the Exodusters.  Students can explain why people migrate from rural areas to urban areas. |
| **Texts** | **Text Book:** McGraw Hill *United States History and Geography: Modern Times, TN Edition,* TN Chapter  **Required Texts**   * 13th Amendment * 14th Amendment * 15th Amendment * TN Bluebook   **Recommended Protocol(s):** Annotating and Paraphrasing Sources, Barometer, Human Timeline  **Supplemental Texts:**   * Maps of early Industrial urban cities * Population maps from 1877-1900 |
| **Text Specific and Text Dependent Questions** | **13th, 14th, and 15th Amendments**   1. Why were the 13th, 14th, and 15th Amendments originally ratified? 2. What rights are guaranteed by the 13th, 14th, and 15th Amendments? 3. What rights are absent from the Amendments?   **Urban Maps (SCS Q1 Resources)**   1. Analyzing the maps of urban cities, what patterns are noticeable in the development of cities? 2. Why did certain industries flourish in certain cities? (example, steel in Pittsburgh or oil in Ohio) 3. Based on the maps of rural to urban migration, what factors contributed to people moving to urban areas? 4. How are those same factors alike or different today? 5. Why did African-Americans migrate North during the time period shown on the map? |
| **Suggested Classroom Strategies** | **Anticipation Guides** (Appendix B p.16) - What do students know urban development and migration?  **Iceberg Diagrams** (Appendix B, p.91) - Causes of urban development  **Document Analysis Templates** (Appendix B, p.61) - Maps of urban development, 1877-1900  **Barometer** (Appendix B, p.23) -Did the 15th Amendment guarantee and ensure African-American suffrage? (Students should be presented with the 15gh amendment, sample Jim Crow laws, and a voting literacy test for evidence.)  **Human Timeline** (Appendix B, p.89) - The progression and regression of African-American rights in Tennessee |
| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*  **Extended Response Prompt:**  Using the 13th, 14th, and 15th Amendments as texts and considering your knowledge of history, answer the following extended response prompt.  Analyze the progression and regression of African-American rights in Tennessee from the Reconstruction period through the aftermath of the election of 1876. Include the following factors in your response:   * The effects of the Civil War Amendments on African-American rights * The effects of the Tennessee Constitutional Convention of 1870 * The election of African-Americans to the General Assembly * The results of the election of 1876 and its implications for African-American rights * Life for African-Americans after Reconstruction   **As you write, follow the directions below.**   * Address all parts of the prompt. * Include information and examples from your own knowledge of social studies. * Use evidence from the sources to support your response. |
| **Standards** | US.1, US.2, US.3, US.7 |

# Grade 11 U.S. History: Quarter 1, Unit 2

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| --- | --- | --- | --- | --- | --- |
| Unit | Length | Anchor Text | Unit Focus | Content Connections | Unit Outcomes/Assessed Standards |
| Q1, Unit 2  Gilded Age Politics | 1 week | *United States History and Geography: Modern Times, TN Edition* | Students will describe the late 1800s and the period of intense political corruption occurring during the time known as the Gilded Age. Wide spread corruption and several scandals in government also led to an increasing gap between the economic conditions of farmers and industrialists, and led many to call for reform. Farmers looked to politicians such as William Jennings Bryan to help protect their livelihoods and their farms through the currency debate. Students will analyze populist speeches, and explain how populism and reform was the logical by-product of political corruption and scandal. \*\*\*Please note, the order of Units 2 and 3 can be flipped at the discretion of the teacher. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | US.4, US.5, US.8 |

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|  | **SAMPLE DAILY FRAMEWORK** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Texts** | *Cross of Gold* Speech by William Jennings Bryan |  |  |  |  |
| **Standards** | US.5 |  |  |  |  |
| **Bell Ringer**  *Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)* | Political Cartoon Analysis: Thomas Nast Cartoon (Review from previous class period) |  |  |  |  |
| **Hook**  *Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.* | * Statement of Standards * Daily Agenda * Essential Question – How did the debate over the currency system divide farmers from industrialists? |  |  |  |  |
| **Inquiry**  *Teacher guided inquiry into content-rich texts, images or other content including.* | Annotating and Paraphrasing and Chunking--*Cross of Gold* Speech |  |  |  |  |
| **Application**  *Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.* | Two Minute Interview—Silver currency vs. Gold currency |  |  |  |  |
| **Closure**  *Individual students synthesize and/or summarize learning for the day.* | Harvard Visible Thinking Routine—Think-Pair-Share—How did populist movements in the 1890s change American politics? |  |  |  |  |

# Grade 11 US History: Quarter 1 Unit 2 Vocabulary

Tier 2 Vocabulary - immigrant, ethnic, incentive, trigger, evolution, publish, currency, bond, strategy, resolution, condemn, assert, posit, crusade, render, array, cast, bind,

Tier 3 Vocabulary - Nativism, skyscraper, tenement, political machine, party boss, graft, individualism, Social Darwinism, philanthropy, settlement house, Americanization, populism, greenbacks, inflation, graduated income tax, deflation, cooperatives,

