

TORAH ACADEMY:  
Not just a school...A KEHILLA!



# PROVISIONAL CURRICULUM

## In

# SOCIAL STUDIES

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## School Mission Statement

The Torah Academy of Greater Philadelphia educates boys and girls from nursery through high school. With a curriculum rooted in Torah and general studies characterized by academic excellence and providing skill proficiency in all areas, TA provides a dynamic Jewish education that fosters intellectual as well as spiritual understanding and love of Torah through a commitment to its mitzvos and values. An emphasis on middos tovot infuses all aspects of school life.

Torah Academy will make every reasonable effort to provide tuition assistance to those families who demonstrate financial hardship.

By creating a climate of active intellectual inquiry in both Judaic and general studies, Torah Academy:

- Encourages exploration and understanding of the world.
- Emphasizes the responsibility of each Jew toward G-d and all people.
- Instills in its students Ahavas Yisrael--love of Israel and the Jewish people--as embracing the Land and State of Israel, and fellow Jews.
- Inculcates in its students the ideals of the American democratic heritage of freedom, justice and human dignity.
- Views each child as an individual and provides a stimulating education for students with different levels of academic ability and learning styles.
- Partners with parents to nurture each student to develop as an entire person.
- Enables and encourages students, through critical thinking, skill proficiency and substantive knowledge, to discover and excel in fields in which they can lead meaningful lives.
- Prepares its students with the skills to pursue their Judaic and general studies at the next level of learning and throughout life.

In sum, Torah Academy provides the foundation for its students to mature as Torah-observant Jews and role models who are contributing members in Jewish and general society

**First Grade  
1<sup>st</sup> Trimester**

**Standard: Basic Geographic Literacy**

**Summary:** Students will start learning about maps and creating maps.

**Key Understandings:**

-Maps, globes, graphs, diagrams and photographs help us find people, places and things.

**Essential Questions**

-If I want to get somewhere, what could I do?

-If I was lost, what could I do?

**Knowledge and Skills**

*Knowledge*

- Children will learn how to map simple, close-to-home environments, their classroom, the school and their homes and neighborhoods.
- They will learn how mapmakers illustrate continents and oceans, rivers, lakes and mountains.

*Skills*

- Children will be able to draw a picture map their classrooms, kitchens and/or bedrooms.
- Children will be able to map the school and the layout of their homes.
- Children will be able to graph number of children in each classroom on their school map.

**Resources:** Various kinds of maps and globes

**Assessments**

1. Students will make a picture map of the school including a compass rose.

**Learning Activities**

1. Making various maps as listed above throughout the trimester.

**First Grade**  
**2<sup>nd</sup> Trimester**

**Standard: Historical Skills and Analysis**

**Summary:** Students will focus on national heroes who helped our nation to grow and prosper.

**Key Understandings**

- Many different people from different political, cultural and professional groups have contributed to the growth of our nation.

**Essential Questions**

- What makes a leader or hero?

**Knowledge and Skills**

***Knowledge***

- Children will learn about political leaders William Penn, Benjamin Franklin, Betsy Ross, George Washington, Abraham Lincoln and other historical figures. They will also learn about national heroes from other areas like, cultural leaders, scientific leaders, business leaders. These might include Haym Salomon, Helen Keller, Pennsylvania authors Marguerite De Angeli or Stan and Jan Berenstain.
- Children will learn about the childhoods and accomplishments of these leaders.

***Skills***

- Children will be able to retell the biography of one of our nation's leaders.
- Children will be able to find Pennsylvania, North America and the United States on maps.

**Resources:** Children's literature (non-fiction) about famous Americans

**Assessments**

1. Students will write a letter to one of the people studied to ask a question or to thank them for their contributions.

**Learning Activities**

1. Reading about famous Americans.

**First Grade**  
**3<sup>rd</sup> Trimester**

**Standard: Historical Analysis and Skill Development**

**Summary:** Students will become familiar with places in the United States which are part of our cultural literacy.

**Key Understandings**

- Events in our lives and in the life of a state or country can be classified into past, present and future.
- Our state and country have many places and monuments that celebrate these events.

**Essential Questions**

- Why do we build monuments and what do they mean?

**Knowledge and Skills**

*Knowledge*

- Students will learn the meaning of the words past, present and future.
- Students will learn about Cape Canaveral, the White House, the Statue of Liberty, US Capitol, Independence Hall, Mt. Rushmore, Lincoln Memorial, Washington Monument, Old Faithful, Alamo, Liberty Bell, etc

*Skills*

- Students will create a simple timeline starting from their birthday until 1<sup>st</sup> grade, showing five major events like the birth of a sibling, a trip to Israel, entering 3Y nursery, etc and one future event (G-d Willing)
- Students will be able to identify monuments by picture.
- Students will be able to tell where these 10 monuments are located.

**Resources:** Photographs of the monuments, children's literature (Scholastic Press Wonders of America)  
Trip to Liberty Bell, Franklin's Court, Betsy Ross House

**Assessments**

1. Students will be able to place the monuments studied in the proper state.
2. Students will be able to explain their personal timelines.

**Learning Activities**

Trip to Independence National Park  
Reading children's literature about the nation's history.

**Second Grade**  
**1<sup>st</sup> – Mid-2<sup>nd</sup> Trimester**

**Standard:** *Basic Geographic Literacy, The Physical Characteristics of Places and Regions, The Interactions between People and Places*

**Summary:** Students will actively engage in learning about a variety of maps in conjunction with learning American tall tales.

**Key Understandings:**

1. Maps help us find places.
2. Geographical formations were important to the growth of America.

**Essential Questions**

- How does geography affect our daily lives?

**Knowledge and Skills**

*Knowledge*

1. Maps have map keys and compass roses to help us read them.
2. There are many resources to help us locate places.
3. Geography was an important part of the tall tale heroes (Jonny Appleseed, Paul Bunyan, John Henry and Annie Oakley)

*Skills*

1. Ability to read a map.
2. Ability to create maps
3. Ability to identify states where Tall Tale heroes travelled
4. Ability to use directional language

**Resources:** Tall Tale literature, maps, internet research

**Assessments**

Map Test

Create a tall tale. (The tall tale will include elements of geography studied in class. This integrates with language arts.)

**Learning Activities:**

Johnny Appleseed Appreciation Celebration

**Second Grade**  
**Mid-2<sup>nd</sup>-3<sup>rd</sup> Trimester**

**Standard:** *The Human Characteristics of Places and Regions, Rights and Responsibilities of Citizenship, Economic Systems, Scarcity and Choice*

**Summary:** Students will learn about various communities in which they are members and how members' wants and needs help communities survive

**Key Understandings:**

1. Communities are comprised of members who share common interests.
2. Balancing the needs and wants of various community members can be challenging.

**Essential Questions**

- What do I need?
- How can I decide if a "want" is really going to be useful for me?
- How can I help my community(ies)?

**Knowledge and Skills**

*Knowledge*

1. There is a difference between needs and wants.
2. Communities can be as small as a family or as large as a country.
3. Communities help their members with five major jobs (defense and security, identity, representation, transportation and infrastructure, and social welfare.)
4. All community members contribute something to help communities survive and thrive.

*Skills*

Ability to name communities of which they are a member  
Ability to distinguish between needs and wants  
Ability to identify advantages of being part of a community  
Ability to distinguish between rights and responsibilities

**Resources**

Maps, Literature,

**Assessments**

Teacher observation of students in the work of forming a community.

**Learning Activities**

1. Students will investigate the concept of community and what elements make a community function well.
2. Students will create a class community with norms for acceptable middos, cooperation and behavior.
3. In relation to the five major jobs of communities, students will discuss how members of a good community keep everyone safe, how they foster a feeling of identity, choose representatives, problem solve and care for community members.

## Third Grade 1<sup>st</sup> Trimester

### *Standard: Pennsylvania History, Principles and Documents of Government*

**Summary:** Students will learn about the history of our state.

#### **Key Understandings**

1. Individuals and groups have made important political contributions to Pennsylvania history.
2. Many of the nation's important documents were written in Pennsylvania.
3. Pennsylvania was the birthplace of our nation and the second state in our 50 state union, because of this there are many historic sites in Pennsylvania.
4. Pennsylvania's history has been influenced by change over time.
5. Pennsylvania's history has been marked by conflict and cooperation.

#### **Essential Questions**

- How has Pennsylvania been important in American history?
- Why is it special to live in Philadelphia?

#### **Knowledge and Skills**

##### *Knowledge*

- Students will learn about the important political and cultural contributions of William Penn, Benjamin Franklin, Betsy Ross, Rachel Carson and Mary Ludwig Hayes.
- Students will learn the importance of our historical sites such as Independence Hall, the Liberty Bell.
- Students will learn about the Native Americans, early settlers, leaders in commerce and industry, inventors have contributed to our early growth, continuity and change. This will focus on :
  - Commerce and Industry (jobs, trade, environmental change)
  - Innovations (technology, ideas, processes)
  - Politics (rules, regulations, laws)
  - Settlement Patterns (farms, cities, towns, suburbs)
  - Social Organization (education and income)
  - Transportation
- Students will learn about conflicts and cooperation by many groups in our state, especially in immigration, domestic instability, ethnic and racial relations, and labor relations.

##### *Skills*

- Students will be able to identify and describe primary documents Penn's Charter and the Pennsylvania "Declaration of Rights."
- Students will be able to identify the commonwealth's official tree, bird, dog and insect.
- Students will be able to identify and describe how continuity and change have influenced Pennsylvania history.

**Resources:** McGraw-Hill Communities text, library resources, primary documents and *The Courage of Sarah Noble*.

**Assessments:**

Short answer and multiple choice tests, classwork and a research assignment (using the research notebook at [http://www.rabbijablon.com/curriculum\\_work.htm](http://www.rabbijablon.com/curriculum_work.htm) ) on one aspect of Pennsylvania History or a Pennsylvania historical figure.

**Learning Activities:**

Visit to the Liberty Bell or National Constitution Center

## Third Grade 2<sup>nd</sup> Trimester

### *Standard: World History*

**Summary:** Students will focus on Japan through literature and social studies. In particular, they will consider Japanese environment, familial ties, the Sugihara story and Hiroshima and its aftermath.

