

United States History

Grade Level:	11
Length:	1 Year
Period(s) Per Day:	1
Credit:	1
Credit Requirement Fulfilled:	Required of juniors - a must pass course

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.

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 Clinton

11. 1992 to Present

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

Montana Content Standard

Semester 1

Unit 1- Recap of Civil War, Reconstruction	MCS 6
Unit 2- Settling the West	MCS 3
Unit 3- Industrialization and Urban America	MCS 5
Unit 4- Becoming a World Power: Imperialism	MCS 6
Unit 5- The Progressive Movement	MCS 2
Unit 6- America in World War I	MCS 2, 3, 4
Unit 7- The Jazz Age	MCS 4
Unit 8- The Great Depression and Roosevelt's New Deal	MCS 5

1st Semester

Reconstruction Period 1865 – 1875

Opening of the West

- A. Westward Expansion
- B. Impact on American Indians

Industrial Revolution 1850 1920

- A. Inventions and Innovations
- B. Impact on Society
- C. Worker- Owner Relations

Urban America

- A. Immigration
- B. Changes in Urban Areas
- C. Populism

Becoming a World Power

- A. Imperialism
- B. Spanish- American War

Progressive Movement

- A. Changes under Roosevelt, Taft and Wilson

World War 1 and its Aftermath

- A. U.S. enters War
- B. Homefront
- C. The Conflict
- D. Wars Impact

Jazz Age

- A. Politics of 1920s
- B. Economy
- C. Harlem Renaissance

Great Depression Begins

- A. Causes
- B. Hoovers Response

Roosevelt and New Deal

- A. 1st New Deal
- B. 2nd New Deal and results

Semester 2

Unit 9- American in WWII

MCS 5, 6

Unit 10- The Cold War and Post-War America

MCS 4, 6

Unit 11- The Great Society and Civil Rights

MCS 2

Unit 12- Vietnam War and Politics of Protest

MCS 1, 2, 3

2nd Semester

World in Flames

- A. America and the World
- B. Beginning of WW2
- C. Holocaust
- D. U.S. Enters War

America and World War 2

- A. Mobilizing
- B. Early Battles
- C. Homefront
- D. War Ends and Results

Cold war Begins

- A. Origins
- B. Changes in Society
- C. Policies

Postwar America

- A. Affluent Society
- B. The Other America

New Frontier and Great Society

- A. Kennedy
- B. Johnson

Civil Rights Movement

- A. Beginnings
- B. Changes in Civil rights

Vietnam War

- A. Going to War
- B. Vietnam Divides the Nation
- C. The End

Politics and Protest

- A. Students and Counterculture
- B. Feminist Movement
- C. Latinos Organize

Politics and Economy of 1970s to 1980

- A. Nixon
- B. Carter

Resurgence of Conservatism

- A. Reagan years

Time of Change 1980 to 200A

- A. Technology
- B. Clinton

Timeline

Civil War Reconstruction: (1865-1877)

(1 ½ weeks to cover)

Western Movement : (1865-1890)

(1 week to cover)

American Industrialism: (1865-1901)	(2 weeks to cover)
Immigration, Labor, Populism, Progressivism, Urbanization: (1865-1895)	(2 wks. to cover)
The changing role of the U.S. in world affairs: (1872-1917)	(2 wks. to cover)
The Progressives: (1890-1920)	(1 ½ wks. to cover)
World War I - Progressive Diplomacy: (1914-1920)	(2 wks. to cover)
The Jazz Age: (1921-1929)	(2 wks. to cover)
The Great Depression: (1929-1932)	(1 ½ wks. to cover)
FDR & New Deal: (1933-1941)	(2 wks. to cover)
America in W.W.II: (1931-1945)	(2 ½ wks. to cover)
The Cold War Politics: (1945-1960)	(2 wks. to cover)
Postwar America: (1945-1960)	(1 ½ wks. to cover)
The New Frontier & Great Society: (1961-1968)	(2 wks. to cover)
American Civil Rights & Vietnam War: (1954-1975)	(2 wks. to cover)
Politics of Protest: (1960-1980)	(2 wks. to cover)
From 1992 to Present: Chapters 29 - 31 (1980-Present)	(3 wks. to cover)

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, globalization).