Period 7: 1890-1945

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

US History 2 AP, Grade 11

Period 7 (1890-1945)

Belleville Board of Education

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Unit Overview

In unit 7 students will examine domestic and foreign policies of the first half of the 20th century including industrial growth, involvement in World War I, the Roaring 1920s, the causes and effects of the Great Depression and New Deal, as well as involvement in World War II.

Enduring Understanding

Chapter 20

- Progressive pressured government to take a more active role in democratizing the political system, reining in the power of big business, and enacting social welfare legislation.
- The middle class, women, and journalists played prominent roles in initiating progressive reforms.

Chapter 21

- Changing demography led to cultural and racial conflict.
- World War I increased xenophobic tendencies among portions of the American people.
- Labor strikes and racial tension disrupted American society during World War I partially enabling the Red Scare.
- The United States entered World War I for humanitarian and democratic goals.

Chapter 22

- The United States continued its move from a rural, agrarian society to an urban industrial society.
- The rise of an urban industrial society created new challenges and opportunities for women and African Americans.
- The United States turned to a more isolationistic and conservative stance during the 1920s.

Chapter 23

- The Great Depression exposed weaknesses in the American economy and challenged Americans' sense of identity as well as ideas of the social and economic roles of the federal and state governments.
- Reaction to the Great Depression produced powerful social criticism as well as reaffirmation of traditional American values. Art, literature, and popular culture all responded in various ways.
- Economic necessity drove many Americans to migrate during the Great Depression, and farmers, women, and minorities, experienced extra hardships.

Chapter 24

- Economic depression led to calls to increase the regulatory powers of the federal government.
- National reformers responded to the Great Depression by transforming the United States into a limited welfare state.
- While the New Deal failed to end the Great Depression, it did lead to political realignment that strengthened the Democratic Party.

Chapter 25

- Disillusionment with the perceived failure of the United States to achieve idealistic goals in World War I led the American people to favor an isolationist stance.
- The United States pursued a policy of independent internationalism during the 1920s, choosing when and where to become involved.
- During the 1930s the American people generally opposed U.S. involvement in global disputes until the attack on Pearl Harbor in 1941.

Chapter 26

- The increased demand for war production and labor during World War I and World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.
- The mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops.

Essential Questions

Chapter 20

- To what degree and in what ways were progressives able to make the American political system more democratic at the national, state, and local levels?
- Analyze the sources of support for progressive reform and the reasons for that support.
- Compare and contrast New Nationalism and New Freedom.

Chapter 21

- Explain the reasons for increased U.S. involvement in world affairs.
- To what degree and in what ways were the wartime goals for the United States realized in the post-war era?
- Analyze the impact of World War I on African Americans and the reactions to the changes it brought.

Chapter 22

- Analyze the ways in which new technology influenced American society.
- To what degree and in what ways did industry re-consolidate and form a relationship with government similar to that of the Gilded Age?
- Analyze the degree of change in nativist sentiment and the ways in which it manifested in the 1920s.

Chapter 23

- Analyze the causes of the Great Depression.
- Analyze the causes and the impact of the collapse of the banking system on the Great Depression.

Chapter 24

- Analyze the means by which Roosevelt sought to restore confidence and the degree of success he had in realizing his goal.
- How did Roosevelt attempt to restore confidence in the banking system?
- Analyze the specific measures taken to restore economic viability in both agriculture and industry.

Chapter 25

- In what ways did Franklin Roosevelt attempt to change the mind-set of the American people toward involvement in European affairs prior to the attack on Pearl Harbor?
- What factors led the American public to move from an isolationist stance to one which favored U.S. involvement in international conflict between 1930 and 1941?
- Analyze both the continuity and changes in American foreign policy toward Latin America and the Soviet Union between 1918 and 1940.

Chapter 26

- Explain the general strategies of the Allies in their effort tot win the war on both the European and Pacific fronts.
- Analyze the impact of the war on both internal and external migration patterns.