### **Key Understandings:**

- 1) The family is the central social unit in Japan.
- 2) Though Japan was a "bad guy" in World War II, individual Japanese may have been heroes or victims.
- 3) Environment affects the way people live and work.

### **Essential Questions:**

- 1) Can you be a good person in a country run by bad people?
- 2) What is an environment?
- 3) How does the environment affect the way people live?

### **Knowledge and Skills**

#### *Knowledge*

- 1) key vocabulary: environment, island, resources (human, natural, capital), Shogun, emperor, visa, refugees, diplomat
- 2) key locations: Hiroshima, Shanghai, Tokyo, Hawaii, Pearl Harbor (Note the distance between Japan and Hawaii. On a "flat map" this can be confusing.)
- 2) key elements of Japanese culture, industry and geography (including finding Japan on a map)
- 3) Japan's role in World War II

#### *Skills*

- Ability to identify Japan on a world map

### **Resources**

A True Book: Japan (Ann Heinrichs, Children's Press)

Passage to Freedom: The Sugihara Story (Ken Mochizuki and Dom Lee, Lee and Low Books)

### **Assessments**

-Performance Task Sugihara-Righteous Among the Nations

Students will learn about Yad Vashem's designation of those who saved Jews from the Holocaust as being, "Righteous Among the Nations." In groups, they will present nominations (in writing and in an oral presentation) for Sugihara to receive this honor (In reality, he was so honored in 1984.). In addition to reviewing the social studies material in the unit, this task is intended to integrate with curricular goals in written and oral expression.

-Quiz: vocabulary quiz Students will be asked to spell and define the following words, as well as use the words in a sentence that reflects understanding of the word.: diplomat, visas, environment, emperor, Shogun, resources, refugee

-Performance Prompt: A Personal Sugihara Story

Students will be asked to write a creative piece of "historical fiction." They are to pretend that they are a child in a family that Sugihara saved and are now living in Israel. They are to write their "memoirs" of the experience.

This assignment should include a draft, a peer conference, a conference with the teacher and a final draft. Volunteers will be asked to read their stories to the class.

-A Japan Book:

Students will write and illustrate their own book about Japan. In order to learn the process of doing a research paper, they will use their research notebook (See the study skills section of this curriculum.).

### **Learning Activities**

- 1) The teacher will lead the class in constructing a Japan- "What I know"- "What I Would Like to Know" chart.
- 2) The teacher will tell the students that we are going to be studying about Japan, a very large country in Asia. In order to understand Japan better, we are not just going to talk about history, we are going to read stories, as well. In general, we will work BACKWARDS-meaning, we will start with more recent times and work our way back.
- 3) The teacher will locate Japan on a world map, and will note its proximity to other countries.
- 4) The teacher will hand out the vocabulary list and go through the words and their meanings.

### **SECTION ONE: World War Two and Its Aftermath**

- 1) The teacher will briefly discuss Japanese involvement in World War II including Japanese conquest of Asia and bombing Pearl Harbor. The teacher will then discuss two other items- the Sugihara rescue of Jews and the bombing of Hiroshima. (source: A True Book: Japan, pp. 28-31 with brief worksheet) Please note that this is not intended to be a graphic discussion. Saying that, "many people died" or "six millions of our brothers and sisters were killed" is specific enough.
- 2) **ACTIVITY:** origami (source, A True Book: Japan, pp 40-41)- Students will do a sample origami for display in class.
- 3) **LITERATURE:** Passage to Freedom: The Sugihara Story. This book, being relatively short, will be read aloud in class with students and the teacher alternating.
- 4) **ACTIVITY:** If there is a Holocaust-era survivor in the community saved by Sugihara, invite him/her in to talk to the class.
- 5) **PERFORMANCE ASSESSMENT:** Group Project- Students will prepare a nomination for Sugihara to be recognized as one of Yad Vashem's Righteous Among the Nations.

### **SECTION TWO: Japan's environment and culture**

- 1) The teacher should review the location of Japan on a map.
- 2) The teacher should discuss the environment of Japan, and how it impacts Japanese life. (source: True Book, pp. 5-9, 11)
- 3) The teacher should note how Japan was "closed" to the world when ruled by the Shoguns, and how it was "opened."
- 4) The teacher should discuss the Japanese family and its centrality to Japanese life. (source: True Book, pp. 14-20)
- 6) **COMPUTER ACTIVITY:** Students will attempt to correspond with Japanese children through epals.com. They will try to find out more about their lives and their families. Currently, a Japanese class can be found at [happygold.com/kidspark](http://happygold.com/kidspark)

7) **WRITING ACTIVITY:** The teacher will explain HAIKU- Japanese three line poems (alternating five, seven and five syllables). Students will write a haiku on the topic "My Family."

8) Field Trip: *Visit to the Japanese Tea House in Fairmount Park*

**FOR STUDENTS REQUIRING ADVANCED ENRICHMENT:**

1) Students assigned to this program participate in an integrated social studies-language arts program in which they study Ancient Egypt and Ancient China. They follow the units from the Center for Gifted Education at the College of William and Mary. These units emphasize reading comprehension, written expression, beginning research skills and comparative cultures.

2) Students will read and discuss the following works of literature.:

- a. *Yang the Youngest And His Terrible Ear*
- b. *The Year of the Boar and Jackie Robinson*
- c. *The Legend of My Lan: A Heroine of Ancient China*

3) Students will read and discuss the following works of history.:

- a. *The Silk Route: 7,000 Miles of History (J. Major)*
- b. *The Great Wall of China (L. Fisher)*

**Third Grade**  
**3<sup>rd</sup> Trimester**

**Standard: World History**

**Summary:** Students will study the history of Modern Israel. They will discover its importance to Jews around the world, as well as elements of its government and culture.

**SPECIAL NOTE: This unit, as it concerns religious-related material (holy sites, holy writings) will be taught in conjunction with the Judaic Studies teacher.**

**Key Understandings:**

- 1) Israel is a modern nation with an ancient history.
- 2) Jews throughout the world feel a connection with Israel.
- 3) Many kinds of Jews live in Israel. Some non-Jews do, too.

**Essential Questions:**

- 1) Why do Jews care so much about Israel?
- 2) Why would American Jews be interested in moving to Israel?
- 3) What do you think it would take to live there?

**Knowledge and Skills**

***Knowledge***

- 1) Students will be able to summarize how Modern Israel was created.
- 2) key terms: Zionism, United Nations, immigration, partitions, settlements
- 3) Students will be able to identify key personalities, including: Rav Kook, Theodore Herzl, David Ben Gurion, Golda Meir, Menachem Begin
- 5) Students will learn the basics of Israeli government, including: Knesset, Prime Minister, President
- 6) Students will learn key elements of Israeli economy, geography and culture, as well as the Law of Return.

***Skills***

- 1) ability to identify Israel on a world map
- 2) ability to identify Jerusalem, Tel Aviv, Haifa, Beer Sheva, Hevron, and Eilat on a map of Israel.

**Resources**

*A Treasury of Jewish Stories* (ed. Gerras)

Other read-aloud books integrating literature with Israeli history

Internet Resource Links

Web Link: <http://www.rabbijablon.com/israelbook.htm> (*Land of Milk and Honey* Web-Book)

Web Link: <http://www.israel.org> (Israeli Government Web Site)

Web Link: <http://www.jpost.com> (Jerusalem Post Web Site)

Web Link: <http://www.israelnationalnews.com> (Arutz 7 Web Site)

Web Link: <http://www.jajz-ed.org.il/100/people/index.html>

**Assessments**

Quiz: map quiz

Students are asked to label a blank map of Israel with Jerusalem, Tel Aviv, Haifa, Beer Sheva, Hevron, and Eilat .

#### Biographies:

Students are to do 2-5 minute oral reports on one of the following personalities: Rav Kook, Theodore Herzl, David Ben Gurion, Golda Meir, Menachem Begin. Every oral report needs to be accompanied by either a one page written report or a poster to hang in the class about the figure's life. Web Link: <http://www.jajzed.org.il/100/people/index.html>

#### Performance Task: Come Visit Israel

Students are to develop a tourist brochure for the Israeli Ministry of Tourism. Students should keep in mind that they want to convince people to come to Israel, while also giving them basic information on what they will see.

### Learning Activities

- 1) The teacher introduces the study of Modern Israel by asking what students already know about Israel...and what they'd like to know.
- 2) The major source book for this unit is Land of Milk and Honey, a web-book written by Rabbi Jablon with Polly Wilkenfeld. Access it, at home or school, through [www.rabbijablon.com/israelbook.htm](http://www.rabbijablon.com/israelbook.htm)
- 3) The teacher notes that Israel is the ancient homeland, but also the modern homeland, of the Jewish People. Of course, Jews are connected to Israel because of the Torah and their long history. Even when Jews were exiled from the land, they always prayed to return. When Israel was created, it welcomed ALL Jews. Note the "Law of Return." The literature book, *A Treasury of Jewish Stories* (ed. Gerras) integrates with this nicely.
- 4) The teacher does map work with the class to teach key areas of Israel. S/he also compares the size of Israel to that of other nations.
- 5) The teacher integrates the story of Israel's creation and initial struggles with key personalities (noted above). This is a good "web quest" activity to begin teaching about research.
- 6) ASSESSMENTS: map quiz and brief biographies
- 7) The teacher discusses Israeli government, economy and culture with the class.
- 8) The teacher discusses mass immigration of Sephardic Jews, the Six Day War, and the Russian emigration, as well as the struggle for survival.
- 9) ACTIVITY: As a class, plan and "build" an Israeli community. What will you need? Where will you put it? How will you live?
- 10) SUMMATIVE ASSESSMENT: Israeli tourist brochure assessment, as noted above

**Fourth Grade**  
**1<sup>st</sup> and 2<sup>nd</sup> Trimesters**

**Standard: *The Physical Characteristics of places and Regions, The Human Characteristics of Places and Regions, the Interactions Between People and Places***

**Summary:** Students will be going through the United States region by region exploring the physical characteristics ( geography, landforms, climate, natural resources), the human characteristics ( population, culture, employment, political structures)

**Key Understandings**

- 1) The United States can be divided into five regions each part of one great nation, but each with its own distinctive physical and human features.
- 2) Every region has distinctive **physical systems** (clouds, storms, relief, elevation, tides, biomes and tectonic plates.
- 3) Every region has distinctive **physical characteristics** (soil, vegetation, climate, topography)
- 4) Every region has distinctive **climate types** ( marine west coast, humid continental, tropical wet and dry)
- 5) Every region has distinctive **human cultural characteristics** (ethnicity including customs, celebrations, languages and religions)
- 6) Every region has distinctive **human settlement characteristics** ( factors that affect growth and decline of settlements including immigration, transportation development, depletion of natural resources, site and situation.
- 7) Every region has distinctive **human economic activities** (agriculture, forestry, mining, retailing, manufacturing, services.)
- 8) Every region has distinctive **human political characteristics** (functions of political units.)

