

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. 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.