

**Plumsted Township School District
Social Studies Program
American Military History
1770-2014
Updated in June 2014
Board Approved on August 2014**

SUMMARY:

The social studies curriculum fosters a child centered learning environment, which enables students to use knowledge and methods of history, geography, and the social sciences to understand the ideals and realities of past and present societies. Its primary goal is to address the developmental nature of each learner, promote critical thinking skills, make connections across the curriculum, and, address issues at the local, state, national, and international levels, while infusing real life applications to develop students who are lifelong learners. We believe that critical thinking skills, research, writing, cultural appreciation, and geographical skills are vital for all students to obtain. The district advocates courses that provide the student with a variety of activities that will enable him/her to understand and appreciate history as a part of the overall human experience. All courses are aligned to the New Jersey Core Curriculum Content Standards.

OBJECTIVES:

The learners will be able to:

- Synthesize historical content and formulate knowledge as related to social, economic, political, and human change.
- Relate past and present events and evaluate their significance to the modern social system of today.
- Develop an appreciation of cultural differences and develop tolerance.
- Analyze and develop an understanding for the development of human and physical systems over time.
- Construct meaning and apply knowledge of economics within social studies and the real world.
- Use technology as a tool to enhance the implementation of the social studies curriculum.
- Understand the significance of political processes and make authentic judgments to participate in society.
- Apply critical thinking skills to develop and incorporate historical knowledge.

Unit 1: The American Revolution – Approximately 2-3 Weeks

Essential Questions:

- **What is independence?**
- **Why was the U.S. Constitution a revolutionary idea?**
- **What are some of the major events that impacted the results of the war? What made these events so important?**
- **Who were some of the important leaders in the war and what were their roles?**
- **What impact did each of the leaders have on the war?**
- **What were some of the resources available to the British and Continental soldiers?**
- **What are some of the differences in lifestyles of the British and Continental soldiers?**
- **What is the perspective of a British soldier compared to that of a Continental soldier and how might their perspective have changed over time?**
- **What consequences resulted due to the American Revolution and how do they affect your life today?**

Core Curriculum Standards	Cumulative Progress Indicators	Core Activities	Assessment	Instructional Strategies and Technology
6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.	Students will create a cause and effect chart of the events that led to the Revolution. Examine <i>Common Sense</i> and <i>Crisis</i> . Field Trip to Trenton. Role play key characters of the American Revolution.	Test, quizzes, and portfolios Debate the tactics General Washington took during the American Revolution. <i>Center of the Storm</i> -	Do Now	Textbook
6.1.12.A.2.b Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.			Lecture	Constitutional Handbook
6.1.12.C.2.a Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.			Guided notes	Various Websites http://www.remilitary.com/article-major-us-wars-and-military-involvement.html
6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and			Cooperative learning	Text
			Tests	
			Quizzes	
			Historical portfolio	Reading materials

women during the American Revolution.	<p>Research paper- NJ role in the Revolution. Compare and contrast the regular army vs. the militia and create a division.</p> <p>Investigate the role of minorities in the Revolution.</p> <p>Role play- cartographers in Washington's army to create their own battle map with suggestions to Washington regarding the best way to beat British commanders.</p>	<p>reading on the Battle of Trenton, followed by guided questions.</p> <p>View various parts of the movie <i>The Patriot</i>. Followed by class discussion. Historical portfolio notebooks.</p> <p>Student created-graphic organizer</p>	<p>Lecture</p> <p>Field trip</p> <p>Learning centers using art</p> <p>Drawings</p> <p>Primary sources</p>	<p>Video clips</p> <p>Internet</p> <p><i>American Way of War</i></p> <p><i>Center of the Storm</i></p>
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Unit 2: The War of 1812 – Approximately 2-3 Weeks

Essential Questions:

- **Why would a young country become involved in another war?**
- **How did the Native Americans impact the events leading to the War of 1812?**
- **What is independence?**
- **Why can the USS Constitution be called a national ship and why was she important to the War of 1812?**
- **What impact did the war have on the Native Americans in North America?**

Core Curriculum Standards	Cumulative Progress Indicators	Core Activities	Assessment	Instructional Strategies and Technology
<p>6.1.12.A.3.b Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.</p>	<p>Investigate and analyze the Embargo Act. Write a paper describing its contribution to the War of 1812.</p> <p>Create a timeline of the War of 1812.</p>	<p>Cause and effect graphic organizer</p> <p>Rubrics for debate and speech</p> <p>Quizzes</p> <p>Test</p>	<p>Debate</p> <p>Lecture</p> <p>Cooperative learning</p>	<p>Text</p> <p>Internet</p> <p>http://www.pbs.org/wnec/war-of-1812/</p>
<p>6.1.12.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.</p>	<p>Debate the causes and consequences of the Battle of New Orleans.</p> <p>Design history game on the War of 1812 involving:</p> <ul style="list-style-type: none"> • Trade policy • Privateers • Or peace 			

