KUTZTOWN AREA SCHOOL DISTRICT

Maximize potential, embrace change, create the future

Kutztown Area School District Curriculum (Unit Map)

Grade 9 Global History

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Course Description: This course explores US History, as well as influential world history events, from 1840 to 1945. Core topics of study are sectionalism, the Civil War, Immigration, Industrial Revolution, the Progressive Era, WWI, the Great Depression, and WWII. Students will explore ethnic, racial, gender, and class struggles throughout this time period. Students will be exposed to introductory methods of historical inquiry and analyzing history from multiple perspectives. Writing will be emphasized as a means of demonstrating students' understanding of history.

Table of Contents

Unit #	***Title***
1	*Historical Inquiry*
2	*The Age of Jackson*
3	*Road to the Civil War*
4	*Civil War*
5	*Reconstruction*
6	*Western Expansion*
7	*Industrialism*
8	*Immigration and Urbanization*
9	*Progressivism*
10	*World War I*

Unit #/Title	1/Historical Inquiry	Time Frame	1 Week

Standards

CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.
8.1.9.B. Analyze and interpret historical sources.
8.1.9.C. Analyze the fundamentals of historical interpretation.
8.1.9.D. Analyze and interpret historical research.

Big Ideas	Essential Questions
• Source and evidence are critical to understanding history • Continuity and change analysis helps us understand history • Examining different perspectives gives us a deeper appreciation of history	• What do primary sources tell us about history? • What do secondary sources tell us about history?
Content	**Skills**
• Primary and secondary sources • Tools for analysis of sources	• Analyze a primary and secondary source • Draw conclusions about history from primary and secondary sources

Unit #/Title	2/The Age of Jackson	Time Frame	3 Weeks

Standards

8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.
8.1.U.C. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
8.3.U.C. Evaluate how continuity and change have impacted the United States.
8**.3.U.D.** Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.
CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
CC.8.6.9-10.A. Write arguments focused on discipline-specific content.
CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.

Big Ideas	Essential Questions
• Elements of **culture** as well as similarities and differences among cultural groups across place and time. • Knowledge of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the **time and place** in which they took place. • The study of **people, place, and environments** enables us to understand the relationship between human populations and the physical world. • The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of **power, authority, and governance**.	• Did Andrew Jackson promote or impede the cause of democracy? • Does the United States have a duty to expand democracy and freedom in the world? • What lasting changes to American politics and history came as a result of Jackson's presidency?

Content	Skills
• Early industry in North vs. agrarian South • Missouri Compromise • Election of 1824 • Spoils system • Indian Removal Act & the Trail of Tears • Nullification Crisis • Jackson's "war" against the banks • Economic panic in 1837	• Appreciate the difference in economies of the North and South • Appreciate the compromise in legislation that occurs to attempt to balance all people's interests • Identify ways Jackson attempts to advance democracy • Evaluate the successes/failures of Jackson • Analysis of primary sources

Unit #/Title	3/Road to the Civil War	Time Frame	3 Weeks

Standards

8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.
8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.
8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
8.3.U.C. Evaluate how continuity and change have impacted the United States.
8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
CC.8.6.9-10.A. Write arguments focused on discipline-specific content.
CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.

Big Ideas	Essential Questions
• Studying the past makes it possible for us to understand the human story across **time**. • Studying **people, places, and environments** enables us to understand the relationships between human populations and the world. • The development of civic competence requires an understanding of the foundations of the historical development of various structures of **power, authority, and governance.**	• How did the success of Manifest Destiny escalate sectional tensions between the North and the South? • How did northern whites who supported slavery and southern whites who opposed slavery both think they were defending liberty? • Would they (the students) support the federal or state government?
Content	**Skills**
• Conflict with Mexico • Mexican cession • Completion of manifest destiny • Compromise of 1850 • Birth of the Republican party • Kansas-Nebraska Act • Bleeding Kansas • Lincoln-Douglas debates • Election of 1860	• Identify how the United States expanded as a result of manifest destiny • Analyze primary sources • Summarize the critical developments leading to the Civil War • Using a map, identify states that were part of the Union and Confederacy • Appreciate the perspectives northerners and southerners felt on the issue of slavery

