

## CYCLE 4, UPPER

## SoSmart Chart: Cycle 4, Upper

<b>CYCLE 4</b>	<b>Grades 5-8</b>	<b>Suggested Pacing</b>
<b>FIRST QUARTER</b>	The Reconstruction Era	5 days
	Opening the West	5 days
	The Industrial Age	4 days
	An Urban Society	3 days
<b>SECOND QUARTER</b>	The Progressive Era	4 days
	Rise to World Power	4 days
	World War I	5 days
	The Jazz Age	4 days
<b>THIRD QUARTER</b>	The Depression and the New Deal	6 days
	America and World War II	6 days
	The Cold War Era	5 days
<b>FOURTH QUARTER</b>	The Civil Rights Era	4 days
	The Vietnam Era	4 days
	A Troubled Nation	5 days
	New Challenges	4 days

Note: The pacing is based on one hour per day.

## FIRST QUARTER · CYCLE 4, UPPER

## TOPIC: The Reconstruction Era

PACING: 5 Days

## STANDARDS:

- SS.5-8.PPE.3** Describe concepts such as: location, region, place, and migration, as well as human and physical systems.
- SS.5-8.PPE.5** Investigate how the concept of regions identifies the links between people in different locations according to specific criteria.
- SS.5-8.PAG.1** Cite rights that are guaranteed in the U.S. Constitution, the supreme law of the land.
- SS.5-8.PAG.3** Discuss ideas that are the foundation of American constitutional democracy including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism.
- SS.5-8.CIP.3** Summarize key practices involving the rights and responsibilities of citizenship and the exercise of citizenship.

## OBJECTIVES:

- Compare and contrast plans for Reconstruction.
- Analyze black codes and the federal government's responses to them.
- Describe what life was like for African Americans in the South during Reconstruction.

**VOCABULARY:** Reconstruction, amnesty, black codes, impeach, scalawag, corruption, integrated, sharecropping, poll tax, literacy test, segregation

## SPIRITUAL APPLICATIONS:

Genesis 50:15-21 – Review the story of Joseph's forgiveness of his brothers. Discuss how to deal with hurt feelings and betrayal.

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 18 – pp. 491-516**

Chapter 18 Digital Lessons Plans and Presentations

Video – *The Aftermath of War* (5:23)

Video – *Reconstruction* (2:22)

Video – *Justice Denied* (3:16)

## ADDITIONAL RESOURCES / CONNECTIONS:

*A brief review of the Civil War (Chapters 16 & 17) would be beneficial at the beginning of this year's studies.*

Learn360 video –

*Reconstruction of the US: American History* (28:46)

Learn360 video – *The Presidents: 1865-1885* (45:10)

Learn360 video segment – *Reconstruction* (2:41)

Learn360 video segment – *Amendment 14* (4:26)

BrainPop video – *Reconstruction* (6:35)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Using a three-circle Venn diagram, compare Lincoln's Ten Percent plan, the Radical Republicans' plan and Johnson's plan.
2. Make a three-column chart which lists changes in government, changes related to the economy, and social changes during the Reconstruction period.
3. Write an essay about how Lincoln's assassination changed the course of history.
4. Work in small groups to conduct research to find current or recent court cases in which the Fourteenth Amendment plays a role.
5. Create a journal entry as a member of a sharecropper family. Be sure to include similarities and differences with slavery.
6. Write a short essay explaining the importance of "due process" and "equal protection."

## FIRST QUARTER · CYCLE 4, UPPER

## TOPIC: Opening the West

PACING: 5 Days

## STANDARDS:

- SS.5-8.C.9** Explain how people from different cultures develop different values and ways of interpreting experience.
- SS.5-8.PPE.3** Describe concepts such as: location, region, place, and migration, as well as human and physical systems.
- SS.5-8.IDI.2** Achieve a balance in work and leisure which encompasses physical, mental, emotional, social, and spiritual activities.
- SS.5-8.PDC.7** Illustrate how banks and other financial institutions channel funds from savers to borrowers and investors.

## OBJECTIVES:

- Discuss railroads and their importance to the mining industry and opening of the West.
- Describe what brought more settlers to the Great Plains.
- Determine the cause and effect of the conflicts between the Native Americans and white settlers.
- Explain the ideas of the Populist Party.

**VOCABULARY:** subsidy, transcontinental, time zones, vaquero, homestead, sodbusters, dry farming, nomadic, reservation, National Grange, populism

## SPIRITUAL APPLICATIONS:

Genesis 2:2, 3 – God initiated a plan of work and rest for man from Creation. Discuss how to balance work and leisure and how to include physical, mental, emotional, social, and spiritual efforts into our daily lives.