# Grade 11 U.S. History: Quarter, 1 Unit 2 - Week 1

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| **Gilded Age Politics** | |
| **Essential Question(s)** | What were the characteristics of government during the Gilded Age? Why was scandal and corruption so prevalent during the Gilded Age? How did reformers such as Thomas Nast help to stop corruption in politics? What was the relationship between industrialists and the government? How did the lives of farmers change in the late 1800s? Why were farmers so interested in the gold standard? What effect did William Jennings Bryan have on politics during the late 1800s? |
| **Student Outcomes** | Students can explain the causes and effects of corruption and politics, citing examples from the Garfield administration.  Students can analyze political cartoons to explain society’s reaction to political corruption.  Students can explain how political corruption was related to Garfield’s Assassination.  Students can analyze early legislative attempts at government reform as a result of Garfield’s Assassination.  Students can read alternate points of view from farmers and industrialists as well as Bryan’s Cross of Gold Speech and analyze the merits of changing or not changing the currency system.  Students can explain how currency manipulation can affect people in poverty. |
| **Texts** | **Text Book:** McGraw Hill *United States History and Geography: Modern Times, TN Edition,* Chapter 4, Lessons 3 and 4  **Required Texts**   * Thomas Nast Political Cartoons (SCS Q1 Resources) * *Cross of Gold* Speech by William Jennings Bryan (SCS Supplemental Packet, p.3)   **Recommended Protocol(s):** Annotating and Paraphrasing Sources, Document Analysis Protocol, Two Minute Interview, Chunking  **Supplemental Texts:**   * Primary Sources related to Government Greed and Corruption (SCS Q1 Resources) * Washington Post article: [How Garfield’s Death changed America](https://www.washingtonpost.com/news/on-leadership/wp/2016/05/22/how-president-garfields-death-changed-america/?utm_term=.c7076ee0c4ac) |
| **Text Specific and Text Dependent Questions** | **Thomas Nast Political Cartoons**  1. How did Thomas Nast depict most government officials?  2. What effects on Boss Tweed did Thomas Nast’s cartoons have?  **Cross of Gold Speech**  3. What position on the currency issue did William Jennings Bryan take? What were his reasons for doing so?  4. William Jennings Bryan has been characterized as one of the great American populists? What evidence of populism can be found in this speech?  5. How did the currency issue affect the poor and the working class based on the speech?  6. What implications can be made about the severity of the Gold Crisis during the Cleveland administration based on the passion of the people?  7. How did Bryan appeal to the recent history of the United States’ Civil War in explaining how bitterly the currency issue had divided the nation?  8. Although Bryan won the Democratic Nomination with this speech, he lost the Presidential election to McKinley. Based on this speech and  your knowledge of the Election of 1896, why did Bryan fail to appeal to enough Americans to win the Presidency?  **Government Greed and Corruption**  9. How did the greed and corruption of Gilded Age politics affect the daily business of government?  **How Garfield’s Death Changed America**  10. How did the Garfield Assassination change America? |
| **Suggested Classroom Strategies** | **Document Analysis Templates** (Appendix B, p.61) -Thomas Nast Cartoons  **Close-read Protocol** (Appendix B, p.50) -William Jennings Bryan *Cross of Gold* Speech  **Stanford Historical Education Group Unit -** The Political Cartoons of Thomas Nast  **Bio-Poem—**Boss Tweed, Thomas Nast, Credit Mobilier, The Whiskey Ring, President Garfield  **Read Aloud (**Appendix B, p.130) - [How President Garfield’s Death Changed America](https://www.washingtonpost.com/news/on-leadership/wp/2016/05/22/how-president-garfields-death-changed-america/?utm_term=.c7076ee0c4ac) |
| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*  **Extended Response** **Prompt**:  Based on the Cross of Gold Speech, the impact of Silver and Gold Strikes in the West, the Sherman Silver Purchase Act of 1890, and the Gold Crisis during the Cleveland administration, analyze the currency debate during the election of 1896.   * Why was there a currency crisis during the Cleveland administration? How did the gold and silver strikes contribute to this crisis? * What effects did the Sherman Silver Purchase Act of 1890 have on the stability of American currency? * Why was there a sharp divide between industrialists and famers about the currency issue?   **As you write, follow the directions below.**   * Address all parts of the prompt. * Include information and examples from your own knowledge of social studies. * Use evidence from the sources to support your response. |
| **Standards** | US.4, US.5, US.8 |

# Grade 11 U.S. History: Quarter 1, Unit 3

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| --- | --- | --- | --- | --- | --- |
| Unit | Length | Anchor Text | Unit Focus | Content Connections | Unit Outcomes/Assessed Standards |
| Q1, Unit 3  The Industrial Revolution | 3 weeks | *United States History and Geography: Modern Times, TN Edition* | Students will analyze the development of industry during the late 1800s, and explain how industrialists began accumulating wealth in unprecedented amounts, and how each of the major industrialists had almost total control of an industry. Due to these industrialists, it was a time of enormous economic progress and technological innovation, but it was also a time of great greed and excess. The period led to intense examination about the role of the wealthy in American society. With this technological innovation came a new wave of immigrants, looking for employment in industrial jobs as well as building infrastructure in the West. The Age of Industry brought changing social conditions for the poor, for women and children, and for African-Americans. Reform movements arose to improve life for underprivileged social groups. Even among these movements there was disagreement about which methods were best for social change. Students will use complex texts, life experiences of workers, photographs, multimedia, and other primary sources to draw conclusions about the balance between greed and innovation that took place during the time period. \*\*\*Please note, the order of Units 2 and 3 can be flipped at the discretion of the teacher. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | US.6, US.9, US.10, US. 11, US.12, US.13, US.14, US.15 |

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|  | **SAMPLE DAILY FRAMEWORK** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Texts** | *Gospel of Wealth* by Andrew Carnegie |  |  |  |  |
| **Standards** | US.6 |  |  |  |  |
| **Bell Ringer**  *Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)* | Anticipation Guide: What do students know about philanthropy and/or inheritances? |  |  |  |  |
| **Hook**  *Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.* | * Statement of Standards * Daily Agenda * Essential Question – How was Andrew Carnegie’s philosophy of philanthropy different from many of the other wealthy business leaders of the era? |  |  |  |  |
| **Inquiry**  *Teacher guided inquiry into content-rich texts, images or other content including.* | Gallery Walk: Excerpts from Gospel of Wealth(SCS Q1 Resources) |  |  |  |  |
| **Application**  *Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.* | Four Corners—How should the wealthy manage their finances? |  |  |  |  |
| **Closure**  *Individual students synthesize and/or summarize learning for the day.* | Harvard Visible Thinking Routine—Here Now, There Then - How has the role of the wealthy in society changed since the Industrial Revolution? |  |  |  |  |

# Grade 11 US History: Quarter 1 Unit 3 Vocabulary

Tier 2 Vocabulary - evolution, publish, resource, practice, integrate, investor, distribution, consumer, restraint, constitute

Tier 3 Vocabulary - Individualism, Social Darwinism, philanthropy, settlement house, Americanization, gross national product, laissez-faire, entrepreneur, time zone, land grant, corporation, economies of scale, monopoly, holding company, trust, deflation, industrial union, lockout, arbitration, injunction, closed shop

# Grade 11 U.S. History: Quarter 1, Unit 3 - Week 1

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| **The Industrial Revolution—Robber Barons and Captains of Industry** | |
| **Essential Question(s)** | How did the Captains of Industry/Robber Barons change American life? What innovations and inventions changed American life? Why did a new wave of immigration sweep the country during the late 1800s? What were the living conditions for most new immigrants? How did reformers try to improve living conditions for immigrants? |
| **Student Outcomes** | Students can explain the major innovations and/or inventions of Henry Bessemer, George Pullman, Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, Swift and Armour, and Cornelius Vanderbilt.  Students can illustrate how each innovation or invention changed American life.  Students can differentiate between “old” and “new” immigrants, including photographic evidence, religious beliefs, geographic origin, and other factors.  Students can describe the daily lives of immigrants during the Age of Industry, including evidence from Jane Addams, Jacob Riis, and other documents and sources.  Students can provide examples of reactions by Americans to the new wave of immigration. |
| **Texts** | **Text Book:** McGraw Hill *United States History and Geography: Modern Times, TN Edition,* Chapter 3 and Chapter 4  **Required Texts**   * *Gospel of Wealth* by Andrew Carnegie (SCS Supplemental Packet, p.8) * *Twenty Years at Hull House* by Jane Addams (SCS Supplemental Packet, p.5) * *The New Colossus* by Emma Lazarus (SCS Supplemental Packet, p.10)   **Recommended Protocol(s):** Gallery Walk, Close-Read Protocol, Barometer  **Supplemental Texts:**   * The Documentation of Living Conditions by Jacob Riis * Chinese Exclusion Acts * The Gentlemen’s Agreement |
| **Text Specific and Text Dependent Questions** | **Gospel of Wealth**   1. Why does Carnegie consider the administration of wealth to be “the problem of our age”?   2. Based on the text, how would Carnegie view the impact of the Industrial Revolution on social structures of the late 19th century?  3. Why does Carnegie not agree with wealthy citizens that leave large inheritances to their children?  4. Why would Carnegie not be likely to leave large sums of money to a charity in his will when he died?  5. Based on the context, what does the word “unostentatious” most likely mean in the last paragraph?  6. What is the role of the wealthy benefactor in Carnegie’s third method for administering wealth?  7. How did the ideas of Andrew Carnegie’s Gospel of Wealth fit the ideals of the Gilded Age in America?  **Twenty Years at Hull House**  8. How did the large increase in immigration during the early 20th century influence the U.S. economy?  9. Based on your knowledge of “old” and “new” immigrants and this text, how was the neighborhood around Hull House a reflection of  increased diversity in America in the early 20th Century?  10. How did the conditions of Hull House affect the lives of the immigrants who lived there?  11. How did immigrants form a community at Hull House?  **The New Colossus**  12. Why does Lazarus make a contradiction between the Greek Colossus and the Statue of Liberty?  13. Why does Lazarus call the statue the “Mother of Exiles”?  14. Based on the context of the poem, to what does “wretched refuse of your teeming shore” refer?  15. What does the poem imply about the impact of new immigrants on American society? |
| **Suggested Classroom Strategies** | **Barometer** (Appendix B, p.23) **-** Students should research key innovators and inventors using texts and/or video evidence from selected clips of *The Men Who Built America* to complete a graphic organizer (SCS Q1 Resources). They should also have access to characteristics of Captains of Industry and Robber Barons. (SCS Q1 Resources) The controversial issue for the Barometer will be: Which of the innovators and innovators were Captains of Industry, and which were Robber Barons.  **Gallery Walk** (Appendix B, p.81) **-** *The Gospel of Wealth* excerpts (Excerpt and example included in SCS Q1 Resources)  **Close-read Protocol** (Appendix B, p.50) **-** *Twenty Years at the Hull House* (SCS Supplemental Packet, Page 5)  **Stanford History Educational Group -** Chinese Immigration and Exclusion (SCS Q1 Resources)  **Close-Viewing Protocol** (Appendix B, p.52) - [Photographs](https://www.loc.gov/rr/print/list/070_immi.html) of “old” and “new” immigrants (Library of Congress, Link Provided)  **Graffiti Boards** (Appendix B, p.86) -The New Colossus |
| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*  **Extended Response Prompt**  Were the innovators and inventors of this period Captains of Industry who brought tremendous progress and growth to America, or were they robber barons who became obscenely wealthy because of the sacrifice of working Americans? Cite evidence from the unit of study to justify your claim.  **As you write, follow the directions below.**   * Address all parts of the prompt. * Include information and examples from your own knowledge of social studies. * Use evidence from the sources to support your response. |
| **Standards** | US.6, US.9 |

