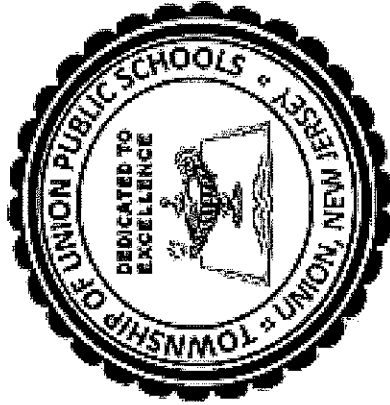


TOWNSHIP OF UNION PUBLIC SCHOOLS



Advanced Placement United States History II

February 2018

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

The Advanced Placement United States History II course is the second year of a two-year program exploring the history of the United States. This curriculum begins with post-Reconstruction Industrialization and continues chronologically to today.

Instruction emphasizes the application of higher order thinking skills as well as the analysis and investigation of issues and events essential to the various periods. Students will learn the skills and processes of the DBQ-Document Based Question and other open-ended writing responses preparing the students for the United States History Advanced Placement exam, which will be offered in May.

This course traces the history of the United States from Industrialization and Urbanization of the post- Reconstruction period up to, and including the present day. Students will examine historical issues from a variety of perspectives. Students will also analyze the causes and evaluate the effects of particular social, political, economic and civic problems of different time frames. A variety of strategies will be incorporated to communicate the content. Primary documents, individual and group research, and selected pieces of art and literature will be blended into the instructional process.

Recommended Resources

- Kennedy, David M., Lizabeth Cohen and Thomas Baily. The American Pageant. Boston, MA: Houghton-Mifflin Co.
- Kennedy, David M., Lizabeth Cohen. The American Spirit. Vol. I and II. Boston, MA: Houghton-Mifflin Co.
- Leach, Roberta, Augustine Caliguire. Advanced Placement US History I / The Evolving American Nation State. USA: The Center for Learning 1999
- Madaras, Larry, James M. SoRelle. Taking Sides: Clashing Views on Controversial Issues in American History, Vols. I & II. Guilford, Conn: McGraw-Hill/Dushkin.
- Spoehr, Luther and Alan Franker. Doing the DBQ. USA: College Entrance Examination Board.
- Zinn, Howard. A People's History of the United States. New York: Harper Collins.

Online Sources

- <http://www.njamistadcurriculum.net/history/units>
- <http://www1.youseemore.com/TUPSD/databases.asp?SID=14>
- <http://online.salempress.com/home.do>
- <http://search.ebscohost.com/>
- <http://www.njamistadcurriculum.net/history/units>

New Jersey Student Learning Standards for Social Studies

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Curriculum Units

Unit 1: Industrialization and Urbanization

Unit 7: The Great Depression and the New Deal

Unit 2: Gilded Age Politics

Unit 8: American Foreign Policy and World War II

Unit 3: Imperialism

Unit 9: The Cold War and the Eisenhower Years

Unit 4: Progressivism

Unit 10: The New Frontier and the Great Society

Unit 5: World War I

Unit 11: Nixon, Carter and the Seventies

Unit 6: The Roaring 20's

Unit 12: Reagan/ Bush/ Clinton and beyond

Pacing Guide

Unit 1: September

Unit 2: October

Unit 3: October

Unit 4: November

Unit 5: December

Unit 6: February

Unit 7: March

Unit 8: April

Unit 9: April

Unit 10: May

Unit 11:

May

Unit 12:

June

Unit 1: Industrialization and Urbanization

Unit 1 will focus on the social, economic, and social aspects of the United States as the country transforms from a mostly agrarian society to an industrial one. This change brings about massive movements as a working class develops. Students will analyze such changes as the development of labor movements and adoption of a consumer culture as mass production makes products affordable to the masses. The expansion of urban areas increase as the rise of European immigrants continues in the North. The migration of African Americans moving from the South to the North for economic and social opportunity is analyzed, as well as social reactions from the majority.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
To What extent did the government assist in the rise in corporate capitalism following the Civil War?	6.1.12.A.5.a 6.1.12.A.5.b 6.1.12.A.5.c	Relate industrial growth to the need for social and governmental reforms. Assess the impact of governmental efforts to regulate	Reconstruction Essay Industrialization Political Cartoon Analysis	Reconstruction Quiz DBQ-Industrialization
Explain how industrialization changed the	6.1.12.B.5.a			

<p>political, economic, and social landscape of the nation.</p> <p>To what extent did the union movement successfully organize workers to achieve economic goals?</p> <p>Explain how infrastructure and the governments push to expand private land usage affected the industrial age?</p>	<p>6.1.12.B.5.b</p> <p>6.1.12.C.5.a</p> <p>6.1.12.C.5.c</p> <p>6.1.12.D.5.a</p> <p>6.1.12.D.5.b</p> <p>6.1.12.D.5.c</p> <p>6.1.12.D.5.d</p>	<p>industrial and financial systems in order to provide economic stability.</p> <p>Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native American, and African Americans.</p> <p>Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and</p>	<p>Primary Source Quiz on Philanthropy of Industrials</p> <p>DBQ's – Immigration and Industrialization</p>	<p>DBQ – Immigration</p> <p>Immigration Quiz</p> <p>Chapter 23 Test</p> <p>Chapter 24 Test</p>
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waterways promoted the growth of a nationwide economy and movement of populations.