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 19 – pp. 517-546**

Chapter 19 Digital Lessons Plans and Presentations

Video – *Building the Railroads* (3:31)

Video – *Settling the West* (3:58)

Video – *The Populist Party* (2:06)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video –

*Heartland: America – The Story of Us* (43:55)

Learn360 video –

*Populist Challenge: Transforming America* (28:44)

*Note: First segment involves the Wizard of Oz*

Learn360 video segments – *Settlers on the Great Plains and How to Build a Sod Home* (9:00)

Learn360 video segment – *Joseph* (2:22)

BrainPop video – *Railroad History* (4:59)

BrainPop video – *Time Zones* (3:31)

BrainPop video – *Wounded Knee Massacre* (4:19)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Working in small groups, develop a board game representing experiences of settlers in the West.
2. Create dialogue between a rancher and a farmer which illustrates the conflicts these groups had in opening the West.
3. Make a picture book to share with a younger student about the life of a homesteader.
4. Write a two-paragraph paper assessing attitudes of white settlers and Native Americans toward each other during this period.
5. Paint or draw a picture illustrating life of a settler (home, scenery, daily activities).
6. Plan a daily schedule in which you allow for work and leisure. Incorporate physical, mental, emotional, social, and spiritual activities in your daily schedule.

## FIRST QUARTER · CYCLE 4, UPPER

## TOPIC: The Industrial Age

PACING: 4 Days

## STANDARDS:

- SS.5-8.IGI.3** Determine how institutions are created to respond to changing individual and group needs.
- SS.5-8.PDC.3** Compare and contrast how choices involve trading off the expected value of one opportunity gained against the expected value of the best alternative.
- SS.5-8.PDC.6** Practice responsible stewardship which includes returning tithes and gifts to God, saving money, helping others, and planning for future purchases.
- SS.5-8.PDC.8** Explain the economic gains that result from specialization and exchange as well as the trade-offs.
- SS.5-8.STS.3** Investigate how society often turns to science and technology to solve problems.
- SS.5-8.STS.7** Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land, economy and trade, their concept of security, and their major daily activities.

## OBJECTIVES:

- Analyze the importance of the railroad in the Industrial Age.
- Identify and evaluate new inventions of the Industrial Age.
- Discuss the impact of mass production on the U.S. economy.
- Describe working conditions during the Industrial Age.

**VOCABULARY:** consolidation, railroad baron, standard gauge, Model T, assembly line, mass production, entrepreneur, stock, shareholders, dividend, monopoly, sweatshops, labor unions

## SPIRITUAL APPLICATIONS:

2 Corinthians 9:6-11 – Discuss the responsibility of making appropriate choices with our money. In addition to giving tithes and offerings, what should we do to help others? Discuss wealthy people from this lesson who helped their communities.

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 20 – pp. 547-572**

Chapter 20 Digital Lessons Plans and Presentations

Video – *The Builders of Our Railroads* (6:57)

Video – *Thomas Edison* (4:53)

Video – *Andrew Carnegie* (2:16)

Video – *Triangle Shirtwaist Factory Fire* (3:39)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The American Industrial Revolution* (27:01)

Learn360 video segment – *The Ford Model T* (4:50)

BrainPop video – *Industrial Revolution* (3:41)

BrainPop video – *Assembly Line* (2:22)

BrainPop video – *Stocks and Shares* (2:54)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Keep a “technology log.” Record down any time you use, or observe being used, any of the inventions (or similar inventions) discussed in this chapter.
2. Create an historical calendar or time line of people and events of the Industrial Age.
3. Develop an advertisement/brochure illustrating how the railroad companies competed for customers.
4. Write a short paper on the Ford Model T and how the automobile has affected life in the United States.
5. Outline a plan for turning a company into a corporation and raising capital.
6. Write a narrative about a young person approximately your age working during the Industrial Age.

## FIRST QUARTER · CYCLE 4, UPPER

## TOPIC: An Urban Society

PACING: 3 Days

## STANDARDS:

- SS.5-8.C.8** Prove that culture may change in response to changing needs, concerns, social, political, and geographic conditions.
- SS.5-8.IDI.10** Justify that perceptions are interpretations of information about individuals and events and can be influenced by bias and stereotypes.
- SS.5-8.IGI.4** Identify ways that Seventh-day Adventist organizations work to improve life in communities.
- SS.5-8.IGI.6** Investigate how groups and institutions change over time.
- SS.5-8.IGI.12** Participate in age appropriate outreach and service projects.

## OBJECTIVES:

- Identify reasons different groups of immigrants came to the United States.
- Evaluate what happened to many immigrants and ways they chose to adapt to the United States, but still retain their cultural identity.
- Discuss changes to American culture during this period.

**VOCABULARY:** ethnic groups, steerage, assimilate, nativist, urban, tenement, slum, middle class, suburbs settlement house, land-grant college, spectator sport

## SPIRITUAL APPLICATIONS:

Review the Adventist Community Services website: <http://www.communityservices.org/>.

Discuss how the local Seventh-day Adventist church works to improve life in your community.

