

**United States History  
Horizontal Alignment Planning Guide Overview  
First Six-Weeks**

**Learning Focus 1.1 The Gilded Age**  
The Gilded Age Learning Focus includes teaching about late 19<sup>th</sup> century westward expansion with an emphasis on the relocation of Native Americans. The significant learning for the Gilded Age centers on the **ESP (Economic, Social, and Political)** changes created by increased industrialization, urbanization, and immigration in the late 19<sup>th</sup> century. This era in US history is often referred to as the *Gilded Age* because of the emphasis on increased wealth and economic growth. The skills focus for this unit includes evaluating political cartoons and other primary sources to determine point of view and frame of reference, comparing and contrasting information through categorization, creating non-linguistic representations of data including mind maps and concept webs, interpreting graphs and using a problem-solving process.

**Key Concepts**

Expansion	Industrialization	Immigration
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**Objectives**

**USH.25A**  
Use social studies terminology correctly.

**USH.2B**  
Analyze how economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues and the rise of big business contributed to changes in America in the late 19<sup>th</sup> century.

**USH.24B**  
Analyze [primary and secondary source] information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

**USH.25D**  
Create written, oral, and visual presentations of social studies information.

**USH.2C**  
Analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigration contributed to changes in America in the late 19<sup>th</sup> century.

**USH.10B**  
Analyze the effects of changing demographic patterns resulting from immigration to the United States such as the changes included in major immigrant waves during the late 19<sup>th</sup> and early 20<sup>th</sup> century, immigration concentrations during the Irish potato famine, immigrations from neighboring countries such as Mexico, boat people from SE Asia, and so on.

**USH.24A**  
Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.

**USH.2A**  
Analyze how political issues such as Indian policies, the growth of political machines, and civil service reform contributed to changes in America in the late 19<sup>th</sup> century.

**USH.10A**  
Analyze the effects of changing demographic patterns resulting from migration within the United States such as 19<sup>th</sup> century westward expansion, the Great Migration of African-Americans north to urban centers in the 20<sup>th</sup> century, migrations resulting from the Depression/Dust Bowl, post WWII migrations to suburbs, rust belt to sun belt migrations in the late 20<sup>th</sup> century.

**USH.12A**  
Compare/contrast the concept of private property rights as held by Native Americans and the United States Government and analyze the impact of these ideas on the settlement of the Great Plains.

**USH.12B**  
Compare the purpose of the Interstate Commerce Commission with its actions and performance over time.

**USH.12C**  
Describe the impact of the Sherman Antitrust Act on [big] business.

**USH.24C**  
Apply historical methodology through the use of primary and secondary sources, points of view, frames of reference, and historical context to interpret information about an event or issue in U.S. history.

**Suggested Lesson Framework**

2 lessons with the topic/theme <i>Economic Change in the Gilded Age</i>	2 lessons with the topic/theme <i>Social Change in the Gilded Age</i>	2 lesson with the topic/theme <i>Political Change in the Gilded Age</i>
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<b>Learning Focus 1.2 Age of Imperialism and Reform</b>		
During the early 20 <sup>th</sup> century the U.S. entered a new historical era: an Age of Expansionism beyond our natural borders. Increasingly the U.S. became less isolationist and more expansionist in its foreign policy. US imperialism led to U.S. involvement in the Spanish-American War, changing policies in Latin America and Asia and eventually to World War I. At home, the United States was also expanding civil and economic rights through reformers and their efforts to correct abuses encouraged by Gilded Age thought. The skills focus for this unit includes analysis of primary sources to determine cause/effect relationships and to categorize information using an <i>ESP</i> lens. Persuasive writing is also suggested as a way for students to form and support opinions. Interpretation and analysis of maps is included as a review of geography tools and their use in explaining geographic patterns.		
<b>Key Concepts</b>		
Imperialism	Reform	Change over time
<b>Objectives</b>		
<b>USH.25A</b> Use social studies terminology correctly.		
<b>USH.3A</b> Explain why significant events including the Spanish-American War and U.S. expansionist policy and individuals including Henry Cabot Lodge, Alfred Thayer Mahan, and Theodore Roosevelt moved the United States into a position of a world power.		
<b>USH.9A</b> Analyze the effects of physical and human geographic factors on major events in US history since 1876 including the building of the Panama Canal.		
<b>USH.12D</b> Analyze the effects of economic policies on US Diplomacy, including the Open Door Policy and Dollar Diplomacy from 1870 to 1920.		
<b>USH.24E</b> Use date of the source, author, frame of reference, historical context, language usage, evidence of bias, corroboration by other sources and other criteria to evaluate the validity of a written, oral, and/or visual historical source.		
<b>USH.24F</b> Identify bias in written, oral, and visual source materials.		
<b>USH.4A</b> Evaluate the impact of progressive reforms including initiative, referendum, recall, and passage of the 16th and 17th amendments.		
<b>USH.4B</b> Evaluate the impact of reform leaders such as Susan B Anthony, W.E.B DuBois, and Robert LaFollette on American society.		
<b>USH.24B</b> Analyze [primary and secondary source] information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.		
<b>Suggested Lesson Framework</b>	3 lessons with the topic/theme <i>Foreign Policy: Imperialism and Expanding U.S. Influence</i>	2 lesson with the topic/theme <i>Domestic Policy: Progressivism/ Populism/Reform</i>