**Essential Questions**

- 1) -What are the five regions of the United States?
- 2) -What kind of climates do Arid America and Humid America have?
- 3) -What is a natural resource?

**Knowledge and Skills**

***Knowledge***

- Students should learn the geographic vocabulary to describe all the physical and human characteristics as listed above in Key Understandings.
- Students will understand how people depend on, adjust to and modify physical systems on a regional scale (coastal industries, flood control, development of coastal communities)
- Students will explore the ways people adjust to life in hazard-prone areas ( California and earthquakes, Florida and hurricanes, Oklahoma and tornadoes)
- Students will exhibit a basic knowledge (at an age appropriate level) of current events.

***Skills***

- Ability to describe the impacts of people on physical systems.
- Ability to describe ways humans have adjusted to impact their environment.

**Resources:** Macmillan McGraw-Hill Regions: Adventures in Time and Place, 1997

**Assessments:** Periodic quizzes, class work and homework during the unit.

Unit tests including vocabulary, facts, and problem solving.

### **Learning Activities**

- 1) Text based reading and discussions
- 2) Letter writing to friends back home (“You are taking a vacation in the Southeast. Write a letter to a friend describing some of the sights you have seen.”)
- 3) Research a biography of a famous person from the region (e.g. Southeast- Mark Twain)
- 4) Contact state tourism offices to get brochures of various state highlights.
- 5) Write an interview with an immigrant arriving at Ellis Island (Northeast)
- 6) Students will discuss current events at least every other week. Teachers may select an article to read and discuss with the class. They may also assign students to bring in an article from a newspaper, magazine or web site and be prepared to summarize it (in writing or orally).

**Fourth Grade**  
**3<sup>rd</sup> Trimester**

**Standard: United States History: Conflicts and Cooperation Among Social Groups and Organizations**

**Summary:** United States history and World History have been greatly affected by the patterns of immigration and migration.

**Key Understandings**

- 1) Immigration and migration have caused population shifts, xenophobia and intercultural activity.
- 2) Immigrants from Southern and Eastern Europe, Asia and Latin American poured into the United States after the Civil War.
- 3) Most immigrants settled in ethnic neighborhoods in cities while they assimilated into American culture.
- 4) Jews immigrated to America so they could be equal citizens. This included freedom of religion and the ability to have the same rights and responsibilities as all other Americans.

**Essential Questions**

- 1) Why would people want to come to America?
- 2) Did America always live up to the immigrants' dreams?
- 3) What responsibility do the children and grandchildren of immigrants have?

**Knowledge and Skills**

*Knowledge*

- From the beginnings of the republic until 1824, settlement patterns such as native settlements, Westward Expansion and development of towns have created conflict for the nation. Settlements included frontier settlements, slave plantation society and the growth of cities. The Louisiana Purchase enlarged the United States. In Pennsylvania, conflicts arose when German and Irish immigration started.
- From 1787 until 1914, in Pennsylvania settlement patterns involved the farming communities as well the growth of urban centers. Conflicts arose with new waves of immigrants, e.g. The Anti-Irish Act of 1844 and the Chinese Exclusion Act. Nationally, this was the period of Manifest Destiny, successive waves of immigrants and the purchase of Alaska and Hawaii. About 140,000 Jews emigrated from Central Europe (Germany and Austria) to the U.S.A. between 1840-1860.
- From the 1890's to the present, we have seen coal towns, the growth and decline of cities, the rise of suburbia. Conflict arose with increased immigration from Europe, migration of African-Americans from south to north and influx of Hispanic and Asian peoples. There were quota laws and a mass settlement exodus away from the east coast westward. About 2,000,000 Jews emigrated from Eastern Europe (Russia, Poland, Romania) to the U.S.A. between 1880-1910.
- Students will exhibit a basic knowledge (at an age appropriate level) of current events.

*Skills*

- Students will be able to identify the regions of the United States

- Students will be able to locate, on a world map, major sites involved in the Migration and Immigration process: Africa, Alaska, the American South, China, Cuba, Eastern Europe, Hawaii, Ireland, Louisiana, and Puerto Rico, New York City.
- Students will be able to identify and explain conflict and cooperation among social groups in United States History.
- Students will be able to describe the immigration process.
- Students will be able to pass the United States Immigration and Naturalization Test given to prospective new citizens.
- Students will be able to identify and explain the following vocabulary: Jane Addams, Angel Island, assimilation, Ellis Island, emigration, Great Chicago Fire, immigration, push and pull factors, settlement house, slum, Statue of Liberty, and tenement,

**Resources:** website of the United States Citizenship and Immigration Office : <http://www.uscis.gov>  
 Literature : *Molly's Pilgrim*, *Coming to America* by Betsy Maestro, *The Dragon's Child: A Story of Angel Island* by Laurence Yep, *If Your Name was Changed at Ellis Island* by Ellen Levine, *If You Traveled Out West in a Covered Wagon*, by Ellen Levine  
 Teacher Created Resources: Thematic Unit Immigration

### **Assessments**

Immigration Journal in #3 below.

### **Learning Activities**

- 1) Students will begin with push/pull factors—the reasons for migration and emigration, e.g. what is the reason for leaving your home in a big eastern city to move out west to undeveloped land purchased from Mexico or for leaving a familiar village in Europe, surrounded by friends and family and a routine you know to cross the ocean to New York.
- 2) Family Trees – Interview family members to find out where the family emigrated from, how and when they emigrated and where various family members live today.
- 3) Students then become an immigrant from that country with a “passport” that serve as journals of their journey, researching why they decided to leave their country, what conditions were like in their country, what they took with them, how they traveled.
- 4) Researching Immigration Statistics from the United States Citizenship and Immigration Office.
- 5) A family activity, taking the US Citizenship and Naturalization Test.
- 6) Trip to the American Family Immigration History Center on Ellis Island
- 7) Compare and contrast the immigrants who came in the 1800's and those who came in the 1900's.
- 8) Students will discuss current events at least every other week. Teachers may select an article to read and discuss with the class. They may also assign students to bring in an article from a newspaper, magazine or web site and be prepared to summarize it (in writing or orally).

## Fifth Grade 1<sup>st</sup> Trimester

### *Standard: United States History*

**Summary:** Students have learned about geography, maps and regions of the United States and about Pennsylvania history. Now they focus on an in depth exploration into early American History.

### **Key Understandings**

- 1) There was life and civilization before Europeans landed on American shores.
- 2) The history of America began thousands of years ago with Native Americans, and was only later
- 3) influenced by European culture through settlers and explorers.
- 4) The “settlement” of America came with a large cost to the native population.
- 5) The Pilgrims came for freedom of religion...but it was for themselves, not others.
- 6) Our history can be told through the many primary documents, 18<sup>th</sup> century writings and communications and historic places.
- 7) Continuity and change influence our history through belief systems and religions, commerce and industry, innovations, politics, settlement patterns, social organization, transportation and trade and the early women’s movement.
- 8) Conflict and cooperation among social groups from our inception until 1824 were marked by domestic instability, ethnic and racial relations, labor relations, immigration and migration and military conflicts.

### **Essential Questions**

- 1) What kind of civilization did the first Europeans find when they arrived here?
- 2) Was the “settlement” of America worth it (and to whom)?
- 3) Why would British citizens want to come to the “New World”?
- 4) Why did others come here from Spain, Africa, and France?
- 5) What did freedom of religion mean to the Pilgrims? What does it mean to us?

### **Knowledge and Skills**

#### ***Knowledge***

- Early European settlements were established by England, Spain and France.
- Growth of the economy and mass commercialism included the impact of the fur trade and the development of cash crops, depending on the region.
  - Native American and European settlers did have cooperative relations.
  - The Founding of Georgia was essential to the formation of the southern colonies.
  - Religious tolerance and diversity were accommodated differently in the three regions – New England Colonies, Middle Colonies and Southern Colonies.
  - Colonial settlement patterns included frontier settlements, slave plantation society and growth of cities.
  - The French explored and developed relations with the Native Americans.
  - Overview of the French and Indian War and the French in North American was the first armed conflict for rights to this land.
  - Students will exhibit a basic knowledge (at an age appropriate level) of current events.

