

# Deer Valley Unified School District

## Social Studies Curriculum



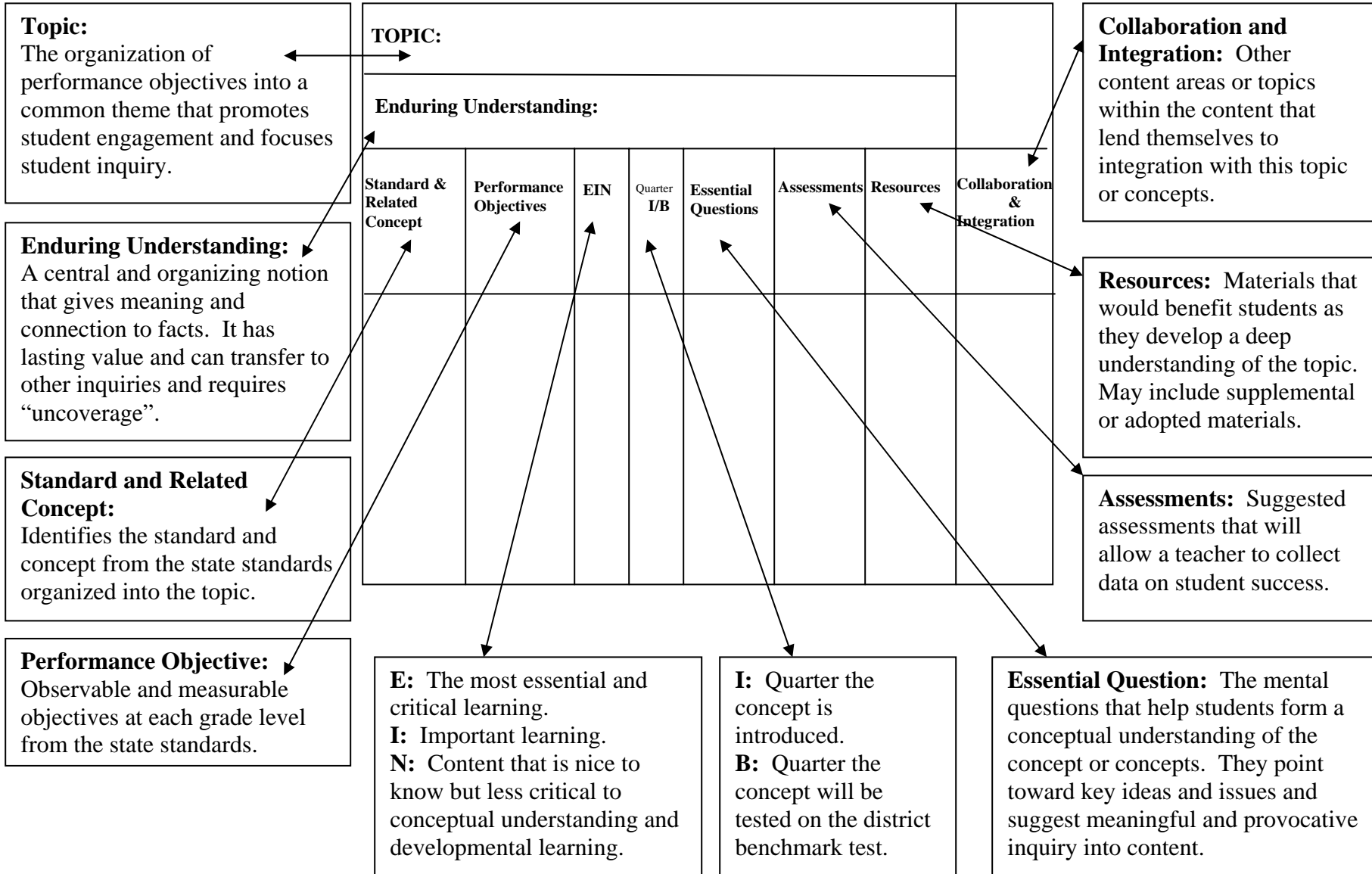
# Seventh Grade

UPDATED 06/13/09

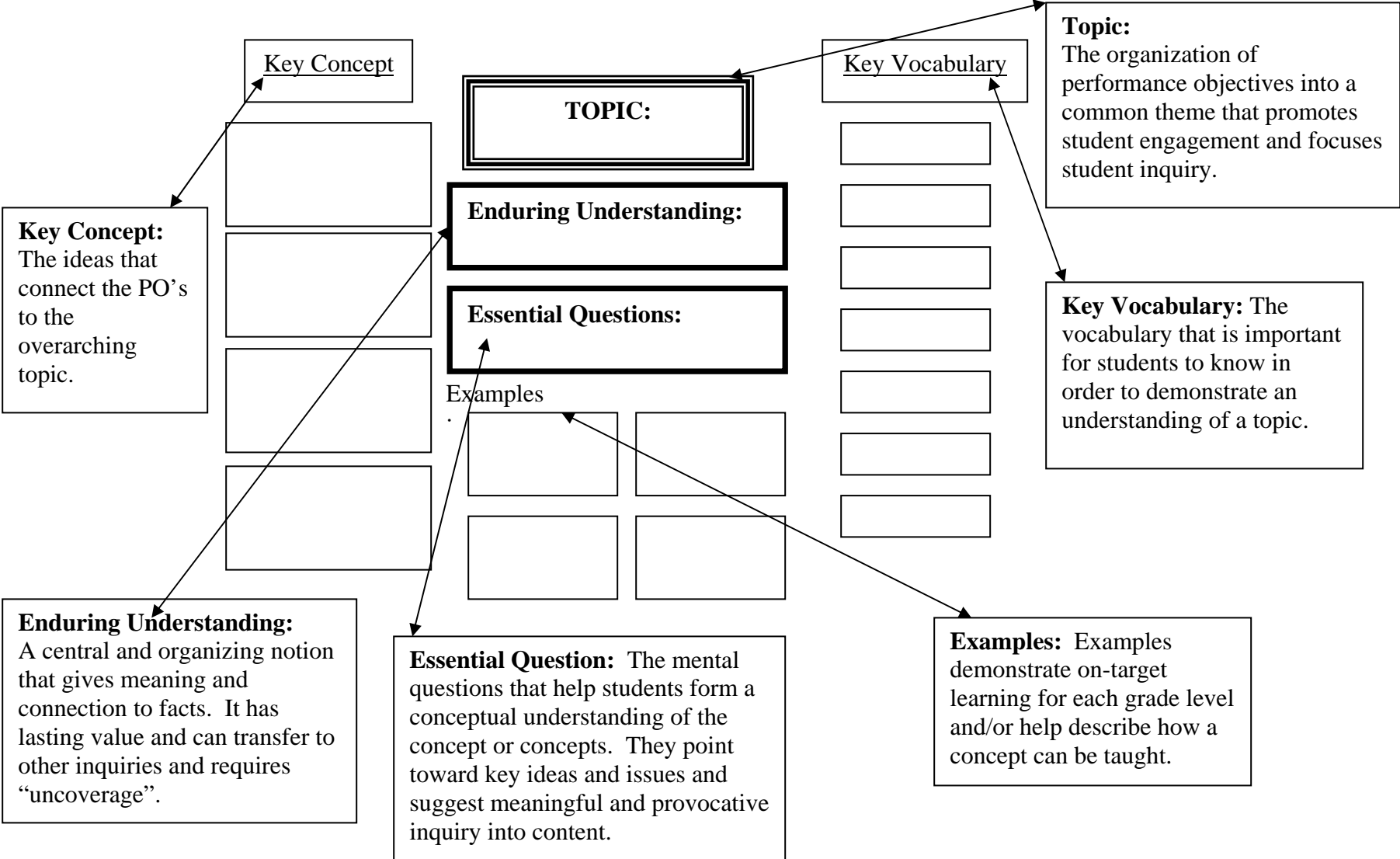
## **Social Studies Curriculum Team Members**

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## Curriculum Definition Page



### Concept Map Definition Page



## 7<sup>th</sup> Grade Curriculum Map

### 1<sup>st</sup> Quarter

Pre-Civil War (4 wks)  
Civil War (5 wks)

Research  
Current Events  
Economics  
Geography

Strand 1: Concept 1  
PO 1-8  
Strand 1: Concept 10  
PO 1-3  
Strand 1: Concept 6  
PO 1-4  
Strand 2: Concept 6  
PO 1  
Strand 3: Concept 3  
PO 1  
Strand 3: Concept 4  
PO 5  
Strand 4: Concept 1  
PO 4  
Strand 4: Concept 2  
PO 1  
Strand 4: Concept 4  
PO 1  
Strand 4: Concept 5  
PO 5  
Strand 5: Concept 1  
PO 3

### 2<sup>nd</sup> Quarter

Reconstruction (3 wks)  
Immigration/  
Industrialization (6 wks)

Research  
Current Events  
Economics  
Geography

Strand 1: Concept 1  
PO 1-8  
Strand 1: Concept 10  
PO 1-3  
Strand 1: Concept 6  
PO 5,6  
Strand 1: Concept 7  
PO 1-8  
Strand 2: Concept 6  
PO 1-2  
Strand 3: Concept 4  
PO 5  
Strand 4: Concept 2  
PO 2  
Strand 4: Concept 4  
PO 1, 2, 3, 4, 8  
Strand 5: Concept 2  
PO 3, 4

### 3<sup>rd</sup> Quarter

Progressivism (3 wks)  
Imperialism (3 wks)  
WWI (3 wks)

Research  
Current Events  
Economics  
Geography

Strand 1: Concept 1  
PO 1-8  
Strand 1: Concept 10  
PO 1-3  
Strand 1: Concept 7  
PO 9-13  
Strand 2: Concept 7  
PO 1-4  
Strand 2: Concept 8  
PO 1-2  
Strand 4: Concept 4  
PO 2, 3, 4, 8  
Strand 5: Concept 1  
PO 1, 2, 3

### 4<sup>th</sup> Quarter

Finish WWI (2 wks)  
Great Depression (5 wks)  
Begin WW II (2 wks)

Research  
Current Events  
Economics  
Geography

Strand 1: Concept 1  
PO 1-8  
Strand 1: Concept 10  
PO 1-3  
Strand 1: Concept 8  
PO 1-5  
Strand 2: Concept 8  
PO 3  
Strand 4: Concept 2  
PO 2-3  
Strand 4: Concept 4  
PO 2-4  
Strand 4: Concept 5  
PO 2-3  
Strand 5: Concept 2  
PO 1, 2, 7, 8, 10  
Strand 5: Concept 3  
PO 2-3

Deer Valley Social Studies Quarterly Scope

Grade: 7<sup>th</sup>

TOPIC: Pre-Civil War						Quarter this will be taught: <u>1</u>
Enduring Understanding: The struggles between different factions of American society before the civil war led to conflict						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
<b>Strand 1: Concept 6: Civil War and Reconstruction</b>	<b>PO 1:</b> Analyze the factors leading to the Civil War: a. Role of abolitionists* and Underground Railroad* b. Sectionalism and States' Rights* c. Westward expansion* d. Missouri* and 1850 Compromise* e. Dred Scott Decision* f. Kansas-Nebraska Act*	<b>E</b>	What cultural, economic, and political factors of the North and South caused the Civil War?  What human and physical characteristics separate the North from the South?		Pp. 440 Pp. 446-447	Show Way by Jaqueline Woodson picture books  See Supplemental Page  Americanhistory.dvUSD.org
<b>Strand 4: Concept 1: The World in Spatial Terms</b>	<b>PO 4:</b> Located physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms)	<b>I</b>		Pp. 470		
<b>Strand 4: Concept 2: Places and Regions</b>	<b>PO 1:</b> Describe the human and physical characteristics of Places and regions <b>PO 2:</b> Explain the concept of regions and why they change*.	<b>E</b> <b>E</b>				
<b>Strand 4: Concept 4: Human Systems</b>	<b>PO 1:</b> Discuss the implications of the demographic structure of places and regions	<b>I</b>				
<b>Strand 4: Concept 5: Environment and Society</b>	<b>PO 5:</b> Explain how modification in one (e.g., canals, dams, farming techniques, industrialization), often leads to changes in other locations	<b>I</b>				

<b>Strand 5: Concept 1: Foundations of Economics</b>	<b>PO3:</b> Identify how governments and businesses make choices based on the availability of resources <b>PO4:</b> Describe the characteristics of a market economy: a. property rights b. freedom of enterprise c. competition d. consumer choice e. limited role of government	<b>E</b>          <b>E</b>	How did the Industrial Revolution in Europe cause a greater rift between northern and southern economics?			
<b>Strand 3 Concept 3: Functions of Government</b>	<b>P O1:</b> Analyze the significance of the following judicial decisions: a. Dred Scott* b. Plessy v. Ferguson	<b>E</b>				
<b>Strand 2: Concept 6: Age of Revolution</b>	<b>PO 1:</b> Describe how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, and transportation* <b>PO 2:</b> Determine the effect of the Industrial Revolution on the Western World: a. growth of cities* b. rise of middle class c. spread of industrialism* d. foundations for future technological advances e. labor issues*	<b>I</b>          <b>I</b>				

**Key Concepts:**

Slavery and its importance to plantation life

Role of abolitionists and Underground Railroad

Causes of the Civil War:

Sectionalism and States' Rights  
Economy

Westward expansion

Governmental Policies:  
Missouri Compromise  
Compromises of 1850  
Kansas-Nebraska Act

Court rulings:  
Dred Scott Decision

**TOPIC:  
Pre-Civil War**

**Enduring Understanding:**

The struggles between different factions of American society before the Civil War led to conflict

**Essential Question(s):**

What cultural, economic, and political factors of the North and South lead to the point of Civil War?

