

# US HISTORY 11 Semester One

Adopted Textbook:  <i>United States History and Geography</i> , Appleby, et. al, McGraw Hill Education 2016	Course Overview:  U.S. History 11 explores changes, conflict, and cultural shifts within America from the Reconstruction Era to the present day, inclusive of Native Alaska and Native American tribal history and perspectives. Students will critically study major social, political, economic, and cultural events and analyze how those events affected the development of American society, formulating connections between these events and the challenges faced by our nation today. In this process, students work on constructing an understanding of their own roles and responsibilities as US citizens in responding to those challenges. Throughout the course, students will analyze relevant primary sources and informational text to practice and develop effective research, writing, and reading skills. All course outcomes and objectives align with the National Council on Social Studies Standards for 6-12 Social Studies.				
Length: Full Year					
Grade: 11					
Unit One: Reconstruction: Aftershock of the Civil War [1865-1877] (3 weeks)					
STANDARDS	ESSENTIAL QUESTIONS	UNIT CONTENT	UNIT OUTCOMES	CULTURAL STANDARDS & CONNECTIONS	SUGGESTED ACTIVITIES
<b>Alaska Content Standards:</b>  11-12.WHST.1d, 2; 11-12.RH.1; GC.B3, GC.B5, H.A1, H.A3, H.A7, H.A8, H.B1e,  <b>NCSS Thematic Standards:</b>  1.A. 1.B. 1.C. 1.D. 2.A. 2.B. 2.C. 2.D. 6.F. 6.H. 9.B.	<i>How do nations recover from war?</i>  <i>Was Reconstruction a success or a failure?</i>  <i>Did the Reconstruction governments rule the South well?</i>  <i>Does racial equality depend upon government action?</i>	<b>Essential Concepts:</b> <ul style="list-style-type: none"><li>• Radical Reconstruction</li><li>• Jim Crow laws</li><li>• Ku Klux Klan</li><li>• federal vs. state rights</li><li>• Civil Rights Act 1875</li><li>• Compromise of 1877</li><li>• Reconstruction Amendments</li><li>• Grandfather Clause</li></ul> <b>Essential Vocabulary:</b> <ul style="list-style-type: none"><li>• lynching</li><li>• freedmen</li><li>• sharecropping</li><li>• succession</li><li>• poll tax</li></ul>	<p>Describe the threats African Americans faced in the Reconstruction South.</p> <p>Outline how different groups in the South responded to Reconstruction.</p> <p>Explain the political conflicts that defined the Reconstruction Era South.</p> <p>Describe the challenges within the voting experience for African Americans.</p> <p>Summarize the events of the controversial election of 1877.</p>	<p>Explore history of Jim Crow laws in Western Alaska Region.</p> <p>Assess the 14th Amendment’s impact on Native American life.</p> <p>Compare Reconstruction voting challenges with Native Rights lobbying by Alaska Federation of Natives towards Senator Begich’s bill, the “Native Voting Rights Act of 2014.”</p>	<p><a href="#">PBS Voting Then, Voting Now Simulation</a></p> <p>Take a sample <a href="#">Voting Literacy Test</a></p> <p>Criticise the rhetoric of the KKK: <a href="#">Adapted DBO- The Klansman’s Manual</a></p> <p>Film Excerpts: History Channel's <a href="#">Aftershock: Beyond the Civil War</a> (2006)</p> <p>U.S. Supreme Court Case: <i>Plessy vs. Ferguson</i> (1869).</p>
Unit Two: Migration & Immigration: Westward Expansion [1865-1890] (4 weeks)					

