

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

GOVERNOR LIVINGSTON
Social Studies Department

AMERICAN STUDIES II
0162

AMERICAN STUDIES II HONORS
#0163

Curriculum Guide

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP)

Approved by the Berkeley Heights Board of Education
at the regular meeting held on _____.

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New Jersey Core Curriculum Content Standards – Social Studies

**New Jersey Core Curriculum Content Standards – Cross Content Workplace
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Media for U.S. History

PHILOSOPHY/RATIONALE

American Studies II is a required full-year course taught at the tenth grade level, for which the students receive credit upon completion. Sophomore year social studies builds upon the historical themes and skills taught in the K-8 curriculum. The course integrates the study of geography, economics, politics, society, and history. There is also emphasis placed on the interaction of these factors in the creation of the modern world. The course is broken down into four units that begin with a review of major themes in American History, from the pre- revolutionary period to the Civil War. The course then examines American History to the end of World War II. The units are devised to meet New Jersey Social Studies Core Curriculum Standards as well as increase knowledge of social studies and provide opportunities to apply this knowledge to new situations.

The curriculum also addresses the tasks of the High School Proficiency Assessment (HSPA) and includes many skills suggested by the national standards. These include reading, studying, research, technical, and critical thinking skills. These skills are developed throughout the year. The curriculum also provides opportunity to practice many of the skills contained in the Workplace Readiness Standards. The social studies curriculum provides consistent and enriched teaching and learning of content skills throughout high school.

It is the purpose of the American Studies II course to prepare students to perform at higher levels of historical study, in the high school and beyond. The ultimate goal of tenth grade social studies is to educate students to become informed citizens of the United States in the global age.

COURSE PROFICIENCIES

COURSE OBJECTIVES

HONORS

- I. Examine the major themes in American History to the Civil War. (6.1/A3-6, C5, D1; 6.3/A2, C1, D1,2; 6.5/E1, F1; 6.6/A1, F1; 6.7/A3; 6.8/A1,2; 8.1/B1-3; 8.2/A3, B3; 8.3/A1; 8.4/A1-4, B2, C1,2, D1; 8.6/A3,8-11.)
 - A. Analyze the causes of the American Revolution.
 - B. Assess the struggles facing the colonists through the course of the Revolution and the creation of a new nation.
 - C. Examine the formulation of the Constitution and the development of the New Republic.
 - D. Assess the Jeffersonian Era in the development of American democracy.
 - E. Examine the Presidency of Andrew Jackson and his impact upon American Democracy.
 - F. Examine the political, economic and social structure of the Old South.
 - G. Analyze the events and circumstances that accelerate America towards the Civil War.

- II. Analyze the Civil War and Reconstruction (6.1/A2-6, B1-3, C2,4,5, E1,2; 6.2/2-4; 6.4/E1; 6.5/G1,2; 6.6/D1, F1; 6.7/A3, D1-5; 6.8/A1,2; 8.1/B1-3; 8.2/A3, B3; 8.3/A1; 8.4/A1-4, B2, C1,2, D1; 8.6/A3,8-11.)
 - A. Analyze the course of the American Civil War.
 - B. Examine the social, political, and economic consequences of the Civil War.

- III. Evaluate the Emergence of Modern America (6.1/A2,5,6, B2,3, C2,4,5; 6.2/2-4; 6.3/F3; 6.4/H1,2, I1; 6.5/J1-3; 6.6/B1, F1; 6.7/A3, D1-5; 6.8/A1,2; 8.1/B1-3; 8.2/A3, B3; 8.3/A1; 8.4/A1-4, B2, C1,2, D1; 8.6/A3,8-11.)
 - A. Understand the social, political, and economic motivations for Western migration.
 - B. Analyze the causes and consequences of the Second Industrial Revolution.
 - C. Map the development of American cities.
 - D. Survey politics in the Gilded Age.
 - E. Analyze the motivations, form, and impact of the Progressive movement.
 - F. Evaluate the presidencies of T. Roosevelt, Taft, and Wilson.

- IV. Assess the journey of the United States from 1890-1946. The Crucible: Foreign and Domestic. (6.1/A2,5,6, B2,3, C2-5; 6.2/2-4; 6.3/F5, G1,3-5; 6.4/I1-4, J1,2; 6.5/K1,2,3, L1; 6.6/A1, B1, C1,2, D1, E1, F1; 6.7/A3, B1, D1-5; 6.8/A1,2, B1,2; 8.1/B1-3; 8.2/A3, B3; 8.3/A1; 8.4/A1-4, B2, C1,2, D1; 8.6/A3,8-11.)

COURSE PROFICIENCIES (continued)

- A. Assess the strengths and weaknesses of American imperialism.
- B. Analyze the causes and consequences of the First World War.
- C. Evaluate American society in the 1920s.
- D. Interpret America's experience in the Great Depression.
- E. Evaluate the New Deal.
- F. Trace American foreign policy from 1921 to 1941.
- G. Analyze the causes, course, and consequences of America's involvement in the Second World War.

COURSE PROFICIENCIES

COURSE OBJECTIVES

REGULAR

- I. Examine major themes in American History to the end of Reconstruction. (6.1/A3-6, C5, D1; 6.3/A2, C1, D1,2; 6.5/E1, F1; 6.6/A1, F1; 6.7/A3; 6.8/A1,2; 8.1/B1-3; 8.2/A3, B3; 8.3/A1; 8.4/A1-4, B2, C1,2, D1; 8.6/A3,8-11.)
 - A. Analyze the causes of the American Revolution.
 - B. Assess the struggles facing the colonists through the course of the Revolution and the creation of a new nation.
 - C. Examine the formulation of the Constitution and the development of the New Republic.
 - D. Assess the Jeffersonian Era in the development of American democracy.
 - E. Examine the Presidency of Andrew Jackson and his impact upon American Democracy.
 - F. Examine the political, economic, and social structure of the Old South.
 - G. Analyze the events and circumstances that accelerate America towards the Civil War.
 - H. Analyze the course of the American Civil War.
 - I. Examine the social, political, and economic consequences of the Civil War.

- II. Analyze the Emergence of Modern America (6.1/A2,5,6, B2,3, C2,4,5; 6.2/2-4; 6.3/F3; 6.4/H1,2, I1; 6.5/J1-3; 6.6/B1, F1; 6.7/A3, D1-5; 6.8/A1,2; 8.1/B1-3; 8.2/A3, B3; 8.3/A1; 8.4/A1-4, B2, C1,2, D1; 8.6/A3,8-11.)
 - A. Understand the social, political, and economic motivations for Western migration.
 - B. Analyze the causes and consequences of the Second Industrial Revolution.
 - C. Map the development of American cities.
 - D. Survey politics in the Gilded Age.
 - E. Analyze the motivations, form, and impact of the Progressive movement.
 - F. Evaluate the presidencies of T. Roosevelt, Taft, and Wilson.
 - G. Assess the strengths and weaknesses of American imperialism.

- III. Examine America in Transition (1914-1929) (6.1/A2,5,6, B2,3, C2,4,5; 6.2/2-4; 6.3/F3; 6.4/H1,2, I1; 6.5/J1-3; 6.6/B1, F1; 6.7/A3, D1-5; 6.8/A1,2; 8.1/B1-3; 8.2/A3, B3; 8.3/A1; 8.4/A1-4, B2, C1,2, D1; 8.6/A3,8-11.)
 - A. Analyze the causes and consequences of the First World War.
 - B. Evaluate American society in the 1920s.

COURSE PROFICIENCIES (continued)

- IV. Analyze America in the Great Depression and World War II. (6.1/A2,5,6, B2,3, C2-5; 6.2/2-4; 6.3/F5, G1,3-5; 6.4/I1-4, J1,2; 6.5/K1,2,3, L1; 6.6/A1, B1, C1,2, D1, E1, F1; 6.7/A3, B1, D1-5; 6.8/A1,2, B1,2; 8.1/B1-3; 8.2/A3, B3; 8.3/A1; 8.4/A1-4, B2, C1,2, D1; 8.6/A3,8-11.)
- A. Interpret America's experience in the Great Depression.
 - B. Evaluate the New Deal.
 - C. Trace American foreign policy from 1921 to 1941.
 - D. Analyze the causes, course, and consequences of America's involvement in the Second World War.

