

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: U.S. History **Unit Name:** Increasing Influences and Challenges

Quality Core Objectives:

Unit 7 Increasing Influences and Challenges	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
	k. Analyze how the past influences the lives of individuals and the development of societies
C.2. Increasing Influences and Challenges	b. Explain the origins and accomplishments of the Progressive movement
	c. Analyze the efforts to achieve women’s suffrage in the early twentieth century
	d. Evaluate, take, and defend positions on the various U.S. foreign policies in the late nineteenth and early twentieth centuries
	e. Analyze the causes and consequences of the Spanish-American War
	f. Identify and evaluate the factors that influenced U.S. imperialism in the late nineteenth and early twentieth centuries and the ensuing debate over imperialism

Purpose of the Unit:

The purpose of this unit is to see real world application to progressive politics and imperialism in the modern day. Also it is an opportunity to teach study skills, map reading skills, and analysis of political cartoons

Prerequisites:

World Civilization- study of imperialism and its impact on the world

Introduction to Social Studies- study of geography and the location of various foreign countries

English classes- writing a feature article

Daily Lesson Guide

Day	Lesson Content and Objectives	Focus Questions	Daily Activities/Critical Thinking (High Yield / Literacy /LTF/etc.)	Engagement	Assessment and/or Accommodations
1	SS-HS-5.2.4 C.2.b	How will progress change your life? What is progressive?	-Powerpoint on progressive, issues, solutions -City bosses and Thomas Nast Biography and political cartoons	Connection to Far and Away Draw a political cartoon in honor of Thomas Nast	ACT like assessment (timed) from the Thomas Nast Biography
2	SS-HS-5.2.4 C.2.b	-What is the goal of the populist movement? -How do we know change is good?	Populist movement through the Wizard of Oz by Frank Baum	-Students tell the story of the Wizard of Oz	Notebook check on Wizard of Oz notes
3	C.2.b	How free are the	Gallery walk on Jacob Riis	Gallery Walk gets	Notebook check on How the Other

	SS-HS-5.2.4	poor? Living conditions of the poor?	Reading excerpt from How the Other Half Lives	them up and moving	Half Lives analysis
4	SS-HS-5.2.4 C.2.b C.2.c	How bad were the factory working conditions in the U.S.?	-Reading excerpt from The Jungle by Upton Sinclair -Powerpoint notes on muckrakers of the progressive era and impact on women -Progressive report card	Disgusting items discussed in the reading will keep them engaged.	ACT like (timed) reading section and questions from The Jungle Notebook check on The Jungle notes
5	SS-HS-5.2.4 C.2.b	What are some things you would like to change/expose at FSHS?	-Brainstorm some ideas we could improve/progress upon here at FSHS -Interview people on your topic	Personal Response- the story is going to be about you and your school	Final muckraker newspaper article written by students for 100 pt grade
6	SS-HS-5.2.4 C.2.b	How do we write a feature article? Why we must expose wrongs in society?	Write a newspaper article about a topic that needs to be exposed/changed here at FSHS	Personal Response- the story is going to be about you and your school	Final muckraker newspaper article written by students for 100 pt grade
7	SS-HS-5.2.4	Why are we in Iraq? What is Imperialism?	-Powerpoint on Imperialism -Practice reading a map for information with Alaska map	Relevance- help students see why the U.S. goes into foreign countries- power, resources, and missionary zeal	-Alaska map – Notebook check -Have students apply three reasons for getting involved with foreign countries to Lybia or Iraq correctly

8	SS-HS-5.2.4	How is the Spanish American War like the Iraq war?	-Read a Theodore Roosevelt biography-Annotate -Powerpoint on TR and the Spanish American War	Have the students annotate items in the biography they find interesting	-Annotated biography in notebook check -Monitoring annotation
9	SS-HS-5.2.4	Why is Theodore Roosevelt on Mount Rushmore?	-Review biography -Watch video biography -Use 10 statement agree/disagree statement wkst and have students support their opinions	Personal Response- Have students defend their opinions with facts	Agree/Disagree worksheet taken for grade
10	SS-HS-5.2.4	Can you notice what you see?	-Rough Riders	Visualize the Spanish American War Veteran's Day connection	Movie Quiz
11	SS-HS-5.2.4	Can you notice what you see?	Rough Riders	Visualize the Spanish American War Veteran's Day connection	Movie Quiz
12	SS-HS-5.2.4	How does the Roosevelt Corollary lead to the U.S. being the policeman of the world?	-Read and annotate the Monroe Doctrine -Compare isolationism vs. interventionism -Powerpoint to Roosevelt Corollary	Relevance - Discussion of why the U.S. gets involved in various foreign countries	Monitor annotation and ask questions checking for knowledge Political cartoon on Roosevelt's big stick and the Roosevelt corollary

13	SS-HS-5.2.4	How does the Panama Canal change the world?	Powerpoint on Panama canal Map work –distance between East coast to West coast around South America and then through Panama	Relevance- trading patterns, military patterns	Map work – Notebook check Questioning to check for understanding
14	SS-HS-5.2.4	What/who do you need to know for the test?	Review for a test on Progressives and Imperialism Name Game with yes/no questions	Relevance- Test prep for the EOC assessment and study skills	Summative test will be the following day Formative- can the students' name their historical figure with yes/no questions only
15	SS-HS-5.2.4	What/who do we need to know for the end or course test?	Test over Progressives and Imperialism	Relevance- Test prep for the EOC assessment	Summative- Test Formative- Test review of commonly missed multiple choice questions