

**Sayreville Public Schools
U.S. History II**

(Unit 1 Emergence of Modern America (1890-1930))

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJ SLS
Theme A: The Gilded Age	1 week			
"A Tarnished Image"	2 days	1. Analyze the major causes of political corruption in post-Civil War Era. 2. Assess the extent of corruption that existed at the local state & national levels.	<ul style="list-style-type: none"> Create a cause & effect chart of political corruption in the post-Civil War Era. Analyze a Thomas Nast political cartoon to determine the message. Also, design a cartoon critical of a current political situation. 	6.1.12A.5a, b 6.1.12.B.5.b 6.1.12.C.5.a,c 6.1.12D.5a,b,c,d 6.1.12.C.6.a,b,c
"Calls For Good Government"	1 day	Analyze and evaluate the effectiveness of reforms made during the 1870's and 1880's.	<ul style="list-style-type: none"> Create a flow chart citing reforms during the era and their results. 	6.1.12D.5a,b,c,d 6.1.12.C.6.a,b,c
"Cultural Life"	2 days	1. Analyze the developments that occurred in literature, art and higher education. 2. Summarize how various leisure activities expanded.	<ul style="list-style-type: none"> Work in pairs to design a chart listing significant developments that occurred in literature, art and higher education. Chart will be presented to class in a class presentation. Write a short biography on an artist during this time period. 	6.1.12A.5a, b 6.1.12.B.5.b 6.1.12.C.5.a,c 6.1.12D.5a,b,c,d 6.1.12.C.6.a,b,c
Theme B: Politics, Protest and Populism	2 weeks			
"Agrarian Unrest"	5 days	1. Analyze the problems the farmers faced during the late 1800's. 2. Evaluate the reasons for the rise and fall of the grange. 3. Analyze the role of the government in Agrarian unrest.	<ul style="list-style-type: none"> Complete a concept map on the causes and effects of farm problems in the late 1800's Each group will pass one piece of paper around with members writing a statement about the grange. Each group will share one statement with the class. Write an essay blaming the federal and state governments for the Agrarian unrest. 	6.1.12.B.5.b 6.1.12.C.5.a,c

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJ SLS
Theme B: Politics, Protest and Populism continued				
"Rise And Fall Of Populism"	2 days	Assess the purposes and achievements of the Populist Party.	<ul style="list-style-type: none"> Write an essay evaluating the effectiveness of the Populist Party. 	6.1.12.A.5.c
"Other Forces For Reform"	3 days	1. Assess the role of women in the temperance and suffrage movements. 2. Evaluate the political ideas of Karl Marx and Henry George.	<ul style="list-style-type: none"> Groups will hold a Women's Suffrage "Convention". Each group will give a speech, play or skit at the convention. Evaluate the political ideas of Karl Marx and Henry George 	6.1.12.A.5.c 6.1.12.B.5.a 6.1.12.C.5. b,c 6.1.12.D.5.b,d
Theme C: Imperialism	3 weeks			
"America Looks Abroad"	4 days	Analyze how and why the U.S. emerged from Isolationism.	<ul style="list-style-type: none"> Work in pairs to defend a policy of Imperialism or Isolationism. Arguments will be shared with entire class. 	6.1.12.A.5.c 6.1.12.B.5.a
"Spanish American War"	2 days	Evaluate the events that led to the Spanish-American War.	<ul style="list-style-type: none"> Write an essay on the "Spanish American War, a war that could have been avoided". 	6.1.12.A.5.c 6.1.12.B.5.a
"U.S. Becomes A World Power"	3 days	1. Decide why the Philippine Islands were the most difficult to govern. 2. Assess the constitutional difficulties involved in colonization.	<ul style="list-style-type: none"> Write an essay on Lincoln's statement "No man is good enough to govern another without that man's consent". Use computer technology and an almanac to design a chart containing information on the current status of Puerto Rico, Cuba and Philippines. 	6.1.12.A.5.c 6.1.12.B.5.a 6.1.12.C.5. b,c 6.1.12.D.5.b,