STUDENT PROFICIENCIES

The students will be able to:

1. Identify, explain and analyze significant historical, social, and political trends. (6.4/K3,6,5, M1,2)
2. Summarize, categorize, analyze, and evaluate information in multiple forms. (6.1/A6; 6.8/A1,2)
3. Draw informed and accurate conclusions using primary source data. (6.8/A2)
4. Identify and assess cause and effect relationships. (6.3/G4)
5. Draw inferences and predict outcomes. (6.8/A1)
6. Evaluate various sources of information to detect bias and analyze credibility.
7. Enhance problem-solving skills.
8. Critically interpret statistical, graphic, and economic data and draw accurate conclusions. (6.6/A1, C1-4)
9. Create graphic representations of key events, concepts, and/or trends
10. Identify alternative courses of action and predict consequences.
11. Evaluate the impact of a leader's personality upon decision-making. (6.1/E3)
12. Use tools of economic analysis to predict outcomes. (6.6/A1, C3, D1, F1,2)
13. Foster group process and decision-making skills.
14. Interpret information to develop an understanding of the complexities involved in meeting the needs of a diverse population. (6.8/C2-5)
15. Identify situations in which social, political, and/or legal action is needed. (6.8/C2-5)
16. Continue to develop research and productivity skills using computers, software, and the Internet.
17. Combine critical concepts into an informed conclusion.
18. Continue to develop public presentation and speaking skills by presenting individual and/or group reports.
19. Continue to build skills in written expression by creating papers and projects of varying lengths and formats.
20. Create a significant research paper using the critical examination of primary and secondary documents.

METHODS OF EVALUATION

1. Teacher observation/questioning/monitoring.
2. Teacher developed tests and quizzes.
3. Publisher developed tests and quizzes.
4. Homework and class work.
5. Class participation.
6. Activities and projects.
7. Notebooks, journals, and portfolios.
8. Performance assessments.

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

N. J. Core Curriculum Standards	Indicators	Course Outline/Student Objectives
<u>HONORS</u>		
6.1	A3-6 C5 D1	I. Major themes in American History to the Civil War (5 weeks)
6.3	A2 C1 D1	A. Analyze the Causes of the American Revolution 1. Evaluate the consequences of neglect 2. Analyze the course and results of the Anglo French conflict
6.5	E1 F1	3. Elaborate on the crisis facing England following the Seven Year’s War
6.6	A1 F1	4. Categorize the immediate causes of the American Revolution
6.7	A3	B. Assess the Struggles Facing the Colonists
6.8	A1,2	Through the Course of the Revolution and the
8.1	B1-3	Creation of a New Nation
8.2	A3 B3	1. Define both the military and political objectives of the American Revolutionary War
8.3	A1	
8.4	A1-4 B2	2. Examine the major campaigns of the American Revolutionary War
	C1,2 D1	3. Discuss the societal divisions caused by the American Revolutionary War
8.6	A3, 8-11	C. Examine the Formulation of the Constitution and the Development of the New Republic 1. Analyze the forces that shaped the creation of the Constitution 2. Chart the beginnings of the two party system. 3. Examine the beliefs of the Federalist and Republican parties 4. Evaluate the way in which the new American government dealt with the issues of sovereignty 5. Classify the effects of a democratic election as a “bloodless revolution” a. identify problems facing the American government due to the French Revolution b. examine the Alien and Sedition Acts as a challenge to the Constitution c. assess the Virginia and Kentucky resolutions

		<p>C. Examine the Formulation of the Constitution And the Development of the New Republic (continued)</p> <ul style="list-style-type: none"> d. chart the election of 1800 <p>D. Assess the Jeffersonian Era in the Development of American Democracy</p> <ul style="list-style-type: none"> 1. Evaluate the presidency of Thomas Jefferson 2. Debate the powers of the American president in relation to territorial expansion and war powers 3. Illustrate the development of American industrial growth 4. Define the growth of American culture and character <p>E. Examine the Presidency of Andrew Jackson and His Impact Upon American Democracy</p> <ul style="list-style-type: none"> 1. Elaborate on the rise of mass politics 2. Analyze the Nullification crisis <ul style="list-style-type: none"> a. define Nullification b. predict the consequences of the Nullification argument 3. Discuss the pattern of America’s interaction with Native Americans 4. Explain the War on the Bank <ul style="list-style-type: none"> a. define the function of a bank b. understand the creation of the National Bank c. compare and contrast the personalities of the major players of the War on the Bank 5. Evaluate the rise of the Whig Party <p>F. Examine the Political, Economic, and Social Structure of the old south</p> <ul style="list-style-type: none"> 1. Explain the role of cotton in the southern economy 2. Discuss the social class system found in the south <ul style="list-style-type: none"> a. trace the evolution of American slavery as “a peculiar institution” b. evaluate the unique culture developed by African- Americans in response to the conditions of slavery <p>G. Analyze the Events and Circumstances That Accelerate America Towards the Civil War</p> <ul style="list-style-type: none"> 1. Debate the issues of Manifest Destiny 2. Map American expansion as a result of Manifest Destiny
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		<p>G. Analyze the Events and Circumstances That Accelerate America Towards the Civil War (continued)</p> <ol style="list-style-type: none"> 3. Measure the consequences of the Mexican War 4. Examine the rising tide of sectionalism and the social, political, and economic consequences of the expansion of slavery 5. Chart the foundations of the abolitionist movement 6. Discuss the acceleration of events that led to secession <ol style="list-style-type: none"> a. describe the economic and political plans for the development of the trans continental railroad b. dissect the Kansas-Nebraska Act c. interpret the personalities and events involved with “Bleeding Kansas” d. examine the final political maneuverings that lead to secession
<p>6.1</p> <p>6.2</p> <p>6.4</p> <p>6.5</p> <p>6.6</p> <p>6.7</p> <p>6.8</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.6</p>	<p>A2-6</p> <p>B1-3</p> <p>C2,4,5</p> <p>E1,2</p> <p>2-4</p> <p>E1</p> <p>G1,2</p> <p>D1</p> <p>F1</p> <p>A3</p> <p>D1-5</p> <p>A1,2</p> <p>B1-3</p> <p>A3</p> <p>B3</p> <p>A1</p> <p>A1-4</p> <p>B2</p> <p>C1,2</p> <p>D1</p> <p>A3,8-11</p>	<p>II. The Civil War and Reconstruction (4 weeks)</p> <p>A. Analyze the Course of the American Civil War</p> <ol style="list-style-type: none"> 1. Compare and contrast the relative advantages and disadvantages of both the north and the south 2. Chart the home front issues and goals of the north and the south during the Civil War 3. Evaluate the diplomatic concerns facing both the north and the south 4. Map the campaigns, battles, and personalities of the American Civil War <p>B. Examine the Social, Political, and Economic Consequences of the Civil War</p> <ol style="list-style-type: none"> 1. Chart the problems and plans of Reconstruction 2. Define the goals and personalities of Radical Reconstruction 3. Analyze the impact of Reconstruction upon all aspects of southern society 4. Evaluate the impact of presidential politics upon Reconstruction 5. Inspect the events that lead to the end of Reconstruction 6. Describe the birth of the “New South”
6.1	A2,5,6	<p>III. The Emergence of Modern America (9weeks)</p> <p>A. Understand the Social, Political, and Economic</p>

