

SOCIAL STUDIES

SS34—American History

Course #: SS-34
Course Name: American History I
Prerequisites: None

Grade Level: 11
Level of Difficulty: Medium
of Credits: ½ (One semester)

The following Social Studies performance objectives are integrated throughout the entire course:

HISTORICAL RESEARCH SKILLS

- S1C1 PO 1** Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.
- S1C1 PO 3** *Formulate questions that can be answered by historical study and research.*
- S1C1 PO 4** Construct graphs, tables, timelines, charts, and narratives to interpret historical data.
- S1C1 PO 5** Evaluate primary and secondary sources for:
- a. authors' main points
 - b. purpose and perspective
 - c. facts vs. opinions
 - d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)
 - e. credibility and validity
- S1C1 PO 6** Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.
- S1C1 PO 7** Compare present events with past events:
- a. cause and effect
 - b. change over time
 - c. different points of view
- S1C10 PO 1** *Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*
- S1C10 PO 2** *Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).*

GEOGRAPHY SKILLS

- S4C1 PO 2** Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat).
- S4C6 PO 1** Analyze how geographic knowledge, skills, and perspectives (e.g., use of Geographic Information Systems in urban planning, reapportionment of political units, locating businesses) are used to solve contemporary problems.

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LANGUAGE ARTS CONNECTION

The following Reading and Writing performance objectives are integrated throughout the entire course:

Reading

S1C4: Vocabulary	Acquire and use new vocabulary in relevant contexts
S1C6: Comprehension Strategies	Employ strategies to comprehend text
S3C1: Expository Text	Identify, analyze and apply knowledge of the purpose, structures, and elements of expository text.
S3C3: Persuasive Text	Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

Writing

S1C1 PO1:	Generate ideas through a variety of activities (e.g., brainstorming, notes and logs, graphic organizers record of writing ideas and discussion, printed material or other sources).
S1C PO3:	Determine the intended audience of a writing piece.
S1C1 PO5:	Use organizational strategies (e.g., outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to plan writing.
S2C1 PO1:	Maintain a clear, narrow focus to support the topic.
S2C1 PO3:	Provide sufficient, relevant, and carefully selected details for support.
S2C4 PO1:	Use accurate,, specific, powerful words and phrases that effectively convey the intended message.
S2C4 PO1:	Use words that evoke clear images..
S2C6 PO1:	Use capitals correctly for: <ol style="list-style-type: none"> proper nouns. words used as names (e.g., Grandpa, Aunt Lyn). literary titles (book, story, poem, play, song). titles. abbreviations. proper adjectives (e.g., German shepherd, Chinese restaurant).
S2C6 PO9:	Spell words correctly.
S3C2 PO1:	Write a multi-paragraph essay (e.g., comparer/contrast, cause/effect, process) that: <ol style="list-style-type: none"> includes background information to establish the thesis (hypothesis, essential question), as appropriate. states a thesis (hypothesis, essential question) with a narrow focus. includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons. includes relevant factors and variables that need to be considered. includes an effective conclusion.

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American History SS34—Suggested Teaching Timeline										
	<i>First Semester</i>					<i>Second Semester</i>				
	August	September	October	November	December	January	February	March	April	May
Historical Research Skills	→									
Geography Skills	→									
Language Arts Connection	→									
Discovery and Settlement	(3 weeks) →									
Founding of a Nation		(3 weeks) →								
Expansion and Conflict			(3 weeks) →							
Civil War and Reconstruction				(4 weeks) →						
Post Civil War and Western Expansion					(2 weeks) →					
<i>*Historical Research Skills, Geography Skills, and Language Arts Connections are to be taught throughout entire course.</i>										

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Discovery and Settlement

Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C2-PO1: Describe Prehistoric Cultures of the North American continent: a. Paleo-Indians including Clovis, Folsom, Plano b. Moundbuilders, including Adena, Hopewell, Mississippian c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)</p>	<p>S1C1-PO2 Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time, Ice Age, Bering Strait).</p>	<ul style="list-style-type: none"> • Paleo-Indians • Mound builders • Hohokam • Ice Age • Bering strait 	<p>Service Learning: Create a classroom poster teaching aid on Mogollon, Hohokam and anasazi; for a 6th grade</p>
<p>S1C3-PO1: Review the reciprocal impact resulting from early European contact with indigenous peoples: a. religious (e.g., conversion attempts) b. economic (e.g., land disputes, trade) c. social (e.g., spread of disease, partnerships) d. food (e.g., corn) e. government (e.g., Iroquois Confederacy, matriarchal leadership, democratic influence) f. exploration (e.g., Spanish: Columbus, French: Marquette, English: Hudson)</p>	<p>S4C4-PO8: Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through cultural diffusion.</p> <p>S4C4-PO6: Analyze factors (e.g., social, biotic [living things], abiotic, [physical geography]) that affect human populations.</p> <p>S4C4-PO7: Predict the effect of a change in a specific factor (e.g., social, biotic, abiotic, disease) on a human population.</p> <p>S4C4-PO3: Analyze the effects of migration on places of origin and destination, including border areas. (e.g., settlement of western hemisphere)</p> <p>S4C2-PO2: Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions.</p>	<ul style="list-style-type: none"> • indigenous • Iroquois Confederacy (Iroquois League) • Matriarchal leadership • Christopher Columbus • Jacques Marquette • Henry Hudson • reciprocal 	

