

***United States History***

***Grade Level: 11***

***Length: Year***

***Period/s Per Day: 1 period, 50 minutes***

**Course Description**

*The United States History course employs a well-balanced group of materials, assignments and procedures based on one academic year. The course will focus on major themes found in the Havre Public Schools Curriculum Guide for the Social Studies.*

*The goal of this class is for students to become aware of the policies, movements, advancements, and ideas of the United States from the Reconstruction Era of 1865 to the modern decades of the 21st century. This class will focus on the divisions found in American society, the legacy and impact of policies, advancements made in technology, and a general understanding of the experiences of Americans throughout various time periods.*

*This course interprets the most dramatic and significant history from 1865 to the present time. The course is designed around two approaches to studying history. A chronological approach aims to follow a sequence of events and developments. The analytical approach aims toward understanding important trends and ideas. The two methods will give students the opportunity to learn more about their nation's history and to appreciate more fully their responsibilities as free individuals faced with the challenge of shaping the future of their society. The first nine-week period will be a survey of events from the Civil War to World War I. The remaining three nine week periods will go into more detail on the 20th century*

*United States History is a requirement that all students must pass. The course covers the period following the American Civil War through Vietnam. (additional overview as necessary)*

***Theme Samples***

- 1. Civil War Reconstruction***
- 2. Western Movement - Conflicts and Consequences.***
- 3. American Industrialism and its transforming character.***
- 4. Immigration, Labor, Populism, Progressivism, Urbanization.***
- 5. The changing role of the U.S. in world affairs.***
- 6. The Great Depression.***
- 7. America in W.W.II***
- 8. The Cold War Politics and home and abroad***
- 9. American Civil Rights***
- 10. Kennedy to Ford***

*Themes in United States History include: conflict and compromise, the significance of the past in shaping the present, changing interpretations, interrogating texts and artifacts, analyzing problems and solutions.*

#### **Course Objectives and Expectations**

- 1. To study major themes in U.S. History from 1865 - present and develop applicable understanding to our contemporary experience.*
- 2. To create a greater awareness of both the world role of a major nation and the individual role of a responsible citizen.*
- 3. To gain an appreciation for the acts, deeds, and decisions made by men and women who have gone before us and to develop a foundation of historical learning based on their lives in order that we can carry on their legacies and live a life worthy of their experiences.*
- 4. To reinforce study skills and to encourage students to undertake a fair degree of self-guided education.*
- 5. Understand the justification of principles in which our nation expanded upon and led to a melting pot of cultures.*

#### **Student Objectives**

- 1. Students will be able to analyze and describe the crisis of the Union and struggles to reconstruct the nation after the Civil War.*
- 2. Students will study the evolution of policies aimed at achieving civil rights for numerous groups of people.*
- 3. Students will be able to explain the events that led to conflict between the United States military and settlers and the American Indians.*
- 4. Students will understand the economic goals of various groups of people, including miners, farmers, political leaders, and industrialists.*
- 5. Students will have an understanding of the causes, impacts, and perspectives of American involvement in conflict.*
- 6. Students will be able to make connections from historical time periods to their lives today in the 21st century.*

#### **Pacing**

#### **Semester 1**

#### **Social Studies**

#### **Technology**

#### **Unit 1- Recap of Civil War, Reconstruction**

#### **MCS 6**

#### **MCS 11.03**

*Unit 2- Settling the West*

*MCS 3*

*MCS 11.03*

*Unit 3- Industrialization and Urban America*

*MCS 11.01*

*Unit 4- Becoming a World Power: Imperialism*

*MCS 6*

*MCS 11.01*

*Unit 5- The Progressive Movement*

*MCS 2*

*MCS 11.02*

*Unit 6- America in World War I*

*MCS 2,3,4*

*MCS 11.03*

*Unit 7- The Jazz Age*

*MCS 4*

*MCS 11.03*

*Course Outline and Assessments:*

*1st Semester Outline*

*A. Reconstruction Period 1865-1875*

- a. Wade-Davis Bill*
- b. Freedman's Bureau*
- c. 13<sup>th</sup>-15<sup>th</sup> Amendments*
- d. Johnson Administration*
- e. Grant Administration*
  - i. Reconstruction Collapses*
- f. Assessment: multiple choice, short answer, essay*

