**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across content areas. Destination 2025 and the CLIP establish common goals and expectations for student learning across schools and are the underpinning for the development of the Elementary Social Studies curriculum maps.

Designed with the teacher in mind, the Elementary Social Studies curriculum maps focus on integrating literacy skills and strategies with content standards. This map presents a framework for organizing instruction around the TN State Standards (CCRA) so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and this map provides guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the Social Studies Curriculum guides. Educators will use this guide and the standards as a road map for curriculum and instruction. Carefully crafted curricu­lar sequences and quality instructional resources enable teachers to devote more time and energy in delivering instruction and assessing the effectiveness of instruction for all learners in their classrooms, including those with special learning needs.

**How to Use the Social Studies Curriculum Maps**  
Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, it is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies. Students must employ essential literacy strategies that explicitly demonstrate the application of reading, writing, and thinking strategies to support learning in social studies.

The integration of literacy and social studies is critical for student success. This curriculum map is designed to help teachers make effective decisions about what Social Studies content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment the with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

(1) Regular practice with complex text and its academic language.

1. Reading, writing, and speaking grounded in evidence from text, both literary and informational.
2. Building knowledge through content-rich nonfiction.

Throughout this curriculum map, you will see high-quality texts that students should be reading, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

|  |  |  |
| --- | --- | --- |
| **The TNCore Literacy Standards** | | |
| The TNCore Literacy Standards (also known as the College and Career Ready Literacy Standards):  <http://www.tncore.org/english_language_arts.aspx> | | Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** | | |
| Student Achievement Partners Text Complexity Collection:  <http://achievethecore.org/page/642/text-complexity-collection> | | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection. |
| Student Achievement Partners Academic Work Finder: <http://achievethecore.org/page/1027/academic-word-finder> | | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** | | |
| Student Achievement Partners Text-Dependent Questions Resources:  <http://achievethecore.org/page/710/text-dependent-question-resources> | | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** | | |
| Student Achievement Partners Text Set Projects Sequenced:  <http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction> | | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |
| **Content Area Literacy** | | |
| Achieve The Core for Social Studies: http://achievethecore.org/dashboard/300/search/1/1/6/7/  8/page/737/history-social-studies-lessons-list-pg | Teachers can access sample lessons for use in middle school  Social Studies classrooms. | |
| **Close Reading** | | |
| Teaching History.Org section on Close Reading Lessons  in Social Studies: http://teachinghistory.org/teaching-materials/teachingguides/25690 | Teachers can learn more about how to lead their Social Studies students in a close read. | |
| **Text Dependent Questioning** | | |
| TNCore Text **Dependent** Question in Social Studies:  http://tncore.org/literacy\_in\_social\_studies/instructional\_r  esources/text\_dependent\_questions.aspx | Teachers can use the resources to craft their own text-dependent questions based in Social Studies. | |
| **Document Based Questioning** | | |
| Teaching History.org on DBQs in Middle School:  http://teachinghistory.org/teaching-materials/teachingguides/  23560 | Documents are plentiful, but many are too difficult for middle school students. This link will help a middle school teacher modify documents for their students so they can employ document based questioning. | |

**Important Details**

This document is to be used with the McGraw-Hill textbook- *United States History & Geography Modern Times.* There are notations in the Instructional Activities & Resources section for specific pages and materials that are part ofthe textbook. Educators must request and receive an access code from the district Instructional Advisor for full accessto the online pieces. Educators are also encouraged to explore the online resource package for other materials notmentioned in this document. Abbreviated codes in Instructional Activities & Resources section match the coding in theTeacher Edition of the text.

**WIDA**

***WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards.* *By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments****.*

**WIDA ”Can Do” Name charts may be located here:**[**http://shelbycountyesl.weebly.com/wida.html**](http://shelbycountyesl.weebly.com/wida.html)**(password: SCS-ESL)**

|  |
| --- |
| **WIDA**  <https://www.wida.us/standards/ELP_standardlookup.aspx>  **Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Example: Reading 9-12 “Behavior of individuals & groups” |  |  |  |  |
| **Entering:**  Locate visually supported information on social issues (e.g., from photographs, headlines, and bylines in newspapers, magazines, or on the Internet) | **Beginning:**  Locate visually supported information on social issues (e.g., in newspaper, magazine, or website articles) | **Developing:**  Compare and contrast visually supported information on social issues or inequities from various news sources | **Expanding:**  Interpret visually supported information on social issues or inequities from various news sources | **Bridging:**  Evaluate authenticity of information on social issues or inequities from various news sources |

**A Word about Vocabulary Instruction…**

Effective Tier 2 academic vocabulary development necessitates daily direct and explicit instruction in vocabulary that includes systematic practice, review, and deep processing. Teachers must immerse students in word-rich environments, while teaching and modeling word learning strategies.

