



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT COURSE SYLLABUS

Course Name: United States History

Length: Full year

Teacher: Logan Placey

Course Description: This course examines the history of the United States, with a focus on the major developments of the 19th century. Particular emphasis is placed on events that have relevance to events in the U.S. today, including slavery, the Civil War, Westward Expansion, and immigration. In this course, students examine many different events from a variety of perspectives and are expected to use primary and secondary sources to develop historical arguments related to the causes and effects of these events.

Competencies or Standards Assessed:

SS:CV:1: The Nature and Purpose of Government Students will demonstrate an understanding of the nature of governments and the fundamental ideals of government of the United States.

SS:CV:2: Structure and Function of United States and New Hampshire Government Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels, including the legislative, executive, and judicial branches.

SS:CV:3: The World and the United States' Place in It. Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.

SS:EC:1: Economics and the Individual Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.

SS:EC:2: Basic Economic Concepts Students will learn about the pillars of a free market economy and the market mechanism.

SS:EC:3: Cycles in the Economy Students will be able to explain the business cycle and trends in economic activity over time.

SS:EC:4: Financial Institutions and the Government Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.

SS:GE:1: The World in Spatial Terms Students will demonstrate the ability to use maps,

mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

SS:GE:2: Places and Regions Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.

SS:GE:3: Physical Systems Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.

SS:GE:4: Human Systems Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.

SS:GE:5: Environment and Society Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.

SS:HI:1: Political Foundations and Development Students will demonstrate an understanding of the major ideas, issues, and events pertaining to the history of governance in our state and nation.

Anchor Texts or Major Curriculum:

Deverell, William, and White, Deborah Gray. *United States History: Civil War to the Present*. Houghton Mifflin Harcourt, 2012.

Various primary and secondary sources relevant to the topic being studied.

Course Outline (major units of study):

Unit Title	Essential Question or Overarching Understanding
Causes of the American Civil War	<ol style="list-style-type: none">1. What is slavery? What makes American slavery unique among other historical forms of slavery?2. What were the geographic, societal, economic, and political causes for the differences in views on slavery between the North and the South?3. What was it like to be a slave in the United States at this time?4. How did the United States attempt to deal with the expansion of slavery through various compromises?



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT
COURSE SYLLABUS

	<ol style="list-style-type: none">5. What role did the Supreme Court play in The outbreak of the Civil War, with its ruling in <i>Plessy v. Ferguson</i>?6. How did the election of Abraham Lincoln lead to the secession of the Southern States?
American Civil War	<ol style="list-style-type: none">1. What were the major advantages and disadvantages of the Union and Confederate States before the outbreak of fighting?2. What were the overall goals and strategies for both sides of the war?3. Why did the Confederacy achieve success in the first half of the War?4. What was the purpose of the Emancipation Proclamation? What were its effects on the Union war effort?5. How did economic difficulties, such as the blockade and inflation, impact the Confederate War effort?6. How did changes to strategies and goals lead the Union to victory in the American Civil War?7. Ultimately, what factors led to the Union victory in the war?
Reconstruction	<ol style="list-style-type: none">1. What were the major social and economic problems facing the United States after the Civil War?2. What were the goals of Reconstruction for the United States?3. What were the major Reconstruction plans of Presidents Lincoln and Johnson? Why were they abandoned?4. Who were the Radical Republicans? What were the major characteristics of their plans?5. What were the causes and effects of the Reconstruction Amendments?6. What effects did Reconstruction laws and amendments have on former slaves and ex-Confederates in the South?7. How did the South resist Reconstruction efforts?8. Why did Reconstruction end?

	9. What changes occurred to Reconstruction efforts after the end of Reconstruction? 10. Ultimately, was Reconstruction a success or a failure at meeting its goals?
Westward Expansion	1. What were the major physical and climatic features of the Western United States? 2. What are the push and pull factors for why people moved to the Western United States? 3. What were the methods of transportation for Westward Expansion? 4. What were the economic opportunities and benefits for those who moved West and the United States as a whole? 5. What are the social and cultural differences between American settlers and the Native American tribes on the Great Plains? 6. What were the causes of conflict between the United States and the Native American tribes? 7. Why did the United States win the Indian Wars? 8. What were the effects of the Indian Wars and Westward Expansion on Native American tribes at the time and today? 9. Ultimately, how did Westward Expansion affect the social, political, economic, and cultural landscape of the United States?
Second Industrial Revolution/Gilded Age	1. What were the major technological developments of the Second Industrial Revolution? 2. What is a monopoly? Why are they illegal? 3. Who are the major figures of the period, and what were their contributions? 4. What were the living and working conditions of people in industrialized cities? 5. Why did different groups of people emigrate to the United States? 6. What were the experiences of immigrants in the United States at the time?

Portrait of a Learner

Independent Learner



LINCOLN-WOODSTOCK COOPERATIVE SCHOOL DISTRICT COURSE SYLLABUS

I make thoughtful plans and do my best to reach personal goals using feedback to work through challenges.

Responsible Collaborator

I work with others to achieve shared goals by listening actively, contributing ideas, and managing conflict.

Critical Thinker

I analyze information, ask thoughtful questions, and apply reasoning skills to solve problems and make decisions.

Effective Communicator

I express ideas clearly, adapting strategies based on the audience, setting, and/or purpose.

Global Citizen

I show that I care and take responsibility by helping in my community and the world around me.

Additional Classroom Expectations: