

SUMMER SCHOOL TEACHER GUIDE



US History

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Summer School Teachers' Guide

The Summer High School Program will be **20 days** for full credit and **10 days** for semester / half ($\frac{1}{2}$) credit). First Semester will be **days 1-10** and Second Semester will be **days 11-20**. Breakdown of days will have the following per semester / half ($\frac{1}{2}$) credit:

- Nine (9) days of daily lessons
- One (1) day post-test review and post-test

All students and staff will use Grade Results for their summer curriculum. Each lesson will open daily, and students will not be able to work ahead; however, students can work on previously opened lessons per semester. Students can retake a daily post-test 3 times before it locks. If a student needs to retake a daily lesson post-test for a 4th time, then the teacher will have to open the lesson post-test again. Teachers should not delete any prior lesson post-test. Grade Results will post the highest grade from each students' lesson post-test.

HS Classroom Schedule – *Time below is an approximate breakdown of time.*

- **Attendance in PowerSchool** – 5 minutes
- **Lesson Introduction (I Do)** – 5 minutes
- **Lesson Activities/Supplemental (We Do)** – 60 minutes
- **Break – 10 Minutes** (*Site Administrator will work with teachers on breaks*)
- **Teacher Lesson Review** – 5 minutes
- **Independent Work** – Student Lesson Review*/Post-test (They Do) – 40 minutes
- **Closing/Wrap Up** – 5 minutes
- **Total Time: 2 hours 10 minutes**

***Lesson Review** – Students will review lesson for essential knowledge/information prior to the daily test.

The following will be used within **Grade Results**:

- Lessons with Content Area, Videos, and Activities
- Supplemental Teacher Resources App– Some lessons will have a Supplemental resource (Example – Flocabulary)
- Post-Test – Each lesson will have a daily post-test.

Graded Work – The Post-Test will be the daily graded work. Graded work is automatically calculated by the Grade Results Software.

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 1

Topic/Lesson Title & Grade Results #: The Union in Peril IV-Reconstruction and its Effects Lesson 1

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

- Explain the system of Reconstruction proposed by Abraham Lincoln.
- Explain the system of Reconstruction proposed by Congress.
- Explain the turmoil faced by the Presidents whose terms occurred during Reconstruction.
- Describe social, economic, and political changes that occurred in the South during Reconstruction.

Guiding Question(s):

- How did the Homestead Act and the Transcontinental Railroad impact Western settlement?
- How did US policy toward Native Americans change during the late 1800s?
- What major developments occurred in Tennessee during Reconstruction?
- What was the impact of the election of 1876 on Reconstruction and civil rights?
- What new hardships did African Americans face after Reconstruction?

TN Curriculum Standard(s): US.03

- Explain the impact of the Compromise of 1877, including Jim Crow laws, lynching, disenfranchisement methods, the efforts of Benjamin “Pap” Singleton and the Exodusters, and the Plessy v. Ferguson decision.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today’s lesson. (Vocabulary Words can be found on slide 17 of the Grade Results)

- **Amnesty:** An act of any sovereign power granting a general pardon for a past offense to a person or group.
- **Carpetbaggers:** Northerners who moved to the South after the war and were accused of exploiting the South for their own personal gain.
- **Impeach:** The process and removal of an elected official from office.
- **Intimidate:** To invoke fear by threatening.
- **Moderate:** One who holds an intermediate position between the extremes relevant in a political context.
- **Naturalize:** To grant citizenship to someone born abroad.
- **Oath:** A statement of promise to something or someone.
- **Pardon:** An order that releases a convicted criminal without further punishment.
- **Radical:** Favoring fundamental change or change at the root cause of a matter.
- **Reprisal:** An act of retaliation.
- **Scalawag:** White Southerners who joined the Republican Party.
- **Sharecropping:** An economic system in which landowners divided their farms and gave each head of household a few acres along with seed and tools in exchange for a portion of the harvest.
- **Suffrage:** The right to vote.
- **Traitor:** One who violates his/her allegiance and betrays his/her country.
- **Vigilante:** A person who considers it their own responsibility to uphold the law or their view of the law in their area of influence.

Lesson Introduction (I Do) – 5 minutes

US History is a full credit course worth 1 full credit towards high school graduation. Therefore, this is a 20-day course with Day 10 and Day 20 set aside for Review or Makeup to complete the course. With that said, each day students will encounter a lesson that covers a variety of topics. Some days students will encounter a double lesson. In the Lesson Plan this is reflected in the break between the day's two sets of objectives and vocabulary words. However, the students will see Lesson A and Lesson B on the Grade Results Platform.

Here, we will inform students that today's lesson will introduce them to an America in the midst of great change. The Reconstruction Era began under President Abraham Lincoln. However, due to Lincoln's assassination, the attempt to formerly reintroduce the seceded Southern States into the Union would fall under the direction of President Andrew Johnson. Students may not be aware that it was then that the 13th, 14th, and 15th Amendments were added to the United States Constitution. As the instructor, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to the idea of Presidential Impeachment, as Andrew Johnson was impeached but acquitted by a single vote. Students will have an opportunity to truly contemplate how the power of the vote and the weight of the ballot box has been involved in a constant struggle when it comes to African American participation. Here, the instructor will highlight how African Americans were made certain economic promises that never came to past. This is a great opportunity to connect the current financial state of the African American community to that of its past and explain to students how the effects of poverty, lack of opportunities, and the treatment of African Americans as second-class citizens has continued to plague the African American community even in 2021.

Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 3 activities and 3 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. The Politics of Reconstruction - Video	Instructor should read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Students should listen, watch the video and make notes to prepare for posttest
Lesson A	3. The Politics of Reconstruction (contd...)	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	4. 14 th Amendment	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	5. The Politics of Reconstruction (contd...)	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide

Lesson A	6. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson A	7. Significance of Tennessee Constitution of 1870	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	8. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drag and Drop activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson A	9. Reconstructing Society	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	10. Reconstructing Society (cont'd)	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	11. Activity - Reconstructing Society	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	12. Reconstructing Society (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	13. Changes in the Southern Economy	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	14. Activity – Southern Economy	Instructor should call for student volunteers to assist with the class reading and activity	Have a student volunteer read the slide
Lesson A	15. The Collapse of Reconstruction	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	16. The Collapse of Reconstruction (Cont'd)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	17. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson A	18. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest

Lesson A	19. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
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Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day’s lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 16. This will offer students a concise review of our lesson objectives and how those objectives were met through the day’s activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

US History is a full credit course worth 1 full credit towards high school graduation. Therefore, this is a 20-day course with Day 10 and Day 20 set aside for Review or Makeup to complete the course. With that said, each day students will encounter a lesson that covers a variety of topics. At the end of class, students will encounter a Posttest. The Posttest Activity will be the sole source of the student grade for that particular day. It is pertinent that students stay on target in order to be successful.

The day’s Posttest offers students an opportunity to independently reflect on what they have learned throughout today’s lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day’s asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today’s lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today’s lesson. We want to close the day knowing that all students will be prepared to move to Day 2 tomorrow.

Total Time: 2 hours 10 minutes

Supplemental/Optional Classroom Initiatives:

Flocabulary: Reconstruction - [Grade Results](#)

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 2

Topic/Lesson Title & Grade Results #: Industrial Revolution I - Lesson 2

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

Lesson A: Industrial Revolution I

- Explain the Agricultural Revolution and its effects.
- List the factors of industrial production.
- Describe the effects of mechanization.
- Summarize the effects of industrialization on transportation and communication.

Lesson B: Industrial Revolution I

- Explain the purpose and impact of the 1862 Pacific Railway Act.
- Analyze maps to evaluate the effectiveness of the railroad.
- Discuss the reason for the passage of the Pacific Railway Acts.
- Discuss the challenges of westward settlement prior to the Homestead Act.
- Describe the purpose of the Homestead Act.
- Explain the successes and challenges of the Act.

Guiding Question(s):

- How did the railroad impact American life?
- What innovations and inventions changed American life?
- Why did a new wave of immigration sweep the country during the late 1800s?
- What was the Homestead Act?

TN Curriculum Standard(s): US.05

- Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of: •Alexander Graham Bell •John D. Rockefeller •Henry Bessemer •Nikola Tesla •Andrew Carnegie •Cornelius Vanderbilt •Thomas Edison •Madam C.J. Walker •J.P. Morgan

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 14 of the Grade Results Lesson A and slide 11 of the Grade Results Lesson B)

Lesson A: Industrial Revolution I

- **Agricultural Revolution:** Took place in the 1800's, when many farm workers were replaced by machines and forced off the land. These displaced farm workers moved to cities and formed a huge labor force.
- **Cotton Gin:** A machine that quickly and easily separates cotton fibers from their seeds.

- **Crop Rotation System:** The successive planting of different crops on the same land to improve soil fertility and help control insects and diseases.
- **Enclosure Movement:** Division or consolidation of communal lands in Western Europe into the carefully delineated and individually owned farm plots of modern times.
- **Factors of Production:** These include land, labor, and capital.
- **Industrial Revolution:** The period of time when new machines and methods dramatically changed the way that goods were produced.
- **Mechanization:** The use of machines in place of manual labor or the use of animals.
- **Tenements:** Shabby, crowded apartment buildings for workers.
- **Vulcanization:** To improve the strength, resiliency, and freedom from stickiness and odor of rubber.

Lesson B: Industrial Revolution I

- **Homestead Act:** A special act of Congress (1862) that made public lands in the West available to settlers without payment, usually in lots of 160 acres, to be used as farms.
- **Immigrants:** A person who has come into a foreign country to live there permanently.
- **Industrialization:** The process by which an economy is transformed from a primarily agricultural one to one based on the manufacturing of goods.
- **Pacific Railway Act:** A series of acts of Congress that promoted the construction of a "transcontinental railroad" (the Pacific Railroad) in the United States.
- **Stereotypes:** A fixed idea about a particular type of person or thing, which is often not true in reality.
- **Transcontinental:** Extending or going across a continental transcontinental railroad.
- **Westward migration:** Movement of settlers, agriculture, and industry into the American West.

Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today’s lesson will introduce them to budgeting basics and how to make better financial decisions. At this point, you will have the opportunity to break down the areas featured in our day’s lesson objective in an effort to enhance student comprehension of the day’s lesson contents.

As the instructor, this is an opportunity for you to introduce students to the various types of expenses they will encounter such as fixed, variable, and/or periodic expenses. Students will discuss different types of income such as accepting gifts, receiving an allowance, or earning income through a paycheck. Students should understand that by maintaining a budget, it offers a sure-fire way to monitor one’s personal income and expenses through a detailed analysis of one’s cash inflow and outflow. Students should be made aware that budgets allow individuals an opportunity to make financial decisions with a broader view of how those decisions will impact one’s lifestyle.

Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day’s lesson content with the day’s objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 14 activities and 5 videos and Lesson B includes 12 activities and 3 videos. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. The Agricultural Revolution	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest

		Instructor should play video included on this slide & briefly discuss	
Lesson A	3. Factors of Production	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	4. Effects of Mechanization	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	5. Steam Engines, Iron, and Steel	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	6. Other Industrialization	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	7. Transportation and Communication	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	8. The Spread of Industry & The Factory System	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	9. Women and the Middle Class	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	10. Drag and Drop Activity – Agricultural Revolution	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	11. Activity – Industrialization	Instructor should call for student volunteers to assist with the class reading – be certain to monitor your time	Have a student volunteer read the slide
Lesson A	12. Activity – Industrial Revolution	Instructor should call for student volunteers to assist with the class reading – be certain to monitor your time	Have a student volunteer read the slide

Lesson A	13. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	14. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
Lesson B	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	2. Introduction	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	3. The Pacific Railroad Act	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	4. Railroads in 1860	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	5. Passage of the Railroad Act 1862 & Railroads 1870	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	6. Homestead Act of 1862	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	7. Purpose of the Homestead Act	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	8. Homesteaders & Homestead Houses & Native Americans and the Homestead Acts	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	9. Activity – Railroad and Homestead Act	Instructor should call for student volunteers to assist with the class reading – be certain to monitor your time	Have a student volunteer read the slide
Lesson B	10. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest

Lesson B	11. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
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Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day’s lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slides 13 and 10. These two slides provide review summaries as the official Grade Results Lesson Review. This will offer students a concise review of our lesson objectives and how those objectives were met through the day’s activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day’s Posttest offers students an opportunity to independently reflect on what they have learned throughout today’s lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day’s asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today’s lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today’s lesson. We want to close the day knowing that all students will be prepared to move to Day 3 tomorrow.

Total Time: 2 hours 10 minutes

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 3

Topic/Lesson Title & Grade Results #: Industrial Revolution II - Lesson 3

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

Lesson A: Industrial Revolution II

- Analyze the functions of political machines.
- Identify the role of the political machines in various spheres of life, especially politics.
- Discuss the role that immigrants played in the rise of the political machines.
- Relate the growth of the political machines with the process of urbanization.
- Analyze different management innovations that businesses used to increase their profits.
- Describe the public debate over pros and cons of big business.
- Explain how the government took steps to block abuses of corporate power.

