

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

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Historical Overview: United States Prior to 1877	6 days	<ul style="list-style-type: none"> • What is history? What is historical method? • Historical significance • Historiography • Review major periods - colonization, revolution, expansion, Civil War 	<ul style="list-style-type: none"> • Students will: • Manage 3-ring notebooks. • Distinguish between primary and secondary sources. • Identify, select and explain historically significant events, people and ideas • Write and perform short drama which presents selected events and nature of their significance • Create visual aid to support group analysis of historical significance • Write formal essay and support thesis with reference to specific sources 	<ul style="list-style-type: none"> • Homework/notebook check • Class participation and discussion • Group presentation of dramatic scenes • Visual aids supporting dramatic scenes • Formal 3-paragraph essay evaluating historical significance of introductory events, people or ideas 	History: 1,2,3,4 Civics/Gov:16, 17,18,19,20
Constitution and Reconstruction	9 days	<ul style="list-style-type: none"> • Democracy and Constitutionalism • Federalism vs. States Rights • Separation of powers • Checks and balances • Judicial review - strict vs. loose interpretation • Presidential vs. Congressional Reconstruction • Evaluation of Reconstruction • Impeachment • Interpretation of the 13th, 14th, 15th Amendments—Equal protection 	<p>Students will:</p> <ul style="list-style-type: none"> • Create graphic representation of 3 branches of government • Navigate textbook using survey strategies • Interpret first person accounts of historical periods • Understand and assess the use of satire and irony in historical sources • Interpret political cartoons. • Employ prewriting strategies in small groups • Write 5-paragraph formal essay evaluating Reconstruction • Take objective test. 	<ul style="list-style-type: none"> • Homework/notebook check • Class participation and discussion • Graphic representations of the three branches of government • 5-paragraph formal essay • Objective test 	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"> • Frontier theory and Manifest Destiny • Homestead Act • Railroad capitalization, construction and immigrant labor: Chinese and Irish • Natural resource exploitation • Native American Removal, Reservation and Settlement Policies • Ethnic and racial diversity: Mexicans, Exodusters, 	<p>Students will:</p> <ul style="list-style-type: none"> • Evaluate and use videos and photographs as historical sources • Identify and evaluate ideologies of expansionism from contemporary perspectives • Present and defend opinion in debate format. 	<ul style="list-style-type: none"> • Homework/notebook check • Class participation and discussion • West map • Informal classroom debate as historical characters 	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"> Label and analyze map 	<ul style="list-style-type: none"> Written evaluation of ideologies of expansionism 	
Industrialization	7 days	<ul style="list-style-type: none"> 7 Factor Model of Industrialization: natural resources, transportation, markets, labor, technology, capital, management Changing nature of work Social Darwinism and philosophy of wealth Urbanization—living conditions, urban planning, cultural diversity (ALSO SEE Immigration unit) 	<p>Students will:</p> <ul style="list-style-type: none"> Construct a graphic organizer from a lecture Analyze historical documents and events Employ Internet navigation skills to write a biographical sketch of major industrialist Evaluate Internet resources for reliability Create a graphic organizer to support small group evaluation of industrialist's career Present small group evaluation of industrialist's career Create bibliography using MLA format Employ prewriting strategies in whole class and individual exercises Take a essay exam. 	<ul style="list-style-type: none"> Homework/notebook check Class participation and discussion History website evaluation Handout/graphic organizer supporting group evaluation of an industrialist Midterm exam including essay 	<p>History: 1, 2, 3, 4, 5 Economics: 11, 12, 13</p>
Populism, Progressivism and Labor Movement	10 days (including 3 library days)	<ul style="list-style-type: none"> Populism and farm conditions Social reforms, race and gender relations Political reforms Labor movements and Communism Anti-Trust movement Conservation movement Wilson, Taft and Roosevelt: federal policy 	<p>Students will:</p> <ul style="list-style-type: none"> Select relevant information from primary sources to support interest group position in simulated hearing Identify appropriate topics of interest for individual research projects Locate, identify and evaluate library research sources Employ appropriate strategies to record research data on note cards Maintain research diary detailing research efforts Write informal narrative essay on research process and findings Create bibliography using MLA format 	<ul style="list-style-type: none"> Homework/notebook check Class participation and discussion Pullman Strike documentary case study—simulated Congressional hearing I Search research diary I Search note cards I Search narrative essay I Search bibliography 	<p>History: 1, 2, 3, 4, 5 Economics: 11, 12, 13</p>

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

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

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

				<p>monuments</p> <ul style="list-style-type: none">• Final exam	
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