

Argo Community High School
Social Science Department
Dual Credit U.S. History - SS900
Indiana University HIST-H 105 (Semester I) / HIST-H 106 (Semester II)

Course Description from Course Offering Book:

This dual credit course through Indiana University covers the periods between the colonial era to present. This course introduces students to the discipline of history and to major debates over how to tell the story of the United States. Endeavoring to prepare students for the rigor of college reading, writing, and analysis, the focus of the course is on the investigation of primary and secondary sources. Each unit will include a number of history labs and observation papers which lead to a major essay. The course has +.5 GPA weight for Honors. This course fulfills the graduation requirement of one year of United States History as established by the State of Illinois. Completion of this course with a C or higher will qualify for dual credit through Indiana University (HIST-H 105 & HIST-H 106), 3 hours per semester, up to 6 hours. Prerequisite: 2.7 overall GPA, minimum 1 credit in Social Science, and Humanities Division Chair approval. Year: 10, 11, 12 | Credit: 1.

Course Overview:

Unit Name	Essential Question	Enduring Understanding / Skills	Common Assessments / Assignments	READINGS/MEDIA	Length
Unit 1: Three Worlds and Colonial America	How did the interactions of the three worlds impact the development of America?	- Political, economic, social, and cultural characteristics of Native Americans, Africans, and Europeans before contact - Diversity and achievements of African societies before 1619 - Native American resistance, sovereignty, cultural traditions, and self-determination - Causes and consequences of European exploration and Spanish colonization - Development of slavery in the New World and its long-term effects - Colonial regional differences and primary-source analysis	- Primary source analysis: Doctrine of Discovery, Sepúlveda, Hakluyt, Ovando, De Las Casas - Observation writing on exploration and colonization - Research on Our Lady of Guadalupe - History Labs: Doctrine of Discovery and Salem Witch Mania 1619 Controversy discussion - Weekly CFUs, notes, reading checks, Unit 1 Exam	- American Yawp Ch. 1-2 - Lies My Teacher Told Me excerpt - American Promise Ch. 3-5 selections - PBS Africans in America: The Terrible Transformation - Crash Course US History: Native Americans and Colonization	5 weeks
Unit 2: The Revolutionary War	Was the Revolutionary War truly revolutionary?	- Colonial grievances on the eve of the Revolution - Impact of the Revolution on African Americans, women, Native Americans, and social classes - Competing historical interpretations of the Revolution - Primary-source analysis of the war's revolutionary nature - History, cultures, political systems, economies, and contributions of Native peoples of Illinois and the Midwest since time immemorial - Tribal sovereignty and treaties in relationships with European and American governments	- History Lab: Nash, Radical Revolution from the Bottom Up - Boston Massacre engravings and testimony analysis - African Americans in Illinois research project - Women in the Early Republic primary sources - Native American treaties and resistance speeches - Analytical Paper: How Revolutionary was the Revolutionary War? - Weekly CFUs, notes, reading checks, Unit 2 Exam	- American Yawp Ch. 5, 7 - Zinn Ch. 5-6 - American Promise pp. 193-195, 254-258 - Crash Course US History: American Revolution <i>PBS Liberty!</i>	5 weeks
Unit 3: 1800-1860, Expansion and National	How did events and policies from 1800 to 1860 shape the	Long-term impact of key events from 1800 to 1840	Observation writing on significant events and changes	American Promise Ch. 10-11 excerpts	3 weeks