# Grade 11 U.S. History: Quarter 1, Unit 3 - Week 2

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| **The Industrial Revolution—Social Darwinism, Social Gospel, Populism, and Anti-Trust Reform** | |
| **Essential Question(s)** | What was Social Darwinism? What was Social Gospel? How were Social Darwinism and Social Gospel similar? How were they different? How did the Granger movement and Populism change the Industrial Age? What effects did the rise of monopolies and trusts have on consumers and the economy? How did the government respond to the rise of monopolies and trusts? |
| **Student Outcomes** | Students can explain the similarities and differences of Social Gospel and Social Darwinism using a Venn diagram.  Students can explain the characteristics of the Granger movement and Populism.  Students can explain the conflict between farmers and railroads.  Students can explain early populist movements, such as a graduated income tax, banking reform, and regulation of public utilities.  Students can describe how monopolies and trusts rose to power, including methods that the captains of industry used to consolidate their market.  Students can describe the government response to monopolies and trusts, including early attempts to trust-bust, and the implications of the election of 1896. |
| **Texts** | **Text Book:** McGraw Hill *United States History and Geography: Modern Times, TN Edition,* Chapter 3 and Chapter 4  **Required Texts**   * “What Social Classes Owe Each Other” (SCS Q1 Resources) * The White Man’s Burden (SCS Q1 Resources)   **Recommended Protocol(s):** Read Aloud, Chunking, Learn to Listen, Listen to Learn  **Supplemental Texts:**   * News Article about Ringling Brothers Circus and the Sherman Anti-Trust Act of 1890 (SCS Q1 Resources) |
| **Text Specific and Text Dependent Questions** | **What Social Classes Owe Each Other**   1. What is the author’s attitude toward the wealthy and the attainment of wealth? 2. How does the author view government limits on wealth accumulation? 3. How does the text justify greed? 4. How does the text utilize the ideas of evolution and Darwinism? 5. What does Sumner believe are motivating factors for people who criticize the wealthy?   **The White Man’s Burden**   1. How does “The White Man’s Burden” compare to “What Social Classes Owe Each Other”? 2. How does “What Social Classes Owe Each Other” compare to “The Gospel of Wealth”? 3. How did the ideas of Social Gospel compare to the work of Jane Addams and Jacob Riis? |
| **Suggested Classroom Strategies** | **Venn Diagram:** The Ideologies of Social Darwinism and Social Gospel  **Read Aloud** (Appendix B, p.130) -Excerpts from “What Social Classes Owe Each Other” and “The White Man’s Burden” (SCS Q1 Resources)  **Big Paper** (Appendix B, p.27) -Ringling Brothers and the Sherman Anti-Trust Act of 1890 (SCS Q1 Resources)  **Stanford Historical Education Group** - Populism and the Election of 1896 (SCS Q1 Resources) |
| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*  Document-Based Question:  Populism and the Election of 1896 (SCS Q1 Resources) |
| **Standards** | US. 10, US.12, US.13 |

# Grade 11 U.S. History: Quarter 1, Unit 3 - Week 3

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| **The Industrial Revolution—Social Conditions during the Age of Industry** | |
| **Essential Question(s)** | What were conditions like for African-Americans in the late 1900s? How did Booker T. Washington and W.E.B. Dubois voice similar views about improving conditions for African-Americans? How did Washington and Dubois differ on improving conditions for African-Americans? What conditions existed in factories? How did labor movements seek to improve the conditions in factories? How successful were labor movements in improving conditions in factories? |
| **Student Outcomes** | Students can explain the views of Washington and Dubois, compare and contrast them, and justify their views with evidence in the form of a close primary source read and a culminating essay.  Students can describe the harsh conditions of the factories, including women and children in the factories, highlighting poor sanitation and safety.  Students will explain the purpose and tactics of labor units.  Students will trace early conflicts between labor and management, including the results and the context for future labor movements.  Students can illustrate Tennessee connections, such as the Coal Creek Labor Saga. |
| **Texts** | **Text Book:** McGraw Hill *United States History and Geography: Modern Times, TN Edition,* Chapter 4  **Required Texts**   * “Atlanta Exposition Speech” by Booker T. Washington (SCS Supplemental Packet, p.11) * “The Souls of Black Folks” by W.E.B. Dubois (SCS Supplemental Packet, pp.11-13)   **Recommended Protocol(s):** Chunking, Annotating and Paraphrasing  **Supplemental Texts:**   * Tennessee Blue Book article on Coal Creek Labor Saga (SCS Q1 Resources) * Primary Sources about Child Labor (SCS Q1 Resources) |
| **Text Specific and Text Dependent Questions** | **Atlanta Exposition Speech**   1. What does Washington mean when he says, “Cast down your bucket”? 2. What words and phrases in the text clarify who Washington’s intended audience is? 3. What advice does Washington give to the white race? 4. How does this advice relate to advice he gives other races? 5. What is Washington’s vision for future relations between whites and African-Americans?   **The Souls of Black Folks**   1. What is the “other world” mentioned by Dubois? 2. What is the problem Dubois is rarely asked and rarely answers? 3. How did Dubois’ view of the “other world” change? 4. What is Dubois’s criticism of Washington’s philosophy? 5. Where might common ground exist between Washington and Dubois? |
| **Suggested Classroom Strategies** | **Annotating and Paraphrasing -** The Atlanta Exposition Speech and The Souls of Black Folk  **Close-viewing Protocol** (Appendix B, p.52) -Photographs and Primary Sources of Child Labor from the Age of Industry (SCS Q1 Resources)  **Café Conversations** (Appendix B, p.39) - Coal Creek Labor Saga roles from the Tennessee Blue Book (SCS Q1 Resources)  **Stanford Historical Education Group -** Pullman Labor Strikes (SCS Q1 Resources)  **Two Minute Interviews** (Appendix B, p.161) - What is the purpose of labor unions? How do they meet this purpose? What progress was made by early labor unions? |
| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*  Writing Prompt:  Extended Response Prompt on SCS Supplemental Packet, pp.11-13  **As you write, follow the directions below.**   * Address all parts of the prompt. * Include information and examples from your own knowledge of social studies. * Use evidence from the sources to support your response. |
| **Standards** | US.11, US.14, US.15 |

# Grade 11 U.S. History: Quarter 1, Unit 4

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| Unit | Length | Anchor Text | Unit Focus | Content Connections | Unit Outcomes/Assessed Standards |
| Q2, Unit 4  The Progressive Era | 2 weeks | *United States History and Geography: Modern Times, TN Edition* | Students will understand that during the Progressive Era, Muckrakers and progressive idealists utilized public outrage from works such as Upton Sinclair’s *The Jungle* to create significant reforms for government and industry, including trust-busting, amendment to the Constitution, women’s suffrage, and safer working conditions and food supplies for Americans. The period also saw an enormous migration of African-Americans from the rural south to industrial jobs in the northeast and Midwest. Students will be able to describe the reform movements, explain their goals, and analyze their achievements and limitations. Students will also apply their knowledge of population migration and maps and personal accounts of African-Americans to explain the Great Migration, its causes, and its effects. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | US.16, US.17, US.18, US.19, US.20, US.21 |

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|  | **SAMPLE DAILY FRAMEWORK** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Texts** | *The Jungle* by Upton Sinclair |  |  |  |  |
| **Standards** | US.16 |  |  |  |  |
| **Bell Ringer**  *Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)* | Vocabulary Squares—Tier 2 words from *The Jungle* |  |  |  |  |
| **Hook**  *Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.* | * Statement of Standards * Daily Agenda * Essential Question – What impact did Upton Sinclair and other muckrakers and progressive idealists have on society? |  |  |  |  |
| **Inquiry**  *Teacher guided inquiry into content-rich texts, images or other content including.* | Annotating and Paraphrasing—Excerpt from *The Jungle* |  |  |  |  |
| **Application**  *Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.* | Living Images—Scenes from *The Jungle* |  |  |  |  |
| **Closure**  *Individual students synthesize and/or summarize learning for the day.* | Harvard Visible Thinking Routine—Claim, Support, Question—Did *The Jungle* permanently change the conditions of Industrial America? |  |  |  |  |

# Grade 11 U.S. History: Quarter 1, Unit 4 Vocabulary

Tier 2 Vocabulary - legislation, advocate, regulate, environmental, academic, unconstitutional

Tier 3 Vocabulary - Muckraker, direct primary, initiative, referendum, recall, suffrage, prohibition, Social Darwinism, arbitration, insubordination, income tax, unfair trade practices,

