

United States History 31

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	Standards	Grade Level Skills
I. Foundations of the American Republic II. Early Republic III. Jacksonian Democracy: Expansion and Reform IV. Union in Crisis: Civil War and Reconstruction V. The Gilded Age: Industrialization, Immigration, and Urbanization VI. Imperialism, Progressives and World War I: America at Home and Abroad VII. Boom and Bust VIII. World War II and the Cold War IX. Post War America: Tradition and Change	Connecticut SDE - Social Studies Framework 2008 Connecticut State Standards are met in the following areas: CSSF1: <i>Content Knowledge</i> CSSF2: <i>History/Social Studies Literacy</i> CSSF3: <i>Application</i>	Students will: <ul style="list-style-type: none"> • Compare and contrast credibility of differing accounts of the same event • Extract significant ideas from supporting illustrative details • Complete a research paper based on a thesis supported by evidence from a variety of resources • Evaluate the theses of others

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 Foundations 4 weeks	Unit 2 Republic 3 weeks	Unit 3 Jackson 4 weeks	Unit 4 Civil War 3 weeks	Unit 5 Gilded Age 4 weeks	Unit 6 Imperialism 4 weeks	Unit 7 Boom & Bust 5 weeks	Unit 8 War 4 weeks	Unit 9 Post War 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 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 Questions

- 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?
- How did conflict and competition between the Europeans in the New World affect the colonies?
- What role did mercantilism, and slavery, play in developing economic opportunity, cultural values, attitudes and perspectives among the Americans and the British?
- 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?

Suggested Assessments

- Compare and contrast essay: Arguments in the *Declaration of Independence* vs. Thomas Paine's *Common Sense*.

<p>Lesson Planning Resources</p> <ul style="list-style-type: none"> • Links To Literature • Visual interpretation and analysis of maps, graphs and charts 	<p>Materials/Resources</p> <ul style="list-style-type: none"> • Video: <i>Independence</i> • Declaration of Independence • Common Sense • 	<p>Unit Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • write persuasively using specific supporting material using appropriate citation. •
<p>Technology Resources</p>	<p>Differentiated Instruction</p>	<p>Enrichment/ELL</p>

Unit II – The Early Republic, 2-3 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
- explain the various reasons for and impact of migration and expansion in the early republic.
- explore the development of democratic principles and the reflection of those principles in governmental action.
- identify the causes and results of the War of 1812.
- understand the interrelationships between world events and developments in the United States.

Essential Questions

- 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?
- How did the debate over the role of government lead to the development of political parties
- Did Jefferson violate Constitutional Law by executing the Louisiana Purchase?
- What impact did the early migration of Americans into the Ohio Valley and the western territories have on economic opportunity, cultural values, attitudes and perspectives?
- How was the War of 1812 a “second war for independence”?
- How did migration and expansion cause the wider development of democratic principles in the government and people?

Assessments

- Position paper on the War of 1812

<p>Lesson Planning Material</p> <ul style="list-style-type: none"> • Discussion on “The First Invasion” • Students will argue the validity of the Louisiana Purchase by Jefferson. • 	<p>Materials Resources</p> <ul style="list-style-type: none"> • History Channel documentary “The War of 1812: The First Invasion” • History Channel Curriculum Guide • 	<p>Unit Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • analyze cause and effect. •
<p>Technology Resources</p>	<p>Differentiated Instruction</p>	<p>Enrichment/ELL</p>

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
- analyze the impact of territorial expansion on the development of democratic principles and the reflection of those principles in governmental action.
- 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?
- 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 Assessments

- Essay on Andrew Jackson

<p>Lesson Planning Material</p> <ul style="list-style-type: none"> • Trail of Tears • Compromises • 	<p>Materials Resources</p> <ul style="list-style-type: none"> • Video: <i>Trail of Tears</i> • Biography Video: <i>Andrew Jackson</i> • 	<p>Unit Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • interpret information from maps, graphs and charts •
<p>Technology Resources</p>	<p>Differentiated Instruction</p>	<p>Enrichment/ELL</p>

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.
- evaluate the issues dividing pro-slavery and antislavery forces and the efforts to diffuse the resulting conflicts
- 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.
- 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 Assessments

- Essay on the most significant cause of the Civil War

Lesson Planning Material •	Materials Resources •	Unit Skills •
Technology Resources	Differentiated Instruction	Enrichment/ELL

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 and evaluate the causative factors that led to the rise of big business.
- investigate and evaluate the impact rapid industrialization on the development of democratic principles and the reflection of those principles in governmental action.
- explain how rapid industrialization, and rise of a class society and the subsequent response by the state and national governments, have influenced the development of American cultural values, attitudes and perspectives.
- 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 Questions

- How does the meaning of progress differ among Americans?

Focus Questions

- How did the Reconstruction Era impact developing American cultural values, attitudes and perspectives?
- In what ways did the rise of big business precipitate new directions in economic opportunity, pressures and conflicts that impacted American attitudes and perspectives?
- What were the benefits from and challenges presented by the changing patterns of immigration?
- How did industrialization change the face of business and businessmen?
- How did the urbanization of America create both benefits and conflict?

Suggested Assessments

- Worksheet and Critical Thinking questions on the Rise of Big Business

<p>Lesson Planning Material</p> <ul style="list-style-type: none"> • Discussion on “Wealth and Power” • Students will debate whether the business men were “Captains of Industry” or “Robber Barons” • 	<p>Materials / Resources</p> <ul style="list-style-type: none"> • History Channel documentary “Wealth and Power” • History Channel Curriculum Guide 	<p>Unit Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • transpose and synthesize information from various sources. • interpret information from visual literacy •
<p>Technology Resources</p>	<p>Differentiated Instruction</p>	<p>Enrichment/ELL</p>

Unit VI - Imperialism, Progressives and World War I: America at Home and Abroad, 5 Weeks [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:

- determine the critical political, social, economic, and technological elements responsible for America’s industrial growth in the late nineteenth century
- explain the causative factors that led to the development of imperialistic attitudes in America.
- demonstrate how reform movements and the subsequent changes have influenced the development of American cultural values, attitudes and perspective
- synthesize information on the causes, courses and results of World War I on our democratic system.
- 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.

