

**Davison Community Schools  
ADVISORY CURRICULUM COUNCIL  
Phase I and II, April 1, 2013**

***Life Skills United States History and Geography***

**Course Essential Questions (from Phase I report):**

1. What is the role of the United States in the world? How has that role changed over time? What decisions in American foreign policy have influenced the transformation of the United States?
2. How has geography affected the political, social and economic environment of the United States?
3. Who is an American? What does it mean to be an American citizen? How has the definition of citizenship changed over time?
4. What role has rebellion/protest played in shaping society? Are all Americans equal? Do we have a democratic society?

**Phase II Curriculum**

**Unit 1: The Civil War**

**Essential Questions:**

Why did brothers and friends wage war on each other?  
 Why was slavery such a big deal?  
 Why did the Civil War begin and end?

**Essential Understanding:**

The North and South had differences which could no longer be solved by talking.  
 The North and South had completely different ways of life and slavery was one of the biggest ones.  
 There were driving forces behind and against slavery.  
 Certain events and emotions led to fighting and the victory of the North over the South.

**Curriculum Standards**

No curriculum standards have been created by the State of Michigan for the subject and level.

Related U.S. History and Geography Standards:

**F1 Political and Intellectual Transformations of America to 1877**

F1.1 Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals

- Declaration of Independence
- the U.S. Constitution (including the Preamble)
- Bill of Rights
- the Gettysburg Address
- 13th, 14th, and 15th Amendments

F1.2 Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing

- the birth of republican government, including the rule of law, inalienable rights, equality, and limited government
- the development of governmental roles in American life
- and competing views of the responsibilities of governments (federal, state, and local)
- changes in suffrage qualifications
- the development of political parties

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<ul style="list-style-type: none"> <li>• The differences that existed between the North and the South.</li> <li>• Slavery- what it was, why it existed</li> <li>• The fight against slavery (abolitionists)</li> <li>• The Southern states secession and creation of the Confederate States of America</li> <li>• The North was known as the Union and the South as the Confederacy</li> <li>• The Attack on Fort Sumter</li> <li>• Abraham Lincoln and his role in the Civil War and on American government</li> <li>• The Emancipation Proclamation</li> <li>• The Gettysburg Address</li> <li>• The Surrender of the South</li> <li>• The death of Lincoln</li> <li>• Robert E. Lee and Ulysses S. Grant</li> <li>• Terms of southern surrender including giving up weapons, returning peacefully, and promising loyalty</li> <li>• Casualties and horror of the war</li> <li>• Effects of the war- including end of slavery, power of state and federal governments</li> <li>• Reconstruction</li> <li>• President Johnson’s Sympathy</li> <li>• Black Codes</li> </ul>	<ul style="list-style-type: none"> <li>• Use charts, graphs, and maps to interpret data</li> <li>• Explain the causes and effects of the Civil War.</li> <li>• Diagram the order of major events of the Civil War period.</li> </ul>

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**Phase III Textbook/Materials**

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**Phase IV Summative Assessment Evidence**

**Common Summative Unit Assessments:**

**Agreed Upon Interim Summative Assessments:** (\*identifies Performance Task)

**Phase V Learning Plan**

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## Phase II Curriculum

### Unit 2: An Industrial Nation

#### Essential Questions:

- Why did people change their whole lives?
- Why did people work in factories?
- What kind of industries did people work in?
- What was their quality of life?

#### Essential Understanding:

- Americans were in search of a better life.
- What industry is and the changes it created in America.
- Industry created new jobs.
- Industrialization lead to urban migration, which provided the necessary labor force

### Curriculum Standards

No curriculum standards have been created by the State of Michigan for the subject and level.