<p>6.2</p> <p>6.3</p> <p>6.4</p> <p>6.5</p> <p>6.6</p> <p>6.7</p> <p>6.8</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.6</p>	<p>B2,3</p> <p>C2,4,5</p> <p>2-4</p> <p>F3</p> <p>H1,2</p> <p>J1-3</p> <p>B1</p> <p>F1</p> <p>A3</p> <p>D1-5</p> <p>A1,2</p> <p>B1-3</p> <p>A3</p> <p>B3</p> <p>A1</p> <p>A1-4</p> <p>B2</p> <p>C1,2</p> <p>D1</p> <p>A3,8-11</p>	<p>III. The Emergence of Modern America (continued)</p> <p>Motivations for Western Migration</p> <ol style="list-style-type: none"> 1. Evaluate western economic and social structure 2. Inspect the mythology of the west 3. Trace the closing of the frontier and the end of independent Indian nations 4. Map the rise and decline of the western farmer <p>B. Analyze the Causes and Consequences of the Second Industrial Revolution</p> <ol style="list-style-type: none"> 1. Chart the causes of industrial growth in early modern America 2. Define capitalism 3. Examine the political, social, and economic impact of capitalism 4. Survey the birth of the industrial worker as a social, political, and economic unit 5. Dissect the foundation of the new industrial economy and predict possible consequences <p>C. Map the Development of American Cities</p> <ol style="list-style-type: none"> 1. Assess the relationship of technology, industrialization, and urbanization 2. Illustrate the American urban landscape 3. Discuss the strengths and weaknesses of urbanization 4. Evaluate the social, political, and economic impact of urbanization <ol style="list-style-type: none"> a. outline the origins of mass consumption b. define leisure time and its impact on urban America c. relate the unique development of American urban culture <p>D. Survey politics in the Gilded Age</p> <ol style="list-style-type: none"> 1. Define the Gilded Age 2. Chart the political structure of the Gilded Age in terms of patronage, bossism, and corruption 3. Summarize the causes and consequences of American agrarian discontent 4. Evaluate the economic crisis of the 1890s 5. Discuss the impact of the economic crisis upon politics 6. Compare and contrast the Free-Silver and Gold Standard positions
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		<p>E. Analyze the Motivations, Form, and Impact of the Progressive Movement</p> <ol style="list-style-type: none"> 1. Define Progressivism 2. Discuss the role of women in the reform movements 3. Appraise the impact of the Progressive Era upon party politics 4. Chart the different sources of Progressive reform 5. Compare and contrast the success of social and political reform movements <p>F. Evaluate the Presidencies of T. Roosevelt, Taft, and Wilson</p> <ol style="list-style-type: none"> 1. Analyze the domestic goals and policies of T. Roosevelt’s administration paying particular attention to trust - busting and conservation 2. Critique the foreign policy of the T. Roosevelt administration 3. Predict the lasting impact of the T. Roosevelt administration on the office of the president 4. Inspect the domestic and foreign policy of the Taft administration 5. Chart the election of 1912 and the consequences of the Republican schism 6. Evaluate the domestic policy of the Wilson administration 7. Compare and contrast the policies and personalities of T. Roosevelt, Taft and Wilson
<p>6.1</p> <p>6.2</p> <p>6.3</p> <p>6.4</p> <p>6.5</p> <p>6.6</p>	<p>A2,5,6</p> <p>B2,3</p> <p>C2-5</p> <p>2-4</p> <p>F5</p> <p>G1,3-5</p> <p>I1-4</p> <p>J1</p> <p>K1-3</p> <p>L1</p> <p>A1</p> <p>B1</p> <p>C1,2</p> <p>D1</p>	<p>IV. The Crucible: Foreign and Domestic (1890-1946) (18 weeks)</p> <p>A. Assess the Strengths and Weaknesses of American Imperialism</p> <ol style="list-style-type: none"> 1. Define Manifest Destiny 2. Examine the causes and consequences of the Spanish-American War 3. Discuss the dilemma of an imperial republic 4. Compare and contrast the American policies towards Puerto Rico, the Philippines, and Cuba <p>B. Analyze the Causes and Consequences of the First World War</p> <ol style="list-style-type: none"> 1. Determine the causes of the First World War

<p>6.7</p> <p>6.8</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.6</p>	<p>E1</p> <p>F1</p> <p>A3</p> <p>B1</p> <p>D1-5</p> <p>A1,2</p> <p>B1,2</p> <p>B1-3</p> <p>A3</p> <p>B3</p> <p>A1</p> <p>A1-4</p> <p>B2</p> <p>C1,2</p> <p>D1</p> <p>A3,8-11</p>	<p>B. Analyze the Causes and Consequences of the First World War (continued)</p> <ol style="list-style-type: none"> 2. Trace the path of American isolation from its origins to entry into the war 3. Discuss the impact of total, modern war upon American society 4. Evaluate the positions and motivations of the major players at the Versailles conference 5. Chart the significant clauses of the Versailles Treaty 6. Determine the reasons for the failure of the Versailles Treaty <p>C. Evaluate American Society in the 1920s</p> <ol style="list-style-type: none"> 1. Assess the state of the post war American economy 2. Examine the changing American cultural scene of the 1920s and 1930s 3. Analyze the positive and negative responses to the “Age of Anxiety” 4. Chart the course of American government and its interaction with business through the 1920s and 1930s <p>D. Interpret America’s Experience in the Great Depression</p> <ol style="list-style-type: none"> 1. Identify the causes of the Great Depression 2. Elaborate on the impact of the Great Depression on the American people 3. Assess the impact of the Great Depression on American culture and society 4. Survey the popular protest movements caused by the Great Depression 5. Chart the government’s responses to the Great Depression during the Hoover administration <p>E. Evaluate the New Deal</p> <ol style="list-style-type: none"> 1. Outline the goals of the New Deal 2. Chart the legislation of the New Deal and rate its effectiveness 3. Analyze the challenges and responses of different sectors of America to the New Deal 4. Assess the legacy of the New Deal 5. Predict the long-term consequences of the New Deal legislation on American government and society
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		<p>F. Trace American Foreign Policy From 1921 to 1941</p> <ol style="list-style-type: none"> 1. Determine American foreign policy under Harding and Coolidge 2. Evaluate the state of the global economy in the 1920s 3. Examine the impact of the Great Depression on the economic and political structures of key foreign powers 4. Chart the various political responses to the Great Depression in key foreign powers 5. Define and assess America’s “Good Neighbor” policy 6. Chart the evolution of American isolationism in the 1920s and 1930s 7. Assess American neutrality policy 8. Outline the progression of hostility between the United States and the Empire of Japan <p>G. Analyze the causes, course, and consequences of America’s involvement in the Second World War</p> <ol style="list-style-type: none"> 1. Evaluate the goals and strategies of all the major powers in World War II 2. Map the course of the Pacific campaign 3. Map the course of the European campaign 4. Assess the impact of World War II on American society and culture 5. Investigate the motivations, personalities, and conflicts of the Allied leaders 6. Determine the reasons for the deterioration of allied unity that lead to the Cold War 7. Examine the goals, scope, and justification for the Manhattan Project and the dropping of the atomic bomb on Japan
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		<p>C. Examine the Formulation of the Constitution and the Development of the New Republic (continued)</p> <ul style="list-style-type: none"> resolutions d. chart the election of 1800 <p>D. Assess the Jeffersonian Era in the Development of American democracy</p> <ol style="list-style-type: none"> 1. Evaluate the Presidency of Thomas Jefferson 2. Debate the powers of the American president in relation to territorial expansion and war powers 3. Illustrate the development of American industrial growth 4. Define the growth of American culture and character <p>E. Examine the Presidency of Andrew Jackson and his Impact Upon American Democracy</p> <ol style="list-style-type: none"> 1. Elaborate on the rise of mass politics 2. Analyze the Nullification Crisis <ol style="list-style-type: none"> a. define Nullification. b. predict the consequences of the Nullification argument 3. Discuss the pattern of America’s interaction with Native Americans 4. Explain the War on the Bank <ol style="list-style-type: none"> a. define the function of a bank b. understand the creation of the National Bank c. compare and contrast the personalities of the major players of the War on the Bank 5. Evaluate the rise of the Whig Party <p>F. Examine the political, Economic, and Social Structure of the Old South</p> <ol style="list-style-type: none"> 1. Explain the role of cotton in the southern economy 2. Discuss the social class system found in the south <ol style="list-style-type: none"> a. trace the evolution of American slavery as “a peculiar institution” b. evaluate the unique culture developed by African-Americans in response to the conditions of slavery <p>G. Analyze the Events and Circumstances That Accelerate America Towards the Civil War</p> <ol style="list-style-type: none"> 1. Debate the issues of Manifest Destiny
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		<p>G. Analyze the Events and Circumstances That Accelerate America Towards the Civil War (continued)</p> <ol style="list-style-type: none"> 2. Map American expansion as a result of Manifest Destiny 3. Measure the consequences of the Mexican War 4. Examine the rising tide of sectionalism and the social, political, and economic consequences of the expansion of slavery 5. Chart the foundations of the abolitionist movement 6. Discuss the acceleration of events that led to secession <ol style="list-style-type: none"> a. describe the economic and political plans for the development of the trans continental railroad b. dissect the Kansas- Nebraska Act c. interpret the personalities and events involved with “Bleeding Kansas” d. examine the final political maneuverings that lead to secession <p>H. Analyze the Course of the American Civil War</p> <ol style="list-style-type: none"> 1. Compare and contrast the relative advantages and disadvantages of both the north and the south 2. Chart the home front issues and goals of the north and the south during the Civil War 3. Evaluate the diplomatic concerns facing both the north and the south 4. Map the campaigns, battles, and personalities of the American Civil War <p>I. Examine the Social, Political, and Economic Consequences of the Civil War</p> <ol style="list-style-type: none"> 1. Chart the problems and plans of Reconstruction 2. Define the goals and personalities of Radical Reconstruction 3. Analyze the impact of Reconstruction upon all aspects of southern society 4. Evaluate the impact of presidential politics upon Reconstruction 5. Inspect the events that lead to the end of Reconstruction 6. Describe the birth of the ‘New South.’
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6.1	A2,5,6 B2,3 C2,4,5	<p>II. The Emergence of Modern America (12 weeks)</p> <p>A. Understand the Social, Political, and Economic Motivations for Western Migration</p> <ol style="list-style-type: none"> 1. Evaluate western economic and social structure 2. Inspect the mythology of the west 3. Trace the closing of the frontier and the end of independent Indian Nations 4. Map the rise and decline of the western farmer <p>B. Analyze the Causes and Consequences of the Second Industrial Revolution</p> <ol style="list-style-type: none"> 1. Chart the causes of industrial growth in early modern America 2. Define capitalism 3. Examine the political, social, and economic impact of capitalism 4. Survey the birth of the industrial worker as a social, political, and economic unit 5. Dissect the foundation of the new industrial economy and predict possible consequences <p>C. Map the Development of American Cities</p> <ol style="list-style-type: none"> 1. Assess the relationship of technology, industrialization, and urbanization 2. Illustrate the American urban landscape 3. Discuss the strengths and weaknesses of urbanization 4. Evaluate the social, political, and economic impact of urbanization <ol style="list-style-type: none"> a. outline the origins of mass consumption b. define leisure time and its impact on urban America c. relate the unique development of American urban culture <p>D. Survey Politics in the Gilded Age</p> <ol style="list-style-type: none"> 1. Define the Gilded Age 2. Chart the political structure of the Gilded Age in terms of patronage, bossism, and corruption 3. Summarize the causes and consequences of American agrarian discontent 4. Evaluate the economic crisis of the 1890s 5. Discuss the impact of the economic crisis upon politics
6.2	2-4	
6.3	F3	
6.4	H1,2 I1	
6.5	J1-3	
6.6	B1 F1	
6.7	A3 D1-5	
6.8	A1,2	
8.1	B1-3	
8.2	A3 B3	
8.3	A1	
8.4	A1-4 B2 C1,2 D1	
8.6	A3,8-11	

