

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

American Military History

Grade Level: 10 – 12

Date of Board Approval: _____ 2019 _____

June 2019

Planned Instruction

Title of Planned Instruction: American Military History

Subject Area: Social Studies

Grade(s): 10 – 12

Course Description:

This course is designed to provide --a comprehensive understanding of the role of the armed services in the history of the United States in broad economic, social, political and institutional terms. The course analyzes the development of military policy, examines the characteristics and behavior of the armed forces in the execution of policy; and highlights the impact of military policy on foreign relations and domestic development. The course discusses the major campaigns in all of the wars the United States has participated in. The details of military operations are limited to those developments and events that demonstrate the capabilities and limitations of the armed forces as they implement national policy.

Time/Credit for the Course: Ninety (90) days/0.5 credits

Curriculum Writing Committee: George Gelderman

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Curriculum Map

1. Marking Period One – Overview with time range in days: 45

Foundations of the American Military Tradition
Colonial Wars and Revolution
The Birth of a National Military and Westward Expansion
The American Civil War

Marking Period One – Goals:

Understanding of:

Role of the “citizen soldier” in the local militia in colonial times.
Changes/developments in strategy/weapons/tactics in the wars in marking period 1
French and Indian War
Cultural influences on Revolution as a result of French and Indian War
Post-Revolutionary War Military Policy
The War of 1812
Impact of Baron Antoine-Henri Jomini on strategy and tactics of the American Military in the nineteenth century
Significance of post-Mexican War events as a guarantor of war
Importance of select Civil War battles
Impact of Antietam and Lincoln Assassination on Reconstruction

2. Marking Period Two – Overview with time range in days: 45

Reconstruction, Expanding Westward and Overseas
World War II
Cold War, Hot War and Beyond

Marking Period Two – Goals:

Understanding of:

Use of the military in Reconstruction
Changing opinions of African-Americans in combat
The Indian Wars and Buffalo Soldiers
Impact of select military philosophers (Karl von Clausewitz, Julian Corbett, Alfred Thayer Mahan, Giulio Douhet and Billy Mitchell) on warfare at dawn of 20th Century
Changes/developments in strategy/weapons/tactics in the wars in marking period 2
Spanish American War
World War I
World War II
Origins of the Cold War
Korean War and impact on foreign policy
Pactomania and origins of coalition warfare
Military/Industrial Complex
Vietnam and the peace movement
9/11 and the War on Terror

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Unit 1: Foundations of the American Military Tradition

Big Idea #1: Historical Context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society.
- Historic literacy requires a focus on time and space and an understanding of the historical contexts of events and actions.

Competencies:

- Articulate the context of a historical event or action.
- Analyze the interactions of cultural, economic, geographic, political and social relations for a specific time and place.

Big Idea #2: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- What role does analysis have in historical construction?
- What role do multiple causations play in describing a historic event?

Concepts:

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by analytical thinkers to create a historical construction.
- Historic comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.

Competencies:

- Articulate the context of a historical event or action.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures and place.
- Evaluate cause-and-effect relationships bearing in mind multiple causations.

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Big Idea #3: The history of the United States continues to influence its citizens, and has impacted the rest of the World.

Essential Questions:

- How can the story of another American, past or present, influence your life?
- How does continuity and change within the United States' history influence your community today?
- How has social disagreement and collaboration been beneficial to Pennsylvania society?
- What does it mean to be a United States citizen, and what is your role in the history of the world?

Concepts:

- United States history can offer an individual discerning judgement in public and personal life, supply examples for living and thinking about one's self in the dimension of time and space.
- Textual evidence, material artifacts, the built environment and historic sites are central to understanding United States history.
- Long-term continuities and discontinuities in the structure of United States society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade and equality are examples of continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States. Domestic instability, ethnic and racial relations, labor relations, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies:

- Synthesize a rationale for the study of individuals in United States history.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on the United States' society.
- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.
- Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in United States history impacts contemporary society.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be used today.

Curriculum Plan

Unit 1: Foundations of the American Military Tradition

Time Range in Days: 8-10

Standard(s):

PA Academic Standards, History

Link to Standards in SAS: <http://www.pdesas.org/Standard/View#>

8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

PACS – Reading and Writing in History and Social Studies

CC.8.5.11 , ~~CC.8.5.11~~

-12.B, CC.8.5.11- 1

CC.8.5.11

~~CC.8.6.11~~ CC.8.5.11 - ~~CC.8.6.11~~ CC.8.6.11 - 12.A,

CC.8.6.11

-12.D, CC.8.6.11- 12.E, CC.8.6.11- 12.H

Anchor(s):

Reading, Writing, Speaking, and Listening Grade 11

R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

Overview: This unit looks at the beginnings of the American military tradition by examining the military knowledge and theory brought with the colonists and selected early conflicts with the Native Americans.

Goals:

- Students will examine the British tradition of a dual military and its influence on the colonies.
- Students will examine the role of the “citizen soldier” in the local militia in colonial times as well as the role of the militia within the larger colonial society.
- Students will examine the militia’s experience in three colonial wars: The Powhatan War, King Philip’s War and the Pequot War.
- Students will examine the difficulties colonies had in accumulating enough troops to effectively fight these wars.

Objectives:

- Students will create a 2 to 3-page paper analyzing the influence of the British military system on the American military system. (DOK 4)
- Students will summarize the significant events of the Powhatan, Pequot and King Philip’s Wars using a graphic organizer. (DOK 2)
- Students will apprise the influence of colonial combat with Native Americans on the tactics used by the militias in the three wars mentioned above. (DOK 3)

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Core Activities and Corresponding Instructional Methods:

- Define key terms of the unit.
- Completion of a graphic organizer of people involved in the colonial period as identified in the textbook.
- Students will work cooperatively to identify significant events and concepts of warfare in the Colonial Period as identified in the textbook.
- Investigate the factors leading to colonial wars with natives and compose a paragraph that demonstrate how one factor contributed to the future conflict as identified in the textbook.
- Discuss military engagements during the colonial period that impacted the time period and their effect on how the next (and future) wars would be fought as identified in the textbook.

Assessments:

Diagnostic:

- Graphic organizers, brainstorming, class discussion, Internet evaluations.

Formative:

- Read selected primary and secondary sources and answer questions, charts, class discussion, question and answer session.

Summative:

- Objective test, Writing assignments

Extensions:

- Read and critique Walter McDougall's essay, "*War and the Military in American History.*"
- Analyze John Smith's "Proposal to Subjugate the Powhatan."