Lesson B: Industrial Revolution II

- Identify the reasons that immigrants moved into the cities.
- Discuss how industrialization and urbanization reinforced each other in the mid-1800s.
- Identify the main causes and consequences of the immigration movements in the mid-1800s.
- Analyze the urban challenges that emerged with the arrival of millions of immigrants.
- Identify the impact that Jane Adams had on social reforms in the 1800s.

Guiding Question(s):

- How did industrialization impact America?
- What is a political machine?
- How did the immigrant population impact America during the Industrial Revolution?
- What is a settlement house?

TN Curriculum Standard(s): **US.05, US.32**

- Describe the changes in American life that resulted from the inventions and innovations of business leaders and entrepreneurs of the period, including the significance of:
 - Alexander Graham Bell
 - John D. Rockefeller
 - Henry Bessemer
 - Nikola Tesla
 - Andrew Carnegie
 - Cornelius Vanderbilt
 - Thomas Edison
 - Madam C.J. Walker
 - J.P. Morgan
- Describe the impact of Henry T. Ford, the automobile, and the mass production of automobiles on the American economy and society.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced

in today's lesson. (Vocabulary Words can be found on slide 19 of the Grade Results Lesson A and slide 18 of the Grade Results Lesson B)

Lesson A: Industrial Revolution II

Boss Tweed: Head of Tammany Hall, NYC Democratic political machine; led Tweed Ring, a group of corrupt politicians, in defrauding the city.

George Washington Plunkitt: Tammany Hall leader from the West Side of Manhattan in late nineteenth century and early twentieth centuries. Known as the "sage of Tammy Hall".

Tammany Hall: Powerful New York City Democratic political machine.

Thomas Nast: Political cartoonist who helped arouse public outrage against Tammany Hall's graft.

Lesson B: Industrial Revolution II

Arduous: Difficult and tiring; requiring strenuous effort.

Assimilate: To absorb and integrate (people, ideas, culture) into a wider society or culture.

Blight: A plant disease caused by fungi such as mildew, rust, and smut.

Chinese Exclusion Act: One of the most significant restrictions on free immigration in US history, prohibiting all immigration of Chinese laborers.

Industrialization: The development of wide-scale industries in a country or region.

Irish Potato Famine (The Great Famine): A period of mass starvation, which led to mass emigration between 1845 and 1852.

Nativism: The policy of protecting the interests of native-born, or established inhabitants over those of immigrants.

Political Refugee: A person who has fled his state or homeland due to political persecution.

Pull factors: Factors that draw you to live in a place.

Push factors: Factors that make you want to leave a place.

Rural flight: The phenomenon that occurs in farming communities. As farms have become more mechanized, fewer people are needed to work on them. Therefore, the children of farmers often leave for work in cities. Rural flight often depopulates towns to the point that the majority of the residents are elderly.

Tenements: Poorly designed apartment buildings that housed a large number of people. Often, they were crowded, dirty and unsafe.

Urbanization: Making an area into or part of a town.

Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today's lesson will introduce them to budgeting basics and how to make better financial decisions. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to the various types of expenses they will encounter such as fixed, variable, and/or periodic expenses. Students will discuss different types of income such as accepting gifts, receiving an allowance, or earning income through a paycheck. Students should understand that by maintaining a budget, it offers a sure-fire way to monitor one's personal income and expenses through a detailed analysis of one's cash inflow and outflow. Students should be made aware that budgets allow individuals an opportunity to make financial decisions with a broader view of how those decisions will impact one's lifestyle.

Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 7 activities and 7 videos and Lesson B includes 11 activities and 6 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Effects of Industrialization	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding	Have a student volunteer read the slide and make notes to prepare for posttest
Lesson A	3. The Emergence of Political Machines	Instructor should skip this slide to stay on track for the day's lesson Instructor should play video included on this slide & briefly discuss	Students should listen, watch the video and make notes to prepare for posttest
Lesson A	4. Activity – The Emergence of Political Machines	Instructor should skip this slide to stay on track for the day's lesson	Students should skip this slide
Lesson A	5. Big City Political Machines	Instructor should read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Students should listen and make notes to prepare for posttest Students should listen, watch the video and make notes to prepare for posttest
Lesson A	6. George Washington Plunkitt	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	7. Decline of the Political Machine	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	8. Political Cartoon: Bosses of the Senate	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	9. Daily Life Changes	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	10. Big Business Rises	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	11. Robber Barons	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	12. J.P. Morgan	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

Lesson A	13. John D. Rockefeller	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	14. Cornelius Vanderbilt	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson A	15. Andrew Carnegie	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	16. Jay Gould	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	17. Progressive Era	Instructor should call for student volunteers to assist with the class reading Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	18. Drag and Drop Activity – Industrial Revolution II	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson A	19. Lesson Review	Instructor should briefly review with students the highlights of today’s lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	20. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
Lesson B	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	2. Introduction	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	3. The Immigration Movements in the United States	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest

Lesson B	4. Individuals and their Actions: The Sherman Anti-Trust Act	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	5. Individuals and their Products: Alexander Graham Bell, Thomas Edison, and the Wright Brothers	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	6. The Irish Potato Famine	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	7. The German Immigration	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	8. Asian Immigrants to America	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	9. The West Indies and Mexico	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	10. Life In the New Land	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	11. Friction Develops	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	12. The Challenges of Urbanization	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	13. Problems of Urbanization	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	14. Video - Tenement Life 1860-1910	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	15. Video - Golden Door	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest

		Instructor should play video included on this slide & briefly discuss	
Lesson B	16. Jacob Riis	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	17. Social Reforms	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	18. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson B	19. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson B	20. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slides 18 and 17. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 4 tomorrow.

Total Time: 2 hours 10 minutes

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 4

Topic/Lesson Title & Grade Results #: America Claims an Empire - Lesson 4

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

- Summarize European and Asian Imperialisms.
- Identify factors that influenced American Imperialism.
- Explain how Hawaii became part of the United States.
- Compare American opinions regarding the Cuban revolt against Spain.
- Identify events that led up to the Spanish-American War.
- Analyze the Spanish-American-Cuban War and its results.
- Describe U.S. involvement in Puerto Rico.
- Explain how the United States maintained political control over Cuba.
- Identify causes and effects of the Philippine-American War.
- Explain the "Open Door Policy" in China.
- Explain how Theodore Roosevelt's foreign policy projected American power.
- Describe how Woodrow Wilson's missionary diplomacy anchored the U.S. in Latin America.

Guiding Question(s):

- Why did American imperialism begin?
- What were the consequences of Imperialism?
- What was the Open Door Policy and who did it impact?

TN Curriculum Standard(s): **US.21, US.22**

- Describe the causes of the Spanish-American War and the outcomes of American imperialism, including:
 - Annexation of Hawaii •Panama Canal •Philippine Insurrection •Access to Cuba •Roosevelt Corollary
- Compare and contrast President Theodore Roosevelt's Big Stick diplomacy, President William Howard Taft's Dollar Diplomacy, and President Woodrow Wilson's Moral Diplomacy.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 28 of the Grade Results)

- **Boxer protocol:** Also known as the Unequal Treaties, this protocol was signed with China after the failure of the Boxer Rebellion.
- **Economic depression:** A long-term downturn in economic activities. Its severity is greater than that of recession.
- **Free market:** A free and competitive market where the factors of demand and supply determine the prices of commodities and services.
- **Guerilla tactics:** An irregular form of warfare where the fighting groups engage in activities like ambush, sabotage, and raids.
- **Imperialism:** The policy of influencing the political and economic developments of another country through diplomacy, economic, and military power.
- **Infringe:** Violate or break rules actively.

- **Insular cases:** These are the U.S. Supreme Court cases that were decided in the early 20th century. These cases were mainly concerned with the status of the territories acquired by the US in the Spanish-American War of 1898.
- **Missionary diplomacy:** Presented by President Wilson, this was the idea that the US would only support democratic Latin American governments or those who supported US interests.
- **Platt amendment:** This amendment of 1901 replaced the Teller Amendment. With this amendment, the withdrawal conditions of the US troops from Cuba were stipulated at the end of the Spanish-American War.
- **Protectorate:** A country whose political and economic affairs are partially controlled by a stronger power.
- **Racial and cultural superiority:** Also known as racism, this is discrimination between one race or culture and another.
- **Rough riders:** A volunteer cavalry led by Leonard Wood and Theodore Roosevelt during the Spanish-American War.
- **Social Darwinism:** This term seeks to justify the emergence of imperialism and racism based on the biological concept of natural selection and the notion of struggle for existence.
- **Spheres of influence:** Regions where another political state or organization exercises exclusive cultural, economic, political, and military influence.
- **Yellow journalism:** This kind of journalism exaggerates news stories to attract more readers or viewers.

Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today’s lesson will introduce them to the idea of American Imperialism and empire-building. All students are aware of our nation’s history as the 13 original colonies but here students will gain a different perspective. Today’s lesson will allow learners to view America as a nation forging an empire. Students will end today’s lesson with a better understanding of the United States relationship with Hawaii, Cuba, Puerto Rico, the Philippines, and few other key places in America’s desire to spread her wings. At this point, you will have the opportunity to break down the areas featured in our day’s lesson objective in an effort to enhance student comprehension of the day’s lesson contents.

As the instructor, this is an opportunity for you to introduce students to the idea that America and Mexico may be neighbors but have not always been *neighborly* towards each other. This lesson allows learners to get a glimpse of government in areas that may not always be pretty or shine bright. Students must understand that as a nation, America has waged wars, offered help, received assistance and many other dealings all in an effort to expand, grow and flourish as a country.

Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day’s lesson content with the day’s objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 48 activities and 6 videos. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Americanization and Assimilation	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	3. Global Imperialism	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest

		Instructor should play video included on this slide & briefly discuss	
Lesson A	4. Women's Suffrage	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	5. Promoting Moral Reform	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	6. American Imperialism	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	7. The Taking of Hawaii	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	8. Crossword Activity - Imperialism	Instructor should skip this slide to stay on track for the day's lesson	Instructor will have students to skip this slide to stay on track with time
Lesson A	9. A Queen is Deposed	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	10. The Spanish-American-Cuban War Objectives	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	11. Interest in Cuba	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	12. Second War for Independence	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	13. The Philippines	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	14. Activity - The Spanish-American-Cuban War	Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Student engagement activity
Lesson A	15. Treaty of Paris	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest

Lesson A	16. Acquiring New Lands Objectives	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	17. Puerto Rico	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	18. Cuba	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	19. Rebellion in the Philippines	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	20. Open Door Policy	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	21. Impact of Territorial Gains	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	22. Activity - Impact of Territorial Gains	Instructor should skip this slide to stay on track for the day's lesson	Students should skip this slide
Lesson A	23. World Power Objectives	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	24. Teddy Roosevelt	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	25. Panama Canal	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	26. Roosevelt Corollary	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	27. Woodrow Wilson	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	28. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson A	29. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	30. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 27. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 5 tomorrow.

Total Time: 2 hours 10 minutes

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 5

Topic/Lesson Title & Grade Results #: The Progressive Movement Lesson 5

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

Lesson A: Politics in the Gilded Age

- Explain the role of politics by the end of the 19th century.
- Analyze the role of corruption and the contribution of the "spoils system" in allotment of government and administrative jobs.
- Identify the roles of the various presidents and political leaders in regulating tariffs.

Lesson B: The Progressive Movement

- Assess the impact of the media on public opinion during the Progressive Movement.
- Trace the development of political, social, and cultural movements and reforms during the Progressive Movement.
- Compare and Contrast domestic presidential policies during the Progressive Movement.
- Trace National legislation resulting from and affecting the Progressive Movement.
- Summarize progressive efforts to clean up local government.
- Identify progressive efforts to clean up state government, protect workers, and reform elections.

Guiding Question(s):

- What were the characteristics of government during the Gilded Age?
- Why was scandal and corruption so prevalent during the Gilded Age?
- How did the Granger movement and Populism change the Industrial Age?
- What conditions led to the Progressive Era?
- What were the goals of the Progressive movement?

TN Curriculum Standard(s): US.04, US.13, US.15, US.18

- Analyze the causes and consequences of Gilded Age politics and economics as well as the significance of the rise of political machines, major scandals, civil service reform, and the economic difference between farmers, wage earners, and industrial capitalists, including the following: •Spoils system and President James A. •Boss Tweed Garfield's assassination •Thomas Nast •Pendleton Act •Credit Mobilier •Interstate Commerce Act
- Describe working conditions in industries during this era, including the use of labor by women and children.
- Analyze the goals and achievements of the Progressive movement, including: •Adoption of the initiative, referendum, and recall •Adoption of the primary system •16th Amendment •17th Amendment •18th Amendment
- Describe the movement to achieve suffrage for women, including: the significance of leaders such as Carrie Chapman Catt, Anne Dallas Dudley, and Alice Paul, the activities of suffragettes, the passage of the 19th Amendment, and the role of Tennessee as the "Perfect 36."