Unit #/Title	4/Civil War	Time Frame	4 Weeks

Standards

8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.
8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S. 8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
8.3.U.C. Evaluate how continuity and change have impacted the United States.
8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CC.8.5.9-10.C. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
CC.8.6.9-10.A. Write arguments focused on discipline-specific content.
CC.8.6.9-10.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.9-10.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
C**C.8.6.9-10.E**. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
• The study of **people, places, and environments** enables us to understand the relationship between human population and the physical world.	• What impact did political and military leadership have on the conduct of war? • How did the war affect minority groups (i.e. women & blacks)?

• **Personal identity** is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout his/her development. • **Science and technology** have had a major influence on social and cultural change, and on the ways people interact with the world.	• How did the Civil War help "make" modern America?
Content	**Skills**
• Fort Sumter • First Bull Run • Antietam • Emancipation Proclamation • Gettysburg • Possible European involvement • Economic impact of war • Women involvement in the war • Total war & Sherman's March to the Sea • Appomattox • Lincoln's assassination	• Analyze the strengths, weaknesses, and strategies of the Union and Confederacy • Analyze primary and secondary sources • Summarize key political issues that affected the war • Appreciate the sacrifice made by soldiers for the war effort • Summarize aspects of military and civilian life during the war

Unit #/Title	5/Reconstruction	Time Frame	3 Weeks

Standards

8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.
8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CC.8.5.9-10.F. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.
CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
CC.8.6.9-10.A. Write arguments focused on discipline-specific content.
CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.9-10.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.8.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
• Through experience, observation, and reflection, students will identify elements of **culture** as well as similarities and differences among groups across time and place.	• How did Reconstruction change life for African Americans? • How did Reconstruction alter the U.S. Constitution and its interpretation?

• How **institutions** are formed, what controls them, how they control and influence individuals and culture, and how institutions can be maintained or changed. • The development of civic competence requires an understanding of political thought, and historical development of various structures of **power, authority, and governance**.	• What results of the Reconstruction era are evident in modern day America?
Content	**Skills**
• Lincoln vs. Johnson plan for Reconstruction • Radical Republicans • Thaddeus Stevens • Johnson impeachment • Thirteenth, Fourteenth, Fifteenth Amendments • Scalawags & carpetbaggers • Freedmen's Bureau • Sharecropping • Ku Klux Klan • Election of 1876	• Describe various Reconstruction plans and analyze the political consequences of the plans • Make conclusions about various views on how former Confederate states should reenter the Union • Assess how Reconstruction affected life in the South for white Southerners and former slaves • Identify the reasons for the end of Reconstruction

Unit #/Title	6/Western Expansion	Time Frame	3 Weeks

Standards

8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
8.3.U.A. Compare the role groups and individuals played in the social, political, and economic development of the U.S.
8.3.U.C. Evaluate how continuity and change have impacted the U.S.
8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CC.8.6.9-10.A: Write arguments focused on discipline-specific content.
CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.9-10.G: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CC.8.6.9-10.H: Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.9-10.I: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas

- Humans create, learn, share, and adapt **culture**.
- Through experience, observation, and reflection students will identify **elements of culture**, as well as, similarities and differences among cultural groups across time and place.
- Studying the past makes it possible for us to understand the human story across **time**.
- The study of **people, places, and environments** enables us to understand the relationship between human populations and the physical world.
- The development of civic competence requires an understanding of the foundations of political thought and the historical development of various structures of **power, authority, and governance**.
- **Science and technology** have had a major influence on social and cultural change and on the ways people interact with the world.

Essential Questions

- How might the country have developed differently if no gold or other precious minerals been discovered in the west?
- What was it like to walk in the shoes of a 19th century settler in the west?.
- What economic problems confronted American farmers in the 1890s?.

