

U.S. History

Course Syllabus/State Standards

Unit 1: **Early National Development: 1786-1877** (2 weeks)

***Students will take an exam to determine what they remember from 8th grade U.S. History – “Everything You Need to Know from 8th Grade Exam.”**

***Students will analyze, interpret and answer a myriad of document based questions based on the years that are being reviewed.**

***Students will complete the following review assignment: for each question missed on the “Everything You Need to Know from 8th Grade Exam,” each student must type notes on who/what the person or event was and why they are important to our study of U.S. History.**

***Students will be introduced to a book report over the time period 1897 – 1920 – this report is due later in the 9 weeks.**

STANDARDS COVERED: 1.1, 1.2, 1.3, 9.1, 9.2

Unit 2: **Civil War Review** (2 weeks)

***Students will participate in a WebQuest on the Civil War.**

***Students will share and take notes on each group’s newspapers that were generated from the WebQuest.**

***Students will chart the major differences between the North and the South.**

***Students will analyze and assess the Emancipation Proclamation.**

***Students will participate in a character analysis based on various groups from the Civil War era.**

***Students will take notes on and test over information that will be presented in PowerPoint form on Abraham Lincoln, events leading to war, the 13-15 Amendments, Emancipation Proclamation, etc...**

***Students will participate in various open book quizzes on Reconstruction and its affects on the United States**

STANDARDS COVERED: 1.4, 9.2, 9.4, 9.5, 9.6

Unit 3: **Development of the Industrial United States: 1870 to 1900**
(5 weeks)

- *Students will take notes on and participate in class discussion about a PowerPoint presentation based on the Wild West.
- *Students will complete information regarding the key terms and key facts in each chapter in this unit.
- *Students will create a Help Wanted Poster resembling one from the "Wild West."
- *Students will view and discuss the PBS reality show, *Frontier House*.
- *Students will create a poem/song about the *Frontier House*.
- *Students will take notes on and participate in class discussion about a PowerPoint presentation on Industrialization.
- *Students will take notes on and participate in class discussion on a PowerPoint presentation on Child Labor.
- *Students will create a Child Labor Project.
- *Students will take notes on and participate in class discussion on a PowerPoint presentation on Immigration/Urbanization
- *Students will complete an Inventions chart and a writing assignment based on inventions and industrialization.
- *Students will research, design and present PowerPoint Presentations based on subject matter from Unit 3 & the beginning of Unit 4 (bridges Unit 3 & 4).
- *Students will test over key facts and key events from Unit 3.

STANDARDS COVERED: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6

Unit 4: **Emergence of the Modern United States: 1897 to 1920**
(4 weeks)

- *Students will take notes on and participate in class discussion about a PowerPoint presentation on the Reform Movement.
- *Students will reinforce classroom learning by choosing a book that reflects the time period on the subject matter of their choice from a teacher-generated list.
- * Students will complete information regarding the key terms and key facts in each chapter in this unit.

- *Students will take notes on and participate in class discussion about a PowerPoint presentation on Imperialism.**
- *Students will create a poster reflecting their understanding of Imperialism, historical points of view, and regions where American Imperialism existed.**
- *Students will take notes on and participate in class discussions about two PowerPoint presentations on WWI and the end of WWI (the legacy of the war).**
- *Students will prepare a time period newspaper based on historical research on the causes, warfare and effects of WWI.**
- *Students will read and study two major Supreme Court cases from the time period and design their own worksheets with critical thinking questions to help them review major concepts about the cases.**
- *Students will test over key facts and key events from Unit 4.**

STANDARDS COVERED: 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6

Unit 5: Modern United States Prosperity and Depression: 1920s and 1939 (5 weeks)