What human and physical characteristics separate the North from the South?

How did the Industrial Revolution in Europe cause a greater rift between northern and southern economics?

**Examples:**

Double bubble (Thinking Map) or Venn diagrams comparing and contrasting the North vs. the South.

Debate for or against seceding from the Union  
Why did the South feel they had the right to secede?

READ ALOUD: Read *Snow Way* and make Underground Railroad quilt

Using pictures and artifacts, create a gallery walk

**Key Vocabulary:**

Sectionalism

Abolitionist

Underground Railroad

Union

Confederacy

Plantation system

Dred Scott Decision

Compromise

Popular sovereignty

Free-Soilers

Nullification



Deer Valley Social Studies Quarterly Scope

Grade: 7<sup>th</sup>

TOPIC: Civil War						Quarter this will be taught: <u>1</u>
Enduring Understanding: The Civil War was a defining event in the political and social landscape of the United States.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
<b>Strand 1: Concept 6: Civil War and Reconstruction</b>	<b>PO 2:</b> Determine the significance of the following key events of the Civil War: <ul style="list-style-type: none"> <li>a. firing on Fort Sumter*</li> <li>b. major battles – Bull Run, Antietam, Vicksburg, Gettysburg*</li> <li>c. Enactment of the Emancipation Proclamation*</li> <li>d. Sherman’s March*</li> <li>e. Surrender at Appomattox*</li> </ul>	<b>E</b>	What factors caused the North to win the Civil War?		Pp 472-519 Pp.486-487	Glory Field Lit Study  Supplemental page  Americanhistory.dvusd.org
	<b>PO 3:</b> Describe significance of the following key individuals or groups in the Civil War: <ul style="list-style-type: none"> <li>a. political leaders (e.g., Abraham Lincoln, Jefferson Davis)</li> <li>b. military leaders (e.g., Robert E. Lee, Ulysses S. Grant, William Tecumseh Sherman, Thomas “Stonewall” Jackson)</li> <li>c. role of African-Americans*</li> <li>d. role of women</li> </ul>	<b>I</b>				
	<b>PO 4:</b> Analyze the impact of the Civil War on the following personal, social, and economic aspects of American life: <ul style="list-style-type: none"> <li>a. Americans fighting Americans</li> <li>b. High casualties caused by disease and the type of warfare</li> <li>c. Widespread destruction of American property</li> <li>d. Changes in status of freed slaves</li> <li>e. Value of railroads and industry</li> </ul>	<b>I</b>	How and why did America change during the Civil War?			
	<b>PO 5:</b> Describe the impact of various events	<b>E</b>				

	<p>and movements that influenced Reconstruction:</p> <ul style="list-style-type: none"> <li>a. Lincoln’s assassination*</li> <li>b. Ku Klux Klan and the development of Jim Crow laws*</li> <li>c. Freedmen’s Bureau*</li> <li>d. Civil War Constitutional Amendments*</li> <li>e. Industrialization*</li> </ul>					
	<b>PO 6:</b> Describe the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments*	<b>E</b>				
<b>Strand 3: Concept: 4 Rights, Responsibilities, and Roles of Citizenship</b>	<b>PO 5:</b> Describe the impact of Constitutional Amendments and laws (i.e., Thirteenth, Fourteenth, Fifteenth, Eighteenth Amendments and Jim Crow laws, Black Codes Dawes act) that came about during the historical time periods studies*	<b>I</b>				

**Key Concepts:**

Turmoil, secession, start of war

Major battles of the Civil War

Political Leaders of both the Union and Confederate

Role of women and African Americans

Americans fighting Americans

Value of railroads and industry vs. agrarian society

**TOPIC:  
Civil War**

**Enduring Understanding:**

The Civil War was a defining event in the political and social landscape of the United States.

**Essential Question(s):**

How and why did America change during the Civil War?  
What factors caused the North to win the Civil War?

**Examples:**

Timelines of events and battles with visuals

Research a soldier's life using primary and secondary sources.

PROMPT: You are a soldier from the North or South writing to your brother who is a soldier on the other side, persuading him to join your regiment.

Compare today's medicine to Civil War medicine.

**Vocabulary**

Bull Run

Antietam

Vicksburg

Gettysburg

Abraham Lincoln

Jefferson Davis

Robert E. Lee

Ulysses S. Grant

William T. Sherman;  
Sherman's March

Thomas Stonewall Jackson

Emancipation Proclamation

Appomattox

Deer Valley Social Studies Quarterly Scope

Grade: 7<sup>th</sup>

TOPIC: Reconstruction						Quarter this will be taught: 2
Enduring Understanding: America vastly changed during Reconstruction following the Civil War.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
<b>Strand 1: Concept 6: Civil War and Reconstruction</b>	<b>PO 5:</b> Describe the impact of various events and movements that influenced Reconstruction: f. Lincoln’s assassination* g. Ku Klux Klan and the development of Jim Crow laws* h. Freedmen’s Bureau* i. Civil War Constitutional Amendments* j. Industrialization*	<b>E</b>	What laws changed in America after the Civil War and why?  How did the Reconstruction of the South take place?		Pp.520-549	Americanhistory.dvUSD.org  Supplemental page  Sounder (William Armstrong) Lit study Reconstruction ppt.
	<b>PO 6:</b> Describe the basic provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments*	<b>E</b>	What specific effects did the 3 amendments of the 1860s have on the lives of both free blacks and newly freed slaves?			
<b>Strand 3: Concept 4: Rights, Responsibilities, and Roles of Citizenship</b>	<b>PO 5:</b> Describe the impact of Constitutional Amendments and laws (i.e., Thirteenth, Fourteenth, Fifteenth, Eighteenth Amendments and Jim Crow laws, Black Codes Dawes act) that came about during the historical time periods studies*	<b>E</b>				
<b>Strand 4: Concept 2: Places and Regions</b>	<b>PO 2:</b> Explain the concept of regions and why they change	<b>I</b>				
	<b>PO 3:</b> Compare the historical and contemporary interactions among people in different places and regions	<b>I</b>				
<b>Strand 4: Concept 4: Human Systems</b>	<b>PO 1:</b> Discuss the implications of the demographic structure of places and region	<b>I</b>				
	<b>PO 3:</b> Describe the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism) in the U.S. and regions of the world.	<b>I</b>				
	<b>PO 8:</b> Explain how cooperation and conflict	<b>E</b>				

	contribute to political, economic and social activities.					
	<b>PO 9:</b> Identify cultural aspects (e.g., literacy rates, occupations, property rights) based on social and political factors.	<b>N</b>	How does Reconstruction institutionalize segregation in American society?			

