

MORENO VALLEY HIGH SCHOOL U.S. HISTORY CURRICULUM

Course Title: United States History Course Number: 2721

Department: Social Studies ADS Number: 2721

Prerequisites: None. Recommend: Introduction to Seminar and English 9

Length of Course: Year long Credit/PRI Area: .5 credit per semester Grade Level(s): 10-12

Important Notes: Normally students are enrolled in this class in their sophomore year. The school will consider enrolling students at any point after the freshman year.

COURSE DESCRIPTION

This course is designed to analyze and evaluate the impact of major eras, events, individuals and ideologies in United States history since the Civil War and Reconstruction. The study is covered in a topical manner to include: industrialism, imperialism, development of the free market economy, cause and effect of wars, depression, cultural revolutions. Throughout this study, current events will be woven into the topic of study. The purpose of the class is to develop greater understanding of the present day through making connections to the past. Skill developments emphasized will include: critical reading; essay writing; research with MLA emphasis, persuasive, cause and effect; seminar; oral presentations, and research techniques.

SYLLABUS

1. Units of Study:

- Growing Pains: Reconstruction, The West, Industrialization and growth of technology, Urban America, the Gilded Age
- Modern America: New Imperialism, the Progressive Era, World War I, Depression and the New Deal, World War II
- The American Age: Cold War, Material Culture, Political and Cultural Change in the 1960s to 1970s, Conservative Revival
- The Present: U.S.A. at the turn of the Century
- Present Day Problems: Oil dependency, Military involvements, Globalization, Social Division, Economic Conditions, etc.
- Current Events.

2. Skills:

- Critical Thinking Journals: opinion writing, clarifying thought, and questions on content
- Critical Reading: reading for understanding, fact versus opinion, the important questions, vocabulary
- Writing: Note taking methods, Essays: cause and effect, problems and solutions, persuasive; research on current issues; and analysis of sources
- Working in groups: leadership, participation, and group dynamics.
- Test taking skills: preparation, various study methods, after the test evaluations, cause and effects.
- Oral participation: discussion, coaching, seminar, verbal analysis, research presentations
- Use of resources: textbooks, atlases, almanacs, newspapers, readings, verbal presentations, online research skills

STRATEGIES

Didactic: Guided discussion, lecture, research, newspapers, and history articles

Intellectual Coaching: Timelines, diagrams, charts, maps, small group projects and problem solving, individual research, oral presentations notebooks/journals, writing conferences, writings.

Seminar: Critical reading, conflicting viewpoints in writings, coaching, seminar behaviors

ASSESSMENTS

Writing: Paragraphs, essays: compare and contrast, persuasive, change over time, research outlines, speech outlines, critical thinking journals.

Oral: Guided Discussion, groups participation, research presentations, seminar

Tests: Vocabulary, influence on history, short essay.

Class work/Homework: completeness, correctness, timeliness.

Other: Diagrams/charts, posters, art, use of: textbooks, atlases, almanacs, encyclopedia, and online research

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

A History of the United States by Daniel J. Boorstin and Brooks Mather Kelley

Out of Many: A History of the American People by John Mak Faragher, et al.

American History: A Survey by Alan Brinkley

For the Record: A Documentary History of America, Volumes 1 and 2 by David E. Shi and Holly A. Mayer

Going to the Source: The Bedford Reader in American History by Victoria Bissell Brown and Timothy J. Shannon

America: A Narrative History by George Brown Tindall and David E. Shi

The American Experiment: A History of the United States by Steven M. Gillon and Cathy D. Mason

The People's History of the United States by Howard Zinn

Women and the American Experience by Nancy Woloch

The American Record: Images of the Nation's Past Volumes 1 and 2 by William Graebner and Leonard Richards

Life, Liberty, and the Pursuit of Happiness: Documents in American History, Volumes 1 and 2 by P. Scott Corbett and Ronald C. Naugle

After the Fact: The Art of Historical Detection by James West Davidson and Mark Hamilton Lytle

The American Spirit: Volumes 1 and 2 by David M. Kennedy and Thomas A. Bailey

United States History: Preparing for the Advanced Placement Examination by John J. Newman and John M. Schmalbach

United States History Preparation Guide by Paul Soifer and Abraham Hoffman

Cracking the AP U.S. History Exam by Tom Meltzer and Jean Hofheimer Bennett

Barron's How to Prepare for the AP United States History Advanced Placement Examination by William O. Kellogg

