

# U.S. History

## essential understanding:

The history of the United States of America is steeped in controversy and triumph. From its beginnings as thirteen colonies to its role today as a super power people have fought and died for the principals and ideals it embodies. Others have fought and died to change the injustices and disgraces that were born and perpetuated throughout its history. We can gain a better appreciation of who we are today as a country by understanding where we were and how we got here.



**“ We are not makers of history. We are made by history”**

**Martin Luther King Jr.**

## overview

Students in U.S. History study the major turning points in American history. After a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students will examine the westward migration of America and its impact on our country. Students will then trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. Students will consider the major social problems of our time and trace their causes in historical events. They will learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries.

**Guiding question 1: How did the progressive movement change industry and the lives of the working class?**

**Guiding question 2: How did the age of expansion and imperialism impact the development of the modern world?**

**Guiding question 3: In what ways did WWI set the stage for WWII?**

## lessons

- \_\_\_\_\_ Progressivism
- \_\_\_\_\_ Imperialism
- \_\_\_\_\_ Spanish-American War
- \_\_\_\_\_ Teddy Roosevelt
- \_\_\_\_\_ The Great War

**\*All group work and individual work requiring research must have MLA citations. Links for generating citations are provided in the links section of the study guide.**

## group work

**DUE Feb 14/15**

\_\_\_\_\_ **Progressive Reform Report** - As a group select a reform movement from the early Progressive Era and prepare an informative mini-lesson to share with the class. You must include one primary source analysis in your report, and an additional image related to your movement that will be added to the post-project quiz. Project requirements and group assignments will be provided via google classroom.

**DUE March 14/15**

\_\_\_\_\_ **Imperial Case Study:** As a group inform the class one of the countries/territories affected by the age of Imperialism in the US. Additionally, provide the class with a modern day example and/or connection to Imperialism. For this project **you are not allowed to simply have a slides presentation.** Think of it as a documentary, docudrama, news report, investigative journalism. More details will be on google classroom.

**DUE April 4/5**

\_\_\_\_\_ **WWI Involvement:** Select a country that was involved in WWI. As a group create a poster that indicates:

- the pre-war conditions
- how and why the country got involved
- the aftermath of the WWI political, social, and economically

There will be a symposium held in class to display posters.

**DUE April 4/5**

\_\_\_\_\_ **Overthrow Reading and Seminar:** Select a chapter in Kinzer's *Overthrow* to write a summary and give the class a prepared "talk" on the proceedings and aftermath of US Imperial endeavors outlined in the book. Additional instructions will be on google classroom.

**individual work**

**\*All IW assignments will be provided on google classroom. Additional instructions and details will also be on google classroom for each assignment.**

**DUE January/February 31/1**

\_\_\_\_\_ Upton Sinclair's *The Jungle* short reading and analysis

**DUE February 25/26**

\_\_\_\_\_ People vs. Patriot comparison: After reading selected excerpts write a response analyzing the two perspectives on Imperialism.

**DUE March 4/5**

\_\_\_\_\_ Imperialism Organized: Complete a chronological graphic organizer on Imperialism and its effects on global politics.

**DUE March 7/8**

\_\_\_\_\_ Spanish American War causes/effects worksheet

**DUE March 14/15**

\_\_\_\_\_ Twain on Imperialism analysis

**DUE March 18/19**

\_\_\_\_\_ Teddy Roosevelt short reading and questions

**DUE April 4/5**

\_\_\_\_\_ WWI Primary Source Packet

**DUE April 4/5**

\_\_\_\_\_ Primary Source Discovery: Choose a primary source related to Imperialism or WWI and complete an analysis sheet on it. Worksheet provided on Google Classroom. Source can be an painting, document, artifact, etc. Some links for finding primary sources are located below.

**Checked Daily: DUE March 28/29**

\_\_\_\_\_ Complete a graphic organizer (concept log) on events, concepts, and terms from the Progressive Era, Imperialism, and World War I. This will be done in class after each lesson. Daily progress will be checked in class.

**assessment****In class**

\_\_\_\_\_ 10-15 question Quiz on each lesson and its concepts.

**In class February 14/15**

\_\_\_\_\_ Progressive Reform Quiz. Part of the Progressive Reform group work project.

**In class April 4/5**

\_\_\_\_\_ Participate in a Socratic dialogue about major events and concepts that transpired during the age of US Imperialism. Dialogue will be based on readings and topics covered in class.

**links/readings**

<https://catalog.archives.gov/>

<https://www.historycentral.com/documents/index.html>

<http://www.lander.odessa.ua/doc/Overthrow%20Kinzer.pdf>

<http://www.citationmachine.net/mla>

<http://www.easybib.com/style/mla8/website-citation>