		<ul style="list-style-type: none"> D. Survey Politics in the Gilded Age (continued) <ul style="list-style-type: none"> 6. Compare and contrast the Free-Silver and Gold Standard positions E. Analyze the Motivations, Form, and Impact of the Progressive Movement <ul style="list-style-type: none"> 1. Define Progressivism 2. Discuss the role of women in the reform movements 3. Appraise the impact of the Progressive Era upon party politics 4. Chart the different sources of progressive reform 5. Compare and contrast the success of social and political reform movements F. Evaluate the Presidencies of T. Roosevelt, Taft, and Wilson <ul style="list-style-type: none"> 1. Analyze the domestic goals and policies of T. Roosevelt’s administration paying particular attention to trust-busting and conservation 2. Critique the foreign policy of the T. Roosevelt administration 3. Predict the lasting impact of the T. Roosevelt administration on the office of the president 4. Inspect the domestic and foreign policy of the Taft administration 5. Chart the election of 1912 and the consequences of the Republican schism 6. Evaluate the domestic policy of the Wilson administration 7. Compare and contrast the policies and personalities of T. Roosevelt, Taft, and Wilson G. Assess the strengths and weaknesses of American imperialism <ul style="list-style-type: none"> 1. Define Manifest Destiny 2. Examine the causes and consequences of the Spanish-American War 3. Discuss the dilemma of an imperial republic 4. Compare and contrast the American policies towards Puerto Rico, the Philippines, and Cuba
6.1	A2,5,6	<p>III. America in Transition (1914-1929) (9 weeks)</p> <ul style="list-style-type: none"> A. Analyze the Causes and Consequences of the

<p>6.2</p> <p>6.3</p> <p>6.4</p> <p>6.5</p> <p>6.6</p> <p>6.7</p> <p>6.8</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.6</p>	<p>B2,3</p> <p>C2,4,5</p> <p>2-4</p> <p>F3</p> <p>H1,2</p> <p>I1</p> <p>J1-3</p> <p>B1</p> <p>F1</p> <p>A3</p> <p>D1-5</p> <p>A1,2</p> <p>B1-3</p> <p>A3</p> <p>B3</p> <p>A1</p> <p>A1-4</p> <p>B2</p> <p>C1,2</p> <p>D1</p> <p>A3,8-11</p>	<p>III. America in Transition (1914-1929) (continued)</p> <p>First World War</p> <ol style="list-style-type: none"> 1. Determine the causes of the First World War 2. Trace the path of American isolation from its origins to entry into the war 3. Discuss the impact of total, modern war upon American society 4. Evaluate the positions and motivations of the major players at the Versailles conference 5. Chart the significant clauses of the Versailles Treaty 6. Determine the reasons for the failure of the Versailles Treaty <p>B. Evaluate American Society in the 1920s</p> <ol style="list-style-type: none"> 1. Assess the state of the post war American economy 2. Examine the changing American cultural scene of the 1920s and 1930s 3. Analyze the positive and negative responses to the ‘Age of Anxiety’ 4. Chart the course of American government and its interaction with business through the 1920s and 1930s
<p>6.1</p> <p>6.2</p> <p>6.3</p> <p>6.4</p> <p>6.5</p> <p>6.6</p> <p>6.7</p> <p>6.8</p>	<p>A2,5,6</p> <p>B2,3</p> <p>C2-5</p> <p>2-4</p> <p>F5</p> <p>G1,3-5</p> <p>I1-4</p> <p>J1,2</p> <p>K1-3</p> <p>L1</p> <p>A1</p> <p>B1</p> <p>C1,2</p> <p>D1</p> <p>E1</p> <p>F1</p> <p>A3</p> <p>B1</p> <p>D1-5</p> <p>A1,2</p>	<p>IV. America in the Great Depression and World War Two. (9 weeks)</p> <p>A. Interpret America’s Experience in the Great Depression</p> <ol style="list-style-type: none"> 1. Identify the causes of the Great Depression 2. Elaborate on the impact of the Great Depression on the American people 3. Assess the impact of the Great Depression on American culture and society 4. Survey the popular protest movements caused by the Great Depression 5. Chart the government’s responses to the Great Depression during the Hoover administration <p>B. Evaluate the New Deal</p> <ol style="list-style-type: none"> 1. Outline the goals of the New Deal 2. Chart the legislation of the New Deal and rate its effectiveness 3. Analyze the challenges and responses of different sectors of America to the New

<p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.6</p>	<p>B1,2</p> <p>B1-3</p> <p>A3</p> <p>B3</p> <p>A1</p> <p>A1-4</p> <p>B3</p> <p>C1,2</p> <p>D1</p> <p>A3,8-11</p>	<p>B. Evaluate the New Deal (continued)</p> <p>Deal</p> <p>4. Assess the legacy of the New Deal</p> <p>5. Predict the long-term consequences of the New Deal legislation on American government and society</p> <p>C. Trace American foreign policy from 1921 to 1941</p> <p>1. Determine American foreign policy under Harding and Coolidge</p> <p>2. Evaluate the state of the global economy in the 1920s</p> <p>3. Examine the impact of the Great Depression on the economic and political structures of key foreign powers</p> <p>4. Chart the various political responses to the Great Depression in key foreign powers</p> <p>5. Define and assess America’s ‘Good Neighbor’ policy</p> <p>6. Chart the evolution of American isolationism in the 1920s and 1930s</p> <p>7. Assess American neutrality policy</p> <p>8. Outline the progression of hostility between the United States and the Empire of Japan</p> <p>D. Analyze the causes, course and consequences of America’s involvement in the Second World War</p> <p>1. Evaluate the goals and strategies of all the major powers in World War II</p> <p>2. Map the course of the Pacific Campaign.</p> <p>3. Map the course of the European Campaign</p> <p>4. Assess the impact of World War II on American society and culture</p> <p>5. Investigate the motivations, personalities and conflicts of the Allied leaders</p> <p>6. Determine the reasons for the deterioration of Allied unity that lead to the Cold War</p> <p>7. Examine the goals, scope and justification for the Manhattan Project and the dropping of the atomic bomb on Japan</p>
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RESOURCES/ACTIVITIES GUIDE

Writing Guidelines:

Honors:

In addition to any in-class writing assignments, students in honors history will be expected to produce a significant amount of writing.

Analysis Papers: Students should write 2 analysis papers in the 1st, 2nd, and 4th marking periods and 1 analysis paper in the 3rd marking period. Analysis papers should carry the weight of at least a test grade. (Instructions attached)

Research Paper: In the 3rd marking period, students will complete a significant research paper 8-10 pages in length. (Instructions attached)

Historical Fiction: In the 4th marking period, students will complete a historical fiction book review. (Instructions attached)

Regular:

Students in regular history will be expected to produce a significant amount of in-class writing and a research paper.

Research Paper: In the 3rd marking period, students will complete a research paper 4-5 pages in length. The paper will be done with a significant amount of in-class paper support. (Instructions attached)

RESOURCES/ACTIVITIES GUIDE (continued)

Analysis Papers Honors

Instructions:

Students should write two analysis papers in the 1st, 2nd, and 4th marking periods, and one analysis paper in the 3rd marking period. Analysis papers should carry the weight of at least a test grade. Students will have no less than two, and no more than three weeks to complete each assignment. Please plan accordingly. Be sure to budget time for class discussion, moderate research, and support.

The purpose of the assignments is to engage the honors student in higher level reading, interpretation of sources, analysis, and writing in order to prepare them for continued study at the honors and advanced placement level courses. As such, all papers are expected to be of a high quality and show a significant degree of effort and original thought. All papers will have a sufficiently complicated (not simplistic) thesis and supporting evidence. In addition, the minimum acceptable effort must include proper format and documentation.

Attached is a list of possible essay topics. It is suggested that the entire class work on the same topic, at the same time, in order to gain the maximum benefit from in-class discussion and support. The individual instructor is encouraged to supplement the essay list as he or she sees fit; however, keep in mind that beyond student preparation these assignments will also help the department discern which students are capable of advanced placement caliber work. Be sure that any supplemented essay topics are of an equal rigor. Note that the essay topics cover the range of interpretive and analytical skills that will be needed by the student at both the honors and advanced placement levels.

RESOURCES/ACTIVITIES GUIDE (continued)

Topics

Pre Revolutionary views. Using the attached documents students will determine the extent to which American's had developed a sense of unity by the eve of the Revolution. (Attached)

The Great Awakening. Examine the influence of religion as a force for political change in American History. (Attached)

Slavery. Using research, present and analyze differing interpretations of the nature and impact of slavery.

States Rights v. Federalism. After reading excerpts from the Hayne-Webster debates analyze the positions and arguments of each side. (Attached)

Lincoln- Douglas Debates. Read excerpts from the Lincoln-Douglas Debates and analyze the position and arguments of each side. (Attached)

John Brown: Martyr or Terrorist. Read Brown's own words and then research episodes from Brown's life to determine whether he was a martyr or a terrorist. (Attached)

Civil Rights. Compare and Contrast the views of Frederick Douglas and W.E.B. Dubois. (Attached)

Imperialism. Read the attached speech of Beveridge and look up Kipling's White Man's Burden. Compare and contrast these differing views of Imperialism. (Attached)

Yellow Journalism and Muckrakers. Research the careers of Pulitzer and Hearst and then read documents from Tarbell and Riis. Evaluate the motivations of journalist during this period and examine the complexities of a free press. (Attached)

Political Cartoons. Examine political cartoons from different periods and determine the methods that cartoonists use to express their message. Research cartoons from other periods. The work of Nast is recommended but should not be used exclusively. (Attached)

World War I and World War II Propaganda. Examine propaganda posters and cartoons from both wars and compare and contrast the methodology and techniques used in both. Students are encouraged to research on their own. Note: teachers might also wish to show Cartoons Go to War video that is available in the IMC.(Attached)

RESOURCES/ACTIVITIES GUIDE (continued)

Treatment of Veterans. Students should read the document about the Bonus Army and then research the GI Bill of World War II. Students should then compare and contrast the reasons for the differing treatment of veterans after World War I and II. (Attached)

Immigration. Research anti-immigration propaganda. The teacher may wish to share the photographs and cartoons available in The American Experience: The New Immigration series available in the IMC. Students should then compare and contrast the motivations and messages of anti-immigrant propaganda in American History.

Women's Rights. To what extent did economic and political developments as well as assumptions about the nature of women affect the position of American women during the period 1890-1925? (Attached)

Civil Rights. Examine 'Stranger Fruit' as sung by Billie Holliday and The American Experience series in the IMC. Have students compare and contrast the sources of anger amongst Black and White Americans. (Attached)

RESOURCES/ACTIVITIES GUIDE (continued)

Historical Fiction. Honors

Instructions for teacher

The objective of this activity is to have students extract meaningful content from works of fiction and produce a formal book review.

Procedure:

1. This activity should be assigned at the end of the 3rd marking period and be collected towards the end of the 4th marking period.
2. Please avoid the following titles:
 - A. “Classics” that are readily available as “Cliff’s Notes”
 - B. books on the English Department Summer Reading list
 - C. books used regularly in English class
3. Class sets of a single title are not available; therefore, each student will be reading an individual selection.
4. Students may read any teacher approved work that runs the full gamut of American history to 1945.
5. Students will submit a Book Review in the appropriate format.

Historical Fiction: Instruction for Students

Your review will be divided into three sections.

1. The first section identifies the scope or theme of the book, how the book is organized, and the material upon which the book is based.
 - A. The scope of the book includes the general subject area and the chronological period covered.
 - B. The theme is the message the author is attempting to convey concerning the historical period under consideration. In some cases, identifying the theme will be extremely easy - the author will spell it out for you in the introduction or conclusion. In other cases, it may be more difficult and you may have to synthesize a good deal of what the author says into a simple sentence. In any event, you should attempt to state the author's central idea in one sentence. Remember, in this section, you are merely identifying his thesis or purpose, not evaluating it.

RESOURCES/ACTIVITIES GUIDE (continued)

C. Your identification and classification of the sources the author has chosen should also be brief. Tell whether the book relies mainly on primary materials or secondary sources.

- Primary materials include original documents, eyewitness accounts, personal papers, memoirs, etc. They are materials that the author is using to get his knowledge of the facts without relying on other historians.
- Secondary sources are usually biographies or other works of history in which the author's knowledge of the facts is conditioned by what others studying the past have said.

There is obviously some overlap between primary and secondary data, but the categories are fairly well identifiable. You should briefly summarize the actual materials the author uses. For example, the account may be based largely on official reports, private papers, memoirs, other works of history, or a combination of the above. It is extremely important that you know the material upon which the book is based, because it will aid you greatly in your evaluation.

2. The second section will consist of an analysis of the author's treatment of his subject using the criteria of accuracy, logic, and balance. Include a discussion of the book's strengths and weaknesses. This analysis, along with the thesis identification, is the most important aspect of your book review.

A. In evaluating the work for accuracy, you should examine the author's facts. Does he make glaring errors of fact, especially regarding important points in his argument? This may require your spot-checking some of his key points with another source. Do not overly concern yourself with minor errors such as the spelling of a name or an exact date, unless it makes a real difference in his argument. You may not find many substantial errors if the book is well written.

B. In evaluating the work for logic, you should ask whether or not the author's argument makes sense.

- Does the author leave any questions unanswered?
- Does he/she make unwarranted assumptions?
- Are his/her statements of cause and effect reasonable?

This is especially crucial if an author is developing a major new interpretation and his evidence base is slim. In other cases, this may not be a significant factor, and

RESOURCES/ACTIVITIES GUIDE (continued)

you should concentrate on evaluating the book's accuracy and balance.

C. In evaluating the work for balance, you should ask yourself if the author is fair.

- Does he/she have a particular axe to grind, or is he/she attempting to view the past as a detached observer seeking to discover the truth?
- Does he/she weigh the evidence (pro and con) carefully and use it fairly, or does he/she seem to bend it to fit his/her own presuppositions?

An author's national origin, political affiliation, occupation, and even religious beliefs can have an influence on his objectivity, and you must develop some information on the author of the book. This can sometimes be gathered from the preface, from the dust jacket (if it is still extant), or the backs of paperback books.

3. In the third section, conclude your review by stating your opinion about the relevance of the book.

- Was it a good source?
- Are there better accounts?
- Would I recommend this for others to read?

The length of your book review is to be approximately 1,000 words (four or five typewritten, double spaced pages). You will probably have to rewrite your review at least once in order to boil the required analysis down to this length. I strongly suggest that you write your review one week before it is due, let it gather dust for a while, and then go back and put it into final form.