**Key Concepts:**

Effects of Lincoln’s assassination

Thirteenth, Fourteenth, and Fifteenth Amendments

Social & Political changes after the Civil War:  
KKK and Jim Crow Laws

Damage to the South’s Economy

Voting Restrictions (Poll Tax, Grandfather Clause, Literacy Test)

**TOPIC:  
Reconstruction**

**Enduring Understanding:**  
America vastly changed during Reconstruction following the Civil War.

**Essential Question(s):**  
What laws changed in America after the Civil War and why?  
How did the Reconstruction of the South take place?  
What specific effects did the 3 Amendments have on the lives of both free backs and newly freed slaves?  
How does Reconstruction institutionalize segregation in American societv?

**Examples:**

Thinking map –  
Aftermath of the Civil War with visuals

Lit Study: *Souder* by William Armstrong- See [Americanhistory.dvusd.org](http://Americanhistory.dvusd.org)

**PROMPT:** You are a plantation owner. Write a newspaper article trying to persuade former slaves to stay in the South and work for you.

Simulation – Students take AL voting test. Discuss how they felt.

**Vocabulary**

Amendment

Jim Crow

Freedman’s Bureau

Carpetbagger

Ku Klux Klan

Assassination

Discrimination

Equal Protection Clause

Due Process Clause

Federalism

Sharecropping

Segregation

Deer Valley Social Studies Quarterly Scope

Grade: 7<sup>th</sup>

<b>TOPIC: Immigration and Industrialization</b> Enduring Understanding: Growth of industry and big business changed the nation. Patterns of immigration and assimilation altered American society.						Quarter this will be taught: <u>2</u>
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
<b>Strand 1: Concept 7: Emergence of the Modern United States</b>	<b>PO 1:</b> Examine the reasons why people emigrated from their homelands to settle in the United States during the late 19 <sup>th</sup> Century*	I	Why did people emigrate from their homelands to settle in the United States during the late 19 <sup>th</sup> Century?		Pp.576 Supply and Demand	Americanhistory.dvusd.org  Supplemental page; Charlie Chaplin Lucille Ball video Ellis Island Video Tour
	<b>PO 2:</b> Describe how the United States was positively and negatively affected by factors and events resulting from the arrival of a large numbers of immigrants.*	I			Pp. 577-617 Pp. 618-619	
	<b>PO 3:</b> Discuss how the Industrial Revolution in the United States was supported by multiple factors: (e.g., geographic security, abundant natural resources, innovations in technology, available labor, global markets)*	E	How was the culture and economics of the United States changed by the high influx of immigrants in the late 19 <sup>th</sup> Century			
	<b>PO 4:</b> Discuss the relationship between immigration and industrialization*	E	How did the Industrial Revolution in the			
	<b>PO 5:</b> Analyze the impact of industrialization on the United States: <ul style="list-style-type: none"> <li>a. growth of industrial cities – rural to urban migration*</li> <li>b. factories – labor conditions*</li> <li>c. unions – workers’ interests*</li> <li>d. growing influences of big businesses* – controls and productivity</li> </ul>	E				

	<p><b>PO 6:</b> Describe the following Progressive Reforms that resulted from the Industrial Revolution:</p> <ul style="list-style-type: none"> <li>a. Labor unions*</li> <li>b. Women’s suffrage</li> <li>c. Trust busting</li> <li>d. Conservation of natural resources*</li> <li>e. Temperance Movement</li> </ul>	<b>I</b>	United States develop and cause enduring changes?			
	<p><b>PO 7:</b> Describe how innovations of the Industrial Revolution (e.g. manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion*.</p>	<b>I</b>				
	<p><b>PO 8:</b> Identify the following groups’ contributions to the changing social and political structures of the United States:</p> <ul style="list-style-type: none"> <li>a. labor leaders (e.g. Samuel Gompers, Mother Jones)</li> <li>b. social reformers (e.g. Susan B. Anthony, Elizabeth Cady Stanton)</li> <li>c. industrialists (e.g. Andrew Carnegie, John D. Rockefeller)</li> <li>d. inventors (e.g. Thomas Edison, Henry Ford)</li> <li>e. Populists (e.g. William Jennings Bryan)</li> <li>f. Financiers (e.g. J.P. Morgan, Jay Gould)</li> </ul>	<b>I</b>				
<b>Strand 4: Concept 4: Human Systems</b>	<p><b>PO 2:</b> Describe the push and pull factors that cause human migrations (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom).*</p>	<b>E</b>				
	<p><b>PO 3:</b> Describe the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism) in the U.S. and region of the</p>	<b>I</b>				



	world.					
	<b>PO 4:</b> Analyze why human populations choose to live where they do (e.g., natural resources, farmland, water, mild climate, family, employment.)	<b>I</b>	Why did immigrants settle in certain places in the U.S.?			
	<b>PO 5:</b> Analyze the effects of settlement of places (e.g. quality of life, transportation, population density)	<b>I</b>				
<b>Strand 5: Concept 2: Microeconomics</b>	<b>PO 3:</b> Describe how investment in physical capital (e.g. factories, machinery, new technology) leads to economics growth.*	<b>I</b>				
	<b>PO 4:</b> Describe the role of entrepreneurs (e.g. Carnegie, Ford, Rockefeller, J.P. Morgan, and Vanderbilt) in the free enterprise system.	<b>I</b>				

Key Concept

Positive and negative effects of immigration on United States

Availability of abundant natural resources and its effect on industrialization

Innovations in technology between 1850-1920, including important inventors

Relationship between immigration and industrialization

Social and political groups created or expanded during the Industrial Revolution

**TOPIC:**  
**Immigration and Industrialization**

**Enduring Understanding:**  
Growth of industry and big business changed the nation. Patterns of immigration and assimilation altered American society.

**Essential Question(s):**  
Why did people emigrate from their homelands to settle in the United States during the late 19<sup>th</sup> century?  
How was the culture and economics of the United States changed by the high influx of immigrants in the late 19<sup>th</sup> Century?  
How did the Industrial Revolution in the United States create enduring changes?  
Why did immigrants settle in certain places in the U.S.?

Ellis Island Interactive Tour at [library.thinkquest.org](http://library.thinkquest.org)

Photo journal of tenement housing / or life in large American cities and write about living conditions.

Assembly line simulation

**PROMPT:** You are an immigrant to this country writing a letter to your cousin back home. What do you say about your trip and new life?