# Grade 11 US History: Quarter 1 Unit 4 Week 1

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| **The Progressive Era—Social Reform Movements** | |
| **Essential Question(s)** | What conditions led to the Progressive Era? What were the goals of the Progressive movement? What were the achievements of the Progressive movement? How did Tennessee play an important role in women’s suffrage? What were the strategies utilized nationwide to achieve women’s suffrage? |
| **Student Outcomes** | Students can explain the conditions that led to the Progressive movement.  Students can explain the roles of muckrakers such as LaFollette, Roosevelt, Tarbell, Steffens, and Sinclair, citing examples from complex texts.  Students can explain the goals of the Progressive movement.  Students can explain the impact of the 16th and 17th Amendments.  Students can explain how the Progressive movement changed the relationship between citizens and the government.  Students can explain Tennessee’s role in women’s suffrage, including being the 36th vote, and the roles of Dudley, Burn, and Pearson.  Students can explain the impact of the 19th Amendment. |
| **Texts** | **Text Book:** McGraw Hill *United States History and Geography: Modern Times, TN Edition,* Chapter 6  **Required Texts**   * *The Jungle* by Upton Sinclair (SCS Supplemental Packet, Page 17) * The 16th, 17th, and 19th Amendments to the Constitution   **Recommended Protocol(s):** Annotating and Paraphrasing, Living Images, Close read Protocol  **Supplemental Texts:**   * *The History of Standard Oil* by Ida Tarbell (Ancillary Resource on Connected.mcgraw-hill.com) * *The Shame of the Cities* by Lincoln Steffens |
| **Text Specific and Text Dependent Questions** | **The Jungle**  1. What public health concerns did the Jungle raise about meat in the early 20th century?  2. What processes were used to hide spoiled meats?  3. What motives did Upton Sinclair have for writing “The Jungle?”  4. Based on the text and your knowledge of history, what changes to the meat-packing industry would be most effective at preventing the  problems described by this text?  **The 16h, 17th, and 19th Amendments to the Constitution**  5. What is the purpose of the 16th amendment?  6. Why could the contents of the 16th Amendment be considered a victory for Progressives?  7. What is the purpose of the 17th amendment?  8. What is the purpose of the 19th amendment?  9. How could the content of these three amendments be viewed as a shift in the way that government interacts with society? |
| **Suggested Classroom Strategies** | **Annotating and Paraphrasing Sources -** *The Jungle* (SCS Supplemental Packet Page 17)  **Living Images** (Appendix B, p.123) -Scenes from *The Jungle*  **Close Read Protocol** (Appendix B, p.50) - *The History of Standard Oil* (Ancillary Resource on Connected.mgraw-hill.com)  **Evidence Logs** (Appendix B, p.66) **-** Students collect evidence from 16th, 17th, and 19th Amendments that the Amendments helped accomplish Progressive goals.  **Stanford Historical Education Group -** Women’s Suffrage Lesson Plan (SCS Q1 Resources)  **Gallery Walk** (Appendix B, p.81) - Primary sources and resources related to Tennessee’s role in Women’s Suffrage (SCS Q1 Resources) |
| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*  **Writing Prompt:**  Progressive Era DBQ (SCS Q1 Resources)  **As you write, follow the directions below.**   * Address all parts of the prompt. * Include information and examples from your own knowledge of social studies. * Use evidence from the sources to support your response. |
| **Standards** | US.16, US.17, US.18 |

# Grade 11 U.S. History: Quarter 1, Unit 4 - Week 2

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| **The Progressive Era—Political Reform Movements** | |
| **Essential Question(s)** | What were the achievements of Theodore Roosevelt’s administration? How did these achievements contribute to an improvement in American life? What were the achievements of Woodrow Wilson’s administration? Why did African-Americans migrate to new areas of the country in the early 1900s? What effect did this migration have on the United States? |
| **Student Outcomes** | Students can analyze the major implications of Roosevelt’s Square Deal.  Students can analyze how Sinclair’s writings contributed to the passage of the Pure Food and Drug Act and the Meat Inspection Act.  Students can analyze the role of Roosevelt in supporting conservation.  Students can analyze similarities and differences between Woodrow Wilson and Theodore Roosevelt and their social aims.  Students can analyze how Wilson’s economic background led to reform movements such as the Underwood Tariff, the Federal Reserve Act, and the Clayton Anti-Trust Act.  Students can analyze the New Freedom.  Students can use maps to trace the movements of African Americans during the Great Migration, and analyze reasons for leaving the South as well as reasons for moving to the Northeast and Midwest. |
| **Texts** | **Text Book:** McGraw Hill *United States History and Geography: Modern Times, TN Edition,* Chapter 6  **Required Texts**   * Political Cartoons about Theodore Roosevelt’s Policies (Textbook, p.170) * Newsela [article](https://newsela.com/articles/lib-meat-Inspection-Act-1906-upton-sinclair-jungle/id/30908/) about Sinclair’s Effect on Passage of Meat Inspection Act   **Recommended Protocol(s):** Annotating and Paraphrasing, Living Images, Close read Protocol  **Supplemental Texts:**   * Pure Food and Drug Act [sources](https://edsitement.neh.gov/lesson-plan/lesson-2-read-all-about-it-primary-source-reading-chronicling-america#sect-prep-resources) * Federal Reserve Act and Clayton Anti-Trust Act excerpts |
| **Text Specific and Text Dependent Questions** | **Political Cartoon p.170**   1. What do the giants in the political cartoon represent? 2. What point does the cartoon make by picturing Roosevelt as tiny in relation to the giants? 3. What is the purpose of the cartoonist in drawing this cartoon?   **Sinclair’s Effect on Passage of Meat Inspection Act**   1. What is the purpose of the article about the Meat Inspection Act? 2. How did Sinclair’s writing contribute to passage of the Meat Inspection Act? 3. Based on the text, what was the goal of muckrakers? 4. How did Wilson’s policies change the financial landscape of the United States? Cite evidence from the Federal Reserve Act and the Clayton Anti-Trust Act. |
| **Suggested Classroom Strategies** | **Document Analysis Templates** (Appendix B, p.61) -Roosevelt Political Cartoon (Textbook, Page 170)  **Close Viewing Protocol** (Appendix B, p.52) - Roosevelt Biography Video (SCS Q1 Resources)  **Venn Diagram Activity--**Roosevelt, Wilson, and Taft Venn Diagram with items for placement in diagram (SCS Q1 Resources)  **Human Timeline** (Appendix B, p.89) - Use chart and list of reforms to create a human timeline of reform movements during the Progressive Era. (SCS Q1 Resources)  **Wraparound (Whiparound)** (Appendix B, p.167) -The most important accomplishment of the Progressive Era was…. |
| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*  **Extended Response Prompt**  Compare and contrast the achievements of Theodore Roosevelt’s administration with those of Woodrow Wilson’s administration. Be sure to address the following:   * Social Reforms * Political Reforms * Financial Reforms   **As you write, follow the directions below.**   * Address all parts of the prompt. * Include information and examples from your own knowledge of social studies. * Use evidence from the sources to support your response. |
| **Standards** | US.19, US.20, US.21 |

