

EASTERN LEBANON COUNTY SCHOOL DISTRICT  
STUDENT LEARNING MAP

Course/Subject: US III  
Topic: US Expansion / Imperialism

Days:  
Grade Level:9

**Key Learning**

American began the 1890's as the world's industrial leader and moved to expand their influence and role in the world to keep up with the imperialism of European powers.



**Unit Essential Question**

How did a more powerful US expand its role in the world from 1890-1915?

<b>Concept</b> World Competition	<b>Concept</b> The Spanish American War	<b>Concept</b> US Expansion
<b>Standards:</b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D,	<b>Standards:</b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.1.9.C	<b>Standards:</b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D,
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<b>Lesson Essential Question</b> What are the pros and cons of imperialism?  How should a Democratic nation view imperialism?	<b>Lesson Essential Question</b> What were the causes and effects of the Spanish American War? (business, journalism)	<b>Lesson Essential Question</b> How did the U.S. use different diplomacy policies to keep imperialism out of our hemisphere?
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<b>Vocabulary</b> Queen Liliuokalani, Alfred Mahan, William Seward, Stanford Dole, Imperialism, Hawaii, Pearl Harbor, Alaska, Seward's Folly,	<b>Vocabulary</b> Valeriano Weyler "The Butcher", Enrique Dupuy de Lome, George Dewey, Emilio Aguinaldo, Theodore Roosevelt, Yellow Journalism, De Lome Letter U.S.S. Maine, Rough Riders San Juan Hill, Treaty of Paris Platt Amendment, Teller Amendment, Guam, Puerto Rico, Philippines, Black Jack	<b>Vocabulary</b> Open Door Notes, Boxer Rebellion, Russo-Japanese War Panama Canal, Roosevelt Corollary, Dollar Diplomacy, Missionary Diplomacy, John Hay Francisco Poncho Villa Emilio Zapata

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	Pershing	
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<u>Concept</u>	<u>Concept</u>	<u>Concept</u>
<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>
↓	↓	↓
<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>
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<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>

<u>Additional Information/Resources:</u>
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# EASTERN LEBANON COUNTY SCHOOL DISTRICT STUDENT LEARNING MAP

Course/Subject: US Cultures  
Topic: World War I

Days:  
Grade Level:

## **Key Learning**

The tensions between many different countries caused by militarism, alliances, imperialism and nationalism resulted in the First World War. The two main alliances were the Triple Alliance, which included Germany, Austria-Hungary, and Italy, and the Triple Entente, which included France, Russia and Britain. The conflict between these alliances caused the involvement of nations from all over the world in the war.



## **Unit Essential Question**

Why was World War I known as the war to end all wars?

<b><u>Concept</u></b> Causes	<b><u>Concept</u></b> Fighting	<b><u>Concept</u></b> Homefront
<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C	<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C	<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C
<b><u>Lesson Essential Question</u></b> -What were the MAIN causes of World War I? -What event sparked WWI? -How was Europe divided geographically by WWI? (Map exercise) -What were the causes of American involvement in WWI?	<b><u>Lesson Essential Question</u></b> -How were the battles of WWI fought? (Lions led by Donkeys) -What were the fighting conditions of the soldiers in WWI? -How did the technology and weapons used in WWI change as the war progressed?	<b><u>Lesson Essential Question</u></b> How did America change politically, economically, socially and culturally after entering WWI?
<b><u>Vocabulary</u></b> Militarism, Alliances, Imperialism, Nationalism, Triple Alliance, Triple Entente, Central Powers, Allies Kaiser Wilhelm, Franz Ferdinand, Gavrillo	<b><u>Vocabulary</u></b> Total War, Trench, No Man's Land, Gas, Artillery, Battle of the Somme, U-Boats, Alvin York, Christmas Truce, Trench foot, Shell Shock,	<b><u>Vocabulary</u></b> Woodrow Wilson, Herbert Hoover, George Creel, Selective Service Act, Liberty Bonds, Butter to Guns, War Industries Board, Espionage and

