

Short Synopsis of the Course/Subject Areas of Focus

This course explores topics of American history, starting with the encounter between Europeans, Indigenous peoples, and Africans in the Colonial period and ending with the present day. We examine each period of time through the lens of the ideals of government promoted in the Declaration of Independence: liberty, equality, rights, opportunity, and democracy. These ideals were not always applicable to all Americans throughout our history. Our goal is to determine the extent to which they have been fulfilled in each time period and the many ways Americans have struggled to obtain them.

Grade Level 11th Grade

Subject US History Regents

Big ideas of the unit

FIRST QUARTER

Q1 / Week 1	Introduction	Ideals of the Declaration of Independence
Q1 / Week 2	Colonial period	Encounters between Europeans, Indigenous peoples, and Africans
Q1 / Week 3	American revolution	Were the colonists justified in rebelling?
Q1 / Week 4	American revolution	Major figures and events
Q1 / Week 5	Toward a new constitution	Articles of Confederation
Q1 / Week 6	Toward a new constitution	Compromises for a national government

Q1 / Week 7	Our Constitution	Structure of our government
Q1 / Week 8	Our Constitution	Knowing your rights
Q1 / Week 9	New nation	The first 50 years of US History
Q1 / Week 10	Dividing nation	Divisions over slavery lead to Civil War

SECOND QUARTER

Q2 / Week 1	Civil War	Was the Civil War inevitable?
Q2 / Week 2	Reconstruction	A failed opportunity to address justice for all
Q2 / Week 3	The West	Opportunities and challenges
Q2 / Week 4	Gilded age: innovation and industry	Was the rise of industry good for the US?
Q2 / Week 5	Labor's response to industrialism	Was the rise of industry good for workers?
Q2 / Week 6	The Immigrant experience	What was it like to be an immigrant at the turn of the century?

Q2 / Week 7	Muckrakers: Uncovering problems at the turn of the century	What problems did Americans face as a result of changes in society?
Q2 / Week 8	Progressives address societal problems	Who were the progressives, and how did they address the problems they saw?
Q2 / Week 9	Progressivism on the national stage	How well did Presidents Roosevelt, Taft, and Wilson promote progressive goals in national policies?
Q2 / Week 10	Criticism of the Progressives: WEB DuBois	What do critics say about the Progressives on their stance toward combating racism?

THIRD QUARTER

Q3 / Week 1	Foreign policy trends	Was American foreign policy during the 1800s motivated more by realism or idealism?
Q3 / Week 2	Spanish-American war	Why did the United States go to war against Spain in 1898, and why was the outcome significant?
Q3 / Week 3	Acquiring and managing global power	The US becomes an imperialist power

Q3 / Week 4	The US enters the Great War	How did Americans on the home front support or oppose World War I?
Q3 / Week 5	Understanding postwar tensions	What effects did postwar tensions have on America's founding ideals?
Q3 / Week 6	The politics of "normalcy"	Did the Republican Era of the 1920s bring peace and prosperity to all Americans?
Q3 / Week 7	The Great Depression	What caused the most severe economic crisis in American history of the 20th century?
Q3 / Week 8	The New Deal and its legacy	How did the expansion of government during the New Deal affect the nation?
Q3 / Week 9	The Impact of World War II on Americans	What kinds of opportunities and hardships did the war create for Americans at home and abroad?
Q3 / Week 10	Aftermath of WWII	Did the United States learn from past mistakes at the end of World War II?

FOURTH QUARTER

Q4 / Week 1	The Cold War at home and abroad	How did the anxieties raised by the Cold War affect life in the United States?
Q4 / Week 2	Two sides to the 1950s: Prosperity and poverty	Why did poverty persist in the United States in an age of affluence?
Q4 / Week 3	Civil Rights revolution	Addressing segregation through activism
Q4 / Week 4	Redefining equality: From Black power to affirmative action	How did civil rights activists change their strategies and goals in the 1960s and 1970s, and how successful were they in achieving racial equality?
Q4 / Week 5	Widening struggle for equality and justice	Why and how did the civil rights movement expand?
Q4 / Week 6	The Great Society Vietnam	LBJ: reform at home during a protracted foreign war
Q4 / Week 7	The rise and fall of Richard Nixon The “Me” decade	What events influenced Richard Nixon’s rise to and fall from power? How do we make sense of the 1970s?

Q4 / Week 8	Reagan and Bush (Sr.): Ending the Cold War	What were the effects of Ronald Reagan's and George H.W. Bush's foreign policy actions?
Q4 / Week 9	U.S. domestic politics at the turn of the 21st century	How have recent presidents tried to fulfill their domestic policy goals?
Q4 / Week 10	Moving forward: debating America's founding ideals in the 21st century	How does our nation define and debate progress as we work to preserve American ideals?

Student learning standards (Students will be able to)

- Cite specific textual evidence to support analysis of primary and secondary sources.
- Determine the central ideas or information of a primary or secondary source.
- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence.
- Determine the meanings of words and phrases as they are used in a text.
- Analyze in detail how a complex primary source is structured.
- Evaluate authors' differing points of view on the same historical event.
- Integrate and evaluate multiple sources of information presented in diverse formats and media.
- Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event.

Culturally responsive content and practices

Throughout the year

- I remain committed to developing culturally responsive material and practices, and look forward to receiving the necessary training and support from the district's administration to meet this objective in accordance with their expectations.