Content

- Culture of the Plains Native Americans
- Battle of Little Big Horn
- Sitting Bull & George Custer

Skills

- Contrast the cultures of Native Americans and white settlers
- Explain why white settlers moved west

• Dawes Act • Battle of Wounded Knee • Homestead Act • Inventions that helped cowboys & farmers • Economic issues of farmers • Granges & Farmers' Alliances • Populist Party • Panic of 1893 • Bimetallism • Election of 1896	• Analyze how early settlers survived on the plains and transformed them into profitable farm land • Explain the rise and fall of the Populist Party • Analyze primary and secondary sources

Unit #/Title	7/Industrial Age	Time Frame	3 Weeks

Standards

8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.
8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.
8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
8.3.U.C. Evaluate how continuity and change have impacted the United States.
8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.
CC.8.6.9-10.A. Write arguments focused on discipline-specific content.
CC.8.6.9-10.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
CC.8.6.9-10.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
• **Personal identity** is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and	• How did the Industrial Revolution change the economic future of the United States? • How can working conditions for children be improved in countries that still use child labor?

outside the individual's own culture throughout his/her development. • **Science**, and its practical applications, **technology**, have had a major influence on social and cultural change, and on the ways people interact with the world. • Learning how to apply **civic ideals** as a part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.	
Content	**Skills**
• Edwin Drake & oil in Pennsylvania • Bessemer process • Various inventions/inventors (for example; Edison & electricity, Bell & telephone, Sholes & typewriter) • Transcontinental railroad • George Pullman & railroads • Credit Mobilier scandal • Granges • Interstate Commerce Act • Andrew Carnegie • John Rockefeller • Social Darwinism • Early unionism • Haymarket Affair • Homestead Strike	• Analyze the effects of various scientific discoveries and manufacturing innovations on the economy • Summarize reasons for and outcomes of the demand for railroad reform • Examine the argument of "captain of industry" vs. "robber baron" for key industrial leaders • Summarize the emergence and growth of labor unions • Analyze primary and secondary sources

Unit #/Title	8/Immigration & Urbanization	Time Frame	3 Weeks

Standards

8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.
8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.
8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
8.3.U.C. Evaluate how continuity and change have impacted the United States.
8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
CC.8.6.9-10.A. Write arguments focused on discipline-specific content.
CC.8.6.9-10.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism.
CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
• Human beings create, learn, & adapt to **culture**. • Knowledge and understanding of the past enables us to analyze the causes and consequences of events and developments, and to place in these the context of the institutions, values, and beliefs of the period of history in which they took place.	• What changes to U.S. society have resulted from immigration? • How does immigration relate to "E Pluribus Unum"? • How have developments in transportation and urbanization shaped American culture and society?

• The study of **people, places, and environments** enables us to understand the relationship between human populations and the physical world. • **Personal identity** is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout his/her development.	
Content	**Skills**
• Issues faced in Europe & Asia causing immigration (famine, religion, etc.) • Ellis & Angel Island • Nativism • "Melting pot" • Molly Maguires • Chinese Exclusion Act • Gentlemen's Agreement • Tenement houses • Social Gospel movement & Jane Addams • Patronage & civil service • Political bosses, election fraud, & graft	• Explain reasons for immigration • Analyze the economic, social, and political effects of immigration • Interpret graphs related to immigration • Examine organization that offered help to urban immigrants • Explain the role of political machines & bosses • Analyze the positions of various presidents on the issue of tariffs

Unit #/Title	9/Progressivism	Time Frame	3 Weeks

Standards

8.1.9.B. Compare the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect.
8.1.9.C. Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.
8.2.9.A. Contrast the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
8.2.9.B. Compare the impact of historical documents, artifacts, and places in Pennsylvania which are critical to U.S. history.
8.2.9.D. Interpret how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US.
8.3.9.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
8.3.9.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.
8.3.9.C. Analyze how continuity and change have impacted the United States.
8.3.9.D. Interpret how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S.

CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CC.8.5.9-10.I. Compare and contrast treatments of the same topic in several primary and secondary sources.
CC.8.6.9-10.A. Write arguments focused on discipline-specific content.
CC.8.6.9-10.B. Write informative/explanatory texts, including the narration of historical events, scientific procedure /experiments, or technical processes.
CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CC.8.6.9-10.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.