*B. Settling the West*

- a. Westward Expansion*
- b. Impact on American Indians*
- c. Assessment: multiple choice, short answer, essay*

*C. Industrial Revolution 1850-1910*

- a. Inventions and Innovations*

- b. *Impact on Society*
- c. *Worker-Owner Relations*
  - i. *Labor Unions*
- d. *Immigration*
- e. *Populism*
- f. *Assessment: multiple choice, short answer, essay*
- D. *Becoming a World Power*
  - a. *Imperialism*
  - b. *Spanish-American War*
  - c. *Assessment: Project on the impact of American Imperialism on Puerto Rico, Cuba, Philippines, Hawaii*
- E. *Progressive Movement*
  - a. *Changes under Roosevelt, Taft, and Wilson*
  - b. *19<sup>th</sup> Amendment*
  - c. *Assessment: multiple choice, short answer, essay*
- F. *World War I and its Aftermath*
  - a. *US enters the war*
  - b. *Homefront*
  - c. *The conflict*
  - d. *Wars Impact*
  - e. *Assessment: multiple choice, short answer, essay*
- G. *Jazz Age*
  - a. *Politics of the 1920s*
  - b. *Economy*
  - c. *Harlem Renaissance*
  - d. *Prohibition and rise in organized crime*
  - e. *Consumerism*
  - f. *Assessment: multiple choice, short answer, essay*

*Semester 2*

*Social Studies*

*Technology*

*Unit 8- The Great Depression and Roosevelt's New Deal*

*MCS 5*

*MCS 11.04*

*Unit 9- America in WWII*

*MCS 5,6*

*MCS 11.03*

***Unit 10- The Cold War and the Post-War America***

***MCS 4, 6***

***MCS 11.04***

***Unit 11- The Great Society and Civil Rights***

***MCS 2***

***MCS 11.01***

***Unit 12- Vietnam War and Politics of Protest***

***MCS 1,2,3***

***MCs 11.04***

***Semester 2 Outline***

***A. World in Flames***

- a. America and the World***
- b. Beginning of WWII***
- c. Holocaust***
- d. US Enters the War***
  - i. Mobilizing***
  - ii. Early Battles***
  - iii. HomeFront***
  - iv. War Ends and Results***
- e. Assessment: short answer, multiple choice, essay***

***B. Cold War Begins***

- a. Origins***
- b. Changes in Society***
- c. Policies***
- d. Assessment: short answer, essay, multiple choice***

***C. Postwar America and Life in the 1950s***

- a. Affluent Society***
- b. The Other America***
- c. Assessment: Project displaying effects of life in the 50s on today's America***

***D. New Frontier and Great Society***

- a. Kennedy***
  - i. Policies***
  - ii. Space Race***
  - iii. Bay of Pigs***
  - iv. Cuban Missile Crisis***
  - v. Assassination***

- b. *Johnson*
      - i. *War on Poverty*
      - ii. *Great Society Policies and Legacy*
    - c. *Assessment: Multiple choice, short answer, essay*
- E. *Civil Rights Movement*
  - a. *Movement Begins*
    - i. *Montgomery Bus Boycott*
    - ii. *Little Rock Nine*
  - b. *Changes in Civil Rights*
    - i. *Sit-Ins*
    - ii. *Freedom Riders*
    - iii. *Voting Rights and the act of 1965*
  - c. *Assessment: multiple choice, short answer, essay*
- F. *Vietnam War*
  - a. *Going to War*
  - b. *Vietnam Divides the Nation*
  - c. *The End*
- G. *Politics and Protest*
  - a. *Students and Counterculture*
  - b. *Feminist Movement*
  - c. *Latinos Organize*
  - d. *Assessment combining the effects of the Vietnam War and the protests*