Correctives:

- Construct a timeline of events in the three wars in the unit.
- Create a chart that highlights the different concepts of warfare in the unit.

Materials and Resources:

Primary Textbook:

Millett, Allan Reed, and Peter Maslowski. *For the Common Defense: A Military History of the United States of America from the 1607 to 2012*. rev. and updated ed. New York: Free Press, 2012.

References:

Allison, William Thomas, Jeffrey Grey, and Janet G1 Valentine. *American Military History: A Survey from Colonial Times to the Present*. 2nd ed. Boston: Pearson, 2012.

Herbert, Paul, and Michael P. Noonan, eds. *American Military History: A Resource for Teachers and Students*. Philadelphia, PA: Foreign Policy Research Institute, 2013.

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Weigley, Russell Frank. *The American Way of War: A History of United States Military Strategy and Policy*. The Wars of the United States. Bloomington: Indiana University Press, 1977, 1973.

Technology:

Smartboard technologies

Microsoft Word

Computers to use the Internet as a research tool

Various video excerpts

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Unit 2: Colonial Wars and Revolution

Big Idea #1: Historical Context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society.
- Historic literacy requires a focus on time and space and an understanding of the historical contexts of events and actions.

Competencies:

- Articulate the context of a historical event or action.
- Analyze the interactions of cultural, economic, geographic, political and social relations for a specific time and place.

Big Idea #2: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- What role does analysis have in historical construction?
- What role do multiple causations play in describing a historic event?

Concepts:

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by analytical thinkers to create a historical construction.
- Historic comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.

Competencies:

- Articulate the context of a historical event or action.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures and place.
- Evaluate cause-and-effect relationships bearing in mind multiple causations.

Big Idea #3: The history of the United States continues to influence its citizens, and has impacted the rest of the World.

Essential Questions:

- How can the story of another American, past or present, influence your life?
- What document or artifact best summarizes the United States and why?

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- How does continuity and change within the United States' history influence your community today?
- How has social disagreement and collaboration been beneficial to Pennsylvania society?
- What does it mean to be a United States citizen, and what is your role in the history of the world?

Concepts:

- United States history can offer an individual discerning judgement in public and personal life, supply examples for living and thinking about one's self in the dimension of time and space.
- Textual evidence, material artifacts, the built environment and historic sites are central to understanding United States history.
- Long-term continuities and discontinuities in the structure of United States society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade and equality are examples of continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States. Domestic instability, ethnic and racial relations, labor relations, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies:

- Synthesize a rationale for the study of individuals in United States history.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on the United States' society.
- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.
- Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in United States history impacts contemporary society.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be used today.

Big Idea #4: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

Essential Questions:

- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- How has social disagreement and collaboration in world history been beneficial or detrimental?
- How can the story of a person on another continent, past or present, influence your life?
- How does continuity and change throughout world history influence your community today?
- What is your role in the history of the world?

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Concepts:

- World history can offer an individual discerning judgement in public and personal life, supply examples for living and thinking about one's self in the dimensions of time and space.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment and historic sites are central to understanding world history.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia and Europe.
- Appropriate connections to the United States and/or contemporary issues make history more relevant to students in Pennsylvania.
- World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structure of societies provide vital contributions to contemporary issues.
- Biography is a historical construct used to reveal positive and/or negative influences an individual has on civilization.

Competencies:

- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.
- Synthesize a rationale for the study of a non-American individual in world history.
- Construct a biography of a non-American and generate conclusions regarding his/her qualities and limitations.
- Apply the theme of continuity and change in world history and relate the benefits and drawbacks of your example.

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Curriculum Plan

Unit2: Colonial Wars and Revolution

Time Range in Days: 11-13

Standard(s):

PA Academic Standards, History

Link to Standards in SAS: http://www.pdesas.org/Standard/View#

8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D,8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D,8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

PACS – Reading and Writing in History and Social Studies

CC.8.5.11 , ~~CC.8.5.11~~ -12.B, CC.8.5.11- 12.C, CC.8.5.11 -12.B, CC.8.5.11 -12.C, CC.8.6.11 -12.D, CC.8.6.11- 12.E, CC.8.6.11- 12.H

Anchor(s):

Reading, Writing, Speaking, and Listening Grade 11
R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

Overview:

This unit traces the increasingly strained relationship between Great Britain and the Colonies from the French and Indian War through the conclusion of the American Revolution.

Goals:

- Students will examine the events leading up to the French and Indian War and how that war expanded into a world war.
- Students will examine events in the French and Indian War and how these created a disconnect between the British and the Colonists.
- Students will examine events between the French and Indian War and the American Revolution and how they created a desire for Independence.
- Students will examine select battles of the Revolution and identify their significance to the outcome of the war.
- Students will examine the role of George Washington as military commander and how he changed leadership styles as circumstances dictated.

Objectives:

- Identify key leaders of the British and colonial militaries in the French and Indian War. (DOK 1)
- Identify and summarize the major battles of the French and Indian War. (DOK 2)
- Analyze and synthesize how the interactions of the British regular army and colonial militias created an atmosphere of ethnocentrism and mistrust between the two during the French and Indian War. (DOK 4)

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- Identify patterns of behavior by the British and Colonies that led to the Declaration of Independence. (DOK 2)
- Assess the relative strategic strengths and weaknesses of the Colonies and British at the outbreak of the Revolution. (DOK 3)
- Categorize specific battles of the Revolution in terms of victor and the impact of the battle on the outcome of the war. (DOK 2)
- Analyze the strategies used by George Washington and how he adapted them according to the response of the British military. (DOK 4)
- Analyze the Treaty of Paris in terms of which side gained the most favorable terms. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Define key terms of the unit.
- Students will work cooperatively to identify significant individuals, events and concepts of the revolutionary period as identified in the readings.
- Investigate the factors leading to the Revolution and compose a paragraph demonstrating how one of those factors led to the Revolution as identified in the readings
- Discuss the significant political decisions and military engagements of the French and Indian War that impacted the time period as identified in the readings.
- Students will complete a graphic organizer to identify and describe the major military, political, civilian and cultural leaders of the Colonies and the British along with the major contribution(s) of each as identified in the readings.
- Students will complete a change and continuities over time graphic organizer to analyze changes and continuities in the newly independent United States caused by the Revolution.

