

DEPARTMENT: SOCIAL STUDIES/ENGLISH	COURSE TITLE: AMERICAN STUDIES COURSE NUMBER: 007
GRADE(S): 10	PRE-REQUISITES (IF ANY): NONE

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Introduction to U.S. Overview (1492-1861) with Emphasis on Civil War and Reconstruction	10 days	<p>American History content:</p> <ul style="list-style-type: none"> • Top 25 Events Project (1492-1861) including European landings, American Indian life, colonial life, American Revolution, Constitution, and especially Civil War and Reconstruction • Conditions of slavery • Congressional hostilities • Tracing the battles • Northern and Southern stances • Controversy over emancipation • The Surrender • Presidential reunion plans • Radical reconstructions • Limits on freedom and voting rights • Grant's presidency • End of Reconstruction <p>Language and Literary Content:</p> <ul style="list-style-type: none"> • Point of view • Poetic language in novels • An historical novelist's license • Parts of speech • Contrasting characters • Definitions of heroism 	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze political cartoons. • Assess and understand use of satire. • Understand point of view. • Connect literature and history in meaningful context. • Practice using various sources to develop a meaningful thesis. • Identify poetic language and its impact on prose. • Learn parts of speech. • Evaluate the role of the individual in history. 	<ul style="list-style-type: none"> • Written interpretations and oral presentations • Written response and analysis of Nast cartoons • Character sketch of one figure from <i>Killer Angels</i> • Quizzes on textbook, literature, and other readings for comprehension (all units) • Composition of two poems based on vocabulary from novel and characterization studies • Homework checks, class participation in activities and discussion (all units) 	<p>Standards 1,2,3,17, 18 (History, Civics, and Government)</p> <p>Standards 1, 2, 3, 4, 8, 9, 10, 11, 14, 15, 16, 17, 19, 21, 22, 23, 27 (Language, Literature, Composition, and Media)</p>
Westward Expansion Populism Industrialism	12 days	<p>American History Content:</p> <ul style="list-style-type: none"> • Farmers, ranchers and miners • Building the railroad • Removal of American Indians • Heavy industry and technology boom • National markets • Growth of big business • Social Darwinism and the Gilded Age • Labor unions • Protest and violence • Populist Party platform 	<ul style="list-style-type: none"> • Determine the roles of various groups in opening the West. • Investigate the conflicts involved in Westward expansion. • Analyze the nature of wealth and its distribution. • Interpret primary sources related to populism. • Respond to demands voiced by farmers regarding role of government. 	<ul style="list-style-type: none"> • A student-created primer for parts of speech using historical material • Role-play for westward expansion • Critical thinking questions regarding the rights of a government • Written responses to analytical questions regarding primary 	<p>Standards 2, 4, 9 (History and Geography)</p> <p>Standards 1, 2, 3, 4, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23, 27 (Language, Literature, Composition, and Media)</p>