Quarter 1

- Explore the contact between Native American groups and Europeans occurred through cultural exchanges, resistance efforts, and conflict.
- Analyze slavery as a deeply established component of the colonial economic system and social structure, indentured servitude vs. slavery, the increased concentration of slaves in the South, and the development of slavery as a racial institution.
- Examine the impacts of the Revolutionary War on workers, African Americans, women, and Native Americans.
- Examine the market revolution, including technological developments, the development of transportation networks, the growth of domestic industries, the increased demands for free and enslaved labor, the changing role of women, and the rise of political democracy.
- Investigate the development of the abolitionist movement, focusing on Nat Turner's Rebellion, Sojourner Truth, William Lloyd Garrison (The Liberator), Frederick Douglass (The Autobiography of Frederick Douglass and The North Star), and Harriet Beecher Stowe (Uncle Tom's Cabin).
- Examine the emergence of the women's rights movement out of the abolitionist movement, including the role of the Grimké sisters, Lucretia Mott, and Elizabeth Cady Stanton, and evaluate the demands made at the Seneca Falls Convention (1848).
- Examine the issues surrounding the expansion of slavery into new territories, by exploring the Missouri Compromise, Manifest Destiny, Texas and the Mexican-American war, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and John Brown's raid.

- Explore the long-standing disputes over States rights and slavery and the secession of Southern states from the Union, sparked by the election of Abraham Lincoln, led to the Civil War. After the issuance of the Emancipation Proclamation, freeing the slaves became a major Union goal.
- Examine the 13th, 14th, and 15th amendments and consider the role of Radical Republicans in Reconstruction.
- Investigate the ways individuals, groups, and government institutions limited the rights of African Americans, including the use of Black Codes, the passage of Jim Crow laws, the Ku Klux Klan, restrictions on voting rights, and Supreme Court cases including the Civil Rights Cases (1883) and Plessy v. Ferguson (1896).
- Examine the ways in which freedmen attempted to build independent lives, including the activities of the Freedmen's Bureau, the creation of educational institutions, and political participation.
- Examine the impacts of the election of 1876 and the compromise of 1877 on African Americans.
- Examine the effect of federal policies on Native Americans on the Great Plains, including reservation policies, the Dawes Act (1887), and forced acculturation efforts (Carlisle Indian School).
- Examine the contributions of Chinese to the national economy and reasons for nativist opposition to their continued immigration (Chinese Exclusion Act of 1882).
- Examine the efforts of the women's suffrage movement after 1900, leading to ratification of the 19th amendment (1920).

Quarter 2

- Trace reform efforts by individuals and the consequences of those efforts, including:
 - Margaret Sanger and birth control
 - Ida Wells and her writings about lynching of African Americans
 - Booker T. Washington's contributions to education, including the creation of
 - Tuskegee Institute
 - W. E. B. Du Bois and the founding of the National Association for the Advancement of Colored People (NAACP), the publication of The Crisis, and the Silent Protest (1917).
- Investigate the effects of mobilization on the United States economy, including the role and contributions of women and African Americans in the war effort.
- Investigate the causes and effects of the Great Migration on American society.

- Examine literary and artistic contributions associated with the Harlem Renaissance and its impact on national culture.
- Examine the rise of African American racial pride and Black Nationalism, including the role of Marcus Garvey.

Quarter 3

- Examine the reasons for President Roosevelt's executive order for Japanese removal, the impact of removal on Japanese people living in the United States, and the Supreme Court's decision in *Korematsu v. United States* (1944).
- Examine the contributions of women, African Americans, Native Americans, Asian Americans, Mexican workers, and Mexican Americans to the war effort, as well as the discrimination that they experienced in the military and workforce.

Quarter 4

- Examine the roles and impact of individuals such as Rev. Martin Luther King Jr., Stokely Carmichael, Fannie Lou Hamer, and Malcolm X on the movement and their perspectives on change.
- Examine the role of groups such as the National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), and Student Non-Violent Coordinating Committee (SNCC) in the movement, their goals and strategies, and major contributions.
- Examine judicial actions and legislative achievements during the movement, such as *Brown v. Board of Education of Topeka* (1954), the Civil Rights Act of 1964, *Heart of Atlanta Motel, Inc. v. United States* (1964) and the Voting Rights Act of 1965.
- Analyze the significance of key events in the movement, including the Montgomery bus boycott, federal intervention at Little Rock, Arkansas; the Birmingham protest; and the March on Washington.
- Trace the following efforts in terms of issues/goals, key individuals and groups, and successes/limitations:
 - Modern women's movement (e.g., *The Feminine Mystique* [1963], National Organization for Women, Equal Pay Act and Title IX, *Roe v. Wade*)
 - Native Americans (e.g., American Indian Movement, Russell Means, native identity, and land claims)
 - Brown Power (Chicano) movement (e.g., Cesar Chavez, United Farm Workers)

- People with disabilities (e.g. Individuals with Disabilities Education Act [1975], Americans with Disabilities Act [1990])
- Gay Rights and the LGBT movement (e.g., Stonewall Inn riots [1969], efforts for equal legal rights)

Assessment plan

Quarter 1: Two unit tests

Quarter 2: One unit test; one midterm

Quarter 3: Two unit tests

Quarter 4: One unit test; Regents exam / Final; Presentation on most important essential questions for the course.

Resources

[New Visions](#)

[Teachers' Curriculum Institute](#)

[Stanford History Education Group](#)

[The Choices Program - Brown University](#)