- *Students will take notes on and participate in class discussions about a PowerPoint on the beginning of the 1920s.**
- *Students will create a research oral report on an important person/event of the 1920s chosen from a teacher-generated list that includes subjects like Georgia O'Keefe, the Lindbergh trial, the Harlem Renaissance, etc...**
- * Students will complete information regarding the key terms and key facts in each chapter in this unit.**
- * Students will take notes on and participate in class discussions about two PowerPoints based on the culture, politics and major happenings of the 1920s.**
- *Students will create a project based on viewing and analyzing photos of women from the 1920s and 1930s.**
- *Students will take notes on and participate in class discussions about a PowerPoint on the 1930s and the beginning of the Depression.**
- *Students will create a chart based on the various programs of the New Deal.**
- *Students will test over key facts and key events from Unit 5.**

STANDARDS COVERED: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6

Unit 6: The United States and World War II: 1939-1945 (6 weeks)

- *Students will take notes on and participate in class discussions about a PowerPoint on the causes, the important people, the important battles, etc... of WWII.**
- *Students will research information regarding key facts and events from WWII and design a “list” of why they are important.**
- *Students will read about and answer questions on Hitler’s Final Solution.**
- *Students will analyze FDR’s 1941 State of the Union address.**
- *Students will analyze and answer questions regarding WWII propaganda posters and design a propaganda poster.**
- * Students will complete information regarding the key terms and key facts in each chapter in this unit.**
- *Students will complete a WebQuest on Japanese Internment Camps (including Supreme Court cases – *Korematsu v. United States* and *Hirabayashi v. United States*). The link is on Edline.**
- *Students will view clips from Ken Burn’s *The War*.**
- *Students will view the movie *Schindler’s List* and analyze various primary sources regarding the Holocaust and liberation.**
- *Students will analyze various pictures from the WWII era and match them with proper captions.**
- *Students will view various interviews of Holocaust survivors and liberators from the SHOAH foundation.**
- *Students will test over key facts and key events from Unit 6.**

STANDARDS COVERED: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 9.1, 9.2, 9.3,

Unit 7: Postwar United States: 1945 to 1960 (3 weeks)

- *Students will take notes on and participate in class discussions about a PowerPoint on the Fabulous Fifties.**
- *Students will complete a vocabulary activity based on important terms from the postwar era.**
- *Students will complete information regarding the key terms and key facts in each chapter in this unit.**
- *Students will study a primary source and analyze the influence of the Beat Generation on mainstream American culture.**

****Students will reinforce classroom learning by choosing a book that reflects the time period on the subject matter of their choice from a teacher-generated list.**

***Students will analyze and answer questions on the Supreme Court case *Brown v. Board of Education*.**

***Students will test over key facts and key events from Unit 7.**

STANDARDS COVERED: 6.1, 6.3, 6.4, 7.6, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6

Unit 8: The United States in Troubled Time: 1960 - 1980

***Students will take notes on and participate in class discussions about a PowerPoint on the 1960s.**

***Students will watch Martin Luther King Jr.'s "I Have a Dream Speech" and read his "Letter from Birmingham Jail" and summarize the main ideas from each.**

***Students will complete information regarding the key terms and key facts in each chapter in this unit.**

***Students will view *The 60's* miniseries and will discuss the significance of that decade.**

***Students will analyze the song "We Didn't Start the Fire" by Billy Joel and will research each event/person listed and prepare a PowerPoint presentation to share with the class.**

***Students will complete a 1970's Time Travel project in which they will conduct personal interviews, analyze the culture and politics of the decade and compose an original paper about the important events/people of that decade.**

***Students will read a primary source about the Watergate Scandal and answer questions accordingly.**

***Students will analyze and answer questions on the Supreme Court case *United States v. Nixon*.**

***Students will create a picture matching "game" that other students will "play" based on people/events from 1960-1980.**

***Students will test over key facts and key events from Unit 7.**

STATE STANDARDS COVERED: 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6

Unit 9: The Contemporary United States: 1980 to the Present

***Students will complete a 1980's Time Travel project in which they will conduct personal interviews, analyze the culture and politics of the decade and compose an original paper about the important events/people of that decade.**

***Students will create individual research assignments based on the time period**

***Students will complete a 1990's Time Travel project in which they will conduct personal interviews, analyze the culture and politics of the decade and compose an original paper about the important events/people of that decade.**

STATE STANDARDS COVERED: 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 9.1, 9.2, .3, 9.4, 9.5, 9.6