In all content areas, academic vocabulary instruction must be cumulative, and the terms should be integrated into increasingly complex tasks. In language arts, more time should be spent on instruction about the nuance of the word, its origin, root, and/or affixes. Additionally, language arts teachers should use word work strategies such as parts of speech, semantic word webs, and other evidence-based vocabulary practice

**Common Core State Standards: Focus on Tier 2 & Tier 3 Academic Vocabulary**

* Tier 1 Basic words that commonly appear in spoken language. Because they are heard frequently in numerous contexts and with nonverbal communication, Tier 1 words rarely require explicit instruction.. Examples of Tier 1 words are clock, baby, happy and walk.
* Tier 2 High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are obvious, complex, establish and verify.
* Tier 3 Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Medical, legal, biology and mathematics terms are all examples of these words.

Explicit instruction of the Tier 2 academic words is required in order for students to know and use the words accurately in reading, writing, and speaking. Multiple exposures and practice are key characteristics of effective vocabulary instruction. Teachers are expected to use evidence-based vocabulary strategies, such as those found in the SCS curriculum maps.

Links to Support Vocabulary Instruction & Development

<http://www.sde.idaho.gov/site/social_studies/docs/core/Visual%20Evidence.pdf>

<http://www.learningunlimitedllc.com/2013/07/5-steps-vocabulary-instruction/>

<https://wvde.state.wv.us/strategybank/VocabularyStrategies.html>

<https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

<http://soltreemrls3.s3-website-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/List-of-Tier-2-and-Tier-3-Terms-for-ELA-and-Math.pdf>

**U.S. History & Geography – Grade 11**

**Pacing Guide**

|  |
| --- |
| **1st Quarter** |
| The Rise of Industrial America (1877-1914) |
| The Progressive Era (1890-1920) |
| American Imperialism (1914-1920) |
| World War I (1914-1920) |
| **2nd Quarter** |
| The 1920’s |
| The Great Depression (1929-1932) |
| Roosevelt and the New Deal (1922-1941 |
| **3rd Quarter** |
| Between the Wars (1931-1941) |
| World War II (1941-1945) |
| Cold War (1945-1960) |
| **4th Quarter** |
| Modern United States (1945-1979)   * Postwar America (1945-1968) * The New Frontier (1960-1968) * Civil Rights, Political, and Social Movements (1954- 1980) |
| Contemporary United States (1980- Today) |