SUGGESTED TITLES/AUTHORS WEB SITES

Various current event sites

www.cspan.org

www.cnn.com

www.npr.org

www.cbsnews.com

www.msnbc.com

www.nytimes.com

www.washingtonpost.com

www.abcnews.go.com
www.foxnews.com

Research sites
www.wikipedia.com
www.historymatters.gmu.edu
www.gilderlehrman.org
www.gwu.edu/~nsarchiv/

SEMINAR PIECES OR USE

Seminar is used monthly or bi-weekly in this class. The seminars are based on a primary source documents. The last quarter's seminars will be based on current U.S.A. problems and solutions.

Compare: Lincoln's Farewell Address to J. Kennedy's Inaugural Address
Gettysburg Address
Cartoonist View of Reconstruction: 10 political cartoons by Thomas Nast
The Jungle
Letters from the "*Forgotten Man*"
"The New Manifest Destiny"
"Democracy" by E.B. White
"Port Huron Statement" students for a Democratic Society
Cuttings from "The Silent Spring" by Rachel Carsons
Any chapter from Howard Zinn's *A People's History of the United States*
"Lyrics from Blues Songs by Gerturde Rainey, Porter Grainger, Bessie Smith, and Thomas Dorsey"
"The Politics of Civility" by Kenneth Cmiel
"Culture Wars" by James Davison Hunter

STRAND I: HISTORY

CONTENT STANDARD 1: STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.

A. BENCHMARK: *United States: Analyze and evaluate the impact of major eras, events, and individuals in United States history since the Civil War and Reconstruction.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<p>1. Analyze the impact and changes that Reconstruction had on the historical, political and social developments of the United States.</p> <p>2. Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution, to include:</p> <ul style="list-style-type: none"> • innovations in technology, evolution of marketing techniques, changes to the standard of living, and the rise of consumer culture • rise of business leaders and their companies as major forces in America (e.g., John D. Rockefeller, Andrew Carnegie) • development of monopolies and their impact on economic and political policies (e.g., laissez-faire economics, trusts, trust busting) • growth of cities (e.g., influx of immigrants, rural-to-urban migrations, racial and ethnic conflicts that resulted) • efforts of workers to improve working conditions (e.g., organizing labor unions, strikes, strike breakers) • rise and effect of reform movements (e.g., Populists, William Jennings! Bryan, Jane Addams, muckrakers) • conservation of natural resources (e.g., the Grand Canyon, Yellowstone, Anasazi ruins at Mesa Verde, Colorado, National Reclamation Act of 1902) • progressive reforms (e.g., the national income tax, direct election of senators, women's suffrage, prohibition). <p>3. Analyze the United States' expanding role in the world during the late 19th and 20th centuries, to include:</p> <ul style="list-style-type: none"> • causes for a change in foreign policy from isolationism to interventionism • causes and consequences of the Spanish American War • expanding influence in the Western Hemisphere (e.g., the Panama Canal, Roosevelt Corollary added to the Monroe Doctrine, the "Big Stick" policy, "Dollar Diplomacy") • events that led to the United States' involvement in World War I 	<p>1. Working in groups, students will research, prepare, and deliver a debate based on the question: "How should the South be re-admitted to the United States to best benefit the nations?"</p> <p>2. Students will create a cause-event-effect diagram for a topic from the Industrial revolution such as: Ford's factory system, Robber Barons, Computers/internet, railroads, airplanes, automobiles. This could also be used for the reform movements, labor union movements, progressive reforms, or the environmental movement.</p> <p>3. Students will read, work, coach, and seminar Howard Zinn's "The Empire and the People." The question would be: Is this imperialism an extension of Manifest Destiny?"</p>