Related U.S. History and Geography Standards:

#### 6.1 Growth of an Industrial and Urban America

*Explain the causes and consequences – both positive and negative – of the Industrial Revolution and America’s growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.*

**6.1.1 Factors in the American Industrial Revolution** – Analyze the factors that enabled the United States to become a major industrial power, including

- gains from trade (*National Geography Standard 11, p. 206*)
- organizational “revolution” (e.g., development of corporations and labor organizations)
- advantages of physical geography (*National Geography Standards 4, 7, and 15; pp. 190, 197, and 214*)
- increase in labor through immigration and migration (*National Geography Standard 9, p. 201*)
- economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)
- technological advances

**6.1.3 Urbanization** – Analyze the changing urban and rural landscape by examining

- the location and expansion of major urban centers (*National Geography Standard 12, p. 208*)
- the growth of cities linked by industry and trade (*National Geography Standard 11, p. 206*)
- the development of cities divided by race, ethnicity, and class (*National Geography Standard 10, p. 203*)
- resulting tensions among and within groups (*National Geography Standard 13, p. 210*)
- different perspectives about immigrant experiences in the urban setting (*National Geography Standards 9 and 12, pp. 201 and 208*)

**6.1.4 Population Changes** – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the

Great Migration, and urbanization. (*National Geography Standard 9 and 12, pp. 201 and 208*)

**6.1.5 A Case Study of American Industrialism** – Using the automobile industry as a case study,

analyze the causes and consequences of this major industrial transformation by explaining

- the impact of resource availability (*National Geography Standard 16, p. 216*)
- entrepreneurial decision making by Henry Ford and others
- domestic and international migrations (*National Geography Standard 9, p. 201*)
- the development of an industrial work force
- the impact on Michigan
- the impact on American society

*Disciplinary Knowledge – embedded in USHG standards and expectations*

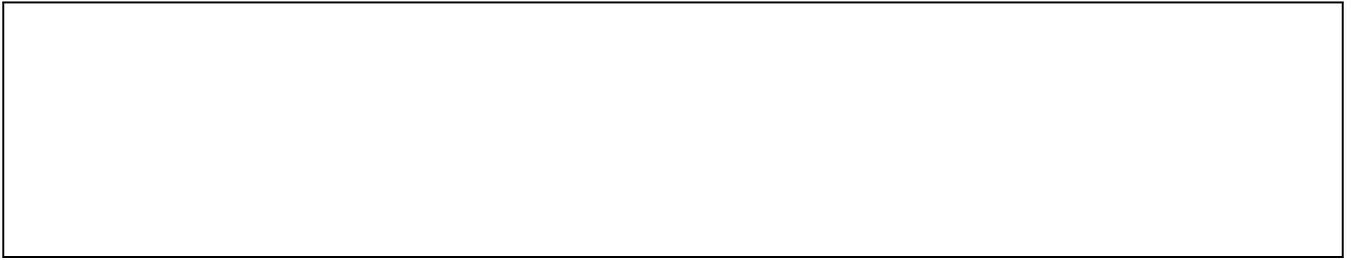
**Historical and Geographical Knowledge and Perspective**

Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements. Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

**Historical and Geographical Analysis and Interpretation**

Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<ul style="list-style-type: none"> <li>• The Industrial Revolution</li> <li>• Monopolies</li> <li>• Unions- creation, opposition, power, and legacy</li> <li>• Quality of life during the Industrial Revolution- including safety in factories</li> <li>• Ethnic Neighborhoods</li> <li>• Immigration- patterns and trends, causes and effects, and political policy</li> <li>• Goals of business</li> <li>• Population movement from farms to cities</li> </ul>	<ul style="list-style-type: none"> <li>• Use charts, graphs, and maps to interpret data</li> <li>• Identify types of industries in which people worked.</li> <li>• Explain why workers would join unions.</li> <li>• Describe the quality of life of most Americans during the Industrial Revolution.</li> <li>• Provide an explanation of why people changed their whole lives and left the farms to move to the cities.</li> <li>• Justify why some immigrants were allowed into the country and why some were not.</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	



## Phase II Curriculum

### Unit 3: Becoming a World Power

#### Essential Questions:

- How did America become a World Power?
- Why was the Panama Canal important?
- Why did America become a World Power?

#### Essential Understanding:

- Territorial expansion and global influence redefine foreign policy
- Military and Economic reasons influence American expansion
- The importance of the Panama Canal

#### Curriculum Standards

No curriculum standards have been created by the State of Michigan for the subject and level.

Related U.S. History and Geography Standards:

#### 6.2 Becoming a World Power

*Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.*

**6.2.1 Growth of U.S. Global Power** – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America’s global influence and redefining its foreign policy. (*National Geography Standards 1 and 3; p.184 and 188*)

#### Knowledge/Content

Students will know about....

