

## United States History 32

### Description

The United States History course deals with facts, ideas, events, and personalities that have shaped our nation from its Revolutionary Era to the present day. Under our democratic political system, the United States has achieved a level of freedom, political stability and economic prosperity that has made it a model for other nations, the leader of the world's democratic societies, and a magnet for people all over the world. Students should understand that our rights and freedoms are not accidents of history. There are recurring themes that serve as the ideal foundation of study for a student to effectively analyze assured content from various historical periods. This foundation enables the student to make connections between past and present. Students should recognize that our democratic political system depends on them, as educated citizens, to survive and prosper. United States History is a requirement of the social studies department for all eleventh graders. It is a year-long course that also fulfills the Connecticut State Department of Education requirement for United States History. From this study, a student should be able to analyze the roots of our present society and begin to develop effective ways of living in it.

### Course Overview

#### Course Objectives

Students should:

- examine how the Declaration of Independence, U.S. Constitution, United States law and the rights of citizenship provide a major unifying factor in bringing Americans together from diverse roots and traditions.
- analyze the United States involvement in foreign affairs and willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies
- examine how the development of the United States led to the evolution of a unique individual the "American."
- understand the interrelationships between world events and developments in the United States.
- analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time to unite all Americans.

#### Essential Questions

- How did the rise of uniquely American values shape the decisions of starting a revolution and forming a government?
- To what extent did the new nation overcome the challenges it faced?
- Did the expanding role of the American individual change the nation?
- What motivated the country to go war with itself?
- How well was America "reconstructed"?
- How does the meaning of progress differ among Americans?
- Did America uphold its values during its rise to a global power?

#### Assessments

*Common Assessments*

- Common Research Experience

#### Content Outline

- I. [Foundations of the American Republic](#)
- II. [Early Republic](#)
- III. [Jacksonian Democracy: Expansion and Reform](#)

#### Standards

[Connecticut SDE - Social Studies Framework 2008](#)  
Connecticut State Standards are met in the following areas:  
**CSSF1: Content Knowledge**

#### Grade Level Skills

Students will:

- compare and contrast credibility of differing accounts of the same event.
- extract significant ideas from supporting

<p>IV. <a href="#">Union in Crisis: Civil War and Reconstruction</a></p> <p>V. <a href="#">The Gilded Age: Industrialization, Immigration, and Urbanization</a></p> <p>VI. <a href="#">Imperialism, Progressives and World War I: America at Home and Abroad</a></p> <p>VII. <a href="#">Boom and Bust</a></p> <p>VIII. <a href="#">World War II and the Cold War</a></p> <p>IX. <a href="#">Post War America: Tradition and Change</a></p>	<p><b>CSSF2: <i>History/Social Studies Literacy</i></b>  <b>CSSF3: <i>Application</i></b></p>	<p>illustrative details.</p> <ul style="list-style-type: none"> <li>• complete a research paper based on a thesis supported by evidence from a variety of resources.</li> <li>• evaluate the theses of others.</li> </ul>
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Pacing Guide									
1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1 <a href="#">Foundations</a> 4 weeks	Unit 2 <a href="#">Republic</a> 3 weeks	Unit 3 <a href="#">Jackson</a> 4 weeks	Unit 4 <a href="#">Civil War</a> 3 weeks	Unit 5 <a href="#">Gilded Age</a> 4 weeks	Unit 6 <a href="#">Imperialism</a> 4 weeks	Unit 7 <a href="#">Boom &amp; Bust</a> 5 weeks	Unit 8 <a href="#">War</a> 4 weeks	Unit 9 <a href="#">Post War</a> 3 weeks	

**Unit I - Foundations of the American Republic, 3-4 weeks [top](#)**

**Standards**

Students will be able to:

- CSSF 1.8 describe the interactions between citizens and their government in the making and implementation of laws.
- CSSF 2.4 demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.