| **State Standards** | **Guiding Questions/Vocabulary**  **Tier 2 & 3** | **Instructional Activities & Resources** |
| --- | --- | --- |
| **The 1920’s**  **(4 Weeks)** | | |
| **US.31** Describe the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.  **US.32** Describe the rise of mass production techniques and the impact of new technologies, including the advent of airplane travel, spread of electricity, popularity of labor saving appliances and innovations in food processing and food purchasing (Clarence Saunders).  **US.33** Using multiple sources and diverse formats, summarize the impact of the mass production and widespread availability of automobiles on the American economy and society.  **US.34** Analyze the changes in the economy and culture of the United States as a result of expansion of credit, consumerism and financial speculation.  **US.35** Describe the significant ideas and events of the administrations of Warren Harding and Calvin Coolidge, including the “return to normalcy”, Teapot Dome and laissez faire politics.  **US.36** Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the immigration quota acts of the 1920’s, the resurgence of the Ku Klux Klan, the efforts of Ida B. Wells and Randolph Miller, the trial of Sacco and Vanzetti, the emergence of Garveyism and the rise of the NAACP.  **US.37** Explain the background of the Temperance Movement, the passage of the 18th Amendment to the Constitution and the Volstead Act; the impact of Prohibition on American society and its successes and failures, including the rise of organized crime, bootlegging and speakeasies and repeal by the 21st amendment.  **US.39** Describe the changing conditions for American Indians during this period, including the extension of suffrage and the restoration of tribal identities and way of life.  **US.40** Describe the Harlem Renaissance, its impact, and its important figures, including an examination of literary and informational text of or about Langston Hughes, Zora Neale Hurston, James Weldon Johnson, Duke Ellington and Louis Armstrong.    **US.41** Analyze the emergence of the “Lost Generation” in American literature, including the impact of Ernest Hemingway and F. Scott Fitzgerald.  **US.42** Describe changes in the social and economic status of women, including the work of Margaret Sanger, flappers, clerical and office jobs and rise of women’s colleges.    **US.43** Analyze the rise of celebrities as icons of popular culture, including Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday and Charles Lindbergh.  **US.44** Examine the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville, including W.C. Handy and WSM.    **Word Study (US.38)**  -ism (Greek Origin) = aindicating an action, a state or doctrine - Individualism, Creationism | **US.31** How did the growth of radio and movies impact the world and popular culture?  **US.32** What were the effects of the rise of mass production techniques and new technologies in America?  **US.33** How did the widespread availability of automobiles impact the American economy and society?  **US.34** What changes in the economy and culture of the United States led to the expansion of credit, consumerism and financial speculation?  **US.35** What made the ideas and events of the Warren Harding and Calvin Coolidge administrations significant?  **US.36** What cultural and social conflicts arose in the 1920s?  **US.36** How did attacks on civil liberties and racial and ethnic tensions lead to the emergence of Garveyism and the rise of the NAACP?  **US.37** What is significance of the Temperance Movement, the passage of the 18th Amendment to the Constitution and the Volstead Act?  **US.37** What was the impact of Prohibition on American society?  **US.38** How does the Scopes Trial of 1925 represent the clash between Traditionalism and Modernism?    **US.39** What were the changing conditions for American Indians during the 1920s?  **US.40** What was the Harlem Renaissance? How did it impact literature and music?  **US.41** What led to the emergence of the “Lost Generation” in American literature?  **US.42** How did the social and economic status of women lead to the rise of women’s colleges?  **US.43** What celebrities were seen as icons of popular culture in the 1920s? Why were they seen in this manner?  **US.44** How did the growth and popularity of Blues Music in Memphis and the Grand Ole Opry in Nashville impact American music?  **CONTENT VOCABULARY (Tier 3)**  Supply side economics  Isolation  Cooperative individualism  Model-T  Mass production  Nativism  Assembly line  Creationism  Anarchist  Speakeasy  Evolution  Bohemian  Mass media  Jazz  Blues  **Academic Vocabulary (Tier 2):**  Investigate, Revelation, Disposable, Translate, Credit, Contribute, Source, Deny, Diverse, Unify, Compose, Symbolize, Ongoing, Impact, Analyze  **(For Vocabulary Strategies- see page 5)** | **Textbook Reference:** Chapter 8-*The Jazz Age* pages 205-228  **Lesson Review Questions:** pages 211,216,220,223,227  **Chapter 8 Assessments:** Lesson Review Questions- page 228; Exploring Essential Questions (Drawing Conclusions); Analyzing Historical Documents (Summarizing/ Making Generalizations), Extended Response Question (Argument)  **SUGGESTED ACTIVITIES**  **US.31** Use a T-chart or another graphic organizer to compare the audience and use of radio and movies in the 1920s to modern day mass media outlets and usage.  **US.32** Analyze the chart on p. 235 and answer the questions. Use the responses to facilitate a class discussion on how mass production changed the U.S. economy. Each student should also list sample items they own that is mass produced.  **US.33** Using the map on p. 616-617, Select a journey between two U.S. destinations. Use the map scale to estimate the distance between the two destinations. Then estimate how long it would take to reach the destination on horseback if they could travel 15 miles per hour. Next, estimate the same trip using a horse-drawn carriage and allotting 8 miles per hour. Students should then estimate the trip with an automobile traveling 40 miles per hour, which was typical maximum speed on early automobiles. Finally, write a reflection on ways that the mass production of automobiles changed American society personally and economically.  **US.34** In cooperative groups, research and list consumer products that were available for the first time during the 1920’s. List the products’ cost at that time and estimate how much those items would cost today. Each group should present their findings. Presentations should also include impact of air travel, spread of electricity, labor saving appliances, and innovations in food processing and purchasing to the cost of products.  **US.35** Read Calvin Coolidge’s quote on p. 209. Then analyze what Coolidge thought was important to Americans by answering: How did the 1920’s seem to support Coolidge’s opinion? Is America today similar to Coolidge’s description or different? What evidence is there for this conclusion?  **US.35** Create a double bubble map or T-chart with accomplishments of the Harding administration on one side and scandals of the Harding administration on the other side. Include an explanation of the Teapot Dome Scandal and Laissez Faire politics using p. 208-211.  **US.36** Teacher should introduce a discussion of values. How do different groups in our society today have different values? What current events illustrate these different values? Students should list competing values in the 1920s using p. 217-220. How did these competing values lead to tensions such as Palmer Raids, immigration quotas, KKK resurgence, efforts of Ida B. Wells and Randolph Miller, and the rise of the NAACP? Groups should each be assigned one of these events and then a jigsaw group activity can help explain all the events and the rising tensions.  **US.37** Using the Prohibition Activity on Reading like a Historian, have students read the primary and secondary sources provided in order to complete the graphic organizer and answer the text dependent questions. Then have a guided class discussion using the questions and responses. (You must sign up and register on the website in order to have access to the activities.) <http://sheg.stanford.edu/prohibition>  **US.38** Without using any references, students are to develop their own definitions for "Traditionalism" and "Modernism".  Use either a textbook or dictionary to add to or improve their definition.  Students report out their definitions and record key words and ideas on the board.  Afterwards, write a paragraph identifying which idea or definition they prefer or agree with and explain why.  **US.39** View the photograph of Calvin Coolidge at <http://www.politico.com/magazine/gallery/2013/11/photo-oops-historys-worst-political-photo-ops/001446-020415.html#.VczVpa3w_QQ> . Write a short essay about what the picture appears to indicate about conditions for Native Americans. Then in a class reading and discussion compare their essay with the description on p.215 under the heading “Uneven Prosperity.”  **US.40** Using Lesson 4 of Chapter 8, discuss the uses for radio in the 1920s. Plan a radio broadcast or advertisement that might have been heard during the 1920’s.  **US.41** Use excerpts from “The Great Gatsby” and Hemingway to read and annotate. Discuss or write how World War I and the culture of the 1920’s contributed to the mood and structure of the excerpts.  **US.42** View pictures of flappers and other women in increased roles in society in the 1920’s. Discuss the work of Margaret Sanger, birth control, and disposable income. Research ways that World War I helped led to this increased role and other contributions made to society by Women in the 1920s.  **US.43** Create a timeline or a visual of important figures in popular culture during the 1920’s. Visuals should include Babe Ruth, Lou Gehrig, Jack Dempsey, Red Grange, Bessie Smith, Billy Sunday, and Charles Lindbergh. Attach a summary to indicate the importance of the rise of mass media in creating people to be seen as celebrities.  **US.44** Listen to a sample of W.C. Handy’s music and read the Tennessee Connection on p. 225. Write an essay explaining the contributions of W.C. Handy to Memphis and the American culture; include the significance of Beale Street.  **US.44** Listen to a sample of music from WSM and the Grand Ole Opry. Then read the Tennessee Connection on p. 214. Write an essay explaining the contributions of radio, WSM and the Grand Ole Opry to Nashville and the American culture. |
| **The Great Depression 1929-1932**  **(2 weeks)** | | |