<p>19th Century Local History and Architecture</p>	<p>15 days</p>	<p>Literary and Language Content:</p> <ul style="list-style-type: none"> • Essay writing • Satire • Utopian ideals • Parts of speech • Subtlety as persuasive art <p>American History Content:</p> <ul style="list-style-type: none"> • Daily life in 19th century Amherst • Mills and factories • Schools, colleges, and universities • Geography of the town and surrounding area • The place of the Dickinsons in 19th century Amherst • Architecture as a reflection of local values and socioeconomic position <p>Literary and Language Content:</p> <ul style="list-style-type: none"> • Reflection of town life through poetry and prose of the period • Local origins • Search for identity • Nation/town/individual interactions • Local tragedies • Elements of a tragedy 	<ul style="list-style-type: none"> • Discuss the role of money in a capitalist society. • Develop techniques for composing effective persuasive essay. <ul style="list-style-type: none"> • Research using multitude of primary sources. • Prepare visual displays. • Identify significance of the changing built environment. • Discover the interrelationship of industry and environment. • Practice interviewing skills. • Examine a 19th century home and its original features with professional historians. • Discuss the role of the stranger in an established culture. • Assess the importance of knowing one's history in the context of the Oedipus tale. 	<p>sources.</p> <ul style="list-style-type: none"> • Essay on nature of wealth or utopian societies <ul style="list-style-type: none"> • Edifice Wrecks Project (involves both historical reporting and creative writing) • 19th century local map study and responses • Written responses to <i>Oedipus the King</i> involving both text specific questions and critical thinking skills 	<p>Standards 2, 3, 6, 11, 12, 13 (History and Economics)</p> <p>Standards 1, 2, 3, 4, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23 (Language, Literature, and Composition)</p>
<p>Progressivism and Immigration</p>	<p>14 days</p>	<p>American History Content:</p> <ul style="list-style-type: none"> • Urban growth • Immigration • Social problems • Political corruption • Industrial disorder • Progressive ideals and New Intellectuals • Government's role and government reform • Muckrakers • Religious reformers and the Social Gospel • Progressive activists • Economic reform • Social and moral reform • Women's Suffrage • McKinley, Roosevelt, Taft and Wilson • Managing natural resources • Supervising big business • African-Americans and Progressivism 	<p>Students will:</p> <ul style="list-style-type: none"> • Investigate the role of historical fiction as historical source material. • Assess the link between birth control and women's rights. • Analyze the link between author, narrator, and characters in a work of fiction. • Think critically about role of government in industry. • Understand the immigrant experience and the role of immigration in shaping the U.S. and U.S. policies. • Identify the elements of the novel. • Discuss the impact of an author's style. 	<ul style="list-style-type: none"> • Essay on the reliability of historical fiction as historical source. • Written responses to questions regarding <i>Ragtime</i>. • Discussion and interpretation of excerpts from <i>Souls of Black Folk</i> by Du Bois • Ongoing poetry exercises 	<p>Standards 2, 3, 4, 5, 10, 15, 16 (History, Economics, Civics, and Government)</p> <p>Standards 1, 2, 3, 4, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23 (Language, Literature, and Composition)</p>

		<ul style="list-style-type: none"> • Wilson’s New Freedom • Challenge to capitalism <p>Literary and Language Content:</p> <ul style="list-style-type: none"> • Historical fiction and its value • Characterization • Magic realism • Sentence style • Journalistic reporting • Conventions of the novel • Symbolism • Point of view • Voice • Mood and tone 	<ul style="list-style-type: none"> • Complete a close reading of one chapter of <i>Ragtime</i> in the context of the whole novel. • Examine the differing impacts of journalism and fiction. 		
Expansion and Imperialism	10 days	<p>American History Content:</p> <ul style="list-style-type: none"> • Manifest Destiny in the world • Overseas markets • Anti-imperialist sentiment • The Caribbean and the Monroe Doctrine • Policies in Eastern Asia • Social Effects: ethnocentrism, Social Darwinism revisited, yellow journalism • Panama Canal <p>Literary and Language Content:</p> <ul style="list-style-type: none"> • Parts of a Sentence (Phrases, Clauses, Subjects, Objects) • History and customs • Art/culture relationships • Collective identities • Cultural politics 	<p>Students will:</p> <ul style="list-style-type: none"> • Assess photographs with a critical eye while considering time, place, and purpose. • Evaluate the relationship between news reporting and public opinion. • Debate the various ideas inherent in the debate over imperialism. • Discuss the relationship between cultural identity and politics. 	<ul style="list-style-type: none"> • Written analysis of photographs from 1904 Columbian Exposition in St. Louis. • Written response to American newspaper reports of Spanish-American War • Classroom debate 	<p>Standards 1, 2, 4, 8, 12, 16 (History, Geography, Economics, Civics, and Government)</p> <p>Standards 1, 2, 3, 4, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23 (Language, Literature, and Composition)</p>
World War I	10 days	<p>American History Content:</p> <ul style="list-style-type: none"> • Revolution in Mexico • Balance of power and alliance system • Trench warfare • Struggle for neutrality • Conscription and the Home Front • African-Americans and women in the war • Fourteen Points, League of Nations, Versailles • Bolsheviks and Russian Revolution <p>Literary and Language Content:</p> <ul style="list-style-type: none"> • Parts of a sentence (gerund, appositive, participle, and misplaced modifiers) 	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss definitions of “American.” • Interpret poetic response to burial of an unknown soldier. • Define personal view of “American.” • Examine motives for waging war and remaining neutral. • Analyze Woodrow Wilson and his role in the WWI-era America. 	<ul style="list-style-type: none"> • Written interpretation of “The Body of an American” by John Dos Passos • Original Body of an American poetic piece • Test including sentence elements • Review of <i>Gallipoli</i> 	<p>Standards 1, 2, 4, 8, 12, 16 (History, Geography, Economics, Civics, and Government)</p> <p>Standards 1, 2, 3, 4, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23 (Language, Literature, and</p>