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Theme C-Imperialism continued				
"Politics Of Imperialism"	3 days	1. Evaluate the goals and results of the "Open Door" Policy in China. 2. Analyze the reasons for McKinley's change in viewpoint on Isolationism.	<ul style="list-style-type: none"> One group will represent John Hay and write Open Door notes. The other groups representing England, Germany, Russia, Japan, France, and Italy will respond accurately to the notes. Chart a list of events that caused McKinley to change his views on Imperialism 	6.1.12.A.6.a,b,c 6.1.12.D.6.c
"Theodore Roosevelt And Foreign Affairs"	3 days	1. Assess the effectiveness of Roosevelt's "Big Stick" diplomacy. 2. Analyze American concerns over the Russo-Japanese War.	<ul style="list-style-type: none"> Write an interpretation of Roosevelt's motto "Speak Softly But Carry A Big Stick" Design a cause and effect concept map on the Russo-Japanese War. 	6.1.12.A.6.a,b,c 6.1.12.D.6.c
Theme D The Progressive Era	2 weeks			
"Sources Of Progressivism"	3 days	1. Evaluate the role of the Muckrakers in promoting social change. 2. Analyze how Progressive methods used in business and education influenced social reform	<ul style="list-style-type: none"> Work in groups to create a "white list" with at least 5 criteria. Write an essay on how John Dewey has influenced your own education. 	6.1.12.A.6.a,b,c 6.1.12.D.6.c
"Progressive Reforms"	4 days	1. Evaluate the advances made in protecting adult and child workers. 2. Analyze how Progressive reforms strengthened democracy	<ul style="list-style-type: none"> Conduct a survey to determine the conditions under which young people in the community work today. Write an essay analyzing how the candidates' personalities affected the election of 1912 	6.1.12.A.6.a,b,c 6.1.12.D.6.c

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Theme D The Progressive Era continued				
"Limits of Progressivism"	3 days	1. Analyze the reasons for Progressive attitudes toward immigrants and racial minorities. 2. Assess the effects the Progressives had on blacks.	<ul style="list-style-type: none"> Write a speech assessing the progressive movement through the eyes of W. E. B. Dubios Debate the following point: "Obtaining civil rights was a more important goal for blacks in 1900 than achieving a higher standard of living. 	6.1.12.A.6.a,b,c 6.1.12.D.6.c
Theme E White House Reformers	2 weeks			
"Roosevelt's Progressive Domestic Programs"	4 days	1. Analyze why Roosevelt was labeled a "trust buster". 2. Evaluate Roosevelt's role s a conservationist.	<ul style="list-style-type: none"> Develop a concept map on industrial mergers. Class discussion on conservation measures being taken in their community. 	6.1.12.B.6.a 6.1.12.D.6.b
"The Taft Presidency"	2 days	Analyze the reasons for the Taft and Roosevelt split.	<ul style="list-style-type: none"> Work in groups to consider the accomplishments of Taft. Each group will share their information with the class. 	6.1.12.B.6.a 6.1.12.D.6.b
"The Election Of 1912"	2 days	Analyze how Wilson's victory in 1912 was due to a split in the Republican Party.	<ul style="list-style-type: none"> Create a chart comparing the philosophies of the new nationalism and new freedom. 	6.1.12.B.6.a 6.1.12.D.6.b
"President Wilson's Progressivism"	2 days	Evaluate the Progressive Domestic Program of Wilson.	<ul style="list-style-type: none"> Summarize in a paragraph the accomplishments of the Wilson administration. 	6.1.12.B.6.a 6.1.12.D.6.b