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Princep, Black Hand, Western Front, Eastern Front, Schlieffen Plan, Zimmerman Note, Blockade, Neutrality, Democracy, Lusitania, Sussex,	Western Front, Eastern Front, John Pershing, Doughboys, Red Baron	Sedition Acts, Great Migration, Propaganda,
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<b>Concept</b> Peace Plans	<b>Concept</b>	<b>Concept</b>
<b>Standards:</b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C	<b>Standards:</b>	<b>Standards:</b>
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<b>Lesson Essential Question</b> How would you evaluate and judge the Treaty of Versailles and the Fourteen Points Plan of Wilson?	<b>Lesson Essential Question</b>	<b>Lesson Essential Question</b>
↓	↓	↓
<b>Vocabulary</b> Big Four, Fourteen Points Plan, Treaty of Versailles, Armistice Day, Veterans Day, Compassionate Peace, Vindictive Peace	<b>Vocabulary</b>	<b>Vocabulary</b>

<b>Additional Information/Resources:</b>
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EASTERN LEBANON COUNTY SCHOOL DISTRICT  
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Course/Subject:  
Topic:

Days:  
Grade Level:

**Key Learning**

Following the War to End All Wars Americans were eager to enjoy new freedoms, movements in society and a return to Normalcy.



**Unit Essential Question**

What struggles and successes did America find in the post-war era of the 1920's?

<b>Concept</b> Post War Transitions	<b>Concept</b> Harding and Gov't Scandals	<b>Concept</b> Business Booms
<b>Standards:</b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B, 8.3.U.C	<b>Standards:</b> 8.1.U.A, 8.3.U.A, 8.3.U.C	<b>Standards:</b> 8.1.U.A, 8.3.U.A, 8.3.U.C
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<b>Lesson Essential Question</b> What proof can you find to show that a fear of Communism affected life in the U.S?  What modern issues with nativism can you relate to this post WWI era?  Why was the post-war era marred by labor unrest?	<b>Lesson Essential Question</b> Why did Harding say, "I have not trouble with my enemies, but my friends... they're the ones that keep me walking the floor at night."?	<b>Lesson Essential Question</b> How did the auto impact / change the country?  How did the standard of living in the US improve in the mid to late 1920's?  What were the advantages and disadvantages of buying on credit? (use the "Personal Voice" conversation on page 427 in your answer.
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<b>Vocabulary</b> Red Scare, Sacco and Vanzetti, Nativism,	<b>Vocabulary</b> Harding, Hughes, Kellogg-Briand Pact, Reparations,	<b>Vocabulary</b> Urban Sprawl, Route 66, Model T/Model A, Henry

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Mitchell Palmer, Communism, Palmer Raids, Quota System, Anarchists, KKK, John Lewis	Albert Fall, Calvin Coolidge, Ohio Gang, Teapot Dome Scandal, Fordney-McCumber Tariff, Dawes Plan	Ford, Charles Lindbergh, Amelia Earhart, Advertising, The Needy (pg 426), Standard of Living, Installment Plan/On Credit, Superficial Prosperity.
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<u>Concept</u>	<u>Concept</u>	<u>Concept</u>
<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>
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<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>
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<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>

<u>Additional Information/Resources:</u>
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EASTERN LEBANON COUNTY SCHOOL DISTRICT  
STUDENT LEARNING MAP

Course/Subject: US Cultures  
Topic: The Roaring Life of the 1920s

Days:  
Grade Level:

**Key Learning**

During the 1920s, rural America clashed with a faster-paced urban culture. Women's attitudes and roles changed, influenced in part by the mass media. Many African Americans joined in the new urban culture.









**Unit Essential Question**

How did newfound prosperity change American life in the 1920s?