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Identity	identity and ideals of the United States?	• Andrew Jackson’s presidency and democracy • Tribal sovereignty and treaties • Forced Native relocation in Illinois, the Midwest, and the Cherokee experience • Causes and debates surrounding U.S. expansion into Mexico • Political and social tensions in antebellum America	• Research presentation on early 19th-century changes • History Lab: John Ross and Cherokee removal • Indian Removal comparison with Illinois’ Potawatomi Trail of Death • Debate/research on the Mexican American War • Manifest Destiny document analysis • Weekly CFUs, notes, reading checks, Unit 3 Exam	• American Yawp Ch. 12 • Mexican textbook excerpt on the war • Crash Course US History: Age of Jackson • PBS The West	
Unit 4: Sectionalism, Slavery, and Civil War	How did sectionalism and slavery divide the United States?	• Southern justifications for slavery and Northern responses • Resistance and freedom-seeking by enslaved people • Escalation of political conflict over slavery • Motivations and experiences during the Civil War	• Primary-source analysis of proslavery and antislavery arguments • Escape narrative and Underground Railroad case studies • History Lab: Bleeding Kansas and sectional tensions • Civil War letters, speeches, and photography analysis • Research on escape narratives • Weekly CFUs, notes, reading checks, Unit 4 Final Exam	• American Promise Ch. 13-14 • American Yawp Ch. 14 • Ken Burns: The Civil War • Glory clips • Harriet clips	4 weeks
Unit 5: Reconstruction and the West	Was the Civil War America’s second revolution?	• Successes and failures of Reconstruction for African Americans • Effects of Reconstruction policy on the South and West • Federal conflict with Native Americans after the Civil War • Harm caused by U.S. policies and Native resistance and survival • Changes in African American rights from 1865 to 1900	• Primary-source analysis: Freedmen’s Bureau, Black Codes, sharecropping contracts • Observation writing on Reconstruction outcomes • History Labs: Jourdan Anderson Letter and Special Field Order No. 15 • Native policy case studies: Indian Wars, reservations, Dawes Act • DBQ on Native American policy changes • Mapping Native American land loss • Weekly CFUs, notes, reading checks, Unit 5 Exam	• American Yawp Ch. 15-17 • American Promise selections on Reconstruction and the West • PBS Reconstruction: America After the Civil War • Crash Course US History: Reconstruction	3 weeks
Unit 6: Industrial Capitalism and Progressivism	How did various segments of society address changes caused by the rise of industrial capitalism at the turn of the 20th century?	• Industrialists as robber barons or captains of industry • Labor and farmer movements during the Gilded Age • Progressive Era reforms and their lasting impact • Urbanization and social change • Asian American experiences and contributions during industrialization, including Chinese railroad workers and the growth of Chinatowns • Immigration and its effects on American society • Immigration laws and anti-immigrant propaganda	• Primary-source analysis: Omaha Platform, political cartoons, The Jungle excerpts • Research: The building of Chicago’s Chinatown and Wong Chin Foo primary sources • Observation writing on Progressive reforms • DBQ on Gilded Age industrialization • Robber baron research and political cartoon analysis • Field trip/live or virtual experience options • Weekly CFUs, notes, reading checks, Unit 6 Exam	• American Yawp Ch. 18-20 • Selections from The Jungle • Crash Course US History: Gilded Age • PBS The Progressive Era	4 weeks
Unit 7: American Imperialism and World	How did America become a world power, and how did	• Motives and consequences of American imperialism	• Primary-source analysis: Platt Amendment, The Real White Man’s Burden, WWI	• American Yawp Ch. 19: American Empire	2 weeks

Unit Name	Essential Question	Enduring Understanding / Skills	Common Assessments / Assignments	READINGS/MEDIA	Length
War I	World War I change America?	- Resistance by colonized peoples - Effects of WWI on civil liberties, race relations, and gender roles - Political, social, and economic changes resulting from WWI	- propaganda, Emma Goldman - History Lab: The Platt Amendment - Observation writing on imperialism and WWI impacts - Online museum curation / WWI Exhibit project - DBQ on civil liberties during wartime - Weekly CFUs, notes, reading checks, Unit 7 Exam	- American Promise Ch. 22 - Canvas primary sources - PBS The Red Summer of 1919 Voice of Freedom - Crash Course US History: American Imperialism and WWI	
Unit 8: The 1920s, Great Depression, and New Deal	Which changes between World War I and World War II had the most enduring impact on America?	- Social, political, economic, and cultural developments of the 1920s - Great Depression impacts on diverse communities, including forced removal and deportation of Mexican-American U.S. citizens - New Deal policy and the changing role of the federal government - Corroboration of primary sources and competing claims - Holocaust study and comparison with other examples of genocide	- Primary-source analyses of 1920s and Depression/New Deal materials - Harlem Renaissance artifact analysis - Online museum exhibit on Great Depression impacts - New Deal program policy analysis - Redlining and 1920s culture History Labs - Comparative Genocide Assignment - Weekly CFUs, notes, reading checks, Unit 8 Exam	- Becoming Modern: America in the 1920s selections - American Yawp Ch. 22-23 selections - American Promise interwar selections - Library of Congress primary source sets - Crash Course: Roaring Twenties, Great Depression, New Deal	3 weeks
Unit 9: World War II, Cold War, and Postwar America	How did World War II and its aftermath shape postwar America from 1945 to 1960?	- Causes and consequences of World War II - Roles of African Americans, women, Japanese Americans, and Mexican Americans in the war era - Cold War domestic and foreign policy - Civil rights, economic change, and cultural shifts in postwar America - Continuity and change from WWII through 1960	- Primary-source analysis: Four Freedoms, Double V, internment, women on the home front, Bracero Program, Truman Doctrine, McCarthy hearings, Brown v. Board - Atomic bomb analytical paper and decision-making simulation - Cold War museum exhibit - Postwar “golden age” observation writing/debate - History Labs on McCarthyism and 1950s change - Mapping Chicago racial segregation - Weekly CFUs/reading checks/notes, Unit 9 Exam	- American Promise Ch. 25 - American Yawp Ch. 25-26 - WWII and Cold War PowerPoints - Using Rock ‘N’ Roll to Teach the History of Post-WWII America - PBS The War clips - Eyes on the Prize - Cold War propaganda films	3 weeks
Unit 10: The 1960s to the Present	What events had the most significant impact on the United States from the 1960s to today?	- Political, social, cultural, and economic changes of the 1960s - Domestic and foreign policy from Vietnam through the present - Impact of social movements and protests - American Indian Movement, urban Native American rights, sovereignty, and cultural identity - Continuity and change from 1960 to the present	- Primary-source analysis: Civil Rights speeches, Great Society, Vietnam protest sources, AIM addresses, Asian American Movement, Chicano Movement, LGBTQ Movement, contemporary policy debates - Social/political movement research and curation - Vietnam protest event evaluation - American Indian Movement and 1973 Wounded Knee study - Gloria Steinem History Lab - Decade-by-decade analysis and presentations - Weekly CFUs/notes, observation writing, Final Exam	- American Yawp Ch. 27-30 - CNN: How the Stonewall Riots Inspired Pride Celebrations - Vietnam War primary source set - New York Times: The Secrets and Lies of the Vietnam War - The Century: America’s Time - Documentaries on War on Terror, Iraq, and Afghanistan	3 weeks

Major Course Skills:

Critical Thinking	Primary Source Analysis	Secondary Source Analysis	Historical Argumentation
Evidence-Based Writing	Research	Synthesis	Corroboration
Contextualization	Cause and Effect Analysis	Change and Continuity Analysis	Multiple-Perspective Analysis
Discussion and Debate	Media and Visual Source Analysis	Map and Spatial Analysis	Museum / Artifact Curation

Grade Weights

Category	Types of assignments	Weight
Formative Work	Weekly notes; reading check-in quizzes; informal analytical writing; reading responses; discussion preparation; brief comprehension activities	20%
Historical Thinking and Research	History labs; primary-source analyses; discussion posts; exhibits; research assignments; historical inquiry activities	30%
Summative Assessments	CFUs; unit exams; analytical papers; and other summative assessments demonstrating content mastery, historical reasoning, and analytical writing	50%

IU Grading Scale: A+ 98-100% | A 93-97.9% | A- 90-92.9% | B+ 87-89.9% | B 83-86.9% | B- 80-82.9% | C+ 77-79.9% | C 73-76.9% | C- 70-72.9% | D+ 67-69.9% | D 63-66.9% | D- 60-62.9% | F 59% and below

STATE OF ILLINOIS REQUIREMENTS / MANDATES

STATE REQUIREMENT	UNITS THAT COVER REQUIREMENT	Enduring Understanding	Assessment / Activity
History of the United States 105 ILCS 5/27-505	Units 1-10	• Representative government and democratic development • Contributions of African Americans and other ethnic groups • Native sovereignty and self-determination • Labor unions and government • Illinois history and local/regional connections • Contributions of Americans of different faith practices • Mexican-American U.S. citizen deportations during the Great Depression • Modern social movements and public policy	• Primary and secondary source analysis throughout the course • African Americans in Illinois project; Chicago labor and segregation studies • Unit 6 labor movement instruction • Unit 8 deportation instruction and Great Depression exhibit work • Unit 10 modern social-movement analysis • Team review requested for faith-practice and LGBT roles/contributions documentation
Native American History 105 ILCS 5/27-520	Units 1, 2, 3, 5, 10	• Native history in Illinois and the Midwest since time immemorial • Contributions, sovereignty, treaties, and self-determination • Forced relocation, genocide/discrimination, and federal policy • Contemporary and urban Native American experiences	• Doctrine of Discovery and colonization source work • Native treaties and resistance speeches • Potawatomi Trail of Death / Cherokee removal comparison • Dawes Act and Native policy case studies; land-loss mapping • American Indian Movement, urban Native activism, and Wounded Knee
Black History 105 ILCS 5/27-530	Units 1, 2, 4, 5, 7, 8, 9, 10	• African societies and civilizations before 1619 • Slavery, resistance, emancipation, and Reconstruction • Civil rights, migration, culture, and political participation • Collective struggle for fair and equal treatment	• Pre-1619 African societies video/visual analysis • 1619 Controversy and slavery source work • Reconstruction source analysis • Great Migration / Red Summer; Harlem Renaissance artifact

STATE REQUIREMENT	UNITS THAT COVER REQUIREMENT	Enduring Understanding	Assessment / Activity
			analysis • Double V and Brown v. Board • Civil Rights Movement source seminar and contemporary movement analysis
History of Women 105 ILCS 5/27-535	Units 2, 3, 7, 8, 9, 10	• Women's roles and contributions in political, economic, cultural, and social development • Women's efforts to gain rights and equality	• Women in the Early Republic primary sources • Lowell Mill Strike • WWI gender roles • Women in 1920s and Depression/New Deal contexts • Women on the WWII home front and postwar gender roles • Gloria Steinem History Lab and women's liberation/equality topics
Asian American History 105 ILCS 5/27-540	Unit 6; Unit 9	• Asian American experiences, contributions, discrimination, and immigration restrictions • Japanese American experiences during World War II	• Chinese immigration and Chinese Exclusion Act analysis • Chinese American experiences in the West • Virtual Tour Chinatown Chicago • Wong Chin Foo primary source analysis • Japanese American incarceration during WWII • "Japanese Relocation" government film analysis • Amy Uyematsu and Asian American/Yellow Power activism/1968
Holocaust and Genocide Study 105 ILCS 5/27-525	Units 8-9	• Holocaust and genocide analysis • Comparison of the Holocaust with other genocides	• Comparative Genocide Assignment: Holocaust compared with Armenian Genocide, Holodomor, Native American genocide, Cambodian genocide, Rwandan genocide, Bosnian genocide, or Sudan/Darfur • What did Americans know about the Holocaust newspaper research activity