## Skills

- Ability to explain how the defeat of the Spanish Armada affected both Spain and England.
- Students will be able to identify and explain the following vocabulary: almanac, armada, assembly, backcountry, cash crop, charter, Conestoga, covenant, debtor, delegate, frontier, House of Burgesses, indentured servant, militia, overseer, plantation, proprietor, slave trade, stock, tolerate, town meeting, triangle trade,
- Students will be able to explain religious impact on daily life in the colonies including colonial government established religions and communal sects.
- Students will be able to describe how new inventions like Whitney's cotton gin, Banneker's wooden clock and Franklin's stove impacted colonial business.
- Students will be able to locate, on a United States map, the sites Boston, Cape Cod, Chesapeake Bay, Connecticut, Delaware, Georgia, Jamestown, Maine, Maryland, Massachusetts, New Amsterdam, New England, New Hampshire, New Jersey, New Netherland, New York, New York City, North Carolina, Pennsylvania, Philadelphia, Plymouth, Portsmouth, Providence, Rhode Island, Roanoke Island, Savannah, South Carolina, Vermont, Virginia,
- Students will be able to identify and explain the importance of the following individuals: John Adams, King Charles I, King Charles II, Queen Elizabeth I, Benjamin Franklin, King George II, Thomas Jefferson, Richard Henry Lee, James Oglethorp, William Penn, King Philip II, Pocahontas, Chief Powhatan, Sir Walter Raleigh, John Rolfe, John Smith, Squanto, Miles Standish, Phyllis Wheatley, Roger Williams, John Winthrop, John Peter Zenger,
- Students will be able to describe the purpose of our primary documents, and 18<sup>th</sup> century writings, speeches, letters and communication including the Mayflower Compact,

**Resources:** *United States: Adventures in Time and Place*, McGraw Hill 2001.

## Assessments:

### Chapter Tests

#### *Performance Assessment: "The Living Museum"*

At the conclusion of the trimester, students produce a living museum. They select a key character (noted above) or type of person (e.g. slave, plantation owner, farmer, teacher, student). They research the character (using information already studied) and prepare a 2 minute skit (with a written script). Younger students in the school then visit the museum and walk around the room to "meet" the different characters. The teacher asks questions during the performance of each character. Students may elect to do this project themselves or with a partner.

#### *Written Prompt: A Letter Home*

At the conclusion of the trimester, students will write "a letter home to England." Half of the class are colonists in Massachusetts. Half are colonists in Rhode Island. They will write home a 1-2 page letter telling their brother or sister why they came to America and what they are experiencing. Final drafts are read to the class.

## Learning Activities

1. Each student will do an independent study on one of the 10 native American cultures extant before the arrival of the Europeans.
2. Trip to Pennsylvania Plantation

3. Trip to Harrisburg

First, discuss the sources of history (primary and secondary) as well as where sources could be found. Be sure to discuss bias.

4. The teacher introduces key vocabulary continually...Key word lists should be distributed.

5. Then review maps...and add a new element to our map reading. The teacher teaches longitude and latitude. Then, s/he points out various places that will appear in our studies in the next few weeks.

6. Students should understand why British citizens came here. Please pay particular attention to the key understandings and essential questions. Note that freedom of religion meant something very different pre-Bill of Rights than post-Bill of Rights.

7. SUMMATIVE PERFORMANCE PROMPT: a letter home to England as above

8. PERFORMANCE ASSESSMENT: "The Living Museum" as above

9. Students will discuss current events at least every other week. Teachers may select an article to read and discuss with the class. They may also assign students to bring in an article from a newspaper, magazine or web site and be prepared to summarize it (in writing or orally).

**Fifth Grade**  
**2<sup>nd</sup> Trimester**

**Standard: United States History**

**Summary:** Students will study the Revolutionary War and the formation of the Constitution and Bill of Rights. This is a vital study of the centerpiece of democracy.

**Key Understanding:**

The Constitution and Bill of Rights are landmark ideals in human history...even if the U.S. didn't always live up to its ideals.

**Essential Questions**

- 1) Did the Colonists really have a right to be represented?
- 2) Did the "Founding Fathers" believe that all men are created equal?
- 3) How was the Constitution and Bill of Rights a new idea in history?

**Knowledge and Skills**

**Knowledge**

- 1) the causes and results of the American Revolutionary War
- 2) the content and importance of the Declaration of Independence
- 3) the content and importance of the Constitution
- 4) the role of American Jews in the Revolution
- 5) key figures: Abigail Adams, Sam Adams, Ethan Allen, Crispus Attucks, Nathan Hale, Alexander Hamilton, John Hancock, Thomas Jefferson, Mordecai Sheffal, Roger Sherman, Haym Solomon, James Madison, George Washington, Martha Washington,
- 6) key vocabulary  
*amendment, Articles of Confederation, Battle of Bunker Hill, Bill of Right (all ten amendments), Boston Tea Party, Boycott, cabinet, checks and balances, Committees of Correspondence, Common Sense, Constitutional Convention, Continental Army, delegate, executive branch, federal system, Federalist, First Continental Congress, Great Compromise, House of Representatives, Intolerable Acts, judicial branch, legislative branch, liberty, Loyalist, mercenary, minutemen, New Jersey Plan, Northwest Ordinance Patriot, petition, political party, Preamble, primary sources, ratify, rebel, repeal, Second Continental Congress, secondary sources, Senate, Shay's Rebellion, Sons of Liberty, Stamp Act, statehood, Supreme Court, tax, territory, Townshend Acts, traitor, Treason, Treaty of Paris, veto, Virginia Plan*
- 7) Know the difference between a primary and a secondary source.
- 8) - Students will exhibit a basic knowledge (at an age appropriate level) of current events.

**Skills**

- 1) evaluating primary sources
- 2) distinguishing between primary and secondary sources
- 2) locating historical information
- 3) critical thinking
- 4) oral argumentation

**Resources:**

*United States: Adventures in Time and Place*, McGraw Hill 2001.

## Internet Resource Links

### Web Links:

<http://www.whitehouse.gov/history/>

<http://www.fau.edu/library/brodytoc.htm>

<http://www.us-israel.org/jsource/biography/Seixas.html>

<http://www.amuseum.org/jahf/virtour/page5.html>

<http://www.jewish-history.com/Occident/volume1/april1843/consecration.html>

<http://encarta.msn.com/>

<http://etext.virginia.edu/jefferson/quotations/>

<http://www.nmajh.org/>

<http://www.pbs.org/ktca/liberty>

<http://rs6.loc.gov/amhome.html>

<http://lcweb2.loc.gov/ammem/gwhtml/gwhome.html>

## Assessments

### *Performance Assessment: Declaration of Independence*

Students select from projects related to the Declaration of Independence (its content, importance and how it came about). They include: 1) interviewing Thomas Jefferson on tape, 2) writing a newspaper article as if they witnessed the event, 3) designing a poster to help 2nd graders learn about the Declaration of Independence.

### *Summative Evaluation: Constitution Test*

Students will take an essay examination on Constitution. They will have the essays in advance. The questions should be drawn from the essential questions above.

### *MAJOR Performance Prompt: The Research Paper*

Students will write a two to three page research paper about an important person during the Revolutionary War era (time period). In order to learn the process of doing a research paper, they will use their research notebook (See [http://www.rabbijablon.com/curriculum\\_work.htm](http://www.rabbijablon.com/curriculum_work.htm) ). They will tell about the person's life AND why he or she was important during this time period. The paper must be typed (12 point, double spaced). They then present a two to three minute oral report to the class (They may use index cards for this report.). Students must use AT LEAST four sources...one reference book (like an encyclopedia or almanac), one primary source, one secondary source (that is not a reference book) and one on-line source.

*SOME SUGGESTED PEOPLE:* George Washington, Thomas Jefferson, James Madison, Paul Revere, Patrick Henry, Betsy Ross, Paul Revere, Haym Solomon, Gershom Seixas, Abigail Adams

### *CHALLENGE ASSIGNMENT! (for students earning a B+ or better on written social studies assignments)*

#### **“DOUBLE THE FUN”:**

Invite particularly high achieving students to do a double length assignment comparing two people from two different time periods...4-6 pages using 7 sources (at least 2 primary, 2 secondary, 1 reference and 2 on-line) and give a four to six minute report. Write about one of the following.:

#### *Suggested Topics:*

*The Roles of Two First Ladies: Comparing Abigail Adams and Eleanor Roosevelt*

*African American Pioneers: Comparing Frederick Douglass and Jackie Robinson*

*Freedom Isn't Free: Comparing Harriet Tubman and Martin Luther King, Jr.*

*Joining the Fight: Comparing Patrick Henry and Bob Feller*

*Making HER-story: Comparing Deborah Sampson and The All American Girls' Baseball League*

*Patriotic Jewish Americans: Comparing Haym Solomon and Moe Berg*

*What's So Special About America?: Comparing James Madison and George W. Bush*  
*For the challenge assignment ONLY, consider other topics of interest to students as long as they are about important people and issues in American history. It is the "synthesis" and critical thinking nature of this assignment that is crucial for the particularly high achieving students.*

Learning Activities

1. Trip to Valley Forge
2. Students will discuss current events at least every other week. Teachers may select an article to read and discuss with the class. They may also assign students to bring in an article from a newspaper, magazine or web site and be prepared to summarize it (in writing or orally).

**Fifth Grade**  
**3<sup>rd</sup> Trimester**

**Standard: United States History**

**Summary:** Students will get a brief overview of a time after the Revolution when it was a time of both growth and change in the US. Westward expansion, the Louisiana Purchase, the War of 1812, and Andrew Jackson. However, during the bulk of the trimester, students will study the causes and effects of the Civil War.

**Key Understandings**

- 1) Slavery was only one cause of the Civil War.
- 2) States rights was a key issue in the Civil War (and American history in general).
- 3) Jews viewed America as the “Golden Land.”

**Essential Questions**

- 1) What were the causes of the Civil War?
- 2) Which side in the Civil War was “right”?
- 3) What if the South had abolished slavery—and then seceded?

**Knowledge and Skills**

**Knowledge**

- 1) the causes and effects of the Civil War
- 2) the 13th amendment
- 3) key terms: abolitionist, blockade, Compromise of 1850, Confederate States of America, Dred Scott Decision, Emancipation Proclamation, Fugitive Slave Law of 1850, Gettysburg Address, Kansas-Nebraska Act, Missouri Compromise, reconstruction, slavery, state’s rights, secession, Underground Railroad, Union, Confederate, reconstruction
- 4) key people: Clara Barton, John Brown, John C. Calhoun, Henry Clay, Jefferson Davis, Frederick Douglas, William Lloyd Garrison, Ulysses S. Grant, Thomas “Stonewall” Jackson, Robert E. Lee, Abraham Lincoln, Lucretia Mott, William Tecumseh Sherman, Harriet Beecher Stowe, Sojourner Truth, Harriet Tubman, Nat Turner
- 5) Jews in the Civil War (including the Paducah incident and General Orders #11)
- 6) Immigration of the 1880’s
- 8) - Students will exhibit a basic knowledge (at an age appropriate level) of current events.

