

DEPARTMENT: SOCIAL STUDIES	COURSE TITLE: UNITED STATES HISTORY HONORS 1877 TO PRESENT COURSE NUMBER: 116
GRADE(S): 10	PRE-REQUISITES (IF ANY):

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
Historical Overview: United States Prior to 1865	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 	Students will: <ul style="list-style-type: none"> • Manage 3-ring notebooks. • Distinguish between primary and secondary sources. • Identify, select and explain historically significant events, people and ideas • Navigate textbook using survey strategies • Present selected events and explain nature of their significance in small groups • Create visual aid to support group analysis of historical significance • Write reflective 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 historical significance analysis • Visual aids supporting dramatic scenes • Reflective 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 • Interpretation of the 13th, 14th, 15th Amendments—Equal protection • Presidential vs. Congressional Reconstruction, impeachment • Failure of radical reconstruction - terrorism, shifting political alliances, economic factors • Historiography of Reconstruction 	Students will: <ul style="list-style-type: none"> • Create graphic representation of 3 branches of government • Interpret first person accounts of historical periods • Understand and assess the use of satire and irony in historical sources • Interpret political cartoons. • Write essay in formal style evaluating Reconstruction • Take unit test. 	<ul style="list-style-type: none"> • Homework/notebook check • Class participation and discussion • Graphic representations of the three branches of government • Nast cartoon analysis • Freedom narratives - primary source analysis • formal essay • Unit 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 Acts • 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, Mormons, Europeans and migrants from Eastern US 	<p>Students will:</p> <ul style="list-style-type: none"> • Evaluate and use videos and photographs as historical sources • Label and analyze map • Identify and evaluate ideologies of expansionism from historical perspectives • Present and defend opinion in debate or simulation format. • Write reflection in informal style 	<ul style="list-style-type: none"> • Homework/notebook check • Class participation and discussion • West map • Simulation/debate as historical characters • Written evaluation of ideologies of Westward expansion 	<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"> • Major trends in American architecture: 1870-1914 • Major developments in local history: industrialization, educational institutions, town government, middle class materialism 	<p>Students will:</p> <ul style="list-style-type: none"> • Research history of a local building • Interpret building design in historical context • Present findings in multimedia article or exhibition 	<ul style="list-style-type: none"> • Local architecture project 	
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 ideologies of wealth • Urbanization—living conditions, urban planning, cultural diversity 	<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 • Take midterm exam 	<ul style="list-style-type: none"> • Homework/notebook check • Class participation and discussion • History website evaluation (Robber Barons) • Handout/graphic organizer supporting group evaluation of an industrialist • Midterm exam 	<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"> • Populism and farm conditions • Social reforms, race and gender relations • Gilded Age political reforms • Labor movements and Communism • Anti-Trust movement • Conservation movement • Wilson, Taft and Roosevelt: federal progressives • Urbanization—living conditions, urban planning, cultural diversity 	<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 and evaluate ideologies of reform from historical perspectives • Write essay in formal style • 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 • Pullman Strike documentary case study—simulated Congressional hearing • Industrialization, 	<p>History: 1, 2, 3, 4, 5 Economics: 11, 12, 13 Civics/Gov.: 19</p>

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

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