

<b>Social Studies</b>
<b>US History: Industrialization to the Present</b>

**Course Description:****Grade(s):** 7

This survey course in United States history will focus on the period from industrial growth through the present day (1865-2000). Students will study the main themes of United States history during this time period: industrialization, imperialism, immigration, urban development, world wars, economic prosperity, and depression, civil rights, the Cold War, and post Cold War era. An emphasis on geography is integrated throughout each section of study. Course work relies on the textbook, primary resources, projects, research, and simulation activities. Students are expected to take notes, analyze and interpret documents and events, and compare and contrast various events with the present day.

**Prerequisites:** None**Topic/Unit 1: Chapter 19: The Industrial Age (1865 – 1914)****Approximate # of Weeks:** 4**Essential Questions:**

1. How did railroad expansion affect the United States economy?
2. How did the inventions of the late 1800s revolutionize society?
3. How did Americans build fortunes in the oil and steel industries?
4. Why did workers form labor unions in the middle to late 1800s?

**Objectives:**

Each student will be able to:

1. Understand how railroad expansion affected the U.S. economy. (CCS 6.1:A1, 6.5:A2, 6.5:A6)
2. Discuss how inventions revolutionized society in the late 1800s. (CCS 6.1:D5, 6.5:B4)
3. Describe how Americans built fortunes in the oil and steel industries. (CCS 6.5:A6, 6.5:A7, 6.5:B6, 9.2:D4)
4. Explain why workers formed labor unions in the middle to late 1800s. (CCS 6.2:A1)

**Activities:**

- Analyze whether Carnegie, Rockefeller, and Vanderbilt were “Captains of Industry” or “Robber Barons.”
- Create advertisements for “new” inventions of the late 1800s.
- Examine primary source documents regarding events such as the “Triangle Fire.”
- Examine photos of child labor and compare and contrast them with their own lives.
- Put together a “This is Your Life” simulation activity using a major historical character of the time period studied.
- Interpret political cartoons and compare them with today’s political cartoons.

**Topic/Unit 2: Chapter 20: An Urban Society (1865 – 1914)****Approximate # of Weeks:** 3

## Essential Questions:

1. What were some characteristics of the new wave of immigrants that arrived after 1865?
2. How did cities change during the late 1800s?
3. In what ways did American culture change in the late 1800s?

## Objectives:

Each student will be able to:

1. Identify characteristics of the new wave of immigrants that arrived after 1865. (*CCS 6.1:A1, 6.1:A4, 6.4:A3, 6.4:A5, 6.4:B6, 6.2:E6*)
2. Relate how cities changed during the late 1800s. (*CCS 6.4:B7, 6.1:A2*)
3. Discuss ways American culture changed in the late 1800s. (*CCS 6.1:A2, 6.4:A2, 6.4:B7, 6.5:B4*)

## Activities:

- Examine primary source documents including photos and diary entries of immigrants during this time period.
- Take a sample test that was given to immigrants during this period.
- Interpret bar graphs showing the change in population of major cities.
- Examine photos (Library of Congress) regarding city life at the turn of the century.
- Take on the role of an immigrant and write letters home about their experience in coming to America.
- Design a poster on one of the following: opening of a new subway or bridge, a new department store, a sporting event, a vaudeville show.

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## Topic/Unit 3: Chapter 21: The Progressive Era (1877 – 1920)      Approximate # of Weeks: 4

### Essential Questions:

1. How did the progressives fight corruption in business and in government?
2. How did reforms affect the lives of women and other groups in the late 1800s?
3. Why were Theodore Roosevelt and William Howard Taft known as progressive presidents?
4. How did minority groups react to discrimination?

### Objectives:

Each student will be able to:

1. Explain how the progressives fought corruption in business and government. (*CCS 6.1:A1, 6.1:A2, 6.2:C3*)
2. Illustrate ways in which reforms affected the lives of women and other groups in the late 1800s. (*CCS 6.1:A11, 6.2:A1, 6.2:B3, 6.2:D3*)
3. Discuss why Theodore Roosevelt and William Howard Taft were known as progressive presidents. (*CCS 6.2:C3, 6.1:A2, 6.1:A4*)
4. Describe how minority groups reacted to discrimination. (*CCS 6.2:D3, 6.1:A2*)

### Activities:

- Create a chart for specific legislation such as the Elkins Act, Pure Food and Drug Act, and Federal Reserve Act. Columns will include information such as “Date”, “President”, and “Purpose.”
  - Examine excerpts from Upton Sinclair’s novel, *The Jungle* and determine effects of the book on public opinion and law.
  - Demonstrate examples of reforms such as the *primary system*, *initiative*, and *referendum*.
  - Review the steps necessary to pass an amendment and examine the *American Rock* video segment on the *19<sup>th</sup> Amendment*.
  - Interpret the cartoons of Thomas Nast and compare them to cartoons today. Have students create their own political cartoons from the issues of today.
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**Topic/Unit 4: Chapter 22: Rise to World Power (1865 – 1917)      Approximate # of Weeks: 4**

**Essential Questions:**

1. Why did the United States extend its influence to other regions in the late 1800s?
2. Why did the United States expand its role in the Pacific?
3. How did the Spanish-American War help the United States become a world power?
4. How did the beliefs of the U.S. presidents shape Latin American foreign policies?

**Objectives:**

Each student will be able to:

1. Discuss why the United States extended its influence to other regions in the late 1800s. (*CCS 6.1:A1, 6.5:A5, 6.6:A2*)
2. Explain why the United States expanded its role in the Pacific. (*CCS 6.1:A1, 6.5:A1, 6.5:A5, 6.5:A7, 6.6:A2*)
3. Analyze how the Spanish-American War helped the United States become a world power. (*CCS 6.1:A2*)
4. Relate how the beliefs of the U.S. presidents shaped Latin American foreign policies. (*CCS 6.1:A3, 6.1:A2*)

**Activities:**

- Create, in groups, a news broadcast discussing major events of the Spanish-American War such as the sinking of the *Maine* and the Battle of San Juan Hill.
  - Create, in groups, a chronological series of maps (four maps) that show how the United States expanded its influence in the world from the late 1900s to the early 1900s.
  - Examine and analyze the Monroe Doctrine, the Roosevelt Corollary, and Dollar Diplomacy as they relate to Latin America.
  - Analyze primary sources on the debate over American imperialism at the turn of the century.
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**Topic/Unit 5: Chapter 23: World War I (1914 – 1919)      Approximate # of Weeks: 5**

**Essential Questions:**

1. How did militarism contribute to the outbreak of World War I?

2. Why did the United States enter World War I?
3. How did the United States help the Allies win the war?
4. How did the United States mobilize its resources to fight the war?
5. Why did Wilson's peace plan fail?

### Objectives:

Each student will be able to:

1. Explain how militarism contributed to the outbreak of World War I. (CCS 6.1:A2, 6.2:E1)
2. State the reasons why the United States entered World War I. (CCS:6.1:A5, 6.2:A2, 6.2:E2)
3. Describe how the United States helped the allies win World War I. (CCS: 6.1:A2)
4. Summarize how the United States mobilized its resources to fight the war. (CCS: 6.1:A4)
5. Discuss why Wilson's peace plan failed. (CCS 6.1:A2 )

### Activities:

- Analyze and discuss nationalism, militarism, imperialism, and the lack of international organizations as they relate to the causes of World War I.
- Create political maps of Europe before and after World War I.
- Examine examples of war propaganda.
- Analyze primary sources on the debate over the U.S. vote on the Treaty of Versailles and the League of Nations.
- Plan a Veterans Day ceremony.
- Analyze the impact of new weapons on World War I.
- Create a War documentary.

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### Topic/Unit 6: Chapter 24: The Jazz Age (1920 - 1929)

Approximate # of Weeks: 4

### Essential Questions:

- How did prejudice and labor strife affect the nation following World War I?
- In what ways did the election of Harding and Coolidge reflect America's changing mood?
- How did new technology and forms of transportation change American life?
- How did social change affect the arts, the role of women, and minorities?

### Objectives:

Each student will be able to:

1. Understand how prejudice and labor strife affected the nation after World War I. (CCS: 6.1:A2, 6.2:B3)
2. Discuss how the election of Harding and Coolidge reflected America's changing mood. (CCS 6.1:A2)
3. Explain how new technology and forms of transportation changed American life. (CCS 6.5:A7, 6.5:B4)
  
4. Describe how social change affected the arts, the role of women, and minorities. (CCS 6.1:A1, 6.1:A11, 6.2:B3)

### Activities:

- Translate a short paragraph using slang from the 1920s.
- In groups, students will present a PowerPoint presentation; comparing the role of a teenager from the 1920s to

the role of a teenager of today.