| **US.45** Analyze the causes of the Great Depression, including the following:   * the economic cycle driven by overextension of credit * overproduction in agriculture and manufacturing * laissez faire politics * buying on margin * excess consumerism * rising unemployment * the crash of the stock market * High tariffs   **US.46** Describe the steps taken by President Hoover to combat the economic depression, including his philosophy of “rugged individualism”, the Reconstruction Finance Corporation and the response to the “Bonus Army”.  **US.47** Write a narrative piece that includes multiple media components to describe the toll of the Great Depression on the American people, including massive unemployment, migration and Hoovervilles.  **US.48** Analyze the causes and consequences of the Dust Bowl of the 1930’s. | **US.45** What were the causes of the Great Depression?  **US.45** How did the economic cycle drive an overextension of credit during the Great Depression?  What happens when you have an overproduction in agriculture and manufacturing?  What was laissez faire politics?  What led to the rising unemployment rate during the Great Depression?  What were the causes and effects of the crash of the stock market & high tariffs?  **US.46** What were the steps taken by President Hoover to combat the economic depression?  **US.47** How did the Great Depression affect the American people?  **US.48** What caused the Dust Bowl of the 1930’s?  **US.48** What were some of the consequences of the Dust Bowl of the 1930s?  **CONTENT VOCABULARY (Tier 3)**  Stock Market  Margin Call  Bull Market  Bank Run  Speculation  Installment  Margin  Bailiff  Soap Opera  Hobo  Public Works  Foreclose  Relief  **Academic Vocabulary (Tier 2) :**  Collapse Information, Analyze, Invest, Suspend, Technique, Create, Compose, migration, provide Evidence, substantiate, Interpret, Interpret  **(For Vocabulary Strategies- see page 5)** | **Textbook Reference:** Chapter 9 -*The Great Depression* pages 229-244  **Lesson Review Questions:** pages 236,239,243  **Chapter 9 Assessments:** Lesson Review Questions- page 244; Exploring Essential Questions (Essay); Analyzing Historical Documents (Analyzing / Interpreting), Extended Response Question (Argument)  **SUGGESTED ACTIVITIES:**  **US.45** Analyze and annotate a piece of music by Woody Guthrie and excerpts of John Steinbeck’s *The Grapes of Wrath* and compare the two selections. <http://rockhall.com/education/resources/lesson-plans/sti-lesson-9/> and <https://www.ride.ri.gov/Portals/0/Uploads/Documents/Common-Core/Example-1-Grapes-of-Wrath.pdf>  **US.45** Write an informative essay about the farm practices that turned grasslands and wilderness into cropland.  **US.45** Use the supply-demand-price charts to match their rise and fall to major events. Examine its impact on the US economy and write a summary to go along with the matching list. <http://www.pbs.org/kenburns/dustbowl/educators/lesson-plans/>  **US.45** Create a cause and effect chart to represent the crash of the stock market & high tariffs  **US.46** Compare and contrast Hoover and Roosevelt’s reactions to the Great Depression using a Venn diagram. Use as a resource for citing evidence: Analyzing Primary Sources p.236 and Primary Sources on p.246.  **US.47** Write a narrative or create a multimedia piece that describe what life was like during the Great Depression and about ways that people helped one another during that period.  **US.47** Create a table labeled Causes of the Great Depression with 2 columns and 7 rows. Label the rows: overextension of credit, overproduction of agriculture and manufacturing, laissez faire politics, buying on margin, excess consumerism, rising unemployment, stock market crash of 1929, and high tariffs. The other column for explanations of how it helped to cause the depression.  **US.47** T- chart examples of Hoover’s response to the Great Depression using the text from p. 240-243 listing responses on the left and Americans’ feelings about those responses on the right.  **US.47** Interpret the political cartoon on p. 241. Write a paragraph to explain Hoover’s attitude towards farmers and the farmers’ opinions of Hoover.  **US.47** Write an essay to address the following prompt: How did the migration pictured below on the map contribute to changes in American society?    **US.48** Read “The Dust Bowl” on p. 238 and Consequences of the Dust Bowl—<https://sheg.stanford.edu/dust-bowl> Analyze the picture above the heading and view the Dust Bowl video clip from the Online Textbook Resources. Write a short reflection on ways that farmers could have prevented the Dust Bowl, and how it affected farmers’ lives and the economy.  **US.45** **Stimuli-** Create an advertisement from 1920’s, using the following stimuli, and your knowledge of history to answer: What causes contributed to the Great Depression? Could it have been prevented? Why or Why not? Reference evidence from the stimuli in your response. |
| **Roosevelt and the New Deal 1933-1941**  **(2 Weeks)** | | |
| **US.49** Identify and explain the New Deal programs and assess their past or present impact.  **US.50** Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and FDR’s “court packing” attempt.  **US.51** Citing evidence from maps, photographs and primary source documents, analyze the development of TVA on Tennessee’s rural geography economy, and culture and debate the issues of the Norris Dam and Dale Hollow Lake controversies.  **US.52** Cite textual evidence, determine the central meaning and evaluate different points of view by examining excerpts from the following texts: Herbert Hoover (“Rugged Individualism”), Franklin Roosevelt (“First Inaugural Address”), and John Steinbeck (*The Grapes of Wrath*).    **US.53** Evaluate multiple sources of information presented in diverse formats and media as in the political cartoons about the New Deal. | **US.49** How did the New Deal programs impact the past? How are the New Deal programs impacting our lives today?  **US.50** What were some of the controversies and effects that arose from the New Deal economic policies?  **US.51** What led to the development of TVA?  **US.51** How did the TVA impact Tennessee’s rural geography economy?  **US.51** What were the cultural issues of the Norris Dam and Dale Hollow Lake controversies?  **US.52** What is the central meaning and different point of view of Herbert Hoover in *Rugged Individualism*? What is the central meaning and different point of view of Franklin Roosevelt in his *First Inaugural Address*? What is the central meaning and different point of view of John Steinbeck in *The Grapes of Wrath*?    **US.53** What purposes do political cartoons serve?  **VOCABULARY (Tier 3)**  Polio  Gold Standard  Bank Holiday  Fireside Chats  Deficit Spending  Sit Down Strike  Binding Arbitration  Court Packing  Safety Net  **Academic Vocabulary (Tier 2):**  apparent, ideology, fundamental, distinguish,  benefit, finance, generation, compensate  **(For Vocabulary Strategies- see page 5)** | **Textbook Reference:** Chapter 10 –*Roosevelt and the New Deal*  pp. 245-262  **Lesson Review Questions:** pages 254,258,261  **Chapter 10 Assessments:** Lesson Review Questions- page 262; Exploring Essential Questions (Analyzing Ethical Issues); Analyzing Historical Documents (Drawing Conclusions/Making Connections), Extended Response Question (Informative/Explanatory)  **SUGGESTED ACTIVITIES:**  **US.49** Create a chart about the New Deal programs with the following headings: Name of the Program, Function of the Program, Original Impact, and Present Impact. The following programs should be included: WPA, Social Security, FDIC, SEC, Fair Labors Standards Act, Agricultural Adjustment Acts, Civilian Conservation Corps, National Recovery Administration and NIRA, TVA, Cumberland Homesteads, and Great Smoky Mountains National Park. Use textbook p. 250-261 as well as the internet to find this information.  **US.50** Pretend to be a critic of President Franklin Roosevelt. Write a letter to the editor of a newspaper, expressing reasons that the New Deal should be opposed, and/or expressing the dangers of socialism.  **US.51** TVA in Photographs – Put together all of the puzzle pieces (photographs) and come up with the big picture understanding the Tennessee Valley Authority. The puzzle activity is accessible at: <http://library.mtsu.edu/tps/lessonplans&ideas/Lesson_Activity--The_Big_Picture--TVA_in_Pictures.pdf>  **US.52/53** Analyze the political cartoon at by determining the point of view of the artist <http://mccluresmagazine.com/wp-content/uploads/2014/08/fdr-packed-court-mcclures-magazine.jpg> for more information about court packing under the New Deal. |
| **ELA/Literacy Lessons and Activities/Sample Tasks & Lessons** | | |
| **RH7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually quantitatively, as well as in words) in order to address a question or solve a problem.**  **US.34** As a motivator, the instructor should discuss disposable income. What is it? What do students do with it today? What do their parents do with it? Students should create a Venn diagram. One side of the Venn diagram is items that they purchase because it is a need. The other side of the Venn diagram should be items that they only purchase with disposable income. The middle ground is products that students need, but that they may also purchase more than they need with disposable income (example: junk food).    **US.40** Use a Venn diagram to compare and contrast the different characteristics of literature from the Harlem Renaissance and Lost Generation writers. Read the Claude McKay poem, “If We Must Die”, an excerpt from F. Scott Fitzgerald’s short story, “Bernice Bob’s Her Hair” and his quote “The parties were bigger… the pace was faster… the shows were broader, the buildings were higher, the morals were looser and the liquor was cheaper.” -F. Scott Fitzgerald, *Tales of the Jazz Age* (1922). <http://www.poets.org/viewmedia.php/prmMID/15250> | **RH8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.**  **US.38** Using the Scopes Trial activity on Reading like a Historian, have students read the primary and secondary sources provided in order to complete the graphic organizer analyzing the sources. Once students have read the sources, and answered the text dependent questions the teacher can then create a guided class discussion using the questions provided or created by the teacher. The students will then be prepared to explain their answers by citing from the text. (You must sign up and register on the website in order to have access to the activities. Sign in and then click the link to get you directly to the desired activity.) <http://sheg.stanford.edu/scopes-trial> | **WHST 9. Draw evidence from informational texts to support analysis reflection, and research.**  **US.40** Langston Hughes Poetry Slam – discuss origins of the Harlem Renaissance, and how the climate and culture of the US led to the rise of this distinctly African American culture. While discussing Langston Hughes explain how he listened to jazz as he wrote his poetry. Then read his poem “Dream” over Jazz music. Ask students to interpret the poem. Assign or allow students to choose a poem by Langston Hughes, and ask them to choose a song to read /recite it over (the song can be from 20s to modern). <http://www.poets.org/poet.php/prmPID/83>  **WHST1. Write arguments focused on *discipline-specific content*. A.** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.  Students should view excerpts of Ken Burns “Prohibition” at [www.pbs.org/kenburns/prohibition/educators](http://www.pbs.org/kenburns/prohibition/educators). These clips should be used to introduce a discussion of pros and cons of prohibiting alcohol consumption in America. |

