

American Cultures

McKeesport Area High School

This course will provide students with a knowledge and understanding of American history and culture from 1865 to the present. Possible topics in this course will be as follows: Reconstruction, Industrialization/Westward Expansion, Imperialism, the World Wars, 1920's America, The Great Depression and New Deal, and the Cold War.

Map assignments, worksheets, quizzes, homework, class participation, projects, reports, and examinations will be used to evaluate student progress.

Course Information:

Frequency & Duration: Averaging 42 minutes per day; 5 days a week; full year

Text: American Anthem: Modern American History, Holt, Rinehart, & Winston, 2007

Content: Reconstruction

Duration: September (1 week)

Essential Question:	<p>How does a nation rebuild after war? How did Reconstruction redefine what it meant to be an American?</p>
Skill:	<ul style="list-style-type: none"> Evaluate/contrast the role groups (political, cultural, social) have played in the development of American history Evaluate/contrast the importance of historical documents, artifacts, and sites
Instructional/Engagement Activities	<p>Reconstruction legislation newspaper article “What if…” writing prompt regarding Lincoln assassination Jim Crow South simulation</p>
Assessment:	<ul style="list-style-type: none"> Unit quiz
Resources:	<p>Text: Ch. 4, sect 3 Multimedia Learning, LLC Power Point presentation</p>
Standards:	<p><u>National Council for the Social Studies Themes</u></p> <ul style="list-style-type: none"> CULTURE. TIME, CONTINUITY, AND CHANGE. PEOPLE, PLACES, AND ENVIRONMENTS. INDIVIDUAL DEVELOPMENT AND IDENTITY. INDIVIDUALS, GROUPS, AND INSTITUTIONS. POWER, AUTHORITY, AND GOVERNANCE. PRODUCTION, DISTRIBUTION, AND CONSUMPTION. SCIENCE, TECHNOLOGY, AND SOCIETY. GLOBAL CONNECTIONS CIVIC IDEALS AND PRACTICES <p>http://www.socialstudies.org/standards/strands</p>
Vocabulary:	<p>Emancipation Proclamation Thirteenth Amendment Fourteenth Amendment Fifteenth Amendment Sharecropping</p>

Content: An Industrial Nation

Duration: September (2.5 weeks)

Essential Question:	<p>How did changing politics lead to conflicts with Native Americans in the West?</p> <p>What opportunities and challenges did settlers face in the American West?</p> <p>How did industry and railroads lead to the Second Industrial Revolution?</p> <p>What conditions prompted workers to organize in the late 1800's?</p> <p>What challenges did new immigrants and minority groups face at the turn of the Twentieth Century?</p>
Skill:	<ul style="list-style-type: none"> • Compare/Evaluate patterns of continuity and change • Compare/Evaluate how historical events are looked at differently from different perspectives • Analyze/Evaluate the continuity and change and how it has impacted American history
Instructional/Engagement	<p>Homestead Act vs. Dawes Act analysis</p>
Activities	
Assessment:	<ul style="list-style-type: none"> • Unit exam
Resources:	<p>Bury My Heart at Wounded Knee excerpts</p> <p>Text: Ch. 5</p>
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Vocabulary:

Dawes Act
Homestead Act
Capitalism
Laissez-faire
Social Darwinism
Americanization
Tenement

Content: The Progressives

Duration: October (1.5 weeks)

Essential Question:	<p>How did America’s economy, industries, and population grow after the Civil war? How did the federal government impact the country’s growth in the years following the Civil War? Why did Women want the right to vote and how did they convince men to grant it to them?</p>								
Skill:	<ul style="list-style-type: none"> • Analyze/evaluate how conflict and cooperation have impacted the development of the United States • Explain/analyze the exchange of ideas between government and citizens with regards to change 								
Instructional/Engagement Activities	<p><i>The Jungle</i> health report</p>								
Assessment:	<ul style="list-style-type: none"> • Unit exam 								
Resources:	<p>Text: Ch. 6 Daily News article: McKeesport survivor of Triangle Fire</p>								
Standards:	<p><u>National Council for the Social Studies Themes</u></p> <ul style="list-style-type: none"> • CULTURE. • TIME, CONTINUITY, AND CHANGE. • PEOPLE, PLACES, AND ENVIRONMENTS. • INDIVIDUAL DEVELOPMENT AND IDENTITY. • INDIVIDUALS, GROUPS, AND INSTITUTIONS. • POWER, AUTHORITY, AND GOVERNANCE. • PRODUCTION, DISTRIBUTION, AND CONSUMPTION. • SCIENCE, TECHNOLOGY, AND SOCIETY. • GLOBAL CONNECTIONS • CIVIC IDEALS AND PRACTICES <p>http://www.socialstudies.org/standards/strands</p>								
Vocabulary:	<table border="0"> <tr> <td>Muckrakers</td> <td>Meat Inspection Act</td> </tr> <tr> <td>Prohibition</td> <td>Pure Food and Drug Act</td> </tr> <tr> <td>Eighteenth Amendment</td> <td>Nineteenth Amendment</td> </tr> <tr> <td>Square Deal</td> <td></td> </tr> </table>	Muckrakers	Meat Inspection Act	Prohibition	Pure Food and Drug Act	Eighteenth Amendment	Nineteenth Amendment	Square Deal	
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Eighteenth Amendment	Nineteenth Amendment								
Square Deal									

