

Lenoir County Public Schools
Curriculum Pacing Guide
2008-2009

Subject: United States History

Grade Level: 11

9 weeks

| Time (approx teaching days) | Major Concepts (Unit Name) | Objective / Pacing | Text / Support Materials |
|-----------------------------------|--|--|--|
| 1 day | Urban issues such as housing, sanitation, and transportation. | <p>Goal 5: Becoming an Industrial society (1877 -1900) – The learner will describe innovations in technology and business practices and assess their impact on economic, political, and social life in America.</p> <p>5.01 Evaluate the influence of immigration and rapid industrialization on urban life.</p> <p>Terms: Elevator, electric trolleys, Jacob Riis, Ellis island, Settlement Houses, Jane Addams, Dumbbell tenements, Chinese exclusion Act, telephone, Thomas Edison, typewriter, sweatshops, Amusement parks, spectator sports, Frederick Olmstead, nativism, melting pot.</p> <p>Alexander Graham Bell, “New” immigrants, “Old” immigrants</p> | <p>All text references are to United States History, Prentice Hall</p> <p>See SCOS for suggested primary and secondary documents, video and audio resources, and suggested activities for students</p> <p>Text Chapters 9-10, 12</p> <p>Analyze and interpret political cartoons on immigration.</p> <p>(H)Compare and contrast political implication of immigration from this time period and the present.</p> <p>Interview Jacob Riis and some of the subjects of his photographs to write a newspaper article.</p> |
| 2 days | <p>Emergence of new industries such as railroads, steel, and oil.</p> <p>Changes in the ways businesses formed and consolidated power.</p> | <p>5.02 Explain how business and industrial leaders accumulated wealth and wielded political and economic power.</p> <p>Terms: Bessemer process, Andrew Carnegie, John Rockefeller, J.P. Morgan, Vanderbilt family, Edwin Drake, Standard Oil Company, U.S. Steel, George Westinghouse, Gospel of Wealth, Horatio Alger, Social Darwinism, trust, monopoly, Gilded Age.</p> <p>“Captains of Industry” v. “Robber barons,” Vertical and horizontal</p> | <p>(H)Debate whether Carnegie, Morgan, and Rockefeller were “Captains of Industry” or “Robber Barons”</p> <p>Discuss what responsibilities today’s corporate leaders have that the corporate leaders of early 1900 did not.</p> |

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| | Influence as “captains of industry” or as “robber barons” Relationship of big business to the government. Influence of Darwinism, Social Darwinism, and the Gospel of Wealth. | integration | Illustrate the concepts of vertical and horizontal integration in business. |
| 1 days | Formation of Labor Unions Types of Unions Tactics used by labor leaders Opposition to Labor Unions | 5.03 Assess the impact of labor unions on industry and the lives of the workers. Terms: Child Labor, Craft Unions, Trade Unions, Knights of Labor, Haymarket Riot, American Federation of Labor, Samuel Gompers, Eugene Debs, strike, negotiation, mediation, collective bargaining, arbitration, yellow dog contract, closed shop, Sherman Anti-Trust Act, the great Strike, Pullman Strike, Homestead Strike. Lock-out, Scabs, Blacklist, Injunction, Industrialization | Create a chart to show the various labor unions including how organized, goals, attempts to reach goals, and success. (H)Work cooperatively to form a union including rules for membership, goals, and plans to reach goals. |
| 1 day | Impact of Law and court decisions “Laissez-faire” government policies Operation of Political machines Patronage v. Civil Service system | 5.04: Describe the changing role of government in economic and political affairs. Terms: Sherman Anti-Trust Act, Pendleton Act, political machines, Boss Tweed, Tammany Hall, Thomas Nast, Credit Mobilier scandal, graft, Whiskey Ring Scandal, Populism, secret ballot, initiative, referendum, recall, Mugwumps. Civil service system, US vs EC Knight Company (1895) | Review the political cartoons of Thomas Nast and create new cartoons to address the issues of today. (H)Create a Civil Service Exam and compare your questions to the actual questions from an original |