<b><u>Concept</u></b> Changing Ways of Life	<b><u>Concept</u></b> The Twenties Woman	<b><u>Concept</u></b> Education and Popular Culture
<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C	<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C	<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C
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<b><u>Lesson Essential Question</u></b>  How did customs and values change as the 1920s evolved?	<b><u>Lesson Essential Question</u></b>  How does the image of the flapper embody the changing values and attitudes of young women in the 1920s?	<b><u>Lesson Essential Question</u></b>  How did pop culture influence life in the 1920s?
↓	↓	↓
<b><u>Vocabulary</u></b>  18 <sup>th</sup> Amendment, Prohibition, WCTU, Speakeasies, Bootleggers, Al Capone, 21 <sup>st</sup> Amendment, Fundamentalism, Scopes Trial, Clarence Darrow, W.J. Bryan	<b><u>Vocabulary</u></b>  Flapper, Double Standard, Margaret Sanger, Flagpole Sitting, Bessie Smith, Dance Fads	<b><u>Vocabulary</u></b>  Babe Ruth, Andrew Rube Foster, Helen Wills, Charles Lindbergh, Amelia Earhart, Sinclair Lewis, The Great Gatsby, The Age of Innocence, Ernest Hemingway

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STUDENT LEARNING MAP

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<b>Concept</b> The Harlem Renaissance	<b>Concept</b>	<b>Concept</b>
<b>Standards:</b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C	<b>Standards:</b>	<b>Standards:</b>
		
<b><u>Lesson Essential Question</u></b>  What was the Harlem Renaissance?	<b><u>Lesson Essential Question</u></b>	<b><u>Lesson Essential Question</u></b>
		
<b><u>Vocabulary</u></b>  Great Migration, NAACP, W.E.B. DuBois, Marcus Garvey, Harlem Renaissance, The New Negro, Langston Hughes, Paul Robeson, Louis Armstrong, Cotton Club, Duke Ellington, Scat	<b><u>Vocabulary</u></b>	<b><u>Vocabulary</u></b>

<b><u>Additional Information/Resources:</u></b>
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EASTERN LEBANON COUNTY SCHOOL DISTRICT  
STUDENT LEARNING MAP

Course/Subject: US Cultures III  
Topic: Great Depression

Days:  
Grade Level:9




**Key Learning:** The Stock Market Crash of 1929 sent the US, and world, into a decade of depression. The role of the government in peoples lives forever changed as President Franklin Roosevelt worked to find relief for the citizens, recovery programs to save the economy and reform programs to prevent a repeat of another depression.









**Unit Essential Question**  
What were the causes and enduring impacts of the Great Depression?

<b>Concept</b> Causes	<b>Concept</b> The Affected	<b>Concept</b> New Deal
<b>Standards:</b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D	<b>Standards:</b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C	<b>Standards:</b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C
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<b>Lesson Essential Question</b> 1) What issues with industry, farming and consumers contributed to the Crash? 2) What was the impact of bank and business failures?	<b>Lesson Essential Question</b> 1) How did the depression affect American rural and urban areas as well as the world in similar and different ways? 2) What changes did minorities and women face in this era?	<b>Lesson Essential Question</b> 1) What was President Hoover’s response to the Depression and how did Americans react? 2) How did President Roosevelt hope to use the New Deal to end the Depression? 3) Why did some Americans support the New Deal while others oppose it? 4) How did the Second New Deal differ from the first?

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<p><b><u>Vocabulary</u></b> Price supports, credit, speculation, buying on margin, bull market, Black Tuesday, Hawley Smoot Tariff</p>	<p><b><u>Vocabulary</u></b> Shantytowns, Hooverville, Dust Bowl, hobo, direct relief</p>	<p><b><u>Vocabulary</u></b> CCC, Alphabet Legislation, Deficit spending, PWA/WPA 3 R's</p>

<p><b><u>Concept</u></b> Lasting Impact</p>	<p><b><u>Concept</u></b></p>	<p><b><u>Concept</u></b></p>
<p><b><u>Standards:</u></b> 8.1.9.B , 8.3.9.C</p>	<p><b><u>Standards:</u></b></p>	<p><b><u>Standards:</u></b></p>
		