- Territories acquired between 1890-1914 (Cuba, Puerto Rico, Panama, U.S. Virgin Islands, Hawaii, Guam, the Philippines)
- Territories were acquired for economic and military reasons
- Territories were acquired through military, diplomatic, and monetary means.

#### Skills/Processes

Students will be able to.....

- Locate on a map the territories acquired by the US during its emergence as an imperial power in the world between 1890-1914
- Identify each new territory and provide a specific reason for its acquisition
- Identify the reasons for the United States’ growth as a global power
- Read and interpret data in tables and graphs

- The Panama Canal provided a shorter and safer route and helped military and trade
- Imperialism
- Expansionists
- Isolationists
- The Spanish-American War
- The Annexation of Hawaii

**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

**Common Summative Unit Assessments:**

**Agreed Upon Interim Summative Assessments:** (\*identifies Performance Task)

**Phase V Learning Plan**

## Phase II Curriculum

### Unit 4: The Great Depression

#### Essential Questions:

- Why did the stock market crash?
- What were people's lives like during the Great Depression?
- What made the Great Depression end?

#### Essential Understanding:

- The economic and social state of the country during the period of the Great Depression.
- Causation and impact of Great Depression
- Political and financial policies surrounding the era of the Great Depression

### Curriculum Standards

No curriculum standards have been created by the State of Michigan for the subject and level.

Related U.S. History and Geography Standards:

**7.1.2 Causes and Consequences of the Great Depression** – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing

- the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (*National Geography Standards 14 and 15; p. 212 and 214*)
- the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (*National Geography Standard 15, p. 214*)
- Hoover's policies and their impact (e.g., Reconstruction Finance Corporation)

**7.1.3 The New Deal** – Explain and evaluate Roosevelt's New Deal Policies including

- expanding the federal government's responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (*National Geography Standard 14, p. 212*)
- opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws
- consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (*National Geography Standard 16, p. 216*)

**Disciplinary Knowledge** – embedded in USHG standards and expectations

#### Historical and Geographical Knowledge and Perspective

Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements. Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

#### Historical and Geographical Analysis and Interpretation

Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<p>The environment and landscape in certain areas was altered as overzealous farming practices combined with dry weather conditions to create the Dust Bowl in the Southwest.</p> <p>The New Deal legislation included the implementation of public works programs aimed at restoring American hope by facilitating economic stability and national pride through job creation and nationally funded infrastructure project completion.</p> <p>Developments created by the New Deal such as social welfare programs and social security expanded the role of the federal government in the private economic lives of Americans.</p> <p>The stock market crash was the beginning of the Great Depression.</p> <p>When the stock market crashed, people all over the country lost their life savings.</p> <p>The effect the Great Depression had on daily life in America.</p>	<p>Realize changes in economic outlook/stability/perception lead to change.</p> <p>Analyze factors contributing to the Great Depression and explain why they are important to the development of a uniquely American cultural identity.</p> <p>Describe living and working conditions of the time.</p> <p>Evaluate the effectiveness of Hoover’s policies.</p> <p>Explain the purpose and focus of the New Deal.</p> <p>Evaluate the effects the New Deal had on American society.</p> <p>Justify the Supreme Court’s stance on the New Deal.</p>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

## Phase II Curriculum

### Unit 5: The Cold War and the United States

#### Essential Questions:

- Why was it called the Cold War?
- Why did the Cold War start?
- Why were the atomic bombs dropped on Japan?
- Why was there no fighting?

#### Essential Understanding:

- There was no actual fighting
- United States vs. Soviet Union
- Effects of Atomic/Nuclear bombs

### Curriculum Standards

No curriculum standards have been created by the State of Michigan for the subject and level.

Related U.S. History and Geography Standards:

#### 8.1 Cold War and the United States

*Identify, analyze, and explain the causes, conditions, and impact of the Cold War Era on the United States.*

**8.1.1 Origins and Beginnings of Cold War** – Analyze the factors that contributed to the Cold War including

- differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.

- actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (*National Geography Standard 13, p. 210*)

**8.1.2 Foreign Policy during the Cold War** – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including

- the armed struggle with Communism, including the Korean conflict (*National Geo Standard 13, p. 210*)
- direct conflicts within specific world regions including Germany and Cuba (*National Geography Standards 5 and 13; pp. 192 and 210*)
- the arms race (*National Geography Standards 13, p. 210*)

**Disciplinary Knowledge** – embedded in USHG standards and expectations

#### Historical and Geographical Knowledge and Perspective

Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements. Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

#### Knowledge/Content

Students will know about....

The causes, conditions, and impacts of the Cold War Era on the United States.

The factors that contributed to the Cold War including the differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.

#### Skills/Processes

Students will be able to.....

Analyze the factors that contributed to the Cold War including the differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.

Identify the actions taken by both countries and the resulting weaponry and organizations and what their affects were.

<p>What the actions by both countries in the last years of and years following World War II were including (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact)</p> <p>That there were armed struggles with Communism, including the Korean conflict, and conflicts within specific world regions including Germany and Cuba .S. as well as our involvement in Vietnam, and the foreign and domestic consequences of that war.</p> <p>How the arms race developed and the consequences of it.</p>	<p>Identify and locate armed conflicts with communism including the Korean conflict, and conflicts within specific world regions including Germany and Cuba.</p>
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**Phase III Textbook/Materials**

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**Phase IV Summative Assessment Evidence**

<p><b>Common Summative Unit Assessments:</b></p>	<p><b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)</p>
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**Phase V Learning Plan**

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## Phase II Curriculum

### Unit: Civil Rights Movement

#### Essential Questions:

- Why did some people not have equal rights?
- Why did Rosa Parks go to jail?
- Why was it so hard for African Americans to get equal treatment?
- How did African Americans end up gaining their civil rights?

#### Essential Understanding:

- The Civil Rights Movement was able to develop due to efforts throughout the 1900's
- Racism caused many people to not have equal rights.
- Landmark documents throughout American History instilled the goals of equality and justice into the Civil Rights Movement
- Civil Rights were won through nonviolent protests.

#### Curriculum Standards

No curriculum standards have been created by the State of Michigan for the subject and level.

Related U.S. History and Geography Standards:

#### 8.3 Civil Rights in the Post-WWII Era

*Examine and analyze the Civil Rights Movement using key events, people, and organizations.*

8.3.1 **Civil Rights Movement** – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including

- Supreme Court decisions and governmental actions (e.g., *Brown v. Board* (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))
- protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)
- resistance to Civil Rights (*National Geography Standard 6, p. 195*)(*National Geo Standard 10, p. 203*)

8.3.2 **Ideals of the Civil Rights Movement** – Compare and contrast the ideas in Martin Luther King's March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.

8.3.3 **Women's Rights** – Analyze the causes and course of the women's rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)). (*National Geography Standard 10, p. 203*)

8.3.4 **Civil Rights Expanded** – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. (*National Geography Standard 10, p. 203*)

8.3.5 **Tensions and Reactions to Poverty and Civil Rights** – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark). (*National Geography Standard 12, p. 208*)

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<p>Martin Luther King Jr.</p> <p>Rosa Parks</p> <p>The Montgomery Bus Boycott</p> <p>Sit-Ins</p> <p>Freedom Riders</p> <p>The Children’s March</p> <p>Segregation and Integration</p> <p>Civil Rights</p> <p>Women’s Rights</p> <p>Malcolm X</p> <p>Civil Rights Act of 1964</p> <p>March on Washington, D.C.</p>	<p>Explain and give examples civil rights denied to African Americans and other minority groups.</p> <p>Identify the key leaders and groups in the Civil Rights Movement.</p> <p>Describe major events and methods used to gain Civil Rights during this period.</p>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

## Phase II Curriculum

### Unit: The United States in Vietnam

#### Essential Questions:

Why did the Vietnam War start?  
 Why did the President not send more troops?  
 Why was the U.S. involved with Vietnam?  
 How did it end?

#### Essential Understanding:

The U.S. believed in stopping the spread of communism throughout the world, and containing it.

North and South Vietnam were divided and enemies.