**Unit Objectives**

Students should:

- explain how colonial society and institutions reflected both their European background and the practical conditions the colonists faced in the New World.
- identify the arguments which justify breaking ties with England
- explain the origins of the United States Constitution
- explain how the Declaration of Independence, U.S. Constitution, United States law and the rights of citizenship provide a major unifying factor in bringing Americans together from diverse roots and traditions.
- understand how different experiences, values, traditions and motives cause individuals and groups to react and interpret historical events and issues from different perspectives.

**Essential Question**

- How did the rise of uniquely American values shape the decisions of starting a revolution and forming a government?

**Focus Questions**

- What political, social, and economic factors led the Western Europeans to colonize the New World?
- To what extent did the European and domestic experiences of early Americans shape their political and economic thought?
- How did differences between the colonists and the British escalate to rebellion?
- What was the social, political and economic impact of the Revolution?
- What did the Revolution accomplish, and what ideas did it set in motion?
- What are the key differences between the Articles of Confederation and the Constitution?
- What is the significance of the Declaration of Independence, U.S. Constitution and Bill of Rights?

**Suggested Assessments**

- Cause and Effect Essay:
- How did the American Revolution influence the U.S. Constitution?

**Skill Objectives**

Students will:

- recognize and interpret cause and effect.
- transpose information from sources to graphic organizers.

**Unit II – The Early Republic, 3 weeks [top](#)**

**Standards**

Students will be able to:

- CSSF 1.1 demonstrate an understanding of significant events and themes in United States history.
- CSSF 3.1 use evidence to identify, analyze and evaluate historical interpretations.

**Unit Objectives**

Students should:

- explain how the Declaration of Independence, U.S. Constitution, United States law and the rights of citizenship provide a major unifying factor in bringing Americans together from diverse roots and traditions.
- analyze the United States involvement in foreign affairs and willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies
- evaluate the effect of the actions taken by the early presidents
- identify the causes and results of the War of 1812.
- understand the interrelationships between world events and developments in the United States.

**Essential Question**

- To what extent did the new nation overcome the challenges it faced?

**Focus Questions**

- To what extent was the Constitution a document of compromises?
- How did conditions in the early republic raise conflict over interpretation of the U.S. Constitution?
- Did Jefferson violate Constitutional Law by executing the Louisiana Purchase?
- What were the causes and results of the War of 1812?
- How was the War of 1812 a “second war for independence”?
- What is the significance of the Monroe Doctrine to U.S. foreign policy?
- How did the debate over the role of government lead to the development of political parties

**Suggested Assessment**

- Lewis and Clark Journal

**Skill Objective**

Students will:

- interpret information from visuals, maps, graphs and charts.

**Unit III – Jacksonian Democracy: Expansion & Reform, 4 weeks [top](#)**

**Standards**

Students will be able to:

- CSSF 1.13 understand the characteristics of and interactions among culture, social systems and institutions.
- CSSF 2.1 access and gather information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).

**Unit Objectives**

Students should:

- explain the causative factors that led to the development of “common man” democratic principles.
- describe the foreign policy issues encountered by the United States in the first decades of the republic and its efforts to deal with them
- describe democratic reforms in the era of Andrew Jackson
- define Manifest Destiny
- understand how different viewpoints and/or frames of reference influence historical interpretations.
- analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time to unite all Americans.
- examine how the development of the United States led to the evolution of a unique individual the “American.”
- understand how different experiences, values, traditions and motives cause individuals and groups to react and interpret historical events and issues from different perspectives.

**Essential Questions**

- Did the expanding role of the American individual change the nation?

**Focus Questions**

- How did Jacksonian Democracy and movements of reform expand our democratic principles?
- What was the impact of Manifest Destiny on the geography and foreign relations of the United States?
- How did the North and South differ during the first half of the 1800’s?
- How did migration and expansion encourage the development of democratic principles?
- How did American territorial expansion impact Native Americans, foreign settlers, the controversies surrounding slavery and foreign relations?
- In what ways did the escalating conflicts over slavery and states’ rights challenge our democratic process?

**Suggested Assessment**

- North vs. South – Who has the advantage?

**Skill Objectives**

Students will:

- compare viewpoints.
- read for information and interpretation.