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Theme F World War I	2 weeks			
"Prelude To War"	3 days	1. Evaluate Wilson's foreign policy toward Latin America. 2. Assess the causes for World War I breaking out in Europe. 3. Analyze why the United States had difficulty remaining neutral in World War I.	<ul style="list-style-type: none"> • Write a letter to the editor from an American or Latin American of view on Wilson's foreign policy. • Complete a map of Europe identifying the Alliance and Entente countries. • Work in groups to prepare a briefing on the countries of Europe at war for President Wilson. 	6.1.12.A.7.a,c 6.1.12.B.7.a 6.1.12.D.7.a,b
"America Enters The War"	3 days	1. Evaluate the reasons for the United States entry into World War I 2. Assess the role of the United States in bringing victory to the Allies.	<ul style="list-style-type: none"> • Write a newspaper editorial that urges U. S. entry into the war on continued neutrality. • Debate the question: "The United States was responsible for bringing victory to the Allies." 	6.1.12.A.7.a,c 6.1.12.B.7.a 6.1.12.D.7.a,b
"War On The Home Front"	3 days	1. Analyze the effectiveness of military, economic, and political mobilization. 2. Decide if civil liberties would be suppressed during wartime.	<ul style="list-style-type: none"> • Design a poster urging support for one area of the mobilization effort. • Write a one-page essay entitled: "Individual Rights vs. National Security". Writer will take a stand on an individual's constitutional rights during wartime. 	6.1.12.A.7.a,c 6.1.12.B.7.a 6.1.12.D.7.a,b
"After The War"	1 day	Analyze how the Treaty of Versailles led to World War II.	<ul style="list-style-type: none"> • Design a chart listing the terms of the Treaty of Versailles and any problems that may occur with each term. 	6.1.12.A.7.b 6.1.12.C.7.b 6.1.12.D.7.b

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Theme G The Decade of Normalcy	2 weeks			
"The Harding Years"	4 days	<ol style="list-style-type: none"> 1. Analyze the foreign policy initiatives of the Harding Administration. 2. Analyze United States immigration policy in the 1920's. 3. Analyze the post-war economic adjustments and labor unrest during the period. 	<ul style="list-style-type: none"> • Write as short essay explaining "the irony" in our 1920's Foreign Policy. • Groups will be formed representing a labor union leader, employer, Polish immigrant, and an older immigrant from England to speak for one minute on the Immigration Acts. • Groups will work to create newspapers reflecting events and life during the 1920's. 	6.1.12.D.12.d,e 6.1.12.A.13.a,c 6.1.12.B.13.a,b 6.1.12.C.13.c,d 6.1.12.D.13,c,d,f
"The Coolidge Era"	3 days	<ol style="list-style-type: none"> 1. Analyze the effect business had on the standard of living in the 1920's. 2. Analyze the social and political division that existed in the United States in the 1920's. 	<ul style="list-style-type: none"> • Create a cycle concept map indicating the economic situation of farmers. • Analyze the political cartoon, "The Rise and Fall of Man". Write an essay on how it relates to the Scopes trial. 	6.1.12.C.13.c,d 6.1.12.D.13,c,d,f
"The Roaring Twenties"	3 days	<ol style="list-style-type: none"> 1. Analyze the reasons for the social changes in the 1920's and evaluate the results. 2. Analyze the reasons for the mood of optimism that existed in America in the mid-1920's. 	<ul style="list-style-type: none"> • Design a chart showing the changes that occurred in popular music, social values, and literature before the war and in the 1920's. • "Create" a written interview with a person discussed in the chapter. The interview will be in the form of questions. 	6.1.12.C.13.c,d 6.1.12.C.13,c,d,f

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(Unit II – The Great Depression and World War II (1929-1945))

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJ SLS
Theme A: The Depression Begins	1 Week			
“The Stock Market Crashes”	2 days	<ol style="list-style-type: none"> 1. Analyze the factors that led to the Great Depression and decide if it could have been avoided. 2. Analyze the worldwide effects of the stock market crash. 3. Analyze the effects of a consumer making a purchase on credit. 	<ul style="list-style-type: none"> • Create a list of the positive and negative signs that existed in then nation’s economy in the 1920’s. Write one or two sentences to explain the seriousness of the negative signs. • Analyze an excerpt from the essay: “The Causes of the Great Crash” by Galbraith. Students will decide on its accuracy and be prepared to defend their conclusion in a class discussion. • Complete a diagram showing a cause and effect relationship between factors that led to the Great Depression 	<p>6.1.12.A.9a 6.1.12.B.9a</p>
“Hoover’s Policies	1 day	Analyze why Hoover’s attempts to solve the Depression didn’t work.	<ul style="list-style-type: none"> • Write a “slanted” editorial to encourage voters to re-elect Hoover. 	<p>6.1.12.A.9a 6.1.12.C.9</p>
“THE DEPRESSION WORSENS”	2 days	<ol style="list-style-type: none"> 1. Analyze why the Depression ended an era. 2. Evaluate rural poverty to urban poverty and decide which is worse. 3. Analyze why conditions worsened for African-Americans during the Depression. 	<ul style="list-style-type: none"> • Create a collage about the Great Depression. • Write a short essay defending a position on whether rural or urban poverty is worse. • Conduct an oral history interview with a survivor of the 1930’s. 	<p>6.1.12.D.9.ab 6.1.12.B.9.a</p>