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<p><b>Alaska Content Standards:</b></p> <p>AH.ICGP.3, 5, 7; 11-12.WHST.9; 11-12.RH.2 G.B6, G.B7, G.D4, G.D5, GC.A3, GC.C8, GC.G6, H.A4, H.B2, H.B4, H.C2</p> <p><b>NCSS Thematic Standards:</b></p> <p>2.B 4.B. 1.D. 2.D. 3.F. 3.H. 4.G.</p>	<p><i>How did the Native American Indians concept of land ownership and respect for the natural environment compare with that of white settlers?</i></p> <p><i>How did the U.S. Government treat Native Americans after the Civil War?</i></p> <p><i>Does the United States have a mission to expand freedom and democracy?</i></p> <p><i>Has the American West been romanticized?</i></p> <p><i>Did America fulfill the dreams of immigrants?</i></p> <p><i>How did immigrants contribute to the nation's development?</i></p>	<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• Manifest Destiny</li> <li>• Monroe Doctrine</li> <li>• Roosevelt Corollary</li> <li>• Dawes Allotment Act</li> <li>• Transcontinental Railroad</li> <li>• Battle of Little Bighorn</li> <li>• Indian Removal Act of 1830</li> <li>• Bureau of Indian Affairs</li> <li>• Homestead Act</li> <li>• Trail of Tears</li> <li>• Wounded Knee Massacre</li> <li>• Indian Appropriations Acts</li> </ul> <p><b>Essential Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• imperialism</li> <li>• assimilation</li> <li>• expansionism</li> <li>• reservation</li> <li>• assimilation</li> <li>• land grant</li> <li>• immigration</li> </ul>	<p>Describe how Western Expansion affected the US Economy as a whole, with unique opportunities and challenges.</p> <p>Analyze the Wild West Myth and the stereotypes of its participants.</p> <p>Describe the factors that encouraged the settlement of the Great Plains following the Civil War.</p> <p>Analyze the factors that caused conflicts between the Native Americans and settlers on the Great Plains.</p> <p>Identify effects of privatization of communal reservation lands on Native American Culture.</p> <p>Identify how mining and ranching affected the development of the West.</p> <p>Outline the settlement patterns of immigrants and their influence on American Culture.</p>	<p>Interpret ANCSA and ANILCA legislation in relation to Alaska Native land rights.</p> <p>Identify the Bureau of Indian Affairs impact on Native Alaskan Culture and way of life.</p> <p>Describe the impact of the reservation system on Native Americans, federally recognized Tribal Governments.</p> <p>Analyze how manifest destiny has impacted Alaska.</p>	<p>Create Homestead Act Advertisement Posters</p> <p>Film Excerpts: <i>America the Story of Us: Heartland</i> (2010)</p> <p>Brown Choices Curriculum: <i>Westward Expansion: A New History</i></p> <p><a href="#">Analyze media, literature and art that construct "Wild West" Stereotypes</a></p> <p><a href="#">Westward Expansion Living Timeline Activity</a></p> <p><i>Citizenship Counts: Immigration Factors Activity*</i></p> <p><i>*Resource included in Appendix</i></p>
<b>Unit Three: Industrialization &amp; Urban America [1865-1901] (4 weeks)</b>					
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<p><b>Alaska Content Standards:</b></p> <p>AH.CC.1, 2; 11-12.WHST.9; 11-12.RH.2, 9 G.A.5, G.D1, G.E4, GC.B2, GC.B4, GC.B8, GC.B9, GC.F7, GC.G3 GC.G6, H.A7, H.B1e, H.B2, H.C1</p> <p><b>NCSS Thematic Standards:</b></p> <p>2.B. 5.B. 1.C. 5.D. 8.D. 8.E. 5.E. 4.G.</p>	<p><i>How did the United States become an Industrialized society after the Civil War?</i></p> <p><i>Has rapid industrial development been a blessing or a curse for Americans?</i></p> <p><i>How did the views of Social Darwinists contrast with the views of labor leaders and progressive reformers?</i></p> <p><i>Were big business leaders "captains of industry" or "robber barons?"</i></p> <p><i>Should business be regulated closely by the government?</i></p>	<p><b>Essential Concepts:</b></p> <ul style="list-style-type: none"> <li>• Labor Unions</li> <li>• Great Awakening</li> <li>• Gilded Age</li> <li>• Progressive Movement</li> <li>• Social Darwinism</li> <li>• Transcontinental Railroad</li> <li>• Populism</li> <li>• Plessy vs. Ferguson</li> <li>• W.E.B. Du Bois</li> </ul> <p><b>Essential Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• monopoly</li> <li>• tenements</li> <li>• capitalism</li> <li>• free market</li> <li>• Laissez Faire capitalism</li> <li>• reform</li> <li>• populists</li> <li>• philanthropy</li> <li>• assimilation</li> <li>• tariff</li> <li>• anti-trust</li> <li>• industrialization</li> <li>• urbanization</li> <li>• suffrage</li> <li>• nativism</li> </ul>	<p>Outline the rise of large-scale businesses and their different forms of organization.</p> <p>Define the basic economic concepts and forces at play in the Industrial/Gilded Age.</p> <p>Analyze the concept of Social Darwinism and predict how the ideology impacted economic practices in the late 1800s and early 1900s.</p> <p>Identify and explain the short and long term effects of Industrialization.</p> <p>Explain the significance of the featured events in the labor movement, and the attitude of the American people toward working conditions in the United States.</p> <p>Evaluate how The Second Industrial Revolution fundamentally changed the meaning of work for many Americans.</p>	<p>Review the Alaska Landlord Tenant Act.</p> <p>Compare with industrialization and development of Alaska: i.e. mining, oil drilling.</p> <p>Meet with a local Labor Union President.</p>	<p>Reading: Excerpts from Upton Sinclair's <i>The Jungle</i> (1906).</p> <p>Labor Union Collective Bargaining Simulation</p> <p>Monopoly Board Game Analogy/ Role play</p> <p>Reading: Jacob Riis <i>How the Other Half Lives: Studies among the Tenements of New York</i> (1890)</p> <p>Reading: <i>Triangle Shirtwaist Fire</i></p> <p>Interpreting <a href="#">political cartoons</a>: "What a Funny Little Government!" Cartoonist Horace Taylor (1899)</p> <p>Wizard of Oz Populism Analogy</p> <p>Film Excerpts: <i>America the Story of Us: Cities</i> (2010)</p> <p>Reading: Excerpts from W.E.B. Du Bois: <i>The Souls of Black Folks</i> (1903)</p>
<p align="center"><b>Unit Four: World Power and Progression: Imperialism &amp; World War I [1872-1920] (3 weeks)</b></p>					
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<p align="center"><b>Unit Five: Boom &amp; Bust: The Twenties &amp; Thirties [1921-1940] (3 weeks)</b></p>					
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