Vocabulary

Labor Union

Suffrage

Susan B. Anthony

Elizabeth Cady Stanton

Andrew Carnegie

John D. Rockefeller

Thomas Edison

Henry Ford

William Jennings Bryan

J.P. Morgan

Temperance

Assembly Line

Deer Valley Social Studies Quarterly Scope

Grade: 7<sup>th</sup>

TOPIC: <b>Progressive Era, The Emergence of Modern United States</b>						Quarter this will be taught: <u>3</u>
Enduring Understanding: Examine the nation’s social and political problems at the turn of the 20 <sup>th</sup> Century, and the ways that people worked to solve them.						
<b>Standard and Related Concept</b>	<b>Performance Objectives</b>	<b>EIN</b> Quarter	<b>Essential Questions</b>	<b>Assessments</b>	<b>Resources</b> Ch=Chapter L=Lesson	<b>Collaboration and Integration</b>
<b>Strand 1: Concept 7: Emergence of the Modern United States</b>	<b>PO 6:</b> Describe the following Progressive Reforms that resulted from the Industrial Revolution: f. Labor unions* g. Women’s suffrage h. Trust busting* i. Conservation of natural resources* j. Temperance Movement	<b>I</b>	What events led to the need for reforms during the Progressive Era?		Pp. 639- 653	Americanhistory.dvUSD.org  Supplemental Page,  Current Events; Hillary Clinton for president Taliban treatment of women
	<b>PO 9:</b> Describe the following factors that fostered the growth of American imperialism during the late 19 <sup>th</sup> and 20 <sup>th</sup> Centuries: a. desire for military strength* b. interest in new markets* c. need for inexpensive source of raw materials	<b>I</b>	What type of problems did Progressives try to solve?			Role Play;  Life of a 19 century girl Voting simulation excluding women
	<b>PO 10:</b> Analyze the United States’ expanding role in the world during the late 19 <sup>th</sup> and early 20 <sup>th</sup> Centuries: a. Spanish American War* b. Panama Canal* c. Alaska and Hawaii d. Open Door Policy* e. China – Boxer Rebellion*	<b>E</b>	How did women’s roles and rights expand at the turn of the 20 <sup>th</sup> Century?			

**Key Concepts**

Reforming and expanding government

Democracy

Promoting Social Welfare

Creating Economic Reform

Amendments 16, 17, 18, 19th

Goals of Progressive Era

TOPIC:  
**Progressive Era**  
The Emergence of Modern United States

**Enduring Understanding:**  
Examine the nation’s social and political problems at the turn of the 20<sup>th</sup> Century, and the ways that people worked to solve them.

**Essential Question(s):**  
What events led to the need for reforms during the Progressive Era?  
What type of problems did Progressives try to solve?  
How did women’s roles and rights expand at the turn of the 20<sup>th</sup> Century?

- Examples:**
- Read excerpts from *The Jungle* by Upton Sinclair
  - Compare and Contrast Government regulations before and after the progressive era
  - Group student by Progressive ideals in AZ government: Report on current initiatives or create own.
  - Research individual Women’s rights leaders and Make Posters about them

**Vocabulary**

Progressivism

Conservation

Reform

Suffrage

Labor Union

Jane Addams

Susan B. Anthony

Elizabeth Cady Stanton

Muckrakers

Direct primary

Initiative

Referendum

Temperance

Theodore Roosevelt

Deer Valley Social Studies Quarterly Scope

Grade: 7<sup>th</sup>

TOPIC: <b>Imperialism</b>						Quarter this will be taught: <u>3</u>
Enduring Understanding: America becomes a dominant power in world affairs during the late 19 <sup>th</sup> and early 20 <sup>th</sup> centuries.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
<b>Strand 1: Concept 7: Emergence of the Modern United States</b>	<b>PO 9:</b> Describe the following factors that fostered the growth of American imperialism during the late 19 <sup>th</sup> and 20 <sup>th</sup> Centuries: d. desire for military strength* e. interest in new markets* f. need for inexpensive source of raw materials*	<b>I</b>	What factors fostered imperialism in the U.S.?		Pp.656-674	Americanhistory.dvusd.org  Supplemental Page; Political cartoons  United Streaming
	<b>PO 10:</b> Analyze the United States' expanding role in the world during the late 19 <sup>th</sup> and early 20 <sup>th</sup> Centuries: f. Spanish American War* g. Panama Canal* h. Alaska and Hawaii* i. Open Door Policy* j. China – Boxer Rebellion*	<b>E</b>	How does America become an imperial power and whom is affected by this new power?			
<b>Strand 2: Concept 7: Age of Imperialism</b>	<b>PO 1:</b> Describe the effects of the following factors on the rise of imperialism: a. increased need for raw materials* b. increased need for consumers* c. nationalism – countries increased power*	<b>E</b>				
	<b>PO 2:</b> Describe how areas in the world (e.g. Africa, India, China) were impacted by the imperialism of European countries*	<b>E</b>				
	<b>PO 3:</b> Describe how industrialization in Japan led to its rise as a world power*	<b>E</b>				

	<p><b>PO 4:</b> Describe the impact of American interests in the following areas during the early 20<sup>th</sup> century:</p> <ul style="list-style-type: none"> <li>a. Philippines, Cuba, Puerto Rico – Spanish American War*</li> <li>b. China – Boxer Rebellion*</li> <li>c. Columbia – Panama Canal*</li> <li>d. Hawaii*</li> </ul>	<b>E</b>				
<b>Strand 5: Concept 1: Foundations of Economics</b>	<p><b>PO 1:</b> Explain how limited resources and unlimited human wants cause people to choose some things and give up others.</p>	<b>I</b>	Analyze how limited resources affect societies and governments, as well as individuals.			
	<p><b>PO 2:</b> Analyze how scarcity, opportunity costs, and trade-offs influence decision making</p>	<b>I</b>				
	<p><b>PO 3:</b> Identify how governments and businesses make choices based on the availability of resources.</p>	<b>I</b>				

# TOPIC: Imperialism

## Key Concepts

Impact of the rise of imperialism, nationalism and militarism by European countries

New markets led the U.S. to seek more power in the global community

American influence in China

American influence in: Philippines, Cuba, Puerto Rico, Hawaii; Alaska

Spanish-American War

American influence in South America including Columbia and the Panama Canal

## **Enduring Understanding:**

America becomes a dominant power in world affairs during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.

## **Essential Question(s):**

What factors fostered imperialism in the US?

How does America become an imperial power and whom is affected by this new power?

Analyze how limited resources affect societies and governments, as well as individuals.

## **Examples:**

Map activity. Use world map to identify countries of product origin.(ex. Use student generated product labels to identify U.S. trading partners)

PROMPT: As the President of the United States, write a speech to the nation explaining global vs. isolationist policies

Use primary documents (Hearst and Pulitzer newspapers)

Create maps and graphs showing areas of U.S. influence during this time period.