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJ SLS
Theme B: The New Deal	3 Weeks			
"Roosevelt Takes Charge"	3 days	1. Analyze if the New Deal was "new". 2. Analyze the effectiveness of the "Fireside Chats".	<ul style="list-style-type: none"> Students will share personal experiences of how friends, neighbors or strangers helped one another or worked together to solve a problem. Write a one-page reaction paper from the viewpoint of a businessman who has just listened to FDR's "Fireside Chat" on the NIRA. 	6.1.12.A.9.a 6.1.12.B.9.a 6.1.12.C.9.a,b,c,d 6.1.12.D.9.a,b 6.1.12.A.10.a,b,c 6.1.12.B.10.a 6.1.12.C.10.a,b 6.1.12.D.10.a,b,c,d
"Reform, Relief and Recovery"	4 days	1. Analyze why the New Deal failed some groups. 2. Analyze the methods used by FDR to solve the Depression and evaluate their effectiveness.	<ul style="list-style-type: none"> Write a letter to FDR describing the problems of average Americans and offer suggestions on how the federal government can solve them. Write a report on New Jersey Homestead, Roosevelt, New Jersey, by using electronic New Jersey. 	6.1.12.A.10.a,b,c 6.1.12.B.10.a 6.1.12.C.10.a,b 6.1.12.D.10.a,b,c,d
"The Second New Deal"	4 Days	1. Analyze how the depression was solved. 2. Analyze the views of FDR's critics. 3. Analyze why the United States was able to maintain its free enterprise system during the Great	<ul style="list-style-type: none"> Write an editorial evaluating, one of FDR's New Deal Program. Locate and read a speech from a New Deal critic. Support or criticize its conclusion in a short essay. Create a political cartoon on Roosevelt's attempt to "pack the court". 	6.1.12.C.10.a,b 6.1.12.D.10.a,b,c,d

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJ SLS
		Depression.		
Theme B: The New Deal continued				
"The Impact of the New Deal"	4 days	1. Analyze how the New Deal had a permanent effect on American. 2. Describe the impact the New Deal programs had on diverse groups.	<ul style="list-style-type: none"> • Develop a public works project for the school. • Give an oral report on a New Deal artist who has works in our area. 	6.1.12.C.10.a,b 6.1.12.D.10.a,b,c,d
Theme C: World War II	2 Weeks			
"World Affairs 1933 – 1939"	3 days	1. Analyze how the Depression influenced American foreign policy in the 1930's. 2. Analyze why totalitarian governments came into power in Europe in 1920's – 1930's. 3. Analyze the economic and political factors that led to World War II breaking out in Europe.	<ul style="list-style-type: none"> • Write an essay on the statement: "The War Came As A Surprise That Was Expected". • Complete a comparison matrix concept map that shows reasons for the Axis Alliances. • Complete a distinguishing fact from opinion worksheet comparing statements on World War II 	6.1.12.D.11a-e; 6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.11.a-e
"Moving Closer To War:	2 days	1. Analyze how World War II brought an end to the United States Depression. 2. Analyze how the United States moved from isolation and neutrality to active participation in World War II.	<ul style="list-style-type: none"> • Write a short essay explaining the slogan: "Production Lines are Battle Lines". • Complete an event chain concept map showing key events in United States involvement in the war. • Role-play membership in the Committee for a Farewell to Arms or the Committee for Worldwide Freedom. 	6.1.12.D.11a-e; 6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.11.a-e