	<p style="text-align: center;">negotiations</p> <p>Write a speech from the position of a War Hawk.</p> <p>Choose an important event (i.e. Leopard fight, Battle of York (Toronto)) or battle and describe it from the point of view of a journalist who is there.</p> <p>Research the burning of the White House and create a PowerPoint of images with descriptions in own words.</p>			
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Unit 3: The Civil War – Approximately 2-3 Weeks

Essential Questions:

- Which events in the decades prior finally led to the War Between the States?
- Which strategies were employed by both the North and South in an attempt to win the war?
- Though severely outmanned, why did the South believe they could be victorious?
- What was the daily life like as a soldier?
- What impact did communication technology have on the war?
- How did the advancements in weapons and outdated tactics cause high causality rates?
- Why is the Battle of Gettysburg considered the turning point of the war?
- How did a lack of medical knowledge cause more than 2/3 of the deaths to come away from the battlefield?

Core Curriculum Standards	Cumulative Progress Indicators	Core Activities	Assessment	Instructional Strategies and Technology
6.1.12.A.4.a Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e. the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e. Secession) led to the Civil War.	“The 13 th Amendment” re-written Students will identify the economic, social, and cultural differences between the North and the South during the early 1800’s.	Rewrite Lincoln’s <i>Emancipation Proclamation</i> . Students will write a comparative essay on the Northern and Southern Regions.	Test Quizzes Portfolios Re-enactment project Primary sources project	http://www.civilwar.org/education/teachers/curriculum/civil-war-curriculum/high-school/lesson-plans-high-school.html http://www.civilwar.org/education/teachers/lesson-plans/civil-war-battle-strategy-lesson-plan/the-roads-to-antietam.html
6.1.12.A.4.c Evaluate how political and military leadership affected the outcome of the Civil War.	Readings and guided questions. Debate Lincoln’s suspension of “habeas corpus” during war time.	Write a review based on the question: Was the movie accurate to the reality of the		Lecture PowerPoints Guided notes
6.1.12.B.4.a Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the	Minorities and the war effort			

outcome of the Civil War.	Investigate Prison Camps	time?		
6.1.12.C.4.a Assess the role that economics played in enabling the North and South to wage war.	Technology (arms, medicine, etc.) of the Civil War	Create a Civil War prison camp-diorama or role play.		
6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.	“Glory” view movie Investigate and describe small arms of the Civil War.			
6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were.	Investigate one important battle and create a PowerPoint to “peer teach” the information. Include significance in the war, interesting facts, technology impact, etc.			
6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.				
6.1.12.D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.	Military Leaders of the Civil War- good ones, bad ones and why? Navies of the Civil War-lecture			
6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the	Gettysburg- Address, Battle Students will create			

development of the country and on the relationship between the national and state governments.	battle plans in order to understand the importance of terrain in Civil War battles.			
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Unit 4: World War I – Approximately 2-3 Weeks

Essential Questions:

- **Was it possible for the U.S. to maintain neutrality in World War I?**
- **How did America affect WWI? How did WWI affect America?**
- **Should the United States fight wars to make the world safe for democracy? Or, should the United States have entered World War I?**
- **Should a democratic government tolerate dissent during times of war and other crises? (Schenck v. United States, Abrams v. United States)**
- **Was the Treaty of Versailles a fair and effective settlement for lasting world peace?**
- **How did technology innovation affect WWI? How has its impact remained?**

Core Curriculum Standards	Cumulative Progress Indicators	Core Activities	Assessment	Instructional Strategies and Technology
6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e. the Espionage Act and the Sedition Amendment) on individual rights.	Compare and contrast the Sedition Act of 1918 with that of the John Adams administration. Internet based WWI scavenger hunt Examine WWI era newspapers for public discord.	Create a propaganda themed poster. Write a newspaper article from the perspective of each country.	Tests Quizzes Graphic organizers	http://www.pbs.org/greatwar/ PowerPoint Classroom Allies lesson Movie <i>The Lost Battalion</i>
6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.	Witness the use of WWI weapons through Internet video.	Individually research a female, immigrant, or African-American		
6.1.12.C.7.a				

Determine how technological advancements affected the nature of World War I on land, on water, and in the air.		role in the WWI.		
6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.				
6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.				