Big Ideas	Essential Questions
• Knowledge of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the time and place in which they took place.	• How did issues prominent during the Progressive Era and the changes that occurred affect the lives of immigrants, African Americans, and women? • What impact did political leadership have on shaping Progressive reforms? • What kinds of action can bring about social change?

• Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout his or her development. • The development of civic competence requires an understanding of the foundations of political thought, and historical development of various structures of power, authority, and governance.	
Content	**Skills**
• Goals of progressivism • YMCA • Settlement houses • Florence Kelley • Prohibition • WCTU • Muckrakers • Henry Ford/Assembly line • Robert La Follette • Keating-Owen Act • 17th Amendment • Initiative, referendum, & recall • Susan B. Anthony • Women's suffrage • Theodore Roosevelt & Square Deal • Upton Sinclair & *The Jungle* • Trusts & trustbusting • 1902 Coal Strike in Pennsylvania • Meat Inspection Act • Hepburn Act • Pure Food & Drug Act • Environmental conservation • W.E.B. Du Bois • NAACP • William H. Taft • Payne-Aldrich Tariff • Republican & Bull-Moose party • Woodrow Wilson • Clayton Antitrust Act • FTC • Federal Reserve System • Carrie Chapman Catt • 19th Amendment	• Appreciate the role of muckrakers and the impact they had on influencing public opinion. • Compare/contrast differing opinions regarding trusts during the Progressive Era. • Trace the chronology of developments related to specific Progressive Era issues.

Unit #/Title	10/World War I	Time Frame	3 Weeks

Standards

8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.
8.2.U.A. Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the U.S.
8.2.U.B. Evaluate the importance of various historical documents, artifacts, and places in Pennsylvania which are critical to U.S.
8.2.U.C. Evaluate continuity and change in Pennsylvania are interrelated to the U.S.
8.2.U.D. Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the U.S.
8.3.U.A. Compare the role groups and individuals played in the social, political, cultural, and economic development of the U.S.
8.3.U.C. Evaluate how continuity and change have impacted the United States.
8.3.U.D. Evaluate how conflict and cooperation among groups and organizations have influenced the growth and development of the U.S.

CC.8.5.9-10.A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CC.8.5.9-10.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CC.8.5.9-10.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CC.8.5.9-10.E. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
CC.8.5.9-10.G. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
CC.8.5.9-10.H. Assess the extent to which the reasoning and evidence in a text support the author's claims.
CC.8.6.9-10.A. Write arguments focused on discipline-specific content.
CC.8.6.9-10.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
CC.8.6.9-10.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
CC.8.6.9-10.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.8.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CC.8.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.
CC.8.6.9-10.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Ideas	Essential Questions
	• Was WWI inevitable?

	• How does technology alter how the war is fought and impact the outcome of the war? • • Could the United States have remained neutral through WWI? • Can the Constitution stand during times of war? • How did propaganda impact WWI? • At the conclusion of WWI, did the Treaty of Versailles effectively create a true and lasting global peace for all nations involved?
Content	**Skills**
Black - All; Blue - Academic & Honors; Red - Honors only • Archduke Franz Ferdinand • Central Powers • Allies • Conscientious Objector • American Expeditionary Force • War Industries Board • Committee on Public Information • George Creel • Eugene Debs • Woodrow Wilson • Georges Clemenceau • David Lloyd George • "Big Three" • Henry Cabot Lodge • Vladimir Lenin • Sinking of the Lusitania • 1916 Election • Bolshevik Revolution • Armistice • Anti-Immigrant Hysteria • Great Migration • Flu Epidemic of 1918 • Alliances • Imperialism • Militarism • Nationalism • Trench Warfare • stalemate • No Man's Land • Neutrality • German u-boats • "Peace without victory" • convoy system • zepplins • Propaganda • League of Nations • pandemic • Reparations	(under construction)

• War Guilt Clause • Schlieffen Plan • Zimmerman Note • Selective Service Act • Espionage & Sedition Acts • *Schenck v. U.S.* • Fourteen Points Speech • Treaty of Versailles	