Assessments:

Diagnostic:

- Graphic organizers, classroom discussions, collaborative/individual brainstorming

Formative:

- Reading of primary/secondary sources to interpret meaning behind specific concepts. Students will use primary and secondary sources to aid in class discussion, facilitate brainstorming, projects and writing prompts.

Summative:

- Unit exams, project, and writing assessments

Extensions:

- Critique Kyle Zelner's essay, "*The Importance of Early American Military History.*"
- View battle casualty data from the French and Indian War or the Revolution and analyze them in regards to battlefield deaths, wounded or died as a result of disease.

Correctives:

- Create a chart of French and Indian War battles and their impacts on the colonial opinions of the British.
- Create a timeline of events during the Revolution that led to the Treaty of Paris in 1783.

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Materials and Resources:

Primary Textbook:

Millett, Allan Reed, and Peter Maslowski. *For the Common Defense: A Military History of the United States of America from the 1607 to 2012*. rev. and updated ed. New York: Free Press, 2012.

References:

Allison, William Thomas, Jeffrey Grey, and Janet G1 Valentine. *American Military History: A Survey from Colonial Times to the Present*. 2nd ed. Boston: Pearson, 2012.

Herbert, Paul, and Michael P. Noonan, eds. *American Military History: A Resource for Teachers and Students*. Philadelphia, PA: Foreign Policy Research Institute, 2013.

Weigley, Russell Frank. *The American Way of War: A History of United States Military Strategy and Policy*. The Wars of the United States. Bloomington: Indiana University Press, 1977, 1973.

Technology:

Smartboard technologies

Microsoft Word

Computers to use the Internet as a research tool

Various video excerpts

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Unit 3: Birth of a National Military and Westward Expansion

Big Idea #1: Historical Context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society.
- Historic literacy requires a focus on time and space and an understanding of the historical contexts of events and actions.

Competencies:

- Articulate the context of a historical event or action.
- Analyze the interactions of cultural, economic, geographic, political and social relations for a specific time and place.

Big Idea #2: Perspective helps to define the attributes of historical comprehension.

Essential Questions:

- What role does analysis have in historical construction?
- What role do multiple causations play in describing a historic event?

Concepts:

- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by analytical thinkers to create a historical construction.

Competencies:

- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures and place.
- Evaluate cause-and-effect relationships bearing in mind multiple causations.

Big Idea #3: The history of the United States continues to influence its citizens, and has impacted the rest of the World.

Essential Questions:

- How can the story of another American, past or present, influence your life?
- What document or artifact best summarizes the United States and why?

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- How does continuity and change within the United States' history influence your community today?
- How has social disagreement and collaboration been beneficial to Pennsylvania society?
- What does it mean to be a United States citizen, and what is your role in the history of the world?

Concepts:

- United States history can offer an individual discerning judgement in public and personal life, supply examples for living and thinking about one's self in the dimension of time and space.
- Textual evidence, material artifacts, the built environment and historic sites are central to understanding United States history.
- Long-term continuities and discontinuities in the structure of United States society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade and equality are examples of continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States. Domestic instability, ethnic and racial relations, labor relations, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies:

- Synthesize a rationale for the study of individuals in United States history.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on the United States' society.
- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.
- Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in United States history impacts contemporary society.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be used today.

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Objectives:

- Students will differentiate between the powers given to the national government regarding the military the Articles of Confederation and the Constitution. (DOK 3)
- Students will assess the role of George Washington as a calming factor in the Newburgh Conspiracy (DOK 3)
- Students will critique the pros and cons of maintaining a standing military as debated in the unit's time period. (DOK 4)
- Students will analyze and critique the reasons for America's involvement in the War of 1812. (DOK 4)
- Students will analyze and critique the reasons for America's involvement in the Mexican-American War. (DOK 4)
- Students will assess the validity of the tactics and strategy in the Mexican-American war in relation to the writings of Baron Antoine-Henri de Jomini. (DOK 4)
- Students will assess the significance of the Mexican-American War in terms of its influence on the American Civil War. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Define key terms of the unit.
- Students will work cooperatively to identify significant individuals, events and concepts of the revolutionary period as identified in the readings.
- Investigate the factors leading to the War of 1812 and compose a paragraph demonstrating how one factor led to a declaration of war as identified in the readings.
- Discuss the significant political decisions and military engagements of the Mexican-American War as identified in the readings.
- Students will complete a graphic organizer to identify and describe the major military, political, civilian and cultural leaders of the time, as identified in the textbook.
- Students will complete a change and continuities over time graphic organizer to analyze changes and continuities in the United States caused by the War of 1812 and the Mexican-American War.
- Students will brainstorm how the experiences of junior officers in the Mexican-American War influenced their leadership in the Civil War as identified in the readings.

Assessments:

Diagnostic:

- Graphic organizers, classroom discussions, collaborative/individual brainstorming

Formative:

- Reading of primary/secondary sources to interpret meaning behind specific concepts. Students will use primary and secondary sources to aid in class discussion, facilitate brainstorming, projects and writing prompts.

Summative:

- Unit exams, project, and writing assessments

Extensions:

- Read and analyze Peter Maslowski's essay, "*Understanding the Creation of the U.S. Armed Forces.*"

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- Read and analyze Wayne E. Lee’s essay, “*The Battles of Plattsburgh and Ending the War of 1812.*”
- Read and analyze Paul Springer’s essay, “*What American Students Need to Know About the Mexican War.*”

Correctives:

- Create a chart of battles in the War of 1812 and their impacts on the outcome of the war.
- Create a timeline of events from the War of 1812 to April 1861 which led to the start of the Civil War.

Materials and Resources:

Primary Textbook:

Millett, Allan Reed, and Peter Maslowski. *For the Common Defense: A Military History of the United States of America from the 1607 to 2012.* rev. and updated ed. New York: Free Press, 2012.

References:

Allison, William Thomas, Jeffrey Grey, and Janet G1 Valentine. *American Military History: A Survey from Colonial Times to the Present.* 2nd ed. Boston: Pearson, 2012.

Herbert, Paul, and Michael P. Noonan, eds. *American Military History: A Resource for Teachers and Students.* Philadelphia, PA: Foreign Policy Research Institute, 2013.

Weigley, Russell Frank. *The American Way of War: A History of United States Military Strategy and Policy.* The Wars of the United States. Bloomington: Indiana University Press, 1977, 1973.

Technology:

Smartboard technologies

Microsoft Word

Computers to use the Internet as a research tool

Various video excerpts

DELAWARE VALLEY SCHOOL DISTRICT

Unit 4: The American Civil War

Big Idea #1: Historical Context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society.
- Historic literacy requires a focus on time and space and an understanding of the historical contexts of events and actions.