Assess the impact of rapid urbanization on the quality of life in cities.

Analyze the economic practices of various business organizations (i.e., corporations and the monopolies) regarding the goods, and explain the positive or

negative impact of these practices on the nation and on individuals.

Compare and contrast economic development of the North, South, and West in the post- Civil War period.

Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

Analyze government

policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.

Trace the events that led to the creation of labor and agricultural organizations to protect the rights of workers.

Assess the effectiveness of public education in fostering national unity and American values and in meeting economic needs

and expectations.

**Relate varying
immigrants'
experiences to
gender, race,
ethnicity or
occupation.**

Assessments Linked to ELA Guidelines

Unit 1: Industrialization and Urbanization

- | | |
|---------------------------------------|-------------------|
| 1. Reconstruction Essay | 6.W.1-10 |
| 2. Essay on Impact of Market Economy | 6.W.1-10 |
| 3. DBQ – Industrialization | 6.RIT.1-10 |
| 4. DBQ – Urbanization | 6.RIT.1-10 |
| 5. Primary Source Quiz - Philanthropy | 6.SL.1-6 |

Key Vocabulary Terms

Unit 1: Founding the New Nation

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|-----------------------|----------------------------|-------------------------------|
| 1. Homestead Act | 8. Alexander Graham Bell | 15. Transcontinental Railroad |
| 2. Farmers Alliance | 9. Andrew Carnegie | 16. Haymarket Square |
| 3. Bimetallism | 10. John D Rockefeller | |
| 4. Depression of 1893 | 11. J.P. Morgan | |
| 5. Henry Ford | 12. Vertical Integration | |
| 6. Pullman Strike | 13. Horizontal Integration | |
| 7. Thomas Edison | 14. Pendleton Act | |

Unit 2 The Gilded Age

This unit focuses on the Gilded Age. A concentration of Gilded Age politics, as well as the class divides that forms during this time period is expressed. Industrialization is further examined as the labor movement continues to gain traction. Corruption within the political systems of many cities is discussed as political bosses and the machines they run are examined. The class struggle during this time period is examined as a precursor to the Progressive ideals that define the era after this age.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did unions benefit the working class and change the landscape of business?	6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c	Evaluate the effective-ness of labor and agricultural organizations in improving economic opportunities for various groups. Determine how supply and	Debate on effect of Labor Unions Market Activity – establishing a market price for consumer products.	Class Debates Political Cartoon Analysis Consumer Society DBQ
How did political machines regulate government and business in their districts? How the differences	6.1.12.D.6.a		Political Cartoon Analysis – Gilded Age Politics	

<p>in labor union reflect the needs of the working class in America?</p> <p>Do you think the distinct class structure that capitalism brings to a society is beneficial? Explain</p>		<p>demand influenced price and output during the Industrial Revolution.</p> <p>Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.</p> <p>Assess the impact of technological innovation and immigration on the development of agriculture,</p>	<p>DBQ – impact of the consumer driven society.</p> <p>Map Activity – development of the modern city in relation to geographic characteristics</p>	<p>City Map Activity</p> <p>Chapter 25 Test</p>
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**industry, and
urban culture
during the late
19th century in
New Jersey (i.e.,
Paterson Silk
Strike 1913) and
the United States.**

Assessments Linked to ELA Guidelines

Unit 2: Building A New Nation Part I

1. Political Cartoon Analysis
2. Analysis of Market Activity
3. DBQ – Consumer Society
4. Map Activity – Modern City
5. Labor Union Debate

- 6.W.1-10**
6.W.1-10
6.RIT.1-10
6.RIT.1-10
6.SL.1-6

Key Vocabulary Terms

Unit 2: The Gilded Age

- | | |
|-------------------------|----------------------------------|
| 1. Whiskey Ring | 10. Interstate Commerce Act |
| 2. Civil Service Reform | 11. Samuel Gompers |
| 3. Pension Act | 12. Sherman Anti-Trust Act |
| 4. Railroad Corruption | 13. American Federation of Labor |
| 5. Trusts | |
| 6. Yellow Journalism | |
| 7. Tammany Hall | |
| 8. Boss Tweed | |
| 9. Robber Barons | |