Please use the Book Review Format that has been provided with this course. Reviews must be typewritten or clearly printed in ink. Please use only the front side of the form and only one side of additional sheets

RESOURCES/ACTIVITIES GUIDE (continued)

Book Review Format:

Date:

Course:

Name:

AUTHOR AND TITLE OF BOOK:

SECTION ONE: (Source Information)

Scope:

Theme:

Description of Sources:

SECTION TWO: (Factual Analysis)

Accuracy:

Logic:

Balance:

SECTION THREE: (Value Judgment)

RESOURCES/ACTIVITIES GUIDE (continued)

Suggested Novels

<u>Title</u>	<u>Author</u>
Red Dawn at Lexington	Louis Birnbaum
Drums	James Boyd
Last of the Mohicans	James Fenimore Cooper
Drums Along the Mohawk	Walter D. Edmonds
The Hessian	Howard Fast
Lusty Wind for Carolina	Inglis Fletcher
The Crow Neck Revels	James Forman
Oliver Wiswell	Kenneth Roberts
Rabble in Arms	Kenneth Roberts
The Stratford Devil	Claude Clayton Smith
Burr	Gore Vidal
Bold Journey: West with Lewis and Clark	Charles Bohner
The Chaneyville Incident	David Bradley
High Hearts	Rita Marie Brown
Waterlily	Deloria Ella Cara
Bring Home the Ghost	Follis Cheatham
The Tamarack Tree; A Novel of the Siege of Vicksburg	Patricia Clapp
So Ends This Day	James Forman
The Ceremony of Innocence	Jamake Highwater
The Bear Flag	Cecelia Holland
No Resting Place	William Humphrey
Elkhorn Tavern	Douglas C. Jones
Roman	Douglas C. Jones
Andersonville	McKinlay Kantor
This Strange Feeling	Julius Lester
The Dark Canoe	Scott O'Dell
Stories of the Old South	Ben Forkner
	Patrick Samway (eds.)
The Killer Angels	Michael Sharra
Jubilee	Margaret Walker
The Massacre at Fall Creek	Jessamyn West
Unto This Hour	Tom Wicker
One-way to Ansonia	Judie Angell
The Camp Grant Massacre	Elliot Arnold
Little Big Man	Thomas Berger
Children of the Pearl	Ching Yun Benzine
Creek Mary's Blood	Dee Brown
The Rise of David Levinsky	Abraham Cahan
Manhattan Transfer	John Dos Passos

RESOURCES/ACTIVITIES GUIDE (continued)

<u>Title</u>	<u>Author</u>
The Sport of Gods	Laurence Dunbar
The Way West	A.A. Guthrie
Ramona	Helen Hunt Jackson
The Court Marshal of George Armstrong Custer	Douglas C. Jones
Remember Santiago	Douglas C. Jones
The Predators	F.M. Parker
To Spoil the Sun	Joyce Rockwood
Giants in the Earth	O.E. Rolvaag
After the Dancing Days	Margaret Rostkowski
A Widder Tomorrow	Margaret Shaw
Picture Bride	Yoshiko Uchida
Alicia: My Story	Alicia Appleman-Jurman
The Dollmaker	Harriette Arnow
A Necessary End	Nathaniel Benchley
The War Canoe	James S. Bryson
The Shadow Brothers	A.E. Cannon
A Girl Named Sooner	Suzanne Clauser
Paris Trout	Peter Dexter
Raspberry One	Charles Ferry
Appointment in Samarra	John O'Hara
Yonnonido	Tillie Olsen
The Patch Boys	Jay Parini
In the Beginning	Chaim Potok
Mohawk	Richard Russo
The Long Night Watch	Ivan Southall
A Time of Troubles	Pieter vanRaven
A Midnight Clear	William Wharton

RESOURCES/ACTIVITIES GUIDE (continued)

Research Paper Regular and Honors

Instructions

In the 3rd marking period students will be required to complete a research paper. Honors level students will complete a paper (8-10) pages in length. Regular students will complete a paper (4-5) pages in length. All papers must be 12 point, Times New Roman, 1 inch margins, and double spaced.

The research paper will cover the time period 1900-1945. All topics must be approved by the instructor. (Suggested topics attached)

The regular research paper will be worth 30% of the marking period grade.

The honors research paper will be worth 50% of the marking period grade.

Suggested Schedule:

Benchmarks for Regular Classes

The regular research paper will be allotted three weeks in-class research and writing time.

Week 1: Students will produce 10-15 note cards or annotated sources: 10% of final grade

Week 1.5: Students will produce an outline and a final list of 25 note cards or annotated sources: 15% of final grade

Week 2: Students will produce a rough draft: 25% of final grade.

Week 3: Students will produce a final typed draft with a title page, works cited page, and parenthetical source notation: 50% of final grade.

Benchmarks for Honors Classes

The honors research paper will be allotted four weeks research and writing time but only 4 days in-class time.

Week 1: Students will have two in class research days with 40-50 note cards or annotated sources due: 10% of final grade.

RESOURCES/ACTIVITIES GUIDE (continued)

Benchmarks for Honors Classes (continued)

Week 2: Students will have one in-class research day with outline and thesis statement due: 15% of final grade.

Week 3: Students will have one in-class research day with a rough draft due by Thursday: 25% of final grade.

Week 4: Students will turn in a final typed draft with a title page, works cited page, and parenthetical source notation: 50% grade.

RESOURCES/ACTIVITIES GUIDE (continued)

Name: _____

Period: _____

Term Paper Evaluation Sheet:

Preparation: (50%)

1st Note cards Section (10%) _____

2nd Note cards/Outlines/Thesis (15%) _____

Rough Draft (25%) _____

Final Paper: (50%)

Reliability and Variety of Sources (10%) _____

Logical Development/Organization (10%) _____

Clarity and Accuracy of Writing (10%) _____

Development of Topic (How well covered) (10%) _____

Conclusion (10%) _____

Comments:

RESOURCES/ACTIVITIES GUIDE (continued)

Suggested Topics

League of Nations	The Flapper
Teapot Dome Scandal	Prohibition
Republican Party of the 1920s	Fads of the 1920s
Hoover as President	Al Capone
FDR – domestic policies	Harlem Renaissance
Tennessee Valley Authority	Jazz
The Supreme Court in the Depression	Louis Armstrong
Coolidge as President	Radio
Sacco and Vanzetti	Babe Ruth
Immigration quotas	US Automobiles
Red Scare of 1919	Freud
Palmer Raids	Art Deco
KKK	Scopes Trial
Women’s Suffrage	Evangelism of the 1920s
Al Smith	1939 World’s Fair
US Foreign Policy	Lindbergh
Eleanor Roosevelt	Lindbergh kidnapping
Margin Loans	Amelia Earhart
The Great Depression	Movies of the 1930s
Farmer Crisis	Tunney v. Dempsey
Stock Market Crash	Shirley Temple
NIRA	J. Edgar Hoover
WPA, PWA, CCC, CWA	Fred Astaire
Dust Bowl	The Wright Brothers
Father Coughlin	Ty Cobb
Huey Long	Life during the Depression
Social Security System	Household Appliances
FDR and the New Deal	

RESOURCES/ACTIVITIES GUIDE (continued)

Activities that Apply to Specific Units Honors

Unit I: Major Themes in American History to the Civil War

Readings are required. Supplemental readings can be used at instructor's discretion. Websites provide primary source material for discussion and debate. Webquests can be found in the attachments.

Text:

A People and a Nation.

Chapter 5: pg. 125-139

Chapter 6: pg. 142-145, 163-166

Chapter 7: pg. 177-180, 189-193

Chapter 9: pg. 217-222, 234-241

Chapter 11: pg. 287-303

Chapter 14: pg. 366-370, 379-386

Supplementary readings/assignments:

From The Center for Learning, US History Book 1.

The American Revolution: A War of Principle or Self-Interest? (pg. 47-50)

The Constitution: A Movement from Freedom to Stability (pg. 69-73)

The Constitution: A Redistribution of Power (pg. 75-79)

McCulloch v. Maryland: A Case Study (pg. 125-129)

Andrew Jackson: An Enigma (pg. 133-138)

Webquests:

Morristown's Role in the Revolution (attached)

Websites:

Inaugural Addresses of United States Presidents

<http://www.fordham.edu/halsall/mod/presidents-inaugurals.html>

Marbury v. Madison (1803)

<http://odur.let.rug.nl/~usa/D/1801-1825/marshallcases/mar01.htm>

McCulloch v. Maryland (1819)

<http://odur.let.rug.nl/~usa/D/1801-1825/marshallcases/mar02.htm>

RESOURCES/ACTIVITIES GUIDE (continued)

Unit II Civil War and Reconstruction

Text:

A People and a Nation

Chapter 15: all

Chapter 16: all

Supplementary readings/assignments:

The Center for Learning, US History Book 1.

New Perspectives on Slavery (pg. 207-215)

The Election of 1860 (pg. 227-232)

The Center for Learning, US History Book 2.

Reconstruction: Historical Interpretations (pg. 9-12)

The Civil War as a Turning Point in American History (pg. 21-24)

Websites:

The Autobiography of Frederick Douglass: *A Slaveholders Character*

<http://odur.let.rug.nl/~usa/B/fdouglas/doug03.htm>

Robert E. Lee: Farewell To His Army , 1865

<http://www.fordham.edu/halsall/mod/1865RELee-farewell.html>

John Stuart Mill From On Liberty, 1859

http://www.civnet.org/resources/res_teach_frameset.htm

A Lincoln "House Divided" Speech

<http://www.historyplace.com/lincoln/divided.htm>

RESOURCES/ACTIVITIES GUIDE (continued)

Unit III: Emergence of Modern America

Text:

A People and a Nation

Chapter 17: all

Chapter 18: all

Chapter 19: all

Chapter 20: all

Chapter 21: all

Supplementary readings/assignments:

The Center for Learning, US History Book 2.