**Unit IV – Union in Crisis: Civil War & Reconstruction, 4 weeks [top](#)**

**Standards**

Students will be able to:

- CSSF 1.1 demonstrate an understanding of significant events and themes in United States history.
- CSSF 3.3 apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

**Unit Objectives**

Students should:

- identify the factors that precipitated the secession of the Southern states in 1865.
- analyze the impact of Reconstruction on the South and the nation as a whole
- analyze the social, political, and economic effect of the Civil War on both the regional and national levels.
- analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time to unite all Americans.
- discuss the different plans for healing the nation after the Civil War
- understand how different experiences, values, traditions and motives cause individuals and groups to react and interpret historical events and issues from different perspectives.

**Essential Questions**

- What motivated the country to go war with itself?
- How well was America “reconstructed”?

**Focus Questions**

- What were the causes of sectionalism?
- In what ways did the escalating conflicts over slavery and states’ rights challenge our democratic process?
- How did the election of 1860 contribute to the growing conflict in the United States?
- How did the use of power during the Civil War Era change the federal government?
- In what ways was Reconstruction both a success and a failure?
- How did attitudes regarding the western frontier change during the nineteenth century?
- How did the southern economy and society change after the Civil War?

**Suggested Assessment**

- Essay on the most significant cause of the Civil War

**Skill Objectives**

Students will:

**Unit V - The Gilded Age: Industrialization, Immigration, & Urbanization, 4 weeks [top](#)**

**Standards**

Students will be able to:

- CSSF 1.13 understand the characteristics of and interactions among culture, social systems and institutions.
- CSSF 2.3 create various forms of written work to demonstrate an understanding of history and social studies issues.
- CSSF 2.5 create relevant social studies materials such as maps, charts or displays.

**Unit Objectives**

Students should:

- analyze the changes in American society and politics after 1877
- list the ways in which American business changed from 1865 to 1900
- appreciate the immigrant contributions to American life and the development of a pluralistic society
- summarize the initiatives and fallout surrounding the period of New Immigration
- examine how the development of the United States led to the evolution of a unique individual the “American.”
- understand the interrelationships between world events and developments in the United States.

**Essential Question**

- How does the meaning of progress differ among Americans?

**Focus Questions**

- What were the immediate effects of Reconstruction?
- How did industrialization lead to political reforms?
- How did immigration change the American landscape?
- How did industrialization change the face of business and businessmen?
- How did the urbanization of America create both benefits and conflict?

**Suggested Assessment**

- Letter to the Editor on Immigration

**Skill Objective**

Students will:

- write and present persuasively and analytically using specific supporting material from a variety of sources with appropriate citations.

**Unit VI - Imperialism, Progressives and World War I: America at Home and Abroad, [top](#)**

**Standards**

Students will be able to:

- CSSF 2.4 demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.
- CSSF 3.3 apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

**Unit Objectives**

Students should:

- demonstrate how reform movements and the subsequent changes have influenced the development of American cultural values, attitudes and perspective.
- explain the causative factors that led to the development of imperialistic attitudes in America.
- list the causes and results of the Spanish-American War.
- analyze the United States involvement in foreign affairs and willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies
- understand the interrelationships between world events and developments in the United States.
- analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time to unite all Americans.

**Essential Question**

- Did America uphold its values during its rise to a global power?

**Focus Questions**

- What was the social, political and economic impact of the rise of large-scale industry, corporations and trusts in the late nineteenth century?
- Why did the United States go to war with Spain in 1898?
- How did industrial change lead to movements for political reform?
- What area did Progressive think were in the need of the greatest reform? What important social changes developed in America and what were the reactions and responses?
- Why did the nations of Europe suddenly go to war in 1914?
- How did America’s involvement in WWI represent a change in American values and attitudes?
- What caused the United States to abandon its policy of non-intervention?

**Suggested Assessment**

- Voices to Remember: Jackdaws WWI Broadsheet

**Skill Objective**

Students will:

- take useful notes, and organize notes in a meaningful task dependent manner.



**Unit VI – Boom & Bust, 4 weeks [top](#)**

**Standards**

Students will be able to:

- CSSF 1.1 demonstrate an understanding of significant events and themes in United States history.
- CSSF 3.1 use evidence to identify, analyze and evaluate historical interpretations.