**Skills**

- 1) evaluating primary sources
- 2) locating historical information
- 3) critical thinking
- 4) seeing different perspectives

**Resources** *United States: Adventures in Time and Place*, McGraw Hill 2001.

**Assessments**

Chapter Tests, class work and homework

Written Prompts:

Students complete worksheets to review some of the factual material learned about the Civil War.

*Summative Performance Assessment: The Civil War*

Students, based on their level, select one of the following.

*Challenge Group:*

- 1) You are the editor of the *St. Louis Post*. It is 1861 and other states have seceded from the Union. Missouri, a border state, has not decided what to do. Design and write a two page newspaper which includes: a) an editorial in favor of seceding, b) an editorial against Missouri seceding, c) an article about what is happening in the country
- 2) Write a two page story from the point of view of a ten year old boy or girl living during the time of the Civil War. What experiences are you having? How do members of your family react to having family members fighting on the other side of the war? How would you feel having to consider a family member as an enemy?
- 3) The second grade class studies Abraham Lincoln and the Civil War as part of their social studies class. Your job is to design a picture book called *Abraham Lincoln and the Civil War* that will help them in their studies.

*Regular Group:*

- 1) You work for an educational posters company. Make an illustrated time line showing the events leading up to the war and events of the Civil War.
- 2) You are a Union Soldier in early 1865. Write a two page diary with five entries describing what you did over a two week period.
- 3) You live in the South. Your family has depended on slavery to harvest the crops every year. One of your favorite slaves has helped raise you from childhood. You love your slaves and treat them well. In a one page article for your school newspaper, write your feelings about the abolitionists.

## **Learning Activities**

- 1) The teacher notes that we are going to begin talking about the Civil War. This was the most costly war in American history, and literally pitted brother against brother. We will learn what the war was about, as well as what happened and what it caused.
- 2) On a map, show the difference between North and South. Discuss the different lifestyles in each area. Discuss slavery as a- though not the only- issue in the conflict. The text should be helpful.
- 3) The teacher should explain the concept of “States’ Rights” and how this impacted debates over slavery and taxation.
- 4) Discuss secession- what it means, and why the North opposed it.
- 6) Discuss the progress of the Civil War.
- 7) Discuss the results of the war, including Reconstruction. Discuss the Thirteenth Amendment and reconstruction (and that this did not make African Americans “equal” Note that African Americans would have to struggle well over a century for a measure of equality.).
- 8) **SUMMATIVE PERFORMANCE TASK:** Students select one of the performance tasks above.
- 12) **WRITTEN PROMPT:** A Letter Home (as above)
- 13) If time remains, or for students who require advanced enrichment, discuss President James Garfield using the web book at <http://www.rabbijablon.com/Garfieldpage.htm>

14) Students will discuss current events at least every other week. Teachers may select an article to read and discuss with the class. They may also assign students to bring in an article from a newspaper, magazine or web site and be prepared to summarize it (in writing or orally).

**Sixth Grade  
1<sup>st</sup> Trimester**

**Standard: World History, The Physical Characteristics of places and Regions, The Human Characteristics of Places and Regions , The Interactions Between People and Places**

**Summary:** Students will focus on world cultures and geography

**Key Understandings:**

- 1) The relationship between the Earth and the sun creates our days, seasons, and climate, and influences our environment.
- 2) Geographers study the Earth according to five themes: location, place, human-environment interaction, movement, and regions.
- 3) Representing the Earth as a globe and as a flat map presents different problems.
- 4) Physical processes both within the Earth and on its surface are constantly changing and renewing its physical features: its land, air, and water.
- 5) The Earth has many natural resources; some can be recycled, some can be renewed, while others are nonrenewable.
- 6) The climate of an area affects the vegetation that will grow there, as well as the ways in which people and animals live.
- 7) The Earth's population is growing rapidly, due to modern technology and scientific development, and is concentrated in areas where it is easiest to live.
- 8) The world's population is on the move.
- 9) Culture affects everything a group of people does, what they believe, how they behave, and how they organize their society.
- 10) Societies make various choices in how to organize their economies and governments in order to provide for the needs of their peoples.

**Knowledge and Skills**

***Knowledge***

- Students will explain how the movement of the Earth around the sun affects our environment.
- Students will explain the effects of latitude on climate.
- Students will be able to define geography.
- Students will be able to explain the advantages and disadvantages of globes and maps in showing the Earth's surface.
- Students will explain how earthquakes and volcanic eruptions are two forces that shape the Earth.
- Students will be able to identify natural resources.
- Students will explain the difference between weather and climate.
- Students will account for the distribution of the Earth's population.

- Students will give examples of the “push pull theory.”
- Students will discuss how culture is a total way of life.
- Students will explain the basic economic systems.
- Students will identify and give examples of important types of government.
- Students will give examples and benefits of a free enterprise or capitalistic economy.
- Students will exhibit a basic knowledge (at an age appropriate level) of current events.

### ***Skills***

- Students will define orbit, revolution, axis, and rotation.
- Students will locate the Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle.
- Students will be able to explain parallel, degree, longitude and meridian.
- Students will be able to use a state map to find cities using coordinates and a grid system.
- Students will be able to use latitude and longitude to find countries and cities on a world map.
- Students will explain how weathering is a process that breaks down rocks
- Students will identify the 7 continents and a majority of the countries found there.
- Students will be able to give example of recyclable resources, renewable resources and nonrenewable resources.
- Students will identify of the five major climate regions.
- Students will explain how the birth rate and death rate determine life expectancy.
- Students will define immigrant, urbanization, rural, and urban.
- Students will explain the difference between the nuclear and extended family.
- Students will be able to explain and give examples of a monarchy, dictatorship, and a representative democracy.

### **Resources:**

World Explorer – textbook  
 PowerPoint presentations  
 Maps – Pennsylvania, World, continent maps

**Assessments:** Formal test and quizzes, essays, homework, class activities, oral presentations, student projects

### **Learning Activities**

Students will discuss current events at least every other week. Teachers may select an article to read and discuss with the class. They may also assign students to bring in an article from a newspaper, magazine or web site and be prepared to summarize it (in writing or orally).

**Sixth Grade**  
**2<sup>nd</sup> Trimester**

**Standard:** *World History, The Physical Characteristics of places and Regions, The Human Characteristics of Places and Regions , The Interactions Between People and Places*

**Summary:** Students will study the people, places, and cultures of South America, Australia and Asia.

**Key Understandings**

- 1) The island nations of the Caribbean, some of which are independent and some of which remain dependent on other countries, have struggled with poverty and political unrest.
- 2) Brazil looks for ways to develop new industries, aware that what happens to its rain forest is important not only to Brazil, but also to the rest of the world.
- 3) As Chile and Venezuela develop and expand new industries and resources, their governments must meet the challenges of keeping their economies strong while protecting the environment.
- 4) Argentina's cultural heritage is an unusual blend of European influences found in the capital city of Buenos Aires with a uniquely Argentinean culture from the plains.
- 5) Earth movement and location have caused unique and diverse plant and animal life in both Australia and New Zealand.
- 6) There are many similarities and differences in the topography and climates of New Zealand and Australia.
- 7) Geographic factors such as location and physical features help determine the climate and vegetation of the Pacific islands.
- 8) The strong, unique cultures of the earliest people in Australia, New Zealand, and the Pacific islands were greatly influenced by the arrival of Europeans in the 1700s and 1800s.
- 9) The economies of Australia and New Zealand are dependent upon agriculture and trade, and both countries have close economic ties with Pacific Rim nations.
- 10) The Pacific islands have few natural resources, and while most Pacific islanders earn a living farming or fishing, tourism is a fast-growing industry.
- 11) Asia's natural resources include rivers that provide water and transportation, and fertile valleys where it is easiest for people to live and grow food.
- 12) Throughout Asia, humans must adapt to difficult, and sometimes dangerous, physical environments.
- 13) Land and water resources, along with oil, contribute to the way most people in South and Southeast Asia make their living.
- 14) Discoveries and advances in science, technology, and the arts spread within East Asia and to Western nations before conflicts within and beyond East Asia erupted during World War II.
- 15) South Asia, a religion originally influenced by the Aryan invasion, has had a number of important leaders in its long history.
- 16) In modern times, political boundaries and ethnic differences have intensified regional conflicts between groups in countries in Southwest Asia.
- 17) In east Asia, the past influences modern-day expressions of culture, whether in Communist China or technology-based Japan, and similarities and differences among nations are shown in the ethnic make-up of their populations.

- 18) Three world religions - Judaism, Christianity, and Islam and many different cultures have their roots in Southwest Asia, an area of great cultural diversity.

## **Knowledge and Skills**

### ***Knowledge***

- Students will be able to identify the major industries of the Caribbean area.
- Students will explain the relationship between the United States and Puerto Rico.
- Students will identify the Brazilian rain forest as a major source of the world's oxygen.
- Students will connect the agriculture produced in Chile with our local food markets during winter months.
- Students will describe how the gaucho of Argentina's Pampas region is like the American cowboy of the Great Plains in the United States.
- Students will explain how plate movement has affected the environments of Australia and New Zealand.
- Students will locate Melanesia, Micronesia, Polynesia and Papua New Guinea.
- Students will describe how people settled Australia and New Zealand.
- Students will explain how geographic factors affect where people live in Asia.
- Students will identify what natural resources people use to make a living in East Asia.
- Students will list some of the ancient East Asia's major achievements?
- Students will explain how culture traits spread within East Asia and from East Asia to the West.
- Students will describe the importance of Mohandas K. Gandhi to the history of South Asia.
- Students will exhibit a basic knowledge (at an age appropriate level) of current events.

### ***Skills***

- Students will be able to identify the major islands in the Caribbean Sea.
- Students will define a one-crop economy.
- Students will be able to match Caribbean and South American countries with their capital cities.
- Students will match major countries in the region with their present political leader.
- Students will define cosmopolitan, gauchos, portenos, bolas, and estancias.
- Students will identify Venezuela as one of the original members of OPEC.
- Students will describe the difference between high islands and low islands.
- Students will define marsupial, geyser, atoll, and coral.
- Students will identify some natural resources of the Pacific islands.
- Students will identify Pacific islands on a map.
- Students will locate the Himalaya Mountains, Yangzi, Huang He, Ganges River, Indus River, Tigris River & Euphrates River.
- Students will define monsoon, and arable land.
- Students will explain how oil wealth affects people and economic development in Southwest Asia.
- Students will define cash crop, aquaculture, and standard of living.
- Students will define civilization, emperor, dynasty, migration, and clan.