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<b>Learning Focus 2.1 World War I</b>		
This unit examines the causes, major events, and effects of World War I. It describes the impact of unrestricted submarine warfare on the United States decision to enter the War on the side of the Allies. It introduces students to the effects of the Treaty of Versailles and reactions to Woodrow Wilson's Fourteen Points and the formation of the League of Nations.		
<b>Key Concepts</b>		
isolationism	global conflict	treaty
<b>Objectives</b>		
<b>USH.25A</b> Use social studies terminology correctly.		
<b>USH.1C</b> Explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957.		
<b>USH.3B</b> Identify the reasons for U.S. involvement in World War I including unrestricted submarine warfare.		
<b>USH.3C</b> Analyze significant events such as the battle of Argonne Forest and the impact of significant individuals including John J Pershing during World War I.		
<b>USH.3D</b> Analyze major issues raised by U.S. involvement in World War I, Wilson's Fourteen Points, and the Treaty of Versailles.		
<b>USH.12E</b> Describe the economic impact of the Spanish-American War and World War I on the U. S.		
<b>USH.15B</b> Explain the impact of significant international events such as World War I and World War II on changes in the role of the federal government.		
<b>USH.8A</b> Create and interpret thematic maps, graphs, charts, models, and databases using data from eras and aspects of U.S. history.		
<b>USH.9B</b> Identify and explain the reasons for the changes in political boundaries resulting from the creation of new political entities (states) and international conflicts, such as the creation of new countries after WWI, the creation of the state of Israel after WWII, the divisions of India and Pakistan, the creation of Northern Ireland, and so on.		
<b>USH.24B</b> Analyze [primary and secondary source] information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.		
<b>USH.24C</b> Apply historical methodology through the use of primary and secondary sources, points of view, frames of reference, and historical context to interpret information about an event or issue in U.S. history.		
<b>Suggested Lesson Framework</b>	2 lessons with the topic/theme <i>The U.S. and World War I</i>	2 lessons with the topic/theme <i>Effects of World War I/U.S. Reactions</i>

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<b>Learning Focus 2.2 The Roaring 20's</b>		
This unit begins with America's response to World War I which resulted in a period of strong isolationism and restrictive government policies toward immigrants and ethnic minorities. Students explore and trace the development of economic prosperity, new forms of popular culture, consumerism, and technological change in this decade. The issues of prohibition and political scandals are examined to determine the impact of these events on the history and culture of a period often referred to as the Roaring Twenties.		
<b>Key Concepts</b>		
xenophobia	reform	technological advance
<b>Objectives</b>		
<b>USH.25A</b> Use social studies terminology correctly.		
<b>USH.5A</b> Analyze the causes and effects of the 1920s public debates over social issues such as immigration, the Red Scare, Prohibition, the role of women, evolution, and the importance of changing technology.		
<b>USH.13A</b> Analyze the causes and effects of economic growth and prosperity in the 1920s.		
<b>USH.15C</b> Evaluate the effects of political incidents such as Teapot Dome and Watergate on the views of U.S. citizens concerning the role of the federal government.		
<b>USH.21B</b> Explain efforts made to assimilate immigrants into American culture.		
<b>USH.5B</b> Analyze how Clarence Darrow, William Jennings Bryan, Henry Ford and Charles A. Lindbergh had an impact on American society in the 1920s.		
<b>USH.10B</b> Analyze the effects of changing demographic patterns resulting from immigration to the United States such as the changes included in major immigrant waves during the late 19th and early 20th century, immigration concentrations during the Irish potato famine, immigrations from neighboring countries such as Mexico, boat people from SE Asia, and so on.		
<b>USH.20B</b> Describe the impact of significant examples of cultural movements in art, music, and literature on American society including the Harlem Renaissance.		
<b>USH.20E</b> Identify the impact of popular American culture both here and abroad including the influence of American television, advertising, movies, and music.		
<b>USH.21C</b> Analyze how the contributions of various racial, ethnic, and other culture groups have helped to shape the national identity.		
<b>USH.22A</b> Explain the effects of scientific discoveries and technological innovations such as electric power, the telegraph, telephone, petroleum-based products, medical vaccinations, and computers, on the development of the United States.		
<b>USH.23A</b> Analyze how scientific discoveries and technological innovations including those in transportation and communication have changed the standard of living in the United States.		
<b>USH.23C</b> Analyze the impact of technological innovations on the nature of work, the American labor movement, and businesses.		
<b>USH.24A</b> Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.		
<b>USH.24B</b> Analyze [primary and secondary source] information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.		
<b>USH.24C</b> Apply historical methodology through the use of primary and secondary sources, points of view, frames of reference, and historical context to interpret information about an event or issue in U.S. history.		
<b>Suggested Lesson Framework</b> 2 lessons with the topic/theme <i>Economic Prosperity, Isolation, and Reform in the 1920s</i>	2 lessons with the topic/theme <i>Social Change in the Roaring 20s</i> 1 lessons with the topic/theme <i>Artistic Revolution in the 1920s</i>	1 lessons with the topic/theme <i>Technology Revolution in the 1920s</i>