Unit 3: Imperialism

This unit focuses on the United States as it evolves into a world power. The need for new markets are examined, as economics is the driving force for U.S. imperialistic motives. Nationalism and Militarism is discussed as the United States looks at the Pacific and Alaska as a way to fortify military strength beyond the Continental United States. The process of colonization, as well as the treatment of foreign areas that were affected by imperialism, is discussed.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>Make an argument for the most important reason for U.S. imperialistic policy.</p> <p>Explain U.S. justifications for going to war with Spain in 1898?</p> <p>To what extent</p>	<p>6.1.12.B.6.a</p> <p>6.1.12.B.6.b</p> <p>6.1.12.D.6.b</p>	<p>Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.</p> <p>Compare and contrast issues involved in the struggle between</p>	<p>Imperialism DBQ</p> <p>Writing Prompt – major cause for Imperialism</p> <p>Panama Canal Case Study</p> <p>Debating Roosevelt</p>	<p>DBQ's</p> <p>Imperialism Essay</p> <p>Class Debates on Imperialistic legislation</p>

<p>were U.S. policies in Latin America and the Caribbean economic in nature?</p> <p>Describe how the location of places in which the U.S. has imperialistic endeavors played a role in those decisions.</p>		<p>the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.</p> <p>Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.</p>	<p>Corollary and Wilsons Mission Diplomacy.</p> <p>DBQ – American Imperialism in the Pacific.</p>	<p>Chapter 27 test</p>
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Assessments Linked to ELA Guidelines

Unit 3: Imperialism

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|--|-------------------|
| 1. Student Debates on Imperialism | 6.W.1-10 |
| 2. Essay - Imperialism | 6.SL.1-6 |
| 3. DBQ – Imperialism | 6.RIT.1-10 |
| 4. DBQ – American Imperialism in the Pacific | 6.RIT.1-10 |
| 5. Panama Canal Case Study | 6.SL.1-6 |

Key Vocabulary Terms

Unit 3: Imperialism

1. Theodore Roosevelt
2. De Lome Letter
3. Emilio Aguinaldo
4. George Dewey
5. Alfred Mahan
6. Rough Riders
7. *USS Maine*
8. Platt Amendment
9. Foraker Act
10. Roosevelt Corollary

Unit 4 Progressivism

This unit focuses on the social movements of the country, based on the effects of an industrialized society. The United States has become an industrialized nation with a class structure that largely divides people into either capitalists or the working poor. Progressive reforms aims to soften the harshness of industrial capitalism as worker's rights, are examined. The progressive agenda is examined beyond labor rights as conservation, political and corporate corruption, and the rights of women and immigrants are put into focus.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
To what extent should the government regulate society?	6.1.12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social	Progressive Speed Dating	Progressivism Quiz
Describe how Progressivism gains traction from a grass-roots perspective?	6.1.12.A.6.b		DBQ – 4 goals of Progressivism	Progressivism DBQ
	6.1.12.A.6.c		Political Cartoon	Class Debate on Progressive Presidents
	6.1.12.D.12.b		Analysis on Progressive Legislation	

<p>Describe the role of woman and African Americans during the Progressive Era.</p> <p>To what extent can the Roosevelt, Taft, and Wilson administration be considered progressive?</p>		<p>justice.</p> <p>Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.</p> <p>Relate the creation of African American advocacy organizations (i.e., the National Association for the</p>	<p>Class debate- Analyzing 3 progressive presidents.</p> <p>DBQ – Women's role in the Progressive Era</p>	<p>Women's Role in Progressive Era DBQ</p> <p>Chapter 29 Test</p>
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Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the

		eventual ratification of the 19th Amendment.		
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Assessments Linked to ELA Guidelines

Unit 4: Progressive Era

1. Progressive Speed Dating
2. Political Cartoon Analysis
3. DBQ – 4 Goals of Progressivism
4. DBQ – Woman During the Progressive Era
5. Progressive Presidents Debate

6.W.1-10
6.SL.1-6
6.RIT.1-10
6.RIT.1-10
6.SL.1-6

Key Vocabulary Terms

Unit 4: Progressive Era

1. Florence Kelly
2. Muckrakers
3. Prohibition
4. Meat Inspection Act
5. Scientific Management
6. Susan B. Anthony
7. Suffrage
8. Upton Sinclair
10. *The Jungle*
11. Pure Food and Drug Act
12. Conservation
13. Payne Aldrich Tariff
14. Bull Moose Party
15. Federal Trade Commission