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 21 – pp. 573-598**

Chapter 21 Digital Lessons Plans and Presentations

Video – *Huddled Masses in the City* (6:13)

Video – *Urbanization* (2:05)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video –

*U.S. That's Us – Vol 1 – Jane Addams* (4:49)

Learn360 video segment –

*“How the Other Half Lives:” New York Slums* (3:13)

Learn360 video segment – *Origins of Chinatowns* (3:05)

BrainPop video – *Immigration* (3:32)

BrainPop video – *Geography Themes* (4:04)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Research an institution, piece of literature, magazine/newspaper, or form of entertainment mentioned in this lesson. Write a short paper discussing how this topic represents a changing culture.
2. Divide the class into two groups and have them debate the pros and cons of city life. Consider why families would want to live in a city as opposed to the countryside.
3. As a class, participate in an outreach or community service project.
4. Make a model of a suspension bridge. Write a paragraph telling how bridges contributed to the growth of cities.
5. Research and then prepare a presentation about communities that were established by new immigrants (i.e., Chinatown or Little Italy).
6. Create a two-column chart which compares conditions of the 1860s with those of the early 1900s.

## SECOND QUARTER · CYCLE 4, UPPER

## TOPIC: The Progressive Era

PACING: 4 Days

## STANDARDS:

- SS.5-8.TCC.2** Define the concepts: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect.
- SS.5-8.IGI.2** Define concepts such as mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
- SS.5-8.CIP.5** Interpret key documents and excerpts from key sources that define and support democratic ideals and practices.
- SS.5-8.CIP.7** Debate key past and present issues involving democratic ideals and practices as well as the perspectives of various stakeholders in proposing possible solutions to these issues.

## OBJECTIVES:

- Identify reforms that emerged and changes in society during the Progressive Era.
- Analyze the impact that U.S. Presidents had on reforms during this era.
- Discuss the causes and consequences of prejudice and injustice in American society.

**VOCABULARY:** muckraker, initiative, referendum, recall, suffragist, prohibition, trustbuster, Square Deal, conservation, discrimination, segregation, barrios

## SPIRITUAL APPLICATIONS:

Discuss the role of women and ethnic groups in the Seventh-day Adventist world and local church.

- Ellen G. White: Prophet, Author, Church Pioneer
- Visit [www.adventist.org/en/world-church/general-conference/leadership](http://www.adventist.org/en/world-church/general-conference/leadership). Is the world church leadership group diverse?

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 22 - pp. 599-630**

Chapter 22 Digital Lessons Plans and Presentations

Video - *Ida Tarbell and Oil Reforms* (3:09)

Video - *Woman Suffrage* (3:00)

Video - *Theodore Roosevelt Biography* (1:26)

Video - *Separate but Equal* (2:00)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video -  
*The Progressive Era: American in the 20th Century* (27:32)

Learn360 video segment -  
*Amendment 19: Women's Right to Vote* (2:45)

Learn360 video segment - *Prohibition* (4:15)

BrainPop video - *Theodore Roosevelt* (5:45)

BrainPop video - *Natural Resources* (3:44)

BrainPop video - *Women's Suffrage* (3:53)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Present a skit with your classmates illustrating a key figure's contribution(s) during the Progressive Era.
2. Compare and contrast socialism and progressivism using a Venn diagram or other graphic organizer.
3. Write a persuasive essay about regulating the sale of alcohol. Include reference to the 18th and 23rd Amendments.
4. Discuss how reporters influenced social and political reforms. Does the media (TV, radio, newspapers) influence reform today?
5. Make a list of changes in election policies that gave the people a greater voice in their government during this time.
6. Research a group that continued to face discrimination in the Progressive Era. Present your findings to the class.

## SECOND QUARTER · CYCLE 4, UPPER

## TOPIC: Rise to World Power

PACING: 4 Days

## STANDARDS:

- SS.5-8.PAG.5** Research and debate the ideologies and structures of political systems that differ from those of the United States.
- SS.5-8.STS.2** Develop a logical argument that there are gaps in access to science and technology around the world.
- SS.5-8.GC.3** Investigate how spatial relationships that relate to ongoing global issues affect the health and well-being of Earth and its inhabitants.
- SS.5-8.GC.4** Point out how global problems and possibilities are not generally caused or developed by any one nation.
- SS.5-8.GC.7** Discuss and analyze the unique message and mission of the Seventh-day Adventist church.

## OBJECTIVES:

- Identify the causes and effects of imperialism in the late 1800s.
- Explain how the United States acquired territories in the Pacific after the Spanish-American War.
- Summarize the arguments of both imperialists and anti-imperialists.
- Draw conclusions about how the Panama Canal affected U.S. relations with Latin America.
- Analyze the U.S. role in the Mexican Revolution.