- Create diaries of people from the 1920s. Examples: a flapper, individuals who took part in fads, and bootleggers.
  - Create political cartoons depicting the 18<sup>th</sup> and 19<sup>th</sup> amendments; Teapot Dome scandal.
  - Create a political advertisement.
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**Topic/Unit 7: Chapter 25: The Depression and the  
New Deal (1929 - 1939)**

**Approximate # of Weeks: 4**

**Essential Questions:**

1. What were the factors that brought about the Great Depression?
2. How did Franklin Roosevelt's leadership bring about change in the U.S. economy?
3. How did the Great Depression affect the economic and social traditions of Americans, especially minorities?
4. Why did some people support Roosevelt's New Deal and some oppose it?

**Objectives:**

Each student will be able to:

1. Identify the factors that brought about the Great Depression. (*CCS 6.1:A2, 6.1:A5, 6.5:A2, 6.5:A4*)
2. Understand how Franklin Roosevelt's leadership brought about change in the U.S. economy. (*CCS 6.1:A2*)
3. Explain how the Great Depression affected the economic and social conditions of Americans, especially minorities. (*CCS 6.1:A5, 6.2:D3, 6.5:A2, 6.5:A4*)
4. Discuss why some people supported Roosevelt's New Deal and why others opposed it. (*CCS 6.2:C1, 6.2:D2, 6.2:A3, 6.2:A5*)

**Activities:**

- In groups, determine the pro and con arguments regarding the success of the New Deal.
  - Create a chart for New Deal legislation with columns for information such as Date, Who benefited and How it was accomplished.
  - Research the WPA and its impact on the fine arts in America.
  - Role play using poetry depicting the Dust Bowl.
  - Create a board game that explores the Great Depression. Students will focus on factors that contributed to the Great Depression, and how it affected American lives. They will design a game that will move players around a board and encounter positive and negative events by chance.
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**Topic/Unit 8: Chapter 26: America and World War II  
(1939 - 1945)**

**Approximate # of Weeks: 5**

**Essential Questions:**

1. How did dictators acquire and expand power in Europe in the 1930s?
2. How did peaceful nations confront foreign aggressors in World War II?
3. In what ways did American men, women, and minorities support the war effort at home?
4. What strategies did the Allies pursue in Europe and Africa to defeat the Axis powers in World War II?
5. What was the turning point in the war in the Pacific, and what led up to it?

## Objectives:

Each student will be able to:

1. Describe how dictators acquired and expanded power in Europe in the 1930s. (CCS 6.2:A3, 6.2:E13)
2. Discuss how peaceful nations confronted foreign aggressors in World War II. (CCS 6.1:A2, 6.1:A5, 6.2:E2)
3. List the ways that American men, women, and minorities supported the war effort at home. (CCS 6.1:A2, 6.2:D1)
4. Describe the strategies the Allies pursued in Europe and Africa to defeat the Axis Powers in World War II. (CCS 6.1:A2, 6.1:A4, 6.1:A11)
5. Discuss the events that led up to the turning point in the war in the Pacific. (CCS 6.1:A2)

## Activities:

- Listen to music from the era and discuss the effect on morale.
- Create a timeline using major events from the war.
- View and examine a map depicting German and Italian aggression in Europe from 1935 to 1939.
- Debate Truman's decision to drop the bomb.
- Students will research World War II propaganda and present their findings to the class. Groups must explain why their findings are representative of propaganda.

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## Topic/Unit 9: Chapter 27: The Cold War Era (1945 - 1960)

Approximate # of Weeks: 4

### Essential Questions:

- How and why did America aid European nations after World War II?
- What economic, social, and political challenges did Americans face after World War II?
- How and why did America involve itself in the Korean conflict of the 1950s?
- How did the American prosperity of the 1950s affect the country's economy and culture?

## Objectives:

Each student will be able to:

1. Explain how and why America aided European nations after World War II. (CCS 6.1:A6, 6.1:A1, 6.5:A5)
2. Understand the economic, social, and political challenges that Americans faced after World War II. (CCS 6.2:D3, 6.2:D4, 6.2:E1)
3. Explain how and why America involved itself in the Korean conflict of the 1950s. (CCS 6.1:A1, 6.1:A5, 6.2:A2)
4. Identify how America's prosperity in the 1950s affected the country's economy and culture. (CCS 6.1:A2, 6.5:A1, 6.5:A6)

## Activities:

- Research the role of NATO yesterday and today.
- Debate the firing of MacArthur
- Create posters on Cold War topics.
- Create a cover story about the Cold War.
- View and discuss the significance of MacArthur's decision to take Inchon.