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJ SLS
<p style="text-align: center;">Theme C: World War II continued</p>				
<p>“United States At War”</p>	<p>2 days</p>	<p>1. Analyze the military strategy developed by the Allies to defeat the Axis powers and evaluate its effectiveness.</p> <p>2. Analyze the short and long-term effects on World War II on United States Foreign Policy.</p>	<ul style="list-style-type: none"> • Analyze a map of Europe to determine the validity of statements about the war campaigns. • Write a short essay explaining how the development and use of the atomic bomb influenced United States foreign policy in the post-war years. 	<p>6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.11.a-e</p>
<p>“War On The Home Front”</p>	<p>3 days</p>	<p>1. Analyze the effectiveness of United States political, economic and military mobilization.</p> <p>2. Analyze why the rights of Japanese-Americans were violated during World War II.</p> <p>3. Analyze the role of women in World War II and its effect on their post-war status.</p>	<ul style="list-style-type: none"> • Write ten sentences about daily life in the United States during World War II. • Debate the statement: “Japanese-Americans must sign a loyalty oath to gain release from a World War II internment camp. • Write an essay deciding if the image of “Rosie the Riveter” was accurate. 	<p>6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.11.a-e</p>

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(Unit III – Postwar Years (1945-1970’s))

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJ SLS
Theme A The Cold War	2 weeks			
“Policy of Containment”	2 days	<ol style="list-style-type: none"> 1. Examine changes in Eastern Europe after World War II. 2. Analyze the factors, which made communism strong during the postwar period. 	<ul style="list-style-type: none"> • List methods used by the Soviet Union to bring Eastern Europe under its control. • Locate satellite countries on a map. • Debate the statement: Truman's containment was too soft. 	6.1.12.D.11a-e; 6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.11.a-e
“Cold War in Europe”	3 days	<ol style="list-style-type: none"> 1. Examine the foreign policy goals of the Truman Administration. 2. Examine the outcome of U.S. occupation of Japan. 	<ul style="list-style-type: none"> • Complete a concept mapping on the causes of communist expansion. • Complete a list of democratic changes made by the U.S. in Japan. • Write an essay discussing the significance of the Truman Doctrine. 	6.1.12.D.11a-e; 6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.11.a-e
“Cold War in Asia”	3 days	Analyze the events, which caused the United Nations to wage a limited war in Korea.	<ul style="list-style-type: none"> • Write an editorial discussing why MacArthur was considered a great military strategist. • Locate important strategic locations on a map of Korea • Debate: Put forth arguments in favor or against the firing of MacArthur. 	6.1.12.D.11a-e; 6.1.12.B.11.a; 6.1.12.C.11.a,b; 6.1.12.11.a-e
“Cold War in America”	2 days	Examine the changes in the American labor force post WWII.	<ul style="list-style-type: none"> • Chart the gains made by African Americans in the postwar labor Market. 	6.1.12.C.11.a,b; 6.1.12.11.a-e

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJSLS
Theme B Search for Stability	2 weeks			
"Eisenhower Years"	2 days	<ol style="list-style-type: none"> Analyze President Eisenhower's style of leadership. Examine the influence of Senator Joseph McCarthy in the 1950's. 	<ul style="list-style-type: none"> Form discussion groups to determine how Eisenhower's style of leadership was appropriate for the times. List advantages and disadvantages of having a military leader as president. Use the internet to research background information on the fear of communism in the 1950's. Debate the statement: The fear of communism in the 1950's was justified/unjustified. Write a newspaper article describing the McCarthy hearings. 	6.1.12.A.12.a,b,c 6.1.12.B.12.a 6.1.12.C.12.a,c,d 6.1.12.C.13.b,d 6.1.12.D.13.f,d)
"Eisenhower's Economic Policies"	2 days	<ol style="list-style-type: none"> Distinguish between Eisenhower's economic policies and those of his Predecessors. Examine the problems faced by small farmers in the 1950'. 	<ul style="list-style-type: none"> Write a speech to be given by Eisenhower outlining his economic Aims. Chart the GNP for the years 1950 to 1959. Write a newspaper editorial describing the problems that resulted from the development of agribusiness. 	6.1.12.D.12.a,b,c 6.1.12.A.13.a,b,c 6.1.12.B.13.a,b
"An Affluent Society"	2 days	Examine the growth of suburbs and the interstate highway system.	<ul style="list-style-type: none"> Debate the following: Suburbs are better to live in than cities. Write an essay assessing the values of the 1950'. 	6.1.12.D.12.a,b,c 6.1.12.A.13.a,b,c 6.1.12.B.13.a,b