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Discovery and Settlement

Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C4-PO6: Examine the experiences and perspectives of the following groups in the new nation (and the effects of colonial development on these groups by 1750):</p> <ol style="list-style-type: none"> property owners African Americans women Native Americans indentured servants 		<ul style="list-style-type: none"> indentured servant French and Indian War 	
<p>Discuss how the French and Indian War impacted the American Revolution</p> <ol style="list-style-type: none"> who was involved causes turning points outcome/impact 			

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Founding of a Nation			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C4-PO1: Assess the economic, political and social reasons for the American Revolution: a. British attempts to tax and regulate colonial trade as a result of the French and Indian War (e.g., Sugar Act, Stamp Act) b. colonists’ reaction to British policy ideas expressed in the Declaration of Independence (e.g., Boston Massacre, Tea Party, Thomas Paine’s “Common Sense”)</p>		<ul style="list-style-type: none"> • tax • Stamp Act • Sugar Act • Declaration of Independence • Boston Massacre • Boston Tea Party • Thomas Paine—<i>Common Sense</i> • American Revolution • Lexington • Concord • Saratoga • Yorktown • George Washington • George III • William Howe • Marquis de Lafayette 	<p>Service Learning: Create a Dinah Zike study on the American Revolution. Give them to a Jr. High or Elementary School.</p>
<p>S1C4-PO3: Describe the significance of major events and individuals in the Revolutionary War: a. Washington, George III, William Howe, Lafayette b. Lexington and Concord c. Bunker Hill d. writing and ratification of the Declaration of Independence e. Saratoga f. Yorktown g. outcome/impact</p>	<p>S1C4-PO2: Analyze the effects of European involvement in the American Revolution on the outcome of the war.</p>		

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Founding of a Nation			
Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C4-PO4: Analyze how the new national government was created (How did America change from being divided colonies to the United States of America):</p> <ol style="list-style-type: none"> Albany Plan of Union influenced by the Iroquois Confederation Articles of Confederation Constitutional Convention (e.g., plans and compromises), James Madison, Great Compromise, Three-Fifths Compromise struggles over ratification of the Constitution (e.g., federalist papers, federalists, anti-federalists) creation of the Bill of Rights 		<ul style="list-style-type: none"> Albany Plan of Union Articles of Confederation Constitutional Convention compromises ratification Federalist Papers Federalists Anti-federalist Federalism Bill of Rights James Madison Great Compromise Three-fifths Compromise 	<p>Service Learning: Create a game on the evolution of American government (donate it)</p> <p>Service Learning: Create an information brochure aimed at individuals applying for citizenship or revolutionary and early government history</p>
<p>S1C4-PO5: Examine the significance of the following in the formation of a new nation:</p> <ol style="list-style-type: none"> presidency of George Washington economic policies of Alexander Hamilton creation of political parties under Thomas Jefferson, Alexander Hamilton, and John Adams the establishment of the Supreme Court as a co-equal third branch of government under John Marshall with cases such as Marbury v. Madison. 		<ul style="list-style-type: none"> George Washington Alexander Hamilton political parties Thomas Jefferson John Adams Supreme Court branch of government John Marshall Marbury v. Madison 	<p>Service Learning: Bring in representative of each political party to discuss characteristics of their political party.</p> <p>Service Learning: Based on the volunteer basis of the nature and political partner. Volunteer or the campaign of the students choice</p>

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Expansion and Conflict

Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C5-PO3: Identify how economic incentives and geography influenced early American explorations: a. Missionaries (e.g., Father Kino, Circuit Riders) b. fur traders c. explorers (e.g., Lewis and Clark, Pike, Fremont)</p>	<p>S4C2-PO5: Examine how the geographic characteristics of a place affect the economics and culture (e.g., fall line, piedmont, coastal plains)</p>	<ul style="list-style-type: none"> • Father Kino • Circuit Riders • fur traders • Lewis and Clark • Zebulon Pike • John C. Fremont 	
<p>S1C5-PO2: Analyze how the following events affected the political transformation of the developing nation: a. Jefferson’s Presidency (e.g., Louisiana Purchase) b. War of 1812 1. who was involved 2. causes 3. turning points 4. outcome/impact (e.g., Battle of New Orleans) 5. Monroe Doctrine, Nationalism c. Jackson’s Presidency (e.g., Bank War, Trail of Tears, universal white male suffrage, spoils system, nullification)</p>	<p>S1C5-PO4: Describe the impact of European-American expansion on native peoples.</p>	<ul style="list-style-type: none"> • Louisiana Purchase • War of 1812 • Battle of New Orleans • Monroe Doctrine • nationalism • Bank War • Trail of Tears • Universal suffrage • spoils systems • nullification • John C. Calhoun 	
<p>S1C5-PO5: Describe the impact of the following aspects of the Industrial Revolution on the United States: a. transportation improvements (e.g., railroads, canals, steamboats) b. factory system manufacturing (textile mills) c. urbanization d. inventions (e.g., telegraph, cotton gin, interchangeable parts)</p>		<ul style="list-style-type: none"> • steamboats • factory system • textile mills • urbanization • telegraph • cotton gin • interchangeable parts 	<p>Service Learning: Write a letter to the editor about current transportation needs of the area</p>