**VOCABULARY:** isolationism, expansionism, imperialism, provisional government, spheres of influence, armistice, protectorate, territory, isthmus, anarchy, dollar diplomacy

## SPIRITUAL APPLICATIONS:

At a time in history when other churches were also sending missionaries, how was the Seventh-day Adventist church's work unique? Review the Seventh-day Adventist mission statement and unique mission:

<https://www.adventist.org/en/information/official-statements/statements/article/go/-/mission-statement-of-the-seventh-day-adventist-church/>

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 23 – pp. 631-654**

Chapter 23 Digital Lessons Plans and Presentations

Video – *William H. Seward and Alaska* (3:04)

Video – *U.S. Imperialism* (1:51)

Video – *The Spanish-American War* (4:26)

Video – *Latin American Imperialism* (1:36)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Three Key Expansionist Events* (5:36)

Learn360 video segment – *William McKinley: Spanish American War* (2:06)

Learn360 video – *The Presidents: 1885-1913* (45:09)

Learn360 video – *Panama Canal: The Mountain and the Mosquito* (52:57)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Assume the role of a person living in the late 1800s or early 1900s (a Rough Rider, a Panama Canal worker, Theodore Roosevelt) and write a letter to a loved one describing a particular event/conflict.
2. Prepare a PowerPoint presentation about one of the acquisitions of the United States (i.e., Alaska, Hawaii, the Philippines).
3. Write a newspaper article about one of the events covered in this chapter.
4. Develop a time line for the building and use of the Panama Canal. Include some interest facts like fees charged to use the canal, size, etc.
5. Discuss how the United States' rise as a world power helped developing countries gain access to scientific and technology advances.

## SECOND QUARTER · CYCLE 4, UPPER

TOPIC: World War I

PACING: 5 Days

## STANDARDS:

- SS.5-8.TCC.6** Analyze key historical periods and patterns of change within and across cultures.
- SS.5-8.TCC.12** Elaborate on the contributions of key persons, groups, and events from the past and their influence on the present.
- SS.5-8.IGI.10** Explain that when two or more groups with different norms and beliefs interact accommodation or conflict may result.
- SS.5-8.PDC.10** Evaluate how goods and services are allocated in a market economy through the influence of prices on decisions about production and consumption.

## OBJECTIVES:

- Discuss the cause and effect factors that led to the outbreak of war in Europe.
- Describe how advances in technology and battle strategy changed the nature of war.
- Recognize the historical perspectives that led the United States to initially remain neutral, but finally enter World War I.
- Analyze the circumstances that caused Germany to begin losing the war and appeal for an armistice.
- Discuss legislation the American government passed to control public opinion during World War I.
- Identify reasons why the U.S. Senate rejected the Treaty of Versailles and the League of Nations.

**VOCABULARY:** nationalism, militarism, alliance system, balance of power, stalemate, U-boats, autocracy, kaiser, mobilization, rationing, socialist, pacifist, dissent, reparations

## SPIRITUAL APPLICATIONS:

Galatians 5:22, 23 - Peace is listed in the list of "the fruit of the Spirit." What does "peace" mean in this verse?

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 24 - pp. 655-686**

Chapter 24 Digital Lessons Plans and Presentations

Video - *The Dawn of World War I* (3:37)

Video - *American Enters the War* (4:54)

Video - *Trench Warfare* (3:03)

Video - *Mobilizing the U.S. Population into World War I* (2:39)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video -

*Dear Home: Letters from World War I* (46:04)

Learn360 video segment -

*First Large Scale Modern War* (1:53)

BrainPop video - *World War I* (3:54)

BrainPop video - *League of Nations* (3:40)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a map showing the Central and Allied countries. Insert a paragraph on your map explaining where most of the fighting occurs.
2. Record a "radio" news report describing the assassination of Archduke Ferdinand and what happened as a result of his death.
3. Research some form of technology or advancement in military weapons that changed the way war was fought. Illustrate your findings on a poster.
4. Complete a two-column chart listing reasons why some Americans favored the Central Powers and some favored the Allies.
5. Have a student panel discuss whether it is ever appropriate to censor criticism of the government.
6. Write a journal entry about the Treaty of Versailles. Declare your perspective in your entry.



## SECOND QUARTER · CYCLE 4, UPPER

TOPIC: The Jazz Age

PACING: 4 Days

## STANDARDS:

- SS.5-8.C.10** Analyze how language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.
- SS.5-8.IDI.8** Discuss how individuals' choices influence identity and development.
- SS.5-8.PDC.11** Analyze how levels of income, employment, and prices are determined by the interaction of households, firms, and the government.

## OBJECTIVES:

- Discuss the causes of racial tension.
- Evaluate America's role in foreign affairs.
- Identify results of economic policies of the government.
- Summarize how the increasing number of automobiles and electricity transformed America's industries and changed life at home.
- Evaluate the effect of mass media on society.

**VOCABULARY:** capitalism, anarchists, deported, laissez-faire, recession, gross national product, mass media, expatriate, evolution, nativism

## SPIRITUAL APPLICATIONS:

Genesis 1 & 2 – The debate over the beginning of mankind (Creation vs evolution) still continues today. How does your belief in Creation or evolution affect your self-identity? Your choices?