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## Topic/Unit 10: Chapter 28: The Civil Rights Era (1954 - 1974)

Approximate # of Weeks: 3

### Essential Questions:

1. What were the legal and social challenges to racial segregation in the 1940s and 1950s?
2. How were Kennedy and Johnson alike and different as presidents of the United States?
3. What areas of civil rights did groups try to improve in the 1960s, and what methods did those groups use?
4. How did the civil rights movement affect minorities other than African Americans?

### Objectives:

Each student will be able to:

1. Describe the legal and social challenges to racial segregation in the 1940s and 1950s. (CCS 6.2:B3, 6.2:C4, 6.2:C6)
2. Compare and contrast the presidencies of Kennedy and Johnson. (CCS 6.1:A2)
3. Discuss the areas of civil rights that groups tried to improve in the 1960s and the methods those groups used. (CCS 6.1:A4, 6.1:A2, 6.4:B4)
4. Trace the effects of the civil rights movement on minorities other than African Americans. (CCS 6.1:A2, 6.2:B3)

### Activities:

- Examine and analyze the Supreme Court's decision in the case of *Brown v. the Board of Education*.
- View a taping of Oprah Winfrey involving an interview with the Little Rock Nine.
- Plan a civil rights campaign. Students will create a workshop to teach methods of peaceful protest to civil rights workers.
- View the movie, *The Long Walk Home*, regarding the Montgomery Bus Boycott, and write several diary entries depicting one of the characters from the movie.
- Chart the location of major events in the Civil Rights movement on a map of the United States.
- Compare and contrast goals of various civil rights leaders such as Martin Luther King, Jr. and Malcolm X.

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**Topic/Unit 11: Chapter 29: The Vietnam Era (1960 - 1975)      Approximate # of Weeks: 4**

### Essential Questions:

1. What were the key foreign policy challenges the United States faced during the Kennedy administration?
2. How and why did America involve itself in the war in Vietnam?
3. How did the Vietnam War affect the political and social climate in the United States?
4. How did President Nixon remove the United States from the Vietnam War?

### Objectives:

Each student will be able to:

1. Describe the key foreign policy challenges during the Kennedy administration. (CCS 6.1:A2)
2. Explain how and why America got involved in the war in Vietnam. (CCS 6.1:A1, 6.1:A5, 6.2:A2)
3. Discuss the effects of the Vietnam War on the political and social climate of the United States. (CCS 6.2:E7)
4. Explain how President Nixon removed the United States from the Vietnam War. (CCS 6.1:A2)

### Activities:

- Students will create newspaper fronts detailing the major events of the Vietnam War.
  - Role play a debate over U.S. policy in Vietnam.
  - Interview someone who recalls the Vietnam War and summarize responses into an essay. Topics to be discussed include the Kent State incident, the My Lai Massacre, the Tet Offensive and the antiwar movement.
  - Create political cartoons depicting key events from this period such as “SALT Treaty is Signed” and “Nixon visits China.”
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**Topic/Unit 12: Chapter 30: America in the 1970s (1968 - 1981)      Approximate # of Weeks: 2**

**Essential Questions:**

1. What were President Nixon’s main goals in foreign policy, and how did he work to achieve them?
2. What were President Nixon’s major domestic challenges in the 1970s?
3. What major foreign affairs issues did President Carter face during the presidency, and how did he deal with them?

**Objectives:**

Each student will be able to:

1. Explain how Nixon worked to achieve foreign policy goals. (*CCS 6.1:A2, 6.2:E1, )*
2. List Nixon’s major domestic challenges in the 1970s. (*CCS 6.2:D5, 6.1:A2,*
3. Explain how Carter dealt with foreign affairs issues. (*CCS 6.1:A2, 6.2:E1*)

**Activities:**

- Students will create campaign ads for candidates in the 1972 presidential campaign.
  - Debate and discuss the Watergate Scandal.
  - Produce a talk show detailing the foreign affairs issues under President Carter.
  - Discuss and chart the differences of Pahlavi and Khomeini. How might this impact American foreign policy?
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**Topic/Unit 13: Chapter 31: New Challenges (1981 - Present)      Approximate # of Weeks: 3**

**Essential Questions:**

1. How was President Reagan’s attitude about communism reflected in his actions and policies?
2. How did President Bush deal with the domestic challenges facing his presidency?
3. How did the Clinton presidency change the U.S. domestic scene in the 1990s?
4. How has the war on terror changed the way Americans live?
5. How have economic and environmental developments led to the world’s nations becoming more interdependent?