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced

in today's lesson. (Vocabulary Words can be found on slide 18 of the Grade Results Lesson A and slide 17 of the Grade Results Lesson B)

Lesson A: Politics in the Gilded Age

- **Depoliticize:** removing the influence of politics
- **Merit system:** the process of appointing government employees based on their qualifications and abilities
- **Patronage:** the power to allot jobs and positions to people in government
- **Populist Party:** created at the Omaha Platform in 1892 to restore government to the people by implementing direct primary election of US Senators and by having initiatives and referendums on the ballot
- **Tariff:** tax imposed on imported or exported goods

Lesson B: The Progressive Era

- **Carrie Nation:** member of the Temperance Movement who opposed alcohol in pre-Prohibition America
- **Florence Kelley:** social reformer of the late 19th century who sympathized with the powerless, especially women and children
- **Initiative:** bill originated by the people rather than by lawmakers
- **Lincoln Steffens:** considered the leader of the muckrakers
- **Progressive Movement:** group of reform efforts aimed at returning control of the government to the people
- **Prohibition:** banning the consumption, sale, and distribution of alcohol
- **Recall:** action that enables voters to public officials from elected positions by forcing them to face another election before the end of their term if enough voters ask for it
- **Referendum:** a vote on an initiative on the ballot
- **Scientific management:** effort to improve efficiency in the workplace by applying scientific principles to make task simpler and easier
- **Women's Christian Temperance Union:** called for banning the consumption and sale of alcohol
- **17th Amendment:** gave Americans the ability to directly elect their state senators

Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today's lesson will introduce them to the further development of American politics. The majority of students will assume that all politicians have been voted into office. This lesson will allow learners to have a clearer picture of the American political system as it underwent several necessary changes in the 19th & 20th centuries. For example, the Spoils System is as old as time but the notion of actually moving from a Spoils System to a Merit System is a major change. This is an excellent opportunity to explain to students that government positions should only be filled by the most qualified candidates rather than a friend of the boss that may or may not understand the actual job position. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to four overriding goals of the Progressive Movement. This lesson will allow students to discuss different types of reforms and reformers during the time aimed at increasing the role of the people in government and attempts at making life in general more efficient. Students should understand that although the people at large are the voting majority, politicians yield a large amount of power. Students should be made aware that one's vote is not to be taken lightly. This is a great opportunity to connect the past and the present and discuss with students why certain groups of voters, historically, have always been disenfranchised and the difference it would make if voters were treated as equals, blacks, whites, rich, poor, Latino, Asian, males, females, etc.

Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 13 activities and 3 videos and Lesson B

includes 29 activities and 4 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Introduction	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	3. Crossword Activity	Instructor should skip this slide to stay on track for the day's lesson	Students should skip this slide
Lesson A	4. Politics in the Gilded Age	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	5. Politics in the Gilded Age (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	6. Did You Know Activity	Instructor should skip this slide to stay on track for the day's lesson	Students should skip this slide
Lesson A	7. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson A	8. Think About It	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	9. Think About It (contd...)	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	10. Tariffs	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide? Students should listen, watch the video and make notes to prepare for posttest
Lesson A	11. Sorting Activity	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	12. The Populist Party	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	13. Sorting Activity	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

Lesson A	14. The Panic of 1893	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson A	15. The Election of 1896	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	16. Sorting Activity	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	17. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	18. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
Lesson B	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	2. Introduction	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	3. Activity - Progressivism	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson B	4. Four Goals of Progressivism	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	5. Progressive Era Economic Reformers	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson B	6. Protecting Social Welfare	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	7. Video – Jane Addams: Hull House	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding	Have a student volunteer read the slide Students should listen, watch the video and make

		Instructor should play video included on this slide & briefly discuss	notes to prepare for posttest
Lesson B	8. Promoting Moral Reform	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	9. Video - Prohibition	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	10. Promoting Moral Reform Drag and Drop Activity	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson B	11. Women's Suffrage	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	12. Improving Efficiency	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	13. Election Reform	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	14. Video – America in the 20 th Century	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	15. Activity – Progressive Movement	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson B	16. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson B	17. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 17 in Lesson A and Slide 16 in Lesson B. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 6 tomorrow.

Total Time: 2 hours 10 minutes

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 6

Topic/Lesson Title & Grade Results #: African Americans in the Early 1900s - Lesson 6

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

Lesson A: African Americans in Politics

- Summarize the accomplishments of notable African American politicians at the state, local and national levels of government.
- Explain how the events of the Civil Rights Movement led to higher numbers of registered African American voters.

Lesson B: African Americans in the Early 1900s

- Summarize factors which led many African Americans to abandon their lives in the south for more suitable lives in other cities across the United States.
- Relate how industrialization led to an increase in population in American cities.
- Explain how industrialization caused social hardships in the lives of many Americans.
- Explain how the Great Migration affected the lives of Americans.
- Describe how Harlem became the unofficial capital of African American culture in the early 20th century.

Guiding Question(s):

- What factors caused African Americans to participate in the Great Migration?
- What was the impact of the Harlem Renaissance?
- How did the Civil Rights Movement of the early 1900s impact African Americans in America?

TN Curriculum Standard(s): US.14

- Explain the roles played by muckrakers and progressive idealists, including: •Robert M. La Follette, Sr. •Lincoln Steffens •President Theodore Roosevelt •Ida Tarbell •Upton Sinclair

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 10 of both Lesson A and Lesson B in this particular Grade Results Lesson)

Lesson A: African Americans in Politics

- **Bicameral:** The practice of having two legislative chambers.
- **Due Process:** The entitlement of a citizen to proper legal procedures and natural justice.
- **Gerrymandering:** Manipulating an electoral area by altering its boundaries in order to gain an advantage in an election.
- **Jurisdiction:** The area over which legal authority extends.
- **Legislature:** An official body, usually chosen by election, with the power to make, change and repeal laws.

Lesson B: African Americans in the Early 1900s

- **Assimilate:** To integrate a person or group into a larger group so that differences are minimized or eliminated.
- **Industrialization:** To change a country or city to industrial methods of production and manufacturing with all the accompanying social changes.
- **Jazz:** Popular music that originated among African Americans in New Orleans in the late 19th century and is characterized by syncopated rhythms and improvisation.
- **Migration:** The act or process of moving from one region or to another in search of better opportunities.
- **Muckrakers:** A journalist who seeks to publicize the misconduct of prominent people or businesses.
- **Poverty:** A state of not having enough money to take care of basic needs such as food, clothing, and housing.
- **Renaissance:** A rebirth or revival of culture, skills, or learning which has been forgotten or ignored.
- **Sharecropping:** An economic system whereby sharecroppers who were generally African Americans or poor white farmers were granted the use of a tract of a wealthy landowner. In exchange for cultivating crops on the land for the owner, the sharecroppers were provided a place to live and could sell their portion of crops for necessities.
- **Slum:** An overcrowded area of a city in which the housing is typically in a very bad condition.
- **Stereotypes:** An oversimplified standardized image of a person or group.
- **Stevedores:** Someone whose job it is to load and unload ships.

Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today's lesson will introduce them to Benjamin "Pap" Singleton and the Exodusters. Students should know who participated in the Great Migration and why. This is a great opportunity to discuss family roots with students and identify the regions of the country from which their ancestors originated. After this lesson, many students will understand the African American desire to leave the south behind and begin a new path. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to some of the forgotten names of the Harlem Renaissance. Students will be able to discuss the different types of concerns that came with living in the city at the peak of the Industrial Revolution. This lesson will allow students to further explore that although slavery had ended, many African Americans were still connected to the land and the south due to sharecropping. Students should be made aware that although many strides had been made by the turn of the 20th century, African Americans still had far to go in America.

Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 12 activities and 3 videos and Lesson B includes a total of 10 activities and 3 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Introduction	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest

Lesson A	3. At the State Level: African Americans in the State Legislature	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	4. Barbara Jordan	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	5. Video – Barbara Jordan American Hero: Speech	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	6. City Mayors	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson A	7. Video – New York City Mayor	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	8. State Governors	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	9. Multiple Choice Q&A Activity	Instructor should read the slide aloud and engage students to ensure understanding – be certain to monitor your time	Students should listen and make notes to prepare for posttest
Lesson A	10. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
Lesson	Slide Title	Instructor Action	Student Action
Lesson B	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	2. Sharecropping	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson B	3. Industrialization	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	4. African Americans in World War I	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	5. The Great Migration	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

Lesson B	6. Activity - The Great Migration	Instructor should skip this slide to stay on track for the day's lesson	Students should skip this slide
Lesson B	7. The Jazz Age	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson B	8. Video - Armstrong Tiger Rag	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson B	9. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson B	10. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with your students by asking their thoughts on the highlights for the day. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 7 tomorrow.

Total Time: 2 hours 10 minutes

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 7

Topic/Lesson Title & Grade Results #: World War I Lesson 7

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

- Describe the root causes of World War I and evaluate the reasons for U.S. entry into the war
- Explain how the U.S. government directed support of the war effort
- Describe how key military leaders, innovations in military technology, and major events led to the outcome of WWI
- Describe the goals of political leaders and analyze the consequences of the Treaty of Versailles
- Summarize Wilson's Fourteen Point Speech
- Compare changes of the geographical arrangement of Europe from before and after World War I

Guiding Question(s):

- What were the causes of World War I?
- Why did the United States remain neutral?
- Why did the United States join World War I?
- What major events happened during the war effort?

TN Curriculum Standard(s): US.17, US.24, US.25, US.26, US.27

- Analyze the significant progressive achievements during President Woodrow Wilson's administration, including: the New Freedom, the Federal Reserve Act, and the creation of the National Park Service.
- Explain the reasons for American entry into World War I, including: the use of unrestricted submarine warfare, the Zimmerman Telegram, the defense of democracy, and economic motivations.
- Identify and explain the impact of the following on World War I (T.C.A. § 49-6-1006): •Trench warfare •Herbert Hoover •Use of new weapons and technology •John J. Pershing •Harlem Hell Fighters •Alvin C. York
- Analyze the political, economic, and social ramifications of World War I on the home front, including: •Role played by women and minorities •Voluntary rationing •Committee on Public Information •Opposition by conscientious objectors •Schenck v. United States decision
- Analyze the significance of President Woodrow Wilson's Fourteen Points, the causes and effects of the U.S. rejection of the League of Nations, and the subsequent impact on world politics.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 27 of the Grade Results Lesson)

- **Allied Powers:** Included France, Britain, Russia, Serbia, and eventually the USA.
- **Central Powers:** Included the countries of Germany, Austria-Hungary, the Ottoman Empire, Bulgaria, and Romania.
- **National Defense Act of 1916:** Wartime act that authorized the growth of the army to 165,000 and the growth of the National Guard to 450,000 by 1921.
- **Nineteenth Amendment:** An amendment to the Constitution of the United States adopted in 1920; guarantees that no state can deny the right to vote on the basis of sex.
- **Propaganda:** Information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.
- **Trench warfare:** Warfare in which tunnels or trenches in the ground were used to protect soldiers against small arms fire and artillery.

Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today's lesson will introduce them to America and WWI. This is an opportunity to explain to students that although America entered the war later than most countries, America had been actively involved in the war effort for quite some time. Woodrow Wilson is often remembered for his efforts with the League of Nations. However, this lesson allows learners to understand that there is much more to the Wilson legacy. Students should close this lesson with the understanding that the United States Military Draft was born of necessity during WWI. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you explain to students how propaganda played a large part in swaying public opinion during war time. Students should understand that the United States government needed the support of the American public in order to actually engage in the war effort. Students should close this lesson with the understanding that during a war, support at home is critical to the war effort. Students should be made aware that although the United States Senate shunned Wilson's League of Nations, not everyone agreed that it was a bad idea.

Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 12 activities and 4 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Introduction	Instructor should read the slide aloud and engage students to ensure understanding – be sure to point out the significant changes of the European map both before and after WWI	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson A	3. World War I Weapons of War	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	4. Comparing Aircraft Then and Now	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	5. Submarines	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	6. Aircraft Carriers	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	7. Poison Gas	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	8. World War I Helmets	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

Lesson A	9. Flamethrower	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	10. The Red Cross	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	11. Women in WWI	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	12. Blood Banks during World war I	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	13. The First World War Begins	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	14. Crossword Activity – The First World War	Instructor should skip this slide to stay on track for the day's lesson	Students should skip this slide
Lesson A	15. The United States Joined the War	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	16. The United States Joined the War (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	17. The United States Joined the War - Activity	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson A	18. The Selective Service Act (The National Defense Act)	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	19. The Selective Service Act (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	20. Drag and Drop Activity – the Selective Service Act	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson A	21. The War at Home	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	22. Ideology Behind President Wilson's Fourteen Points	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson A	23. Looking for Peace	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

Lesson A	24. Crossword Activity – Looking for Peace	Instructor should skip this slide to stay on track for the day's lesson	Students should skip this slide
Lesson A	25. World War I Ended with the Treaty of Versailles	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	26. World War I - Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson A	27. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	28. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 26. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 8 tomorrow.