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| | Impact of corruption and scandal in the government The Election of 1896 | | exam. |
| 1 day | Corruption and ineffectiveness of government Immigration and urban poor Working conditions Emergence of Social Gospel Unequal distribution of wealth | Goal 7: The Progressive Movement in the United States (1890-1914) - The learner will analyze the economic, political, and social reforms of the Progressive Period. 7.01 Explain the conditions that led to the rise of Progressivism Terms: Muckraking, Ida Tarbell, Lincoln Steffens, Upton Sinclair, Jacob Riis, Urban slums, Triangle Shirtwaist Factory Fire, Progressivism | All text references are to American Vision/ Glencoe See SCOS for suggested primary and secondary documents, video and audio resources, and suggested activities for students Text: Chapter 13 (H)Read excerpts from The Jungle and then discuss muckrakers and their role in the Progressive Era Have students role-play muckrakers such as Ida Tarbell and then interview them for a newspaper article. |
| 2 days | The roles of progressive presidents: Roosevelt, Taft, Wilson | 7.02 Analyze how different groups of Americans made economic and political gains in the Progressive Period Terms: Jane Addams/Hull House, 16 th amendment, 17 th amendment, 18 th amendment, Volstead Act, 19 th amendment, Carrie Nation, Anthracite | (H)Choose one law or amendment and have students identify who would be impacted most by it and if the law or amendment actually achieved its objective |

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| | <p>The growing power of the electorate</p> <p>The changing roles and influence of women</p> <p>The impact of political and economic changes on the working class</p> <p>The changing nature of state and local governments</p> | <p>Coal Strike, Sherman Anti-trust Act , Northern Securities vs. US 1904, American Tobacco vs. US 1911, US vs. EC Knight and Co, 1895, Payne Aldrich Tariff, 1909, Mann Elkins Act, Robert LaFollette, Election of 1912, Progressive/Bull Moose Party, Federal Reserve Act, Theodore Roosevelt, William Howard Taft, Woodrow Wilson, Clayton-Antitrust Act, Commissioner, Council Manages</p> | <p>Have students use the music of a popular song and make up new lyrics about trust-busting or other Progressive Era topics.</p> |
| 1 day | <p>Disenfranchisement</p> <p>African-American responses to Jim Crow</p> <p>Segregated society</p> | <p>7.03 Evaluate the effects of racial segregation on different religions and segments of the United States' society</p> <p>Terms: Plessey vs. Ferguson, Booker T. Washington, W.E.B. Dubois, Ida Wells Barnett, Great Migration, Niagara Movement, Atlanta Compromise Speech, NAACP, lynching, disenfranchisement, literacy test, poll taxes, grandfather clauses, De jure Segregation, Jim Crow laws, De facto Segregation, <u>The Crisis</u>, Wilmington Race Riot (1898), Tuskegee Institute</p> | <p>Have students compare/contrast Dubois, Booker T. Washington and Garvey</p> <p>(H)Analyze “Lift Every Voice and Sing” by James Weldon and explain why it was the Negro National Anthem</p> |
| 2 days | <p>Industrial innovations</p> <p>Emergence of advertising and consumerism</p> | <p>7.04 Examine the impact of technological changes on economic, social, and cultural life in the United States</p> <p>Terms: Wright brothers, movie camera, Ford’s assembly line, model T, electricity, mail order catalogs, skyscrapers, Kodak cameras</p> | <p>Compare and contrast advertising in the early 1900s to today.</p> <p>(H)Have students produce a multimedia production about one new innovation of this time period and how it impacted daily life.</p> |

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| 1 day | Global and military competition Increased demands for resources and markets Closing of the Frontier Exploitation of nations, peoples, and resources | Goal 6: The emergence of the United States in World Affairs (1890-1914) - The learner will analyze causes and effects of the United States emergence as a world power. 6.01 Examine the factors that led to the United States taking an increasingly active role in world affairs. Terms: Alfred T. Mahan, Josiah Strong, Frederick Jackson Turner, Imperialism, Spheres of influence, Nationalism, Social Darwinism, "White Man's Burden," Anglo-Saxon superiority, Jingoism | (H)Have students write responses to Kipling's White Man's Burden Create a chart listing the pros and cons of imperialism |
| 2 days | Causes and conduct of the Spanish-American War United States interventions in Hawaii, Latin America, Caribbean, Asia/Pacific | 6.02 Identify the areas of the United States military, economic, and political involvement and influence Terms: Queen Liliuokalani, Seward's Folly, Treaty of Paris 1898, Platt Amendment, "Splendid Little War", Social Darwinism, Philippines, George Dewey, Theodore Roosevelt, Rough Riders, William R. Hearst, Joseph Pulitzer, USS Maine, Panama Canal, Pancho Villa Raids Annexation of Hawaii, Teller Amendment, Yellow journalism | Create a map that shows U.S. growth and involvement in international affairs from 1867-1914 (H)Analyze and discuss some examples of yellow journalism from this time period and from today. |