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 25 – pp. 687-710**

Chapter 25 Digital Lessons Plans and Presentations

Video – *Cars and Prosperity* (2:12)

Video – *The 1920s* (1:30)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1913-1945* (45:09)

Learn360 video – *The Roaring Twenties: America in the 20th Century* (27:38)

Learn360 video segment – *Transatlantic Flight* (4:42)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. In a short essay, define gross domestic product (or GDP) and what caused the increase of GDP in the 1920s.
2. Using a Venn diagram, compare the culture clashes and issues in the 1920s to those of today.
3. Discuss the Scopes Trial. How is this issue still controversial today? Describe the difference in what is allowed to be taught in public school and private school.
4. Describe (in writing or orally) how President Harding's administration might have been different if he had appointed skilled people instead of appointing political friends.
5. Create a short skit illustrating changes in America as a result of increased automobiles and electricity.

## THIRD QUARTER · CYCLE 4, UPPER

## TOPIC: The Depression and the New Deal

PACING: 6 Days

## STANDARDS:

- SS.5-8.C.9** Explain how people from different cultures develop different values and ways of interpreting experience.
- SS.5-8.PPE.4** Compare and contrast past and present changes in physical systems such as seasons, climate, weather, and the water cycle in both national and global contexts.
- SS.5-8.PAG.7** Investigate the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.
- SS.5-8.PDC.1** Examine why individuals, government, and society experience scarcity because human wants and needs exceed what can be produced from available resources.

## OBJECTIVES:

- Explain why the stock market crashed and how the Great Depression brought hardship.
- Summarize the New Deal and the Second New Deal and how they affected American life.
- Describe difficulties faced by Americans during the Great Depression.

**VOCABULARY:** invest, stock exchange, default, relief, public works, subsidy, migrant worker, fascism, pension, unemployment insurance

## SPIRITUAL APPLICATIONS:

Psalm 146 – Read and discuss this psalm of praise to God who takes care of us in all kinds of difficult and troubling situations.

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 26 – pp. 711-742**

Chapter 26 Digital Lessons Plans and Presentations

Video – *Wall Street Crash 1929* (2:09)

Video – *The New Deal* (4:16)

Video – *The Great Depression and the Dust Bowl* (3:47)

Video – *The New Deal and the Hoover Dam* (3:28)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Great Depression Video Quiz* (30:06)

Learn360 video segment – *The Great Depression* (3:16)

Learn360 video segments – *Dust Bowl and Black Sunday* (7:51)

Learn360 video segment – *Tennessee Valley Authority Act, the National Recovery Administration, Social Security, and Unemployment Insurance* (6:41)

BrainPop video – *Great Depression Causes* (5:08)

BrainPop video – *Great Depression* (3:05)

BrainPop video – *New Deal* (3:04)

BrainPop video – *Eleanor Roosevelt* (5:07)

BrainPop video – *Franklin D. Roosevelt* (5:39)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a three-column chart listing New Deal programs, their acronyms, and a sentence explaining the purpose of the program.
2. Compare unemployment during the Great Depression with other periods, including current unemployment rates.
3. Write a description of a day for residents in “Hooverville.”
4. Research the efforts of Eleanor Roosevelt as the First Lady. How were her activities different from First Ladies before her?
5. Research information on environmental causes of the Dust Bowl. Prepare a poster illustrating your findings as well as ways to assist in preventing a repeat of that devastating weather event.
6. Divide the class into two groups. One group will provide arguments for Roosevelt’s plan to increase the Supreme Court to 15 members. The other group will give arguments for the opposition.

## THIRD QUARTER · CYCLE 4, UPPER

## TOPIC: America and World War II

PACING: 6 Days

## STANDARDS:

- SS.5-8.PAG.5** Research and debate the ideologies and structures of political systems that differ from those of the United States.
- SS.5-8.STS.12** Analyze how science and technology sometimes create ethical issues that test our standards and values.
- SS.5-8.GC.3** Investigate how spatial relationships that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants.

## OBJECTIVES:

- Summarize the events that led to the rise of dictators in Europe.
- Explain how World War II began and why the United States entered the war.
- Evaluate how the war developed in Europe and North Africa and how Germany was defeated.
- Identify what the Holocaust was.
- Analyze events that occurred in the Pacific and how Japan was defeated.

**VOCABULARY:** dictator, anti-Semitism, totalitarian, appeasement, blitzkrieg, disarmament, ration, Civil defense, internment camp, genocide, Holocaust, concentration camp, Island hopping, kamikaze, atomic bomb

## SPIRITUAL APPLICATIONS:

Philippines 4:13 – With God’s help, even difficult situations of life and death can be endured. Think of a difficult time in your life when you felt God’s guidance and protection.