Exit Skills

By the end of Unit 7, students should be able to:

- apply domain-specific vocabulary in their verbal and written responses, essays and papers.
- deductively use new information and logically apply this evidence to a related problem.
- inductively gather information and deduce a theory based on their findings.
- gather information in meaningful clusters and apply their findings to specific problems.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
SOC.6.1.12.A.6.b	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.
SOC.6.1.12.A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
SOC.6.1.12.A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
SOC.6.1.12.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
SOC.6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
SOC.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 business and the consumer.
SOC.6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
SOC.6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.
SOC.6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.B.6.b	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
SOC.6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
SOC.6.1.12.B.10.a	Assess the effectiveness of New Deal programs designed to protect the environment.
SOC.6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
SOC.6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration.
SOC.6.1.12.C.9.c	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
SOC.6.1.12.C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
SOC.6.1.12.D.6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e.,

	Paterson Silk Strike 1913) and the United States.
SOC.6.1.12.D.6.b	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.
SOC.6.1.12.D.6.c	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.
SOC.6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
SOC.6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
SOC.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
SOC.6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
SOC.6.1.12.D.10.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
SOC.6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
SOC.6.1.12.D.11.e	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.
SOC.6.1.12.CS6	The Emergence of Modern America: Progressive Reforms: Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.
SOC.6.1.12.CS7	The Emergence of Modern America: World War I: United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.
SOC.6.1.12.CS8	The Emergence of Modern America: Roaring Twenties: The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.
SOC.6.1.12.CS9	The Great Depression and World War II: The Great Depression: The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

Interdisciplinary Connections

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas

	and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.WHST.11-12.1	Write arguments focused on discipline-specific content.
LA.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

Learning Objectives

Chapter 20

- To what degree and in what ways did the progressive movement improve life for average Americans through the regulation of big business?
- Compare and contrast the views of big business and conservationists on the use of natural resources.
- Compare the positions of Booker T. Washington and W.E.B. Du Bois on how to best attain equal rights for African

Americans.

Chapter 21

- Compare and contrast the foreign policy goals of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson and the results.
- Analyze the economic impact of World War I and its impact on progressive reform.
- Analyze the reasons for the Red Scare following World War I and its effects.

Chapter 22

- Compare and contrast the myth and the reality of the "new woman" in the 1920s.
- To what degree in in what ways were traditional religious values challenged?
- Analyze the ways in which and the degree to which significant changes occurred for African Americans and for women.

Chapter 23

- To what degree and in what ways did the Great Depression change the lives of farmers, minorities, and women?
- Analyze the degree to which Hoover broke with traditional views of government response to economic depression and the degree to which he maintained a traditional approach.
- Analyze the impact of the Great Depression on artistic expression.

Chapter 24

- Compare and contrast the relative successes of the First and Second New Deals.
- Analyze the degree to which the New Deal led to political realignment of the parties.
- To what degree and in what ways was the New Deal a failure and to what degree and in what ways was it a success?

Chapter 25

- To what degree and in what ways was the foreign policy of the United States isolationist and to what degree and in what ways was it internationalist?
- Analyze the degree to which disillusionment with World War I influenced U.S. foreign policy in the 1920s and early 1930s.