## Vocabulary

Imperialism

Interdependence

Boxer Rebellion

Raw Materials

Nationalism

Open Door Policy

Isolationism

Panama Canal

Scarcity

Globalization

Yellow Journalism

Consumer

Deer Valley Social Studies Quarterly Scope

Grade: 7<sup>th</sup>

TOPIC: World War I						Quarter this will be taught: <u>  3  </u>
Enduring Understanding: WWI was “the war to end all wars,” but ultimately lead to WWII.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
<b>Strand 1: Concept 7: Emergence of the modern United States</b>	<b>PO 12:</b> Describe the following events that led to United States involvement in World War: a. shift away from isolationism* b. sinking of the Lusitania* c. Zimmerman Telegram*	<b>E</b>	Explain the four MAIN reasons for WWI?		Pp.679-704 Pp-684-685 Trench Warfare Pp 699 14 points	Americanhistory.dvusd.org  United Streaming  Supplemental Page
	<b>PO 13:</b> Describe important events associated with World War I: a. anti-German feelings in the United States b. passing of the Selective Service Act* c. migration of African-American to the north (The Great Migration)* d. Wilson’s Fourteen Points* controversy over the Treaty of Versailles e. Controversy over the Treaty of Versailles*	<b>E</b>	What factors led to the U.S. getting involved in WWI?			
<b>Strand 2: Concept 8: World at War</b>	<b>PO 1:</b> Explain how the following world movements led to World War I: a. Militarism* b. Imperialism* c. Nationalism* d. formation of alliances*	<b>E</b>				
	<b>PO 2:</b> Summarize the outcomes of World War I: a. Treaty of Versailles (e.g., restrictions on Germany, end of the Ottoman Empire, redrawing of European boundaries)* b. Economic issues (e.g., national debt, spread of socialism)*	<b>E</b>	How did the U.S.’s role in WWI influence our isolationist policies?			



	<p><b>PO 3:</b> Describe the rise of totalitarianism in Europe following World War I:</p> <ol style="list-style-type: none"> <li>Italy – Mussolini</li> <li>Germany – Hitler</li> <li>Soviet Union – Stalin</li> </ol>	I	How and why did the outcome of WWI contribute to the rise of totalitarianism in Europe?			
<b>Strand 4: Concept 4: Human Systems</b>	<p><b>PO 2:</b> Describe the push and pull factors that cause human migrations (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom)</p>	I				
	<p><b>PO 3:</b> Describe the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism) in the U.S. and regions of the world</p>	I				
	<p><b>PO 4:</b> Analyze why human populations choose to live where they do (e.g., natural resources, farmland, water, mild climate, family, employment)</p>	I				
	<p><b>PO 8:</b> Explain how cooperation and conflict contribute to political, economic and social activities.</p>	I				
<b>Strand 5: Concept 4 Economics</b>	<p><b>PO 1.</b> Explain how voluntary exchange benefits buyers and sellers.</p>	I				
	<p><b>PO 2.</b> Identify the patterns of economic interaction (e.g., national debt, balance of trade) between countries.</p>	I				
		I				

**Key Concepts:**

MAIN:  
World movements led to WWI

How and why the United States entered WWI

The outcomes of WWI politically, geographically and economically

Rise of Totalitarianism and Communism

Role of home front (role of women and minorities)

**TOPIC:  
WWI**

**Enduring Understanding:**

World War I was “the war to end all wars,” but ultimately led to WWII

**Essential Question(s):**

Explain the four MAIN reasons for WWI?  
What factors led to the US getting involved in WWI?  
How did the outcome of WWI contribute to the rise of totalitarianism in Europe?  
How did the U.S.’s role in WWI influence our isolationist policies?

**Examples:**

WebQuest on trench warfare – see supplemental page

Create a word wall of WWI terminology using visuals

PROMPT: As a “doughboy”, write a letter home describing the fighting conditions. Or write an editorial either supporting or opposing the Treaty of Versailles

Chart the changes in technology  
Before WWI and After WWI

**Vocabulary**

Militarism

Alliances

Imperialism

Nationalism

Treaty of Versailles

Totalitarianism

League of Nations

Socialism

Fourteen Points

Central and Allied Powers

Trench Warfare

Woodrow Wilson

Deer Valley Social Studies Quarterly Scope

Grade: 7<sup>th</sup>

TOPIC: Great Depression and World War II						Quarter this will be taught: <u>  4  </u>
Enduring Understanding: The Great Depression was a time of economic and social strife.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
<b>Strand 1: Concept 8: Great Depression and World War II</b>	<b>PO 1:</b> Identify economic policies and factors that lead to the great Depression: (e.g., unequal distribution of income, weaknesses in the farm sector, buying on margin, stock market crash)*	<b>E</b>	What factors led to the Great Depression?		Pg.Pp.729-755	Americanhistory.dvUSD.org  Supplementary Page
	<b>PO 2:</b> Determine the impact of natural and manmade crises of the Great Depression (e.g., unemployment, food lines, the Dust Bowl and the western migration of Midwest farmers)*	<b>E</b>				
	<b>PO 3:</b> Describe how the following New Deal programs affected the American people: a. works programs (e.g., WPA, CCC, TVA)* b. farm subsidies c. social security*	<b>E</b>	What impact did the Great Depression have on social and political climate of the US?			
	<b>PO 4:</b> Describe how Pearl Harbor led to United States involvement in World War II.	<b>I</b>				
	<b>PO 5:</b> Describe the impact of World War II on economic recovery from Great Depression*	<b>E</b>				
<b>Strand 2: Concept 8: World at War</b>	<b>PO 3:</b> Describe the rise of totalitarianism in Europe following World War I: a. Italy – Mussolini b. Germany – Hitler c. Soviet Union - Stalin	<b>I</b>	What factors lead America into WWII?			
<b>Strand 4: Concept 2: Places and Region</b>	<b>PO2.</b> Explain the concept of regions and why they change	<b>I</b>				
	<b>PO 3:</b> Compare the historical and contemporary interactions among people in different places and regions	<b>N</b>				

<b>Strand 4: Concept 4: Human Systems</b>	<b>PO 2:</b> Describe the push and pull factors that cause human migrations (e.g. need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom)	<b>I</b>				
	<b>PO 3:</b> Describe the effects of human migration (e.g. imperialism, quota system, changing of political boundaries, multiculturalism)	<b>I</b>				
	<b>PO 4:</b> Analyze why human populations choose to live where they do (e.g. natural resources, farmland, water, mild climate, family, employment)	<b>N</b>				
	<b>PO 5:</b> Analyze the effects of settlement on places (e.g. quality of life, transportation, population density)	<b>N</b>				
<b>Strand 4: Concept 5: Environment and Society</b>	<b>PO 2:</b> Describe the consequences of natural hazards (e.g. Dust Bowl, hurricanes, droughts, earthquakes*)	<b>I</b>				
	<b>PO 3:</b> Describe how humans modify environments (e.g. conservation, deforestation, dams) and adapt to the environment	<b>I</b>				
<b>Strand 5: Concept 2: Microeconomics</b>	<b>PO 1:</b> Identify the functions and relationships among various institutions (e.g. business firms, banks, government agencies, labor unions, and corporations) that make up an economic system*	<b>E</b>				
	<b>PO 2:</b> Describe how investment in human capital such as health (e.g. immunizations) education (e.g. college), training of people (e.g. on the job experience), leads to economic growth	<b>I</b>	How was the American economy boosted by WWII?			
	<b>PO 7:</b> Explain how the distribution of income affects public policy and standards of living (e.g. government aid – public assistance, housing, healthcare)	<b>I</b>				

