

<b>DEPARTMENT: SOCIAL STUDIES</b>	<b>COURSE TITLE: UNITED STATES HISTORY HONORS</b> <b>COURSE NUMBER: 116</b>
<b>GRADE(S): 10</b>	<b>PRE-REQUISITES (IF ANY): NONE</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>
Introduction to U.S. Overview (1492-1877)	10 days	<ul style="list-style-type: none"> <li>Top 25 Events Project: 1492-1877 (Includes European landings, American Indian life, Colonial life, American Revolution, Westward expansion and especially Civil War and Reconstruction)</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Compare and contrast cultural differences.</li> <li>Determine cause and effect involving people and historical events.</li> <li>Recognize point of view.</li> <li>Analyze historical perspective.</li> <li>Evaluate sources.</li> <li>Use a variety of media sources.</li> <li>Recognize a thesis and the use of supporting evidence.</li> <li>Present orally involving interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Project presentation</li> <li>Test and/or paper</li> <li>Thomas Nast political cartoon paper analysis</li> </ul>	Standards 1, 2, 3, 17, and 18 (History and Civics and Government)
Development of West and South	10 days	<ul style="list-style-type: none"> <li>Transformation of Native American cultures</li> <li>Exploitation of natural resources</li> <li>Water and western agriculture</li> <li>Age of railroad expansion</li> <li>Farming the plains</li> <li>Ranching frontier</li> <li>South after Reconstruction</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Distinguish between primary and secondary sources.</li> <li>Recognize the role of public relations in history.</li> </ul>	<ul style="list-style-type: none"> <li>Era analysis through CD-ROM</li> <li>Essay editorial</li> <li>Test</li> <li>Written critique of public relations (George Custer and the Wild West)</li> </ul>	Standards 2, 4 and 9 (History and Geography)
Industrialization , Immigration and Urbanization  Practicing History #1: The 19 <sup>th</sup> Century Local Environment	15 days	<ul style="list-style-type: none"> <li>Technology and the triumph of Industrialism</li> <li>Mechanization and changing labor status</li> <li>Union movement</li> <li>Standards of living</li> <li>Quest for convenience</li> <li>Transformation of mass communications</li> <li>Corporate consolidation movement</li> <li>Gospel of wealth and its critics</li> <li>Late 19<sup>th</sup> century local history</li> <li>19<sup>th</sup> century local architecture</li> <li>Urban transportation and industrial growth</li> <li>Migrants and immigrants</li> <li>Urban living conditions</li> <li>Family life</li> </ul>	Students will: <ul style="list-style-type: none"> <li>Research using a multitude of primary sources.</li> <li>Prepare visual displays.</li> <li>Identify significance of the changing built environment.</li> <li>Discover the interrelationship of industry and environment.</li> <li>Describe the immigrant experience locally and across the larger U.S.</li> </ul>	<ul style="list-style-type: none"> <li>Local history project</li> <li>Local architecture essay and presentation</li> <li>Family history paper</li> <li>Film review of <i>Hester Street</i></li> <li>Labor/management debate</li> <li>Test</li> </ul>	Standards 2, 3, 6, 11, 12, and 13 (History and Economics)

