

**Quiz #9 Corrections:**

Due Friday, 12/09, After School. Sign-Up [HERE](#).

**Imperialism Slide Deck:**

Access slides seen in class [HERE](#).

**Weekly Agenda  
December 05-09, 2016**

Day/Date	Schedule—Block A	Schedule—Block B	Homework
Monday, December 5	<p>EQ: How was the Progressive Era a response to the social, economic, political, and environmental problems of the Gilded Age, and to what extent were the movements successful?</p> <p>SQ:</p> <ul style="list-style-type: none"> <li>What are the “synthesis moments” that relate to the Progressive Era?</li> <li>In what way does the Progressive Era differ from earlier “synthesis moments?”</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>Synthesis Moment! Progressive Era discussion and PPT</li> </ul>	<p>EQ: How was the Progressive Era a response to the social, economic, political, and environmental problems of the Gilded Age, and to what extent were the movements successful?</p> <p>SQ:</p> <ul style="list-style-type: none"> <li>What is Pragmatism?</li> <li>How does Pragmatism relate to reforms of the Progressive Era?</li> <li>How do cities see Progressive Reforms?</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>PowerPoint with Study.com “Pragmatism” video.</li> </ul>	<ul style="list-style-type: none"> <li>Remember: “U.S. Entry Into World War I” Viewing Notes. <ul style="list-style-type: none"> <li><b>Submit to TurnItIn by 8:05 AM on Tuesday, 12/06</b></li> </ul> </li> <li>Read Kennedy, Chapters 29-30-31 <ul style="list-style-type: none"> <li><b>Weekly Quiz #10 on Friday, 12/09</b></li> </ul> </li> </ul>
Tuesday, December 6	<p>EQ: How was the Progressive Era a response to the social, economic, political, and environmental problems of the Gilded Age, and to what extent were the movements successful?</p> <p>SQ:</p> <ul style="list-style-type: none"> <li>What are the specific Progressive reforms achieved at the state level, and how did they work?</li> <li>Why is the presidency of Theodore Roosevelt considered a turning point for the office?</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li><a href="#">PowerPoint: City and State Reforms and the “New Nationalism”</a></li> </ul>	<p>EQ: In what way does World War I affect the “national identity” of the United States?</p> <p>SQ:</p> <ul style="list-style-type: none"> <li>What <i>really</i> leads to U.S. entry into this “European” war?</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>Thesis Practice</li> </ul>	<ul style="list-style-type: none"> <li>View <a href="#">“World War I on the Home Front”</a> (note: 31 minutes) and complete Viewing Notes. Make sure to review the Viewing Notes rubric with specifications attached to the assignment on TurnItIn. <ul style="list-style-type: none"> <li><b>Submit to TurnItIn by 8:05 AM on Wednesday, 12/07.</b></li> </ul> </li> </ul>
Wednesday, December 7 <b>Pearl Harbor Day</b>	<p>EQ: In what way does World War I affect the “national identity” of the United States?</p> <p>SQ:</p> <ul style="list-style-type: none"> <li><i>Special:</i> How has the Japanese Attack at Pearl Harbor become memorialized in American history?</li> <li>Is the U.S. entry into World War I in defense of “neutral rights?”</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li><a href="#">Pearl Harbor 75<sup>th</sup> Anniversary</a></li> <li>“Sharing is Caring” Activity: Theories relating to U.S. entry into World War I</li> </ul>	<p>EQ: In what way does World War I affect the “national identity” of the United States?</p> <p>SQ:</p> <ul style="list-style-type: none"> <li>What are the most notable developments on the Home Front during World War I?</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li><a href="#">World War I in Cartoons and Pictures.</a></li> </ul>	<ul style="list-style-type: none"> <li>View Crash Course U.S. History, <a href="#">“The Roaring 20s,”</a> and complete Viewing Notes. Make sure to review the Viewing Notes rubric with specifications attached to the assignment on TurnItIn. <ul style="list-style-type: none"> <li><b>Submit to TurnItIn by 8:05 AM on Thursday, 12/08.</b></li> </ul> </li> </ul>
Thursday, December 8	<p>EQ: In what way does World War I affect the “national identity” of the United States?</p> <p>SQ:</p> <ul style="list-style-type: none"> <li>In what way does World War I affect the “national identity” of the United States?</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>Review “WWI on the Home Front” information with the <a href="#">“World War I in Pictures”</a> Slide Deck.</li> <li>4-Square: Answer the EQ/SQ</li> </ul>	<p>EQ: In what way does World War I affect the “national identity” of the United States?</p> <p>SQ:</p> <ul style="list-style-type: none"> <li>What specifically leads to the Senate defeat of the Treaty of Versailles?</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>View <a href="#">“Fourteen Points and Treaty of Versailles”</a> (either Norris or DHT) to determine key issues surrounding the treaty.</li> </ul>	<ul style="list-style-type: none"> <li>Finish watching (or re-watch) <a href="#">Fourteen Points and Treaty of Versailles</a> video, if necessary. (No viewing notes.)</li> <li>Study for <b>Weekly Quiz #10</b> <ul style="list-style-type: none"> <li>Use <a href="#">Helpful Study Links</a> page from APUSH website for resources.</li> <li>Also check out the <a href="#">Reading Guide</a> for bolded terms to help you focus on the quiz.</li> </ul> </li> </ul>
Friday, December 9	<p><b>Weekly Quiz #10 (Chapters 29-30-31)</b></p> <p>EQ: In what way does World War I</p>	<p>EQ: What accounts for a period of increased tension and anxiety that</p>	<ul style="list-style-type: none"> <li>Watch “The Ku Klux Klan, Eugenics, and Nativism” AND “The</li> </ul>

	<p>affect the “national identity” of the United States?</p> <p>SQ:</p> <ul style="list-style-type: none"> <li>▪ What specifically leads to the Senate defeat of the Treaty of Versailles?</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>▪ Document study: Defeat of the Treaty of Versailles</li> </ul>	<p>emerges in the 1920s?</p> <p>SQ:</p> <ul style="list-style-type: none"> <li>▪ Explain the “Old vs. New” that emerges in the 1920s—and what might be the reason for such a tension</li> </ul> <p>Activity:</p> <ul style="list-style-type: none"> <li>▪ Generate ideas about reasons for changes.</li> <li>▪ View “<a href="#">The Century: Boom and Bust (1920-1929)</a>” excerpts.</li> </ul>	<p>Red Scare of the 1920s,” which can be found on the <a href="#">APUSH Website</a>. Complete ONE set of Viewing Notes for both videos.</p> <ul style="list-style-type: none"> <li>▪ <b>Submit to TurnItIn by 8:05 AM on Monday, 12/12</b></li> <li>▪ Advise: finish watching “<a href="#">The Century: Boom and Bust</a>” (approximately 30 minutes). <i>There is no homework assigned for this.</i></li> <li>▪ Prepare for APUSH Period 7 Unit Exam. Use “short-cut” method for Kennedy, Chapters 32, 33, 34, and parts of 35.</li> <li>▪ <b>Exam on Friday, 12/16</b></li> </ul>
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**Quotation of the Week:**

- “Believe that life is worth living and your belief will help create the fact.” (William James)