

## SKILLS UNITED STATES HISTORY

**1 Credit**

**Year**

**10, 11, 12**

**Course Description:** Skills US History includes a review of history from colonial times through the nineteenth century with an emphasis on twentieth century America. Important economic, political, social, and geographic influences are studied as they relate to the development of the United States.

### UNIT 1: REVIEW OF UNITED STATES HISTORY

**Time Line:** 2-3 Weeks

**Wisconsin Standards:**

B.12.3 Recall, select, and analyze significant historical periods and the relationships among them.

**Unit Sub-Topics:**

1. Exploration
2. Colonial Era
3. American Revolution
4. Constitution
5. Civil War
6. Reconstruction

**Learner Outcomes:** The student will be able to...

1. Explain how the European drive for exploration led to the colonization of the Western Hemisphere.
2. Compare and contrast the differences between colonies.
3. Identify the reasons for breaking with Great Britain.
4. Identify significant people and events from the American Revolution.
5. Describe how the Constitution is the result of compromise.
6. Evaluate the root problems which led to the Civil War.
7. Identify significant people and events from the Civil War.
8. Examine the successes and failures of Reconstruction policy.

**Instructional Strategies:**

- Textbook activities
- Instructor activities/strategies

**Suggested Activities/Resources:**

- Textbook: Contemporary's American History 2 after 1865

- Maps
- Political cartoons
- Primary source documents

**Suggested Assessment:**

- Projects
- Daily Assignments
- Unit Exam/Quizzes
- U.S. Geography Map Test – States, Geographic Landmarks

## **UNIT 2: WESTWARD EXPANSION**

**Time Line:** 2-3 Weeks

### **Wisconsin Standards:**

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin

### **Unit Sub-Topics:**

1. Western frontier
  - a. Manifest Destiny
  - b. Railroads
  - c. Western Settlement
2. Native American Cultures
  - a. Wisconsin Tribes
  - b. Native American Relocation
  - c. US Government Indian Policy

**Learner Outcomes:** The student will be able to...

1. Explain the concept of manifest destiny.
2. Discuss how and why different groups played a role in the settlement of the frontier.
3. Explore conflict and compromise with Native American groups over Westward incursion by non-native settlers.
4. Examine how treaty rights affect Wisconsinites today.

### **Instructional Strategies:**

- Textbook activities
- Instructor activities/strategies
- DVD/Video
- PowerPoint

### **Suggested Activities/Resources:**

- Textbook: Contemporary's American History 2 after 1865
- DVD's/VHS: "500 Nations: Roads Across the Plains," "Ric Burns: The Donner Party," "PBS Frontier House."
- Interview Western "Personalities" Project
- Western "Board Game" Project

**Suggested Assessment:**

- Projects
- Daily Assignments
- Unit Exam/Quizzes

## **UNIT 3: INDUSTRIAL AGE**

**Time Line:** 1-2 Weeks

### **Wisconsin Standards:**

B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world

### **Unit Sub-Topics:**

1. Robber Barons vs. Captains of Industry
  - a. Monopolies and Trusts
2. New technologies and Industrial Innovation

**Learner Outcomes:** The student will be able to...

1. Identify major personalities from the Industrial Age.
2. Differentiate between the classifications of industrialists as Robber Barons versus Captains of Industry.
3. Explain how innovation spurred economic growth in the United States.
4. Describe how government tried to curb the power of big business and/or the relationship between the two.

### **Instructional Strategies:**

- Textbook activities
- Instructor activities/strategies
- DVD/Video
- PowerPoint

### **Suggested Activities/Resources:**

- Textbook: Contemporary's American History 2 after 1865
- Safari Montage clips of Andrew Carnegie, J. D. Rockefeller, etc.
- Mindsparks: Political cartoons and images
- Flocabulary (hip-hop music about US History)
- Titans of Industry Trading Cards project
- Monopoly Board Game

### **Suggested Assessment:**

- Projects
- Daily Assignments
- Unit Exam/Quizzes

## **UNIT 4: IMMIGRATION AND URBANIZATION**

**Time Line:** 2-3 Weeks

### **Wisconsin Standards:**

B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world

B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

### **Unit Sub-Topics:**

1. City Politics and Urbanization
  - a. Machines, Graft
  - b. Problems of Urbanization
2. Ellis Island/Angel Island
3. Immigrant Experience and Discrimination
  - a. Housing
  - b. Employment
  - c. Limits on Immigration

**Learner Outcomes:** The student will be able to...

1. Explain how a political machine was organized and functioned.
2. Discuss the many problems and pressures that faced growing urban areas in the United States.
3. Compare and contrast the experiences of various immigrant groups entering America, including hardships and government policies.
4. Examine settlement patterns on a national and local level.