		<ul style="list-style-type: none"> • Voice in poetry • Art and experience connections • Biography and history connections • Figurative language 			Composition)
The Twenties	15 days	<p>American History Content:</p> <ul style="list-style-type: none"> • Isolationism, neutrality, “normalcy” • Red Scare, labor unrest and Socialists • Exclusionism and immigration quotas • Great Migration, Black Separatism and the KKK • Harding and corruption • Coolidge and big business • Corporations and “conspicuous consumption” • Harlem Renaissance • Automobile culture • Prohibition and organized crime • Jazz Age and mass entertainment • Religion, science, and the Scopes Trial • The Lost Generation <p>Literary and Language Content:</p> <ul style="list-style-type: none"> • Modern American drama • “Great American Novels” • The writer and disillusionment • Writer/character relationships • Autobiographical elements in fiction • Gender roles in American culture and literature 	<p>Students will:</p> <ul style="list-style-type: none"> • Determine the role of the searcher in a piece of writing. • Discuss in detail the collection of sources. • Identify and refine appropriate interviewing skills. • Select the ideas governing a thriving American society. • Evaluate the conflict between science and religion in the 1920s. • Examine the relationship between a writer, his or her ideas, and the larger world of reality. 	<ul style="list-style-type: none"> • Beginning of I-Search paper tracing a topic through the twentieth century in America • Classroom discussion of ideas in conflict in <i>Inherit the Wind</i> • Written criteria for Great American novel • Original Great American short story 	<p>Standards 1, 4, 5, 6, 11 (History and Economics)</p> <p>Standards 1, 2, 3, 4, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23, 27 (Language, Literature, Composition, and Media)</p>
The Great Depression and the New Deal	15 days	<p>American History Content:</p> <ul style="list-style-type: none"> • Stock Market boom and bust; speculation • Laissez-faire policy • Overproduction and underconsumption • Uneven distribution of wealth • International finance and interdependence • Smoot-Hawley Tariff • Dave Barry’s “Severe Economic Bummerhood” • Relationship between Crash and Depression • Keynesian Policy • Hoover and FDR • Alphabet Agencies (First and Second Hundred Days) • Expansion of government • Bonus Army • Suffering of farmers • Arts and artists • Opposition to New Deal 	<p>Students will:</p> <ul style="list-style-type: none"> • Compose and assemble a meaningful, first-person study of a twentieth-century American phenomenon. • Complete a close reading of Depression poetry. • Prepare and deliver an effective speech to the class. • View a film with a critical eye toward time, place, and purpose. • Discuss novelist’s voice and mission. • Study literary techniques within a novel. 	<ul style="list-style-type: none"> • Completion of I-Search project with presentation • Object of Value speech • Written analysis of Depression poetry • Review of <i>Grapes of Wrath</i> including the various cultural patterns found within the film • Discussion of dialect in <i>Their Eyes Were Watching God</i> • Essay on Years That Answer Questions and Years That Ask 	<p>Standards 1, 5, 9, 11, 12, 15 (History, Geography, and Economics)</p> <p>Standards 1, 2, 3, 4, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27 (Language, Literature, Composition, and Media)</p>