<p><b><u>Lesson Essential Question</u></b> 1) What was the lasting influence of the Great Depression in art, film, music and literature? 2) Which New Deal reforms still protect the elderly and banking/investment industry? 3) How did the New Deal impact the environment?</p>	<p><b><u>Lesson Essential Question</u></b></p>	<p><b><u>Lesson Essential Question</u></b></p>
		
<p><b><u>Vocabulary</u></b> FDIC, Securities and Exchange Commission, NLRB, Social Security, TVA</p>	<p><b><u>Vocabulary</u></b></p>	<p><b><u>Vocabulary</u></b></p>

<p><b><u>Additional Information/Resources:</u></b></p>
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# EASTERN LEBANON COUNTY SCHOOL DISTRICT STUDENT LEARNING MAP

Course/Subject: US Cultures  
Topic: World War II

Days:  
Grade Level:

### **Key Learning**

The United States became the arsenal of democracy and played a major role in the defeating the dictators of the Axis Powers.



### **Unit Essential Question**

How did the United States become involved in the war, mobilize the nation for war and defeat the Axis Powers?

<b><u>Concept</u></b> Rise of Dictators	<b><u>Concept</u></b> Mobilizing for Defense	<b><u>Concept</u></b> Military Events
<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C	<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C	<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C
<b><u>Lesson Essential Question</u></b> Why did the US cling to isolationism during the Rise of Dictators in 1930's Europe? What fueled the rise of totalitarianism? How did the policy of appeasement contribute to the outbreak of war in Europe? How did the Soviet Union's non-aggression pact with Germany contribute to the start of hostilities?	<b><u>Lesson Essential Question</u></b> What led to the Japanese attacks on the US? How did the federal government's actions influence civilian life during the war? How did the economy change during WWI? Why were Japanese Americans placed in internment camps Why do you think citizens were more supportive of this war than other 20 <sup>th</sup> Century Wars?	<b><u>Lesson Essential Question</u></b> What were the major battles and outcomes in the European and Pacific theaters of war? What were the pros, cons and consequences of dropping the Atomic Bomb?
<b><u>Vocabulary</u></b> Fascism, totalitarianism, Communism, Nazism, appeasement, nonaggression pact,	<b><u>Vocabulary</u></b> GI Bill, Korematsu v US, Selective Service, War bonds, rationing, propaganda, Rosie the	<b><u>Vocabulary</u></b> Battle of Britain, Anzio, Soft Underbelly, Africa Campaign, D-Day, Battle of the Bulge, Battle of

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Neutrality Acts, Cash and Cary, Lend Lease Act, Anschulss	Riveter, Pearl Harbor	Stalingrad, VE Day, kamikaze, island hopping, Iwo Jima, Okinawa, Manhattan Project, Hiroshima, VJ Day
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<b>Concept</b> Holocaust	<b>Concept</b>	<b>Concept</b>
<b>Standards:</b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C	<b>Standards:</b>	<b>Standards:</b>
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<b>Lesson Essential Question</b> How were Jews persecuted by Nazis? What was the “Final Solution”? Discuss the Holocaust experience from a Jewish perspective. How were the Nuremburg Trials used to promote international justice?	<b>Lesson Essential Question</b>	<b>Lesson Essential Question</b>
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<b>Vocabulary</b> Holocaust, Genocide, Kristallnacht, Concentration Camp, Auschwitz, Nuremburg laws, Rape of Nanking	<b>Vocabulary</b>	<b>Vocabulary</b>

<b><u>Additional Information/Resources:</u></b>
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EASTERN LEBANON COUNTY SCHOOL DISTRICT  
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Course/Subject:  
Topic:

Days:  
Grade Level:

**Key Learning:** The post war era of the 1950s marked a period of economic, social and culture growth in America that modernized our country. Although the pop culture and the “American Dream” generated during the 1950s improved the lives of many, the discrepancy between whites and minorities actually grew.