*Timeline*

*Semester 1 Pacing*

*Civil War and Reconstruction: (1865-1877)*

*2 weeks*

*Western Movement: (1865-1890)*

*1 ½ weeks*

*American Industrialism and Immigration: (1865-1901)*

*4 weeks*

*Becoming a World Power: (1872-1917)*

*2 weeks*

*Progressive Movement: (1890-1920)*

*2 weeks*

*World War I (1914-1922)*

*2 weeks*

*Jazz Age: (1921-1929)*

*2 weeks*

*Semester 2 Pacing*

*The Great Depression: (1929-1932)*

*1 ½ weeks*

*FDR and the New Deal: (1933-1941)*

*1 ½ weeks*

*America in WWII: (1936-1945)*

*3 weeks*

*The Cold War: (1945-1960)*

*2 weeks*

*Postwar America: (1945-1960)*

*1 ½ weeks*

*The New Frontier and the Great Society (1961-1968)*

*2 weeks*

*Civil Rights Movement: (1955-1968)*

*2 weeks*

*Vietnam War and Politics of Protest: (1954-1980)*

*3 weeks*

*Montana Standards for Social Studies*

*Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.*

*Benchmarks:*

- 1. Analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).*
- 2. Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).*
- 3. Synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, economic choices, community service projects).*

*Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.*

*Benchmarks:*

- 1. Analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified and used (e.g., checks and balances, Bill of Rights, court decisions).*
- 2. Compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States.*

**3. Identify representative political leaders and philosophies from selected historical and contemporary settings.**

**4. Relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state and federal governments.**

**5a analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a just society.**

**5b analyze the impact of the Constitution, laws and court decisions on the rights and responsibilities of citizens.**

**6. Analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television).**

**7. Analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.**

**Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).**

**Benchmarks:**

**1. Interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models).**

**2. Differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population).**

**3. Assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution).**

**4. Analyze how human settlement patterns create cooperation and conflict which influence the division and control of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).**

**5. Select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes.**

**6. Analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources).**

**7. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms/ranches).**

**Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**

**Benchmarks:**

- 1. Select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.**
- 2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other.**
- 3. Apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues.**
- 4a Analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world.**
- 4b analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position.**
- 5. Analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.**
- 6. Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).**
- 7. Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).**

**Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.**

**Benchmarks:**

- 1. Analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems.**
- 2. Use basic economic concepts (e.g., production, distribution, consumption, market economy and command economy) to compare and contrast local, regional, national, and global economies across time and at the present time.**
- 3. Assess the costs and benefits to society of allocating goods and services through private and public sectors.**
- 4. Compare and contrast how values and beliefs influence economic decisions in different economic systems.**
- 5. Explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions (credit companies, banks, insurance companies).**

**6. Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, Medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States and the world (e.g., international trade, space exploration, national defense).**

**Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

**Benchmarks:**

- 1. Analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity.**
- 2. Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.**
- 3. Analyze the impact of ethnic, national and global influences on specific situations or events.**
- 4. Evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments).**
- 5. Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States and the world.**
- 6. Analyze the interactions of individuals, groups and institutions in society (e.g., social mobility, class conflict, and globalization).**

**Resources:**

- Appleby, J., Brinkley, A., Broussard, A. S., McPherson, J. M., Ritchie, D. A., & McTighe, J. (2018). *United States history and geography*. Columbus, OH: McGraw-Hill Education.**
- Mueller, C., Haugen, M., Nitz, J., & Kraske, D. (2016). *HPS Technology Curriculum*. Retrieved from <https://www.blueponyk12.com/cms/lib/MT01001096/Centricity/Domain/12/HAVRE%20PUBLIC%20SCHOOLS%20TECHNOLOGY%20CURRICULUM.pdf>**
- Social studies standards. (n.d.). Retrieved February 05, 2021, from <http://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision/Social-Studies-Standards#98108752-social-studies-resources>**