## MCGRAW-HILL RESOURCES:

*A History of the United States*  
**Chapter 27 – pp. 743-780**  
 Chapter 27 Digital Lessons Plans and Presentations  
 Video – *The Rise of Hitler* (3:37)  
 Video – *Pearl Harbor* (2:48)  
 Video – *War on the Home Front* (10:42)  
 Video – *The War in Europe* (3:19)  
 Video – *End of the War in the Pacific* (4:43)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents 1945-1977* (45:12) (segments on Truman)  
 Learn360 video – *World War II Video Quiz* (32:03)  
 Learn360 video segment – *Unbreakable American Code* (3:21)  
 Learn360 video segment – *Weather Forecasting and D-Day* (1:21)  
 BrainPop video – *World War II Causes* (4:52)  
 BrainPop video – *Adolf Hitler* (4:50)  
 BrainPop video – *World War II* (3:15)  
 BrainPop video – *Anne Frank* (2:42)  
 BrainPop video – *Holocaust* (3:52)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a time line of events leading up to, during and at the conclusion of World War II.
2. Mold a mock panel discussion representing Hitler, Mussolini, Stalin, TĐjĐ, and members of Congress to discuss the Neutrality Acts.
3. Write a narrative about life “on the home front” or as a soldier or conscious objector serving in a foreign country.
4. Research internment camp history and life. Create a board display that shows the information about internment camps. (<http://heartmountain.org/> is a helpful website)
5. Discuss why it is important to learn about the Holocaust even though it was a horrible event. Could something like the Holocaust happen again?
6. Research and create a narrative about a battle in Europe or the Pacific.
7. Write an opinion essay about what you would have done if you had been President Truman.

## THIRD QUARTER · CYCLE 4, UPPER

TOPIC: The Cold War Era

PACING: 5 Days

## STANDARDS:

- SS.5-8.PPE.6** Illustrate patterns of demographic and political change and cultural diffusion in the past and present.
- SS.5-8.IGI.7** Assess how cultural diffusion occurs when groups migrate.
- SS.5-8.PAG.9** Identify how God has ultimate control and protection over human affairs and discuss the ways He has led in the past.
- SS.5-8.STS.11** Cite evidence of how media are created, received, and are dependent upon cultural contexts.

## OBJECTIVES:

- Contrast the goals of the Soviet Union and the United States after World War II.
- Summarize the Truman Doctrine, the Marshall Plan, and the Berlin Crisis.
- Discuss economic problems after World War II.
- Identify how the United States was involved in the Korean War.
- Describe economic and cultural developments in the 1950s.

**VOCABULARY:** iron curtain, containment, airlift, subversion, espionage, perjury, inflation, Fair Deal, desegregate, demilitarized zone, arms race, summit, standard of living, affluence, materialism

## SPIRITUAL APPLICATIONS:

“In reviewing our past history, having traveled over every step of advance to our present standing, I can say, Praise God! As I see what God has wrought, I am filled with astonishment, and with confidence in Christ as leader. We have nothing to fear for the future, except as we shall forget the way the Lord has led us, and His teaching in our past history.” Christian Experience and Teachings of Ellen G. White, p. 204. Discuss how God has led in the past and has ultimate control over human affairs.

## MCGRAW-HILL RESOURCES:

*A History of the United States*  
**Chapter 28 – pp. 781-810**  
 Chapter 28 Digital Lessons Plans and Presentations  
 Video – *The Berlin Crisis* (1:50)  
 Video – *Harry S. Truman* (1:46)  
 Video – *The Korean War* (2:28)  
 Video – *Foreign Policy during the Cold War* (1:02)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents 1945-1977* (45:12)  
 (segments on Truman and Eisenhower)

Learn360 video segment –  
*Cold War and American Life* (2:19)

Learn360 video – *Sputnik* (3:21)

Learn360 video segment –  
*Nuclear Nightmares and the Space Race* (3:12)

BrainPop video – *Cold War* (4:31)

BrainPop video – *United Nations* (4:13)

BrainPop video – *Korean War* (4:09)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Design a poster which illustrates the concept of the “iron curtain.”
2. Analyze the Berlin Airlift and the Crisis in Berlin. How did the United States act without using military force?
3. Research efforts and achievements in the “space race.” Display your findings on a poster or display board.
4. Make a list of ways the Federal Highway Act of 1956 has benefited the country.
5. Describe the higher standard of living enjoyed by most Americans in the 1950s. Write a narrative describing typical daily experiences in the 1950s.
6. Choose one of the technological advances of this period (i.e., television, computers). Make a presentation about the invention and its benefits to share with the class.
7. Discuss how God has ultimate control over human affairs, specifically during this period.

## FOURTH QUARTER · CYCLE 4, UPPER

## TOPIC: The Civil Rights Era

PACING: 4 Days

## STANDARDS:

- SS.5-8.IDI.3** Define and describe concepts such as development, change, personality, learning, individual, family, groups, motivation, and perception.
- SS.5-8.IDI.11** Develop a respect for others including senior citizens and individuals with disabilities.
- SS.5-8.IGI.4** Identify ways that Seventh-day Adventist organizations work to improve life in communities.
- SS.5-8.PAG.4** Evaluate fundamental values of constitutional democracy.
- SS.5-8.PDC.2** Examine the efforts of the Seventh-day Adventist church to alleviate social problems.
- SS.5-8.CIP.2** Define individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent.

## OBJECTIVES:

- Evaluate the importance of Brown v. Board of Education in changing schools.
- Draw conclusions about the success of nonviolent protests during the civil rights era.
- Compare and contrast the Kennedy and Johnson administrations.
- Analyze the importance of civil rights legislation.
- Identify various individuals who led the civil rights movement.

