

Wallenpaupack Area School District Planned Course Curriculum Guide

Department

Name of Course
US History II

Course Description: The US History II course will examine the period from 1815-1914. The course will focus on the political, social/cultural, and economic growth and development of the United States.

Initial Creation Date (if applicable) and Revision Dates:

Initial Creation- June 2015

Revision- November 2024

Wallenpaupack Area School District Curriculum	
COURSE: US History II	GRADE/S: 9
Review/Welcome Back: review of concepts from US I	TIMEFRAME: 1-1.5 weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.B: Identify and analyze primary documents, material artifacts, and historic sites important in United States history from 1787 to 1914.

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.

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.

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.

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.

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.

D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.Civ.5.9-12: Evaluate citizens' and institutions' effectiveness in addressing social and political problems at local, state, tribal, national, and/or international levels.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past

UNIT OBJECTIVES (SWBATS):

Identify three branches of government and their respective functions

Key Constitutional concepts (related to US II)

Jeffersonian Republicanism and ideals

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lecture/Direct Instruction

Small group/cooperative learning (class work and projects)

Individual/independent work

Web Sites

Primary Source Documents
Secondary Sources

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Tests
Quizzes
Analysis of Primary Source Documents
Open-ended questions
Data Based Questions

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments
Extended time, when applicable
COORDINATE WITH CASE MANAGER ON SPECIFIC NEEDS
*ENCOURAGE INDEPENDENT RESEARCH AND STUDY WHEN APPLICABLE

RESOURCES (Technology Based Resources, Text Resources, etc.):

iPads, Schoology, websites, textbooks, teacher generated materials

KEY VOCABULARY:

Legislative
Executive
Judicial
Jurisdiction
Ideology
Census
Constitution
Preamble

Wallenpaupack Area School District Curriculum	
COURSE: US History II	GRADE/S: 9
UNIT 1: Era of Good Feelings	TIMEFRAME: 1-2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.B: Identify and analyze primary documents, material artifacts, and historic sites important in United States history from 1787 to 1914.

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.

8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.

8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.

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.

D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Events between 1815-1824

D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

UNIT OBJECTIVES (SWBATS):

Identify America's postwar challenges/conditions

Understand nationalism and "Era of Good Feelings"

Understand growth of federal government and conflictions with Jeffersonian ideology

Identify America's foreign policy during this period

Discuss boom-bust cycle of US economy

Identify rise of sectional issues

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lecture/Direct Instruction

Small group/cooperative learning (class work and projects)

Individual/independent work

Web Sites

Primary Source Documents

Secondary Sources

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Tests

Quizzes
Projects
Analysis of Primary Source Documents
Open-ended questions
Data Based Questions

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments
Extended time, when applicable
COORDINATE WITH CASE MANAGER ON SPECIFIC NEEDS
*ENCOURAGE INDEPENDENT RESEARCH AND STUDY WHEN APPLICABLE

RESOURCES (Technology Based Resources, Text Resources, etc.):

iPads, Schoology, websites, textbooks, teacher generated materials

KEY VOCABULARY:

Nationalism
Sectionalism
Foreign Policy
Political Party
Internal Improvements
Dissemination
Panic (economic)
Tariff
Sectional Balance
Monroe Doctrine
Missouri Compromise
Panic of 1819
Latin America

Wallenpaupack Area School District Curriculum	
COURSE: US History II	GRADE/S: 9
UNIT 2: Development of Two-Party System	TIMEFRAME: 1-2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.B: Identify and analyze primary documents, material artifacts, and historic sites important in United States history from 1787 to 1914.

8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.

8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.

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.

D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

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D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

UNIT OBJECTIVES (SWBATS):

Discuss contemporary views of “liberty” vs. Founders’ view

Discuss Democracy vs. Republics

Understand the Electoral College

Identify how democracy expanded yet was still limited during this period

Analyze the Election of 1824

Identify why the two-party system reemerged

Examine campaign tactics/strategies

Analyze the Election of 1828

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lecture/Direct Instruction

Small group/cooperative learning (class work and projects)

Individual/independent work

Web Sites

Primary Source Documents

Secondary Sources

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Tests

Quizzes

Projects- ***create a campaign commercial for 1828 candidate using iMovie***

Analysis of Primary Source Documents

Open-ended questions

Data Based Questions

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments

Extended time, when applicable

COORDINATE WITH CASE MANAGER ON SPECIFIC NEEDS

*ENCOURAGE INDEPENDENT RESEARCH AND STUDY WHEN APPLICABLE

RESOURCES (Technology Based Resources, Text Resources, etc.):

iPads, Schoology, websites, textbooks, teacher generated materials

KEY VOCABULARY:

Partisan

Democracy

Republic

Liberty

Electoral College

Popular Vote

Political Party

Patronage

Corruption

Bargain

Mudslinging

Democracy

Suffrage

Franchise

Common Man

Wallenpaupack Area School District Curriculum	
COURSE: US History II	GRADE/S: 9
UNIT 3: Jacksonian Democracy	TIMEFRAME: 1-2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.B: Identify and analyze primary documents, material artifacts, and historic sites important in United States history from 1787 to 1914.

8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.

8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.

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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.

D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

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D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

UNIT OBJECTIVES (SWBATS):

Identify four pillars of Jacksonian Democracy

Understand Jackson's concept of the role/responsibility of the President

Understand Jackson's use of Presidential power

Understand Jackson's defense of the Common Man

Analyze the following issues during Andrew Jackson's President: patronage reform, Native American Removal, Nullification Crisis, Bank of the United States—students will look at contemporary supporters and opponents of the President and his actions during this period

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lecture/Direct Instruction

Small group/cooperative learning (class work and projects)

Individual/independent work

Web Sites

Primary Source Documents

Secondary Sources

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Tests

Quizzes
Projects
Analysis of Primary Source Documents
Open-ended questions
Data Based Questions

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments
Extended time, when applicable
COORDINATE WITH CASE MANAGER ON SPECIFIC NEEDS
*ENCOURAGE INDEPENDENT RESEARCH AND STUDY WHEN APPLICABLE

RESOURCES (Technology Based Resources, Text Resources, etc.):

iPads, Schoology, websites, textbooks, teacher generated materials

KEY VOCABULARY:

Reform
Patronage
Spoils System
Partisan
Assimilation
Sovereignty
Jurisdiction
States' Rights
Nullification
Fiat (Currency)
Veto
Class warfare
Tariff
Censure

Wallenpaupack Area School District Curriculum	
COURSE: US History II	GRADE/S: 9
UNIT 4: Road to Disunion	TIMEFRAME: 1-2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.

8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.

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.

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.

8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.

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.

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.

8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.

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.

D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.Civ.5.9-12: Evaluate citizens' and institutions' effectiveness in addressing social and political problems at local, state, tribal, national, and/or international levels.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

UNIT OBJECTIVES (SWBATS):

Review boom-and-bust economic cycles

Identify/understand growing anti-slavery movement

Understand the ideology and expressions of Manifest Destiny

Understand how propaganda can shape public opinion

Identify failures in government strictures that led to division

Analyze the following issues that led to political and sectional division during the 1850s-crisis/Compromise of 1850, Fugitive Slave Law, Uncle Tom's Cabin, Underground Railroad, Kansas-Nebraska Act/Bleeding Kansas, Dred-Scott Decision, Rise of Lincoln, Harper's Ferry

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lecture/Direct Instruction
Small group/cooperative learning (class work and projects)
Individual/independent work
Web Sites
Primary Source Documents
Secondary Sources

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Tests
Quizzes
Projects-1850s Timeline
Analysis of Primary Source Documents
Open-ended questions
Data Based Questions

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments
Extended time, when applicable
COORDINATE WITH CASE MANAGER ON SPECIFIC NEEDS
*ENCOURAGE INDEPENDENT RESEARCH AND STUDY WHEN APPLICABLE

RESOURCES (Technology Based Resources, Text Resources, etc.):

iPads, Schoology, websites, textbooks, teacher generated materials

KEY VOCABULARY:

Panic (economic)
Depression (economic)
Manifest Destiny
Sectional Balance
Propaganda
Doughface
Fire Eater
Abolitionist
Free Soiler
Transcontinental
Insurrection
Martyr
Secession
Moderate (political position)

Extreme (political position)

Third Party

Wallenpaupack Area School District Curriculum	
COURSE: US History II	GRADE/S: 9
UNIT 5: Civil War	TIMEFRAME: 1-2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.B: Identify and analyze primary documents, material artifacts, and historic sites important in United States history from 1787 to 1914.

8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.

8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.

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.

D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

UNIT OBJECTIVES (SWBATS):

Review causes of disunion

Analyze the Election of 1860

Analyze the decisions/situation surrounding Fort Sumter

Identify Union and Confederate objectives, strengths, weaknesses, and early mobilization

Identify political and home front issues

Discuss expanded roles for women, African Americans

Analyze leadership

Analyze military tactics, strategy, and key battles

Discuss Confederate surrender and Lincoln's assassination

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lecture/Direct Instruction

Small group/cooperative learning (class work and projects)

Individual/independent work

Web Sites

Primary Source Documents

Secondary Sources

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Tests

Quizzes

Projects- battle simulation, Civil War PPT.

Analysis of Primary Source Documents

Open-ended questions

Data Based Questions

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments

Extended time, when applicable

COORDINATE WITH CASE MANAGER ON SPECIFIC NEEDS

*ENCOURAGE INDEPENDENT RESEARCH AND STUDY WHEN APPLICABLE

RESOURCES (Technology Based Resources, Text Resources, etc.):

iPads, Schoology, websites, textbooks, teacher generated materials

KEY VOCABULARY:

Insurrection

Rebellion

Emancipation

Artillery

Cavalry

Infantry

Bonds (financial instruments)

Attrition

Total War

Copperhead (Peace Democrats)

Radical Republicans

Moderate (political position)

War Democrats

Blockade

Siege

Trench Warfare

Segregated

Assassination

Martyr

Wallenpaupack Area School District Curriculum	
COURSE: US History II	GRADE/S: 9
UNIT 6: Reconstruction	TIMEFRAME: 1-2 weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.B: Identify and analyze primary documents, material artifacts, and historic sites important in United States history from 1787 to 1914.

8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.

8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.

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.

D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past

UNIT OBJECTIVES (SWBATS):

Review end of the Civil War- cost: life, property/resources

Identify/understand Challenges of Reunification: physical, social, economic, political

Understand the three distinct phases of Reconstruction: Presidential, Congressional/Radical, Redeemer

Discuss Impeachment

Identify emergence of civil rights

Identify the Reconstruction Amendments

Identify why Reconstruction ended

Understanding why civil rights didn't last/emergence of Jim Crow South

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lecture/Direct Instruction

Small group/cooperative learning (class work and projects)

Individual/independent work

Web Sites

Primary Source Documents

Secondary Sources

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Tests
Quizzes
Projects
Analysis of Primary Source Documents
Open-ended questions
Data Based Questions

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments
Extended time, when applicable
COORDINATE WITH CASE MANAGER ON SPECIFIC NEEDS
*ENCOURAGE INDEPENDENT RESEARCH AND STUDY WHEN APPLICABLE

RESOURCES (Technology Based Resources, Text Resources, etc.):

iPads, Schoology, websites, textbooks, teacher generated materials

KEY VOCABULARY:

Emancipation
Mandate
Black Codes
Freedmen
Freedmen's Bureau
Radical (political position)
Moderate (political position)
Impeachment
Lame Duck
Civil Rights
Jim Crow
Segregation
Redeemers
Ku Klux Klan
Terrorism
Graft
Corruption
Suffrage
Franchise
13th, 14th, 15th Amendments

Wallenpaupack Area School District Curriculum	
COURSE: US History 2	GRADE/S: 9
UNIT 7: The Gilded Age	TIMEFRAME: 1-2 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.B: Identify and analyze primary documents, material artifacts, and historic sites important in United States history from 1787 to 1914.

8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.

8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.

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.

D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

UNIT OBJECTIVES (SWBATS):

Understand how industrialization, urbanization, and the rise of big business shaped the American economy during the Gilded Age

Analyze the rise of monopolies, trusts, and corporate consolidation (e.g., Andrew Carnegie, John D. Rockefeller), and explain their impact on workers, consumers, and competition.

Assess the long-term impact of the Gilded Age on American politics, including the rise of Progressive reform movements, the eventual push for antitrust laws, and the growth of labor rights activism.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lecture/Direct Instruction

Small group/cooperative learning (class work and projects)

Individual/independent work

Web Sites

Primary Source Documents

Secondary Sources

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Tests

Quizzes

Analysis of Primary Source Documents
Open-ended questions
Data Based Questions

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments
Extended time, when applicable
Coordinate with case manager on specific needs
*Encourage independent research and study when applicable

RESOURCES (Technology Based Resources, Text Resources, etc.):

iPads, Schoology, websites, textbooks, teacher generated materials

KEY VOCABULARY:

Robber Barron	Captain of Industry	Industrialization	Gospel of Wealth
Social Darwinism	Monopoly	Andrew Carnegie	John D. Rockefeller
JP Morgan	Cornelius Vanderbilt	Philanthropy	Laissez Faire

Wallenpaupack Area School District Curriculum	
COURSE: US History 2	GRADE/S: 9
UNIT 8: Progressive Era	TIMEFRAME: 1-2 Weeks

PA COMMON CORE/NATIONAL STANDARDS:

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.B: Identify and analyze primary documents, material artifacts, and historic sites important in United States history from 1787 to 1914.

8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.

8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.

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.

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D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

UNIT OBJECTIVES (SWBATS):

Identify and describe the main social, political, and economic reforms of the Progressive Era, including women's suffrage, labor rights, and antitrust laws.

Understand and explain the social, economic, and political conditions that led to the rise of the Progressive movement, including urbanization, industrialization, and corruption in politics.

Analyze the impact of muckrakers (e.g., Upton Sinclair, Ida Tarbell) on public opinion and government action during the Progressive Era.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Lecture/Direct Instruction

Small group/cooperative learning (class work and projects)

Individual/independent work

Web Sites

Primary Source Documents

Secondary Sources

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Tests

Quizzes

Analysis of Primary Source Documents

Open-ended questions

Data Based Questions

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Modified Assessments/Assignments

Extended time, when applicable

Coordinate with case manager on specific needs

*Encourage independent research and study when applicable

RESOURCES (Technology Based Resources, Text Resources, etc.):

iPads, Schoology, websites, textbooks, teacher generated materials

KEY VOCABULARY:

Initiative

Referendum

Recall

Muckraker

The Jungle

Reform

16th Amendment

17th Amendment

18th Amendment

19th Amendment

Upton Sinclair

Meat Inspection Act

Suffrage

Temperance

Square Deal

Trustbuster