**Unit Essential Question**

How did social and economic changes after World War II affect Americans?

<p><b>Concept</b> Postwar War U.S. Economy and Society</p>	<p><b>Concept</b> The American Dream</p>	<p><b>Concept</b> Pop Culture</p>
<p><b>Standards:</b> 8.1.U.A, 8.3.U.A, 8.3.U.C, 8.3.U.D,</p>	<p><b>Standards:</b> 8.1.U.A, 8.1.U.B, 8.1.9.C, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D</p>	<p><b>Standards:</b> 8.1.U.A, 8.1.U.B, 8.1.9.C, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D</p>
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<p><b>Lesson Essential Question</b> How did the nation experience recovery and economic prosperity after World War II?</p>	<p><b>Lesson Essential Question</b> What social and economic factors shaped the American Dream?</p>	<p><b>Lesson Essential Question</b> How did popular culture and family life change during the 1950s?</p>
↓	↓	↓
<p><b>Vocabulary</b> GI Bill of Rights Suburbs Fair Deal Levittown Harry S. Truman 1948 Election Dixiecrats Thomas Dewey Minimum Wage Dwight D. Eisenhower Brown v Board of Education</p>	<p><b>Vocabulary</b> Ray Kroc Baby Boom Dr. Jonas Salk Interstate Highway Act Consumerism Throwaway society</p>	<p><b>Vocabulary</b> Mass Media FCC Golden Age of TV Beatnik Rock n Roll</p>

<b>Concept</b>	<b>Concept</b>	<b>Concept</b>
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EASTERN LEBANON COUNTY SCHOOL DISTRICT  
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The Other America		
<b>Standards:</b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B, 8.3.U.C, 8.3.U.D	<b>Standards:</b>	<b>Standards:</b>
		
<b><u>Lesson Essential Question</u></b> Why were some groups of Americans dissatisfied with conditions in postwar America?	<b><u>Lesson Essential Question</u></b>	<b><u>Lesson Essential Question</u></b>
		
<b><u>Vocabulary</u></b> White Flight Urban Renewal HUD Braceros	<b><u>Vocabulary</u></b>	<b><u>Vocabulary</u></b>

<b><u>Additional Information/Resources:</u></b>
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**EASTERN LEBANON COUNTY SCHOOL DISTRICT  
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Course/Subject:  
Topic:

Days:  
Grade Level:

**Key Learning**

During the early 1960s under Presidents Kennedy and Johnson, America struggled to continue winning the Cold War while advancing domestic policy.



**Unit Essential Question**

How did the Domestic and Foreign policies of Presidents Kennedy and Johnson effect the nation?

<b><u>Concept</u></b> Kennedy and the Cold War	<b><u>Concept</u></b> The New Frontier	<b><u>Concept</u></b> The Great Society
<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.B, 8.3.U.D, 8.4.9.A, 8.4.9.C, 8.4.9.D	<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.B, 8.3.U.C, 8.3.U.D	<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.B, 8.3.U.C, 8.3.U.D
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<b><u>Lesson Essential Question</u></b> What factors led to the election of JFK? How did the Cuban Missile Crisis effect the legacy of JFK?	<b><u>Lesson Essential Question</u></b> What were the goals of Kennedy's New Frontier? What events led to Kennedy's Space Race program? What were the events surrounding the Kennedy assassination?	<b><u>Lesson Essential Question</u></b> What were the Domestic policies of Johnson's Great Society? How did the Great Society programs impact minorities and the economy?
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<b><u>Vocabulary</u></b> John F. Kennedy Flexible Response Fidel Castro Berlin Wall Limited Test Ban Treaty Nikita Khrushchev Cuba Missile Crisis Bay of Pigs	<b><u>Vocabulary</u></b> New Frontier Mandate Peace Corp Alliance for Progress Warren Commission Lee Harvey Oswald Space Race	<b><u>Vocabulary</u></b> Lyndon Johnson Economic Opportunity Act Great Society Medicare Medicaid Immigration Act of 1965 Warren Court Reapportionment Miranda Rights

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<u>Concept</u>	<u>Concept</u>	<u>Concept</u>
<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>
↓	↓	↓
<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>
↓	↓	↓
<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>

Additional Information/Resources:



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Course/Subject:  
Topic:

Days:  
Grade Level:

**Key Learning**

Entering the late 1950's and the early 1960's, segregation divided the nation and denied basic rights to African Americans and created a wave of activism and violence that changed the nation.



**Unit Essential Question**

How were African-Americans affected during the Civil Rights movement of the 1950s and 1960s?

<b><u>Concept</u></b> Fighting Segregation	<b><u>Concept</u></b>	<b><u>Concept</u></b>
<b><u>Standards:</u></b> 8.3.9.A, 8.3.9.B, 8.3.9.C, 8.3.9.D, 8.3.C.B	<b><u>Standards:</u></b> 8.3.9.A, 8.3.9.B, 8.3.9.C, 8.3.9.D, 8.3.C.B	<b><u>Standards:</u></b> 8.3.9.A, 8.3.9.B, 8.3.9.C, 8.3.9.D, 8.3.C.B
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<b><u>Lesson Essential Question</u></b> How did segregation deprive African Americans of their rights?  How would you summarize the Civil Rights legislation and court cases of the 1960s?	<b><u>Lesson Essential Question</u></b> What was the goal of the Freedom Riders?  How did the Civil Rights activism of the 1960's influence the administration of Kennedy and Johnson?	<b><u>Lesson Essential Question</u></b> Who were the leaders of the black power movement and what tactics did they use to make change?  How did the media and television effect the Civil Rights movement?  What were the accomplishments of the Civil Rights era?
↓	↓	↓
<b><u>Vocabulary</u></b> <ul style="list-style-type: none"> <li>• Thurgood Marshall</li> <li>• <i>Brown v Board of Education</i></li> <li>• Rosa Parks</li> <li>• <i>Plessy v. Ferguson</i></li> <li>• Sit ins</li> </ul>	<b><u>Vocabulary</u></b> <ul style="list-style-type: none"> <li>• Civil Rights Act of 1964, 1965, 1968</li> <li>• Freedom Summer</li> <li>• Voting Rights Act of 1965</li> <li>• Birmingham</li> </ul>	<b><u>Vocabulary</u></b> <ul style="list-style-type: none"> <li>• De-Facto Segregation</li> <li>• De-jure Segregation</li> <li>• Malcom X</li> <li>• Affirmative Action</li> <li>• Black Panthers</li> </ul>

EASTERN LEBANON COUNTY SCHOOL DISTRICT  
STUDENT LEARNING MAP

<ul style="list-style-type: none"> <li>• Martin Luther King Jr.</li> <li>• Little Rock 9</li> </ul>		
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<u>Concept</u>	<u>Concept</u>	<u>Concept</u>
<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>
↓	↓	↓
<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>
↓	↓	↓
<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>

<u>Additional Information/Resources:</u>
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EASTERN LEBANON COUNTY SCHOOL DISTRICT  
STUDENT LEARNING MAP

Course/Subject: US Cultures  
Topic: Vietnam

Days:  
Grade Level:

**Key Learning**

The attempt to contain Communism led to military involvement in Vietnam which caused deep division among the American people.



**Unit Essential Question**

What was the American response domestic and international response to the conflict involvement in Vietnam?