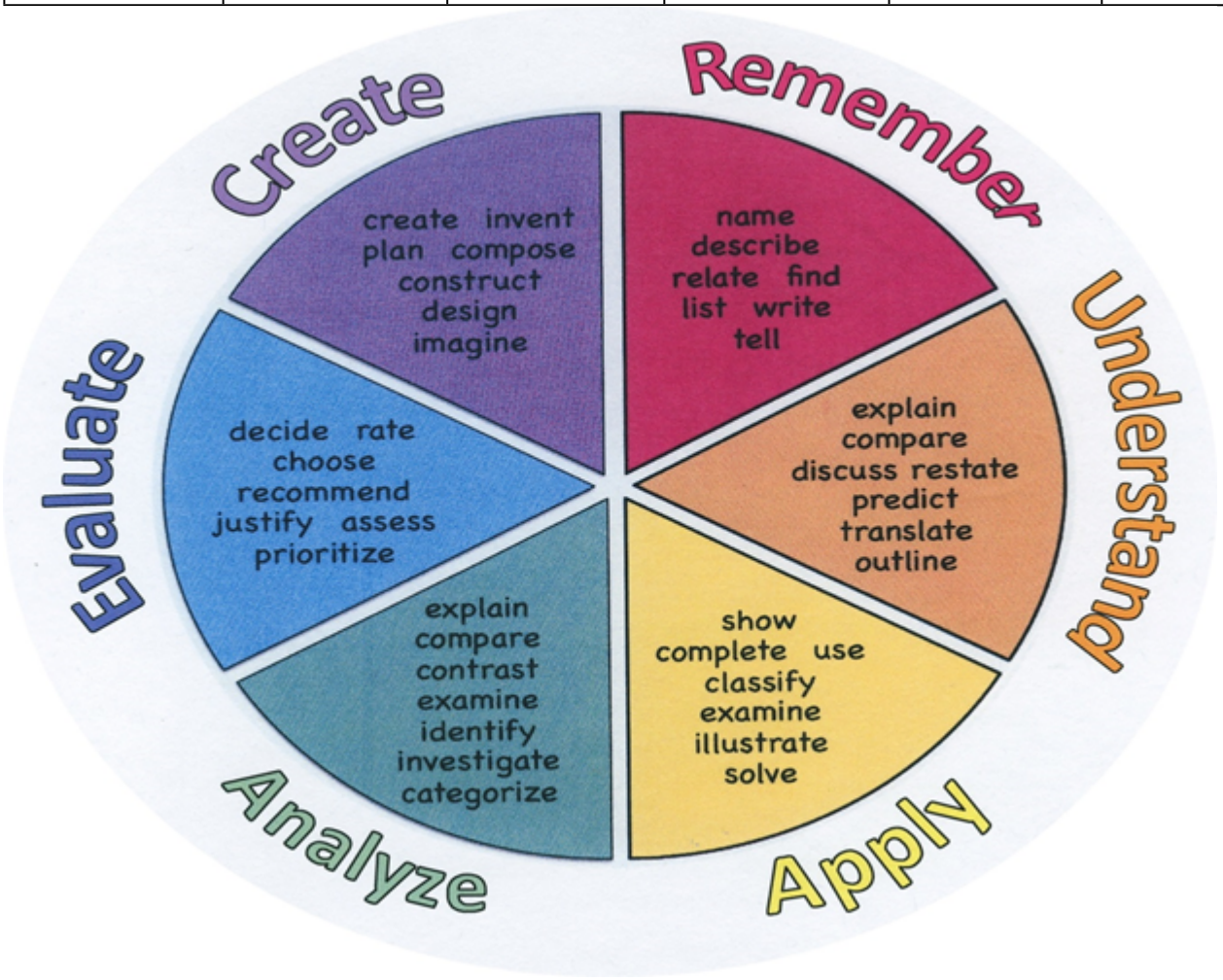
Chapter 26

- To what degree and in what ways did World War II change employment patterns in the United States?
- Compare and contrast the restriction on civil liberties during World War II with the restrictions on civil liberties during World War I.
- Analyze the reasons for the emergence of the United States from World War II as a dominant world power

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize

Select State Count Draw Outline Point Quote Recall Recognize Repeat Reproduce	Interpret Infer Match Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Sketch Solve Use Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Arrange Breakdown Combine Detect Diagram Discriminate Illustrate Outline Point out Separate	Justify Measure Rank Rate Support Test	Plan Produce Role Play Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

- Establish historical context by checking for understanding about events leading up to this time period (For example: AP Test Practice multiple choice questions for Progressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II)
- Build foundation through vocabulary and key people identification (For example: Suggested Study for people and places such as Elizabeth Cady Stanton, New Freedom, Prohibition, Sacco & Vanzetti, Allies, the Fourteen Points, Harlem Renaissance, Dust Bowl, Frances Perkins, Adolf Hitler, Benito Mussolini, D-Day, Holocaust)
- Use of maps and interactive time likes to understand the context surrounding the time period/event (For Example: Establishment of National Parks & Forests; America in World War I-The Western Front, 1918); Sources of Immigration 1920-1960; World War II in Europe-The Allied Counteroffensive, 1943-1945)
- Use of primary sources from multiple sources (For example: Consider the Source "Dedicated to Conserving America", "Race, Gender, and Military Service"; Debating the Past: "Causes of the Great Depression", "The Question of Pearl Harbor)
- Perspectives including view point, culture and class (For example: Patterns of Culture on the 1920's; Orson Welles/War of the Worlds)
- Use of Ebook to interactively use the text book through videos, pictures, audio etc. (Topics include: Progressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II)
- Write a journal entry from a key persons point of view (For example: Theodore Roosevelt; Woodrow Wilson; Herber Hoover; Franklin Roosevelt; Harry Truman)
- Research and collect historical evidence for an essay (For example: National Identity in the 20th Century, Needs of the US economic system, Changes of Immigration Patterns of the early 20th Centruy, US Policy Makers of the Spanish-American War, WWI, and WWII)