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| 2 days | Intervention vs. Isolation Support for and opposition to United States economic intervention Perception of the United States as a world power | 6.03 Describe how policies and actions of the United States government impacted the affairs of other countries Terms: “Jingoism”, Dollar Diplomacy, Platt Amendment, Roosevelt Corollary, Anti-Imperialism League, Missionary Diplomacy, Boxer Rebellion, Open Door Policy, Annexation of Hawaii, “Big Stick Diplomacy,” “Dollar Diplomacy,” Missionary Diplomacy” | All text references are to United States History, Prentice hall See SCOS for suggested primary and secondary documents, video and audio resources, and suggested activities for students Text Chapter 14 Create a chart comparing the foreign policies of Roosevelt, Taft and Wilson (H)Hold a hearing on the annexation of Hawaii using House Resolution 259 from 1898 |
| 1 day | Causes of World War I in Europe Use of and effects of propaganda U.S. anti-war Sentiment Reasons for U.S. entry into The Great War | Goal 8: The Great War and Its Aftermath(1914-1930)- The learner will analyze United States involvement in World War I and the war’s influence on international affairs during the 1920s. 8.01 Examine the reasons why the United States remained neutral at the beginning of World War I, but later became involved. Terms: nationalism, militarism, alliances, Archduke Francis Ferdinand, U-boats, Serbia, Allies, Central Powers, Kaiser Wilhelm II, Contraband, Zimmerman Telegram, Lusitania, Mobilization, Election of 1916, Woodrow Wilson, Isolationists “Make the World Safe for Democracy,” Idealism, Selective Service Act, Jeanette Rankin | All text references are to United States History, Prentice Hall See SCOS for suggested primary and secondary documents, video and audio resources, and suggested activities for students Text Chapter 15 Complete maps of Europe in 1914 and 1920. (H)Research how European countries viewed American |

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| | | | neutrality |
| 1 day | The importance of US involvement in World War I Modernization of warfare The changing nature of US foreign policy Key factors in the Allies' success Failure of the US to ratify the Treaty of Versailles | 8.02 Identify political and military turning points of the war and determine their significance to the outcome of the conflict. Terms: John J. Pershing, American Expeditionary Force, trench warfare, "No Man's Land, mustard gas, doughboys, armistice, Wilson's 14 Points, "The Big Four", "Peace without Victory", Russian Revolution, Treaty of Versailles, League of Nations, Henry Cabot Lodge, 17 th Amendment, 18 th Amendment, 19 th Amendment, Bolshevik Revolution | Compare and contrast European war posters to American war posters. (H)Analyze and discuss political cartoons from the time period. Listen to the song "Over There" and discuss the words as well as the impact that music had on the war. |
| 2 days | Adjustment from wartime to peacetime economy Government Bureaucracy in the US Anti-Immigration sentiment and the Red scare Restrictions on Civil Liberties | 8.03 Assess the political, economic, social, and cultural effects of the war on the United states and other nations. Terms: Industrial Workers of the World, Self-Determination, Committee on Public information, George Creel, Food Administration, war Industries Board, Bernard Baruch, Palmer raids, Espionage Act, Sedition Act, Eugene Debs, Schenck v. United States, Sacco and Vanzetti, United Mine Workers, John L. Lewis, Washington Naval Conference, Dawes Plan 17 th , 18 th , 19 th Amendments, Herbert Hoover | (H)Describe correlations on restrictions on civil liberties during World War I and other periods of US military conflicts including today. Develop pictorial representations of these terms: liberty bonds, ration books, demobilization, victory gardens, and ultra nationalism |