**Objectives:**

Each student will be able to:

1. Explain how President Reagan’s actions and policies reflected his attitude about communism. (*CCS 6.2:A2*)
2. Discuss how President Bush dealt with the domestic challenges facing his presidency. (*CCS 6.1:A2*)

3. Understand how the Clinton presidency altered the U.S. domestic scene in the 1990s. (CCS 6.2:E11, 6.1:A2)
4. Explain how the September 11 attacks have changed the way that Americans live. (CCS 6.2:A2)
5. Identify ways in which economic and environmental developments have led to interdependence among the world's nations. (CCS 6.2:E11, 6.5:B5, 6.5:A7)

### Activities:

- Create a graph depicting the Federal Budget Deficit from 1970 to 2008.
  - Examine President Clinton's inaugural address from 1992 and answer the following questions: What were his goals? By 2000, how far had the nation come in reaching his goals?
  - Create a K-W-L chart for the breakup of the Soviet Union.
  - Write a journal on the events of September 11, 2001.
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### Student Resources (i.e., textbooks, related books):

- Appleby, Joyce, et al. The American Journey (textbook), Columbus, Ohio: McGraw-Hill Companies, 2009.
  - The New York Times (newspaper); The Star Ledger (newspaper)
  - Nystrom Atlases
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### Teacher Resources (i.e., textbooks, related books):

- Appleby, Joyce, et al. The American Journey (textbook), Columbus, Ohio: McGraw-Hill Companies, 2009.
  - The New York Times (newspaper); The Star Ledger (newspaper)
  - Nystrom Atlases
  - The Historian (periodical)
  - Uncertain Order (novel)
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### Software/Online/Media Resources:

- Microsoft Office
  - Internet Explorer
  - Google Earth
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### Websites:

- <[PBS.org](http://PBS.org)>
- <[NPR.org](http://NPR.org)>
- <[NewYorkTimes.com](http://NewYorkTimes.com)>
- <[TheNation.com](http://TheNation.com)>
- <[TheEconomist.com](http://TheEconomist.com)>
- <[Unitedstreaming.com](http://Unitedstreaming.com)>

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## Field Trips:

- Tenement Museum in New York City
  - Ellis Island
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## Major Forms of Assessment:

- Selected response quizzes and tests, graphic organizers
- Product assessment (essays, journal entries, portfolio)
- Performance assessments (oral presentations, dramatic readings, skills based performance, song composition)
- Process focused assessment (Design a New America Project, Observe America, Interview America)

## Career Education & Life Skills:

Standard 9.2.A.1 Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.

Standard 9.2.A.2 Describe and apply constructive responses to criticism.

Standard 9.2.A.3 Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.

Standard 9.2.A.4 Recognize bias, vested interest, stereotyping and the manipulation and misuse of information while formulating solutions to problems that interfere with forming clear opinions and making open-minded decisions.

Standard 9.2.B.1 Revise and update the personal growth plan to address multiple life roles.

Standard 9.2.B.2 Apply project planning and management skills in academic and/or occupational settings.

Standard 9.2.B.3 Compare and contrast methods for maximizing personal productivity.

Standard 9.2.C.1 Model interpersonal and effective conflict resolution skills with peers and teachers, who will also model the behavior of effective and intelligent argument through debate.

Standard 9.2.C.2 Communicate effectively in a variety of settings with a diverse group of people.

Standard 9.2.D.1 Analyze how character influences work performance.

Standard 9.2.D.2 Identify and research privileges and duties of citizens in a democratic society.

Standard 9.2.D.3 Discuss consequences and sanctions when on-the-job rules and laws are not followed.

Standard 9.2.D.4 Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.

Standard 9.2.D.5 Apply a professional code of ethics to a workplace problem or issue.

## Technological Literacy:

Standard 8.1.B.1 Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.

Standard 8.1.B.2 Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

Standard 8.1.B.7 Evaluate information sources for accuracy, relevance, and appropriateness.

Standard 8.1.B.11 Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.

Standard 8.2.A.3 Provide various examples of how technological developments have shaped American history.

Brian Ianni	July 25, 2008
<i>Faculty Member's Name</i>	<i>Date Submitted</i>
<i>Supervisor's Name</i>	<i>Date Approved</i>