Competencies:

- Articulate the context of a historical event or action.
- Analyze the interactions of cultural, economic, geographic, political and social relations for a specific time and place.

Big Idea #2: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- What role does analysis have in historical construction?
- What role do multiple causations play in describing a historic event?

Concepts:

- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by analytical thinkers to create a historical construction.
- Historic comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.

Competencies:

- Articulate the context of a historical event or action.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures and place.
- Evaluate cause-and-effect relationships bearing in mind multiple causations.

Big Idea #3: The history of the Commonwealth continues to influence Pennsylvanians today, and has impacted the United States and the rest of the World.

Essential Questions:

- How has social disagreement and collaboration been beneficial to Pennsylvania society?
- How can the story of another Pennsylvanian, past or present, influence your life?

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- How does continuity and change within Pennsylvania history influence your community today?

Concepts:

- Textual evidence, material artifacts, the built environment and historic sites are central to understanding the history of Pennsylvania.
- State and local history can offer an individual discerning judgement in public and personal life, supply examples for living and thinking about one's self in the dimensions of time and space.
- Long-term continuities and discontinuities in the structure of Pennsylvania society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade and equality are examples of continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in Pennsylvania. Domestic instability, ethnic and racial relations, labor relations, immigration, and wars and revolutions are examples of social disagreement and collaboration.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on the Pennsylvania's society.

Competencies:

- Apply the themes of continuity and change in Pennsylvania history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in Pennsylvania history impact contemporary society.
- Synthesize a rationale for the study of individuals in Pennsylvania history.
- Construct a biography of a Pennsylvanian and generate conclusions regarding his/her qualities and limitations.
- Analyze a primary source for accuracy and bias and connect it to a time and place in Pennsylvania history.

Big Idea #4: The history of the United States continues to influence its citizens, and has impacted the rest of the World.

Essential Questions:

- How can the story of another American, past or present, influence your life?
- What document or artifact best summarizes the United States and why?
- How does continuity and change within the United States' history influence your community today?
- How has social disagreement and collaboration been beneficial to Pennsylvania society?
- What does it mean to be a United States citizen, and what is your role in the history of the world?

Concepts:

- United States history can offer an individual discerning judgement in public and personal life, supply examples for living and thinking about one's self in the dimension of time and space.

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- Textual evidence, material artifacts, the built environment and historic sites are central to understanding United States history.
- Long-term continuities and discontinuities in the structure of United States society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade and equality are examples of continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States. Domestic instability, ethnic and racial relations, labor relations, immigration, and wars and revolutions are examples of social disagreement and collaboration.

Competencies:

- Synthesize a rationale for the study of individuals in United States history.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on the United States' society.
- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.
- Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in United States history impacts contemporary society.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be used today.

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Curriculum Plan

Unit 4: The American Civil War

Time Range in Days: 11-13

Standard(s):

PA Academic Standards, History

Link to Standards in SAS: <http://www.pdesas.org/Standard/View#>

8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

PACS – Reading and Writing in History and Social Studies

CC.8.5.11, ~~CC.8.5.11~~

-12.B, CC.8.5.11- 12

CC.8.5.11

~~CC.8.6.11~~, CC.8.5.11 - ~~CC.8.6.11~~ 12.A.C,

CC.8.6.11

-12.D, CC.8.6.11- 12.E, CC.8.6.11- 12.H

Anchor(s):

Reading, Writing, Speaking, and Listening Grade 11

R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

Overview:

This unit examines the causes, events and results of the American Civil War with special attention paid to rapid advances in technology during the war and the deep divisions within American society that are still with us today.

Goals:

- Students will discuss and analyze the various political, economic and cultural factors that contributed to the outbreak of the Civil War.
- Students will identify significant individuals, technological advances and events in the war.
- Students will ascertain how technological advances in warfare necessitated innovations in tactics on the battlefield.
- Students will ascertain how the war affected the lives civilians, slaves and of wounded soldiers.

Objectives:

- Students will analyze the events that contributed to the Civil War and develop a logical argument that summarizes their impact on the war. (DOK 4)
- Students will compare and contrast the advantages and disadvantages held by the North and South at the outbreak of the war. (DOK 2)
- Students will compare and contrast the relative merits of the strategies used by the two sides during the war. (DOK 2)
- Students will investigate significant battles of the war. (DOK 3)

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- Students will investigate the political decisions made and how they impacted events in the war. (DOK 3)
- Students will apprise the changes that occurred for women, slaves and free blacks during the war. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Define key terms of the unit.
- Students will work cooperatively to identify significant individuals, events and concepts of the period as identified in the textbook.
- Investigate the factors identified in the textbook as leading to the war and compose a paragraph demonstrating how one factor led to a declaration of war.
- Discuss the significant political decisions and military engagements of the Civil War as identified in the textbook.
- Students will complete a graphic organizer to identify and describe the major military, political, civilian and cultural leaders of the time, as identified in the textbook.
- Students will complete a change and continuities over time graphic organizer to analyze changes and continuities in the United States caused by the Civil War.
- Students will complete a graphic organizer that illustrates how technological innovations in warfare led to innovative tactics on the battlefield.

Assessments:

Diagnostic:

- Graphic organizers, classroom discussions, collaborative/individual brainstorming

Formative:

- Reading of primary/secondary sources to interpret meaning behind specific concepts. Students will use primary and secondary sources to aid in class discussion, facilitate brainstorming, projects and writing prompts.

Summative:

- Unit exams, project, and writing assessments

Extensions:

- Read and analyze Mark Grimsley's essay "*The Not So Decisive Battle of Gettysburg.*"
- Read and analyze Mark Grimsley's essay, "*The Social Dimensions of the U.S. Civil War.*"

Correctives:

- Create a chart of major battles in the War and their impacts on the outcome of the war.
- Create a timeline of events from April 1861 to April 1865

Materials and Resources:

Primary Textbook:

Millett, Allan Reed, and Peter Maslowski. *For the Common Defense: A Military History of the United States of America from the 1607 to 2012*. rev. and updated ed. New York: Free Press, 2012.

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References:

Allison, William Thomas, Jeffrey Grey, and Janet G1 Valentine. *American Military History: A Survey from Colonial Times to the Present*. 2nd ed. Boston: Pearson, 2012.