**Unit Objectives**

Students should:

- describe the social changes in the postwar decade of the 1920's.
- analyze the causative factors that led to attitudinal changes in America during the Roaring Twenties and 1930s.
- judge the importance of the 1920's to African-Americans and women.
- examine the causes and effects of the Great Depression on people and institutions.
- evaluate Franklin Roosevelt's New Deal policies.
- understand how different viewpoints and/or frames of reference influence historical interpretations.

**Essential Question**

- What is the significance of economic factors in American life?

**Focus Questions**

- How did Americans act during the postwar decade of the 1920's?
- How did the prosperity of the 1920's give way to the Great Depression?
- What were the three "R"s?
- What were the causes of the Great Depression?
- How well did the programs of the New Deal address the causes effects of the Great Depression?

**Suggested Assessment**

- Role Play: The Great Depression

**Skill Objective**

Students will:

- experience different roles while working collaboratively.

**Unit VIII – World War II & the Cold War, 4-5 weeks [top](#)**

**Standards**

Students will be able to:

- CSSF 2.2 interpret information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).
- CSSF 3.2 analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

**Unit Objectives**

Students should:

- recognize how military aggression posed an increasing threat to U.S. security before 1941.
- analyze the factors and conditions that drew America into World War II.
- assess the impact of WWII on the American home front, especially regarding women and minorities.
- debate the use of nuclear weapons at the end of the wars.
- analyze the domestic and foreign policies of the Presidents in the 1950s & 1960s.
- analyze the United States involvement in foreign affairs and willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies
- understand the interrelationships between world events and developments in the United States.
- analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time to unite all Americans.

**Essential Question**

- How far does a nation need to go to protect its values?

**Focus Questions**

- What conditions led to the US entry into World War II?
- How did the United States industrial might contribute to the Allied war effort?
- Why did Truman choose to use atomic bombs on the Japanese rather than invade?
- Why is D-Day significant?
- How did the wartime conferences set the stage for the Cold War?
- How did the Cold War impact domestic and foreign policies?

**Suggested Assessment**

- World War II Simulation: Axis & Allies

**Skill Objective**

Students will:

- apply principles to solve authentic problems.

**Unit IX – Post-War America: Tradition & Change, 4 weeks [top](#)**

**Standards**

Students will be able to:

- CSSF 1.8 describe the interactions between citizens and their government in the making and implementation of laws.
- CSSF 2.3 create various forms of written work to demonstrate an understanding of history and social studies issues.
- CSSF 3.3 apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

**Unit Objectives**

Students should:

- list the changes that occurred in the 1950’s – 1970’s in American society and politics.
- analyze the path from post-war prosperity to the “stagnant seventies”.
- analyze the impact of the achievements of African-Americans in their movement for civil rights.
- analyze the post-war causative factors that precipitated the Civil Rights Movement.
- describe the issues challenging the United States presented by globalization
- evaluate the influence of environmental issues on domestic and international policy.
- explain how the development of the United States led to the evolution of a unique individual the “American.”
- analyze the development of American culture, explaining how ideas, values, beliefs and traditions have changed over time to unite all Americans.

**Essential Question**

- How well do American values accommodate a diverse and evolving nation?

**Focus Questions**

- How did World War II impact race relations and domestic policy in America?
- How was the Civil Rights movement both nonviolent resistance and militant?
- How did our government help and hinder the Civil Rights Movement?
- What is the impact of the Civil Rights Movement today?
- How did the Watergate scandal undermine the public trust in government?
- What was the social, political, and economic impact of the Vietnam War?
- What were the different programs used by the Cold War Presidents to bolster nationalism?
- How did social opinions and behaviors change during the Cold War
- How did the 1980’s signal a change in American values, attitudes, and perspectives?
- What are the strengths and weaknesses that will most affect America’s position in a changing world order?

**Suggested Assessment**

- Civil Rights Movement Document Use Essay

**Skill Objectives**

Students will:

- read for initial understanding; read for information; and interpret and apply information.
- interpret information from visual literacy.