		<ul style="list-style-type: none"> <li>• New leisure and mass culture</li> <li>• Promises of mobility</li> <li>• Politics of bossism and urban reform</li> <li>• Social workers and engineers</li> </ul>			
The Gilded Age, Populism, and the Progressives	10 days	<ul style="list-style-type: none"> <li>• Party politics and national issues</li> <li>• Re-strengthening the Presidency</li> <li>• Agrarian unrest</li> <li>• 1890s Depression</li> <li>• Depression-Era protests</li> <li>• Silver Crusade and the election of 1896</li> <li>• Progressive impulse</li> <li>• Governmental and legislative reform</li> <li>• Education, law, social sciences</li> <li>• Challenges to racial and sexual discrimination</li> <li>• Theodore Roosevelt and presidential revival</li> <li>• Woodrow Wilson and reform extension</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Identify patterns of reform.</li> <li>• Distinguish between various points of view.</li> <li>• Reflect on historical connections through role play.</li> <li>• Extrapolate from historical events to personal experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Book review of <i>Ragtime</i></li> <li>• Populism primary source analysis</li> <li>• Progressive legislation simulation</li> <li>• Birth control / Margaret Sanger document analysis</li> </ul>	Standards 2, 3, 4, 5, 10, 15, and 16 (History, Economics, Civics and Government)
Imperialism and World War I	15 days	<ul style="list-style-type: none"> <li>• Foreign policy elite and economic expansion</li> <li>• Ideologies of empire</li> <li>• Early Imperialist ideas (1860-1880)</li> <li>• Hawaii, Venezuela, and Cuba</li> <li>• Spanish-American-Cuban-Filipino War</li> <li>• Challenges to Imperialist ideologies</li> <li>• Open door in China</li> <li>• Philippine insurrection and Japan</li> <li>• Latin America, Europe, and international rivalry</li> <li>• Neutrality issues</li> <li>• Submarine warfare and U.S. war entrance</li> <li>• Military tactics</li> <li>• The Home Front</li> <li>• Civil liberties issues</li> <li>• Bolsheviks, labor strikes and the Red Scare</li> <li>• Peace conference and League fight</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Analyze political cartoons.</li> <li>• Establish cause and effect.</li> <li>• Recognize role of chance in history.</li> <li>• Debate political decisions regarding intervention.</li> <li>• Identify propaganda in popular culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Imperialism debate</li> <li>• World's Fair and Imperialism document analysis</li> <li>• Political cartoon analysis</li> <li>• Newspaper reports on Imperialism: an essay</li> <li>• Map and chart: rationales for Imperialism</li> </ul>	Standard 1, 2, 4, 8, 12, 16 (History, Geography, Economics, and Civics and Government)

Twenties	10 days	<ul style="list-style-type: none"> <li>• Harlem Renaissance and African Americans</li> <li>• Cultural currents and conflicts</li> <li>• Materialism and consumer culture</li> <li>• Urban/rural tensions</li> <li>• Politics of “normakcy”</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Compare fictional accounts of historical events.</li> <li>• Research sources on political and social history.</li> <li>• Collaborate on group presentation.</li> <li>• Disseminate findings regarding selected highlights of Twenties.</li> <li>• Examine early film to determine social values.</li> <li>• Evaluate conflict between tradition and change.</li> </ul>	<ul style="list-style-type: none"> <li>• Group presentations on social and political trends</li> <li>• Play and film analysis <i>Inherit the Wind</i> or <i>Elmer Gantry</i> (Essay)</li> <li>• Test</li> </ul>	Standards 1, 4, 5, 6 (History)
Great Depression and New Deal	12 days	<ul style="list-style-type: none"> <li>• Causes and conditions of Depression</li> <li>• Election of 1932</li> <li>• Roosevelt and the New Deal</li> <li>• Rise of Organized Labor</li> <li>• Dust Bowl and rural poverty</li> <li>• Labor and race relations of 1930s</li> <li>• Women and work: “Sad Irons” by Robert Caro</li> <li>• Bonus marchers</li> <li>• Anti Semitism and immigration policy</li> <li>• United States’ hegemony in Latin America</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Determine cause and effect.</li> <li>• Examine biography as historical information.</li> <li>• Evaluate literature as source of history’s changing forces.</li> <li>• Evaluate governmental policy.</li> <li>• Examine practical concerns related to political parties.</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Analytical paper: Accomplishments and Failures of the New Deal</li> <li>• Analytical paper <i>Grapes of Wrath</i> and/or <i>Scottsboro Boys</i></li> <li>• Graded discussion of a president’s role in the economy</li> </ul>	Standards 1, 5, 9, 11, 12, and 15 (History, Geography, and Economics)
World War II	8 days	<ul style="list-style-type: none"> <li>• The war in Europe</li> <li>• U.S. response to Holocaust</li> <li>• The war in the Pacific</li> <li>• Economic effects at home</li> <li>• Life in the military</li> <li>• Enemy aliens, COs and Japanese-Americans</li> <li>• Employment and racism at home</li> <li>• Roles of women and children</li> <li>• Decline of Liberalism and election of 1944</li> <li>• Wartime diplomacy</li> <li>• Suspicions in the peace process</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Examine the role of women abroad and on the home front using readings and video.</li> <li>• Debate the arguments for and against the dropping of the atomic bomb.</li> <li>• Assess the effect of the GI Bill on U.S. economy and morale.</li> <li>• Investigate the reasons for internment of U.S. citizens during wartime.</li> <li>• Interpret primary sources to determine wartime mood and consciousness.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play debate on dropping of atomic bombs</li> <li>• Generalizations based upon local newspapers during the war years</li> <li>• Test</li> <li>• Short essay using Dr. Seuss political cartoons as primary sources</li> </ul>	Standards 1, 2, 3, 4, 8, and 16 (History, Geography, and Civics and Government)