Herbert, Paul, and Michael P. Noonan, eds. *American Military History: A Resource for Teachers and Students*. Philadelphia, PA: Foreign Policy Research Institute, 2013.

Weigley, Russell Frank. *The American Way of War: A History of United States Military Strategy and Policy*. The Wars of the United States. Bloomington: Indiana University Press, 1977, 1973.

Technology:

Smartboard technologies

Microsoft Word

Computers to use the Internet as a research tool

Various video excerpts

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Unit 5: Reconstruction, Expanding Westward and Overseas

Big Idea #1: Historical Context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society.
- Historic literacy requires a focus on time and space and an understanding of the historical contexts of events and actions.

Competencies:

- Articulate the context of a historical event or action.
- Analyze the interactions of cultural, economic, geographic, political and social relations for a specific time and place.

Big Idea #2: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- What role does analysis have in historical construction?
- What role do multiple causations play in describing a historic event?

Concepts:

- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by analytical thinkers to create a historical construction.
- Historic comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.

Competencies:

- Articulate the context of a historical event or action.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures and place.
- Evaluate cause-and-effect relationships bearing in mind multiple causations.

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Big Idea #3: Perspective helps to define the attributes of historical comprehension.

Essential Questions:

- What role does analysis have in historical construction?
- What role do multiple causations play in describing a historic event?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society.

Competencies:

- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures and place.
- Evaluate cause-and-effect relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.

Big Idea #4: The history of the United States continues to influence its citizens, and has impacted the rest of the World.

Essential Questions:

- How can the story of another American, past or present, influence your life?
- What document or artifact best summarizes the United States and why?
- How does continuity and change within the United States' history influence your community today?
- How has social disagreement and collaboration been beneficial to Pennsylvania society?
- What does it mean to be a United States citizen, and what is your role in the history of the world?

Concepts:

- United States history can offer an individual discerning judgement in public and personal life, supply examples for living and thinking about one's self in the dimension of time and space.
- Textual evidence, material artifacts, the built environment and historic sites are central to understanding United States history.
- Long-term continuities and discontinuities in the structure of United States society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade and equality are examples of continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States. Domestic instability, ethnic and racial relations, labor relations, immigration, and wars and revolutions are examples of social disagreement and collaboration.

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Competencies:

- Synthesize a rationale for the study of individuals in United States history.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on the United States' society.
- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.
- Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in United States history impacts contemporary society.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be used today.

Big Idea #5: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

Essential Questions:

- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- How has social disagreement and collaboration in world history been beneficial or detrimental?
- How can the story of a person on another continent, past or present, influence your life?
- How does continuity and change throughout world history influence your community today?
- What is your role in the history of the world?

Concepts:

- World history can offer an individual discerning judgement in public and personal life, supply examples for living and thinking about one's self in the dimensions of time and space.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment and historic sites are central to understanding world history.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia and Europe.

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Curriculum Plan

Unit 5: Reconstruction, Expanding Westward, and Overseas Wars Time Range in Days: 11-15

Standard(s):

PA Academic Standards, History

Link to Standards in SAS: http://www.pdesas.org/Standard/View#

8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

PACS – Reading and Writing in History and Social Studies

CC.8.5.11 , ~~CC.8.5.11~~ -12.B, CC.8.5.11- 12.C, CC.8.5.11 -12.B, CC.8.5.11 -12.C, CC.8.6.11 -12.D, CC.8.6.11- 12.E, CC.8.6.11- 12.H

Anchor(s):

Reading, Writing, Speaking, and Listening Grade 11: R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

Overview: This unit examines the multiple roles played by the military in the post-Civil War years through World War I.

Goals:

- Students will discuss and analyze the political, cultural, and economic factors that impacted the military during the time period.
Students will identify military events and the individuals that participated in them that impacted the time period.
Students will discuss and analyze the changes in military thought and practice from the Civil War to World War I.

Objectives:

- Students will analyze and critique the various post-war plans for reconstruction. (DOK 4)
Students will construct an argument for or against the use of the fort system used to defend settlers in the west. (DOK 3)
Students will analyze events that contributed to the outbreak of the Spanish-American War and develop a logical argument that summarizes their impact on the war. (DOK 4)
Students will investigate significant battles of the Spanish-American War. (DOK 3)
Students will investigate the outcome of the war and its repercussions. (DOK 3)
Students will analyze events (both foreign and domestic) that contributed to American involvement in World War I and develop a logical argument that summarizes their impact on the war. (DOK 4)
Students will investigate significant battles of World War 1. (DOK 3)
Students will investigate the outcome of the World War I and its repercussions. (DOK 3)

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Core Activities and Corresponding Instructional Methods:

- Define key terms of the unit.
- Students will work cooperatively to identify significant individuals, events and concepts of the period as identified in the textbook.
- Investigate the factors identified in the textbook as leading to the Spanish-American War or World War I and compose a paragraph demonstrating how one factor led to a declaration of war.
- Classroom discussion of the significant political decisions and military engagements of the Spanish-American War and World War I as identified in the textbook.
- Students will complete a graphic organizer to identify and describe the major military, political, civilian and cultural leaders of the time, as identified in the textbook.
- Students will complete a change and continuities over time graphic organizer to analyze changes and continuities in the United States caused by the Spanish-American War and World War I.
- Students will complete a graphic organizer that illustrates how technological innovations in warfare led to innovative tactics on the battlefield.

Assessments:

Diagnostic:

- Graphic organizers, classroom discussions, collaborative/individual brainstorming

Formative:

- Reading of primary/secondary sources to interpret meaning behind specific concepts. Students will use primary and secondary sources to aid in class discussion, facilitate brainstorming, projects and writing prompts.

Summative:

- Unit exams, project, and writing assessments

Extensions:

- Read and critique Vance Skarstedt's essay, "*What Students Need to Know about the Frontier Wars.*"
- Read and critique Brian McAllister Linn's essay, "*The Spanish-American War and the Philippine War.*"
- Read and critique Michael S. Neiberg's essay, *What Students Need to Know about World War I.*"
- Read and critique Michael S. Neiberg's essay, "*The Battle of the Meuse-Argonne, 1918: Harbinger of American Great Power on the European Continent?*"

Correctives:

- Create a chart of major battles in the two wars and their impacts on their outcome.
- Create a timeline of events in the Spanish-American War and from June 28 1914 (assassination of Archduke Franz Ferdinand) to November 11 1918..