Unit 5: World War I

This unit focuses on the United States participation in World War I. Special consideration will be taken to ensure student understanding of the political and social climate of the country leading up to the U.S. involvement in the war. Students will analyze several causations of the war, including militaristic, imperialistic, and nationalistic trends in Europe, and how these trends were interpreted in the United States. Students will focus on the war effort from the perspective of civilians on the home front. A concentration on African American and Women civilian contributions will be discussed at length.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
To what extent did the rise of Nationalism, and Militarism cause the start of WWI?	6.1.12.A.7.a 6.1.12.A.7.b 6.1.12.A.7.c	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.	WWI on the Home front DBQ Writing Prompt – Impact of the Espionage and Sedition Act.	WWI Quiz on Mobilization WWI Writing Prompt
Explain the role of Imperialism as a cause to WWI?	6.1.12.B.7.a	Evaluate the impact	Class debate on the effects of the	Class Debate
Do you think President Wilson	6.1.12.C.7.a			

<p>had a choice to enter the war?</p> <p>What goals did Wilson describe in this post war vision of the world?</p> <p>Explain the economic impact of the war, from the perspective of US legislation.</p>	<p>6.1.12.C.7.b</p> <p>6.1.12.D.7.a</p> <p>6.1.12.D.7.b</p> <p>6.1.12.D.7.c</p>	<p>of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.</p> <p>Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p> <p>Explain how global competition by nations for land and resources led</p>	<p>Treaty of Versailles</p> <p>Map Activity- WWI Alliances</p> <p>DBQ -African Americans and Women during WWI.</p>	<p>WWI – test</p>
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to increased militarism.

Determine how technological advancements affected the nature of World War I on land, on water, and in the air.

Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

Evaluate the effectiveness of Woodrow Wilson's leadership during

and immediately after World War I.

Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.

Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after

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World War I.

Assessments Linked to ELA Guidelines

Unit 5: World War I

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|---|-------------------|
| 1. Writing Prompt – Espionage and Sedition Acts | 6.W.1-10 |
| 2. Class Debates- Effects of Treaty of Versailles | 6.SL.1-6 |
| 3. DBQ – African Americans and Women in WWI | 6.RIT.1-10 |
| 4. DBQ – WWI on the home front | 6.RIT.1-10 |
| 5. WWI Map Activity – Alliance System | 6.SL.1-6 |

Key Vocabulary Terms

Unit 5: World War I

1. Militarism
2. Nationalism
3. Allied Forces
4. Central Powers
5. Alliance System
6. Archduke Franz Ferdinand
7. Lusitania
8. Trench Warfare
10. Selective Service Act
11. Zimmerman Note
12. Convoy System
13. Espionage and Sedition Acts
14. League of Nations
15. Wilson's Fourteen Points
16. Treaty of Versailles

Unit 6: The Roaring 20's

The unit focuses on the relative prosperity of the 1920's, as well as the social movements that were happening within the era. The explosion of the consumer economy, mass culture, and technology that allowed for this transition is analyzed. Corruption found in the financial sector will highlight the era as well as foreshadow the economic depression that ensues as a result. Women come into focus as social boundaries are tested by female youth as the "flapper" is created in American society. Racial tension is also a main focus as the Great Migration has created African American majority areas in many cities across the North.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Describe the clash that happens when rural and urban America start changing during this time period? How did the nativist point of view lead to a "red scare" in the	6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on	Great Migration DBQ	Roaring 20's DBQ
	6.1.12.A.8.b		Primary Source	Consumer Culture
	6.1.12.A.8.c		Analysis – Flapper culture	Essay
	6.1.12.C.8.a			Harlem Renaissance Activity

<p>United States?</p> <p>Describe the technological advances that created social and cultural changes in the United States.</p> <p>To what extent did the United States undergo a cultural transformation in the 1920's?</p>	<p>6.1.12.C.8.b</p> <p>6.1.12.D.8.a</p> <p>6.1.12.D.8.b</p>	<p>business and the consumer.</p> <p>Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.</p> <p>Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and</p>	<p>Advent of mass culture DBQ</p> <p>Writing Prompt – effects of consumer culture</p> <p>Harlem Renaissance Activity</p>	<p>Chapter 30 test</p>
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labor organizations.

Analyze the push-pull factors that led to the Great Migration.

Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

Explain why the Great Migration led to heightened racial tensions, restrictive laws, a

rise in repressive organizations, and an increase in violence.

Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

Assessments Linked to ELA Guidelines

Unit 6: The Roaring 20's

- | | |
|--|------------|
| 1. Primary Source Analysis – Flapper Culture | 6.W.1-10 |
| 2. Writing Prompt – Consumer Culture | 6.SL.1-6 |
| 3. DBQ – Mass Culture | 6.RIT.1-10 |
| 4. DBQ – Great Migration | 6.RIT.1-10 |
| 5. Harlem Renaissance Activity | 6.SL.1-6 |

Key Vocabulary Terms

Unit 6: The Roaring 20's

1. John T Scopes
2. F. Scott Fitzgerald
3. Herbert Hoover
4. Buy on Margin
5. Red Scare
6. Sacco and Vanzetti Case
7. Emergency Quota Act of 1921
8. Immigration Quota Act of 1924
9. Flappers

10. Teapot Dome Scandal
11. Black Tuesday
12. Ohio Gang

Unit 7: The Great Depression and the New Deal

The unit focuses on the devastation of the Great Depression from an economic and social perspective, as well as the New Deal efforts of FDR to try and get the country out of this economic quagmire. The impact of the Great Depression on families across the country is analyzed. Years of malice forethought from farming practices of the Great Plains, to the corruptive practices of the financial sector are discussed in length. The implementation of social programs is analyzed by students, as they discuss the appropriate amount of government intervention during this time period. New Deal policies are analyzed and debated as to their effectiveness on the overall economy.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPI/s)	Activities	Assessments
Describe how wealth inequality played in role in the Great Depression?	6.1.12.D.9.b	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.	100 Days Quiz – FDR	Great Depression Quiz
How did the banking system and corporate America play a role in the causation of the Great Depression?	6.1.12.A.10.a 6.1.12.A.10.b 6.1.12.A.10.c 6.1.12.D.10.c	Explain how and why conflict	Class Debate- Social Programs DBQ- Effects of Great Depression	Great Depression and New Deal DBQ's. Stock Market Simulation

<p>What key features in the New Deal allowed too much authority to the executive branch of the government?</p> <p>Can the New Deal be described as a conservative effort to keep the social, economic, and political status quo?</p> <p>Describe the phases of FDR's New Deal programs.</p>	<p>6.1.12.D.10.d</p>	<p>developed between the Supreme Court and other branches of government over aspects of the New Deal.</p> <p>Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.</p> <p>Evaluate the short- and long-term impact of the expanded role of</p>	<p>New Deal - DBQ</p> <p>Stock Market Activity- Buying on Margin</p>	<p>Chapter 31 Test</p> <p>Chapter 32 Test</p>
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		<p>government on economic policy, capitalism, and society.</p> <p>Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.</p> <p>Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the</p>		
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		New Deal. Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation		
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Assessments Linked to ELA Guidelines

Unit 7: The Great Depression and the New Deal

- | | |
|-------------------------------------|-------------------|
| 1. Analyzing FDR's First 100 Days | 6.W.1-10 |
| 2. Class Debates on Social Programs | 6.SL.1-6 |
| 3. DBQ – Great Depression Effects | 6.RIT.1-10 |
| 4. DBQ – New Deal | 6.RIT.1-10 |
| 5. Stock Market Activity | 6.SL.1-6 |

Key Vocabulary Terms

Unit 7: The Great Depression and the New Deal

1. New Deal
2. Brain Trusts
3. The Three R's
4. Civilian Conservation Corps
5. Glass Steagall Act
6. Works Progress Administration
7. Tennessee Valley Authority
8. Social Security Act of 1935
9. Hooverville's
10. Reconstruction Finance Corporation
11. Parity
12. National Recovery Act

Unit: 8 American Foreign Policy and WWII

This unit focuses on policy implemented after WWI and places Germany in a position that sparks fascist ideology in a desperate attempt to regain geopolitical power in Europe. Fascism itself will be analyzed as it spreads in Europe at the time. Students will make the connection that WWI and WWII can be described as one conflict based on these factors. The foreign policies of the United States in regards to its position on the war as it spreads in Europe will be discussed. Several tactics used by FDR in aiding the British while keeping the United States officially out the war will be examined. American policy during the Pacific Campaign of the war is discussed, including the United States effort to detain Japanese Americans in camps during the war. A strong focus on the Holocaust and the significance behind the concept of genocide will be examined in detail. The unit will end with a strong debate on the usage of an atomic bomb by the United States in an effort to end the war in the Pacific.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Describe how the rise of fascism was a leading cause of WWII.	6.1.12.A.11.a	Evaluate the effectiveness of international agreements following World	Primary Source Analysis on Foreign Affairs	WWII Quiz
Describe how the	6.1.12.A.11.b		WWII on the Home	WWII DBQ's
	6.1.12.A.11.c			