Heroes of the West (pg. 41-44)

America's Rise to Industrial Power: (pg. 51-53)

The Politics of the Gilded Age (pg. 73-77)

“Old” and “New” Immigration (pg. 79-83)

Bettmann, O. The Good Old Days - They Were Terrible.

Urbanization: (pg. 12, 20, 34)

Populists: (pg. 58)

Industrialization: (pg. 68, 76, 84)

Gilded Age Politics: (pg. 103)

Temperance Movement: (pg. 128)

Health and Medicine: (pg. 138, 152)

Education: (pg. 156)

Transportation: (pg 171)

Webquests:

Gilded Age (attached)

Websites:

Francis A. Walker, Restriction of Immigration

<http://www.theatlantic.com/unbound/flashbks/immigr/walke.htm>

Mark Twain: An American's View of Europe from *Innocents Abroad* (1869)

<http://www.fordham.edu/halsall/mod/1869twain-oneurope.html>

Thorstein Veblen: The Theory of the Leisure Class, 1899

<http://www.fordham.edu/halsall/mod/1899veblen.html>

H. D. Lloyd, Story of a Great Monopoly

<http://www.theatlantic.com/issues/1881mar/monopoly.htm>

RESOURCES/ACTIVITIES GUIDE (continued)

Unit IV The Crucible: Foreign and Domestic

The teacher should refer to the activities menu included for Unit IV. The menu includes a detailed description of activities for each chapter.

Text:

A People and a Nation

Chapter 22: all

Chapter 23: all

Chapter 24: all

Chapter 25: all

Chapter 26: all

Chapter 27: all

Graebner, W. True Stories from the American Past, vol. II

Chapter 2: Building the Brooklyn Bridge

Chapter 5: Empire in the Philippines

Chapter 7: The Leo Frank Murder Case

Chapter 8: The Black Sox Scandal

Chapter 9: Deadly Fuel

Chapter 10: The Townsend Movement and Social Security

Chapter 11: Harlem Hellfighters

Supplementary readings/assignments:

The Center for Learning, US History Book 2.

The Causes of the Spanish-American War (pg. 117-124)

The Philosophy of Progressivism (pg. 133-136)

U.S. Involvement in the “Great War”: Neutrality to War (pg. 183-192)

The Center for Learning, US History Book 3

“The Business of America” in the 1920s (pg. 15-19)

The Depression: Were we at Fault? (pg. 57-61)

The Lighter Side of Hard Times (pg. 109-112)

War on a Global Scale: Strategic Concepts (pg. 123-130)

Doing their Part: WWII on the Home Front (pg. 143-151)

Websites:

Calvin Coolidge Inaugural address

<http://odur.let.rug.nl/~usa/P/cc30/speeches/coolidge.htm>

Manuscripts from the Federal Writer's Project, 1936-1940

<http://lcweb2.loc.gov/ammem/wpaintro/wpahome.html>

RESOURCES/ACTIVITIES GUIDE (continued)

Franklin D. Roosevelt, America, the Arsenal of Democracy

<http://www.fordham.edu/halsall/mod/roosevelt-arsenal.html>

RESOURCES/ACTIVITIES GUIDE (continued)

Activities Menu for Honors Unit IV

Each chapter in this unit is designed for 3 weeks of study. The following menus are given to provide the flexibility of a rounded approach to present all the ideas from a varied perspective. The lecture section is intended to cover topics that extend outside of the reading. The discussion section is intended to examine some issues or controversies of the time. Teachers may find it helpful to utilize the Socratic Seminars model for leading discussion, as found in the attachment. Webquests in the Media/Technology sections can be used for individual research group projects.

Chapter 22 - The Quest for Empire

Lecture Topics:

1. Yellow Journalism: Birth of Modern Media.
2. Panama Canal: America Conquers Nature.
3. Modern Navy: Mahan's Ideas Through Today.

Discussion Topics:

1. Imperialism.(pro/con)
2. Monroe Doctrine. (imperialism/protection)
3. Spanish American War. (imperialism/defense)

Group Activities:

1. Convene class into Congress. Debate and vote on Teller Amendment.
2. Group presentations on Philippine Insurrection and Panamanian Revolution.
3. Groups assess and defend or refute Roosevelt's Corollary to the Monroe Doctrine.

Technology/Media Sources:

1. Film – TR and his Times (IMC).

Chapter 23 - Americans in the Great War

Lecture Topics:

1. World War I: Technology Goes to War.
2. Pancho Villa: Nationalist or Rebel?
3. Medical Treatment in the War: Necessity Advances Modern Science.

Discussion Topics:

1. Neutrality. (ally/true neutral)
2. Selective Service Act. (pros/cons)
3. Treaty of Paris. (why not approved)

RESOURCES/ACTIVITIES GUIDE (continued)

Group Activities:

1. Class Congress. Debate Declaration of War.
2. Class as the Senate: Debate the Treaty of Paris.
3. Groups discuss how different pockets of American ethnicities viewed WWI. (Irish-American, German-American, etc).

Technology/Media Sources:

1. World War I Perspectives Webquest: Evaluation and discussion of different perspectives on a personal level.

Chapter 24 - The New Era of the 1920s

Lecture Topics:

1. Jazz Age: Introduction to Music History Louis Armstrong.
2. Teapot Dome Affair vs. current political/economic scandals.
3. Changing Values from Mom, God, Country to Today.

Discussion Topics:

1. Modernity. Effects of cars, radios, movies, and advertising on America.
2. Marcus Garvey. Viable solutions for the black community?
3. Stock Market Crash 1929. Where is the difference today?

Group Activities:

1. Groups present the changing technologies of the 1920s.
2. Prohibitionist vs. bootleggers debate.
3. Religion in American Culture, reenact the Scopes Trial.

Technology/Media Sources:

1. Cultural Webquest included “F. Scott Fitzgerald and the 1920s. Conclusion can be modified as to present findings.

Chapter 25 - The Great Depression and the New Deal, 1929-1941

Lecture Topics:

1. Environmental History: Dust Bowl and modern ecological awareness.
2. FDR: New Deal and “big government”.
3. FDR: His transformation of the presidency, effects today

Discussion Topics:

1. Hoover’s response to the Depression.
2. New Deal: Changed more than economics.
3. Minorities: How does the New Deal affect minorities?

RESOURCES/ACTIVITIES GUIDE (continued)

Group Activities:

1. Groups represent Hoover and Roosevelt campaigns, design “open letters” to debate topics.
2. Groups research and deliver speeches as opponents to the New Deal.
3. Groups research family histories during the Depression, make presentations.

Technology/Media Sources:

1. Film - Breadline, the Great Depression at Home (IMC).

Chapter 26 - Peacekeepers and Warmakers: Americans in the World 1920 – 1941

Lecture Topics:

1. Yap Controversy: Modern American Diplomatic Policies.
2. Good Neighbor Policy: Introduction to NAFTA?
3. Civil Rights movement begins.

Discussion Topics:

1. Meaning of “independent isolationism”. Can America be either?
2. Japanese aggression in 1930. American response evaluation.
3. Why was Pearl Harbor such a surprise.

Group Activities:

1. Debate role of America in Latin America.
2. Neutrality or Aid: Present different positions to different nations.
3. Primary source on Pearl Harbor survivors. Presentations.

Technology/Media Sources:

1. Film - Pearl Harbor, Two Hours That Changed the World (IMC).

Chapter 27 - The Second World War at Home and Abroad, 1941 – 1945

Lecture Topics:

1. D-Day: Assumption of losses for a cause.
2. Mobilization: Homefront resources in use in war.
3. Hiroshima: Creation of the Atomic Age

Discussion Topics:

1. Economics: Aspects of War on Americas struggling economy. (pro/con)
2. Proposal to defeat the enemies. (logical or logistical nightmare)
3. Peace is prepared. (flaws in peace process)

Group Activities:

1. Oral interviews with people who experienced WWII.

RESOURCES/ACTIVITIES GUIDE (continued)

2. Research impact of war on minority groups. Present posters.
3. Groups as advisors preparing Truman for office.

Technology/Media Sources:

1. Included Webquest on the decision to drop the atom bomb. Week long project. Concluded with a group debate on the decision process.

RESOURCES/ACTIVITIES GUIDE (continued)

Activities that Apply to Specific Units Regular

Unit I: Major Themes in American History to the End of Reconstruction

Readings are required. Supplemental readings can be used at instructor's discretion. Websites provide primary source material for discussion and debate. Webquests can be found in the attachments.