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| | Political changes in Europe and the near East Impact of isolationism on American foreign policy | | |
| 1 day | The impact of presidential policies on economic activity Rise and/or decline of major industries in the US Factors leading to the stock market crash and the onset of the Great Depression | <p>Goal 9: Prosperity and Depression (1919 – 1939) – The learner will appraise the economic, social, and political changes of the decades of “The Twenties and “The Thirties”.</p> <p>9.01 Elaborate on the cycle of economic boom and bust in the 1920s and 1930s.</p> <p>Terms: “Return to Normalcy”, laissez-faire, Teapot Dome, Albert Fall, Hawley-Smoot tariff, speculation, buying on margin, mechanization, “Black Tuesday”, rugged individualism, direct relief.</p> <p>Warren G. Harding, Calvin Coolidge, Herbert Hoover</p> | <p>All text references are to United States History, Prentice Hall See SCOS for suggested primary and secondary documents, video and audio resources, and suggested activities for students</p> <p>Text chapters 16-18</p> <p>Write a letter to President Hoover about the state of the economy in 1929. Propose ways the economy can be improved.</p> <p>(H)Study the photographs of the era and discuss the “mood” of the nation as displayed in the photographers work.</p> |

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| 1 day | Consumer spending habits and trends Difficulties of farmers Responses to Prosperity: the stock market crash, Dust Bowl, Bonus Army, Bank failures | 9.02: Analyze the extent of prosperity for different segments of society during this period. Terms: easy credit, installment plan, overproduction, Hooverilles, soup kitchens, breadlines Bonus army, Dust bowl | Make a list of economic problems that led to the stock market crash and the beginning of the depression. Listen to and analyze the song Brother Can You Spare a Dime. |
| 2 days | The impact of mass media Public responses to the Great Depression The Harlem Renaissance Prohibition Leisure time and spectator sports | 9.03: Analyze the significance of social, intellectual, of social, intellectual and technological changes of lifestyle in the United States. Terms: radio, market advertising, Jazz, Silent and “talkies”, “The Jazz Singer”, lost Generation, Langston Hughes, Louis Armstrong, F. Scott Fitzgerald, Ernest Hemingway, Sinclair Lewis, speakeasies, bootleggers, Babe Ruth, Charles Lindberg, automobiles. FDR’s “Fireside Chats”. Prohibition | (H)Compare Prohibition in the 1920s to the debate over drug use today. Using a graphic organizer illustrate the quote,” the 1920s were either the best of times or the worst of times.” |
| 2 days | The “Back to Africa” movement and Pan-Africanism The Fundamentalist versus freethinking movement Religion in politics | 9.04: Describe challenges to traditional practices in religion, race, and gender. Terms: Zora Neal Hurston, Marcus Garvey, United Negro Improvement Association, W.E.B. DuBois, Fundamentalism, scopes trail, Aimee Simple McPherson, Billy Sunday, Margaret Sanger. Ku Klux Klan, NAACP, Harlem Renaissance, Sacco and Vanzetti, Flappers, Scopes | Create a cause and effect diagram to illustrate the clash between the Fundamentalist and the Freethinking movements. (H)Compare UNIA and the NAACP. Report findings using a graphic organizer or multimedia. |

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| | The changing role of women | Trail, 1924 Native American Suffrage Act, Langston Hughs | |
| 2 days | Responses to the New Deal program The three R's (Relief, Recovery, and reform) Expansion of the role of the federal government | 9.05: Asses the impact of the New Deal reforms in enlarging the role of the federal government in American life. Terms: deficit spending, social security, FDIC, SEC, PWA, CCC, AAA, TVA, NIRA, WPA, National labor Relations Act (Wagner Act), Fair Labor Standards Act, Father Charles Coughlin, Huey Long, Frances Perkins, Social Security, Deficit spending | Listen to a recording of a fireside chat and write a response. (H)Create a poem, rap, or dance movement explaining the variety of New Deal programs of alphabet soup. |
| 2 days | Appeasement Isolationism Reparations Totalitarianism Government Treaty of Versailles Worldwide depression | Goal 10: World War II and the Beginning of the Cold War (1930-1963) The learner will analyze the United States involvement in World War II and the war's influence on international affairs in the following decades. 10.1 Elaborate on the causes of World War II and reasons for the United States entry into the war. Terms: Hitler, Mussolini, Hirohito, Winston Churchill, Fascism, Stalin, Munich Pact, Third Reich, Four Freedoms, Kellogg-Briand Pact, Lend-lease Act, Neutrality Acts, Non-Aggression Pact, Pearl Harbor, Quarantine Speech, | All text references are to United States History, Prentice Hall See SCOS for suggested primary and secondary documents, video and audio resources, and suggested activities for students Text chapters 19-21 View "The Democrat and the Dictator" and compare Hitler and FDR Timeline of the rise to totalitarian leaders during the 1930s |

