

Curriculum Mapping Teacher: Brenia, Kwas, Sapienza, Sweeney
Content Area: Social Studies: 20th Century U.S. History Grade: 11

Content Unit Title/Approx. MQ/ date:	From Boom to Bust 8 Block Class Periods (1 st Quarter)
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UBD Units:	Return to Normalcy, 1918-1929	The Coming of the Great Depression
UBD Unit Dates	4 Blocks	4 Blocks
Content/ Essential Understandings:	<p>1.1.2 Trace the evolution of citizens’ rights (e.g., Palmer raids, struggle for civil rights, women’s rights movements, Patriot Act).</p> <p>1.1.4 Explain the changing nature of the U.S. economy (agrarian, manufacturing, service, rise of unions, “green movement”).</p> <p>1.1.6 Compare and contrast various American beliefs, values, and political ideologies (e.g., political parties, nativism, Scopes trial, McCarthyism).</p> <p>1.1.7 Analyze the influence of nationalism on American society (e.g., wartime conservation policies, immigration policies, Japanese-American internment).</p> <p>1.1.11 Analyze how the arts, architecture, music and literature of the United States reflect its history and cultural heterogeneity (e.g., New Orleans Jazz, Harlem naissance, Frank Lloyd Wright, Maya Angelou, rock’ n’ roll).</p>	<p>1.1.6 Compare and contrast various American beliefs, values and political ideologies (e.g., political parties, nativism, Scopes trial, McCarthyism).</p> <p>1.1.12 Evaluate the role and impact significant individuals have had on historical events (e.g., Malcolm X, Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Ronald Reagan).</p> <p>1.1.1 Investigate the causes and effects of migration within the United States (e.g., westward movement, African American Diaspora, urbanization, suburbanization).</p> <p>1.1.4 Explain the changing nature of the U.S. economy (e.g., agrarian, manufacturing, service, rise of unions, “green movement”).</p> <p>1.1.5 Assess the influence of geography on the development of the United States (e.g., settlement patterns, natural disasters, resources, environmental issues).</p> <p>1.6.31 Explain how environmental factors cause human movement (e.g., drought, disease, natural disasters).</p> <p>1.6.32 Analyze geographical influences on the United States’ development (e.g., settlement patterns, natural disasters, resources, land-use patterns).</p>

	<p>1.3.22 Analyze the impact of technological and scientific change on world civilizations (e.g., printing press, gun powder, vaccines, computers).</p> <p>1.6.35 Compare and contrast migrations impact on the country of origin and country of settlement.</p> <p>1.13.59 Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on the development of culture.</p>	<p>1.6.34 Analyze human factors that cause migration (e.g., imperialism, discrimination, war, economic opportunity, genocide).</p> <p>1.10.47 Analyze how the abundance or scarcity of resources affects the nation and the individual.</p> <p>1.11.51 Analyze how government policies (e.g., taxation, spending) can influence how people and businesses use resources.</p>
Essential Questions:	Was the government of the United States justified in its treatment of communists (Bolsheviks) in America following World War One?	To what extent did Americans become disillusioned with the American economic system after the stock market crash of 1929 and ensuing depression of the 1930s?
Assessment:	<p>Unit Two Test</p> <p>Red Scare DAQ/DBQ</p>	Unit Two Test
Skills:	How to write a DAQ/DBQ.	How to write a DAQ/DBQ.
Curriculum Resources (textbook chapters., novels, supplemental materials):	Chapter 22	Chapter 23

Technology: Content: Process: Product/Evidence:		
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