Supplemental/Optional Classroom Initiatives:

Grade Results: Causes of World War I Video - [Grade Results](#)

Total Time: 2 hours 10 minutes

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 8

Topic/Lesson Title & Grade Results #: The Roaring Life of the 1920s Lesson 8

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

- Identify the causes and results of the migration of African Americans to northern cities in the early 1900s.
- Describe the outburst of African American artistic activity that became known as the Harlem Renaissance.

Guiding Question(s):

- What factors caused African Americans to participate in the Great Migration?
- What events/movements caused increased racial tensions in the 1920s?
- What was the impact of the Harlem Renaissance?

TN Curriculum Standard(s): US.28, US.33

- Analyze the impact of the Great Migration of African Americans that began in the early 1900s from the rural South to the industrial regions of the Northeast and Midwest.
- Describe the Harlem Renaissance, its impact, and important figures, including: •Louis Armstrong •Duke Ellington •Langston Hughes •Zora Neale Hurston

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 10 of the Grade Results Lesson)

- **Harlem Renaissance:** A literary and artistic movement celebrating African American culture.
- **The Great Migration:** A mass movement of African Americans from southern states to northern states in the early 1900s.

Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today's lesson will introduce them to the men and women of the Harlem Renaissance. Students will note that Harlem was a mecca for African American culture. In addition to culture, Students must be made aware that the northern cities appeared more inviting for African Americans seeking opportunities. Many African Americans relocated during the Great Migration seeking a better way of life. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to W.E.B. DuBois, a founding member of the NAACP. Students should understand that *The Crisis*, the official news magazine of the NAACP, offered African American families a glimpse of successes and issues facing the nation reported from the African American perspective. Students should be made aware that even today, in 2021, when you become a member of the NAACP, *The Crisis*, which began in 1909 is still the voice of the NAACP. *The Crisis* was and is both informative and entertaining. Students will learn here that Langston Hughes was a regular contributor to *The Crisis Magazine*.

Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your

discretion. This is a combined lesson. Lesson A includes a total of no activities and 7 videos. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. The Harlem Renaissance - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. The Great Migration	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	3. W.E.B. DuBois and the NAACP	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	4. Langston Hughes	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	5. Jazz	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	6. Activists	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
Lesson A	7. Cotton Club-Josephine Baker, Paul Robeson, and Marcus Garvey	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	8. Ida B. Wells	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
Lesson A	9. Booker T. Washington	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
Lesson A	10. African American Inventor	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	11. Lesson Review	Instructor should briefly review with students the highlights of today’s lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	12. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update

			their notes to prepare for posttest
Lesson	Slide Title	Instructor Action	Student Action
Lesson B	1. Education and Popular Culture - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	2. Schools of the 1920s	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson B	3. Expanding Media	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	4. Video - New Heroes	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	5. Video - Red Grange	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	6. Gertrude Ederle	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	7. Charles A. Lindbergh Flight - Video	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	8. Drag and Drop Activity - education and Popular Culture	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding	Have a student volunteer read the slide
Lesson B	9. Movies	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest

		Instructor should play video included on this slide & briefly discuss	
Lesson B	10. Movies with Sound	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	11. Theater, Music, and Art	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play Two-Piano Version of Rhapsody in Blue included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen to Two-Piano Version of Rhapsody in Blue while making notes to prepare for posttest
Lesson B	12. Theater, Music, and Art (contd...)	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	13. Theater, Music, and Art (contd...)	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	14. Theater, Music, and Art Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drag and Drop activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson B	15. The Roaring Life of the 1920s Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drag and Drop activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson B	16. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson B	17. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 9. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 9 tomorrow.

Total Time: 2 hours 10 minutes

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 9

Topic/Lesson Title & Grade Results #: The Great Depression Begins Lesson 9

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

- Summarize threats to the American economy in the 1920s.
- Describe causes to the stock market crash and of the Great Depression.
- Explain the effects of the Depression on the United States and the world.

Guiding Question(s):

- What were the causes of the Great Depression?
- How did the economic policies of the 1920s contribute to the Great Depression?
- How did the Dust Bowl affect the Great Depression and the economic recovery?
- What steps did Hoover take to combat the Great Depression?
- How did these steps fit Hoover’s philosophy of Rugged Individualism?

TN Curriculum Standard(s): US.38, US.39, US.40, US.41, US.42

- Analyze the changes in the economy and culture of the U.S. as a result of credit expansion, consumerism, and financial speculation.
- Analyze the causes of the Great Depression, including: •Bank failures •Laissez-faire politics •Buying on margin •Overextension of credit •Crash of the stock market •Overproduction in agriculture and •Excess consumerism manufacturing •High tariffs •Rising unemployment
- Analyze the causes of the Dust Bowl, and explain the social, geographic, and economic impacts.
- Describe the impact of the Great Depression on the American people, including: mass unemployment, migration, and Hoovervilles.
- Describe the steps taken by President Herbert Hoover to address the depression, including his: philosophy of “Rugged Individualism,” public works projects, the Reconstruction Finance Corporation, and response to the “Bonus Army.”

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today’s lesson. (Vocabulary Words can be found on slide 17 of the Grade Results Lesson)

- **Credit:** This system allows the consumers to purchase things before paying for it, and interest is charged on the debt.
- **Dow Jones industrial average:** This is the average price of 30 top stocks traded on the New York Stock Exchange and the NASDAQ. This is the most widely used indicator to determine the condition of the stock market.
- **Foreclosure:** The legal process through which an owner's rights to his/her property are terminated for defaulting in repayment of the mortgage. This results in the ownership of the house going back to the bank.
- **Glass-Steagall banking Act:** This banking act of 1933 was established to control speculation. This act protected the bank depositors from the additional risks that may arise with security transactions. This act primarily aimed to separate activities like investment banking and commercial banking to make the financial system more stable.
- **Hawley-Smoot tariff Act:** This act in June 1930 raised the US tariffs to very high levels.

- **Tenant farming:** This kind of farming is done by farmers who work on land rented from someone else. The rent is usually paid in the form of livestock or a share in the produce.

Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today’s lesson will introduce them to America during the Great Depression. At the end of WWI, the American economy was thriving. However, as more Americans came to look towards credit and buying on a margin, the market became unstable. Students must understand that the Great Depression taught America several hard financial lessons. At this point, you will have the opportunity to break down the areas featured in our day’s lesson objective in an effort to enhance student comprehension of the day’s lesson contents.

As the instructor, this is an opportunity for you to introduce students to the various changes that came to banking after the Great Depression. Students will discuss that not only had Black Tuesday overwhelmed the financial markets, but the Dust Bowl ravaged mid-western farmlands. In addition to that, students should understand that WWI Veterans felt that they were owed a bonus by the United States government. Students should be made aware that this led to the formation of the Bonus Army and Hoovervilles in our nation’s capital. Students will close this lesson with the understanding that Black Tuesday and the Stock Market Crash were only the beginning in a series of unfortunate events.

Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day’s lesson content with the day’s objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 8 activities and 6 videos. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. The Sick Economy - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Trouble on the Horizon	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	3. Terms Related to the Great Depression	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	4. Trouble on the Horizon (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	5. A Gathering Storm	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	6. The Great Depression	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	7. Worldwide Ripple Effect	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	8. Hardships of the Depression - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	9. Devastation	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

Lesson A	10. The Dust Bowl	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	11. Effects on the American Family	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	12. Hoover's Struggles with the Depression - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	13. Reassurance	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	14. Hoover Softens His Stance	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson A	15. Gassing the Bonus Army	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide? Students should listen, watch the video and make notes to prepare for posttest
Lesson A	16. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson A	17. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	18. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 16. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move towards class closure.

Total Time: 2 hours 10 minutes

Supplemental/Optional Classroom Initiatives:

Flocabulary: The Great Depression - [Grade Results](#)

Additional Teacher Resources/Optional Classroom Initiatives: (Use if Internet access is available.)

1. Grade Results Video: Hard Times - Americans Endure the Great Depression- [Grade Results](#)

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 10

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Attendance in PowerSchool – 5 minutes

Objective(s):

- Students will review lessons to prepare for the final Post-Test.
- Final Post-test will open. All students must complete the final Post-Test

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil, or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Lesson Introduction (I Do) – 5 minutes

- Identify the purpose of the course
- Connect the course to missing or future coursework and Post-test

Lesson Activities/Supplemental (We Do) – 60 minutes

- Lesson Activities and Review (We Do):
- Check Grade Results and have students review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Independent Work – Final Posttest (They Do): 40 mins.

- Students will review and complete Final Posttest

Closing/Wrap Up/Notes Review: 5 mins.

Students should utilize any additional time to ensure that all activities and post-tests have been completed with a passing score. Any items that remain should be completed at this time in preparation for the end of the course. Lastly, review all previous post-test to ensure success and mastery of the course final exam. Do your best!

Total Time: 2 hours 10 minutes

SEMESTER 2

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 11

Topic/Lesson Title & Grade Results #: The New Deal Lesson 11

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

- Summarize some of the early steps taken to reform banking and finance
- Describe New Deal programs
- Identify critics of Roosevelt and his New Deal policies
- Describe the purpose of the Second New Deal
- Summarize Second New Deal programs that helped farmers; youths and professionals
- Summarize labor and economic reforms under the Second New Deal
- Describe how the New Deal affected women
- Characterize the administration's attitude toward African Americans and the treatment of Mexican Americans
- Describe how the New Deal affected Native Americans
- Identify the groups that formed a New Deal Coalition
- Describe entertainment provided by radio and motion pictures
- Identify some prominent New Deal era writers and artists
- Learn about the effects of New Deal reforms
- Understand the short-term and long-term impact of New Deal policies

Guiding Question(s):

- How was Franklin Roosevelt's philosophy for economic recovery different from that of Hoover?
- What was Roosevelt's plan for recovering from the Great Depression?
- What impact did New Deal programs have in the 1930s?
- What impact do those programs have today?
- How did the New Deal change government?
- What controversies surrounded New Deal programs?
- What was the impact of the TVA on Tennessee's economy and culture?
- How did political cartoons portray the New Deal?

TN Curriculum Standard(s): **US.44**

- Analyze the effects of and the controversies arising from New Deal economic policies, including charges of socialism and President Franklin D. Roosevelt's "court packing" attempt.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMs meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 28 of the Grade Results Lesson)

- **Black Cabinet:** Mary McLeod Bethune, an FDR appointee, organized a panel of influential African Americans to advise the president on racial issues. They were unofficially known as the Black Cabinet.
- **Hundred Days:** Refers to the first 100 days in office for FDR, when his administration pushed through 15 major pieces of legislation -- the New Deal.

- **National Youth Administration:** (NYA) Hired more than two million high school and college students to work in part-time clerical jobs.
- **New Deal Coalition:** A coalition of minority or other special interest groups that were helped by and supported the New Deal policies, and therefore pledged their support to the Democratic Party.
- **Works Progress Administration:** The former federal agency charged with instituting and administering public works in order to relieve national unemployment during the Great Depression.

Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today’s lesson will introduce them to the legendary Franklin Delano Roosevelt. Most students believe that all United States Presidents have never served more than two terms in office. However, this lesson will point out that FDR is the only President in United States history to have been elected 4 times, in a row, as the President of the United States. Students will come to understand that his policies were the complete opposite of his predecessor, Herbert Hoover. At this point, you will have the opportunity to break down the areas featured in our day’s lesson objective in an effort to enhance student comprehension of the day’s lesson contents.

As the instructor, this is an opportunity for you to introduce students to the various types of programs that were created under the Roosevelt administration such as the SEC and the FDIC for banking. Students are aware that each new President ushers in his or her vision for programming under their administration, Roosevelt’s plan was titled the New Deal. This is a great opportunity to connect that title to students as many of Roosevelt’s plans were just that, new and radical.

Students will discuss different types of programs commissioned by the Roosevelt administration. However, it is important to explain to students that several of Roosevelt’s are still in effect today such as one his greatest accomplishments, the Social Security Act. This is a great opportunity to explain to students that Roosevelt became President of the United States at a very critical time with the Great Depression raging, Dust Bowl storms engulfing middle America and an angry Bonus Army awaiting a payday. Yet, he not only helped America to survive those horrors but thrive and began to guide the country through the second World War. Students should close this lesson with the understanding that Roosevelt really is an American legend.

Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day’s lesson content with the day’s objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 11 activities and 6 videos. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Fighting the Depression - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Taking Action	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	3. Reforming Banking and Finance	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	4. Helping the People	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	5. New Deal Under Attack	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

Lesson A	6. Activity - New Deal Under Attack	Instructor should skip this slide to stay on track for the day's lesson	Students should skip this slide
Lesson A	7. The Second New Deal - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	8. The Second New Deal: The Second Hundred Days	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	9. The Second New Deal (cont'd) Helping Farmers	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	10. New Deal Program	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	11. Second New Deal Reforms	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	12. Social Security	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	13. Activity - Social Security	Instructor should skip this slide to stay on track for the day's lesson	Students should skip this slide
Lesson A	14. Ripple Effects of the New Deal - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	15. Some Inroads	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	16. Opportunities for all Women	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	17. FDR Comes Up Short, Mexican-American Fortunes, and Native American Gains	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	18. A New Deal Coalition	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	19. Society and Culture - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	20. Radio and Moving Pictures	Instructor should read the slide aloud and engage	Students should listen, collaborate with the instructor, and update their

		students to ensure understanding	notes to prepare for posttest
Lesson A	21. Art and Literature	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	22. Long-term Impact - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	23. Reforms That Endure	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	24. New Deal Legacies	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	25. Continuing Benefits	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	26. Video - FDR's New Deal and Book TV	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss the Q & A Activity after the video presentation
Lesson A	27. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	28. Lesson Vocabulary Word	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 27. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 12 tomorrow.

Total Time: 2 hours 10 minutes

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 12

Topic/Lesson Title & Grade Results #: World War II Lesson 12

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

Lesson A: World War II

- Describe the aggression by Japan and Italy, civil war in Spain and the inability of the League of Nations to stop these acts of aggression.
- Explain how Adolf Hitler led Germany in its aggressive acts to expand the territory of the German empire.
- Detail how the Axis powers gained military control over most of Europe by striking quickly and forcefully.
- Describe how the Soviet Union entered the war against Germany, while the United States fought Germany and Japan.
- Describe the Hitler led Nazi efforts to kill all European Jews and other non-Aryans.
- Summarize how Allied victories in North Africa, Europe, and the Pacific led to the end of World War II.

Lesson B: The United States in World War II

- Learn how the United States quickly mobilized for war following the attack on Pearl Harbor
- Understand the issues and problems the nation faced while fighting the war
- Learn how the Allies coordinated the war effort
- Understand how the Allies defeated Germany and Italy
- Learn about strategy in the Pacific
- Understand how the Allies defeated Japan and ended World War II
- Learn about the impact of the war on life at home
- Understand the social and economic changes that reshaped post-war America
- Summarize the discrimination American minorities experienced during the war

Guiding Question(s):

- What conditions lead to the rise and spread of fascism, communism, and totalitarianism after World War I?
- How did President Roosevelt's reaction to world crises change over the course of the late 1930s and early 1940s?
- Why did the United States enter World War II?
- Who were the significant figures of World War II for the Allies and the Axis powers?
- What were the major battles in the European and Pacific theaters?
- What were the roles of special units such as the Tuskegee Airmen, the 442nd Regimental combat team, the 101st Airborne, and the Navajo Code Talkers?
- What was happening on the home front during World War II?
- How did the roles of women and minorities change during World War II?
- How did the United States respond to the Holocaust?
- What was the impact of World War II on economic and social conditions for African Americans?
- What were the effects and constitutional issues related to Japanese internment?
- What was the Manhattan Project?
- Why was the atomic bomb used to end World War II?

TN Curriculum Standard(s): US.46, US.47, US.48, US.49, US.50, US.51, US.52, US.54, US.55, US.56, US.57

- Analyze the response of the U.S. to the plight of European Jews before the start of the war, the U.S. liberation of concentration camps during the war, and the immigration of Holocaust survivors after the war.
- Explain the reasons for American entry into World War II, including the attack on Pearl Harbor.

- Identify the roles and the significant actions of the following individuals in World War II: •Winston Churchill •Benito Mussolini •Dwight D. Eisenhower •President Franklin D. Roosevelt •Adolf Hitler •Joseph Stalin •Douglas MacArthur •Hideki Tojo •George C. Marshall •President Harry S. Truman
- Explain the role of geographic and military factors on the outcomes of battles in the Pacific and European theaters of war, including the Battles of Midway, Iwo Jima, Okinawa, and D-Day.
- Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces such as the Tuskegee Airmen, the 442nd Regimental Combat team, the 101st Airborne, and the Navajo Code Talkers.
- Examine and explain the entry of large numbers of women into the workforce and armed forces during World War II and the subsequent impact on American society.
- Describe the constitutional issues and impact of the internment of Japanese Americans on the U.S., including the Fred Korematsu v. United States of America decision.
- Describe the war's impact on the home front, including: •Rationing •Bracero program •Bond drives •Conversion of factories for wartime •Propaganda production •Movement to cities and industrial •Location of prisoner of war camps in centers Tennessee
- Describe the Manhattan Project and explain the rationale for using the atomic bomb to end the war.
- Explain the major outcomes of the Yalta and Potsdam Conferences.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 20 of the Grade Results Lesson A and slide 28 of the Grade Results Lesson B)

Lesson A: World War II

- **Appeasement:** The policy of trying to keep peace by accepting the aggressors demands.
- **Blitzkrieg:** German for "lightning war" that took place with great speed and force.
- **Collaborators:** People who were willing to help their country's enemies.
- **Maquis:** French underground resistance groups/ scrubby undergrowth common in the areas where resistance fighters hid.
- **Isolationists:** Americans who believed that Europe's wars should not concern the United States.
- **Holocaust:** The Nazi genocide of the 1930s and 1940s.
- **Island hopping:** Policy under which only some Japanese islands were captured, others were skipped and left without supplies.

Lesson B: The United States in World War II

- **Code Talkers:** Native Americans in the American forces that used code language for transmission of tactical language that the enemy could not decode.
- **D-Day:** June 6, 1941.
- **GI's:** A nickname developed from the original use of letters representing "government issue," such as uniforms.
- **Hiroshima:** The city in Japan where the atomic bomb was dropped.
- **Inflation:** A rise in the general price of goods and services in an economy over a period of time.
- **Manhattan Project:** The project to develop an American atomic bomb.
- **Nuremberg:** City in Germany. Military trials of German war criminals were held here because this was the birthplace of the Nazi Party.
- **Pearl Harbor:** The site of a Japanese attack on America that took place on December 7, 1941.

Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today's lesson will introduce them to World War II. WWII was a crucial time not just in United States History but also in World History. Students may assume that WWII evolved from the unfinished remains of WWI. However, this lesson will provide students with a clearer picture that several things had changed in the world and not all those changes were for the betterment of society. This lesson will introduce students to the ideas and philosophies of Adolf Hitler and how he came to power in Germany. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to the various hard-fought battlegrounds of WWII such as the Battle of Midway and the devastating Pearl Harbor attack. From this lesson, students will discuss the reasons for Japanese internment camps after the surprise attack in Hawaii. Students should understand that America played a large role in the success of WWII, all of America. This means that students should be made aware that women played a huge role in the war effort both on the home front and serving in the war.

Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 25 activities and 8 videos and Lesson B includes 27 activities and 3 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. World War II	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	3. Civil War in Spain	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	4. Hitler's Aggressions	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	5. Crisis in the Sudetenland	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	6. Preparations for War	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	7. Scandinavia and the Low Countries	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

Lesson A	8. The French Resistance	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	9. The Soviet Union	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	10. Japanese Aggressions in the Pacific	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	11. Tuskegee Airmen	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	12. Wartime Economy	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	13. Doolittle raid, the Great Tokyo Air Raid	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	14. Battle of Iwo Jima	Instructor should read the slide aloud, share the video, and engage students to ensure understanding – be certain to monitor your time	Students should listen and make notes to prepare for posttest
Lesson A	15. The End of the War	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	16. Victory in Europe	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	17. Victory in Japan	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	18. Crossword Puzzle	Instructor should skip this slide to stay on track for the day's lesson	Students should skip this slide
Lesson A	19. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	20. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

Lesson B	1. Mobilization - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	2. Joining the War Effort	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	3. Asian Americans, Native Americans, and Code Talkers	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	4. Scientists	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	5. Government Takes Control	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	6. Economic Controls	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	7. The War for Europe and North Africa - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	8. Battle of the Atlantic	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	9. North Africa	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	10. The Allies Liberate Europe	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	11. Death Camp Liberation	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	12. War in the Pacific - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	13. Pushing Back against the Japanese	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	14. Battle of Midway	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	15. Island Hopping	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest

		Instructor should play video included on this slide & briefly discuss	
Lesson B	16. Island Hopping (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	17. The Atomic Bomb	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	18. Manhattan Project	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson B	19. The Enola Gay	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	20. Preparing for Peace	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	21. The Impact of War at Home - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	22. Time of Opportunity and Adjustment	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	23. GI Bill	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	24. African Americans at Home, Mexican Americans at War	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	25. Japanese Americans	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	26. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson B	27. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson B	28. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update

			their notes to prepare for posttest
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Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day’s lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 19 in Lesson A and Slide 27 in Lesson B. This will offer students a concise review of our lesson objectives and how those objectives were met through the day’s activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day’s Posttest offers students an opportunity to independently reflect on what they have learned throughout today’s lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day’s asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today’s lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today’s lesson. We want to close the day knowing that all students will be prepared to move to Day 13 tomorrow.

Total Time: 2 hours 10 minutes

Supplemental/Optional Classroom Initiatives:

World War II: War Comes to Europe Video- [Grade Results](#)

Additional Teacher Resources/Optional Classroom Initiatives: (Use if Internet access is available.)

1. World War II: From Neutrality to Lend-Lease Video- [Grade Results](#)
2. Pearl Harbor Video - [https://educator.graderesults.com/gr/modules/curriculum/preview-lesson-with-course-tree.php?curriculumID=-LC9ifg8ax1fPWOnLDXVxg..&standard=Shelby%20Summer-US%20History%20and%20Geography%20\(Part%20II\)-2021-22&courseName=SS%20U.S.%20Hist/Geog%20\(Part%20II\)&schoolCurriculumID=0](https://educator.graderesults.com/gr/modules/curriculum/preview-lesson-with-course-tree.php?curriculumID=-LC9ifg8ax1fPWOnLDXVxg..&standard=Shelby%20Summer-US%20History%20and%20Geography%20(Part%20II)-2021-22&courseName=SS%20U.S.%20Hist/Geog%20(Part%20II)&schoolCurriculumID=0)

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 13

Topic/Lesson Title & Grade Results #: Post World War II Lesson 13

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

- Summarize the impact of post war policies and organizations.
- Recall details about the post-war occupation in Germany.
- Describe the United Nations and its working procedures.
- Analyze the Cold War in Europe.

Guiding Question(s):

- How did Americans' attitudes towards communism and communists evolve and change during the Red Scare?
- What policies did Eisenhower employ during the Cold War?
- What were ways that Americans adapted to their fears of communism during the Cold War?
- How did the U.S. and the Soviets compete during the early Cold War?

TN Curriculum Standard(s): US.53, US.58

- Examine the impact of World War II on economic and social conditions for African Americans, including the Fair Employment Practices Committee and the eventual integration of the armed forces by President Harry S. Truman.
- Identify and explain the reasons for the founding of the United Nations, including the role of Cordell Hull.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 20 of the Grade Results Lesson)

- **Containment:** Policy of restricting the spread of Communism.
- **Reparations:** Something done or paid to compensate or make amends.

Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today's lesson will introduce them to budgeting basics and how to make better financial decisions. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to the various types of expenses they will encounter such as fixed, variable, and/or periodic expenses. Students will discuss different types of income such as accepting gifts, receiving an allowance, or earning income through a paycheck. Students should understand that by maintaining a budget, it offers a sure-fire way to monitor one's personal income and expenses through a detailed analysis of one's cash inflow and outflow. Students should be made aware that budgets allow individuals an opportunity to make financial decisions with a broader view of how those decisions will impact one's lifestyle.

Lesson Activities/Supplemental (We Do) – 60 mins.

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day’s lesson content with the day’s objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 16 activities and 7 videos. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Europe and North America in the Postwar Years	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	3. The Occupation of Germany	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	4. The Nuremburg Trials	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	5. The Most Notorious Crimes of World War II	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	6. Video - The Nuremburg Trials	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	7. The United Nations	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
Lesson A	8. The Beginning of the Manhattan Project	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
Lesson A	9. Oak Ridge, Tennessee	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	10. The Birth of the Secret City	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	11. Peacemaking Problems	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
	12. Origins of the Cold War		

Lesson A	13. The United States Aids Europe	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	14. Problems in Germany	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	15. Britain After the War	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	16. Recovery and Integration in Other Parts of Europe	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	17. The United States and Canada	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	18. Foreign Policy and the Cold War	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	19. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	20. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located within tomorrow's lesson as kit continues into further details of Post-WWII and the Cold War Years. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 14 tomorrow.