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| | | | Create a map and outline and label key regions of aggression in Europe, Africa, and the Pacific |
| 2 days | The United States at war The influence of propaganda at home and abroad Designs for peace | 10.02 Identify military, political, and diplomatic turning points of the war and determine their significance to the outcome and aftermath of the conflict Terms: Atomic bomb, Battle of Britain, Battle of the Bulge, Blitzkrieg, Chester Nimitz, D-Day (Operation Overlord), Douglas MacArthur, George Patton, Holocaust, Newsreels, Pamphlets, Airdrops, War posters, Iwo Jima, Oppenheimer, Manhattan Project, Midway, Island hopping, Nuremberg Trials, Okinawa, Pearl Harbor, Stalingrad, Tehran, V-E Day, V-J Day, Casablanca, Potsdam, Atlantic Charter | (H)Write a news story of the attack on Pearl harbor for a U.S. paper and a Japanese paper. Construct a pictorial timeline of political, social, foreign, and domestic events of World War II. (H)Write a diary entry assuming the role of an American liberator of a Nazi concentration camp. |
| 2 days | The home front Suspension of Civil Liberties Suburbanization Transition to Peacetime | 10.3 Describe and analyze the effects of the war on American economic, social, political, and cultural life. Terms: War bonds, Baby boomers, Fair Deal, G.I. Bill, Korematsu vs. United States, Levittown, Northern Migration, middle class, Rosie the Riveter, Selective Services Act, AFL-CIO, Taft-Hartley Act, WACS, War Production Board, Japanese Internment Sites, Rationing | Role play a Japanese American family about to be uprooted from their home and sent to an internment camp. Construct a graph showing population shifts due to the northern migration of African Americans. |

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| 2 days | U.S. Military Intervention Containment The Cold War The Domino Theory | 10.4 Elaborate on changes in the direction of foreign policy related to the beginnings of the Cold War. Terms: Bay of Pigs, Berlin Airlift, Berlin Wall, CIA, Cuban Missile Crisis, Douglas MacArthur, Eisenhower Doctrine, Fidel Castro, Geneva Accords, Hydrogen bomb, Iron Curtain, Police Action, Test Ban Treaty, Chinese Civil War, Israel, Korean War, Marshall Plan, Khrushchev, Truman Doctrine, U-2 Incident, Zionist movement | (H)Create an episode of “You are There” from one of the hotspots of the Cold War. Create a map and label all areas where the U.S. military was involved from 1945 until 1960. |
| 2 days | Balance of Power Organizations for peace | 10.5 Assess the role of organizations established to maintain peace and examine their continuing effectiveness Terms: Alliance for Progress, NATO, SEATO, Security Council, United Nations, Warsaw Pact O.A.S. | (H)Compare and contrast the role and effectiveness of the League of Nations and the United Nations. Read and discuss the charter of the United Nations. |
| 1 day | Effects of Cold War on America’s home life Domino Theory and geopolitics McCarthyism Spread of Suburbia Effects of Nixon’s visits to China and Moscow | Competency Goal 11: Recovery, Prosperity, and Turmoil (1945-1980) - The learner will trace economic, political, and social developments and assess their significance for the lives of Americans during this time period. 11.01 Describe the effects of the Cold War on economic, political, and social life in America Terms: “Duck and cover”, fallout shelters, National Security Act, 1947, House on Un-American Activities Committee, Alger Hiss, Julius and Ethel Rosenberg, Hollywood Blacklist, The National Highway Act, Selective Service System, New Left, Détente, SALT I and II Taff-Hartley Act, Fair Deal, AFL-CIO | All text references are to United States History, Prentice Hall See SCOS for suggested primary and secondary documents, video and audio resources, and suggested activities for students Text chapters 22-26 (H)List and explain four major pieces of anti-communist legislation. Design your own Fall Out Shelter and list essentials that you would have with you. |