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Materials and Resources:

Primary Textbook:

Millett, Allan Reed, and Peter Maslowski. *For the Common Defense: A Military History of the United States of America from the 1607 to 2012*. rev. and updated ed. New York: Free Press, 2012.

References:

Allison, William Thomas, Jeffrey Grey, and Janet G1 Valentine. *American Military History: A Survey from Colonial Times to the Present*. 2nd ed. Boston: Pearson, 2012.

Herbert, Paul, and Michael P. Noonan, eds. *American Military History: A Resource for Teachers and Students*. Philadelphia, PA: Foreign Policy Research Institute, 2013.

Weigley, Russell Frank. *The American Way of War: A History of United States Military Strategy and Policy*. The Wars of the United States. Bloomington: Indiana University Press, 1977, 1973.

Technology:

Smartboard technologies

Microsoft Word

Computers to use the Internet as a research tool

Various video excerpts

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Unit 6: World War II

Big Idea #1: Historical Context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society.
- Historic literacy requires a focus on time and space and an understanding of the historical contexts of events and actions.

Competencies:

- Articulate the context of a historical event or action.
- Analyze the interactions of cultural, economic, geographic, political and social relations for a specific time and place.

Big Idea #2: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- What role does analysis have in historical construction?
- What role do multiple causations play in describing a historic event?

Concepts:

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by analytical thinkers to create a historical construction.
- Historic comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.

Competencies:

- Articulate the context of a historical event or action.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures and place.
- Evaluate cause-and-effect relationships bearing in mind multiple causations.

Big Idea #3: Perspective helps to define the attributes of historical comprehension.

Essential Questions:

- What role does analysis have in historical construction?
- What role do multiple causations play in describing a historic event?

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Concepts:

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by analytical thinkers to create a historical construction.

Competencies:

- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures and place.
- Evaluate cause-and-effect relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.

Big Idea #4: The history of the United States continues to influence its citizens, and has impacted the rest of the World.

Essential Questions:

- How can the story of another American, past or present, influence your life?
- What document or artifact best summarizes the United States and why?
- How does continuity and change within the United States' history influence your community today?
- How has social disagreement and collaboration been beneficial to Pennsylvania society?
- What does it mean to be a United States citizen, and what is your role in the history of the world?

Concepts:

- United States history can offer an individual discerning judgement in public and personal life, supply examples for living and thinking about one's self in the dimension of time and space.
- Textual evidence, material artifacts, the built environment and historic sites are central to understanding United States history.
- Long-term continuities and discontinuities in the structure of United States society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade and equality are examples of continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States. Domestic instability, ethnic and racial relations, labor relations, immigration, and wars and revolutions are examples of social disagreement and collaboration.

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Competencies:

- Synthesize a rationale for the study of individuals in United States history.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on the United States' society.
- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.
- Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in United States history impacts contemporary society.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be used today.

Big Idea #5: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

Essential Questions:

- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- How has social disagreement and collaboration in world history been beneficial or detrimental?
- How can the story of a person on another continent, past or present, influence your life?
- How does continuity and change throughout world history influence your community today?
- What is your role in the history of the world?

Concepts:

- World history can offer an individual discerning judgement in public and personal life, supply examples for living and thinking about one's self in the dimensions of time and space.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment and historic sites are central to understanding world history.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia and Europe.
- Appropriate connections to the United States and/or contemporary issues make history more relevant to students in Pennsylvania.
- World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structure of societies provide vital contributions to contemporary issues.
- Biography is a historical construct used to reveal positive and/or negative influences an individual has on civilization.

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Competencies:

- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.
- Synthesize a rationale for the study of a non-American individual in world history.
- Construct a biography of a non-American and generate conclusions regarding his/her qualities and limitations.
- Apply the theme of continuity and change in world history and relate the benefits and drawbacks of your example.

Curriculum Plan

Unit 6: World War II

Time Range in Days: 13-15

Standard(s):

PA Academic Standards, History

Link to Standards in SAS: <http://www.pdesas.org/Standard/View#>

8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

PACS – Reading and Writing in History and Social Studies

CC.8.5.11 , ~~CC.8.5.11~~

-12.B, CC.8.5.11- 12

CC.8.5.11

~~CC.8.6.11~~ CC.8.5.11 - ~~CC.8.6.11~~ 12.A, 12.B, 12.C,

CC.8.6.11

-12.D, CC.8.6.11- 12.E, CC.8.6.11- 12.H

Anchor(s):

Reading, Writing, Speaking, and Listening Grade 11

R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

Overview:

This unit traces the causes, beginning in November 1918 through the events and results of World War II to the beginnings of the Cold War.

Goals:

- Students will discuss and analyze the political, cultural, and economic factors that impacted the military during the time period.
- Students will examine the Treaty of Versailles in relation to its impact on the eventual outbreak of World War II.
- Students will identify military events and the individuals that participated in them that impacted the time period.
- Students will discuss and analyze the changes in military thought and practice from World War I to World War II.
- Students will examine significant advances in technology and equipment that impacted tactics used in World War II as well as in future wars.
- Students will analyze the effects of the Great Depression on the American military.

Objectives:

- Students will analyze the effects of the Great Depression on the American military. (DOK 4)
- Students will examine the role of naval limitations treaties of the 1920s as a reason for the American navy’s unpreparedness for war. (DOK 2)
- Students will analyze the Treaty of Versailles as a contributing factor to the outbreak of another world war. (DOK 4)

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- Students will assess the German “Blitzkrieg” tactic in terms of effectiveness. (DOK 3)
- Students will compare the strategies of the opposing alliances in World War II. (DOK 3)
- Students will assess the role of General Dwight Eisenhower as an alliance builder/maintainer in the defeat of Germany. (DOK 3)
- Students will summarize the events that led to the conclusion of the war in both European and Pacific Theatres and the options available to the Allies in each. (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Define key terms of the unit.
- Students will work cooperatively to identify significant individuals, events and concepts of the period as identified in the textbook.
- Investigate the factors identified in the textbook as leading to the outbreak of the Second World War and compose a paragraph demonstrating how one factor led to a declaration of war.
- Classroom discussion of the significant political decisions and military engagements of World War II as identified in the textbook.
- Students will complete a graphic organizer to identify and describe the major military, political, civilian and cultural leaders of the time, as identified in the textbook.
- Students will complete a change and continuities over time graphic organizer to analyze changes and continuities in the United States caused by the World War II.
- Students will complete a graphic organizer that illustrates how technological innovations in warfare led to innovative tactics on the battlefield.