Total Time: 2 hours 10 minutes

Supplemental/Optional Classroom Initiatives:

Grade Results Video: World War II: After the War - [Grade Results](#)

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 14

Topic/Lesson Title & Grade Results #: The Cold War Lesson 14

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

- Discuss the origins of the Cold War between the Soviet Union and the United States.
- Explain what factors complicated the conversion from war to peace.
- Explain the concept of containment.
- Discuss the domestic consequences of the Cold War and the rise and decline of McCarthyism.
- Explain Truman's upset win over Dewey in 1948.
- Explain the decline of Truman's political fortunes and the Republican success in capturing the White House in 1952.
- Compare and contrast Eisenhower's and Khrushchev's perception of the arms race at the time of the U-2 incident.
- Compare and contrast Khrushchev's reasons for placing missiles in Cuba with Kennedy's reasons for demanding their removal.
- Compare and contrast the impact of the arms race during the five decades of the Cold War on the economy of both the Soviet Union and the US.

Guiding Question(s):

- What were the purposes of organizations such as NATO, SEATO, and the Warsaw Pact?
- How did U.S. Cold War policies evolve during the Truman and Eisenhower administrations?
- What policies did Eisenhower employ during the Cold War?
- What were ways that Americans adapted to their fears of communism during the Cold War?

TN Curriculum Standard(s): **US.65, US.69**

- Describe the relationship between Cuba and the U.S., including the Bay of Pigs Invasion and Cuban Missile Crisis.
- Describe the competition between the U.S. and Soviet Union for superiority in space

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 16 of the Grade Results Lesson)

- **Berlin Wall:** A barrier constructed by the German Democratic Republic in 1961 that completely cut off West Berlin from surrounding East Germany and from East Berlin.
- **Dynamic conservatism:** A philosophy that combined conservative fiscal policies with the social reforms of the New Deal.
- **Fair Deal:** An expansion of Roosevelt's New Deal; strengthened civil rights laws (including a ban on racial discrimination in the hiring of federal employees), raised the minimum wage, extended Social Security benefits, and provided funding for low-income housing projects.
- **Hollywood Ten:** U.S. entertainment professionals who were blacklisted because of their suspected political beliefs or associations.

- **House Un-American Activities Committee (HUAC):** An investigative committee of the United States House of Representatives that was created in 1938 to investigate labor unions and other organizations suspected of harboring communist sympathizers.
- **Interstate Highway Act:** Developed in 1956 to create a uniform system of roads across the country.
- **Iron Curtain:** Winston Churchill's name for the division of the democratic West and the communist East
- **Marshall Plan:** Implemented by the Truman administration, this plan, which was devised in 1948, was an American program to aid Western Europe, by giving billions of dollars in aid to help rebuild their economies after the end of World War II. It sought to prevent the spread of Soviet Communism and ensure that Western Europe would spend much of its aid money buying American goods.
- **North Atlantic Treaty Organization (NATO):** Organization that allied the United States with Canada, France, Great Britain, and other countries in Western Europe. Each NATO member pledged to support the others in the event of a Soviet invasion.
- **Nuclear Test Ban Treaty:** Treaty limiting the testing of nuclear weapons.
- **Sputnik:** An artificial satellite launched by the Soviet Union in 1957.
- **Truman Doctrine:** An international relations policy proposed by President Harry Truman in 1947, which stated that the United States would support and assist other countries fighting communist armies or revolutionaries. The first aid supported democratic governments in Greece and Turkey. Often considered the start of the Cold War.
- **United Nations:** Founded in 1945 after World War II to replace the League of Nations. Its aim was to stop wars between countries, and to provide a platform for dialogue.
- **Warsaw Pact:** A mutual defense treaty between eight communist states of Central and Eastern Europe in existence during the Cold War.

Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today's lesson will introduce them to the Cold War, an intense series of events and actions that transpired between the United States and the Soviet Union from 1946 to the 1990s. Students should understand that although there was not an actual war between the two countries, there were several proxy wars and other happenings that occurred between the two powerful nations. This is a great opportunity to explain to students why the relationship between America and Russia is still strained, even today in 2021. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to the various proxy wars that occurred during the Cold War such as the Korean War. Most students may be unaware of the fact that at one point in history, Korea was one country instead of North Korea and South Korea as it stands today. Students should understand that the Cold War transpired the globe with events in America, Europe, Asia, Latin America and even SPACE!!! Students should be made aware that the Cold War lasted through six Presidents beginning with Truman and finally ending with Nixon and Reagan.

Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 10 activities and 3 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. The Cold War: 1947 - 1991	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	3. Planning the Postwar World	Instructor should allow for a student volunteer to read the slide aloud and engage	Have a student volunteer read the slide Students should listen, watch the video and make

		students to ensure understanding Instructor should play video included on this slide & briefly discuss	notes to prepare for posttest
Lesson A	4. The Cold War Begins	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	5. The Korean War	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	6. Truman Fires MacArthur	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	7. The Cold War at Home	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	8. McCarthyism	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	9. Dynamic Conservatism	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	10. The Cold War in the Fifties	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	11. Presidential Election of 1960	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
	12. Chief Justice Earl Warren	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
	13. Combating Communism	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	14. The Cold War: Witness to History	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	15. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity

Lesson A	16. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	17. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
Lesson	Slide Title	Instructor Action	Student Action
Lesson B	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	2. Readjustment and Recovery	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	3. Readjustment and Recovery (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	4. Problems with Readjustment	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	5. President Truman - Video	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	6. Strike Wave - Video	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	7. Strike Wave (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	8. President Eisenhower	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	9. Election Stats	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	10. Brown vs. The Bd of Education Topeka – School Integration	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	11. The American Dream of the Fifties Objectives -	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest

Lesson B	12. Little Rock - Video	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	13. A Change in Business	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	14. The Automobile Culture: Two Ford – Video	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	15. The Automobile Culture (contd...)	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	16. Consumerism	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	17. Popular Culture Objectives -	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	18. I like IKE – Video	Instructor should allow for a student volunteer to read the slide aloud Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	19. New Era of Mass Media - Video	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	20. The Beat Movement - Video	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	21. Elvis Presley – Video	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	22. African American Entertainers and Integration	Instructor should introduce video, allow viewing of the	Students should listen and make notes to prepare for posttest

		video by students, highlight key points for note taking	
Lesson B	23. Quiz Me: Q & A	Instructor should skip this slide to stay on track for the day's lesson	Students should skip this slide
Lesson B	24. Drop and Drag Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson B	25. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson B	26. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 13. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 15 tomorrow.

Total Time: 2 hours 10 minutes

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 15

Topic/Lesson Title & Grade Results #: Era of the New Frontier & the Great Society Lesson 15

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

Lesson A: Era of the New Frontier & the Great Society

- Explain about the Rise of Liberalism.
- Explain the major initiatives under the chief justice Earl Warren.
- Explain about the Presidential Election of 1960.
- Explain about combating communism under both Kennedy and Johnson.
- Explain the Space Race, the Bay of Pigs, the Berlin Wall, the Cuban Missile Crisis.

Guiding Question(s):

- What does liberal mean?
- What does conservative mean?
- What was the significance of the Bay of Pigs, Cuban Missile Crisis, the Space Race, and the Berlin Wall?
- What is communism?

TN Curriculum Standard(s): US.66, US.67, US.78, US.79, US.80

- Describe the causes, course, and consequences of the Vietnam War, including: •Geneva Accords •Ho Chi Minh •Gulf of Tonkin Resolution •Bombing of Cambodia •Tet Offensive •Napalm and Agent Orange •Vietnamization
- Compare the policies and practices of Presidents John F. Kennedy, Lyndon Johnson, and Richard Nixon and their impacts on the continuation of the Vietnam War.
- Examine the decision and impact of Brown v. Board of Education on desegregation.
- Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other.
- Describe the significant events in the struggle to secure civil rights for African Americans, including: •Montgomery Bus Boycott •Marches, demonstrations, boycotts, and •Integration of Clinton High School in sit-ins (e.g., Nashville) Clinton, TN •March on Washington, D.C. •Integration of Central High School in •Birmingham bombings of 1963 Little Rock, AR •Assassination of Martin Luther King, Jr. •Freedom Riders •Highlander Folk School •Tent City in Fayette County, TN

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 21 of the Grade Results Lesson)

Lesson A: The Civil Rights Movements of the 1950s and 1960s - No vocabulary terms

Lesson B: The Vietnam War Years

- **Coup:** An overthrow of a leader by military force.

- **Selective Service System:** System established in the 1940s requiring all males at the age of 18 to register with their local draft board.
- **Geneva Accords:** Temporarily divided Vietnam along the 17th parallel (known as the demilitarized zone), dividing North and South Vietnam.
- **Vietcong:** A Communist opposition group in South Vietnam (VC).
- **Ho Chi Minh:** President of North Vietnam 1954-69.
- **Gulf of Tonkin Resolution:** A joint resolution of the U.S. Congress passed on August 7, 1964, in direct response to a minor naval engagement known as the Gulf of Tonkin Incident.
- **Gulf of Tonkin:** Prompted the first involvement of U.S. in the Vietnam War.
- **17th Parallel:** Divided North and South Vietnam.
- **Tet Offensive:** A series of major attacks by communist forces in the Vietnam War.

Lesson Introduction (I Do): 10 mins.

Here, we will inform students that today’s lesson will introduce them to quite a bit of turmoil and chaos. The Civil Rights Movement in America and the Vietnam War brought a high volume of tension to the United States. This is a great time to compare the current state of race relations in America to the 1950s and 60s. In addition to that, inform students that unlike in the past when America went to war, Vietnam was not a fully supported war in America. At this point, you will have the opportunity to break down the areas featured in our day’s lesson objective in an effort to enhance student comprehension of the day’s lesson contents.

As the instructor, this is an opportunity for you to introduce students to the idea of America being involved in a war abroad that is not heavily supported at home. Students will discuss that in the midst of seeking Civil Rights, Dr. King spoke out against the war in Vietnam. Students should understand that the calamity of Vietnam intertwined with the actions of the Civil Rights Movement evolved into a volatile America where many voices were anxious to be heard. Students should be made aware that although most protests began under a peaceful banner, during this time many developed into small acts of hostility.

Lesson Activities (We Do): 40 mins.

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day’s lesson content with the day’s objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. Lesson A includes a total of 2 activities and 3 videos. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Kennedy and the Rise of Liberalism	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	3. The New Frontier	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	4. Chief Justice Earl Warren	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	5. Warren Court Cases	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	6. Video – Presidential Election of 1960	Instructor should allow for a student volunteer to read the slide aloud and engage	Have a student volunteer read the slide

		students to ensure understanding Instructor should play video included on this slide & briefly discuss	Students should listen, watch the video and make notes to prepare for posttest
Lesson A	7. The Bay of Pigs Invasion	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	8. The Berlin Crisis	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	9. Activity - Bay of Pigs Invasion and Berlin Crisis	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson A	10. The Cuban Missile Crisis	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	11. Activity - The Cuban Missile Crisis	Instructor should read the slide aloud and engage students to ensure understanding – be certain to monitor your time	Students should listen and make notes to prepare for posttest
Lesson A	12. Assassination of JFK	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	13. Activity - Assassination of JFK	Instructor should read the slide aloud and engage students to ensure understanding – be certain to monitor your time	Students should listen and make notes to prepare for posttest
Lesson A	14. Video – Rights of the Accused Crimes	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	15. Video – Cold War: Witness to History	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	16. Activity - Terminologies	Instructor should read the slide aloud and engage students to ensure understanding – be certain to monitor your time	Students should listen and make notes to prepare for posttest
Lesson A	17. Integration of Clinton High School	Instructor should read the slide aloud and engage students to ensure understanding – be certain to monitor your time	Students should listen and make notes to prepare for posttest

Lesson A	18. March on Washington, D. C.	Instructor should read the slide aloud and engage students to ensure understanding – be certain to monitor your time	Students should listen and make notes to prepare for posttest
Lesson A	19. The Highlander Folk School	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	20. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	21. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 17 in Lesson A. There is no lesson B. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all the students will be prepared to move to Day 16 tomorrow.

Total Time: 2 hours 10 minutes

Supplemental/Optional Classroom Initiatives:

1. The 1960s in America - [Grade Results](#)
2. JFK & LBJ: A Time for Greatness - [https://educator.graderesults.com/gr/modules/curriculum/preview-lesson-with-course-tree.php?curriculumID=LC9ifg8ax1fPWOnLDXVxg..&standard=Shelby%20Summer-US%20History%20and%20Geography%20\(Part%20II\)-2021-22&courseName=SS%20U.S.%20Hist/Geog%20\(Part%20II\)&schoolCurriculumID=0](https://educator.graderesults.com/gr/modules/curriculum/preview-lesson-with-course-tree.php?curriculumID=LC9ifg8ax1fPWOnLDXVxg..&standard=Shelby%20Summer-US%20History%20and%20Geography%20(Part%20II)-2021-22&courseName=SS%20U.S.%20Hist/Geog%20(Part%20II)&schoolCurriculumID=0)

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 16

Topic/Lesson Title & Grade Results #: Civil Rights for African Americans Lesson 16

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

Lesson A: The Civil Rights Movements of the 1950s and 1960s

- Describe ways African Americans tried to escape racism in the South.
- Explain the existence of racism in the North.
- Summarize events that led to the Civil Rights movement.

Lesson B: The Vietnam War Years

- Summarize Vietnam's history as a French colony and its struggle for independence
- Examine how the United States became involved in the Vietnam conflict
- Describe the expansion of U.S. military involvement under President Johnson

Guiding Question(s):

- What were the causes of the Vietnam War?
- What were the major events of the Vietnam War?
- How was life different in the U.S. on the home front during Vietnam?
- What were the impacts of the Brown vs. Board of Education case?
- Who were the key civil rights advocates and opponents and how did they help or hinder the movement?
- What were the major events in the struggle to secure civil rights for African Americans?
- What were the key legislation pieces in the Civil Rights movement?

TN Curriculum Standard(s): US.66, US.67, US.78, US.79, US.80

- Describe the causes, course, and consequences of the Vietnam War, including: •Geneva Accords •Ho Chi Minh •Gulf of Tonkin Resolution •Bombing of Cambodia •Tet Offensive •Napalm and Agent Orange •Vietnamization
- Compare the policies and practices of Presidents John F. Kennedy, Lyndon Johnson, and Richard Nixon and their impacts on the continuation of the Vietnam War.
- Examine the decision and impact of Brown v. Board of Education on desegregation.
- Examine the roles and actions of civil rights advocates (e.g., Malcolm X, Thurgood Marshall, Rosa Parks) and opponents (e.g., Bull Connor, Orval Faubus, Strom Thurmond) and how they coincided with, confronted, and challenged each other.
- Describe the significant events in the struggle to secure civil rights for African Americans, including: •Montgomery Bus Boycott •Marches, demonstrations, boycotts, and •Integration of Clinton High School in sit-ins (e.g., Nashville) Clinton, TN •March on Washington, D.C. •Integration of Central High School in •Birmingham bombings of 1963 Little Rock, AR •Assassination of Martin Luther King, Jr. •Freedom Riders •Highlander Folk School •Tent City in Fayette County, TN

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 20 of the Grade Results Lesson A and slide 32 for Lesson B.)

Lesson A: The Civil Rights Movements of the 1950s and 1960s

- **Brown v. The Board of Education:** Declared segregation in educational facilities was unconstitutional.
- **Civil Rights Act of 1957:** Gave the federal government jurisdiction over violations of American voting rights.
- **Civil Rights Act of 1964:** Prohibited discrimination based on race, religion, nationality, or gender.
- **CORE:** Congress of Racial Equality.
- **Freedom Riders:** Interracial groups that peacefully segregated buses in the South.
- **James Meredith:** First African American to enroll in an all-white university in Mississippi. (Ole Miss.)
- **Jim Crow Laws:** Laws aimed at separating the races in the South.
- **Southern Manifesto:** Encouraged states to resist the Brown v. Board of Education decision.

Lesson B: The Vietnam War Years

- **Coup:** An overthrow of a leader by military force.
- **Selective Service System:** System established in the 1940s requiring all males at the age of 18 to register with their local draft board.
- **Geneva Accords:** Temporarily divided Vietnam along the 17th parallel (known as the demilitarized zone), dividing North and South Vietnam.
- **Vietcong:** A Communist opposition group in South Vietnam (VC).
- **Ho Chi Minh:** President of North Vietnam 1954-69.
- **Gulf of Tonkin Resolution:** A joint resolution of the U.S. Congress passed on August 7, 1964, in direct response to a minor naval engagement known as the Gulf of Tonkin Incident.
- **Gulf of Tonkin:** Prompted the first involvement of U.S. in the Vietnam War.
- **17th Parallel:** Divided North and South Vietnam.
- **Tet Offensive:** A series of major attacks by communist forces in the Vietnam War.

Lesson Introduction (I Do) – 5 minutes

Here, we will inform students that today’s lesson will introduce them to quite a bit of turmoil and chaos. The Civil Rights Movement in America and the Vietnam War brought a high volume of tension to the United States. This is a great time to compare the current state of race relations in America to the 1950s and 60s. In addition to that, inform students that unlike in the past when America went to war, Vietnam was not a fully supported war in America. At this point, you will have the opportunity to break down the areas featured in our day’s lesson objective in an effort to enhance student comprehension of the day’s lesson contents.

As the instructor, this is an opportunity for you to introduce students to the idea of America being involved in a war abroad that is not heavily supported at home. Students will discuss that in the midst of seeking Civil Rights, Dr. King spoke out against the war in Vietnam. Students should understand that the calamity of Vietnam intertwined with the actions of the Civil Rights Movement evolved into a volatile America where many voices were anxious to be heard. Students should be made aware that although most protest began under a peaceful banner, during this time many developed into small acts of hostility.

Lesson Activities/Supplemental (We Do) – 60 minutes

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day’s lesson content with the day’s objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 26 activities and 7 videos and Lesson B includes 35 activities and 13 videos. Keep this in mind as you progress throughout today’s lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Segregation	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

Lesson A	3. Brown v. Board of Education	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	4. The Montgomery Bus Boycott	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	5. Dr. King and the SCLC	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	6. Freedom Riders	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	7. Video – Freedom Riders	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	8. Video - Freedom Riders: Victory for Nonviolence	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	9. Ole Miss & James Meredith	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	10. Letter From a Birmingham Jail	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	11. Freedom Summer	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	12. Selma, Alabama	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	13. Bloody Sunday – A Turning Point in the Civil Rights Movement	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	14. Video - Martin Luther King On Non-Violence	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest

Lesson A	15. Mission for Greater Equality	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	16. Black Power	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	17. Video - Does Affirmative Action Stigmatize Students	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	18. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson A	19. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	20. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
Lesson B	1. Moving Toward Conflict - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	2. Introduction	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	3. Activity - The Vietnam Conflict	Instructor should skip this slide to stay on track for the day's lesson	Students should skip this slide
Lesson B	4. The French Indochina War	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	5. Quote	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	6. Quote (contd...)	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson B	7. The Geneva Accords	Instructor should allow for a student volunteer to read the slide aloud and engage	Have a student volunteer read the slide Students should listen, watch the video and make

		students to ensure understanding Instructor should play video included on this slide & briefly discuss	notes to prepare for posttest
Lesson B	8. Kennedy and the Vietnam Conflict	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	9. President Johnson and the Beginning of the Vietnam War	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	10. Activity - President Johnson and the Beginning of the Vietnam War	Instructor should read the slide aloud and engage students to ensure understanding – be certain to monitor your time	Students should listen and make notes to prepare for posttest
Lesson B	11. U.S. Troop Deployment	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	12. The Tonkin Gulf Resolution	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	13. America Declares War	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	14. U.S. Involvement and Escalation - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	15. The Decision to Escalate	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	16. President Lyndon B. Johnson - Video	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	17. A War in the Jungle	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

Lesson B	18. A Nation Divided - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	19. A Working-Class War	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	20. The Roots of Opposition	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson B	21. 1968: A Tumultuous Year - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	22. The Media's Role in the Vietnam Anti-war Movement	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	23. The Tet Offensive	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	24. Johnson Withdraws	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson B	25. Violence and Protest Grip the Nation - Video	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	26. Video - Robert Kennedy	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	27. The Election of 1968	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

Lesson B	28. The End of the War and Its Legacy - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	29. President Nixon and Vietnamization	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson B	30. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson B	31. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson B	32. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day's lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 19 in Lesson A and Slide 31 in Lesson B. There is no lesson review for lesson A. This will offer students a concise review of our lesson objectives and how those objectives were met through the day's activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

Closing/Wrap Up/Notes Review: 5 mins. At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 17 tomorrow.

Total Time: 2 hours 10 minutes

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 17

Topic/Lesson Title & Grade Results #: An Era of Social Change Lesson 17

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

- Describe the growth and diversity of the Latino population during the 1960s.
- Summarize the efforts of Latinos to secure their civil rights.
- Characterize the efforts of Native Americans to secure a number of reforms.
- Identify factors that led to the rise of the women's movement during the 1960s.
- Describe some of the gains and losses of the women's movement in its early years.
- Summarize the enduring legacy of the women's movement in employment, education, and politics.
- Describe the flowering and the decline of the counterculture in the 1960s.
- Summarize the impact of the counterculture on art, fashion, music, and attitudes.
- Analyze how mainstream America's response to the counterculture set the nation on a more conservative course.

Guiding Question(s):

- What were the major events in the struggle to secure civil rights for African Americans?
- What were the key legislation pieces in the Civil Rights movement?
- How were the American Indian Movement, the Chicano Movement, and the Feminist Movement related to the Civil Rights Movement?

TN Curriculum Standard(s): US.84

- Analyze different points of view that reflect the rise of social activism and the growth of counterculture, including generation gap, hippies, and Woodstock.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 16)

- **Assimilation:** The process of becoming part of or more like something greater.
- **Bracero:** A Spanish term meaning, "one who works with his arms." In other words, bracero means "manual laborer."
- **Declaration of Indian Purpose:** A statement asking for increased Indian educational opportunities, more economic development programs, and better health care delivery systems, among other things.
- **Feminism:** The belief that women should have economic, political, and social equality with men.
- **Galvanize:** To shock or excite someone into taking action.
- **Migrant:** Someone who moves from one place to another, often for employment or economic improvement.

Lesson Introduction (I Do): 10 mins.

Here, we will inform students that today's lesson will introduce them to the power the people. The 1960s and 70s were a time of great political and social change in America. The nation's dealings within the Civil Rights Movement had influenced other

groups to stand and make their voices heard. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to the Chicano Movement and the efforts of the American Latino community. This is also a unique opportunity to discuss the Feminist Movement and the struggle for equal pay and equal rights. Students will have an opportunity to discuss some of the landmark pieces of legislation that came from counterculture. Students should understand that by actively protesting, calling attention to problems, and voicing their concerns is the starting path to true change.

Lesson Activities (We Do): 40 mins.

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 8 activities and 7 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 30 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. Objectives - Latinos and Native Americans Seek Equality	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Latino Population	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	3. Video - Bracero Program	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	4. The Latino Population and Prejudice – Cesar Chavez	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	5. Native Americans Struggle for Equality	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	6. Objectives - Women Fight for Equality	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	7. A New Women's Movement Arises	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	8. Video - 1950's Housewife	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding	Have a student volunteer read the slide Students should listen, watch the video and make

		Instructor should play video included on this slide & briefly discuss	notes to prepare for posttest
Lesson A	9. Objectives - The Counterculture	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	10. The Counterculture	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	11. Video - Commercials for Defunct Products	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	12. A Changing Culture	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	13. Rock Music	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson A	14. Nixon and Watergate	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	15. Nixon and Watergate (cont'd)	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	16. Nixon Reacts to Watergate	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	17. Objectives: The Women's Movement	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	18. Labor Law	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	19. The Equal Pay Act of 1963	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	20. The Equal Pay Act of 1963 (cont'd)	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	21. The Education Amendments of 1972	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	22. Roe v. Wade (1973)	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	23. Equal Rights Amendment 1972	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide

Lesson A	24. Drag and Drop Activity – An Era of Social Change	Instructor should read the slide aloud and engage students to ensure understanding – be certain to monitor your time	Students should listen and make notes to prepare for posttest
Lesson A	25. Energy Crisis under President Carter	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	26. The Panama Canal Treaty	Instructor should read the slide aloud and engage students to ensure understanding – be certain to monitor your time	Students should listen and make notes to prepare for posttest
Lesson A	27. Iran Hostage Crisis	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	28. Lesson Review	Instructor should briefly review with students the highlights of today’s lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	29. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day’s lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 15. This will offer students a concise review of our lesson objectives and how those objectives were met through the day’s activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day’s Posttest offers students an opportunity to independently reflect on what they have learned throughout today’s lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day’s asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today’s lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any misunderstandings that may have occurred during today’s lesson. We want to close the day knowing that all students will be prepared to move to Day 18 tomorrow.

Total Time: 2 hours 10 minutes

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 18

Topic/Lesson Title & Grade Results #: The Conservative Tide Lesson 18

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

- Appraise the influence of the conservative movement on social, economic, and environmental issues from 1974 to 1992.
- Analyze Reagan's and Bush's pro-active international policies, including Invasion of Granada, Iran-Contra, SDI, End of the Cold War, Invasion of Panama, and Persian Gulf War.
- Identify concerns over health issues, drug use, and education.
- Summarize political, economic, and social gains for women.
- Describe how conservative policies affected minorities.
- Learn about the end of the Cold War and emergence of a global economy.
- Summarize U.S. actions in Central America and the Caribbean.
- Trace events leading to the Iran-Contra scandal and analyze involvement in the Persian Gulf War.

Guiding Question(s):

- How have the roles of women and minorities changed since 1990, particularly in the military, politics, and the economy?
- How have increased communication tools impacted society?
- What were the achievements and setbacks of the Nixon administration?
- What were the achievements and setbacks of the Reagan administration?
- What were the significant events of the Bush Administration under George H. W. Bush?

TN Curriculum Standard(s): US.90

- Describe the significant events of President George H.W. Bush's administration, including the invasion of Panama and the Gulf War.

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 22)

- **Conservatism:** Holding to traditional attitudes and values, while being cautious about change or innovation with regards to politics and religion.
- **Conservative coalition:** An alliance of intellectuals, business leaders, some disaffected Democrats, and fundamentalist Christian groups whose common traits included opposition to big government. Entitlements, busing, and affirmative action.
- **Coup:** A sudden, violent, and illegal seizure of power from a government.
- **Gross-national product:** The sum of all goods and services produced.
- **Pay equity:** Jobs are rated based on each job's requirements, instead of traditional pay scales.
- **Reaganomics:** The philosophy that lowering taxes would lead to higher private investments, and therefore, an increase in the nation's goods and services.

Lesson Introduction (I Do): 10 mins.

Here, we will inform students that today's lesson will introduce them to liberals and conservatives. Inform students that these are terms that they may encounter often, especially when dealing with politics and politicians. The election of Richard Nixon introduced America to a new conservative tide. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to the idea of the secret and/or covert operation. Students will discuss the foiled Bay of Pigs operation and delve into the Watergate scandal, both of which were to be top secret! Students should understand that by saying conservative most people equate conservative with traditional. This would be a great opportunity to have students discuss their own ideas of liberals and conservatives.

Lesson Activities (We Do): 40 mins.

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 19 activities and 6 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 30 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1. A Transfer from Democrat to Republican Leadership - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Introduction: Unit Warm-Up	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	3. A Conservative Movement - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	4. President Jimmy Carter	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	5. Conservatives Win Power	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	6. Reaganomics	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	7. Judicial Power Shifts	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	8. The Environment	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	9. Elections in 1984 and 1988	Instructor should allow for a student volunteer to read	Have a student volunteer read the slide

		the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Students should listen, watch the video and make notes to prepare for posttest
Lesson A	10. American Society in a Conservative Age - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	11. Health, Education, and Cities in Trouble	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	12. Education, Urban Crisis, and The Struggle for Equal Rights	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	13. Economic and Social Gains	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	14. Native Americans	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	15. Foreign Policy After the Cold War - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	16. End of the Cold War	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	17. Poland and Germany, Central America and the Caribbean	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	18. Middle East Troubles	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	19. Middle East Troubles (Contd...)	Introduce and play video, allow for student discussion at the end of the video presentation	Students should review the video clip and discuss after the video presentation
Lesson A	20. Activity - Foreign Policy After the Cold War	Instructor should skip this slide to stay on track for the day's lesson	Students should skip this slide
Lesson A	21. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson A	22. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	23. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update

			their notes to prepare for posttest
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Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day’s lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 21. This will offer students a concise review of our lesson objectives and how those objectives were met through the day’s activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day’s Posttest offers students an opportunity to independently reflect on what they have learned throughout today’s lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day’s asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today’s lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today’s lesson. We want to close the day knowing that all students will be prepared to move to Day 19 tomorrow.

Total Time: 2 hours 10 minutes

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 19

Topic/Lesson Title & Grade Results #: The United States in Today's World Lesson 19

Attendance in PowerSchool – 5 minutes

Objective(s): Students will

- Summarize the issues of the 1992 presidential campaign
- Describe Clinton's stand on domestic and international issues
- Identify the effects of the Republican control of Congress
- Summarize the results of the 1996 election
- List the issues that emerged during President Clinton's second term

Guiding Question(s):

- What were the significant events of the Clinton Administration?
- What was the impact of September 11th and the subsequent war on terror?

TN Curriculum Standard(s): US.91

- Summarize the events of President Bill Clinton's administration, including: •NAFTA •Welfare-to-work •Scandals and subsequent impeachment •Balanced budget hearings

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Key Vocabulary/Terms:

The vocabulary words and their definitions are listed above. Allow students an opportunity to read the definitions on their own. After the readings, offer students a moment to discuss the meanings of the above listed vocabulary words introduced in today's lesson. (Vocabulary Words can be found on slide 22 in Lesson A and on slide 13 in Lesson B.)

- **Bill Clinton:** The 42nd President of the United States.
- **Clinton Doctrine:** U.S will aid and assist area where populations are victims of aggression even without sovereign states.
- **Impeachment:** A formal document charging a public official with misconduct in office.
- **Whitewater:** Clinton was questioned as to his involvement in a failing real estate investment.

Lesson Introduction (I Do): 10 mins.

Here, we will inform students that today's lesson will introduce them to Bill Clinton as President of the United States. This may be an interesting concept for most students considering they may better know Bill as the husband of Hillary Clinton versus his time in the White House. This is a unique opportunity to discuss another unusual election with students by closing with the election of 2000 between Al Gore, Clinton's Vice President and George W. Bush. At this point, you will have the opportunity to break down the areas featured in our day's lesson objective in an effort to enhance student comprehension of the day's lesson contents.

As the instructor, this is an opportunity for you to introduce students to the modern side of US History. The events of the Clinton years and those after are closer in time than the majority of topics covered in this class. Students will discuss the impact of a one-party dominated Congress. Students should understand that although Clinton was impeached, he too, was not removed from office but was allowed to complete his time of service. Students should be made aware that no individual is perfect, we all make mistakes. However, the way we arise after our mishap is the true definition of the person we seek to become.

Lesson Activities (We Do): 40 mins.

During this phase of the lesson, advance through the lesson content, slide by slide. As a whole group, complete the Practice Activities as a class. As you go through the slides, point out key details to students connecting the day's lesson content with the day's objectives. Each lesson contains activities and videos that will vary in length. Remember, the time can be adjusted at your discretion. This is a combined lesson. Lesson A includes a total of 6 activities and 3 videos and Lesson B includes 1 activity and 2 videos. Keep this in mind as you progress throughout today's lesson, remember our entire class allotment is 2 hours and 10 minutes.

Lesson	Slide Title	Instructor Action	Student Action
Lesson A	1 The Clinton Presidency - Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson A	2. Clinton Wins the Presidency	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	3. Clinton and the Economy	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	4. Clinton and the Economy (contd...)	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	5. Welfare and Health Reform	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	6. Clinton's Second Term	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	7. The New Global Economy - Objectives	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	8. The New Service and High-Tech Economy	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	9. Technology and Modern Life - Objectives	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	10. Technology and Communication	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	11. Technology and Communication (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest

Lesson A	12. Technology and Communication (contd...)	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	13. Technology and Communication (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, collaborate with the instructor, and update their notes to prepare for posttest
Lesson A	14. Technology and Communication (contd...)	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson A	15. Technology and Communication (contd...)	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	16. The Changing Face of America - Objectives	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	17. The Suburban Nation	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	18. The Graying of America	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen and make notes to prepare for posttest
Lesson A	19. Immigration in the 1990s	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson A	20. Drag and Drop Activity	Instructor should select student volunteers to further engage the activity Instructor read directions while calling on student volunteers to complete the Drop and Drag activity	Some students should assist with the class activity and all students should listen and make notes to prepare for posttest Student engagement activity
Lesson A	21. Lesson Review	Instructor should briefly review with students the highlights of today's lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson A	22. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
Lesson	Slide Title	Instructor Action	Student Action
Lesson B	1. Objectives	Introduce lesson & read objectives	Students should listen and make notes to prepare for posttest
Lesson B	2. Rise of Terrorism	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	3. Video – Terrorism and the US	Instructor should allow for a student volunteer to read the slide aloud and engage	Have a student volunteer read the slide Students should listen, watch the video and make

		students to ensure understanding Instructor should play video included on this slide & briefly discuss	notes to prepare for posttest
Lesson B	4. Weapons of Mass Destruction	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
Lesson B	5. The Modern-Day Tea Party Movements	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest
Lesson B	6. Bush v. Gore Election	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	7. Osama Bin Laden and 9/11	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	8. Video – Roots of Arab Spring	Instructor should allow for a student volunteer to read the slide aloud and engage students to ensure understanding Instructor should play video included on this slide & briefly discuss	Have a student volunteer read the slide Students should listen, watch the video and make notes to prepare for posttest
Lesson B	9. Effect of Hurricane Katrina	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	10. Arab Spring and President Barack Obama	Instructor should call for student volunteers to assist with the class reading	Have a student volunteer read the slide
Lesson B	11. Activity	Instructor should read the slide aloud and engage students to ensure understanding – be certain to monitor your time	Students should listen and make notes to prepare for posttest
Lesson B	12. Lesson Review	Instructor should briefly review with students the highlights of today’s lesson	Students should listen, answer review questions, and make notes to prepare for posttest
Lesson B	13. Lesson Vocabulary Words	Instructor should read the slide aloud and engage students to ensure understanding	Students should listen, read the vocabulary silently with the instructor, and update their notes to prepare for posttest

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Lesson Review – 5 minutes:

As you prepare to close the whole group portion of the day’s lesson, take this opportunity to summarize the content material with the Grade Results Lesson Review located on Slide 21 in Lesson A and on Slide 12 in Lesson B. This will offer students a concise review of our lesson objectives and how those objectives were met through the day’s activities. Have students review the slides and their notes to prepare for the posttest.

Independent Work – Posttest (They Do): 40 mins.

The day's Posttest offers students an opportunity to independently reflect on what they have learned throughout today's lesson activities. Please note that although each day includes two lessons combined, there is only one Posttest at the end of each day. The one Posttest covers material and content addressed in both lessons. Please encourage students to do their best work on the daily Posttest.

Explain that students will work independently to complete the posttest. Encourage them to think critically and do their best on the posttest. The posttest will count as the grade for the daily lesson. All students are required to complete student activities as part of their class assignments.

At this time, as the instructor you will explain to the students that they will complete the Posttest activities on their own during the day's asynchronous learning hour. Inform students that this is their time to apply the knowledge and skills they have learned throughout the day as they work to earn their daily grade. Reinforce to students that it is imperative that they do their best work as this is their only opportunity for their daily score and that that score must be a 60 or higher in order to successfully progress through the Grade Results Lesson Materials. *Remember, the Posttest will count as the final grade for today's lesson.*

Closing/Wrap Up/Notes Review: 5 mins.

At this time, allow students to ask any closing questions that they may have for the day. This is the perfect time to clarify any and all misunderstandings that may have occurred during today's lesson. We want to close the day knowing that all students will be prepared to move to Day 20 tomorrow.

Total Time: 2 hours 10 minutes

Summer School Lesson Plan

Subject/Grade: U.S. History

Day: 20

Topic/Lesson Title & Grade Results #: Final Post-Test Review & Post-Test

Attendance in PowerSchool – 5 minutes

Objective(s):

- Students will review lessons to prepare for the final Post-Test.
- Final Post-test will open. All students must complete the final Post-Test

Materials/Resources Needed: Grade Results Online Platform, Grade Results video, paper, pencil or notes in Grade Results

Technology: Computer, Whiteboard, TEAMS meeting (if applicable)

Lesson Introduction (I Do) – 5 minutes

- Identify the purpose of the course
- Connect the course to missing or future coursework and Post-test

Lesson Activities/Supplemental (We Do) – 60 minutes

- Lesson Activities and Review (We Do):
- Check Grade Results and have students review activities/lesson that they have not completed or need assistance with. Hold an open Q&A for students to ask questions regarding the activities/lessons they are reviewing.

Break – 10 Minutes (*Site Administrator will work with teachers on breaks*)

Independent Work – Final Posttest (They Do): 40 mins.

- Students will review and complete Final Posttest

Closing/Wrap Up/Notes Review: 5 mins.

Students should utilize any additional time to ensure that all activities and post-tests have been completed with a passing score. Any items that remain should be completed at this time in preparation for the end of the course. Lastly, review all previous post-test to ensure success and mastery of the course final exam. Do your best!

At this time, allow students to ask any final closing questions that they may have prior to class ending. Inform students that today is the last day for US History as this is a ½ credit course. Inform students that all grades will be final at the end of Summer School. This simply means, students may ask you about a Progress Report or a Report Card. Simply inform students that at the close of summer, once summer school ends for all classes, Report Cards will then be released for all students that attended Summer School 2023.

Lastly, thank you for your kindness, patience, and tenacity in teaching this class, this summer, within the confines of a pandemic. Hats off to you for going the extra mile and always supporting our students. As you close out, please enjoy your brief break!! Stay safe and have an awesome school year!!

Total Time: 2 hours 10 minutes