# Grade 11 U.S. History: Quarter 1, Unit 5

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| Unit | Length | Anchor Text | Unit Focus | Content Connections | Unit Outcomes/Assessed Standards |
| Q2, Unit 5  American Imperialism | 2 weeks | *United States History and Geography: Modern Times, TN Edition* | Students will analyze the causes and effects of the emerging American identity and feelings of nationalism. They will understand that Americans desired new markets for their products and new places to acquire raw materials for their industries. This desire also was increased by yellow journalism, and the accompanying desire to spread American democracy and morality. Interventionists such as Beveridge and Mahan argued with non-interventionists such as Mark Twain about the moral implications of this endeavor. For the first time in America’s history, it also participated in conflicts outside of the continental U.S., and acquired new territories. The foreign policies of Roosevelt, Taft, and Wilson each reflected a unique approach to America’s role in the changing global world. Students will utilize complex texts both in favor of and against American imperialism, and analyze the merits of both sides of the argument. Students will also use primary sources to trace emerging patterns in American relations with foreign countries. | This unit aligns with English Language Arts Standards in Writing, Reading Informational Text as well as Speaking and Listening. | US.22, US.23, US.24, US.25 |

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|  | **SAMPLE DAILY FRAMEWORK** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Texts** | “The March of the Flag” Speech by Alfred Beveridge and Anti-Imperialist essay excerpts from Mark Twain |  |  |  |  |
| **Standards** | US.23 |  |  |  |  |
| **Bell Ringer**  *Examples: Identifications, Vocabulary, Map Skills (Suggest no more than 5 minutes.)* | Map Skills—Imperial Powers (p.143 in textbook) |  |  |  |  |
| **Hook**  *Develop student interest and connect learning to daily standards. This can include whiteboard protocol, daily agenda, teacher modeling of the standards.* | * Statement of Standards * Daily Agenda * Essential Question – Why did many Americans favor expanding into Cuba, Hawaii, and the Philippines, and what were the counter-arguments to these goals? |  |  |  |  |
| **Inquiry**  *Teacher guided inquiry into content-rich texts, images or other content including.* | Document Analysis Template— “The March of the Flag” and Anti-Imperialist Essays from Mark Twain |  |  |  |  |
| **Application***Teacher facilitated small group or partner strategies to deepen student understanding and foster robust, collaborative discussion.* | Barometer—Were the imperialist/expansionist goals of the United States in the late 1800s and early 1900s justified? |  |  |  |  |
| **Closure**  *Individual students synthesize and/or summarize learning for the day.* | Harvard Visible Thinking Routine—Headlines—American Imperialism |  |  |  |  |

# Grade 11 U.S. History: Quarter 1, Unit 5 Vocabulary

Tier 2 Vocabulary - expansion, conference, intervene, volunteer, access, tension

Tier 3 Vocabulary - Imperialism, protectorate, Pan-Americanism, yellow journalism, autonomy, jingoism, sphere of influence, Open Door Policy, dollar diplomacy, guerrilla

