

Mt. Zion High School Curriculum Map

Name: Rich Hansen Department: Social Science Subject: U.S. History

Quarter	Essential Skills	Strategies and Activities	CC Standards	Assessments
1	<p>1. Students will analyze various factors that contributed to the division of the Union during the Antebellum Era.</p> <p>2. Students will analyze the differences between the North and the South in waging the Civil War during the 1860s, evaluate strategies for Union success as well as decisions made by President Lincoln to end the war.</p>	<p>1a. Through lecture/discussion/primary source document analysis, students will identify key individuals from the Antebellum period.</p> <p>1b. Students will compare the role that key individuals played in pushing the nation closer to war with those that tried to halt its progress.</p> <p>1c. Students will apply what they have learned about the Antebellum period to create biographical “Farcebook” posters of the key players in the Decade of Crisis and present them to their peers.</p> <p>2a. Through film/discussion/lecture, students will analyze differences between Union and Confederate forces during the Civil War.</p> <p>2b. Through primary source analysis, students will learn of the impact of the Emancipation Proclamation and its effect on the war.</p> <p>2c. Through internet research, students will apply what they have learned to create a newspaper that covers an event surrounding the Civil War.</p>	<p>RH. 11-12.1 RH. 11-12.3 RH. 11-12.7 RH. 11-12.10 SL. 11-12.1a</p> <p>RH. 11-12.2 RH. 11-12.3</p> <p>RH. 11-12.7 RH. 11-12.9 SL. 11-12.4 SL. 11-12.5 SL. 11-12.6</p> <p>WHST. 11-12.1 WHST. 11-12.2</p> <p>RH. 11-12.2 RH. 11-12.4</p> <p>RH. 11-12.2 RH. 11-12.7 WHST. 11-12.8</p>	<p>1a. Unit 1 Exam</p> <p>1b. “Arsonist”/”Firefighter” Handout on the Decade of Crisis</p> <p>1c. Decade of Crisis “Farcebook” Project</p> <p>2a. Unit 1 Exam</p> <p>2b. Emancipation Proclamation worksheet</p> <p>2c. Civil War newspaper project</p>

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1	<p>3. Students will evaluate the effects that the Civil War had on race relations during the Reconstruction period.</p> <p>4. Students will analyze the factors that propelled industrial growth, including contributions by key “captains of industry” during the Gilded Age.</p>	<p>3a. Through lecture/film/discussion, students will analyze primary source documents to explain the rise of white supremacist groups (i.e. KKK) during Reconstruction.</p> <p>4a. Through discussion and political cartoon analysis, students will learn about the industrial revolution in America.</p> <p>4b. Through film and discussion, students will identify key individuals that played a part in Gilded Age growth and evaluate them as either a “captain of industry” or “robber baron”.</p> <p>4c. Through internet research, students will learn about other “captains of industry” during the Gilded Age and their contributions to American society.</p>	<p>RH. 11-12.1 RH. 11-12.2 SL. 11-12.1c</p> <p>RH. 11-12.1 WHST. 11-12.1 WHST. 11-12.2</p> <p>WHST. 11-12.1 WHST. 11-12.2 SL. 11-12.1</p> <p>WHST. 11-12.7 SL. 11-12.4 SL. 11-12.5 SL. 11-12.6</p>	<p>3a. Unit 1 Exam</p> <p>4a. Unit 2 Exam</p> <p>4b. Students will discuss “captains of industry” vs. “robber barons” after viewing segments of <i>The Men Who Built America</i></p> <p>4c. Students will collaboratively research and present findings on Gilded Age inventors/captains of industry project</p>

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2	<p>1. Students will analyze the various problems associated with the late 1800s time period and the nature in which those problems still occur today.</p> <p>2. Students will gain an understanding of Progressives and the solutions they provided to late 1800s problems identified in Essential Skill #1.</p>	<p>1a. Through discussion and Internet research, students will analyze the working conditions of individuals during the late 1800s and how those individuals responded (e.g. strikes).</p> <p>1b. Students will visualize through selected documentaries the conditions they have analyzed.</p> <p>1c. Students will learn about the economic consequences associated with a strike through a comparative analysis of past and present ones.</p> <p>2a. Through primary source analysis, students will learn the significance behind the Meat Inspection Act and its impact on society today.</p> <p>2b. Through political cartoons, students will learn about the administration of Teddy Roosevelt and the impact of governmental intervention on the economy and workplace.</p>	<p>RH. 11-12.2 RH. 11-12.9 RH. 11-12.10</p> <p>RH. 11-12.2 RH. 11-12.7 RH. 11-12.9</p> <p>RH. 11-12.2 RH. 11-12.7 RH. 11.12.9</p> <p>RH. 11-12.1 RH. 11-12.2 RH. 11-12.3 RH. 11-12.4 RH. 11-12.5 RH. 11-12.9</p> <p>RH. 11-12.2 RH. 11-12.7 RH. 11-12.9</p>	<p>1a. Internet analysis over the Triangle Shirtwaist Factory Incident.</p> <p>1b. Students will view a depiction of the Homestead Strike of 1892.</p> <p>1c. Unit 2 Exam</p> <p>2a. Students will analyze, discuss, and complete reading comprehension questions over <i>The Jungle</i>.</p> <p>2b. Students will analyze and create their own political cartoons concerning the Square Deal and its' impact on the economy and workplace.</p>

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3	<p>1. Students will become greater aware of the concepts of prejudice and discrimination with regards to minority groups and how those concepts unfortunately still exist today.</p> <p>2. Students will analyze the different ideologies behind the beginning of the Cold War, as well as the effects and potential impacts from those different viewpoints and how they have shaped foreign policy today with regards to weapons of mass destruction.</p>	<p>1a. Students will view the movie <i>Schindler's List</i> with parent/guardian permission and write an analysis.</p> <p>1b. Through discussion, primary source analysis, selected classroom articles, and wartime propaganda, students will become aware of the various reasons minority groups were discriminated against during World War II (at home and abroad).</p> <p>2a. Through discussion, political cartoon analysis, and videos, students will learn about the various philosophical differences between the United States and the Soviet Union.</p> <p>2b. Through discussion, primary source analysis, and videos, students will learn about the potential effects that could have resulted if the Cold War between the United States and Soviet Union became "Hot."</p>	<p>RH 11-12.1 RH 11-12.2 RH 11-12.3 RH 11-12.4 RH 11-12.7 RH 11-12.9 WHST.11-12. 1a WHST.11-12.1d WHST.11-12.1e WHST.11-12.2b WHST.11-12.2e</p> <p>RH 11-12.1 RH 11-12.7 RH 11-12.9</p> <p>RH 11-12.2 RH 11-12.3 RH 11-12.4 RH 11-12.7 RH 11-12.9</p> <p>RH 11-12.2 RH 11-12.3 RH 11-12.4 RH 11-12.7 RH 11-12.8 RH 11-12.9</p>	<p>1a. Students will write an analytical paper tied to their viewing of <i>Schindler's List</i>.</p> <p>1b. Unit 5 Exam</p> <p>1b. Students will answer reading comprehension questions from an article entitled <i>From Ideology to Isolation</i>.</p> <p>2a. Unit 6 Exam</p> <p>2b. Students will answer reading comprehension questions about <i>The A,B,C's of Bomb Shelters</i>.</p> <p>2b. Students will view and discuss the potential effects of the Cold War becoming "hot" by viewing <i>Atomic Café</i>.</p>

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4	<p>1. Students will gain an understanding of the causes, goals, strategies, significant players, and effects of the modern Civil Rights movement</p> <p>2. Students will analyze the presidencies of Kennedy and Johnson and evaluate their handling of the Cold War, civil rights, and social/economic reform</p>	<p>1a. Through lecture, discussion, and primary source analysis, students will examine the <i>Brown v. Board</i> case.</p> <p>1b. Students will examine the evidence and evaluate the outcome of the Emmett Till murder case.</p> <p>1c. Through primary source analysis, students will identify the roles of the federal government vs. state government in school integration, with a focus on the Little Rock Crisis of 1957.</p> <p>2a. Students will examine the consequences of the decisions made by President Kennedy in dealing with Cuba.</p> <p>2b. Through primary source analysis and discussion, students will identify major components of President Johnson's Great Society and their effectiveness in society.</p>	<p>RH 11-12.1 RH 11-12.2 RH 11-12.7</p> <p>RH 11-12.7 SL 11-12.2 WHST 11-12. 2</p> <p>RH 11-12.1 RH 11-12.7 RH 11-12.9 SL 11-12.1 WHST 11-12.1 WHST 11-12.2 WHST 11-12.7</p> <p>RH 11-12.1 RH 11-12.2 RH 11-12.4 RH 11-12.7 RH 11-12.9 WHST 11-12.1 WHST 11-12.2 WHST 11-12.7 SL 11-12.1 SL 11-12.2</p>	<p>1a. Unit 7 Exam</p> <p>1b. Students will view the film, <i>The Murder of Emmett Till</i> and answer Qs based on the film.</p> <p>1c. Students will create a political cartoon or newspaper editorial regarding the Little Rock Crisis.</p> <p>2a. Students will complete a role-playing handout regarding the Bay of Pigs invasion.</p> <p>2a. Students will complete an internet research worksheet on the Cuban Missile Crisis.</p> <p>2b. Unit 7 Exam</p>