- Students will locate Mesopotamia, and Israel.

#### Resources

World Explorer – textbook

PowerPoint presentations

Maps – Pennsylvania, regional, world, continent maps

#### Assessments

Formal test and quizzes, essays, homework, class activities, oral presentations, student projects and posters, research paper

#### **Learning Activities**

Students will discuss current events at least every other week. Teachers may select an article to read and discuss with the class. They may also assign students to bring in an article from a newspaper, magazine or web site and be prepared to summarize it (in writing or orally).

**Sixth Grade  
3<sup>rd</sup> Trimester**

***Standard : World History, The Physical Characteristics of places and Regions, The Human Characteristics of Places and Regions , The Interactions Between People and Places***

**Summary:** Students will study the people, places, and cultures of Africa, and Europe.

**Key Understandings**

- 1) Africa is a huge continent with a variety of regions and physical features that affect how people live and work in different regions.
- 2) Different climate regions in Africa have different weather patterns and physical features, affecting the way people live.
- 3) Geographic factors influence how Africa's natural resources are used and who benefited from them.
- 4) Africa's first peoples survived by developing tools and techniques for farming and herding, and they later spread out and settled into societies.
- 5) Traders from other cultures who brought not only goods, but also new religions and languages influenced African societies.
- 6) For many centuries, Africans suffered the loss of their freedom, their land, and many of their traditions; many African countries have fought and succeeded in regaining their independence, and have faced the challenges of self-government.
- 7) The Physical features of the regions that make up Europe and Russia determine land use, population density, and transportation corridors.
- 8) The people of Europe find ways to adapt to the climate and to modify the natural vegetation where they live.
- 9) Europe and Russia are rich in both renewable and nonrenewable natural resources.
- 10) Many achievements of the empires of the ancient world have had a lasting impact throughout history, and continue to this day.
- 11) As explorers' knowledge of the world changed, so too did cultural expressions, people's ideas, and the powers of competing nations.
- 12) The 1800s represent a century of change for the nations of Europe, change that left its mark on history and continues to influence contemporary life worldwide.
- 13) Russia has changed from a small, occupied state into an empire stretching across Asia, into a communist dictatorship and now into an independent nation.

**Knowledge and Skills**

***Knowledge***

- Students will identify the four regions of Africa and how describe how they differ geographically.
- Students will locate the Sahara, Great Rift Valley, Nile Rive, Congo River, Niger River and Zambezi River
- Students will describe Africa's three major landforms.
- Students will explain how people in Africa learned to adapt to their environment.

- Students will identify Africa's mineral and energy resources.
- Students will describe how the emergence of farming and herding changed life for early Africans.
- Students will explain how important ideas and discoveries spread throughout Africa.
- Students will identify and locate Louis Leakey, Egypt, Nubia, Bantu-speakers.
- Students will compare and contrast East and West Africa.
- Students will describe how trade was so significant to East Africa's kingdoms.
- Students will explain the effects of European rule in Africa.
- Students will explain how African nations won independence from European rule.
- Students will learn how the rivers of Europe and Russia create transportation corridors throughout the continent.
- Students will explain how the physical processes of the ocean affects the continent of Europe.
- Students will discuss where fossil fuels come from and how they benefit Europe and Ukraine.
- Students will learn what geographic features contribute to the fertile soil of Europe and Ukraine.
- Students will identify the main accomplishments of the ancient Greeks and Romans.
- Students will discover why Europeans begin to look outward to other continents?
- Students will discuss how the Industrial Revolution and the Age of Imperialism connected.
- Students will identify the events that led to the overthrow of the Russian czars.
- Students will explain why Communism failed in the Soviet Union.
- Students will exhibit a basic knowledge (at an age appropriate level) of current events.

### *Skills*

- Students will define plateau, escarpment, rift, cataract, silt, fertile & tributary.
- Students will explain subsistence farming and cash crops.
- Students will define hunter-gather, domesticate, fertile, surplus, civilization, migrate, and ethnic group.
- Students will identify important trade routes within and outside East Africa.
- Students will identify key people and places in Africa such as Songhai, Mali, Ghana, Mansa Musa, Timbuktu,
- Students will define colonize, nationalism, boycott.
- Students will locate Siberia, the Ural Mountains, Russia, Europe, and Eurasia.
- Students will define plateau, tributary, navigable, and peninsula.
- Students will define deciduous, coniferous, taiga, prairies, steppe, tundra and permafrost.
- Students will locate the North Sea, Ruhr Valley, Silesia and Ukraine.
- Students will define empire, feudalism, Middle Ages, and serf.
- Students will explain the importance of Marco Polo's journey.
- Students will define monarchy, Renaissance, revolution, and Parliament.
- Students will define key terms such as textiles, imperialism, nationalism, alliance and the Industrial Revolution.
- Students will define czar, Duma, Communism, dictator and Cold War.

### **Resources**

World Explorer – textbook

PowerPoint presentations

Maps – Pennsylvania, regional, world, continent maps

**Assessments**

Formal test and quizzes, essays, homework, class activities, oral presentations, student projects and posters, research paper

**Learning Activities**

Students will discuss current events at least every other week. Teachers may select an article to read and discuss with the class. They may also assign students to bring in an article from a newspaper, magazine or web site and be prepared to summarize it (in writing or orally).

**Seventh Grade**  
**1<sup>st</sup> Trimester**

***Standard: United States History***

**Summary:** Students will focus on the early United States history until the 1770's.

**Key Understandings**

- 1) Thousands of years ago, hunters from Asia followed herds of wild animals to the Americas.
- 2) In the late 1400, Europeans in search of trade sailed across the Atlantic and made contact with Native Americans.
- 3) In the 1600s and 1700s, English settlers founded 13 colonies on the eastern coast of what is now the United States.
- 4) Between 1754 and 1760, competition for land led to a conflict between England and France that is now known as the French and Indian War.
- 5) After the war, Britain angered colonist by taxing them without giving representation in Parliament.
- 6) In 1775, British troops and colonial farmers clashed at the villages of Lexington and Concord in Massachusetts.
- 7) In 1776 the 13 British colonies declared their independence and fought a life-and-death struggle for liberty. With the help of France and other nations, the Americans defeated the British and won their war for independence.
- 8) When the government under the Articles of Confederation proved too weak, representatives of 12 states gathered in Philadelphia to plan a stronger central government under the Constitution.

**Knowledge and Skills**

***Knowledge***

- Students will demonstrate and share knowledge of the 10 culture areas of Native Americans in North America.
- Students will be able to comprehend and communicate the pros and cons of Columbus's discovery.
- Students will be able to recall and share facts about the events that precipitated the American Revolution.
- Students will be able to identify important people participating in the American Revolution.
- Students will exhibit a basic knowledge (at an age appropriate level) of current events.

***Skills***

- Students will research and report on topics related to Native American cultures.
- Students will be able to discuss and list the positive results that contact with Native Americans gave Europeans.
- Students will be able to label the 13 British colonies on a map and discuss the differences between the New England, Middle and Southern colonies.
- Students will be able to recite, recognize and identify famous quotes from the American Revolution.

**Resources**

*The American Nation* – textbook

Novel – *The Light in the Forest*, Johnny Tremain

PowerPoint presentations in class (teacher made)

Internet – Textbook companion site, practice tests

Maps – North America, South America, Europe, 13 Colonies

Class Flash Cards, Student made flash cards

Music – School House Rock

Video – *The Light in the Forest*, Johnny Tremain

**Assessments**

Essays, Formal tests and quizzes, oral presentations, classroom games (Jeopardy), student projects, classroom practice, teacher monitoring

**Learning Activities**

Students will visit Independence Hall, The Liberty Bell, Franklin Court, Congress Hall, Old City Hall & The Betsy Ross House.

Students will discuss current events at least every other week. Teachers may select an article to read and discuss with the class. They may also assign students to bring in an article from a newspaper, magazine or web site and be prepared to summarize it (in writing or orally).

**Seventh Grade**  
**2<sup>nd</sup> Trimester**

**Standard: United States History**

**Summary:** Students continue their exploration of American History until the 1780's.

**Key Understandings**

- 1) Some prominent Americans felt that the Articles of Confederation did not provide a strong enough national government. A new plan of government, the Constitution, was drafted at the Constitutional convention. It was ratified after the promise was made to add a Bill of Rights.
- 2) The Constitution is the critical document in the foundation of democracy.
- 3) The debate over liberty versus order led to the development of political parties. The nation peacefully transferred power from one party to another, continued to expand westward, and again went to war with Britain.

**Knowledge and Skills**

***Knowledge***

- Students will describe how the New Jersey Plan and Virginia Plan led to the Great Compromise.
- Students will be able to summarize the contents of the 7 Articles of the Constitution
- Students will be able to summarize the contents of the Constitution and the Bill of Rights.
- Students will explain the difference between strict and loose construction of the Constitution.
- Students will describe how George Washington's actions set an example for future presidents.
- Students will describe the importance of *Marbury v. Madison*.
- Students will explain why many Americans favored a war with France.
- Students will list causes of the War of 1812
- Students will exhibit a basic knowledge (at an age appropriate level) of current events.

***Skills***

- Students will compare and contrast the governments under the Article of Confederation and the U.S. Constitution.
- Students will write a letter to the editor supporting or opposing the decision to keeps the talks at the Constitution Convention secret.
- Students will be able to produce a 5-7 page, multi-source research paper that expresses and proves a thesis statement.
- Students will analyze opposing points of view using primary sources.
- Students will define democracy, republic, a federal system.
- Students will give examples of separation of powers and checks and balances.
- Students will evaluate how Washington's Farewell Address influenced American foreign policy.
- Students will illustrate/chart the difference points of view between Hamilton & Jefferson.
- Students will rank by level of importance the difference between Federalist and Democratic Republicans.