Essential Questions

- 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?
- What were the In what ways did the rise of “imperialistic” attitudes in America impact our attitudes and perspectives?
- How did governmental actions during the Progressive Era impact developing American cultural values, attitudes and perspectives?
- What important social changes developed in America and what were the reactions and responses?
- How did American interests at home and abroad affect its response to international crises?
- How did America’s involvement in WWI represent a change in American values and attitudes?

Suggested Assessments

- Treaty of Versailles Essay

<p>Lesson Planning Material</p> <ul style="list-style-type: none"> • Roundtable discussion on WWI • The U.S. – Protector or Imperialist? • Political Cartoon interpretation • 	<p>Materials / Resources</p> <ul style="list-style-type: none"> • History Channel documentary “Military Blunders; The Sinking of <i>Lusitania</i> and the Treaty of Versailles” • History Channel Curriculum Guide • 	<p>Unit Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • read to interpret and apply information. •
<p>Technology Resources</p>	<p>Differentiated Instruction</p>	<p>Enrichment/ELL</p>

Unit VII – 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:

- 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
- synthesize information on the causes and the effects of economic depression and resulting governmental response on our democratic system.
- analyze how changes to the federal government influenced the development of American cultural values, attitudes and perspective
- 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.
- understand how different viewpoints and/or frames of reference influence historical interpretations.

Essential Questions

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

Focus Questions

- How did the disillusionment of the post-war period precipitate a change in morals and manners during the Roaring Twenties?
- How did the ideas, ideals, beliefs and values spawned during the Roaring Twenties profoundly influence America's developing cultural values, attitudes and perspectives?
- In what ways did economic expansion create a surface prosperity and conditions for economic collapse?
- In what ways did ineffective governmental response to a flawed economy precipitate economic depression?
- How did Roosevelt's New Deal programs impact American's change in perspective?

Suggested Assessments

- You're so Smart; You Fix It!*

<p>Lesson Planning Material</p> <ul style="list-style-type: none"> • Stock Market Game • Video - "Cinderella Man" • 	<p>Materials Resources</p> <ul style="list-style-type: none"> • A Picture is Worth a Thousand Words • Alphabet Soup 	<p>Unit Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate an understanding of cause and effect •
<p>Technology Resources</p>	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> • 	<p>Enrichment/ELL</p>

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:

- 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
- compare and contrast the role of the United States in global affairs at the end of World War I and World War II.
- 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 Questions

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

Focus Questions

- How did the rise of fascist governments in Western Europe and Asia represent threats to the United States?
- What conditions led to the US entry into World War II?
- How did America’s democratic principles influence war policy and strategy?
- How did American democratic principles serve as a springboard for American war polices direct American efforts at the end of the war, and during the post-war period?
- Why did Truman choose to use atomic bombs on the Japanese rather than invade?
- What were the origins, key issues, and impact of the Cold War?
- How did the wartime conferences set the stage for the Cold War?
- How did the Cold War impact domestic and foreign policies?

Suggested Assessments

- Essay - *“Do you drop the bomb?”*

<p>Lesson Planning Material</p> <ul style="list-style-type: none"> • Reaction paper to film clips. • Holocaust Images • Atomic bomb debate • 	<p>Materials Resources</p> <ul style="list-style-type: none"> • Video Clips – “Saving Private Ryan” • National Geographic Video - “Remembering Pearl Harbor” • www.ushmm.org • http://holocausteducationctr.org/teacher.htm 	<p>Unit Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • formulate historical questions and hypotheses using multiple sources •
<p>Technology Resources</p>	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> • 	<p>Enrichment/ELL</p>

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:

- analyze the post-war causative factors that precipitated the Civil Rights Movement.
- analyze the path from post-war prosperity to the “stagnant seventies”
- describe the issues challenging the United States presented by globalization
- evaluate the influence of environmental issues on domestic and international policy
- 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 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?
- In what ways did the Civil Rights movement embrace both nonviolent resistance and militancy?
- What was the response to the Civil Rights movement?
- What was the response and impact of our government, executive, legislative and judicial, to the Civil Rights Movement?
- What was the social, political, and economic impact of the Vietnam War?
- How did Watergate impact the national view of the office of President?
- How did social opinions and behaviors change during the Cold War
- How did the 1980’s signal a change in

Suggested Assessments

- Cold War Travelogue

	<p>American values, attitudes, and perspectives?</p> <ul style="list-style-type: none"> • What are the strengths and weaknesses that will most affect America’s position in a changing world order? 	
<p>Lesson Planning Material</p> <ul style="list-style-type: none"> • Debate – “Hawks vs. Doves” • Clinton, Johnson and Nixon • Map Activity (Vietnam, NATO, Warsaw Pact) • Carmichael vs. King, Jr. • 	<p>Materials Resources</p> <ul style="list-style-type: none"> • Opposing Viewpoints – <i>The Vietnam War</i> • Video – “<i>Dear America: Letters Home from Vietnam</i>” • Worksheet – Presidential Foreign Policy Changes 	<p>Unit Skills</p> <p>Students will:</p> <ul style="list-style-type: none"> • experience different roles while working collaboratively •
<p>Technology Resources</p>	<p>Differentiated Instruction</p> <ul style="list-style-type: none"> • 	<p>Enrichment/ELL</p>