### **Instructional Strategies:**

- Textbook activities
- Instructor activities/strategies
- DVD/Video
- PowerPoint

### **Suggested Activities/Resources:**

- Textbook: Contemporary's American History 2 after 1865
- DVD's/VHS: "History of Freedom (Safari Montage)"
- Ellis Island/Angel Island personal narrative story

- Family Trees/Immigration History
- Modern Hmong immigration
- Book: Ellis Island Interviews
- Website: <http://teacher.scholastic.com/activities/immigration/tour/index.htm>

**Suggested Assessment:**

- Projects
- Daily Assignments
- Unit Exam/Quizzes

## **UNIT 5: PROGRESSIVE ERA/IMPERIALISM**

**Time Line:** 2-3 Weeks

### **Wisconsin Standards:**

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, the United States, and world history

B.12.17 Identify historical and current instances when national interests and global interest have seemed to be opposed, and analyze the issues involved

### **Unit Sub-Topics:**

1. The Progressive Movement
  - a. Wisconsin and LaFollette
2. US Worldwide Expansion and the Spanish/American War
3. Teddy Roosevelt and the modern Presidency

**Learner Outcomes:** The student will be able to...

1. Describe the rise of progressivism as a reaction to Gilded Age politics.
2. Understand reforms undertaken by progressive politicians in Wisconsin and across the United States.
3. Explain the policy of imperialism and how it related to U.S. foreign policy.
4. Discuss the Spanish-American War and it's aftermath.

### **Instructional Strategies:**

- Textbook activities
- Instructor activities/strategies
- DVD/Video
- Political Cartoons
- PowerPoint

### **Suggested Activities/Resources:**

- Textbook: Contemporary's American History 2 after 1865
- DVD's/VHS: "Biography: Teddy Roosevelt"
- Book: Wisconsin History Highlights: Delving into the Past.

### **Suggested Assessment:**

- Projects
- Daily Assignments
- Unit Exam/Quizzes



## **UNIT 6: WWI**

**Time Line:** 1-2 weeks

### **Wisconsin Standards:**

B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

### **Unit Sub-Topics:**

1. Causes of WWI
2. US Isolationism to Interventionism
3. Conditions of WWI
4. Outcomes of WWI
  - a. Wilson's 14 Points
  - b. Treaty of Versailles

**Learner Outcomes:** The student will be able to...

1. Identify and explain the root causes of WWI.
2. Describe how and why the United States gradually shifted from a policy of isolationism to direct intervention in the war.
3. Explain how technological advances changed the face of warfare during WWI.
4. Analyze the impact of Versailles and Wilson's 14 points on post-war Europe.

### **Instructional Strategies:**

- Textbook activities
- Instructor activities/strategies
- DVD/Video
- Political Cartoons
- PowerPoint

### **Suggested Activities/Resources:**

- Textbook: Contemporary's American History 2 after 1865
- WWI Newspaper Project
- WWI Propaganda examples
- Website: Eyewitness to History (primary source documents)
- All Quiet on the Western Front

### **Suggested Assessment:**

- Projects
- Daily Assignments
- Unit Exam/Quizzes

## **UNIT 7: 1920s: POLITICS AND LIFE**

**Time Line:** 2-3 Weeks

### **Wisconsin Standards:**

B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created

### **Unit Sub-Topics:**

1. Suffrage
2. Prohibition
3. Red Scare/Nativism
  - a. Sacco and Vanzetti
  - b. Palmer Raids
4. Life in the Roaring 20's
5. Harlem Renaissance
6. Key Events: Scopes Monkey Trial, Lindbergh Flight, Etc.

**Learner Outcomes:** The student will be able to...

1. Explore the reasons behind enfranchisement for women (19<sup>th</sup> Amendment).
2. Analyze the pros and cons of prohibition policy and the rise of organized crime.
3. Describe how WWI shaped a policy of isolationism, anti-communist hysteria, and nativist attitudes within the United States.
4. Identify key players and accomplishments of the Harlem Renaissance.
5. Summarize the important people and events of the 1920's.
6. Investigate why the 1920s are seen as an era of prosperity and good times.

### **Instructional Strategies:**

- Textbook activities
- Instructor activities/strategies
- DVD/Video
- Political Cartoons
- PowerPoint

### **Suggested Activities/Resources:**

- Textbook: Contemporary's American History 2 after 1865
- DVD's/VHS: "Iron Jawed Angels," "History Channel: Rum Runner, Bootleggers, and Moonshiners."
- 1920's Newspaper Project
- Songs: Harlem Renaissance Music (Jazz)

**Suggested Assessment:**

- Projects
- Daily Assignments
- Unit Exam/Quizzes

## **UNIT 8: THE GREAT DEPRESSION**

**Time Line:** 2-3 Weeks

### **Wisconsin Standards:**

B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions

### **Unit Sub-Topics:**

1. The Stock Market Crash of 1929
2. Causes of the Great Depression
3. Hoover and the Rise of FDR
4. The New Deal
5. Life During the Great Depression

**Learner Outcomes:** The student will be able to...

1. Outline and explain the underlying economic reasons for the Great Depression.
2. Describe the policies of Herbert Hoover and their impact on the American economy.
3. Describe the policies of Franklin Roosevelt and their impact on the American economy.
4. List and explain major New Deal programs (Social Security, CCC, WPA, SEC, etc).
5. Examine the experiences of average Americans during the Great Depression.

### **Instructional Strategies:**

- Textbook activities
- Instructor activities/strategies
- DVD/Video
- Political Cartoons
- PowerPoint

### **Suggested Activities/Resources:**

- Textbook: Contemporary's American History 2 after 1865
- DVD's/VHS: "Safari Montage: Freedom a History of the US"
- 1930's Pop Culture (music, art, movies, fashion)
- Book: Wisconsin History Highlights: Delving into the Past.
- The Grapes of Wrath
- Pictures (from National Archives, other sources)

### **Suggested Assessment:**

- Projects

- Daily Assignments
- Unit Exam/Quizzes

## **UNIT 9: WWII**

**Time Line:** 3-4 Weeks

### **Wisconsin Standards:**

B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion

B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved

### **Unit Sub-Topics:**

1. Causes of WWII
2. European Theater
  - a. Major Battles
  - b. Holocaust
3. Pacific Theater
  - a. Major Battles
  - b. The Atomic Bomb/Manhattan Project
4. The Homefront
  - a. War Effort
  - b. Internment of Japanese
5. Personalities of WWII
6. Outcomes of WWII

**Learner Outcomes:** The student will be able to...

1. Explain the rise dictatorships and expansionist governments around the world.
2. Outline and explain the conquest of Europe and the Pacific by Axis Powers.
3. Describe how the United States is drawn into WWII.
4. Identify major battles which occurred in the European and Pacific theaters.
5. Identify major leaders/personalities of WWII.
6. Examine the effects of new technology in WWII (radar, atomic bomb, etc).
7. Understand the impact of WWII on Americans at home.
8. Examine US internment policies and Nazi prison/extermination camps.
9. Discuss outcomes of WWII.

### **Instructional Strategies:**

- Textbook activities
- Instructor activities/strategies
- DVD/Video
- Political Cartoons
- PowerPoint

**Suggested Activities/Resources:**

- Textbook: Contemporary's American History 2 after 1865
- DVD's/VHS: "The Perilous Fight: WWII in Color," "Schindler's List," "Ken Burns: The War," "Peter Jennings: The Century," "Saving Private Ryan," "Pearl Harbor (attack sequence)," "The American Experience: America and the Holocaust."
- Books: "Night," "Love Stories of WWII," "Diary of Anne Frank"
- Pop Culture: Songs, Movies, Art
- Classroom debate: Should we build/drop the Bomb?
- Pearl Harbor Website: <http://plasma.nationalgeographic.com/pearlharbor/>

**Suggested Assessment:**

- Projects
- Daily Assignments
- Unit Exam/Quizzes

## **UNIT 10: EARLY COLD WAR**

**Time Line:** 3-4 Weeks

### **Wisconsin Standards:**

B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world

B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved

### **Unit Sub-Topics:**

1. Post-WWII Political Landscape
  - a. USSR vs. USA
  - b. NATO vs. Warsaw Pact
  - c. Communist China
  - d. Marshall Plan
  - e. U.N.
2. Korean War
3. Post-War boom in America
4. Cuban Missile Crisis
5. McCarthyism

**Learner Outcomes:** The student will be able to...

1. Explain the origins of the Cold War and how it divided the world politically.
2. Identify the Marshall Plan and its impact.
3. Describe the spread of communism in China and Korea.
4. Examine the domestic fear of Communism in the United States during the Cold War.
5. Describe daily life for Americans during the 1950s.
6. Define communism.
7. Describe the Cuban Missile Crisis.

### **Instructional Strategies:**

- Textbook activities
- Instructor activities/strategies
- DVD/Video
- Political Cartoons
- PowerPoint

### **Suggested Activities/Resources:**

- Textbook: Contemporary's American History 2 after 1865



- DVD's/VHS: "13 Days," "Duck and Cover Cartoon," "
- Cold War Pop Culture Project
- Music– Early Rock and Roll
- Television – Leave it to Beaver, I Love Lucy, Ozzie and Harriet

**Suggested Assessment:**

- Projects
- Daily Assignments
- Unit Exam/Quizzes

## UNIT 11: THE CIVIL RIGHTS MOVEMENT

**Time Line:** 2-3 Weeks

### **Wisconsin Standards:**

B.12.5 Gather various typed of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments

B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States

### **Unit Sub-Topics:**

1. Origins of Civil Rights Movement
  - a. Plessy vs. Ferguson
  - b. Brown vs. Board
  - c. WWII
2. Key Events
3. Key Players
4. Successes and failures of the Movement
  - a. Legal/Institutional Changes

**Learner Outcomes:** The student will be able to...

1. Trace the development of the modern civil rights movement after WWII.
2. Compare and contrast the strategies and philosophies of major civil rights figures and/or organizations.
3. Explain landmark court cases and legislation regarding civil rights.
4. Describe the evolution of the civil rights movement over the 1960s.
5. Evaluate the successes or failures of the movement as a whole.

### **Instructional Strategies:**

- Textbook activities
- Instructor activities/strategies
- DVD/Video
- Political Cartoons
- PowerPoint

### **Suggested Activities/Resources:**

- Textbook: Contemporary's American History 2 after 1865
- DVD's/VHS: "Eyes on the Prize"
- Teaching Tolerance: Mighty Times: The Legacy of Rosa Parks and The Children's March
- Flocabulary on Civil Rights Movement

- Compare and contrast major speeches, primary source documents

**Suggested Assessment:**

- Projects
- Daily Assignments
- Unit Exam/Quizzes

## UNIT 12: VIETNAM WAR

**Time Line:** 2-3 Weeks

### **Wisconsin Standards:**

B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches

B12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war

### **Unit Sub-Topics:**

1. Build up to Vietnam War through JFK
2. America in Vietnam
  - a. Gulf of Tonkin
  - b. Tet Offensive
  - c. G.I. Experience there and at home
3. 1960s Counterculture/Domestic Resistance
4. End of the War
5. Hmong Immigration to USA

**Learner Outcomes:** The student will be able to...

1. Explain how a fear of Communism led to US involvement in SE Asia.
2. Describe the events leading to a build up of US troops in Vietnam and their effects.
3. Compare and contrast the differing opinions regarding the Vietnam War and American soldiers in the US.
4. Describe the withdrawal of troops from Vietnam and the aftermath.
5. Understand the movement of war refugees from Vietnam to the USA as a result of the war.

### **Instructional Strategies:**

- Textbook activities
- Instructor activities/strategies
- DVD/Video
- Political Cartoons
- PowerPoint

### **Suggested Activities/Resources:**

- Textbook: Contemporary's American History 2 after 1865
- DVD's/VHS: "Dear America – Letters Home from Vietnam," "Regret to Inform"
- Analyzing Music of the War Project
- Antiwar Propaganda

- First-Person Interviews

**Suggested Assessment:**

- Projects
- Daily Assignments
- Unit Exam/Quizzes

## **UNIT 13: 1970s/1980s**

**Time Line:** 2-3 Weeks

### **Wisconsin Standards:**

B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, the United States, and world history

### **Unit Sub-Topics:**

1. Watergate and Nixon
2. Reagan and the Conservative Revolution
3. End of the Cold War

**Learner Outcomes:** The student will be able to...

1. Describe how Watergate and Vietnam led to a lack of trust in the US Government.
2. Define liberalism and understand how Ronald Reagan and conservatives around the world led a backlash against it.
3. Understand why the Soviet Union and Communism collapsed at the end of the 1980s in Eastern Europe.

### **Instructional Strategies:**

- Textbook activities
- Instructor activities/strategies
- DVD/Video
- Political Cartoons
- PowerPoint

### **Suggested Activities/Resources:**

- Textbook: Contemporary's American History 2 after 1865
- DVD's/VHS: "Dick," "Forrest Gump"
- Safari Montage: Fall of Berlin Wall
- 1980's Pop Culture

### **Suggested Assessment:**

- Projects
- Daily Assignments
- Unit Exam/Quizzes

## **UNIT 14: 1990s TO PRESENT**

**Time Line:** 1-2 Weeks

### **Wisconsin Standards:**

B.12.14 Explain the origins, central ideas, and global influence of religions, such as Buddhism, Islam, Hinduism, Judaism, and Christianity

### **Unit Sub-Topics:**

1. Gulf War Part-One
2. Clinton and the 90's Dot-Com Economy
3. 9-11
4. Post 9-11 World and Challenges

**Learner Outcomes:** The student will be able to...

1. Explain the reasons behind and outcomes of the first Gulf War.
2. Describe the changes which took place in the U.S. economy during the 1990s.
3. Describe the events of 9/11 and the US response to it.

### **Instructional Strategies:**

- Textbook activities
- Instructor activities/strategies
- DVD/Video
- Political Cartoons
- PowerPoint

### **Suggested Activities/Resources:**

- Textbook: Contemporary's American History 2 after 1865
- DVD/VHS: Frontline Videos, "World Trade Center" "Flight 93"

### **Suggested Assessment:**

- Projects
- Daily Assignments
- Unit Exam/Quizzes