

UNITED STATES HISTORY

Unit 1- Native Americans

ISBE College & Career Readiness- Illinois History Standards assessed in this unit;

- SS.H.1.9-12: Evaluate how historical developments were shaped by time and place as well as broader historical contexts.
- SS.H.6.9-12: Analyze the concept and pursuit of the American Dream.
- SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.

Objectives

- Students will understand the differences between the various tribes of Native Americans prior to the arrival of the Europeans.
- Students will show an understanding of the consequences that arise when two or more cultures converge.
- Students will demonstrate an understanding of transition of native peoples from their traditional cultures to how they live today.

Assessments

1. Students will complete an assignment on culture- what is culture? How do we obtain our culture? Who is responsible for maintaining our culture?
2. Daily assessments- exit tickets, short writing prompts, etc.
3. Students will complete an assignment on 3 different Native American tribes- showing how they lived before, during and after European takeover of this country. This assignment will be based on each student choosing tribes to research, compare and contrast their cultures, and how they related to the Europeans. Each student will also choose how to present this material to be assessed. Students may create a paper, powerpoint, poster board, or any combination to show mastery of this subject. Students will be given a rubric to follow.

UNITED STATES HISTORY

Unit 2 - Growth of the Nation and Westward Expansion

ISBE College and Career Readiness - Illinois History Standards addressed in this unit

- SS.H.2.9-12. Analyze change and continuity within and across historical eras.
- SS.H.12.9-12. Analyze the geographic and cultural forces that have resulted in conflict and cooperation
- SS.H.11.9-12. Analyze multiple and complex causes and effects of events in the past.

Objectives

- Students will be able to understand the factors behind expansion into the west, such as the concept of Manifest Destiny.
- Students will be able to analyze how the United States grew during the first half of the 19th century in terms of geography, technology, and ideologies.
- Students will be able to determine cultural differences between the settlers of the west and Native Americans.
- Students will be able to analyze different perspectives to examine the challenges faced by people in the past

Assessments

- Various short daily assignments such as exit tickets, short writing prompts, etc.
- Lewis and Clark essay assignment
- Unit 2 project - examining the lives of settlers or Native Americans (their choice) in terms of how their lives were affected by the westward expansion. Students will present this material through their choice of paper, powerpoint, video, or other method approved by the teacher. They will be given a rubric to follow

UNITED STATES HISTORY

Unit 3 - Civil War

ISBE College & Career Readiness- Illinois History Standards assessed in this unit;

- SS.H.1.9-12: Evaluate how historical developments were shaped by time and place as well as broader historical contexts.
- SS.H.11.9-12. Analyze multiple and complex causes and effects of events in the past.
- SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.
- SS.H.3.9-12. Evaluate the methods utilized by people and institutions to promote change.

Objectives

- Students will understand the complex causes of the Civil War.
- Students will show an understanding of effects of the Emancipation Proclamation and the Gettysburg Address.
- Students will examine life on the homefront during the Civil War.
- Students will understand the complexities of Reconstruction following the Civil War.

Assessments

- 1.Students will complete assignments on events leading up to the Civil War, the Emancipation Proclamation, the Lincoln Douglas debates, and other various in-class assignments.
2. Daily assessments- exit tickets, short writing prompts, etc.
3. In-class activity regarding life on the homefront during the Civil War.
- 4.. In-class writing assignment following the movie *Glory*.

UNITED STATES HISTORY

Unit 4 - Industrialization

ISBE College & Career Readiness- Illinois History Standards assessed in this unit;

- SS.H.1.9-12: Evaluate how historical developments were shaped by time and place as well as broader historical contexts.
- SS.H.11.9-12. Analyze multiple and complex causes and effects of events in the past.
- SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.

- SS.H.3.9-12. Evaluate the methods utilized by people and institutions to promote change.

Objectives

- Students will analyze how the Bessemer steel process, electricity, and other inventions changed lives.
- Students will examine the growth of the railroads and railroad towns and the development of railroad time.
- Students will understand the development of labor unions.
- Students will understand the reasons for famous strikes such as the Haymarket Affair and the Homestead Strike.

Assessments

1. Students will complete a 2-day research assignment on a section of their choice within Chapter 6.
2. Students will participate in an in-class discussion of important topics covered in this chapter such as inventions, railroads, labor unions, strikes, and big business.

Unit 5

America Claims an Empire

ISBE College & Career Readiness- Illinois History Standards assessed in this unit;

- SS.H.1.9-12: Evaluate how historical developments were shaped by time and place as well as broader historical contexts
- SS.H.3.9-12: Evaluate the methods utilized by people and institutions to promote change
- SS.H.6.9-12: Analyze the concept and pursuit of the American Dream.
- SS.H.7.9-12: Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.

Objectives

1. Students will explore the ideas, pressures, penalties and rewards of the growth of U.S influence in other parts of the world.
2. Students will study the leaders of the U.S. and other areas to understand the cultural differences that existed.

3. Students will analyze the use of and support of the media as the U.S. made these changes and moved to become a world power.

Assessments

- Students will complete research on Theodore Roosevelt- including his childhood, rise to power and his actions as President.
- Students will read and answer questions about how and why the U.S. became a world power.
- Students will research and write about the U.S. takeover of Hawaii.
- Students will read and research the Spanish-American War.
- Students will create a timeline of events that pushed the U.S. into a world power.
- Students will research and write about the building of the Panama Canal and how that feat helped the United States become a world power.

United States History

Unit 6

World War I

ISBE College & Career Readiness- Illinois History Standards assessed in this unit;

- SS.IS.8.9-12: Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.
- SS.G.5.9-12: Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact, trade, politics and migration.
- SS.H.10.9-12: Analyze the causes and effects of global conflicts and economic crises.

Objectives-

- Students will be able to explain the 4 main causes of World War I.
- Students will research the various new weapons and responsibilities of using those weapons during 'The Great War'.
- Students will write reports about the effects of the war- taking into account all peoples of the world that were affected.

- Students will compare and contrast how people from different countries viewed the war.

Assessments-

- Students will create a timeline of events leading up to and included in the war.
- Students will write a report on the effects of the war- they will have a choice of which countries they would like to write about. They will also compare and contrast the effects on different peoples and countries.

United States History Unit 7 The Roaring 20's

ISBE College & Career Readiness- Illinois History Standards assessed in this unit;

- SS.H.1.9-12: Evaluate how historical developments were shaped by time and place as well as broader historical contexts.
- SS.H.8.9-12: Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

Objectives-

- Students will be able to understand the context of how this era was influenced by earlier issues.
- Students will examine how the country changed during this time period.
- Students will understand the Harlem Renaissance and how we are still influenced by it today.

Assessments-

- Students will do a series of readings and writings about the issues confronted during this time period. Included in this will be; the Women's Suffrage movement, the economic boom and bust, and the causes of the Great Depression.
- Students will choose one of the important people from the Harlem Renaissance and complete a project about that person.