

<b>DEPARTMENT: SOCIAL STUDIES</b>	<b>COURSE TITLE: UNITED STATES HISTORY HONORS 1877 TO PRESENT</b> <b>COURSE NUMBER: 116</b>
<b>GRADE(S): 10</b>	<b>PRE-REQUISITES (IF ANY):</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 1865	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>	Students will: <ul style="list-style-type: none"> <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>• Navigate textbook using survey strategies</li> <li>• Present selected events and explain nature of their significance in small groups</li> <li>• Create visual aid to support group analysis of historical significance</li> <li>• Write reflective 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 historical significance analysis</li> <li>• Visual aids supporting dramatic scenes</li> <li>• Reflective 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>• Interpretation of the 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments—Equal protection</li> <li>• Presidential vs. Congressional Reconstruction, impeachment</li> <li>• Failure of radical reconstruction - terrorism, shifting political alliances, economic factors</li> <li>• Historiography of Reconstruction</li> </ul>	Students will: <ul style="list-style-type: none"> <li>• Create graphic representation of 3 branches of government</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>• Write essay in formal style evaluating Reconstruction</li> <li>• Take unit 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>• Nast cartoon analysis</li> <li>• Freedom narratives - primary source analysis</li> <li>• formal essay</li> <li>• Unit 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 Acts</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, Mormons, Europeans and migrants from Eastern US</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Evaluate and use videos and photographs as historical sources</li> <li>• Label and analyze map</li> <li>• Identify and evaluate ideologies of expansionism from historical perspectives</li> <li>• Present and defend opinion in debate or simulation format.</li> <li>• Write reflection in informal style</li> </ul>	<ul style="list-style-type: none"> <li>• Homework/notebook check</li> <li>• Class participation and discussion</li> <li>• West map</li> <li>• Simulation/debate as historical characters</li> <li>• Written evaluation of ideologies of Westward expansion</li> </ul>	<p>History: 1, 2, 4, 5  Geography: 9, 10  Economics: 12  Civics/Gov.: 19</p>
Local Architecture Project	2 days	<ul style="list-style-type: none"> <li>• Major trends in American architecture: 1870-1914</li> <li>• Major developments in local history: industrialization, educational institutions, town government, middle class materialism</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Research history of a local building</li> <li>• Interpret building design in historical context</li> <li>• Present findings in multimedia article or exhibition</li> </ul>	<ul style="list-style-type: none"> <li>• Local architecture project</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 ideologies of wealth</li> <li>• Urbanization—living conditions, urban planning, cultural diversity</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>• Take midterm exam</li> </ul>	<ul style="list-style-type: none"> <li>• Homework/notebook check</li> <li>• Class participation and discussion</li> <li>• History website evaluation (Robber Barons)</li> <li>• Handout/graphic organizer supporting group evaluation of an industrialist</li> <li>• Midterm exam</li> </ul>	<p>History: 1, 2, 3, 4, 5  Economics: 11, 12, 13</p>
Populism, Progressivism and Labor Movement	7 days	<ul style="list-style-type: none"> <li>• Populism and farm conditions</li> <li>• Social reforms, race and gender relations</li> <li>• Gilded Age political reforms</li> <li>• Labor movements and Communism</li> <li>• Anti-Trust movement</li> <li>• Conservation movement</li> <li>• Wilson, Taft and Roosevelt: federal progressives</li> <li>• Urbanization—living conditions, urban planning, cultural diversity</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 and evaluate ideologies of reform from historical perspectives</li> <li>• Write essay in formal style</li> <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>• Pullman Strike documentary case study—simulated Congressional hearing</li> <li>• Industrialization,</li> </ul>	<p>History: 1, 2, 3, 4, 5  Economics: 11, 12, 13  Civics/Gov.: 19</p>

		<ul style="list-style-type: none"> <li>Immigration—assimilation, cultural pluralism, amalgamation</li> <li>Immigrant experience—challenges and opportunities</li> </ul>		<p>Reformers or Imperialists essay in formal style</p> <ul style="list-style-type: none"> <li>Immigration graphs</li> </ul>	
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>Lead jigsaw lesson on case study analysis</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>Industrialization, Reformers or Imperialists essay in formal style</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: imperialism, militarism, nationalism</li> <li>Conduct of WWI: trench warfare, industry</li> <li>US neutrality and involvement</li> <li>WWI home front - Isolationism, Neutrality, propaganda</li> <li>Making "peace" and Versailles Treaty issues, "return to normalcy"</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>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>Identify and analyze primary sources</li> <li>Present informal analysis of cultural and political trends</li> <li>Write essay in formal style</li> </ul>	<ul style="list-style-type: none"> <li>Homework/notebook check</li> <li>Class participation and discussion</li> <li>Twenties cultural analysis project: magazine or trial</li> <li>Twenties-Thirties essay in formal style</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</li> </ul>	<p>Students will:</p> <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>Take unit test</li> <li>Write essay in formal style</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>New Deal policy conference</li> <li>Unit test</li> <li>Twenties-Thirties essay in formal style</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 and fascism</li> <li>Foreign policy—Isolationism vs. Internationalism</li> <li>Theaters of War and "total war" - US bombing civilians</li> <li>Home Front - propaganda and popular culture, civil rights and security, 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> </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> </ul>	History: 1, 2, 3, 4, 5 Civics/Gov.: 16, 18
Biography Project	4 days	<ul style="list-style-type: none"> <li>Historical significance</li> <li>Biographical method</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Choose appropriate subject for 20th Century biography</li> <li>Conduct primary sources interviews</li> <li>Research secondary supporting sources</li> <li>Write analytical biography in formal style</li> </ul>	<ul style="list-style-type: none"> <li>Subject choice and background outline</li> <li>Interview questions and summary</li> <li>Biography thesis and outline</li> <li>Draft biography</li> <li>Final draft biography in formal style</li> </ul>	
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: suburbanization</li> <li>Domestic responses to perceived communist threat</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <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> </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 GI Bill/Highway Act</li> <li>Cold War crisis simulation (Think Tank)</li> </ul>	History: 1, 2, 3, 4, 5 Geography: 8, 10 Civics/Gov.: 18, 20

			<ul style="list-style-type: none"> <li>Prepare for and take midterm test.</li> </ul>	<ul style="list-style-type: none"> <li>Midterm test</li> </ul>	
Civil Rights and Social Change	8 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— Warren Court, New Frontier and Great Society</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <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>Present small group analysis of civil rights landmarks</li> <li>Create and use a visual aid to support their oral presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Homework/notebook check</li> <li>Class participation and discussion</li> <li>Civil rights exhibits or presentations</li> <li>Teach-In</li> </ul>	History: 1, 2, 3, 4, 5 Civics/Gov.: 18, 20
The Troubled Years: Vietnam to Watergate	7 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> <li>Watergate scandal</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>Analyze historical documents and events including primary sources, video, guest speaker and secondary sources.</li> <li>Link chronology and geography skills through map and timeline work.</li> <li>Write informal reflection</li> </ul>	<ul style="list-style-type: none"> <li>Homework/notebook check</li> <li>Class participation and discussion</li> <li>Vietnam reflection</li> </ul>	History: 1, 2, 3, 4 Civics/Gov.: 18, 20
Collapse of Communism and Retrospective: Continuity and Change	3 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>Globalization, energy crisis and challenges to the industrial economy</li> <li>Thematic retrospectives of 20th Century</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <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 final 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 monuments</li> <li>Final exam</li> </ul>	History: 1, 2, 3, 4 Civics/Gov.: 18, 20