**VOCABULARY:** boycott, civil disobedience, integrate, poverty line, Medicare, Medicaid, sit-in, feminist

## SPIRITUAL APPLICATIONS:

Compare and contrast the work of the Peace Corps and Seventh-day Adventist efforts such as ADRA and the student missionaries program. [adra.org/wallawalla.edu/campus-life/chaplains-office/student-missions/](http://adra.org/wallawalla.edu/campus-life/chaplains-office/student-missions/) (check other Adventist college sites as well) [www.peacecorps.gov/](http://www.peacecorps.gov/)

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 29 – pp. 811-842**

Chapter 29 Digital Lessons Plans and Presentations

Video – *The Civil Rights Movement* (8:45)

Video – *Peace Corps* (1:50)

Video – *Freedom Riders* (1:57)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1945-1977* (45:12) – segments on Kennedy and Johnson

Learn360 video segment – *Americans with Disabilities Act* (3:30)

BrainPop video – *John F. Kennedy* (5:15)

BrainPop video – *Brown v Board of Education of Topeka* (4:17)

BrainPop video – *Martin Luther King Jr.* (4:03)

BrainPop video – *Civil Rights* (4:12)

BrainPop video – *César Chávez* (4:24)

BrainPop video – *Feminism* (4:12)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a photojournalism book. Include images from the civil rights era captioned and arranged in chronological order. Include an introduction and a conclusion to your book.
2. Compare and contrast the presidencies of John F. Kennedy and Lyndon B. Johnson using a graphic organizer.
3. Write one-paragraph summaries on the civil rights struggles for the following groups: African Americans, Latinos, Native Americans, women, and disabled people.
4. Discuss and explain Kennedy's famous quote (p. 824).
5. Research the Kennedy-Nixon debates and then create your own "highlight reel" of these debates to share with your classmates.
6. Write an opinion essay regarding the success of nonviolent protests from the civil rights era.
7. Discuss why it took nearly 100 years after the Civil War ended for the Civil Rights Act of 1964 to be passed.

## FOURTH QUARTER · CYCLE 4, UPPER

## TOPIC: The Vietnam Era

PACING: 4 Days

## STANDARDS:

- SS.5-8.IDI.4** Analyze how factors such as physical endowment, interests, capabilities, learning, motivation, personality, perception, and beliefs influence individual development and identity.
- SS.5-8.IDI.7** Embrace and cultivate a personal relationship with Christ.
- SS.5-8.GC.1** Outline how global connections have existed in the past and increased rapidly in current times.
- SS.5-8.GC.3** Investigate how spatial relationships that relate to ongoing global issues, affect the health and well-being of Earth and its inhabitants.
- SS.5-8.GC.6** Explain how universal human rights cut across cultures but are not necessarily understood in the same way in all cultures.

## OBJECTIVES:

- Explain how Vietnam became a divided country.
- Understand how and why the United States became involved in the Vietnam War.
- Evaluate the impact of the Vietnam Era on American society.
- Identify factors that finally helped bring an end to the war in Vietnam.

**VOCABULARY:** guerrilla warfare, Cuban Missile Crisis, regime, search-and-destroy missions, napalm, Agent Orange, counterculture, deferment, conscientious objector, credibility gap, MIA

## SPIRITUAL APPLICATIONS:

Romans 5:8 – Christ died for us while we were yet sinners. Even while we were God’s enemy, He made us part of His family when we come to Him asking forgiveness and accepting Jesus’ offer of eternal life. Encourage students to embrace and cultivate a personal relationship with Christ.

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 30 – pp. 843-872**

Chapter 30 Digital Lessons Plans and Presentations

Video – *The Space Race* (3:42)

Video – *LBJ’s Advisors on Vietnam* (3:45)

Video – *The Peace Movement* (1:49)

Video – *The First TV War* (10:34)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1945-1977* (45:12)  
– segments on Kennedy, Johnson, and Nixon

Learn360 video – *The Vietnam Dilemma: Transforming America* (28:45)

Learn360 video – *Vietnam War Video Quiz* (30:19)

Learn360 video segment –  
*Televised War Correspondence* (4:04)

BrainPop video – *Vietnam War* (4:33)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Locate and watch a video presentation of “The Ballad of the Green Berets.” Discuss the purpose of Special Forces such as the Green Berets.
2. Create a 30-second news broadcast about a key historical event from the Vietnam Era.
3. Compare and contrast guerrilla warfare with the methods of fighting in World War II.
4. Invite a Vietnam veteran to make a presentation to the class.
5. Present a speech declaring whom you would have voted for in the election of 1968 and why.
6. Write an essay about the lessons learned from the Vietnam War.
7. Discuss the “television” war, antiwar demonstrations, and the effects on American society.