# Grade 11 U.S. History: Quarter 1. Unit 5 Week 1

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| **United States Imperialist Debate** | |
| **Essential Question(s)** | How did the role of the media change in the United States during the late 1800s? Why did American imperialism begin? What were the arguments of Interventionists? What were the arguments of Non-Interventionists? What were the consequences of Imperialism? |
| **Student Outcomes** | Students can evaluate the role of the media in creating nationalist feelings in the United States, as well as creating a desire for war with Spain.  Students can explain the reasons for imperialism, and can explain effects of each cause.  Students should compare and contrast the ideas of Beveridge, Mahan, Roosevelt, and Twain.  Students can evaluate the consequences of American imperialism, both for the United States and for colonial indigenous peoples. |
| **Texts** | **Text Book:** McGraw Hill *United States History and Geography: Modern Times, TN Edition,* Chapter 5  **Required Texts**   * “The March of the Flag” speech (SCS Supplemental Packet, p.19-20) * Mark Twain’s Essays (SCS Supplemental Packet, p.21)   **Recommended Protocol(s):** Document Analysis Template, Barometer, Close-Read Protocol  **Supplemental Texts:**   * Mahan’s quote on the importance of a Navy (Textbook, p.144) * The Platform of the American Anti-Imperialist League (SCS Q1 Resources) |
| **Text Specific and Text Dependent Questions** | **The March of the Flag**  1. What is Alfred Beveridge’s position about Imperialism? Cite evidence from the text.  2. Based on the text, what does Beveridge most likely mean by the phrase “march toward commercial supremacy”?  3. How does Beveridge justify countries not being given the right of self-government, based on the text?  4. Which claims made by Beveridge could be considered examples of Social Darwinism? Why?  5. Based on the text, what criteria should be used to judge the greatness of a society or country?  **Twain’s Essays**  6. Based on Twain’s first essay, how did his opinion of United States imperialism change?  7. What goals does Twain believe the United States should have in the Philippines?  8. What does Twain mean with his metaphor of the American flag in the Philippines? |
| **Suggested Classroom Strategies** | **Anticipation Guide** (Appendix B, p.16) - What do students know about Imperialism and Colonization?  **Document Analysis Template** (Appendix B, p.61) -“The March of the Flag” and Twain’s Imperialist Essays  **Barometer** (Appendix B, p.23) **-** Were the imperialist/expansionist goals of the United States in the late 1800s and early 1900s justified?  **Close view Protocol** (Appendix B, p.52) - American Expansion Video (SCS Q1 Resources)  **Two minute Interview** (Appendix B, p.161) -Goals and consequences of Imperialism |

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| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*  Imperialism vs. Anti-Imperialism Prompt (SCS Supplemental Packet, Page 22)  **As you write, follow the directions below.**   * Address all parts of the prompt. * Include information and examples from your own knowledge of social studies. * Use evidence from the sources to support your response. |
| **Standards** | US.16, US.17, US.18 |

# Grade 11 U.S. History: Quarter 1, Unit 5 - Week 2

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| **American Imperialism—The Spanish-American War and Comparison of Political Goals** | |
| **Essential Question(s)** | How were Dollar Diplomacy, Big Stick Diplomacy, and Moral Diplomacy alike? How were they different? What was the Roosevelt Corollary?  How did it change American foreign policy? |
| **Student Outcomes** | Students can explain the Roosevelt Corollary to the Monroe Doctrine, and how it changed U.S. foreign policy.  Students can explain the reasons that Roosevelt changed American foreign policy.  Students can compare and contrast Big Stick Diplomacy, Dollar Diplomacy, and Moral Diplomacy using evidence from texts.  Students can describe the consequences of the annexation of Hawaii, the Spanish-American War, the Philippine Insurrection, and the construction of the Panama Canal.  Students can explain the geo-political advantages to the United States in controlling Cuba and Hawaii. |
| **Texts** | **Text Book:** McGraw Hill *United States History and Geography: Modern Times, TN Edition,* Chapter 5  **Required Texts**   * Roosevelt’s Corollary to the Monroe Doctrine (SCS Q1 Resources) * Taft’s Dollar Diplomacy (SCS Q1 Resources) * Wilson’s Moral Diplomacy (SCS Q1 Resources)   **Recommended Protocol(s):** Annotating and Paraphrasing, Jigsaw, Close read Protocol  **Supplemental Texts:**   * Diplomatic Cables to the Spanish Ambassador to America, 1898 (SCS Q1 Resources) |
| **Text Specific and Text Dependent Questions** | **Roosevelt’s Corollary to the Monroe Doctrine**   1. Under what circumstances would Roosevelt feel that the U.S. should intervene in Latin American affairs? 2. How did Roosevelt justify these interventions? 3. What did Roosevelt mean when he said that the United States should “carry a big stick”?   **Taft’s Dollar Diplomacy**   1. What did Taft believe should be America’s main priorities in Latin America? 2. How was Taft’s approach to Latin America different than Roosevelt’s?   **Wilson’s Moral Diplomacy**   1. How did Wilson want to change U.S. policy in Latin America? 2. What do the documents reveal about the success of Wilson’s Moral Diplomacy? |
| **Suggested Classroom Strategies** | **Iceberg Diagrams** (Appendix B, p.91) - Causes of the Spanish American War  **Jigsaw** (Appendix B, p.101) **-** Roosevelt’s Corollary, Taft’s Dollar Diplomacy, and Wilson’s Moral Diplomacy  **Stanford Historical Education Group -** Lesson Plans onSpanish-American WarandPhilippine-American War **(**SCS Q1 Resources)  **Venn Diagram:** After reading excerpts from the DBQ assignment, students should complete a Venn Diagram comparing and contrasting Roosevelt, Taft, and Wilson in their foreign policy ideals.  **SPAR** (Appendix B, p.142) - Which president’s approach to Latin America was most effective/most justified? |
| **Assessment(s)** | *Note: For this assessment students may use their own content knowledge to answer the prompt and will require access to the textbook and weekly texts to effectively cite evidence. Please ensure that students are provided with these documents to best complete this task.*  **Extended Response Prompt**  Compare and contrast Big Stick Diplomacy, Dollar Diplomacy, and Moral Diplomacy, using the informational texts from the class jigsaw. Included in your response should be:   * Definition of each diplomacy * Goals of each diplomacy * Justifications of each diplomacy * Pros and cons of each diplomacy   **As you write, follow the directions below.**   * Address all parts of the prompt. * Include information and examples from your own knowledge of social studies. * Use evidence from the sources to support your response. |
| **Standards** | US.22, US.23, US.24 |