

<b>DEPARTMENT: SOCIAL STUDIES</b>	<b>COURSE TITLE: UNITED STATES HISTORY 1877 TO PRESENT</b> <b>COURSE NUMBER: 114</b>
<b>GRADE(S): 10 – 12</b>	<b>PRE-REQUISITES (IF ANY): 9<sup>TH</sup> GRADE WORLD CIVILIZATIONS</b>

<b>UNIT</b>	<b>LENGTH</b>	<b>CONTENT</b>	<b>SKILLS</b>	<b>METHODS OF ASSESSMENT</b>	<b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>
Historical Overview: United States Prior to 1877	6 days	<ul style="list-style-type: none"> <li>• What is history? What is historical method?</li> <li>• Historical significance</li> <li>• Historiography</li> <li>• Review major periods - colonization, revolution, expansion, Civil War</li> </ul>	<ul style="list-style-type: none"> <li>• Students will:</li> <li>• Manage 3-ring notebooks.</li> <li>• Distinguish between primary and secondary sources.</li> <li>• Identify, select and explain historically significant events, people and ideas</li> <li>• Write and perform short drama which presents selected events and nature of their significance</li> <li>• Create visual aid to support group analysis of historical significance</li> <li>• Write formal essay and support thesis with reference to specific sources</li> </ul>	<ul style="list-style-type: none"> <li>• Homework/notebook check</li> <li>• Class participation and discussion</li> <li>• Group presentation of dramatic scenes</li> <li>• Visual aids supporting dramatic scenes</li> <li>• Formal 3-paragraph essay evaluating historical significance of introductory events, people or ideas</li> </ul>	History: 1,2,3,4 Civics/Gov:16, 17,18,19,20
Constitution and Reconstruction	9 days	<ul style="list-style-type: none"> <li>• Democracy and Constitutionalism</li> <li>• Federalism vs. States Rights</li> <li>• Separation of powers</li> <li>• Checks and balances</li> <li>• Judicial review - strict vs. loose interpretation</li> <li>• Presidential vs. Congressional Reconstruction</li> <li>• Evaluation of Reconstruction</li> <li>• Impeachment</li> <li>• Interpretation of the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments—Equal protection</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Create graphic representation of 3 branches of government</li> <li>• Navigate textbook using survey strategies</li> <li>• Interpret first person accounts of historical periods</li> <li>• Understand and assess the use of satire and irony in historical sources</li> <li>• Interpret political cartoons.</li> <li>• Employ prewriting strategies in small groups</li> <li>• Write 5-paragraph formal essay evaluating Reconstruction</li> <li>• Take objective test.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework/notebook check</li> <li>• Class participation and discussion</li> <li>• Graphic representations of the three branches of government</li> <li>• 5-paragraph formal essay</li> <li>• Objective test</li> </ul>	History: 1,2,3,4,5 Geography: 8 Economics: 11, 12, 15 Civics/Gov:16, 17,18,19
Westward Expansion	7 days	<ul style="list-style-type: none"> <li>• Frontier theory and Manifest Destiny</li> <li>• Homestead Act</li> <li>• Railroad capitalization, construction and immigrant labor: Chinese and Irish</li> <li>• Natural resource exploitation</li> <li>• Native American Removal, Reservation and Settlement Policies</li> <li>• Ethnic and racial diversity: Mexicans, Exodusters,</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Evaluate and use videos and photographs as historical sources</li> <li>• Identify and evaluate ideologies of expansionism from contemporary perspectives</li> <li>• Present and defend opinion in debate format.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework/notebook check</li> <li>• Class participation and discussion</li> <li>• West map</li> <li>• Informal classroom debate as historical characters</li> </ul>	History: 1, 2, 4, 5 Geography: 9, 10 Economics: 12 Civics/Gov.: 19