Assessments:

Diagnostic:

- Graphic organizers, classroom discussions, collaborative/individual brainstorming

Formative:

- Reading of primary/secondary sources to interpret meaning behind specific concepts. Students will use primary and secondary sources to aid in class discussion, facilitate brainstorming, projects and writing prompts.

Summative:

- Unit exams, project, and writing assessments

Extensions:

- Read and critique Williamson Murray’s essay, *“The Gathering Storm: From World War I to World War II.”*
- Read and critique David Eisenhower’s essay, *“World War II and its Meaning for Americans.”*
- Read and critique Paul Herbert’s essay, *“The Great Battle for Normandy.”*
- Read and critique Rick Atkinson’s essay, *Ten Things Every American Student Should Know about Our Army in World War II.*
- Read and critique James Kurth’s essay, *The U.S. Navy in World War II.”*
- Read and critique Josiah Bunting III’s essay, *General George C. Marshall and the Development of a Professional Military Ethic.”*

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Correctives:

- Create a chart of major battles in World War II and their impacts on their outcome.
- Create a timeline of events in the lead-up to World War II in either the European or Pacific Theatre between the end of World War I and December 7, 1941.

Materials and Resources:

Primary Textbook:

Millett, Allan Reed, and Peter Maslowski. *For the Common Defense: A Military History of the United States of America from the 1607 to 2012*. rev. and updated ed. New York: Free Press, 2012.

References:

Allison, William Thomas, Jeffrey Grey, and Janet G1 Valentine. *American Military History: A Survey from Colonial Times to the Present*. 2nd ed. Boston: Pearson, 2012.

Herbert, Paul, and Michael P. Noonan, eds. *American Military History: A Resource for Teachers and Students*. Philadelphia, PA: Foreign Policy Research Institute, 2013.

Weigley, Russell Frank. *The American Way of War: A History of United States Military Strategy and Policy*. The Wars of the United States. Bloomington: Indiana University Press, 1977, 1973.

Technology:

Smartboard technologies

Microsoft Word

Computers to use the Internet as a research tool

Various video excerpts

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Unit 7: Cold and Hot War

Big Idea #1: Historical Context is needed to comprehend time and space.

Essential Questions:

- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society.
- Historic literacy requires a focus on time and space and an understanding of the historical contexts of events and actions.

Competencies:

- Articulate the context of a historical event or action.
- Analyze the interactions of cultural, economic, geographic, political and social relations for a specific time and place.

Big Idea #2: Historical interpretation involves an analysis of cause and result.

Essential Questions:

- What role does analysis have in historical construction?
- What role do multiple causations play in describing a historic event?

Concepts:

- Historical literacy requires a focus on time and space, and an understanding of the historical context of events and actions.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by analytical thinkers to create a historical construction.
- Historic comprehension involves evidence-based discussion and explanation, an analysis of sources including multiple points of view, and an ability to read critically to recognize fact from conjecture and evidence from assertion.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.

Competencies:

- Articulate the context of a historical event or action.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures and place.
- Evaluate cause-and-effect relationships bearing in mind multiple causations.

Big Idea #3: Perspective helps to define the attributes of historical comprehension.

Essential Questions:

- What role does analysis have in historical construction?
- What role do multiple causations play in describing a historic event?

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- Why is time and space important to the study of history?

Concepts:

- Learning about the past and its different contexts shaped by social, cultural, political influences prepares one for participation as active, critical citizens in a democratic society.
- Historical causation involves motives, reasons, and consequences that result in events and actions. Some consequences may be impacted by forces of the irrational or the accidental.
- Historical skills (organizing information chronologically, explaining historical issues, locating sources and investigate materials, synthesizing and evaluating evidence, and developing arguments and interpretations based on evidence) are used by analytical thinkers to create a historical construction.

Competencies:

- Articulate the context of a historical event or action.
- Contrast multiple perspectives of individuals and groups in interpreting other times, cultures and place.
- Evaluate cause-and-effect relationships bearing in mind multiple causations.
- Analyze the interaction of cultural, economic, geographic, political, and social relations for a specific time and place.

Big Idea #4: The history of the United States continues to influence its citizens, and has impacted the rest of the World.

Essential Questions:

- How can the story of another American, past or present, influence your life?
- What document or artifact best summarizes the United States and why?
- How does continuity and change within the United States' history influence your community today?
- How has social disagreement and collaboration been beneficial to Pennsylvania society?
- What does it mean to be a United States citizen, and what is your role in the history of the world?

Concepts:

- United States history can offer an individual discerning judgement in public and personal life, supply examples for living and thinking about one's self in the dimension of time and space.
- Textual evidence, material artifacts, the built environment and historic sites are central to understanding United States history.
- Long-term continuities and discontinuities in the structure of United States society provide vital contributions to contemporary issues. Belief systems and religion, commerce and industry, innovations, settlement patterns, social organization, transportation and trade and equality are examples of continuity and change.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the United States. Domestic instability, ethnic and racial relations, labor relations, immigration, and wars and revolutions are examples of social disagreement and collaboration.

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Competencies:

- Synthesize a rationale for the study of individuals in United States history.
- Biography is a historical construct used to reveal positive and/or negative influences an individual can have on the United States' society.
- Analyze a primary source for accuracy and bias and connect it to a time and place in United States history.
- Apply the theme of continuity and change in United States history and relate the benefits and drawbacks of your example.
- Summarize how conflict and compromise in United States history impacts contemporary society.
- Contrast how a historically important issue in the United States was resolved and compare what techniques and decisions may be used today.

Big Idea #5: World history continues to influence Pennsylvanians, citizens of the United States, and individuals throughout the world today.

Essential Questions:

- What document or physical representation on the Earth best summarizes global interconnection of peoples to the past?
- How has social disagreement and collaboration in world history been beneficial or detrimental?
- How can the story of a person on another continent, past or present, influence your life?
- How does continuity and change throughout world history influence your community today?
- What is your role in the history of the world?

Concepts:

- World history can offer an individual discerning judgement in public and personal life, supply examples for living and thinking about one's self in the dimensions of time and space.
- History demonstrates the diverse cultural heritage of many peoples throughout the world.
- Textual evidence, material artifacts, the built environment and historic sites are central to understanding world history.
- Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending societies throughout Africa, the Americas, Asia and Europe.
- Appropriate connections to the United States and/or contemporary issues make history more relevant to students in Pennsylvania.
- World history looks for common patterns that emerge across all cultures. Long-term continuities and discontinuities in the structure of societies provide vital contributions to contemporary issues.
- Biography is a historical construct used to reveal positive and/or negative influences an individual has on civilization.

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Competencies:

- Analyze a primary source for accuracy and bias, then connect it to a time and place in world history.
- Summarize how conflict and compromise in world history impact contemporary society.
- Synthesize a rationale for the study of a non-American individual in world history.
- Construct a biography of a non-American and generate conclusions regarding his/her qualities and limitations.
- Apply the theme of continuity and change in world history and relate the benefits and drawbacks of your example.

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Curriculum Plan

Unit 7: Cold War, Hot War and Beyond

Time Range in Days: 9-11

Standard(s):

PA Academic Standards, History

Link to Standards in SAS: <http://www.pdesas.org/Standard/View#>

8.1.9.A, 8.9.12.A, 8.1.U.A, 8.1.W.A, 8.1.7.B, 8.1.9.B, 8.1.12.B, 8.1.U.B, 8.1.W.B, 8.2.8.A, 8.2.9.A, 8.2.12.A, 8.2.U.A, 8.2.9.B, 8.2.12.B, 8.2.U.B, 8.2.9.C, 8.2.12.C, 8.2.U.C, 8.2.9.D, 8.2.12.D, 8.3.9.A, 8.3.12.A, 8.3.U.A, 8.3.9.B, 8.3.12.B, 8.3.U.B, 8.3.9.C, 8.3.12.C, 8.3.U.C, 8.3.9.D, 8.3.12.D, 8.3.U.D, 8.4.9.A, 8.4.12.A, 8.4.8.4.9.B, 8.4.12.B, 8.4.9.C, 8.4.12.C, 8.4.9.D, 8.4.12.D

PACS – Reading and Writing in History and Social Studies

CC.8.5.11, CC.8.5.11 -12.B, CC.8.5.11- 12.C, CC.8.5.11 -12.C, CC.8.6.11 -12.C, CC.8.6.11 -12.D, CC.8.6.11- 12.E, CC.8.6.11- 12.H

Anchor(s):

Reading, Writing, Speaking, and Listening Grade 11

R11.A.2, R11.B.1, R.11.B.2, R.11.B.3

Overview:

This unit examines the post-World War II era through 9/11 and the War on Terror.

Goals:

- Students will discuss and analyze the political, cultural, and economic factors that impacted the military during the time period.
Students will analyze the effects of the expansion of the American military on the economy of the 1950's.
Students will examine the treaties that ended World War II as well as other international agreements in relation to their impacts on the development of the Cold War.
Students will examine the role of American troops as United Nations peace-keeping troops.
Students will identify significant military events and individuals that participated in them that impacted the time period.
Students will discuss and analyze the changes in military thought and practice from the end of World War II to the end of the Twentieth Century.
Students will examine significant advances in technology and equipment that impacted tactics used in Korea, Vietnam and beyond.
Students will analyze the events of Operations Desert Shield/Desert Storm and the role of General H. Norman Schwarzkopf.
Students will examine the events of 9/11 and how military practice and doctrine has changed in response to insurgent tactics.

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Objectives:

- Analyze how post-war Germany and Japan were dealt with and formulate possible reasons why they were handled differently. (DOK 3)
- Students will critique the Marshall Plan as to its effectiveness in rebuilding Europe. (DOK 3)
- Students will debate the role of the United States as a global police power in the post-war world. (DOK 4)
- Students will summarize the events that led to the conclusion of the Korean Conflict each. (DOK 2)
- Students will summarize the events that led to the conclusion of Vietnam. (DOK 2)
- Students will summarize the events of Operations Desert Storm/Desert Shield. (DOK 2)
- Students will compare and critique the role of H. Norman Schwarzkopf as a coalition leader to that of Dwight Eisenhower in World War II. (DOK 2, 4)

Core Activities and Corresponding Instructional Methods:

- Define key terms of the unit.
- Students will work cooperatively to identify significant individuals, events and concepts of the period as identified in the textbook.
- Investigate the factors identified in the textbook as leading to the Cold War and compose a paragraph demonstrating how one factor led to it.
- Classroom discussion of the significant political decisions and military engagements of Korea/Vietnam/War on Terror as identified in the textbook.
- Students will complete a graphic organizer to identify and describe the major military, political, civilian and cultural leaders of the time, as identified in the textbook.
- Students will complete a change and continuities over time graphic organizer to analyze changes and continuities in the United States caused by the Cold War.
- Students will complete a graphic organizer that illustrates how technological innovations in warfare led to innovative tactics on the battlefield.

Assessments:

Diagnostic:

- Graphic organizers, classroom discussions, collaborative/individual brainstorming

Formative:

- Reading of primary/secondary sources to interpret meaning behind specific concepts. Students will use primary and secondary sources to aid in class discussion, facilitate brainstorming, projects and writing prompts.

Summative:

- Unit exams, project, and writing assessments

Extensions:

- Read and critique Ronald Spector's "*What Students Need to Know About the Vietnam War.*"
- Read and critique James Willbanks' "*Tet 1968: The Turning Point.*"

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Correctives:

- Create a chart of major battles in Korea and/or Vietnam and their impacts on their outcome of those conflicts.
- Create a timeline of events in the lead-up to Korea/Vietnam/Operation Desert Storm.

Materials and Resources:

Primary Textbook:

Millett, Allan Reed, and Peter Maslowski. *For the Common Defense: A Military History of the United States of America from the 1607 to 2012*. rev. and updated ed. New York: Free Press, 2012.

References:

Allison, William Thomas, Jeffrey Grey, and Janet G1 Valentine. *American Military History: A Survey from Colonial Times to the Present*. 2nd ed. Boston: Pearson, 2012.

Herbert, Paul, and Michael P. Noonan, eds. *American Military History: A Resource for Teachers and Students*. Philadelphia, PA: Foreign Policy Research Institute, 2013.

Weigley, Russell Frank. *The American Way of War: A History of United States Military Strategy and Policy*. The Wars of the United States. Bloomington: Indiana University Press, 1977, 1973.

Technology:

Smartboard technologies

Microsoft Word

Computers to use the Internet as a research tool

Various video excerpts

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook:

For the Common Defense: A Military History of the United States from 1607 to 2012

Textbook ISBN #: 978-1451623536

Textbook Publisher & Year of Publication: Simon and Schuster, 2012

Curriculum Textbook is utilized in (title of course): American Military History