The United States was divided between those people supported the war and those who did not.

The Vietnam War ended with the U.S. troops leaving and the communist North Vietnamese government uniting Vietnam by force.

### Curriculum Standards

No curriculum standards have been created by the State of Michigan for the subject and level.

Related U.S. History and Geography Standards:

#### 8.2 Domestic Policies

*Examine, analyze, and explain demographic changes, domestic policies, conflicts, and tensions in Post- WWII America.*

**8.2.4 Domestic Conflicts and Tensions** – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (*National Geography Standard 16, p. 216*)

#### Knowledge/Content

Students will know about....

The Vietnam War was the longest war the U.S. fought up to that time in history.  
 The draft.  
 Popular support for war.

#### Skills/Processes

Students will be able to.....

Locate Vietnam on a world map.  
 Identify the cause of the Vietnam War.  
 Explain the reason for American withdrawal from Vietnam.

<p>The horrors and tragedies of the Vietnam War.</p> <p>Vietnam is a country in Asia, bordered by China, just a little smaller than California.</p> <p>Vietnam is a jungle.</p> <p>Ho Chi Minh was the leader of communist North Vietnam.</p> <p>The U.S. supported South Vietnam.</p> <p>The Viet Cong was a group of guerilla fighters in South Vietnam who supported Ho Chi Minh.</p> <p>Napalm and Agent Orange.</p> <p>Vietnam War protests.</p> <p>58,000 American soldiers died.</p> <p>Nixon withdrew all American troops from Vietnam.</p> <p>The Viet Cong would make sudden attacks and then disappear into the jungle.</p> <p>Kent State</p>	<p>Describe the feelings and actions of American's towards the war and the draft.</p>
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**Phase III Textbook/Materials**

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**Phase IV Summative Assessment Evidence**

<p><b>Common Summative Unit Assessments:</b></p>	<p><b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)</p>
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**Phase V Learning Plan**

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## Phase II Curriculum

### Unit: The United States and the Middle East

#### Essential Questions:

Why were and are they attacking us?

Why did we go to war in the Middle East?

#### Essential Understanding

Middle Eastern sentiments are hostile to the U.S. because of differences in culture and views about global relations and wars.

The U.S. has and continues to be involved in the Middle East as peace keepers, world police, and entrepreneurs.

### Curriculum Standards

No curriculum standards have been created by the State of Michigan for the subject and level.

Related U.S. History and Geography Standards:

#### **9.2 Changes in America's Role in the World**

*Examine the shifting role of United States on the world stage during the period from 1980 to the present.*

**9.2.1 U.S. in the Post-Cold War World** – Explain the role of the United States as a super-power in the

post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in

Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (*National Geography Standard 13, p. 210*)

**9.2.2 9/11 and Responses to Terrorism** – Analyze how the attacks on 9/11 and the response to terrorism

have altered American domestic and international policies (including e.g., the Office of Homeland Security,

Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). (*National Geography Standard 13, p. 210*)

*Disciplinary Knowledge – embedded in USHG standards and expectations*

#### **Historical and Geographical Knowledge and Perspective**

Know significant periods and events in world history; social, religious, and political movements; and major historical figures who influenced such movements. Identify and define specific factual information, themes, movements, and general principles operating in United States history and geography to deduce meaning and comprehend patterns.

#### **Historical and Geographical Analysis and Interpretation**

Distinguish value judgments in historical and geographical information, weigh evidence, synthesize information, apply knowledge, make judgments, formulate generalizations, and draw conclusions.

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<p>The Iran Hostage Crisis</p> <p>The Persian Gulf War</p> <p>The September 11, 2001 terrorist attacks</p>	<p>Identify the leader of Iraq at the time of the Persian Gulf War, attack on the World Trade Center, and the War in Iraq.</p> <p>Describe the events of September 11<sup>th</sup>, 2001.</p> <p>Explain why American workers were taken hostage and eventually what led to their release.</p> <p>Locate Iraq, Iran, Kuwait, and Saudi Arabia on a map.</p> <p>Explain why and how the U.S. became involved in the middle east.</p> <p>Describe many middle easterners' response to U.S involvement in their country.</p>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
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<b>Phase V Learning Plan</b>	