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| | Carter's Human Rights foreign policy and the collapse of détente The Military Industrial Complex | | |
| 2 days | The Civil Rights Movement De jure and De facto Segregation Affirmative Action Turning Points Changes in state and federal legislation Executive actions of Truman, Eisenhower, Kennedy, and Johnson | 11.02 Trace major events of the Civil Rights Movement and evaluate its impact Terms: Montgomery bus boycotts, Rosa Parks, Martin Luther King, Jr., Malcolm X, Black Panthers, Black Power Movement, Stokely Carmichael, CORE, SNCC, March on Washington, James Meredith, Little Rock Nine, George Wallace, Brown vs. Board of Education, Topeka Kansas, Thurgood Marshall, Earl Warren, 24 th amendment, Civil Rights Act of 1964, Voting Rights Act of 1965 Sit-ins, Freedom Riders | Compare the leadership styles of Martin Luther King, Jr., Stokely Carmichael, and Malcolm X (H)Hold a seminar with topics such as "Letters from a Birmingham Jail", I Have a Dream speech, etc. |
| 2 days | Cultural movements of Feminists, Indian, and Latinos Labor Movements | 11.03 Identify major social movement, including, but not limited to, those involving women, young people, and the environment, and evaluate the impact of these movements in the United States society Terms: Women's Liberation, National Organization for Women, Gloria | (H)Read an excerpt from "The Feminine Mystique" and conduct a discussion on the woman's liberation. |

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| | Environmental Movements Social Movements Pop Culture and Counter Culture Socio-economic Status: Jobs: White collar, blue collar, and pink collar | Steinem, Phyllis Schafly, The Feminine Mystique, Equal Rights Amendment, Roe vs. Wade, British Invasion, Beatles, Elvis Presley, height-Ashbury, Woodstock, Cesar Chavez, American Indian Movement, Clean Air Act, Clean Water Act, Environmental Protection Agency, Betty Friedan Students for Democratic Society, Counter Culture | Assume the role of Rachel Carson and write a letter to the president concerning the environment. |
| 2 days | Significance of the domino theory, US involvement in Vietnam from Eisenhower to Ford Vietnam's effect on U.S. politics and society Vietnamization Role of the media | 11.04: Identify the causes of the United States' involvement in Vietnam and examine how this involvement affected society. Terms: Tet Offensive, Robert McNamara, Gulf of Tonkin Resolution, War Powers Act, Ho Chi Minh, My Lai Incident, Agent orange, Napalm, Vietcong, Pentagon papers, 26 th Amendment, William Westmoreland, Kent State, Cambodia, Laos, Fall of Saigon (1975), Paris Peace Accords, Operation Rolling Thunder. New York Times v. US, Selective Service System, Vietnamization | Prepare a timeline on U.S. involvement in Vietnam. Include domestic events such as Kent State and Jackson State. (H)Conduct a debate based on research notes with doves and hawks on the issue of Vietnam. |
| 1 day | The impact of the Space Race on education Technological Changes (Mass media, Communication, | 11.05 Examine the impact of technological innovations that have had impacted American life. Terms; Radio (1950s), Sputnik, NASA, National defense Education Act, Space programs, calculators, computers, Neil Armstrong, John Glenn, Silicon Valley, ICBMs, Hydrogen Bombs, color television, microwave | Compare job possibilities for women in the 1950s and today. (H)Create a collage wall of all the medicines and machines developed in this time period. |

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| | Military, Science, Medicine, Electronics, Data Storage, transportation, Energy) Connection of population shifts to technological changes in society | technology, nuclear power, commercial jet travel. | |
| 2 days | Actions and Reactions to political platforms – New frontier, great society, Law and Order Voter Apathy 1968 (Election, Tet Offensive, Robert Kennedy, Martin Luther King, Jr.) Watergate Changing relationship of the federal government Urban renewal programs | 11.06: Identify political events and the actions and reactions of the government officials and citizens and assess the social and political consequences. Terms: HUD, Head Start, VISTA, Medicare, Peace Corps, National Endowment for the Humanities, New York Times v. U.S., United States v. Nixon, Sam Ervin and the Senate Watergate Committee, John Dean, Bob Woodward/Carl Bernstein, 1968 Democratic National convention, 25 th Amendment, Students for a democratic Society (SDS) New Frontier, Great Society, Robert Kennedy, Watergate Scandal | (H)Complete a graphic organizer identifying major issues and policies of each president from Truman to Carter. Assume the role of a Peace Corp volunteer and write a letter home to your family describing life in a third world country. Create a timeline of the major events in the Watergate scandal. |