		<ul style="list-style-type: none"> • Role of African-Americans • Escape through entertainment • Fireside Chats • Role of Eleanor Roosevelt • Roosevelt’s court-packing plan • Women’s roles in the New Deal • American Indian plight revisited <p>Literary and Language Content:</p> <ul style="list-style-type: none"> • Literature and government (Federal Writer’s Project) • The African-American literary experience • Review of all parts of speech, sentence elements, and sentence construction • Literary devices (Hyperbole, Personification, Simile, Metaphor, Idiom, Proverb, etc.) • The wraparound or flashback novel • Love in literature 		Questions	
World War II	15 days	<p>American History Content:</p> <ul style="list-style-type: none"> • The rise of dictators • The Axis Powers and militarism • America’s attempt at neutrality • Hitler’s military advances • Initial preparation of U.S. • Japanese threat and Pearl Harbor • Internment of Japanese-Americans • The Home Front • The European Front • The Pacific Front • The atomic bomb • Results of the war • Social change at home • Boomtowns • Civil Rights and the war era <p>Literary and Language Content:</p> <ul style="list-style-type: none"> • Family and society in modern drama • Dramatic symbolism • Characterization • Cultural values • Duty to self, family, community, nation, world 	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze historical documents and events. • Evaluate policy goals and decisions. • Create analytical generalizations using primary sources. • Experiment with effective dialogue for original play. • Discuss the role of the individual in society. 	<ul style="list-style-type: none"> • Debate on dropping the atomic bomb • Original play about the U.S. on the home front • Generalizations using WWII-era local newspapers 	<p>Standards 1, 2, 3, 4, 8, 16 (History, Geography, Civics, Government)</p> <p>Standards 1, 2, 3, 4, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23, 27 (Language, Literature, Composition, and Media)</p>

The Postwar World	18 days	<p>American History Content:</p> <ul style="list-style-type: none"> • The Iron Curtain • Yalta conference • Truman and containment • Cold War and the Marshall Plan • The Berlin Airlift • Asian Cold War • Korean War • Fear in the Nuclear Age • Election of Eisenhower • Massive retaliation and brinkmanship • Plans for nuclear disarmament • The Age of Sputnik and the crisis in American Education • CIA Operations • Cold War in Latin America • GI Bill and the burgeoning economy • New era of big business • Suburbia • Place of women in postwar world • Poverty in America • Hispanics and American Indians • Conservative politics • Truman, the Fair Deal, and Civil Rights • The hunt for Communists • Television and politics <p>Literary and Language Content:</p> <ul style="list-style-type: none"> • The fairytale and suburbia • Generation gaps and cultural histories • Elements of a short story • Mixing truth and fiction in autobiographical novel • Truth stranger than fiction • Film as a tool of the political critic 	<p>Students will:</p> <ul style="list-style-type: none"> • Link historical trends to modern behaviors and experiences. • Select criteria for choosing subject for tribute speech. • Collect primary sources for living biography. • Conduct interview for living biography. • Compose a short story serving as social commentary on modern America. • Discuss the effects of a Cold War on the ideas and psychology of Americans. • Identify the ideology inherent in film of the era (<i>Dr. Strangelove</i>). 	<ul style="list-style-type: none"> • Tribute Speech • Living Biography project • Analysis of connection between television and politics • Fantasy piece in the style of Ray Bradbury’s “The Veldt” 	<p>Standards 3, 4, 5, 6, 9 (History, Civics, and Government)</p> <p>Standards 1, 2, 3, 4, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27 (Language, Literature, Composition, and Media)</p>
The Sixties: Democrats, Protest, and the Civil Rights Struggle	23 days	<p>American History Content:</p> <ul style="list-style-type: none"> • Underpinnings of segregation • Impact of <i>Brown v. Board of Education</i> • Little Rock school confrontation • Bus Boycotts in Alabama • MLK, Jr. and non-violent strategy • SNCC and sit-ins • JFK and civil rights platform • Voting Rights Act 	<p>Students will:</p> <ul style="list-style-type: none"> • Understand Civil Rights Movement within a local context. • Assess point of view concerning JFK assassination. • Analyze the changing role of the courts in the Civil Rights Movement. 	<ul style="list-style-type: none"> • Written response to primary documents from University of Massachusetts in the 1960s • Written response to JFK assassination investigation on CD-ROM 	<p>Standards 1, 2, 3, 4, 16, 18 (History, Civics, and Government)</p> <p>Standards 1, 2, 3, 4, 8, 9, 10, 11, 14, 15, 16, 17,</p>

