

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 and Study Skills	10 days	<ul style="list-style-type: none"> • What is history? What is historical method? • Historiography • Democracy • Individual rights • Federalism • Separation of powers • Checks and balances • Constitutionalism • Strict vs. loose interpretation • Judicial review • Civil War 	<ul style="list-style-type: none"> • Students will: • Manage notebooks. • Distinguish between primary and secondary sources. • Demonstrate media literacy. • Listen actively and discuss with reference to historical evidence. • Produce cooperative project. 	<ul style="list-style-type: none"> • Graphic representations of the three branches of government • Constitutional simulation/test Recall and analytical essays • Project-based assignment and paper—dramatic scene and reflective essay • Homework/notebook check • Class participation and discussion 	History: 1,2,3,4 Civics/Gov:16, 17,18,19,20
Reconstruction	5 days	<ul style="list-style-type: none"> • Presidential vs. Congressional Reconstruction • Evaluation of Reconstruction • Impeachment • Interpretation of the 13th, 14th, 15th Amendments— Equal protection • Federalism vs. States Rights • *African Americans in Amherst 	Students will: <ul style="list-style-type: none"> • Gather information and take notes. • Analyze historical documents and events. • Interpret political cartoons. • Write formal essay. • Take formal exam. 	<ul style="list-style-type: none"> • Evaluation of visual evidence • Analytical Essay • Formal exam • Homework/notebook check • Class participation and discussion 	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 construction and immigrant labor: Chinese and Irish • Cattle industry, mining, natural resources and environmental policy • Native American Removal and Reservation Policy • Ethnic and racial diversity: Mexicans, Exodusters, Mormons, Europeans and migrants from Eastern US 	Students will: <ul style="list-style-type: none"> • Gather information and take notes on written and visual sources, videos and photographs. • Analyze historical documents and events. • Present and defend opinion in debate format. • Write from perspective of historical character. 	<ul style="list-style-type: none"> • Classroom debate • Written reflection from historical character or magazine articles • Homework/notebook check • Class participation and discussion 	History: 1, 2, 4, 5 Geography: 9, 10 Economics: 12 Civics/Gov.: 19

Industrialization	5 days	<ul style="list-style-type: none"> Natural resources and geography Industrial organization and management New industries and technological innovations Changing nature of work Social Darwinism and philosophy of wealth Urbanization—living conditions, urban planning, cultural diversity (ALSO SEE Immigration unit) * Industry in Amherst 	<p>Students will:</p> <ul style="list-style-type: none"> Gather information and take notes. Analyze historical documents and events, including maps and photographs. Research and write a biographical sketch—Captains of Industry/Robber Barons Create s bibliography using MLA citations Take a formal exam. 	<ul style="list-style-type: none"> Homework/notebook check Class participation and discussion Biographical paper Formal exam: midterm 	<p>History: 1, 2, 3, 4, 5</p> <p>Economics: 11, 12, 13</p>
Populism, Progressivism and Labor Movement	10 days	<ul style="list-style-type: none"> Social reforms Political reforms Labor movements Anti-Trust movement Conservation Populism and farm conditions Wilson, Taft and Roosevelt: federal policy 	<p>Students will:</p> <ul style="list-style-type: none"> Gather information and take notes. Analyze historical documents and events, including primary sources and historical fiction. Write a formal analytical essay. 	<ul style="list-style-type: none"> Pullman Strike documentary Case study—simulated Congressional hearing Formal essay: <i>The Jungle</i> and modern investigative journalism comparison Homework/notebook check Class participation and discussion 	<p>History: 1, 2, 3, 4, 5</p> <p>Economics: 11, 12, 13</p>
Immigration and Urbanization	5 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"> Gather information and take notes. Search Web sites. Analyze historical documents and events including primary sources and oral history. Generalize from individual accounts or experiences. Interpret statistical evidence. Write from the perspective of a historical character 	<ul style="list-style-type: none"> Homework/notebook check Class participation and discussion Library of Congress Web site Immigrant experience generalizations Letter of advice from immigrant to prospective immigrants in home country 	<p>History: 1, 2, 3, 4</p> <p>Economics: 1, 23</p> <p>Civics/Gov.: 19</p>
Imperialism	5 days	<ul style="list-style-type: none"> Territorial expansion Economic expansion National interests Social impact and responses: opposing views 	<p>Students will:</p> <ul style="list-style-type: none"> Gather information and take notes. Analyze historical documents and events including newspapers, speeches, and political cartoons Analyze maps. Conduct research in the library. 	<ul style="list-style-type: none"> Homework/notebook check Class participation and discussion Imperialism debate in character Imperialism case 	<p>History: 1, 2, 3, 4</p> <p>Geography: 8, 9</p> <p>Civics/Gov.: 16, 18</p>