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJ SLS
Theme B Search for Stability (continued)				
"Eisenhower/Dulles Foreign Policy"	2 days	<ol style="list-style-type: none"> Analyze Eisenhower's approach to foreign policy. Analyze the Eisenhower Doctrine. 	<ul style="list-style-type: none"> Chart the foreign problems faced by the Eisenhower Administration Write an essay comparing the foreign policy of Eisenhower and Truman Work in pairs to compare and contrast the Eisenhower and Truman Doctrine Write a report on Eisenhower's foreign policy approach in Vietnam, Egypt, Lebanon 	<p>6.1.12.D.12.a,b,c 6.1.12.A.13.a,b,c 6.1.12.B.13.a,b</p> <p>6.1.12.C.13.b,d 6.1.12.D.13.f,d</p>
The Cold War and Developing Nations	2 days	<ol style="list-style-type: none"> Examine how the fear of nuclear war affected the cold war. Analyze why American relations with Latin America was poor in the 1950's 	<ul style="list-style-type: none"> Research how the atomic bomb contributed to the cold war Work in groups to write paragraphs explaining how the following added to cold war tensions: Poland and Hungary t(uprisings), Castro's rise to power Complete a concept mapping activity on Castro's rise to power Complete an outline map of the cold war trouble spots 	<p>6.1.12.C.13.b,d 6.1.12.D.13.f,d</p>

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<p style="text-align: center;">Theme C New Frontiers</p>	3 weeks			
"Civil Rights Movement"	5 days	<ol style="list-style-type: none"> 1. Analyze major events in the early civil rights movement. 2. Examine the effects of the <i>Brown v Board of Education</i> decision. 	<ul style="list-style-type: none"> • Make a time line of the major events of the civil rights movement. • Work in groups to role-play major events of the civil rights Movement. • Write a report, which summarizes one time period in African American's Struggle. • Read a primary source of Chief Justice Warren's decision. • Conduct interviews with people who lived through the Civil Rights Movement and chart the results. 	6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e
"Kennedy's New Frontier"	5 days	<ol style="list-style-type: none"> 1. Evaluate legislation proposed by the Kennedy Administration. 2. Examine advances made in civil rights 	<ul style="list-style-type: none"> • Work in groups to produce a newsletter describing the successes and failures of Kennedy's domestic Programs. • Use the internet to research major policy speeches made by Kennedy. • Graph the changes in African American voting activity. • Write a report on the Congress of Racial Equality • Debate the success of the March on Washington. 	6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJ SLS
Theme C New Frontiers (continued)				
"Foreign Policy Challenges"	5 days	<ol style="list-style-type: none"> Analyze foreign policy decisions made during the Kennedy Administration. Examine the tragic end to the Kennedy Presidency. 	<ul style="list-style-type: none"> Create a map, which shows the location of foreign conflicts. Form groups to role-play an investigative committee to assess Kennedy's response to the Bay of Pigs invasion. Write a speech in which Kennedy defends actions taken in the Cuban Missile Crisis. Write an eyewitness account of the day Kennedy was assassinated. Research Primary Sources on the Kennedy Assassination. 	6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e
Theme D The Vietnam Era	3 weeks			
"The Great Society"	4 days	<ol style="list-style-type: none"> Examine President Lyndon Johnson's efforts to fight poverty. Analyze the Great Society programs 	<ul style="list-style-type: none"> Locate the areas targeted by President Johnson in his war on poverty Develop a chart describing the programs of the War on Poverty Write summary paragraphs relating how individuals benefited from Great Society programs Write a speech for President Johnson urging passage of Great Society programs 	6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJ SLS
Theme D The Vietnam Era continued				
"War in Vietnam"	5 days	<ol style="list-style-type: none"> Examine events which led the U.S. to become involved in Vietnam Analyze the reasons for opposition to the Vietnam War 	<ul style="list-style-type: none"> Make a time line of the key events leading to U.S. involvement in Vietnam Write a summary paragraph telling how Cold War policy influenced the U.S. in Vietnam Chart the military strategies used by the U.S. in Vietnam Use the internet to research antiwar demonstrations Create a political cartoon illustrating antiwar demonstrations Divide the class to represent hawks and doves then debate the escalation Conduct interviews with people who lived through the Vietnam Era 	6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e
"Social Revolution"	3 days	<ol style="list-style-type: none"> Examine the factors responsible for discontent among African Americans Examine the counterculture movement of the 1960's 	<ul style="list-style-type: none"> Prepare a panel discussion on the radicalization of the civil rights movement Interview someone who lived through the black power movement Debate the methods used by youth to express their counterculture values Write an essay on the significance of the 	6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJ SLS
<p style="text-align: center;">Theme D The Vietnam Era continued</p>			Woodstock festival	
<p>“Year of Disasters 1968”</p>	<p>3 days</p>	<p>Analyze the major events of 1968</p>	<ul style="list-style-type: none"> • Make a month by month time line for 1968 • Use the internet to research the assassinations of 1968 	<p>6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e</p>