<p>president circumvented the Neutrality Acts in order to bring aid to Britain.</p>	<p>6.1.12.A.11.d</p>	<p>War I in preventing international disputes during the 1920s and 1930s.</p>	<p>Front – DBQ</p>	<p>Essay- Japanese Internment Camps</p>
<p>To what extent did the tensions between the Soviet Union and the Western Allies play a role in the beginning of the Cold War?</p>	<p>6.1.12.A.11.e</p>	<p>Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.</p>	<p>Writing Prompt- Effects of Japanese Civilian Camps during WWII.</p>	<p>Class Debate – Atomic Bomb</p>
<p>How was the eventual revealing of ethnic cleansing during the War received by the world?</p>	<p>6.1.12.B.11.a</p>	<p>Determine if American policies regarding Japanese internment and actions against other minority</p>	<p>Class Debate – Usage of Atomic Bomb during WWII</p>	<p>Test - WWII</p>
<p>To what extent was the United States justified in dropping the atomic bomb on Japan?</p>	<p>6.1.12.C.11.b</p>	<p>Determine if American policies regarding Japanese internment and actions against other minority</p>	<p>DBQ – role of African Americans and Women during the War</p>	<p></p>
<p></p>	<p>6.1.12.D.11.a</p>	<p></p>	<p></p>	<p></p>
<p></p>	<p>6.1.12.D.11.c</p>	<p></p>	<p></p>	<p></p>
<p></p>	<p>6.1.12.D.11.d</p>	<p></p>	<p></p>	<p></p>
<p></p>	<p>6.1.12.D.11.e</p>	<p></p>	<p></p>	<p></p>
<p></p>	<p>6.1.12.A.11.e</p>	<p></p>	<p></p>	<p></p>

groups were a denial of civil rights.

Analyze the decision to use the atomic bomb and the consequences of doing so.

Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

Explain the role that geography played in the

development of military strategies and weaponry in World War II.

Relate new wartime inventions to scientific and technological advancements in the civilian world.

Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.

Explain why women, African

Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.

Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Explain how World War II and the

Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

Assessments Linked to ELA Guidelines

Unit 8: American Foreign Policy and WWII

- | | |
|--|-------------------|
| 1. Primary Sources Analysis – Foreign Affairs | 6.W.1-10 |
| 2. Writing Prompt – Japanese Civilian Camps | 6.SL.1-6 |
| 3. DBQ – WWII on the Home Front | 6.RIT.1-10 |
| 4. DBQ – Role of African Americans and Women During WWII | 6.RIT.1-10 |
| 5. Atomic Bomb Class Debate | 6.SL.1-6 |

Key Vocabulary Terms

Unit 8: American Foreign Policy and WWII

- | | |
|------------------------------------|------------------------|
| 1. Totalitarianism | 11. D-Day |
| 2. Isolationism | 12. V-E Day |
| 3. Nazi Party | 13. V-J Day |
| 4. Rome-Berlin Axis | 14. Franklin Roosevelt |
| 5. Neutrality Acts | 15. Adolf Hitler |
| 6. Russo German Non Aggression Act | 16. Joseph Stalin |
| 7. Lend Lease Act | 17. Benito Mussolini |
| 8. Atlantic Charter | 18. Winston Churchill |
| 9. War Production Board | 19. George Patton |
| 10. Office of Price Administration | 20. Dwight Eisenhower |

Unit 9: The Cold War and the Eisenhower Years

This unit focuses on the Cold War. Students will analyze how the concept of containment and the fear of the spread of communism throughout the world led to several conflicts, including the Korean and Vietnam War. The unit starts with a discussion of the efforts made by the United States in rebuilding European nations deemed necessary to continue U.S. and European trade relations. The fear of communism in the United States sparks a witch-hunt led by Senator McCarthy that includes people of all socio-economic backgrounds. Finally, the Eisenhower years will be analyzed as the post WWII economic boom drives consumer culture to higher levels. The spread of suburban culture is discussed as technology is allowing people to live further from their jobs.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did the element of containment influence government policy during the Cold War?	6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.B.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended	Containment DBQ Class Debate – Marshall Plan 1950's Newspaper Creation	Cold War DBQ Class Debate – Marshall Plan Newspaper Activity
What were the effects of the U.S. economy changing	6.1.12.C.12.a			

<p>over from a wartime economy to that of a consumer driven economy?</p> <p>Describe the conservative backlash that happened to liberal policies of the 1960's?</p>	<p>6.1.12.C.12.c</p> <p>6.1.12.C.12.d</p> <p>6.1.12.D.12.b</p> <p>6.1.12.D.12.c</p> <p>6.1.12.A.13.b</p> <p>6.1.12.B.13.a</p> <p>6.1.12.C.13.a</p> <p>6.1.12.C.13.b</p>	<p>to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.</p> <p>Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p> <p>Evaluate the effectiveness of the Marshall Plan and</p>	<p>Red Scare Simulation</p> <p>Writing Prompt / Presentation – U.S. reaction to global threat of Communism</p>	<p>Cold War Simulation</p> <p>Cold War Essay</p> <p>Cold War Presentation</p> <p>Cold War Test</p>
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**regional alliances
in the rebuilding of
European nations
in the post-World
War II period.**

**Explain the
implications and
outcomes of the
Space Race from
the perspectives of
the scientific
community, the
government, and
the people.**

**Analyze how
scientific
advancements
impacted the
national and global
economies and
daily life.**

Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.

Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.

Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

Determine the factors that led to migration from American cities to suburbs in the

**1950s and 1960s,
and describe how
this movement
impacted cities.**

**Evaluate the
effectiveness of
economic policies
that sought to
combat post-World
War II inflation.**

Assessments Linked to ELA Guidelines

Unit 9: The Cold War and the Eisenhower Years

- | | |
|---|-------------------|
| 1. 1950's Newspaper | 6.W.1-10 |
| 2. Writing Prompt – Global Communism Threat | 6.SL.1-6 |
| 3. DBQ – Containment | 6.RIT.1-10 |
| 4. Red Scare Simulation | 6.RIT.1-10 |
| 5. Marshall Plan Class Debate | 6.SL.1-6 |

Key Vocabulary Terms

Unit 9: The Cold War and the Eisenhower Years

1. Red Scare
2. Containment
3. Marshall Plan
4. McCarthyism
5. 38th Parallel
6. Berlin Airlift
7. Iron Curtain
8. Eisenhower Document
9. Sputnik
10. New Frontier
11. Bay of Pigs Invasion
12. Cuban Missile Crisis

Unit 10: The New Frontier and the Great Society

The focus of this unit is on U.S. social legislation that defines the 1960's, and changes the social landscape of America. This legislation concentrates on the Johnson's administrations goal to end poverty in the United States. The Civil Rights Era is a main concentration of the unit as students will examine several pieces of Civil Rights legislation, including leading Civil Rights leaders and their struggle to implement change. Events such as the Montgomery Bus Boycott, Sit-ins, and the March on Washington will be examined in detail by students as we see a progression of civil rights from minorities take shape, over a hundred years after the end of the Civil War.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What were the social impacts of domestic legislation passed during the Kennedy administration?	6.1.12.A.13.c 6.1.12.B.13.b 6.1.12.C.13.c	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States. Evaluate the	Civil Rights Dialogue Activity Civil Rights Silent Gallery The Great Society DBQ	Civil Rights and Great Society DBQ Civil Rights Essay
Explain the relationship between the adoption of the ideals behind the	6.1.12.D.13.b 6.1.12.D.13.c			

<p>Great Society and the Civil Rights movement?</p> <p>Describe key elements of legislation passed in the 1960's that directly affected African Americans.</p> <p>How did elements of legislation inspired by the Great Society play a role in improving education on a national level?</p>	<p>effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.</p> <p>Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.</p> <p>Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p>	<p>Writing Prompt – Impact of Peaceful Protest on Social Changes</p> <p>Freedom Riders DBQ</p>	<p>Civil Rights Quiz</p> <p>Civil Rights Test</p>
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Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human

	rights.		
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Assessments Linked to ELA Guidelines

Unit 10: The New Frontier and the Great Society

- | | |
|--|-------------------|
| 1. Writing Prompt – Protesting Social Change | 6.W.1-10 |
| 2. Civil Rights Dialogue Activity | 6.SL.1-6 |
| 3. DBQ – Freedom Riders | 6.RIT.1-10 |
| 4. DBQ – Great Society | 6.RIT.1-10 |
| 5. Civil Rights Silent Gallery | 6.SL.1-6 |

Key Vocabulary Terms

Unit 10: The New Frontier and the Great Society

1. *Brown v. Board of Education*
2. New Frontier
3. Bay of Pigs Invasion
4. War on Poverty
5. March on Washington
6. Great Society
7. Civil Rights Act of 1964
8. Twenty Fourth Amendment
9. Voting Rights Act
10. Kent State Killings
11. Vietnamization
12. Pentagon Papers

Unit 11: Nixon Cater and the 1970's

This unit focuses once again on the Vietnam War as public protests and civil unrest has brought the United States to the position of ending the War. Students will analyze Nixon's campaign to try and end the war. Students will then follow his presidency into the Watergate scandal. Further public policy is analyzed during this unit as the United States enters contemporary times. The welfare, health, and immigrant legislation is examined.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How can public opinion of something cause political change?	6.1.12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.	Watergate DBQ	Unit DBQ's
Is it possible the media can shape public opinion on a particular topic?	6.1.12.D.12.e		Vietnam Anti War Song Analysis	Anti-War Song Analysis
What is the government's role in creating a social	6.1.12.A.14.a		Class Debate - War in Vietnam	Vietnam Class Debates
	6.1.12.A.14.b			
	6.1.12.A.14.c	Analyze the role that media played	1970's Social Reform DBQ	
	6.1.12.A.14.d			

safety net for citizens?

in bringing information to the American public and shaping public attitudes toward the Vietnam War.

Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual,

Primary Sources
Iran-Contra

Iran –Contra Quiz
Unit 11 Test

and evaluate the impact on public policies.

Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.

Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and

social reforms.

Assessments Linked to ELA Guidelines

Unit 11: Nixon, Carter, and the 1970's

- | | |
|--|-------------------|
| 1. Primary Source Analysis – Iran Contra | 6.W.1-10 |
| 2. War in Vietnam Debate | 6.SL.1-6 |
| 3. DBQ – Watergate | 6.RIT.1-10 |
| 4. DBQ – Social Reform 1970's | 6.RIT.1-10 |
| 5. Vietnam War Song Analysis | 6.SL.1-6 |

Key Vocabulary Terms

Unit 11: Nixon, Carter, and the 1970's

1. OPEC
2. Iran Hostage Crises
3. Watergate Scandal
4. War Powers Act
5. Viet Cong
6. CREEP
7. SALT
8. Twenty-sixth Amendment
9. Moral Majority
10. Affirmative Action
11. *Roe v Wade*
12. Reverse Discrimination

Unit 12: Reagan, Bush, Clinton and Beyond

This final unit looks at the past forty years of United States economic and foreign policy as we enter the next century. Conflict in the Middle East is examined, as its relation to U.S. dependence on foreign oil is determined. As the conservative era of the Reagan administration gives way to more liberal policies of the Clinton years, the United States is unknowingly heading into an age of terrorism as we enter the next century. Students will examine the social, economic, and political implications of living in this age.

Essential Questions	NJSL Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p>How does a nations dependency on another nations resources cause conflict?</p> <p>How did Western influence on Middle Eastern nation states cause turmoil in those areas?</p>	<p>6.1.12.C.15.a</p> <p>6.1.12.D.15.c</p> <p>6.1.12.D.15.d</p>	<p>Relate the role of America's dependence on foreign oil to its economy and foreign policy.</p> <p>Explain how and why religious tensions and</p>	<p>Middle East Nations Map Activity</p> <p>DBQ – OPEC</p> <p>Class Debate – U.S. Oil Dependency</p>	<p>Map Activity</p> <p>Unit DBQ's</p>

<p>Describe the theory of "trickle down" economics and its effect on the United States economy.</p> <p>How has society changed since the attacks of 9/11 have trusted our nation into an age of terrorism?</p>		<p>historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.</p> <p>Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the</p>	<p>Writing Prompt – Living in An Age of Terrorism</p>	<p>Class Debate</p> <p>Writing Prompt</p>
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		effectiveness of actions taken by the United States and other nations to prevent terrorism.		
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Assessments Linked to ELA Guidelines

Unit 12: Reagan, Bush, Clinton, and Beyond

1. Writing Prompt – Age of Terrorism
2. Class Debate on Foreign Oil
3. DBQ – OPEC
4. Middle East Map Activity

6.W.1-10
6.SL.1-6
6.RIT.1-10
6.SL.1-6

Key Vocabulary Terms

Unit 12: Reagan, Clinton, Bush, and Beyond

- | | |
|-----------------------------|-------------------------|
| 1. New Immigration | 10. Sandra Day O'Conner |
| 2. Gated Communities | 11. Geraldine Ferraro |
| 3. Information Superhighway | 12. Walter Mondale |
| 4. Cultural Nationalism | |
| 5. Ronald Reagan | |
| 6. Bill Clinton | |
| 7. George W Bush | |
| 8. Albert Gore | |
| 9. John Kerry | |

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	Grades 9-12
Chronological Thinking	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
Spatial Thinking	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena

	<p>Relate current events to the physical and human characteristics of places and regions.</p>
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	<p>Distinguish valid arguments from false arguments when interpreting current and historical events.</p> <p>Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</p> <p>Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.</p>
<p>Presentational Skills</p>	<p>Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.</p> <p>Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for task and audience.</p>

New Jersey Student Learning Standards
Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

Resource Links

- National Geographic
- <http://www.nationalgeographic.com/>
- History.com
- <http://www.history.com/>
- History Net
- <http://www.historynet.com/>
- US Census
- https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html
- US Constitution.net
- <http://constitutionus.com/>
- primarysource.org
- <https://www.primarysource.org/>
- history news network.org
- <http://historynewsnetwork.org/>
- Smithsonian channel
- <https://www.smithsonianchannel.com/>

- National Archives
- <https://www.archives.gov/>
- Amistad Curriculum
- www.njamistadcurriculum.com/
- Caring Makes a Difference: Holocaust Curriculum
- www.state.nj.us/education/holocaust/curriculum/
- CNN Student News
- <http://www.cnn.com/cnn10>
- Google Earth
- <http://www.google.com/earth/index.html>
- I Civics
- <https://www.icivics.org/>
- Timelinks website
- <https://connected.mcgraw-hill.com/connected/login.do>