

Waynesville High School
Social Studies Department
American History Scope and Sequence/Pacing Guide

1st Quarter

Course	Unit	Content Statement	Length of Time
American History	<ul style="list-style-type: none"> - Reconstruction and the New South - A Nation Transformed: Western Expansion, the Second Industrial Revolution, the Transformation of American Society, Politics of the Gilded Age 	<p>Historical Thinking and Skills: 1, 2, 3, 4</p> <p>Industrialization and Progressivism: 10, 11, 12, 13, 14</p>	9 weeks, may extend into 2nd quarter

<p>Unit Goals</p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Describe the hopes and expectations that African Americans had for their lives as freedpeople and compare to reality (Black Codes, Jim Crow, KKK, sharecropping) 2. Relate how President Lincoln, President Johnson and various members of Congress differed over plans for Reconstruction. 3. Understand and analyze amendments 13-15 of the Constitution 4. Understand how and why US settlers acquired land out west <ol style="list-style-type: none"> 1. Struggle with Native Americans 2. Government acts to entice (Homestead, Pacific Railway, and Morrill Acts) 3. Difficulties and realities of western/Homestead life 4. Cattle and mining booms 5. Understand how daily life in US cities transformed by immigration and industrialization. <ol style="list-style-type: none"> 1. Age of Invention - changes in transportation and communication, development of oil and steel 2. The rise of big business - changes in business and economic strategies 3. Types of governments 4. Working conditions of the Second Industrial Revolution - rise of labor unions and strikes 6. Understand how US transformed - cities, people, life <ol style="list-style-type: none"> 1. Immigration - process, difficulties, where they found assistance 2. How the landscape of US cities changed - immigrants, technology, City Beautiful Movement 3. How education changes - compulsory education laws, "learning by doing," growth of colleges and female enrollment 4. Leisure activities - reading, park activities, sports, music theater 7. Understand Gilded Age politics - corruption and how citizens wanted reform <ol style="list-style-type: none"> 1. Political machines and their involvement in local politics 2. Corruption on the federal level and constituents call for reform

Strategies

1-3.

- Bellringers and discussion questions
- history.com videos: Path to the Civil War, Legacy of the Civil War
- Powerpoint notes for 4 sections of Chapter 13 of *The American Nation* textbook
- Black Codes primary source analysis
- Reconstruction Plan Comparison - primary document comparison, plans of Lincoln, Johnson and Stevens
- Quiz - Sections 1 and 2 of chapter 13
- Amendments 13, 14, and 15 analysis - primary documents
- KKK primary document stations - analysis and synthesis of KKK goals, actions, etc.
- Sharecropping - primary document analysis
- Chapter 13 study guide and review game
- Chapter 13 test

4. Western Expansion

- Crashcourse US History video: Western Expansion
- Chapter 14 Group Project on sections 1-4, each group will present an assigned section using Powerpoint (guideline provided as to what information must be presented)
- Chapter 14 take home test/in class open-not test – can use notes from group presentations and textbook

5. The Second Industrial Revolution

- Bellringers and discussion questions
- 15.1 Jigsaw Activity
- 15.2 Powerpoint notes from text
- Industrial Revolution Key Figure Interview/Who Am I? Activity
- Crashcourse US History video: Industrial Economy
- 15.1 and 2 Quiz
- 15.3 Powerpoint notes
- Picket sign activity - groups analyzing various strikes, presenting to class, comparing/contrasting strikes presented
- Chapter 15 study guide and review game
- Chapter 15 test

6. The Transformation of American Society

- Bellringers and discussion questions
- 16.1 Powerpoint notes
- Immigration documentary
- Immigration letter assessment - using primary source film, notes, and text explain travel and processing routine immigrants experienced
- 16.2 Guided Reading
- 16.3 Powerpoint notes
- youtube videos: history of baseball, football, basketball, vaudeville, ragtime
- Chapter 16 study guide and review game
- Chapter 16 test

7. Politics of the Gilded Ages

- Bellringers and discussion questions

- 17.1 Powerpoint notes
- 17.1 Guided reading
- Synthesizing activity - synthesizing Plunkitt text with textbook to explain “honest graft”
- Political machine activity - 3 cases where groups must replicate machine politics ... applying knowledge
- Political cartoons - interpreting Thomas Nast’s revelations of Boss Tweed
- 17.2 Powerpoint notes
- Timeline activity - presidents of the Gilded Age and their feelings and actions on reform
- *Mr. Smith Goes to Washington* video and movie guide - compare movie with what has been learned about Gilded Age politics
- Filibuster videos
- Chapter 17 study guide and review game
- Chapter 17 test

Course	Unit and Topics	Content Statement	Length of Time
American History	EOY Test Review	Historical Thinking and Skills: 1, 2, 3, 4 Historic Documents: 5, 7, 8, 9	Sporadically throughout school year

Unit Goals

Students will:

- Review information learned in previous grades in the content of social studies to prepare for the End of Year Exam:
 1. The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies.
 2. The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States.
 3. Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government.
 4. The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States.
 5. The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self government and the national debate over the ratification of the Constitution of the United States.

Strategies

EOY Review

1. Declaration of Independence Analysis - chunking
2. Northwest Ordinance reading and questions

3. Articles of Confederation
 - a. Reading and questions
 - b. Group Activity - have to create their own constitutions to share, followed by a class discussion on flaws of each constitution (1st draft always contains flaws)
4. Federalist and Anti-Federalist
 - a. Reading and questions
 - b. Drafting and Ratifying a Constitution Powerpoint - includes arguments for both Federalists and Antifederalists and how ratification was achieved
 - c. Class will be divided into 6 groups, each group presenting a summary of an issue brought up during the drafting of the new Constitution
 - i. Group 1: summarize the Virginia Plan
 - ii. Group 2: summarize the New Jersey Plan
 - iii. Group 3: summarize the Great Compromise
 - iv. Group 4: summarize the Three-Fifths Compromise
 - v. Group 5: summarize the Compromise on Tariffs
 - vi. Group 6: summarize the Compromise on Slavery
 - d. Differentiated assignment: identifying Federalists and Anti-Federalists based on descriptions discussed and read about in class - done both as whole class and in differentiated groups
5. Bill of Rights
 - a. Explain each amendment and illustrate
 - b. 3 minute Bill of Rights guide video
 - c. Students given scenarios, have to decide which amendment and whether or not the issue is protected by the Bill of Rights