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Expansion and Conflict

Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C5-PO1: Trace the growth of the American nation during the period of western expansion:</p> <ul style="list-style-type: none"> a. Northwest Territory b. Louisiana Territory c. Florida d. Texas Revolution/Mexican-American War e. Oregon Country, Utah f. Mexican Cession g. Gadsden Purchase h. Alaska 	<p>S4C1-PO1: Construct maps using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, and situation).</p> <p>S4C2-PO1: Identify the characteristics that define a region:</p> <ul style="list-style-type: none"> a. physical processes such as climate, terrain, and resources b. human processes such as religion, political organization, economy, and demographics. 	<ul style="list-style-type: none"> • westward expansion • Northwest Territory • Louisiana Territory • Mexican-American War • Mexican Cession • Gadsden Purchase • Lone Star Republic 	<p>Service Learning: Create a</p> <ul style="list-style-type: none"> • Game • Puzzle • Short play on Westward expansion <p>And then give to grades 2nd,4th or 5th</p>

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Civil War and Reconstruction

Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C6- PO1: Explain the economic, social, and political causes of the Civil War:</p> <ul style="list-style-type: none"> a. economic and social differences between the North, South, and West b. balance of power in the Senate (e.g., Missouri and 1850 Compromises) c. extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act, Bleeding Kansas) d. role of abolitionists (e.g., Frederick Douglas, William Lloyd Garrison, John Brown) e. debate over popular sovereignty/states rights f. Lincoln Douglas Debate g. Presidential election of 1860 	<p>S4C1-PO4: Use an atlas to access information.</p>	<ul style="list-style-type: none"> • Missouri Compromise • 1850 Compromise • Dred Scott Decision • Kansas-Nebraska Act • Bleeding Kansas • Abolitionists • Frederick Douglas • William Lloyd Garrison • Lincoln Douglas Debate • John Brown • popular sovereignty • states rights 	<p>Service Learning: Write a letter to the editor or to a government official on a current states rights issue</p>
<p>S1C6-PO2: Analyze aspects of the Civil War:</p> <ul style="list-style-type: none"> a. changes in technology (e.g., muskets to rifles, ironclads) b. importance of resources c. turning points (e.g., Gettysburg, Vicksburg) d. military and civilian leaders (e.g., Lincoln, Davis, Lee, Grant) e. effect of the Emancipation Proclamation f. effect on the civilian populations g. strategies of the North and South 	<p>S4C1-PO3: Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.</p>	<ul style="list-style-type: none"> • ironclads • Gettysburg • Vicksburg • Abraham Lincoln • Jefferson Davis • Robert E. Lee • Ulysses S. Grant • Emancipation Proclamation 	

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Civil War and Reconstruction

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Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C6-PO3: Analyze immediate and long term effects of Reconstruction in post Civil War America: a. various plans for reconstruction of the South (e.g., Presidential and Congressional Plans) b. Lincoln’s assassination c. Johnson’s impeachment d. Thirteenth, Fourteenth and Fifteenth Amendments e. resistance to the end of Reconstruction (e.g., Jim Crow laws, KKK, Compromise of 1877)</p>		<ul style="list-style-type: none"> • Reconstruction • Presidential and Congressional Plans • assassination • Andrew Johnson • impeachment • Thirteenth Amendment • Fourteenth Amendment • Fifteenth Amendment • Jim Crow Laws • Ku Klux Klan • Compromise of 1877 	

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Post Civil War and Westward Expansion

Students should know and be able to...			
Priority Performance Objective	Linking Performance Objective	Vocabulary/Concept	Suggested Activities
<p>S1C7-PO3: Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries: a. Indian Wars (e.g., Little Bighorn, Wounded Knee) b. Indian leaders (e.g., Chief Joseph, Geronimo, Sitting Bull) c. Creation of Reservations d. Miners (see SSHS-S1C5-PO3) e. Ranchers f. Homesteads g. Transcontinental railroads (e.g., effects on immigration and migration)</p>	<p>S4C2-PO4: Analyze the differing political, religious, economic, demographic, and historical ways of viewing places and regions.</p> <p>S4C2-PO6: Analyze how a region changes over time (e.g., mining, deforestation, Indian-land)</p> <p>S4C4-PO3: Analyze the effects of migration on places of origin and destination including border areas.</p> <p>S1C7-PO2: Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries: a. Civil Rights issues (e.g., Dawes Act, Indian Schools)</p>	<ul style="list-style-type: none"> • Little Big Horn • Wounded Knee • Chief Joseph • Geronimo • Sitting Bull • reservations • miners • ranchers • homesteads • Transcontinental railroads • Dawes Act • Indian schools 	<p>Service Learning: Letter to the editor regarding current day civil rights issues.</p>

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