Text:

The Americans:

Chapter 1: Section 4

Chapter 2: Section 1

Chapter 3: Sections 1, 2, 3

Chapter 4: Sections 1, 2, 3, 4

Supplementary readings/assignments:

From The Americans: In-Depth Resources Unit 1

Guided Reading Ch. 1 sec. 4 (p.12)

Guided Reading Ch. 2 sec. 1 (p. 32)

Guided Reading Ch. 3 sec. 1, 2, 3 (p.72 -73)

Guided Reading Ch. 4 sec 1, 2, 3, 4 (p. 97-100)

From The Center for Learning,US History Book 1

The American Revolution: A War of Principle or Self-Interest? (pg. 47-50)

The Constitution: A Movement from Freedom to Stability (pg. 69-73)

Andrew Jackson: An Enigma (pg. 133-138)

New Perspectives on Slavery (pg. 207-215)

From The Center for Learning, US History Book 2.

Reconstruction: Historical Interpretations (pg. 9-12)

The Civil War as a Turning Point in American History (pg. 21-24)

Webquests:

Morristown's Role in the Revolution (attached)

Websites:

Marbury v. Madison (1803)

<http://odur.let.rug.nl/~usa/D/1801-1825/marshallcases/mar01.htm>

The Autobiography of Frederick Douglass: *A Slaveholders Character*

<http://odur.let.rug.nl/~usa/B/fdouglas/doug03.htm>

RESOURCES/ACTIVITIES GUIDE (continued)

Robert E. Lee: Farewell To His Army , 1865

<http://www.fordham.edu/halsall/mod/1865RELee-farewell.html>

John Stuart Mill: From On Liberty, 1859

http://www.civnet.org/resources/res_teach_frameset.htm

A Lincoln "House Divided" Speech

<http://www.historyplace.com/lincoln/divided.htm>

RESOURCES/ACTIVITIES GUIDE (continued)

Unit II The Emergence of Modern America

Text:

The Americans:

Chapter 5: all

Chapter 6: all

Chapter 7: all

Chapter 8: all

Chapter 9: all

Chapter 10: al

Supplementary readings/assignments:

From The Americans: In-Depth Resources Unit 2

Guided Reading Ch. 5 sec. 1, 2, 3, 4 (p. 1-4)

Guided Reading Ch. 6 sec. 1, 2, 3, 4 (p. 19-22)

Guided Reading Ch. 7 sec. 1, 2, 3, 4 (p. 37-40)

Guided Reading Ch. 8 sec 1, 2, 3, 4 (p. 57-60)

From The Americans: In-Depth Resources Unit 3

Guided Reading Ch. 9 sec. 1, 2, 3, 4, 5 (p. 1-5)

Guided Reading Ch. 10 sec 1, 2, 3, 4 (p. 20-23)

From The Center for Learning, US History Book 2.

Heroes of the West (pg. 41-44)

America's Rise to Industrial Power (pg. 51-53)

The Politics of the Gilded Age (pg. 73-77)

“Old” and “New” Immigration (pg. 79-83)

The Causes of the Spanish American War (pg. 117-124)

The Philosophy of Progressivism (pg. 133-136)

Webquests:

Gilded Age (attached)

Websites:

Francis A. Walker, Restriction of Immigration

<http://www.theatlantic.com/unbound/flashbks/immigr/walke.htm>

Mark Twain: An American's View of Europe from *Innocents Abroad* (1869)

<http://www.fordham.edu/halsall/mod/1869twain-oneurope.html>

Thorstein Veblen: The Theory of the Leisure Class, 1899

<http://www.fordham.edu/halsall/mod/1899veblen.html>

RESOURCES/ACTIVITIES GUIDE (continued)

H. D. Lloyd, Story of a Great Monopoly

<http://www.theatlantic.com/issues/1881mar/monopoly.htm>

RESOURCES/ACTIVITIES GUIDE (continued)

Unit III America in Transition

Text:

The Americans:

Chapter 11: all

Chapter 12: all

Chapter 13: all

Supplementary readings/assignments:

The Center for Learning, US History Book 2.

U.S. Involvement in the “Great War”: Neutrality to War (pg. 183-192)

The Center for Learning, US History Book 3

1920: The Urbanization of America (pg. 3-6)

“The Business of America” in the 1920s (pg. 15-19)

“Give Me Your Tired, Your Poor”? (pg. 21-27)

The New American Woman of the 1920s (pg. 35-38)

From The Americans: In- Depth Resources Unit 3

Guided Reading Ch. 11 sec. 1, 2, 3, 4, (p. 40-43)

From The Americans: In- Depth Resources Unit 4

Guided Reading Ch. 12 sec. 1, 2, 3, (p. 1-3)

Guided Reading Ch. 13 sec. 1, 2, 3, 4, (p. 18-21)

Webquests:

World War I Webquest (attached)

Websites:

Calvin Coolidge Inaugural address

<http://odur.let.rug.nl/~usa/P/cc30/speeches/coolidge.htm>

RESOURCES/ACTIVITIES GUIDE (continued)

Unit IV America in the Great Depression and WWII

Text:

The Americans:

Chapter 14: all

Chapter 15: all

Chapter 16: all

Chapter 17: all

Supplementary readings/assignments:

The Center for Learning, US History Book 3

The Depression: Were We at Fault? (pg. 57-61)

Eleanor Roosevelt: First Lady of the World (pg. 97-101)

The Lighter Side of Hard Times (pg. 109-112)

War on a Global Scale: Strategic Concepts (pg. 123-130)

Doing their Part: WWII on the Home Front (pg. 143-151)

From The Americans: In-Depth Resources Unit 4

Guided Reading Ch. 14 sec. 1, 2, 3, (p. 36-38)

Guided Reading Ch. 15 sec. 1, 2, 3, 4, 5 (p. 53-57)

From The Americans: In-Depth Resources Unit 5

Guided Reading Ch. 16 sec. 1, 2, 3, 4 (p. 1-4)

Guided Reading Ch. 17 sec. 1, 2, 3, 4 (p. 19-22)

Webquest:

Decision to Drop the Bomb (attached)

Websites:

Manuscripts from the Federal Writers' Project, 1936-1940

<http://lcweb2.loc.gov/ammem/wpaintro/wpahome.html>

Franklin D. Roosevelt, America, the Arsenal of Democracy

<http://www.fordham.edu/halsall/mod/roosevelt-arsenal.html>

SUGGESTED MATERIALS

Resources for Students

Honors:

Bettmann, Otto L. The Good Old Days - They Were Terrible!. New York, NY: Random House, 1974.

Norton, Mary Beth, David M. Katzman, David W Blight, Howard P. Chudacoff, Thomas G Paterson, William M Tuttle, Jr., Paul D. Escott. A People and a Nation: A History of the United States. New York, NY: Houghton Mifflin Company, 2001.

Waller, Altina L., William Graebner. ed. True Stories from the American Past. Volume II from 1865. New York, NY: The McGraw-Hill Companies, Inc., 1997.

Regular:

Danzer, Gerald A., J. Jorge Klor de Alva, Louis E Wilson, Nancy Woloch. The Americans: Reconstruction through the 20th Century. Boston, MA: McDougal Littell, 1999.

Resources for Teacher

Honors:

Bettmann, Otto L. The Good Old Days - They Were Terrible!. New York, NY: Random House, 1974.

Caliguire, Augustine, Allan J. Keller, Roberta J. Leach, James A. Wasowski. U.S Histroy Book 1, 2, 3. Rocky River, OH, 1991.

Norton, Mary Beth, David M. Katzman, David W Blight, Howard P. Chudacoff, Thomas G Paterson, William M Tuttle, Jr., Paul D. Escott. A People and a Nation: A History of the United States: Teacher's Edition. New York, NY: Houghton Mifflin Company, 2001.

Waller, Altina L., William Graebner. ed. True Stories from the American Past. Volume II from 1865. New York, NY: The McGraw-Hill Companies, Inc., 1997.

Regular:

Caliguire, Augustine, Allan J. Keller, Roberta J. Leach, James A. Wasowski. U.S Histroy Book 1, 2, 3. Rocky River, OH, 1991.

SUGGESTED MATERIALS (continued)

Danzer, Gerald A., J. Jorge Klor de Alva, Louis E Wilson, Nancy Woloch. The Americans: Reconstruction through the 20th Century: Teacher's Edition. Boston, MA: McDougal Littell, 1999.

Danzer, Gerald A., J. Jorge Klor de Alva, Louis E Wilson, Nancy Woloch. The Americans: Reconstruction through the 20th Century: In-Depth Resources: Unit 1. Boston, MA: McDougal Littell, 1999.