- Students will give two reasons why the Louisiana Purchase was important.

### **Resources**

The American Nation, The U.S. Constitution  
Video - School House Rock "The Preamble"  
Novel - The Kid Who Became President

### **Assessments**

Constitution test, Unit tests, student poster, student letter to editor, classroom review games, student made Constitution game, term paper

### **Learning Activities**

- 1) Students will compare and contrast the governments under the Article of Confederation and the U.S. Constitution.
- 2) Students will write a letter to the editor supporting or opposing the decision to keep the talks at the Constitution Convention secret.
- 3) Field trip to the Constitution Center in Philadelphia
- 4) Students will discuss current events at least every other week. Teachers may select an article to read and discuss with the class. They may also assign students to bring in an article from a newspaper, magazine or web site and be prepared to summarize it (in writing or orally).

## Seventh Grade 3<sup>rd</sup> Trimester

### *Standard: United States History*

**Summary:** Students continue our nation's history through to the 1800's

#### **Key Understandings**

- 1) In the early 1800s, the nation expanded south and westward. Innovations in industry brought great social change.
- 2) New factories sprang up along the nation's waterways, and with them new towns and cities.
- 3) The nation increased in size as settlers swarmed west along roads and rivers. Change led to increased differences. Economic differences grew between the traditional farming society and the newer industrial society. Regional differences also grew between the North, South, and West.
- 4) The Age of Jackson was a time of expanding democracy and political conflict. As more and more white males gained the right to vote, two political parties, the Whigs and Democrats, competed for their support.
- 5) During the Jackson presidency Native Americans were forced to give up their lands in the American southeast. The Trail of Tears is the history of this tragic event.
- 6) The Panic of 1837 brought an economic depression that caused President Van Buren to lose popular support.
- 7) In 1840, Whigs used new political campaign tactics to get William Henry Harrison elected President.
- 8) The first white settlers to live in Oregon Country were hardy fur trapper. Settlers traveling by wagon train braved great dangers to reach Oregon Country.
- 9) Americans living in Texas, as well as Tejanos, rebelled against the Mexican government in 1835. After winning several battles, Texans set up an independent republic.
- 10) In the early years of white settlement, California was dotted with Spanish missions, forts, and ranches. In the 1840s, many Americans came to believe that the United States was destined to expand to the Pacific
- 11) The United States made Texas a part of the Union, and then went to war with Mexico in a border dispute. After defeating Mexico, the United States gained the Southwest and California.
- 12) Seeking religious freedom, the Mormons built a community in the Utah desert. A gold rush in California drew newcomers to that region.
- 13) As the 1800s progressed, the North and the South continued to develop differently. In many ways the two regions were like separate worlds. The North based its economy largely on industry. The South, meanwhile, developed an agricultural system that relied primarily on cotton.
- 14) The industry of the North depended on paid workers. These workers struggled to make a living and endured hard working conditions. Still they were free. In contrast, cotton production in the South depended on the labor of enslaved African Americans. These enslaved people had no rights.

#### **Knowledge and Skills**

##### *Knowledge*

- Students will explain how America's growing and young population spurred territorial expansion.
- Students will describe how the Industrial Revolution came to the United States.
- Students will explain how Americans traveled westward.
- Students will tell why John Quincy Adams was an unpopular President

- Students will list how voting rights were changed in the 1820s and 1830s.
- Students will describe how President Jackson replaced many office holders.
- Students will explain why John C. Calhoun and Daniel Webster disagreed on States rights.
- Students will evaluate Jackson's decision with the Nullification Crisis.
- Students will describe the journey known as The Trail of Tears.
- Students will explain how Whigs and Democrats competed for the Presidency in 1840.
- Students will compare the claims of Great Britain and the United States to the Oregon Country.
- Students will explain how the United States gained Oregon
- Students will explain why many Americans settled in Texas.
- Students will describe how Texas became an independent country.
- Students will explain the reason Americans wanted to expand to the Pacific Ocean.
- Students will describe how the discovery of gold affected life in California.
- Students will describe how new inventions changed manufacturing and farming in the North.
- Students will explain how new means of communication and transportation benefited businesses.
- Students will explain why cotton planters began to move westward.
- Students will illustrate how the cotton gin affected slavery in the South.
- Students will explain how African Americans suffered under slavery.
- Students will exhibit a basic knowledge (at an age appropriate level) of current events.

### *Skills*

- Students will explain how the United States gained Texas and the Oregon Country.
- Students will identify the purpose of the Adams-Onis Treaty.
- Students will define the Industrial Revolution, cotton gin, and interchangeable parts.
- Students will describe what life was like in early factories.
- Students will illustrate the development of improved roads, canals, and steamboats used by American's traveling west.
- Students will define majority, suffrage, caucus, spoil system, pet bank, and nominating convention.
- Students will identify Sequoyah.
- Students will define speculator, depression, laissez faire, and mudslinging.
- Students will map rival claims to the Oregon Country.
- Students will define siege, annex, and Manifest Destiny,
- Students will outline the agreement between American settlers in Texas and the Mexican government.
- Students will list the causes and result of the Mexican War.
- Students will define telegraph, locomotive, and clipper ship.
- Students will define slave codes.
- Students will identify leaders of several slave revolts.

### **Resources**

The American Nation - textbook  
 The U.S. Constitution

Video – The War of 1812, Canals in America, Trail of Tears

**Assessments**

Formal test, quizzes, student poster, student letter to editor, classroom review games, research paper

**Learning Activities**

Field trip to the Constitution Center in Philadelphia

Students will discuss current events at least every other week. Teachers may select an article to read and discuss with the class. They may also assign students to bring in an article from a newspaper, magazine or web site and be prepared to summarize it (in writing or orally).

## Eighth Grade 1<sup>st</sup> Trimester

### *Standard: United States History*

**Summary:** Students continue learning about our nation's history until the 1870's after the Civil War.

#### **Key Understandings**

- 1) Westward expansion ignited conflicts over slavery in the territories. After Lincoln's election as President, southern states left the Union. A crisis at Fort Sumter, South Carolina, triggered the first shots of war.
- 2) Bloody fighting during the first two years of the Civil War made it clear to both North and South that the struggle would be long and difficult.
- 3) The Union and the Confederacy struggled to raise and support their armies and to provide for the wellbeing of their citizens.
- 4) Despite Southern victories at Fredericksburg and Chancellorsville, the tide of war turned in the summer of 1863, when the North won at Gettysburg and Vicksburg.
- 5) After years of fighting, countless casualties, and considerable devastation, the South finally surrendered in April 1865.
- 6) Lincoln's and Johnson's Reconstruction plans focused on pardoning the Confederate states and restoring the Union quickly.
- 7) The end of slavery brought about new patterns of agriculture in the South, while expansion of cities and industry led to limited economic growth.
- 8) In the 1870s, white Democrats regained power in the South, and white Republican interest in Reconstruction declined.

#### **Knowledge and Skills**

##### *Knowledge*

- 1) Students will be able to explain how U.S. expansion to the Pacific affected slavery in the territories.
- 2) Students will summarize the growth of new political parties related to the slavery issue.
- 3) Students will explain the issues that dominated the Lincoln-Douglas debates? The students will describe the outcome(s) of the Lincoln-Douglas debates.
- 4) Students will discuss the advantages and disadvantages of both the Union and Confederacy.
- 5) Students will explain the importance of the battle between the Monitor and the Merrimack.
- 6) Students will point out problems with the draft in both the North and South.
- 7) Students will describe General Grant's strategy for defeating the South, and how he and General Sherman implemented it.
- 8) Students will examine how and why John Wilkes Booth assassinated President Lincoln.
- 9) Students will compare and contrast Lincoln's and Johnson's Reconstruction plans.
- 10) Students will describe the importance of the 13, 14, and 15 Amendments to the Constitution.
- 11) Students will describe the tactics of the Ku Klux Klan to spread terror throughout the South.
- 12) Students will list the major successes and failures of Reconstruction.
- 13) Students will exhibit a basic knowledge (at an age appropriate level) of current events.

### ***Skills***

- 1) Students will complete a map explaining the Missouri Compromise and the Compromise of 1850.
- 2) Students will define key terms such as manifest destiny, nativism, annex, and prejudice.
- 3) Students will compare and contrast the war plans of the North and the Confederacy.
- 4) Students will describe the causes and effects of African Americans joining the Union army.
- 5) Students will match key terms and definitions such as contraband, martial law, Copperhead, draft, greenback, and Emancipation Proclamation.
- 6) Students will list the terms of surrender for the South at Appomattox Court House.
- 7) Students will define pardon, black codes, impeach, civil rights, scalawag and carpetbagger.
- 8) Students will illustrate how the election of 1876 brought an end to Reconstruction

### **Resources**

*The American Nation* – textbook

PowerPoint presentations

Video – The Underground Railroad, Abraham Lincoln

Maps- Westward Expansion, Sectionalism, Union and Confederacy

Novel – Uncle Tom's Cabin

### **Assessments**

Poster, debate, essay, homework, formal tests and quizzes, interpreting political cartoons, classroom review game, recitation (Gettysburg Address), writing an editorial

### **Learning Activities**

Students will discuss current events at least every other week. Teachers may select an article to read and discuss with the class. They may also assign students to bring in an article from a newspaper, magazine or web site and be prepared to summarize it (in writing or orally).

## **Eighth Grade 2<sup>nd</sup> Trimester**

### ***Standard: United States History***

**Summary:** Students continue with the study of American history through the 1930's.

#### **Key Understandings**

- 1) As World War I began and then spread to much of Europe, the United States tried to remain neutral as long as possible.
- 2) German submarine warfare helped push the United States into World War I.
- 3) American troops helped the Allies defeat the Central Powers in World War I
- 4) Americans and their government took extraordinary steps at home to support the war effort.
- 5) When the fighting ended in Europe, President Wilson pressed for a treaty that would bring peace to the postwar world.
- 6) The 1920s were a time of rapid social change, in which many young people, particularly young women, adopted new lifestyles and attitudes. As its rural population decreased, the United States became an urban nation, and traditional values were increasingly challenged.
- 7) In the 1920s, the mass media provided information and entertainment as never before. The decade was an especially creative period for music, art, and literature
- 8) Rapid social change after World War I caused conflicts among people with differing beliefs and values.
- 9) Republican administration of the 1920s pursued probusiness economic policies and an isolationist foreign policy.
- 10) In October 1929, panic selling caused the United States stock market to crash. The crash led to a world wide economic crisis called the Great Depression.
- 11) By the early 1930s wage cuts and growing unemployment had brought widespread suffering across the United States.