Assessment Evidence - Checking for Understanding (CFU)

- Common Benchmarks for Progressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II.-benchmark assesssment
- Unit Tests for Period 7: 1890-1945 (Progressivism, World War I, 1920's, Great Depression, New Deal, Diplomacy & Isolationism, and World War II)-summative assessment
- DBQ's (For Example: US Involvment in WWI; US Foreign Policy before WWII)-alternate assessment
- Long Essays (For Example: Analyze how US involvement in wars shaped national identity; Analyze how women's identity influenced peacetime and waretime experiences; Compare/Contrast effects of WWI, Great Depression, New Deal, & WWII on business and labor; Analyze the causes and effects of changes in immigration patterns and policies from 1900-1945; Compare/Contrast the influence of the Spanish-American War, WWI, & WWII on postwar foreign policy; Analyze the role of arts and popular culture, including African Americans & immigrants in American society from 1900-1945).-alternate assessment
- Quickwrite-formative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate

- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Textbook:

American History - AP Edition (Fifteenth Edition)

McGraw Hill Education

Ancillary Resources

- NEWSELA
- COMMONLIT
- History.com
- Reading Like A Historian
- Close Read Screencasts
- Connect One
- Interactive Timelines

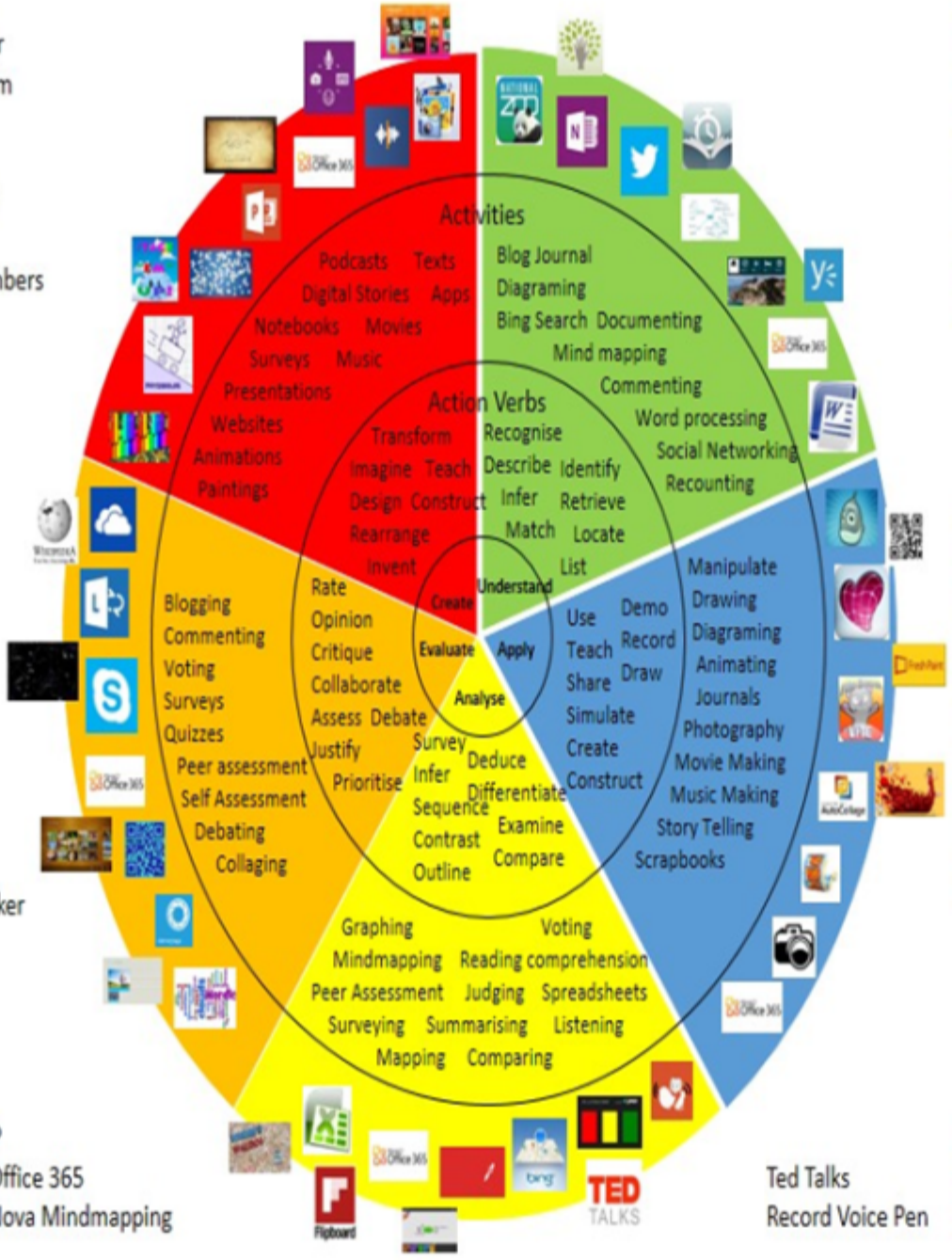
Technology Infusion

- Use of Google Chrome Books (Google Docs & Forms/Online Research for projects, Do Nows, Exit Tickets onProgressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II)
- Google Classroom (Posting Assignments/Class Discussion Questions for Progressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II)
- Various Online tools (For example: YouTube Videos on Progressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II)
- Online Databases from BHS Media Center (Research on Progressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II using EbscoHost, Infobase eBooks, and Facts on File, and Issues & Controversies)

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for

specific tasks.

21st Century Skills/Interdisciplinary Themes

The **21st Century/Interdisciplinary Themes** that will be incorporated into this unit include:

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT(Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving

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- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

The **21st Century Skills** that will be incorporated into this unit include:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy

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- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Small group instruction for guided notes on Progressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II.
- Small group assignment for Causes of the Great Depression (Argumentation & Interpretation).
- Study guide for Period 7 1890-1945 Unit Test.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes

- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Provide a copy of teacher's notes on Progressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II.
- Decrease the number of slides for student presentation on Suggested Study for people and places (For example:Elizabeth Cady Stanton, New Freedom, Prohibition, Sacco & Vanzetti, Allies, the Fourteen Points, Harlem Renaissance, Dust Bowl, Frances Perkins, Adolf Hitler, Benito Mussolini, D-Day, Holocaust).
- Modify number of AP Test Practice multiple choice questions for Progressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding

- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Provide a copy of teacher's notes in English and native language on Progressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II.
- Decrease the number of slides for student presentation on Suggested Study for people and places (For example:Elizabeth Cady Stanton, New Freedom, Prohibition, Sacco & Vanzetti, Allies, the Fourteen Points, Harlem Renaissance, Dust Bowl, Frances Perkins, Adolf Hitler, Benito Mussolini, D-Day, Holocaust)).
- Modify number of AP Test Practice multiple choice questions forProgressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)

- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Allow the use of note cards on the Unit Test on Period 6 (1865-1898); Topics include: Progressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II.
- Decrease the number of slides for student presentation on Suggested Study for people and places (For example:Elizabeth Cady Stanton, New Freedom, Prohibition, Sacco & Vanzetti, Allies, the Fourteen Points, Harlem Renaissance, Dust Bowl, Frances Perkins, Adolf Hitler, Benito Mussolini, D-Day, Holocaust)).
- Modify number of AP Test Practice multiple choice questions for Progressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Project-based learning for in-depth research on Progressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II.
- Use research to debate the US decision to drop the atomic bomb on Japan.
- Allow students to work at a faster pace on DBQ's and Long Essays related to the topics of Progressivism, World War I, The 1920's, The Great Depression, The New Deal, Diplomacy & Isolationism, and World War II.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

See sample in Unit 1.