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<ul style="list-style-type: none"> • United States rationale for entry into WWI and impact on military process, public opinion and policy • United States mobilization in WWI (e.g., its impact on politics, economics, and society) • United States impact on the outcome of World War I • United States role in settling the peace (e.g., Woodrow Wilson, Treaty of Versailles, League of Nations, Senator Henry Cabot Lodge, Sr.). <p>4. Analyze the major political, economic, and social developments that occurred between World War I and World War II, to include:</p> <ul style="list-style-type: none"> • social liberation and conservative reaction during the 1920s (e.g., flappers, prohibition, the Scopes trial, Red Scare) • causes of the Great Depression (e.g., over production, under consumption, credit structure) • rise of youth culture in the "Jazz Age" • development of mass/popular culture (e.g., rise of radio, movies, professional sports, popular literature) • human and natural crises of the Great Depression, (e.g., unemployment, food lines, the Dust Bowl, western migration of Midwest farmers) • changes in policies, role of government, and issues that emerged from the New Deal (e.g., the Works programs, Social Security, challenges to the Supreme Court) • role of changing demographics on traditional communities and social structures. <p>5. Analyze the role of the United States in World War II to include:</p> <ul style="list-style-type: none"> • reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor • events on the home front to support the war effort (e.g., war bond drives, mobilization of the war industry, women and minorities in the work force) • major turning points in the war (e.g., the Battle of Midway, D-Day Invasion, dropping of atomic bombs on Japan). <p>6. Analyze the development of voting and civil rights for all groups in the United States following Reconstruction, to include:</p> <ul style="list-style-type: none"> • intent and impact of the 13th, 14th, and 15th Amendments to the Constitution • segregation as enforced by Jim Crow laws following Reconstruction • key court cases (e.g., Plessy v. Ferguson, Brown v. Board of Education of Topeka, Roe v. Wade) • roles and methods of civil rights advocates (e.g., Martin Luther King, 	<p>4. Working in groups, students will create a newspaper that addresses a particular section of: the 1920s, Great Depression, or the New Deal. Students must have all parts of a regular newspaper represented while writing in their time: World news, national news, sports, entertainment, fashion, comics, want ads and advertisements. A fun part to add to this if sources are available is a local section.</p> <p>5, Using the chart: "Time's Atlas of the Millennium", students will concentrate on cultures/nations that have had world leadership. They will compare: world population, ideological prevalence, Valued Commodities, and where the political and intellectual leadership of the world was during that time. Students will then create a similar chart for the USA after World War II.</p> <p>6. Students will make an illustrated, annotated time line of the expansion of voting rights and civil rights in the USA from 1900 to 2000. They will be asked to write five generalizations from the timeline and to list two or three events that back the generalization.</p>

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
	<p>Jr., Malcolm X, Rosa Parks, Russell Means, Caésar Chávez)</p> <ul style="list-style-type: none"> • the passage and effect of the voting rights legislation on minorities (e.g., 19th Amendment, role of Arizona Supreme Court decision on Native Americans and their disenfranchisement under Arizona constitution and subsequent changes made in other state constitutions regarding their voting rights [New Mexico 1962], 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment) • impact and reaction to the efforts to pass the Equal Rights Amendment • rise of Black Power, Brown Power, American Indian Movement, United Farm Workers. <p>7. Analyze the impact of the post-Cold War Era on United States Foreign Policy, to include:</p> <ul style="list-style-type: none"> • role of the United States in supporting democracy in Eastern Europe following the collapse of the Berlin Wall • new allegiances in defining the new world order • role of technology in the information age. <p>8. Explain how United States history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:</p> <ul style="list-style-type: none"> • analyze perspectives that have shaped the structures of historical knowledge • describe ways historians study the past • explain connections made between the past and the present and their impact. 	<p>7. Using an almanac, students will find the international political organizations that involve the USA . Selecting one of these nations, the student will prepare a poster that defines: purpose of the organization, who is involved in the organization, one action taken by the organization, and evaluation of the effectiveness of the organization. These posters will be presented to the class.</p> <p>8. Students will research and present an 8 – 10 minute speech with appropriate audiovisuals on a current event conflict in U.S. history. The speech would need to include an analysis of what and who are involved in the conflict, the historical background of the conflict, and a prediction for the future.</p>

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D. BENCHMARK: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues. 2. Apply chronological and spatial thinking to understand the importance of events. 3. Describe primary and secondary sources and their uses in research. 4. Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas). 5. Distinguish 'facts' from authors' opinions and evaluate an author's implicit and explicit philosophical assumptions, beliefs, or biases about the subject. 6. Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants. 7. Analyze the evolution of particular historical and contemporary perspectives. 8. Explain how to use technological tools to research data, verify facts and information, and communicate findings. 	<p>1-8. Students will create a museum quality poster on a topic from the 1960s (Woman's Rights Movement, JFK's Presidency, Cold War, Vietnam War, Hippie Movement, Clothing, Media). The poster must have a timeline, illustrated sections on important people involved, cause, and effect.. Students must include important primary documents from the time. If possible a vocal section should be included: interview from someone involved in this from the time period.</p>

STRAND I: GEOGRAPHY
CONTENT STANDARD 2: STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.