	<p><b>PO 8:</b> Describe the government's the government's investment in human capital:</p> <ul style="list-style-type: none"> <li>a. health</li> <li>b. education</li> <li>c. training of people (e.g. New Deal programs)</li> </ul>	<b>I</b>				
	<p><b>PO 10:</b> Describe the government's role in economic recovery for the individual. (e.g. farm subsidy, securities, social security and exchange regulations).</p>	<b>I</b>				
<b>Strand 5: Concept 3: Macroeconomics</b>	<p><b>PO 2:</b> Analyze the effects (e.g. inflation, unemployment) of the Great Depression</p>	<b>E</b>				
	<p><b>PO 3:</b> Analyze the government's role in national economic recovery. (e.g. FDIC, Securities and Exchange Commission).*</p>	<b>E</b>				

**Key Concepts:**

Natural factors that led to the Dust Bowl and migration of Great Plains farmers

Economic factors that led to the Depression including the Stock Market Crash

U.S. government programs to help out people during the depression (New Deal Programs)

Lasting effects of the Great Depression

Rise of dictators due to world wide depression

**TOPIC:**  
**Great Depression**  
(may merge with Economics unit)

**Enduring Understanding:**  
The Great Depression was a time of economic and social strife

**Essential Question(s):**  
What factors led to the Great Depression?  
What impact did the Great Depression have on the social and political climate of the U.S.?

**Examples:**

Role playing:  
Act out skits on different social scenes of the Great Depression.

Graphs and Charts can show the quick economic decline.

Use Publisher's Power presentations CD on Great Depression to show visual representation of hardships

Analyze music and movies of the 1920's and 1930's to understand social climate of U.S.

**Vocabulary**

Boom and Bust

Stock Market

New Deal

Alphabet agencies:  
WPA, CCC, TVA

Farm Subsidies

Social Security

Depression

Buying on margin

Welfare

Franklin Roosevelt

Migrant farm workers

Hooverilles

**Key Concepts:**

Effects of 1930's isolationism on America & the world

Attack on Pearl Harbor and America's entrance into WWII

**TOPIC:**  
**WWII**  
**Emphasis is on ending of Great Depression and America's entry into war**

**Enduring Understanding:**  
World War II pulled America out of its isolationist shell and made the United States a major world player  
WWII effectively ended the Great Depression.

**Essential Question(s):**  
What factors lead America into WWII?  
How was the American economy boosted by WWII?

**Examples:**

Study Germany's economic problems following WWI and analyze how someone like Hitler could take power.

WebQuests: rise of dictators, beginning of war, causes of the war  
See supplemental page

**PROMPT:**  
When should America go to war?

**Vocabulary**

Isolationism

Pearl Harbor

Fascism

Totalitarianism

Stalin

Mussolini

Hitler

Deer Valley Social Studies Quarterly Scope

Grade: 7<sup>th</sup>

TOPIC: <b>Personal Finance and Economics</b>						Quarter this will be taught: <u>  4  </u>
Enduring Understanding: We live in an economically interdependent world. National and local economic decisions can have global implications						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
<b>Strand 5: Concept 5: Personal Finance</b>	<b>PO2:</b> Describe how scarcity influences personal financial choices (e.g. budgeting, saving, investing, and credit)	<b>I</b>	How do countries rely on each other with regards to economy?			Americanhistory.dvUSD.org  Supplementary Page
	<b>PO3:</b> Describe how income for most people is determined by the value of the goods and services they sell.	<b>I</b>				
	<b>PO4:</b> Describe types of personal investments (e.g. savings accounts, stocks, buying on margin, bonds)	<b>I</b>				
<b>Strand 5: Concept 1: Foundations of Economics</b>	<b>PO1:</b> Explain how limited resources and unlimited human wants cause people to choose some things and give up others.	<b>I</b>	How do key political, social, geographic, and economic events of the 20 <sup>th</sup> and the 21 <sup>st</sup> centuries affect the U.S.?			
	<b>PO2:</b> Analyze how scarcity, opportunity costs, and trade-offs influence decision making	<b>I</b>				
	<b>PO4:</b> Describe the characteristics of a market economy: a. property rights b. freedom of enterprise c. competition d. consumer choice e. limited role of government	<b>E</b>				



**Key Concepts:**

Important issues and events of the day

Current issues connect to historical events and issues

Limited resources and unlimited wants drive decisions

Trade on a global scale

Market Economy

**TOPIC:  
Economics  
(Integrated into Great Depression unit)**

**Enduring Understanding:**  
We live in an economically interdependent world. National and local economic decisions can have global implications

**Essential Question(s):**  
How do countries rely on each other with regards to economy?  
How do key political, social, geographic, and economic events of the 20<sup>th</sup> and the 21<sup>st</sup> centuries affect the U.S.?

**Examples:**

Junior Achievement

Supply and demand simulations

**PROMPT:**  
Describe your role in the economy today

**Vocabulary**

Supply

Demand

Scarcity

Microeconomics

Macroeconomics

Inflation

Property rights

Enterprise

Monopoly

**Deer Valley Social Studies Quarterly Scope**

**Grade: 7<sup>th</sup>**

TOPIC: <b>Current Events</b>						Quarter this will be taught: throughout the year
Enduring Understanding: The modern world changes daily.						
<b>Standard and Related Concept</b>	<b>Performance Objectives</b>	<b>EIN</b> Quarter	<b>Essential Questions</b>	<b>Assessments</b>	<b>Resources</b> Ch=Chapter L=Lesson	<b>Collaboration and Integration</b>
<b>Strand 1: Concept 10: Contemporary United States</b>	<b>PO 1:</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	<b>I</b>	What are the current issues in the United States and the world?			Americanhistory.dvUSD.org  Supplemental Page
	<b>PO 2:</b> Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).	<b>I</b>				
	<b>PO :</b> Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.	<b>I</b>	How do key political, social, geographic, and economic events of the 20 <sup>th</sup> and the 21 <sup>st</sup> centuries affect the U.S.?			

**Key Concepts:**

Important issues and events of the day

How do current issues connect to historical events and issues?

Examine perspectives when viewing current events / issues.

**TOPIC:**  
**Current Events**  
**(Integrated throughout all other units)**

**Enduring Understanding:**  
The modern world changes daily

**Essential Question(s):**  
What are the current issues in the United States and the world?  
How do key political, social, geographic, and economic events of the 20<sup>th</sup> and the 21<sup>st</sup> centuries affect the U.S.?