<p>Postwar America and Suburbia</p> <p>Practicing History #2: Biography as History</p>	<p>10 days</p>	<ul style="list-style-type: none"> <li>• Roots of the Cold War</li> <li>• Presidencies of Truman and Eisenhower</li> <li>• McCarthyism</li> <li>• Growth of the Civil Rights Movement</li> <li>• Baby and business booms</li> <li>• The affluent society, sunbelt, and suburbs</li> <li>• Changing roles of women</li> <li>• Education, religion, and consumer culture</li> <li>• The invisible poor</li> <li>• Election of 1960</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Analyze the migration and lifestyle changes during the age of suburbia.</li> <li>• Extrapolate historical meaning from period art forms.</li> <li>• Compare and contrast the lives of diverse Americans during the postwar age.</li> <li>• Interview a subject for a living biography.</li> <li>• Examine the changing roles of women in America.</li> <li>• Debate the validity of containment and anti-Communist fervor in everyday life.</li> <li>• Discuss the perceptions of the presidents within the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Fifties role -play paper</li> <li>• Debate on suburbia using Ray Bradbury's "The Veldt"</li> <li>• Analysis of Fifties musicals using CD-ROM</li> <li>• Draft work for living biography (to be completed next unit)</li> <li>• Collection of primary and/or secondary sources for living biography project (builds upon "Practicing History #1)</li> </ul>	<p>Standards 3, 4, 5, 6, 19 (History and Civics and Government)</p>
<p>Civil Rights, the New Frontier and the Great Society</p>	<p>12 days</p>	<ul style="list-style-type: none"> <li>• The triumph of Liberalism</li> <li>• Theme of assassination</li> <li>• Disillusionment, race riots, and Black Power</li> <li>• New Left and Counterculture</li> <li>• Upheaval of 1968</li> <li>• Rebirth of feminism</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Assess the circumstances surrounding the JFK assassination.</li> <li>• Recognize the point of view of various figures within and against the Civil Rights Movement.</li> <li>• Investigate the roots of the counterculture and identify its impact.</li> <li>• Interpret the life of an individual in the context of the era.</li> <li>• Explain the timing of the Civil Rights movement and review the U.S. history of Civil Rights since Reconstruction.</li> <li>• Document and interpret the life of living biography subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral history project or living biography</li> <li>• JFK assassination investigation on CD-ROM</li> <li>• Civil Rights role play paper or discussion</li> <li>• <i>Eyes on the Prize</i> video, discussion, and written reaction</li> </ul>	<p>Standards 1, 2, 3, 4, 16, and 18 (History and Civics and Government)</p>

<p>Cold War Life, Suspicion, Vietnam, and the Fall of Communism</p>	<p>7 days</p>	<p>Europe, containment, and global polarization  Asian confrontations in Japan, China and Korea  The Nuclear Arms Race  Cuban crises of the 1960s  The Third World challenge  Descent into Vietnam  Americanization of the war  Nixon and the legacy of Vietnam  Watergate Scandal  Problems in Iran  Carter, Reagan, Bush, Clinton and the end of the Cold War</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe the effects of the Cold War on ordinary Americans.</li> <li>• Evaluate the decisions leading the U.S. into and eventually out of the war in Vietnam.</li> <li>• Review a film as source material in thinking about the Cold War era.</li> <li>• Identify the goals of the two sides of the Vietnam conflict.</li> <li>• Assess the presidencies from Nixon to George W. Bush.</li> <li>• Develop theories about the fall of Communism and its connection to political actions of the Cold War.</li> </ul>	<ul style="list-style-type: none"> <li>• Presidential administration project evaluating multiple cultural patterns of an era</li> <li>• Written reaction to video entitled <i>Vietnam: Choosing Sides</i></li> <li>• Creation of a chart recording the causes, effects, and events of the Cold War</li> <li>• Debate concerning U.S. involvement in foreign countries during the Cold War era</li> <li>• Reading and discussion of short story told from perspective of Viet Cong soldier</li> </ul>	<p>Standards 1, 2, 4, 5, 16, and 19 (History and Civics and Government)</p>
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