#### **Knowledge and Skills**

##### ***Knowledge***

- Students will describe how war expanded to draw in much of Europe.
- Students will describe the events, which helped caused the United States to join the Allies.
- Students will explain how war technology made it possible for millions to die in World War I.
- Students will describe how the government enforced loyalty to the war effort.
- Students will list important provisions of the peace treaty.
- Students will tell why the Fourteen Points failed as a basis of peace negotiations.
- Students will explain how Americans affected the nation's cities and suburbs as they moved from rural areas.
- Students will explain why Prohibition in the 1920s was a failure.
- Students will discuss the main causes of the Great Depression.
- Students will exhibit a basic knowledge (at an age appropriate level) of current events.

##### ***Skills***

- Students will list the main causes of World War I.

- Students will identify on a map of Europe the participants of World War I
- Students will define militarism, nationalism, imperialism, stalemate, and propaganda.
- Students will list the new weapons of war used in World War I.
- Students will define rationing, sedition, vigilante, and daylight saving time
- Students will compare and contrast the League of Nations and the United Nations.
- Students will list some American heroes of the 1920s.
- Students will describe the Harlem Renaissance.
- Students will define Black Tuesday, business cycle, Hooverville, Dust Bowl

### **Resources**

The American Nation, bulletin board display, picture and artifacts of WW I

Video – *Peter Jennings 20<sup>th</sup> Century*, *The Grapes of Wrath*, *It's a Wonderful Life*

### **Assessments**

World War I test, critical thinking and writing activities, writing a persuasive essay, analyzing alternative

### **Learning Activities**

Students will discuss current events at least every other week. Teachers may select an article to read and discuss with the class. They may also assign students to bring in an article from a newspaper, magazine or web site and be prepared to summarize it (in writing or orally).

**Eighth Grade**  
**3<sup>rd</sup> Trimester**

**Standard: United States History**

**Summary:** We continue American history through to the 1990's.

**Key Understandings**

- 1) By the early 1930s, wage cuts and growing unemployment had brought widespread suffering across the United States.
- 2) As the Depression worsened, people blamed Hoover and the Republicans for their misery. The 1932 presidential election brought a sweeping victory for Democrat Franklin D. Roosevelt and profound changes in the role of government
- 3) President Roosevelt sought to end the Great Depression through the federal programs of the New Deal.
- 4) A variety of critics pointed out the shortcomings of the New Deal as well as its potential for restricting individual freedom.
- 5) Ultimately, the New Deal did not end the Depression. Yet it had a lasting effect on many aspects of American life.
- 6) Dictators in the Soviet Union, Italy, Germany and Spain formed brutal, repressive governments in the 1920s and the 1930s. They were motivated by political beliefs and a desire for power.
- 7) After war began in September 1939, Germany easily conquered Poland, France, and several smaller countries, but Britain successfully defended itself against German air attacks.
- 8) United States foreign policy changed slowly from neutrality to strong support for the Allies. Japan's surprise attack on Pearl Harbor immediately brought the United States into the war with the full support of the people.
- 9) The United States quickly mobilized millions of Americans to fight the Axis powers. The government organized the economy to supply the military.
- 10) To secure victory, the Allies waged war in the Atlantic Ocean, North Africa, the Soviet Union, and Western Europe between 1941 and 1945.
- 11) During World War II, the Nazis carried out a brutal plan that resulted in the deaths of 6 million Jews and millions of other victims.
- 12) Fierce fighting and heavy casualties characterized the war in the Pacific Ocean as the Allied forces struggled to turn back Japanese advances.
- 13) While the war brought new opportunities for women and some racial and ethnic minorities, Japanese Americans were the victims of widespread intolerance.
- 14) At the end of World War II, conflicting goals for the future of Europe led to growing hostility between the United States and the Soviet Union.
- 15) As the Cold War intensified, American foreign policy focused on rebuilding and unifying Western Europe. At home, Americans began to suspect Communist infiltration of their own society and government.
- 16) To Repel a North Korean invasion of South Korea American and other UN troops fought against Communist forces for three years. The result was a return to prewar Korean borders.
- 17) During the 1950s, the Cold War spread around the world. At home, McCarthyism caused fear and distrust.
- 18) Following World War II, African Americans began to push harder in the civil rights movement and brought about significant results.

- 19) The civil rights movement of the 1960s consisted of many separate groups and leaders. While the methods used by these groups differed, they shared the same goal of securing equal rights for all Americans.
- 20) The Cold War intensified as President Kennedy and President Johnson became involved in anti-Communist conflicts in Latin America, Europe, and Southeast Asia.
- 21) The United States entered the Vietnam War to defeat Communist forces threatening South Vietnam.
- 22) The Vietnam War created deep divisions in both the Democratic Party and in our nation.
- 23) The end of the Vietnam War involved slow-moving peace negotiations, the gradual withdrawal of American troops, and the fall of South Vietnam.
- 24) President Richard Nixon relied on several close advisors to help him move the country in a new direction.

## **Knowledge and Skills**

### ***Knowledge***

- Students will describe how people struggled to survive hard times during the 1930s.
- Students will explain what Roosevelt meant when he offered Americans a “new deal”?
- Students will identify the objective of the first and second New Deals.
- Students will point out some of the shortcomings and limits of the New Deal.
- Students will explain how the court-packing fiasco harmed FDR’s reputation.
- Students will explain how World War II ended the Great Depression.
- Students will describe the goals and origins of Italy’s fascist government.
- Students will describe the importance of Pablo Picasso’s painting Guernica.
- Students will explain the reasons for Britain’s victory in the Battle of Britain against German aircraft.
- Students will explain why the United States chose neutrality in the 1920s and 1930s.
- Students will define the Selective Service Act, GI, Liberty Ship, and victory garden.
- Students will describe the invasion of Western Europe in 1944 and explain why it succeeded.
- Students will describe how Germany’s policies toward Jews developed from murder into genocide?
- Students will describe the advances made by Japan in Asia and the Pacific from 1931 to 1942.
- Students will explain the strategy of the United States in the struggle to reconquer the Pacific islands.
- Students will explain why President Truman decided to use two atomic bombs against Japan to end World War II.
- Students will define the postwar goals of the United States and the Soviet Union?
- Students will describe how the iron curtain tightened the hold over Eastern Europe by the Soviet Union.
- Students will explain the origin of the Truman Doctrine of containment.
- Students will describe how Communist expansion in Asia set the stage for the Korean War.
- Students will explain the importance of the Supreme Court’s decision in Grown v. Board of Education
- Students will describe the philosophy of non-violence.
- Students will outline the goals of the Bay of Pigs invasion, and what was the outcome.
- Students will describe the events that led to the Berlin crisis and the Cuban Missile Crisis
- Students will explain the events that led to the war between North and South Vietnam.
- Students will compare and contrast the policies of the Kennedy and Johnson administrations with regard to fighting the Vietnam War.

- Students will describe how the Vietnam War affected the election of 1986.
- Students will exhibit a basic knowledge (at an age appropriate level) of current events.

### ***Skills***

- Students will define Bonus Army, Hooverville and Dust Bowl.
- Students will compare and contrast the views of Hoover and Roosevelt concerning the role of government.
- Students will name several of the New Deal programs created in the first hundred days.
- Students will categorize New Deal programs objectives as Relief, Recovery or Reform.
- Students will name New Deal programs that still exist today.
- Students will put in chronological order the events, which led to Hitler's rise to power.
- Students will define totalitarian, fascist, Nazism, Axis Powers, and appeasement.
- Students will identify the symbol of appeasement.
- Students will identify the nations of Europe on a map as World War II begins.
- Students will define blitzkrieg, collaboration, Resistance, and Allies.
- Students will name the Four Freedoms from FDR's Atlantic Charter speech.
- Students will describe carpet-bombing, D-Day, and the Battle of the Bulge.
- Students will describe how Germany persecuted Jews in the 1930s.
- Students will define anti-Semitism, Holocaust, concentration camp, Kristallnacht, Warsaw ghetto, genocide, and Nuremberg Trials.
- Students will identify the countries of Asia the Pacific on a map as World War II begins.
- Students will define Bataan Death March, Geneva Convention, Battle of the Coral Sea, Battle of Midway, island-hopping, kamikaze, Battle of Iwo Jima, Battle of Okinawa and the Manhattan Project.
- Students will name the targets for the two atomic bombs used on Japan and the effects on the people in those cities.
- Students will define satellite nation, iron curtain, Cold War, containment and Truman Doctrine.
- Students will identify the Marshall Plan, Berlin airlift, NATO, House Un-American Activities Committee, Hollywood Ten, and blacklist.
- Students will define 38<sup>th</sup> parallel, military-industrial complex.
- Students will define McCarthyism, arms race, brinkmanship, Sputnik, and U-2 Incident.
- Students will analyze the argument used by the NAACP in the Brown decision.
- Students will explain how the Montgomery bus boycott affected the civil right movement.
- Students will debate the strategies of Martin Luther King Jr. and Malcolm X and evaluate their effectiveness.
- Students will define Berlin Wall, Cuban Missile Crisis, and Alliance for Progress, and Peace Corps.
- Students will define domino theory, Vietminh, Viet Cong, and Gulf of Tonkin Resolution

### **Resources**

The American Nation, bulletin board display,

Video – *Peter Jennings 20<sup>th</sup> Century*

**Assessments**

Formal tests, quizzes, homework, students' debates, critical thinking and writing activities, writing a persuasive essay, analyzing alternatives, research paper.

**Learning Activities**

Students will discuss current events at least every other week. Teachers may select an article to read and discuss with the class. They may also assign students to bring in an article from a newspaper, magazine or web site and be prepared to summarize it (in writing or orally).