A. BENCHMARK: *Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives, and apply them to explain the past, present, and future in terms of patterns, events, and issues.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems. 2. Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlements patterns. 	<p>1. Students will compare maps that demonstrate the growth of USA territories. Students will also use maps demonstrating the natural resources of the USA. Using these maps, students will explore the advantages/disadvantages of the having this growth added to the USA.</p>

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B. BENCHMARK: *Analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships, and patterns of change.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Analyze the interrelationships among natural and human processes that shape the geographic connections and characteristics of regions, including connections among economic development, urbanization, population growth, and environmental change. 2. Analyze how the character and meaning of a place is related to its economic, social, and cultural characteristics, and why diverse groups in society view places and regions differently. 3. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism). 4. Analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods). 	<p>1-4. Students will select a state and gather information on the geographic, demography, industry. Using this information, students will prepare an illustrated pamphlet: Guide to the past, present and future of their state. Included in this will be how people in the state identify themselves: words, expectations, norms.</p>

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C. BENCHMARK: *Analyze the impact of people, places, and natural environments upon the past and present in terms of our ability to plan for the future.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Analyze the fundamental role that geography has played in human history (e.g., the Russian winter on the defeat of Napoleon's army and the same effect in World War II). 2. Compare and contrast how different viewpoints influence policy regarding the use and management of natural resources. 3. Analyze the role that spatial relationships have played in effecting historic events. 4. Analyze the use of and effectiveness of technology in the study of geography. 	<p>1-4. Students will select a historic site in USA history: Gettysburg, Valley Forge, Alamo, and Pearl Harbor. Using the Google geographic satellite site, students will study the site relative to its advantages and disadvantages at the historic event. Students will then project its important today based on the present day geography.</p>

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D. BENCHMARK: Analyze how physical processes shape the Earth's surface patterns and biosystems.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	1. Analyze how the Earth's physical processes are dynamic and interactive. 2. Analyze the importance of ecosystems in understanding environments. 3. Explain the dynamics of the four basic components of the Earth's physical systems (atmosphere, biosphere, lithosphere, and hydrosphere).	1-3. Students will explore the concept of global warming relative to causes and potential effects on the USA. Students will then proposed possible solutions while exploring the effects of the solution on the politics and economics of the USA.

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E. BENCHMARK: Analyze and evaluate how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	1. Analyze the effects of geographic factors on major events in United States and world history. 2. Analyze the interrelationships among settlement, migration, population-distribution patterns, landforms, and climates in developing and developed countries. 3. Analyze how cooperation and conflict are involved in shaping the distribution of political, social and economic factors in New Mexico, United States, and throughout the world (e.g., land grants, border issues, United States territories, Israel and the Middle East, the former Soviet Union, and Sub-Saharan Africa). 4. Analyze how cultures shape characteristics of a region. 5. Analyze how differing points of view and self-interest play a role in conflict over territory and resources (e.g., impact of culture, politics, strategic locations, resources). 6. Evaluate the effects of technology on the developments, changes to, and interactions of cultures.	1-6. Students would gather information on the illegal immigration across the Mexican border. Using this information, students will analyze the influence of geography, politics, economics, and social stratifications on the effects of illegal immigration. Students will then seminar on the question: Is illegal immigration a benefit or detriment to the USA?

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F. BENCHMARK: Analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution, and importance of resources in order to predict our global capacity to support human activity.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none">1. Compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations.2. Analyze how environmental changes bring about and impact resources.3. Analyze the geographic factors that influence the major world patterns of economic activity, economic connections among different regions, changing alignments in world trade partners, and the potential redistribution of resources based on changing patterns and alignments.	1-3. Students will study the influence of the oil industry in the last 50 years. They will draw a diagram that demonstrates knowledge of the causes of the growth of the industry, where the USA obtains its oil, where the oil is used, and the effects of the oil industry: what influence oil has had on foreign affairs, on the environment, on domestic politics, and on individual states.