**Examples:**

Newspapers in Education

Editorials & political cartoon analysis

Website – Izzit.org (daily emails with discussion questions and articles, [www.c-spanclassroom.org](http://www.c-spanclassroom.org))

Discuss historical perspective of today's events

**Vocabulary**

Bias

Propaganda

Media

Blog

Contemporary

**Deer Valley Social Studies Quarterly Scope**

**Grade: 7<sup>th</sup>**

TOPIC: <b>Research</b>						Quarter this will be taught: throughout year
Enduring Understanding: Research skills are essential in all academic area.						
<b>Standard and Related Concept</b>	<b>Performance Objectives</b>	<b>EIN</b> Quarter	<b>Essential Questions</b>	<b>Assessments</b>	<b>Resources</b> Ch=Chapter L=Lesson	<b>Collaboration and Integration</b>
<b>Strand 1: Concept 1 : Research Skills for History</b>	<b>PO 1:</b> Construct charts, graphs, and narratives using historical data.	<b>E</b>	How do I know a source is credible?			
	<b>PO 2:</b> Interpret historical data displayed in graphs, tables, and charts*.	<b>E</b>				
	<b>PO 3:</b> Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied.	<b>E</b>	What are the different types of sources I could use for research?			
	<b>PO 4:</b> Formulate questions that can be answered by historical study and research.	<b>E</b>				
	<b>PO 5:</b> Describe the relationship between a primary source document and a secondary source document.	<b>E</b>				
	<b>PO 6:</b> Determine the credibility and bias of primary and secondary sources.*	<b>E</b>	How do I determine point of view?			
	<b>PO 7:</b> Analyze cause and effect relationships between and among individuals and/or historical events.*	<b>E</b>				
	<b>PO 8:</b> Describe two points of view on the same historical event.*	<b>E</b>				

**Key Concepts:**

Primary vs. Secondary Sources

Credibility of Sources

Interpretation of thematic maps, charts, graphs

**TOPIC:**  
**Research**  
**(Integrated throughout all units)**

**Enduring Understanding:**  
Research skills are essential in all academic area.

**Essential Question(s):**  
How do I know a source is credible?  
What are the different types of sources I could use for research?  
How do I determine point of view?

**Examples:**

Incorporate historical thinking into each unit

Analyze primary sources for viewpoint or bias

Develop an opinion of a time period based on research and facts

Construct multiple types of charts, maps & timelines

**Vocabulary**

Bibliography

Credibility

Primary Source

Secondary Source

Thematic

Historical Thinking

Timelines

Viewpoint

Bias

Plagiarism

## Alignment of stories from the HRW Elements of Literature textbooks with the Social Studies Curriculum

C1: First Course is the green, 7<sup>th</sup> grade book  
 C2: Second Course is the red, 8<sup>th</sup> grade book

Language Arts teachers may wish to keep class sets of both textbooks in their classrooms and divide the stories to coincide with the social studies curriculum. This would be a campus/department decision.

### 7<sup>th</sup> Grade Social Studies Curriculum

<b>1<sup>st</sup> Quarter:</b> Pre-Civil War through Civil War	<b>2<sup>nd</sup> Quarter:</b> Reconstruction, Immigration, Industrialization	<b>3<sup>rd</sup> Quarter:</b> WWI and Imperialism	<b>4<sup>th</sup> Quarter:</b> Great Depression, WWII
“Drummer Boy of Shiloh” by Ray Bradbury C2 pg. 581	“Barrio Boy” C1 pg. 124	“The First Americans” C2 pg. 631	
“The Deserter” from Across Five Aprils by Irene Hunt C2 pg. 587	“Immigrants” poem by Pat Mora C1 pg. 140	“Coming to America” by Janet Bode C2 pg. 686	
“Barbara Frietchie” C2 pg. 602	“The Ransom of Red Chief” by O. Henry C2 pg. 483	“America” by Neil Diamond C2 pg. 694	
“Freedom Walk” a fictional diary of Harriet Tubman C2 pg. 569	“They Have Yarns” by Carl Sandburg C2 pg. 496		
“The People Could Fly” C2 pg. 574	“Pecos Bill and the Mustang” by Harold W. Felton C2 pg. 502		

<p>“From Harriet Tubman: Conductor on the Underground Railroad” C2 pg. 557</p>	<p>“The Cremation of Sam McGee” by Robert W. Service C2 pg. 513</p>		
<p>“Oh Captain” by Walt Whitman C2 pg. 626</p>	<p>“Davy Is Born” by Irwin Shapiro C2 pg. 521</p>		
<p>“Gettysburg Address” by Abraham Lincoln C2 pg. 623</p>	<p>“The Golden Door: A Nation of Immigrants” C2 pg. 637</p>		
	<p>“Miss Awful” by Arthur Cavanaugh C1 pg. 368</p>		

## **7<sup>th</sup> Grade Supplemental Resources:**

### **Pre-Civil War:**

Joanne's Fabrics for material (Underground RR quilt)  
Interact 6-8 week activity

### **Civil War:**

God's And Generals DVD  
Women and Abolitionist Movement: [www.harpweek.com](http://www.harpweek.com)

Reconstruction:  
Alabama Literacy Test  
Powerpoint on Americanhistory.dvusd.org

### **Immigration and Industrialization:**

<http://thinkquest.org/library/search.html>

scholastic.com (Search Ellis Island Tour)

<http://www97.intel.com/en/ProjectDesign/UnitPlanIndex/DestinationAmerica/>

Teacher Created Materials (Assembly Line Simulation)  
Charlie Chaplin and I Love Lucy movie clips on Assembly Line

### **Progressive Era**

Monopoly Game  
Women's Suffrage  
link:<http://teacherlink.ed.usu.edu/tlresources/units/Byrnes-famous/anthony1.html#procedures>  
<http://www.archives.gov/education/lessons/woman-suffrage/>  
<http://www.pbs.org/stantonanthony/nwhm.org>

### **Imperialism:**

Political cartoons: <http://www.pbs.org/crucible/cartoons.html>

### **WW I**

All Quiet on the Western Front movie

<http://www.pbs.org/greatwar/resources/lesson2.html>  
[http://www.schoolhistory.co.uk/lessons/wwi/objectives\\_wwi.html](http://www.schoolhistory.co.uk/lessons/wwi/objectives_wwi.html)  
<http://www.davison.k12.mi.us/DHS/staff/Hewitt/webquests/wwi/WWI.htm>  
<http://www.pbs.org/greatwar/>

### **Dictators:**

<http://filebox.vt.edu/users/jschildk/dictators/index.htm>

### **Trench Warfare:**

<http://www.webquest.org/questgarden/lessons/40373-061104111042/>



## **Great Depression:**

Use Picture Books: *Leah's Pony*

Grapes of Wrath movie

Woody Guthrie Story

PowerPoint use chapter 26

Progressive era:

<http://www.mundi.us/ball/muckwebquest/wqmuck.htm>

<http://schools.nycenet.edu/region6/is234k/teitler1.html>

## **WW II**

**Web Quests: rise of dictators, beginning of war, causes of war.**

<http://www.uni.edu/schneidj/webquests/spring04/offtowar/index.html>

<http://www.uni.edu/schneidj/webquests/mckarschulless/whatwarwethinking.html>

<http://www.uni.edu/schneidj/webquests/CauseswwII/introduction.html>