			<ul style="list-style-type: none"> Adopt a historical perspective: present and defend in debate OR evaluate imperialism case studies. 	study presentation	
World War I	10 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 Home front Making "peace" Bolsheviks and Russian Revolution 	<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. Write a position paper OR defend a position in a debate. Prepare for and take formal exam. 	<ul style="list-style-type: none"> Homework/notebook check Class participation and discussion Final exam Position paper OR home front debate and written reflection 	<p>History: 1, 2, 3, 4</p> <p>Civics/Gov.: 16, 18</p>
Twenties and Thirties	15 days	<ul style="list-style-type: none"> Isolationism, Neutrality, "Normalcy" Red Scare, Labor Unrest and Socialists Exclusionism/Immigration Quotas Women's Suffrage Great Migration, Black Separatism, KKK Harding and corruption, Coolidge and big business, corporations and consumption Harlem Renaissance Suburbanization and automobile culture Prohibition, organized crime Jazz Age— mass entertainment Religion and Scopes Trial Stock Market—boom and bust, speculation Laissez Faire policy Overproduction/Underconsumption Uneven distribution of wealth/wage structure International finance and interdependence— Smoot-Hawley Tariff, European factors Crash becomes Depression Responses to Depression – Keynesian policy, Hoover, FDR and New Deal, deficit financing Alphabet Agencies, Relief, Recovery, Reform Government expansion, Labor progress New Deal Opposition—Coughlin, Townsend, Long African-Americans in New Deal Arts and artists 	<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, gather and evaluate historical research sources. Evaluate policy goals, decisions and effectiveness. Adopt a historical perspective and present and defend their position. Make market decisions based on historical context. Analyze cause and effect. Link and evaluate literature as historical evidence. 	<ul style="list-style-type: none"> Homework/notebook check Class participation and discussion I-search research project New Deal policy conference simulation or Twenties trial or Twenties newspapers Stock market simulation game Formal essay— causes of crash and Depression 	<p>History: 1, 2, 3, 4, 5</p> <p>Civics/Gov.: 16, 18</p>

World War II and Research Paper	10 days	<ul style="list-style-type: none"> • Fascism and dictatorship in Europe and Asia— Totalitarianism, Axis expansionism, Soviet interests, Holocaust, rape of Nanking, total war and civilians • Foreign policy—Isolationism vs. Internationalism, failure of League of Nations/collective security, Neutrality Acts, Lend-Lease, Selective Service • European Theater, Pacific Theater—tide turns in war: Nazis in Soviet Union/Battle of Midway, Manhattan Project and The Bomb, military technology, Two Front War, Island Hopping • Homefront—production miracle, women and minorities in economy and military, Japanese internment, rationing, propaganda and popular culture • Roots of Cold War—Marshall Plan, United Nations 	<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. • Link chronology and geography skills through map and timeline work. • Analyze historical cause and effect. • Evaluate policy goals, decisions and effectiveness. • Prepare for and take formal exam. • 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. • Proofread, edit and revise drafts of a formal paper. 	<ul style="list-style-type: none"> • Homework/notebook check • Class participation and discussion • WWII timelines and map • Informal policy debate and discussion • Formal midterm exam • Formal research paper 	History: 1, 2, 3, 4, 5 Civics/Gov.: 16, 18
Cold War and Prosperity	10 days	<ul style="list-style-type: none"> • Foreign Policy—Atomic Age, Iron Curtain, Truman Doctrine, Korean War, Latin America/Cuba, Containment, Soviet Bloc, NATO, SEATO, Warsaw Pact, Eisenhower Doctrine, Berlin Crisis/Airlift, Soviets in Hungary, Arms Race, Space Race, Role of CIA, Middle East, Suez Crisis • Domestic Issues —suburbia, TV and mass media, mass media and conformity, baby boom, pop culture, consumerism, race relations, GI Bill, highway system, women’s issues, child/adolescent centered culture, labor issues, Taft-Hartley • Domestic Policy—Red Scare, McCarthyism, Desegregation, Military-Industrial Complex, judicial activism, Federalism vs. States Rights 	<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 • Unit test 	History: 1, 2, 3, 4, 5 Geography: 8, 10 Civics/Gov.: 18, 20

Civil Rights and Social Change	10 days	<ul style="list-style-type: none"> Foreign Policy—Cuba, Missile Crisis, Berlin Wall, Peace Corps, Alliance for Progress, Vietnam: TV, Gulf of Tonkin, Tet Offensive, air war, ground war, My Lai Domestic Issues—Civil Rights, civil disobedience, Martin Luther King, student activism, SNCC, CORE, MDPF, Nation of Islam, Black Panthers, long hot summers, feminism, UFM, AIM, gay rights, counter culture, anti-war movement, student unrest, SDS, 1968 Convention, Kent State Domestic Policy—civil rights legislation, New Frontier, 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. Make an engaging oral presentation. Create and use a visual aid to support their oral presentation. 	<ul style="list-style-type: none"> Homework/notebook check Class participation and discussion 1960's teach in Social change as portrayed in the media essay or discussion 	<p>History: 1, 2, 3, 4, 5 Civics/Gov.: 18, 20</p>
The Troubled Years: Cold War, Civil Rights and the Collapse of Communism	5 days	<ul style="list-style-type: none"> Foreign Policy—Vietnamization, Cambodization, Paris Peace Talks, Kissinger, China normalization, Soviet Détente, SALT, Iranian Revolution, Carter and human rights, Camp David Accords, Latin America, Middle East Domestic Issues—Energy Crisis, Watergate, Silent Majority, Stagflation, divorce, nuclear power, Me Generation Domestic Policy—Roe v. Wade, environmental protection legislation, ERA, Death Penalty, affirmative action 	<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 or use Internet to research Vietnam oral histories. 	<ul style="list-style-type: none"> Homework/notebook check Class participation and discussion Vietnam era interview project or Vietnam experience web quest 	<p>History: 1, 2, 3, 4 Civics/Gov.: 18, 20</p>
Retrospective: Continuity and Change	5 days	<ul style="list-style-type: none"> Foreign Policy—Latin America, Reagan's evil empire, Star Wars, Perestroika, end of iron curtain, collapse of Soviet Union, Gulf War, Balkans, Israeli peace process, Koreas, globalization, War on Drugs Domestic Issues—new economy, Christian Right, decline of nuclear family, abortion rights, renewed racial tensions, immigration, AIDS, debates over media's influence, technology gap Domestic Policy—War on Drugs, tax policy, deficit, deregulation 	<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 monuments Formal final exam 	<p>History: 1, 2, 3, 4 Civics/Gov.: 18, 20</p>