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Unit 5: World War II – Approximately 2-3 Weeks

Essential Questions:

- **How did the treaty of WWI lead to the outbreak of war in 1939?**
- **What factors at home allowed for the rise of the Nazi party in Germany?**
- **Why did the United States decide against action for the first two years of the war?**
- **How did the attack at Pearl Harbor change the lives of Japanese-Americans?**
- **Did the Allies win the war or did German decisions lose it?**
- **How did D-Day allow for the beginning of the end for Hitler?**
- **Was President Truman right for dropping the atomic bombs on Hiroshima and Nagasaki?**

Core Curriculum Standards	Cumulative Progress Indicators	Core Activities	Assessment	Instructional Strategies and Technology
6.1.12.A.11.a Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.	Examine the Treaty of Versailles for areas that punished Germany too harshly. Research a Japanese-American person/family directly affected by the internment camps.	Rewrite the treaty so as best to prevent a second world war. Newspaper headlines for each country Class debate on Truman's decision to drop the bombs	Tests Quizzes Project on firsthand accounts	WWII HD documentary WWII re-enactor visits PowerPoints Hitler in color documentary Battle of the Bulge firsthand account
6.1.12.A.11.c Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.	Examine the lingering effects of the dropping of the atomic bombs. Visit the Holocaust Museum page.			
6.1.12.A.11.d Analyze the decision to		Create a twitter		

<p>use the atomic bomb and the consequences of doing so.</p>		<p>account for a D-Day soldier.</p>		
<p>6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p>				
<p>6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.</p>				
<p>6.1.12.D.11.a Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of World War II.</p>				
<p>6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p>				

Unit 6: Korea and Vietnam – Approximately 2-3 Weeks

Essential Questions:

- **How did the two wars differ from the “Great Wars?” How were they similar?**
- **What makes a war unpopular?**
- **Should the United States be the world’s police?**
- **How did the threat of Communism affect the United States’s foreign policy during the Cold War?**
- **Did the lesson learned in Korea translate to the war in Vietnam?**
- **Were these two wars the turning point in American citizens’ skepticism in government?**
- **How did each president fair in dealing with the Cold War?**
- **In which ways did the environment and cultures hinder American progress in these two wars?**

Core Curriculum Standards	Cumulative Progress Indicators	Core Activities	Assessment	Instructional Strategies and Technology
6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain Communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.	Examine Communism and the threat it posed to the United States. Inspect the differences between a U.S .war and U.N. police action. Detail the reasons why Korea is the Forgotten War. Examine whether the United States	Students will create an “alternate” Korean War ending project. Students will create a video of a news program aired during the Vietnam War. Each student will connect with a Vietnam veteran through e-mail.	Test Quizzes Portfolios Media project	Do Now PowerPoint Guided notes Student presentation Guest speaker Trip to NJ Vietnam Memorial
6.1.12.A.12.b Examine	learned lessons from the war in	Debate of 1st amendment rights		

<p>constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.</p>	<p>Korea in relation to their involvement in Vietnam.</p> <p>Research how and why the public turned on the Vietnam War so quickly.</p>	<p>during an ongoing war.</p>		
<p>6.1.12.D.12.b Analyze efforts to eliminate Communism, such as McCarthyism, and their impact on individual civil liberties.</p>	<p>View the media of the time to find how Vietnam differed from every war prior.</p>			
<p>6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p>	<p>Through firsthand accounts, find the difficulties realized by the counter culture following the war.</p>			
<p>6.1.12.D.12.d Compare and contrast American public support of the government and military during the</p>				

Vietnam War with that of other conflicts.				
6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.				

Unit 7: Afghanistan and Iraq – Approximately 2-3 Weeks

Essential Questions:

- **How did the attack on 9/11 force America into the war on terror?**
- **In which ways did Al-Qaeda use America to attack within our country?**
- **What are major differences with these wars compared to every other war/conflict prior?**
- **Is it better to have a fast war with plenty of death or a longer war with fewer casualties?**
- **How was the case made for war in Iraq?**
- **What were the difficulties encountered in fighting a war on two fronts?**
- **How did the patriotism seen after 9/11 evaporate during the wars prior?**

Core Curriculum Standards	Cumulative Progress Indicators	Core Activities	Assessment	Instructional Strategies and Technology
6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies.	Rehash all U.S. foreign wars up to this point. Detail why the war on terrorism is unique to all other wars prior.	Research terroristic events by Al-Qaeda leading up to 9/11. Current event project	Test Quizzes Current event project	Do Now PowerPoint Guided notes Student presentation
6.1.12.A.15.e Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.	Show manipulation of our government to convince the public to go into oil enriched Iraq.	PowerPoint presentation Gathering of intelligence project	PowerPoint project	Textbook Magazine articles Primary sources
6.1.12.C.15.a Relate the role of America’s dependence on	Examine foreign views of our “holy war” and “aggressive” foreign			Documentaries <i>Restrepo and Tillman Story</i> , movies <i>Zero Dark Thirty and The Hurt Locker</i> , Afghan War Vet speaker

foreign oil to its economy and foreign policy.	policy.			
6.1.12.D.15.a Compare United Nations policies and goals (i.e. the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.	Media and how it affects a war			
6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.				
6.1.12.D.15.c Explain how and why religious tensions and historic differences in the				

<p>Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.</p>				
<p>6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p>				
<p>6.1.12.A.16.a Determine the impact of media and technology on world politics during this time period.</p>				
<p>6.1.12.B.16.a Explain why natural resources (i.e. fossil</p>				

fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.				
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