		Mormons, Europeans and migrants from Eastern US	<ul style="list-style-type: none"> <li>Label and analyze map</li> </ul>	<ul style="list-style-type: none"> <li>Written evaluation of ideologies of expansionism</li> </ul>	
Industrialization	7 days	<ul style="list-style-type: none"> <li>7 Factor Model of Industrialization: natural resources, transportation, markets, labor, technology, capital, management</li> <li>Changing nature of work</li> <li>Social Darwinism and philosophy of wealth</li> <li>Urbanization—living conditions, urban planning, cultural diversity (ALSO SEE Immigration unit)</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Construct a graphic organizer from a lecture</li> <li>Analyze historical documents and events</li> <li>Employ Internet navigation skills to write a biographical sketch of major industrialist</li> <li>Evaluate Internet resources for reliability</li> <li>Create a graphic organizer to support small group evaluation of industrialist's career</li> <li>Present small group evaluation of industrialist's career</li> <li>Create bibliography using MLA format</li> <li>Employ prewriting strategies in whole class and individual exercises</li> <li>Take a essay exam.</li> </ul>	<ul style="list-style-type: none"> <li>Homework/notebook check</li> <li>Class participation and discussion</li> <li>History website evaluation</li> <li>Handout/graphic organizer supporting group evaluation of an industrialist</li> <li>Midterm exam including essay</li> </ul>	History: 1, 2, 3, 4, 5 Economics: 11, 12, 13
Populism, Progressivism and Labor Movement	10 days (including 3 library days)	<ul style="list-style-type: none"> <li>Populism and farm conditions</li> <li>Social reforms, race and gender relations</li> <li>Political reforms</li> <li>Labor movements and Communism</li> <li>Anti-Trust movement</li> <li>Conservation movement</li> <li>Wilson, Taft and Roosevelt: federal policy</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Select relevant information from primary sources to support interest group position in simulated hearing</li> <li>Identify appropriate topics of interest for individual research projects</li> <li>Locate, identify and evaluate library research sources</li> <li>Employ appropriate strategies to record research data on note cards</li> <li>Maintain research diary detailing research efforts</li> <li>Write informal narrative essay on research process and findings</li> <li>Create bibliography using MLA format</li> </ul>	<ul style="list-style-type: none"> <li>Homework/notebook check</li> <li>Class participation and discussion</li> <li>Pullman Strike documentary case study—simulated Congressional hearing</li> <li>I Search research diary</li> <li>I Search note cards</li> <li>I Search narrative essay</li> <li>I Search bibliography</li> </ul>	History: 1, 2, 3, 4, 5 Economics: 11, 12, 13

Immigration and Urbanization	4 days	<ul style="list-style-type: none"> <li>Urbanization—living conditions, urban planning, cultural diversity</li> <li>Immigration—assimilation, cultural pluralism, amalgamation</li> <li>Immigrant experience—challenges and opportunities</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Interpret and analyze statistics and photographs as historical sources</li> <li>Translate statistical data into graphs</li> </ul>	<ul style="list-style-type: none"> <li>Homework/notebook check</li> <li>Class participation and discussion</li> <li>Immigration graphs</li> <li>Interpretive photograph captions</li> <li>I search narrative essay and bibliography final draft</li> </ul>	<p>History: 1, 2, 3, 4 Economics: 1, 23 Civics/Gov.: 19</p>
Imperialism	8 days	<ul style="list-style-type: none"> <li>Economic motives for imperialism: foreign markets and natural resources</li> <li>Geopolitical motives for imperialism: security and nationalism</li> <li>Moral motives for imperialism: democracy, religion, White Man's Burden</li> <li>Case studies: Spanish American War, Hawaii, Philippines, Panama, Puerto Rico, Cuba, China</li> <li>Social impact and responses: opposing views</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze historical documents and events including newspapers, speeches, and political cartoons</li> <li>Identify and understand uses of propaganda</li> <li>Create and analyze map</li> <li>Develop group analysis of an imperialism case study</li> <li>Jigsaw presentation of case study analysis</li> <li>Employ appropriate prewriting strategies to create essay outline</li> </ul>	<ul style="list-style-type: none"> <li>Homework/notebook check</li> <li>Class participation and discussion</li> <li>Imperialism map</li> <li>Imperialism case study jigsaw</li> <li>Open note quiz</li> <li>Essay exam from prepared outline</li> </ul>	<p>History: 1, 2, 3, 4 Geography: 8, 9 Civics/Gov.: 16, 18</p>
World War I	6 days	<ul style="list-style-type: none"> <li>Balance of Power, alliance system</li> <li>Causes of WWI</li> <li>Conduct of WWI: fighting in Europe</li> <li>US neutrality and involvement</li> <li>Making "peace" and Versailles Treaty issues</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze historical documents and events including primary sources such as posters, songs and advertisements</li> <li>Create and analyze map</li> <li>Take final exam.</li> </ul>	<ul style="list-style-type: none"> <li>Homework/notebook check</li> <li>WWI map</li> <li>Class participation and discussion</li> <li>final exam</li> </ul>	<p>History: 1, 2, 3, 4 Civics/Gov.: 16, 18</p>
Twenties	8 days	<ul style="list-style-type: none"> <li>WWI home front - Isolationism, Neutrality, "Normalcy" and Versailles Treaty debates</li> <li>Red Scare</li> <li>Nativism/Exclusionism and the revived KKK</li> <li>Great Migration, Harlem Renaissance, Black Separatism</li> <li>Women's Suffrage</li> <li>Pro-business Republican administrations</li> <li>Jazz Age</li> <li>Suburbanization and automobile culture</li> <li>Prohibition, organized crime</li> <li>Religious tensions</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Formulate research question and hypothesis for generalizations</li> <li>Test and evaluate hypothesis</li> <li>Formulate and defend individual generalizations in writing</li> <li>Use parenthetical (MLA) citation of evidence</li> </ul>	<ul style="list-style-type: none"> <li>Homework/notebook check</li> <li>Class participation and discussion</li> <li>Written generalizations and proofs</li> </ul>	<p>History: 1, 2, 3, 4, 5 Civics/Gov.: 16, 18</p>

Great Depression	7 days	<ul style="list-style-type: none"> <li>Economic, political and social factors in onset of economic crash and depression</li> <li>Responses to Depression Hoover v. FDR</li> <li>New Deal reforms</li> <li>Special Interests and New Deal: corporate interests, organized labor, tenant farmers, African Americans, Huey Long and Father Coughlin</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate policy goals, decisions and effectiveness.</li> <li>Adopt a historical perspective and present and defend position.</li> <li>Make market decisions based on historical context.</li> <li>Analyze historical documents and events including newspapers, speeches, and political cartoons</li> <li>Analyze cause and effect</li> <li>Create artifacts and/or documents from experience of historical character with reference to factual sources</li> <li>Take objective test</li> </ul>	<ul style="list-style-type: none"> <li>Homework/notebook check</li> <li>Class participation and discussion</li> <li>Stock market simulation</li> <li>Diary, scrapbook or artifact box from for historical character</li> <li>Test - objective questions and identifications</li> </ul>	History: 1, 2, 3, 4, 5 Civics/Gov.: 16, 18
World War II	6 days	<ul style="list-style-type: none"> <li>Totalitarianism in Europe and Asia: communism v facism</li> <li>Foreign policy—Isolationism vs. Internationalism</li> <li>Domestic Policy - civil rights v security</li> <li>Theaters of War</li> <li>Home Front - propaganda and popular culture, production "miracle" - women in the work force</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze historical documents and events including propaganda sources and video.</li> <li>Link chronology and geography skills through map and timeline work.</li> <li>Analyze historical cause and effect.</li> <li>Evaluate policy goals, decisions and effectiveness</li> <li>Take formal exam with essay</li> <li>Conduct oral history interview</li> </ul>	<ul style="list-style-type: none"> <li>Homework/notebook check</li> <li>Class participation and discussion</li> <li>WWII timelines and map</li> <li>Informal policy debate and discussion</li> <li>WWII interview</li> <li>Midterm exam with essay</li> </ul>	History: 1, 2, 3, 4, 5 Civics/Gov.: 16, 18
Research Paper	4 days	<ul style="list-style-type: none"> <li>Documented research paper on post-war topic</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Identify appropriate topics of interest for individual research projects.</li> <li>Formulate research question.</li> <li>Formulate hypothesis and thesis for research paper.</li> <li>Review outline skills and make outline for descriptive and analytical research paper.</li> <li>Review citations skills and use MLA format in formal paper.</li> <li>Evaluate sources in annotated Works Cited</li> <li>Proofread, edit and revise drafts of a formal paper.</li> </ul>	<ul style="list-style-type: none"> <li>Note cards</li> <li>Research question and hypothesis</li> <li>Background outline and preliminary works cited</li> <li>Thesis and formal outline</li> <li>Preliminary draft</li> <li>Final draft</li> </ul>	History: 1, 2, 3, 4, 5 Civics/Gov.: 16, 18

Cold War and Prosperity	10 days	<ul style="list-style-type: none"> <li>• Roots of Cold War</li> <li>• Foreign Policy— Containment, Deterrence, CIA</li> <li>• Post-War Social and Economic Change</li> <li>• Domestic Responses to Perceived Communist Threat</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Gather information and take notes.</li> <li>• Analyze historical documents and events including primary sources and video.</li> <li>• Identify and evaluate solutions to international crises.</li> <li>• Examine primary and secondary effects of national policy and consumer behavior.</li> <li>• Link historical trends to modern behaviors and experiences.</li> <li>• Prepare for and take unit test.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework/notebook check</li> <li>• Class participation and discussion</li> <li>• Primary and secondary effect flow chart</li> <li>• Cold War crisis simulation (Think Tank)</li> <li>• Unit test</li> </ul>	<p>History: 1, 2, 3, 4, 5  Geography: 8, 10  Civics/Gov.: 18, 20</p>
Civil Rights and Social Change	10 days	<ul style="list-style-type: none"> <li>• The "Other America"</li> <li>• Civil Rights movements 1954-1965: <i>Brown v Board of Education</i>, Emmett Till, Montgomery, Little Rock, Sit-Ins, Freedom Rides, Birmingham, March on Washington, Selma</li> <li>• Civil Rights movements 1965-1975: Black Power, Feminism, Native American movements, UFW, student and youth movements, gay rights</li> <li>• Domestic Policy—New Frontier and Great Society</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Gather information and take notes.</li> <li>• Analyze historical documents and events including primary sources and video.</li> <li>• Describe, evaluate and compare the experience of interest groups in historical context.</li> <li>• Conduct oral history interview</li> <li>• Make an engaging oral presentation.</li> <li>• Create and use a visual aid to support their oral presentation.</li> <li>• Prepare for and take unit test.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework/notebook check</li> <li>• Class participation and discussion</li> <li>• Civil Rights interview</li> <li>• Civil rights exhibits or presentations</li> <li>• Teach-In 1972</li> <li>• Unit test</li> </ul>	<p>History: 1, 2, 3, 4, 5  Civics/Gov.: 18, 20</p>
The Troubled Years: Vietnam	5 days	<ul style="list-style-type: none"> <li>• Foreign Policy—Cold War and colonialism contexts</li> <li>• Vietnam in 3 Acts: Entanglement, Americanization, Tet Offensive, Vietnamization</li> <li>• Cambodian conflict and Amherst impact</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Gather information and take notes.</li> <li>• Analyze historical documents and events including primary sources, video, and secondary sources.</li> <li>• Link chronology and geography skills through map and timeline work.</li> <li>• Conduct and present oral history interview</li> </ul>	<ul style="list-style-type: none"> <li>• Homework/notebook check</li> <li>• Class participation and discussion</li> <li>• Vietnam era interview</li> </ul>	<p>History: 1, 2, 3, 4  Civics/Gov.: 18, 20</p>
Collapse of Communism and Retrospective: Continuity and Change	5 days	<ul style="list-style-type: none"> <li>• Economic, Political and Strategic factors in the collapse of Soviet Block and Soviet Union: materialism, arms race, internal dissent, nationalism, espionage</li> <li>• Case studies: Czechoslovakia, Poland, USSR, China</li> <li>• Thematic retrospectives of 20th Century</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Gather information and take notes.</li> <li>• Analyze historical documents and events including primary sources, video, and secondary sources.</li> <li>• Work in groups to gather and present themes linking past to present.</li> <li>• Prepare for formal exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework/notebook check</li> <li>• Class participation and discussion</li> <li>• Retrospective projects: children's books, dramatic presentations, board game, collage or</li> </ul>	<p>History: 1, 2, 3, 4  Civics/Gov.: 18, 20</p>

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