Content: Entering the World Stage

Duration: October/November (3 weeks)

Essential Question:	How did America’s role in the world change between the 1870’s and 1910’s? Did the United States become an imperial power? Why or why not?
Skill:	<ul style="list-style-type: none"> Analyze how conflict and cooperation has worked to influence the development of America in the world Define imperialism and how it contributed to America’s further reach throughout the world Examine pro/anti stances of imperialism
Instructional/Engagement Activities	<p><i>USS Maine</i> interactive activity</p> <p>Imperialism geography activity</p>
Assessment:	<ul style="list-style-type: none"> Unit exam Common assignment: Analyzing political cartoons (national archives ws)
Resources:	<p>https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet.pdf</p> <p>- common unit lesson</p> <p>Text: Ch. 7</p>
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Vocabulary:

Imperialism
Sphere of Influence
Open Door Policy
Yellow Journalism
Protectorate
Platt Amendment
Roosevelt Corollary
Dollar Diplomacy

Content: The First World War

Duration: November (3 weeks)

Essential Question:	<p>Why did the U.S. enter WWI? How did America change because of World War I? What limitations were put onto individual liberties during the war?</p>
Skill:	<ul style="list-style-type: none"> Analyze resolutions and evaluate nationalism’s impact Cite examples of political philosophy supporting govt. Compare and contrast rights and responsibilities of citizens Evaluate how propaganda has an impact on individuals and groups
Instructional/Engagement Activities	<p>Assassination of Franz Ferdinand Causes of the war simulation Treaty of Versailles interactive</p>
Assessment:	<ul style="list-style-type: none"> Unit exam Common assignment: Why did the U.S. enter WWI? (Stanford University)
Resources:	<p>http://sheg.stanford.edu/upload/Lessons/Unit%209_WWI%20and%20the%201920s/U.S.%20Entry%20into%20WWI%20Lesson%20Plan.pdf - Causes of WWI (Stanford University Thinking Like a Historian) Text: Ch. 8</p>
Standards:	<p><u>National Council for the Social Studies Themes</u></p> <ul style="list-style-type: none"> CULTURE. TIME, CONTINUITY, AND CHANGE. PEOPLE, PLACES, AND ENVIRONMENTS. INDIVIDUAL DEVELOPMENT AND IDENTITY. INDIVIDUALS, GROUPS, AND INSTITUTIONS. POWER, AUTHORITY, AND GOVERNANCE. PRODUCTION, DISTRIBUTION, AND CONSUMPTION. SCIENCE, TECHNOLOGY, AND SOCIETY. GLOBAL CONNECTIONS CIVIC IDEALS AND PRACTICES <p>http://www.socialstudies.org/standards/strands</p>

Vocabulary:

Balance of Power
Trench Warfare
Militarism
Isolationism
Doughboys
U-boats
Liberty Bonds
Propaganda
Schenk v. US
League of Nations
Treaty of Versailles
Fourteen Points

Content: The 1920's

Duration: December/ (2.5 weeks)

Essential Question:	<p>How did culture change in the 1920's? Were the 1920's a "return to normalcy"? Why or why not? Why were the 1920's filled with political, social, and economic extremes?</p>
Skill:	<ul style="list-style-type: none"> • Evaluate the role of government: regulation vs. non-regulation • Determine social changes during the decade and their impact on the country as a whole
Instructional/Engagement Activities	<p>Organized crime activity</p>
Assessment:	<ul style="list-style-type: none"> • Unit exam • Image analysis common assessment
Resources:	<p>Text: Ch. 10 https://icss.uni.edu/pathways/Lesson%20Module%20Roaring%20Twenties.pdf</p>
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Vocabulary:

Red Scare
Palmer Raids
Deportation
Flapper
Fundamentalism
Bootlegger
Speakeasy
Great Migration
Harlem Renaissance
Jazz

Content: The Great Depression & the New Deal

Duration: January (2.5 weeks)

Essential Question:	Why was there a Great Depression? How did the New Deal attempt to remedy problems from the Great Depression? How did ordinary people respond to the Great Depression?
Skill:	<ul style="list-style-type: none"> • Compare and contrast the various economic systems • Identify the interests the United States has and then predict how changes in those incentives would affect choices • Examine business cycle expansion, recession, depression in a world market • Assess the role of direct government intervention through programs of the New Deal
Instructional/Engagement	What would you do? Activity
Activities	Fireside Chat assessment
Assessment:	<ul style="list-style-type: none"> • Unit exam • Political cartoon analysis common assessment
Resources:	Text: Ch. 11 & 12 http://tah.eastconn.org/tah/0910MB1_FDRNewDealLesson.pdf
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Vocabulary:

Black Tuesday
Hooverville
Dust Bowl
Fireside Chats
New Deal
Public Works
Second New Deal

Content: World War II at Home and Abroad

Duration: February (4 weeks)

<p>Essential Question:</p>	<p>Why did Americans not want to join WWII before the bombing at Pearl Harbor? How did the American government change because of WWII? How was the war mobilized and fought differently in the Atlantic versus the Pacific? How did America win the war in the Pacific? How did WWII serve to advance movements for equality at home and abroad?</p>
<p>Skill:</p>	<ul style="list-style-type: none"> • Explain and locate regions of the world where fighting took place • Analyze how government changes during times of war
<p>Instructional/Engagement Activities</p>	<p>Animated cartoon propaganda Pearl Harbor activity</p>
<p>Assessment:</p>	<ul style="list-style-type: none"> • Unit exam • Common assignment: propaganda/political cartoons (National Archives ws)
<p>Resources:</p>	<p>Band of Brothers excerpts The Pacific excerpts Flags of Our Fathers excerpts https://www.archives.gov/files/education/lessons/worksheets/cartoon_analysis_worksheet.pdf - common unit lesson Text: Ch. 13 & 14</p>
<p>Standards:</p>	<p><u>National Council for the Social Studies Themes</u></p> <ul style="list-style-type: none"> • CULTURE. • TIME, CONTINUITY, AND CHANGE. • PEOPLE, PLACES, AND ENVIRONMENTS. • INDIVIDUAL DEVELOPMENT AND IDENTITY. • INDIVIDUALS, GROUPS, AND INSTITUTIONS. • POWER, AUTHORITY, AND GOVERNANCE. • PRODUCTION, DISTRIBUTION, AND CONSUMPTION. • SCIENCE, TECHNOLOGY, AND SOCIETY. • GLOBAL CONNECTIONS • CIVIC IDEALS AND PRACTICES <p>http://www.socialstudies.org/standards/strands</p>
<p>Vocabulary:</p>	<p>Fascism Dictatorship</p>

Appeasement
Neutral
Pacifist
Cash-and-Carry
Lend-Lease Act
Atlantic Charter
Rosie the Riveter
Manhattan Project
The Holocaust
Rationing
Internment
VE Day
VJ Day

Content: The Early Cold War

Duration: March (3 weeks)

Essential Question:	<p>How did American foreign policy shift after World War II? What was Containment? How was it employed? How did anti-communism drive foreign policy? How was the Cold War fought domestically? How did the government work to combat the perceived threat of Communism domestically? How did the Cold War affect ordinary Americans?</p>
Skill:	<ul style="list-style-type: none"> • Compare and contrast rights of citizens in various governments • Compare and contrast different systems of government • Define different policy tools and their uses around the world • Evaluate how effective United States foreign policy was/is • Evaluate the threat of communism vs. the perceived threat of communism
Instructional/Engagement	<p>McCarthyism simulation</p>
Activities	
Assessment:	<ul style="list-style-type: none"> • Unit exam • Common lesson: primary documents analysis (History Project UC Irvine)
Resources:	<p>historyproject.uci.edu/files/2017/01/Cold_War_Grade11.pdf – common unit lesson Text: Ch. 14</p>
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Vocabulary:

Iron Curtain
Containment
Truman Doctrine
Marshall Plan
NATO
Berlin Airlift
GI Bill
Baby Boom
McCarthyism
38th Parallel
Police Action
Brinkmanship
Massive Retaliation
Warsaw Pact
Sputnik
Nuclear Fallout
Interstate Highway System

Content: Late Cold War

Duration: April (3 weeks)

Essential Question:	How were American politics shaped by the Cold War? How was the Vietnam War similar to and different from other Cold War struggles?	
Skill:	<ul style="list-style-type: none"> • Identify similarities between the fight in Vietnam with modern conflicts • Evaluate early Cold War policies in relation to late Cold War actions • Examine the role of social movements by American citizens as a factor to international policies/conflicts 	
Instructional/Engagement Activities	Cuban Missile Crisis simulation Great Society analysis	
Assessment:	<ul style="list-style-type: none"> • Unit exam 	
Resources:	Text: Ch. 17 & 19 http://chssp.ucdavis.edu/cwa4-vietnam.pdf	
Standards:	National Council for the Social Studies Themes <ul style="list-style-type: none"> • CULTURE. • TIME, CONTINUITY, AND CHANGE. • PEOPLE, PLACES, AND ENVIRONMENTS. • INDIVIDUAL DEVELOPMENT AND IDENTITY. • INDIVIDUALS, GROUPS, AND INSTITUTIONS. • POWER, AUTHORITY, AND GOVERNANCE. • PRODUCTION, DISTRIBUTION, AND CONSUMPTION. • SCIENCE, TECHNOLOGY, AND SOCIETY. • GLOBAL CONNECTIONS • CIVIC IDEALS AND PRACTICES http://www.socialstudies.org/standards/strands	
Vocabulary:	Cuban Missile Crisis Flexible Response War on Poverty Domino Theory Vietcong Gulf of Tonkin Resolution Doves	Hawks Counter Culture Summer of Love

Content: Civil Rights and Social Change

Duration: May (2 weeks)

Essential Question:	<p>Why were there civil rights movements? What were the goals and strategies of the African American civil rights movement? Did the African American civil rights movement succeed? How did the various movements for equality build upon one another? How was the government connected to the movements for equality? How did the war in Vietnam affect movements for equality?</p>
Skill:	<ul style="list-style-type: none"> • Assess the role of groups of people to the success of a larger movement • Determine the role of legislation, court cases, and political activism to the overall goals of the movement • Compare and Contrast the outcomes of the nonviolent movement to those that are more extreme
Instructional/Engagement Activities	<p>Lesser-known leaders of the movements analysis</p>
Assessment:	<ul style="list-style-type: none"> • Unit exam • Time line common lesson
Resources:	<p>Text: Ch. 18 & 20 http://careers.education.wisc.edu/epcs/portfolios/5879/CLP-I1.pdf</p>
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Vocabulary:

Montgomery Bus Boycott
Freedom Riders
Civil rights Act 1964
Voting Rights Act 1965
Black Power Movement
Affirmative Action
Feminism
National Organization for Women
Equal Rights Amendment
American Indian Movement
Chicano Movement

Content: Modern America

Duration: May-June (2 weeks)

<p>Essential Question:</p>	<p>How has the role of the federal government (and especially the presidency) changed from the 1970's through more recent times? What does globalization mean and how has it affected the United States? How did the Cold War end and what foreign policy developments came out of it? In what ways have issues such as education; civil rights for people of color, immigrants, and disabled Americans; economic policy; the environment, and the status of women remained unchanged over time? In what ways have they changed?</p>
<p>Skill:</p>	<ul style="list-style-type: none"> • Geographically locate countries associated with the end of the Cold War • Evaluate the new role of the United States post-Cold War • Assess the effectiveness of Ronald Reagan as a president in: foreign policy, domestic issues, civil rights
<p>Instructional/Engagement Activities</p>	<p>Ronald Reagan report card</p>
<p>Assessment:</p>	<ul style="list-style-type: none"> • Unit exam • End of Cold War common lesson
<p>Resources:</p>	<p>Text: Ch. 21 & 22 http://chssp.ucdavis.edu/programs/historyblueprint/CWAW5EndoftheColdWar.pdf</p>
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Vocabulary:

Silent Majority
Vietnamization
War Powers Act
Détente
Watergate Scandal
New Right
Supply-Side Economics
Operation Desert Storm
Glasnost
Perestroika
Terrorism

*This course outline/curriculum was created by American Culture Educators at McKeesport Area High School and is meant to be a working curriculum that is ever-changing so that the needs of our students can be best met.