## FOURTH QUARTER · CYCLE 4, UPPER

## TOPIC: A Troubled Nation

PACING: 5 Days

## STANDARDS:

- SS.5-8.STS.7** Analyze how science and technology have changed people's perceptions of the social and natural world as well as their relationship to the land.
- SS.5-8.GC.8** Demonstrate an understanding of current world missions of the Seventh-day Adventist church.
- SS.5-8.CIP.7** Debate key past and present issues involving democratic ideals and practices as well as the perspectives of various stakeholders in proposing possible solutions to these issues.

## OBJECTIVES:

- Analyze how the United States' relationships with China and the Soviet Union changed during the 1970s.
- Identify the events surrounding the Watergate scandal and describe how the scandal affected American society.
- Explain the basic principles of the new conservative approach of government taken by President Reagan.
- State the causes of the Persian Gulf War and its outcome.
- Discuss the challenges and successes of the Nixon, Ford, Carter, Reagan, Bush and Clinton administrations.

**VOCABULARY:** détente, embargo, executive privilege, impeach, amnesty, trade deficit, human rights, apartheid, fundamentalist, deregulation, federal debt, coalition, bankrupt, deficit spending, grassroots movement, gross domestic product (GDP)

## SPIRITUAL APPLICATIONS:

Psalm 118:8 – Even though leaders such as the president have power, authority, and respect, our trust should be completely in God, not humans. In our study of the United States, we see how even great political leaders have flaws. But we can always have complete trust in God.

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 31 – pp. 873-916**

Chapter 31 Digital Lessons Plans and Presentations

Video – *H. Kissinger's Life as a Diplomat* (5:00)

Video – *Nixon Resigns* (4:23)

Video – *The End of the Cold War* (2:25)

Video – *The Fall of the Berlin Wall* (2:06)

Video – *The Brady Bill and Gun Control* (1:19)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1945-1977* (45:12) – segments on Ford

Learn360 video – *The Presidents: 1977-2004* (45:22) – segments on Carter, Reagan, Bush, Clinton, and Bush

BrainPop video – *Richard Nixon* (6:08)

BrainPop video – *Ronald Reagan* (6:06)

BrainPop video – *Bill Clinton* (5:36)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Create a PowerPoint presentation on one of the presidents studied in Chapter 31. Include challenges, achievements, disappointments, and policies of their presidency.
2. Analyze Nixon's resignation and how it proved that the system of checks and balances worked.
3. Research the presidential election of 2000. Discuss what made that election unique in American history.
4. Interview someone (parent, grandparent) about one or more of the historical events of this period. What do they remember about the event and how did it influence their life? Report your findings orally to the class in a "show and tell."
5. Make a map showing Europe/Asia before and after the Soviet Union collapse.

## FOURTH QUARTER · CYCLE 4, UPPER

TOPIC: New Challenges

PACING: 4 Days

## STANDARDS:

- SS.5-8.TCC.4** Using the Bible and the Spirit of Prophecy, trace the great controversy throughout history.
- SS.5-8.PPE.9** Compare and contrast the effects of sin on the environment.
- SS.5-8.PAG.6** Exhibit tolerance and respect for individuals with different beliefs and viewpoints.
- SS.5-8.STS.4** Gain evidence of how our lives today are media and technology dependent.
- SS.5-8.STS.6** Understand the healthy benefits of time management and practice self-control when using technology.

## OBJECTIVES:

- Describe terrorism, especially the events of September 11, 2001, and its effects at home and abroad.
- Compare and contrast how White House administrations addressed key domestic issues and foreign policy.
- Evaluate the economic effects of globalization on the United States.
- Identify environmental concerns that have become more serious issues in recent years.

**VOCABULARY:** terrorism, insurgent, levees, bailout, globalization, free trade, outsourcing, acid rain

## SPIRITUAL APPLICATIONS:

1 Thessalonians 3:13 – As we study the recent and current events of our nation and world, we know that Jesus' coming is soon. Discuss what being ready for Jesus means.

## MCGRAW-HILL RESOURCES:

*A History of the United States*

**Chapter 32 – pp. 917-944**

Chapter 32 Digital Lessons Plans and Presentations

Video – *September 11 Terrorist Attacks* (2:35)

Video – *John Lewis on the Election of Barack Obama* (2:10)

Video – *Immigration Reform* (1:31)

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Presidents: 1977-2004* (45:22) – segments on Bush

BrainPop video – *September 11th* (6:00)

BrainPop video – *Terrorism* (5:26)

BrainPop video – *Barack Obama* (5:51)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Discuss the concept of terrorism and how, in the age of global terrorism, you can show tolerance and respect for individuals with differing beliefs and viewpoints.
2. Research the Patriot Act. After dividing the class into two groups, conduct a discussion with each group giving arguments for or against the Patriot Act.
3. Write a personal narrative examining how technology has changed your life and how you manage and control your use of technology.
4. Research one of the natural disasters discussed in this chapter. Make a display board or poster to share your findings.
5. Find a current event story that interests you. Research the topic, and then in your own words create a news report (audio for radio or video as if for TV) to share with the class.
6. Create a two-column chart which lists events from Chapter 32 and the changes or effects of that event.