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(Unit IV: Contemporary America (1968 – present))

TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJ SLS
<p style="text-align: center;">Theme A A Search for New Solutions</p>	2 weeks			
<p>“Crisis of Confidence”</p>	3 days	<ol style="list-style-type: none"> 1. Examine the energy crisis during Carter’s Administration. 2. Evaluate President Carter’s foreign Policy. 	<ul style="list-style-type: none"> • List events, which led to an energy Crisis. • Chart gasoline prices (1973-1980). • Debate the methods proposed by Carter to deal with the energy crisis. • Write a speech to be given by Carter outlining foreign policy goals. • Locate the major countries of the Middle East crisis on a map. • Simulate a Summit meeting between Sadat and Begin. 	<p>6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e</p>

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJ SLS
Theme A -A Search for New Solutions continued				
"A Conservative Shift"	3 days	<ol style="list-style-type: none"> Analyze the conservation revolution of the 1980's. Examine President Reagan's economic policies. 	<ul style="list-style-type: none"> Write summary paragraphs of the explaining conservative philosophy. Compare and contrast conservative and liberal philosophy. Write letters to President Reagan on the impact of his economic policy. Use the internet to investigate the impact of deregulation. Conduct interviews on how the lives of average Americans changed during the Reagan years. 	6.1.12.D.12.a,d,e; 6.1.12.A.13.a-c; 6.1.12.B.12.a,b; 6.1.12.D.13.b,e 6.1.12.A.14.a-h 6.1.12.B.14.c,d 6.1.12.C.14.a-c 6.1.12.D.14.a-e
Theme B Toward a New Century	2 weeks			
"After the Cold War"	3 days	<ol style="list-style-type: none"> Examine the moves toward democracy through out Eastern Europe. Analyze the events, which led to the end of the Soviet Union. 	<ul style="list-style-type: none"> Write an eyewitness account of the fall of the Berlin Wall. Locate the countries of Eastern Europe, which moved toward Democracy. Write a biographical sketch of Gorbachev and Yeltsin. Work in groups to create a time line capsule, which will tell future generations how ineffective the communist economic system was. 	6.1.12.A.16.a-c 6.1.12.B.16.a 6.1.12.C.16.c 6.1.12.D.16.c

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TOPIC/SELECTION	TIME	OBJECTIVE	ACTIVITY	NJ SLS
Theme B Toward a New Century (continued)				
"The Persian Gulf War"	4 days	Analyze the events, which led to the conflict between Iraq and coalition.	<ul style="list-style-type: none"> • Work in groups to plan interview questions for President Bush and General Norman Schwarzkoph. • Prepare a news broadcast about the beginning of the Persian Gulf War. 	6.1.12.A.14.a-h; 6.1.12.B.14.a-d; 6.1.12.C.14.a-d; 6.1.12.D.14a-f;
"The U.S. in a Global Economy"	3 days	Examine the changes in the economy of the early 1990's.	<ul style="list-style-type: none"> • Create a cause and effect diagram of the deficit crisis of the 1990'. • Debate trade policies of the 1990's. • Make a chart showing the changes in federal revenue and spending between 1980 and 1990. 	6.1.12.A.14.a-h; 6.1.12.B.14.a-d; 6.1.12.C.14.a-d; 6.1.12.D.14a-f;