|  |  |
| --- | --- |
| **Additional Resources** | |
| <http://scs-socialstudies.weebly.com/>  <http://edugoodies.com/index.htm>  Woody Guthrie and Grapes of Wrath  <http://rockhall.com/education/resources/lesson-plans/sti-lesson-9/>  <https://www.ride.ri.gov/Portals/0/Uploads/Documents/Common-Core/Example-1-Grapes-of-Wrath.pdf>  <http://www.pbs.org/wgbh/sisterwendy/works/ame.html>  The Economics of the Dust Bowl This resource has several lesson plans as well as the lesson described above.  <http://www.pbs.org/kenburns/dustbowl/educators/lesson-plans/>  TVA in Photographs  <http://library.mtsu.edu/tps/lessonplans&ideas/Lesson_Activity--The_Big_Picture--TVA_in_Pictures.pdf>  Social Security  <http://sheg.stanford.edu/social-security>  Great Depression Lesson plans – This resource provides six lesson plans focusing on the Great Depression.  <https://www.stlouisfed.org/great-depression/curriculum.html>  Cumberland Homestead (Informational Resource)  <http://tennesseeencyclopedia.net/entry.php?rec=339>  The Great Smoky Mountains National Park (Informational Resource)  <http://tennesseeencyclopedia.net/entry.php?rec=570> | Norris Dam (Informational Resource)  <http://tennesseeencyclopedia.net/entry.php?rec=570>  Roosevelt’s “court-packing” plan (informational resource)  <http://www.history.com/this-day-in-history/roosevelt-announces-court-packing-plan>  The Great Depression Interactive Timeline (informational resource)  <http://www.phschool.com> - web code nee-0801  **PRIMARY SOURCES TO READ FOR THE 1920s**  Rugged Individualism Speech by Herbert Hoover—[www.teachingamericanhistory.org/library/document/rugged-individualism](file:///C:\Users\Brian\Dropbox\SCS%20U.S.%20History%20Curriculum%20Revision%202015\Last%20Year's%20Documents\USH%20Final\www.teachingamericanhistory.org\library\document\rugged-individualism)  FDR’s First Inaugural Address--[www.teachingamericanhistory.org/library/document/first-inaugural-address-4](file:///C:\Users\Brian\Dropbox\SCS%20U.S.%20History%20Curriculum%20Revision%202015\Last%20Year's%20Documents\USH%20Final\www.teachingamericanhistory.org\library\document\first-inaugural-address-4)  Excerpts from “The Grapes of Wrath—[www.sparknotes.com/lit/grapesofwrath/quotes.html](file:///C:\Users\Brian\Dropbox\SCS%20U.S.%20History%20Curriculum%20Revision%202015\Last%20Year's%20Documents\USH%20Final\www.sparknotes.com\lit\grapesofwrath\quotes.html)  **PRIMARY SOURCES TO READ FOR THE GREAT DEPRESSION**  Excerpts from the Great Gatsby--<http://101books.net/2012/12/13/the-best-passages-from-the-great-gatsby/>  Selected Poetry and Essays of Langston Hughes--<http://www.poets.org/poet.php/prmPID/83>  Excerpts from *Crusade for Justice: The Autobiography of Ida B. Wells--*<http://nationalhumanitiescenter.org/tserve/nineteen/nkeyinfo/aarwellsexrpt.hm> |