		<ul style="list-style-type: none"> Malcolm X and Black Power Race riots and assassination of MLK, Jr. The New Frontier JFK's assassination Johnson and the Great Society The Supreme Court and social reform Revival of feminism Hispanic Americans in America Cesar Chavez and the Grape Boycott American Indians in the Sixties Rock music and counterculture <p>Literary and Language Content:</p> <ul style="list-style-type: none"> Literary and historical parallelism: The Civil War and the Civil Rights Movement Angles of Vision: JFK assassination The short story: thinking, saying, doing in understanding characters Poetry, expression, and rock and roll The everyday in the historical canvas: short story snapshots 	<ul style="list-style-type: none"> Evaluate the relationship between music and society. Create a fictional perspective on the 1950s and 1960s while avoiding stereotyping. 	<ul style="list-style-type: none"> Character analysis of narrator in Flannery O'Connor's "Revelation" Written investigative case study of roots of Rock and Roll Fifties and Sixties scrapbook 	18, 19, 21, 22, 23, 27 (Language, Literature, Composition, and Media)
Vietnam, Watergate, and the Search for Peace at Home and Abroad	14 days	<p>American History Content:</p> <ul style="list-style-type: none"> Origins: the French War in Indochina Early U.S. involvement Expansion of U.S. involvement under Johnson Frustrations of a jungle war Tet Offensive and the war's escalation Election of 1968 amid political upheaval Anti-war protests The role of the media Vietnamization Costs of the war Political strategies of Nixon Nixon's foreign policy The U.S. and Latin America White House suspicions Unraveling Watergate The impeachment process Ford and the energy crisis Election of Carter Recession Carter's fight for human rights Iranian hostage crisis Nuclear power and the environment 	<p>Students will:</p> <ul style="list-style-type: none"> Discuss the effects of governments on individuals. Identify the roles of individuals in the unraveling of Watergate. Develop a list of effective qualities for a president and compose a persuasive essay. 	<ul style="list-style-type: none"> Written interpretation of Vietnam short story "Salem" Role play (Webquest) for Watergate Qualities of a president essay 	Standards 1, 2, 4, 5, 16, 19 (History, Civics, and Government) Standards 1, 2, 3, 4, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 21, 22, 23, 27 (Language, Literature, Composition, and Media)

		<p>Literary and Language Content:</p> <ul style="list-style-type: none"> • The individual and perspective in wartime • Power of individual words • Sensory writing • Changing perspectives (Vietnam) • The language of speechmaking 			
Eighties and Beyond	9 days	<p>American History Content:</p> <ul style="list-style-type: none"> • Neoconservatives, the religious right, and Reagan • Collapse of Communism • Cold War thaw • U.S. intrusions in Latin America • Iran-Contra scandal • Election of Bush • Persian Gulf War • Views on the Eighties economy <p>Literary and Language Content:</p> <ul style="list-style-type: none"> • The modern writer • Identity in the modern world • Grammar, syntax, and the manipulation thereof • Self and ideology • Honesty in assessment: American culture 	<p>Students will:</p> <ul style="list-style-type: none"> • Collect material from a variety of sources for final project. • Develop an effective speech to accompany project visual. • Compose a short essay using MLA citations. • Complete a bibliography in correct format for project. • Demonstrate an understanding of political and literary events in the context of a larger national history. 	<ul style="list-style-type: none"> • Final Administration project in which student investigates cultural patterns (political, economic, literary, etc.) of a presidential era, creates elaborate presentation for the senses, and composes short analytical essay about one particular aspect of the era and the role it played 	<p>Standards 1, 2, 3, 4 (History)</p> <p>Standards 1, 2, 3, 4, 8, 9, 10, 11, 12, 15, 16, 17, 19, 21, 22, 23, 27 (Language, Literature, Composition, and Media)</p>