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Third Six-Weeks**

**Learning Focus 3.1 The Great Depression**

The Lesson Focus examines the causes, major initiatives and programs, and effects of the Great Depression. It includes study of significant New Deal legislation and the short and long-term impact of these New Deal programs.

**Key Concepts**

Economic depression

Government intervention

migration

**Objectives**

**USH.25A**

Use social studies terminology correctly.

**USH.1C**

Explain the significance of the following dates: 1898, 1914-1918, 1929, 1941-1945, and 1957.

**USH.10A**

Analyze the effects of changing demographic patterns resulting from migration within the United States such as 19th century westward expansion, the Great Migration of African-Americans north to urban centers in the 20th century, migrations resulting from the Depression/Dust Bowl, post WWII migrations to suburbs, rust belt to sun belt migrations in the late 20th century.

**USH.13B**

Analyze the significance of the decline in world trade, stock market crash, and bank failures as causes of the Great Depression.

**USH.13C**

Analyze the economic, social, and political effects of the Great Depression on individuals, the U.S. economy and on the government.

**USH.13D**

Evaluate the effectiveness of New Deal measures in ending the Great Depression.

**USH.13E**

Analyze how various New Deal agencies and programs such as the Federal Deposit Insurance Corporation, the Securities and Exchange Commission, and Social Security continue to affect the lives of U.S. citizens.

**USH.15A**

Evaluate the impact of the New Deal legislation on the historical roles of state and federal government.

**USH.16B**

Evaluate the impact of events including Franklin Roosevelt's attempt to increase the number of U.S. Supreme Court justices on the relationships among the legislative, executive, and judicial branches.

**USH.24A**

Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States.

**USH.24B**

Analyze [primary and secondary source] information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

**USH.24C**

Apply historical methodology through the use of primary and secondary sources, points of view, frames of reference, and historical context to interpret information about an event or issue in U.S. history.

**Suggested Lesson Framework**

Stock Market Crash: 1 lesson

The Great Depression: 2 lessons

The New Deal: 2 lessons

Impact of the Great Depression and the New Deal: 1 lesson

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**Learning Focus 3.2 Totalitarianism on the Rise**  
This Learning Focus traces how decisions made at the end of World War I contributed to world-wide economic hardship and the rise of totalitarian/fascist leaders in Germany, Italy, and Japan. The Lesson Focus also examines the failure of appeasement and the outbreak of World War II in Europe on September 1, 1939. It includes an examination of the Holocaust and its links to prejudice, discrimination, and racism.

**Key Concepts**

Totalitarianism	Appeasement	racism
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**Objectives**

**USH.25A**

Use social studies terminology correctly.

**USH.1A**

Identify major eras in U. S. history such as the Gilded Age, early 20<sup>th</sup> Century, Period Between the Wars, World War II, Cold War, and America Today and describe their defining characteristics, events, and significant individuals.

**USH.6A**

Identify how the **growth of dictatorships, the failure of appeasement, and the Japanese attack on Pearl Harbor** contributed to U.S. involvement in World War II.

**USH.6B**

Analyze why fighting on multiple fronts, the battle of Midway, the invasion of Normandy, and the decision to use the first atomic bomb are considered major events of World War II and why the internment of Japanese-Americans and the **Holocaust** are considered major issues of World War II.

**USH.8B**

Interpret maps, graphs, charts, models, and databases to pose and answer questions about geographic distributions and patterns in the United States.

**USH.9B**

Identify and explain the reasons for the changes in political boundaries resulting from the creation of new political entities (states) and international conflicts, such as the creation of new countries after WWI, the creation of the state of Israel after WWII, the divisions of India and Pakistan, the creation of Northern Ireland, and so on.

**USH.24D**

Use the process of historical inquiry to formulate a historical question (hypothesis), research and interpret a minimum of four primary or secondary sources in order to cite evidence supporting or refuting the question, and draw a conclusion based on interpretation of the historical evidence.

**USH.25D**

Create written, oral, and visual presentations of social studies information.

**Suggested Lesson Framework**

Fascist Dictators, Hitler, and the Failure of Appeasement: 2 lessons

The Holocaust: 2 lessons