<b><u>Concept</u></b> Military Involvement	<b><u>Concept</u></b> American Response	<b><u>Concept</u></b> Legacy of Vietnam
<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C	<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C	<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D, 8.1.9.C
↓	↓	↓
<b><u>Lesson Essential Question</u></b> Why did the US support French involvement in Vietnam? What events led to US involvement in Vietnam? How was the Vietnam War different from earlier US wars?	<b><u>Lesson Essential Question</u></b> Compare the ideologies and impact of the views of the Doves & Hawks. How did the Johnson Administration defend continued US involvement? What events in 1968 influenced public opinion? What impact did the print & electronic media have on public opinion?	<b><u>Lesson Essential Question</u></b> What was meant by “Peace with Honor?” What challenges did our troops face when they returned to the states? What is the War Powers Act and how has it been used in recent history?
↓	↓	↓
<b><u>Vocabulary</u></b> Domino theory, Geneva Accords, Viet Cong,	<b><u>Vocabulary</u></b> Students for a Democratic Society (SDS), credibility	<b><u>Vocabulary</u></b> Vietnamization, Pentagon Papers, War Powers Act

EASTERN LEBANON COUNTY SCHOOL DISTRICT  
STUDENT LEARNING MAP

Tonkin Gulf Resolution, napalm, agent orange	gap, Tet Offensive, Kent State University, My Lai	
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<b><u>Concept</u></b>	<b><u>Concept</u></b>	<b><u>Concept</u></b>
<b><u>Standards:</u></b>	<b><u>Standards:</u></b>	<b><u>Standards:</u></b>
↓	↓	↓
<b><u>Lesson Essential Question</u></b>	<b><u>Lesson Essential Question</u></b>	<b><u>Lesson Essential Question</u></b>
↓	↓	↓
<b><u>Vocabulary</u></b>	<b><u>Vocabulary</u></b>	<b><u>Vocabulary</u></b>

<b><u>Additional Information/Resources:</u></b>
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**EASTERN LEBANON COUNTY SCHOOL DISTRICT  
STUDENT LEARNING MAP**

Course/Subject: US Cultures III  
Topic: Nixon, Ford, Carter Admin.

Days:  
Grade Level:

**Key Learning**

As the Cold War continued, problems surfaced that challenged American both abroad and domestically.



**Unit Essential Question**

How did the United States deal with domestic problems while in the midst of the Cold War?

<b><u>Concept</u></b> Nixon	<b><u>Concept</u></b> Ford	<b><u>Concept</u></b> Carter
<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D	<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D	<b><u>Standards:</u></b> 8.1.U.A, 8.1.U.B, 8.3.U.A, 8.3.U.B 8.3.U.C, 8.3.U.D 8.4.9.D
↓	↓	↓
<b><u>Lesson Essential Question</u></b> How did the Nixon Administration address Cold War and domestic issues? (A)	<b><u>Lesson Essential Question</u></b> How did the Ford Administration address the Cold War and domestic issues? (A)	<b><u>Lesson Essential Question</u></b> How did the Carter Administration address Cold War and domestic issues? (A)
↓	↓	↓
<b><u>Vocabulary</u></b> detente, hijacking, impeach, Munich, National Air and Space Administration (NASA), Oil Producing and Exporting Countries (OPEC), Palestine Liberation Front (PLF), Strategic Arms Limitation Talks (SALT), Watergate, realpolitik, Red Sept.	<b><u>Vocabulary</u></b> Alaska pipeline, Helsinki Accords, pardon, SALT, War Powers Act, inflation	<b><u>Vocabulary</u></b> Affirmative Action, amnesty, boat people, Camp David Accords, energy conservation, Iran Hostage Crisis, Panama Canal, SALT, Solidarity Party, Three Mile Island (TMI)

EASTERN LEBANON COUNTY SCHOOL DISTRICT  
STUDENT LEARNING MAP

<u>Concept</u>	<u>Concept</u>	<u>Concept</u>
<u>Standards:</u>	<u>Standards:</u>	<u>Standards:</u>
↓	↓	↓
<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>	<u>Lesson Essential Question</u>
↓	↓	↓
<u>Vocabulary</u>	<u>Vocabulary</u>	<u>Vocabulary</u>

Additional Information/Resources: