Social Studies: U.S. History (1877 to Present) Pacing Resource

Unit 1: Early National Development (1775-1877)
Essential Question: Was Reconstruction after the Civil War an overall failure or success?

Standards:
USH.1.1 Read key documents from the Founding Era and analyze major ideas about government, individual rights and the general welfare embedded in these documents.
USH.1.2 Summarize major themes in the early history of the United States such as federalism, sectionalism, nationalism, and states’ rights.
USH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
USH.1.3 Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.
USH.1.4 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson’s impeachment, the Black Codes, and the Compromise of 1877.
USH.9.1 Identify patterns of historical succession and duration in which historical events have unfolded and apply them to explain continuity and change.
USH.2.2 Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States.
USH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.

Suggested Target Questions: (Note to teachers: our text gives only limited attention to Reconstruction. Therefore it’s suggested that instruction emphasizes its initial vision, legislative outcomes and the consequences of its failure since it will have a long term effect on the civil rights movement nearly a century later)
What were major social and political outcomes of the American Revolution? USH.1.1, USH.9.2, USH.9.4
How did creation and ratification of the Constitution create limits on government and protection of personal liberties? USH.1.1, USH.1.2
What major political and social movements shaped reform and cultural change throughout the early to mid-1800’s? (i.e. political parties, Second Great Awakening and social reform movements – including abolitionism) USH.1.2, USH.1.3, USH 9.1, USH.9.4
What were the primary causes that led to the Civil War? USH.1.3, USH.1.4, USH 9.1
What was the purpose of Reconstruction in the South? USH.1.4, USH.2.2, USH.9.4
How did the Reconstruction Era give African-Americans expanded rights? USH.1.4, USH.2.2
Why did Reconstruction finally fail? USH.1.2, USH.1.4, USH.9.4

Text-based Practice:
Pearson Online Access: www.pearsonsuccessnet.com (use code 94-71-66 to register)
America: United States History: Reconstruction to the Present (Prentice Hall)

Web-based Practice:
U.S. History for All of Us http://www.nchs.ucla.edu/resources/u.s.-history-for-us-all
## Social Studies: U.S. History (1877 to Present) Pacing Resource

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### IDOE Resources for Course:
- IDOE Home page [http://www.doe.in.gov/](http://www.doe.in.gov/)
- IDOE-Social Studies page [http://www.doe.in.gov/standards/social-studies](http://www.doe.in.gov/standards/social-studies)
- IDOE-History/Social Studies Content Area Literacy Standards (linked at bottom of page) [http://www.doe.in.gov/standards/englishlanguage-arts](http://www.doe.in.gov/standards/englishlanguage-arts)
- IDOE Online Communities of Practice (see “Social Studies 9-12”) – Uses Google + Social Network [http://www.doe.in.gov/elearning/online-communities-practice](http://www.doe.in.gov/elearning/online-communities-practice)

### General Resources for Historical Thinking and Assessment
- Stanford History Education Group – Introduction to Historical Thinking (Lessons) [http://sheg.stanford.edu/intro-historical-thinking](http://sheg.stanford.edu/intro-historical-thinking)
- Beyond the Bubble -- Integrating Historical Thinking into Classroom Assessment (assessments available) [https://beyondthebubble.stanford.edu/](https://beyondthebubble.stanford.edu/)
- National Archives – Docs Teach (Very useful resource that organizes primary doc lessons by historical thinking themes – teachers can create on interactive lesson with documents, too!) [http://docsteach.org/activities/search?mode=browse&menu=open&era[]=civil-war-and-reconstruction](http://docsteach.org/activities/search?mode=browse&menu=open&era[]=civil-war-and-reconstruction)
- Hippocampus.org/History & Government/U.S. History Before 1877 (Making a Revolution) [http://www.hippocampus.org/HippoCampus/History%2020%26%20Governmen](http://www.hippocampus.org/HippoCampus/History%2020%26%20Governmen)
- Go Social Studies Go (U.S. History) [http://www.hyperhistory.com/online_n2/History_n2/a.html](http://www.hyperhistory.com/online_n2/History_n2/a.html)
- Annenberg Learner – America’s History in the Making (Units 6-10) [http://www.learner.org/resources/series208.html](http://www.learner.org/resources/series208.html)
- Myths of the American Revolution (Smithsonian Article) [http://www.smithsonianmag.com/history/myths-of-the-american-revolution-10941835/?page=2](http://www.smithsonianmag.com/history/myths-of-the-american-revolution-10941835/?page=2)
- Sample Lesson on Reconstruction by Sonya McInnis [www.dlt.ncssm.edu/.../lessonplans/.../Reconstruction/Reconstruction_Less](www.dlt.ncssm.edu/.../lessonplans/.../Reconstruction/Reconstruction_Less)

### Additional Resources:
- Reading Like a Historian – U.S. History Primary Source Lessons – (Revolution and Early America) [sheg.stanford.edu/rih](sheg.stanford.edu/rih)
Example Unit Inquiry & Extension

Unit Assessment Question: Was Andrew Johnson’s impeachment justified?

1) Backgrounder: Introduce the critical presidency of Andrew Johnson, his reluctance to carry out Reconstruction and subsequent impeachment. Be sure to point out that Johnson came into the White House because of Lincoln’s assassination. He was a southerner that supported the preservation of the Union.

2) This website sets up a simulated game that follows the impeachment of Andrew Johnson: [http://www.impeach-andrewjohnson.com/15ImpeachmentSimulationGame/SimulationGameTopPage.htm](http://www.impeach-andrewjohnson.com/15ImpeachmentSimulationGame/SimulationGameTopPage.htm)

3) Take class through key events and documents

4) Assign roles to play out simulation and decide if he was deservedly impeached

5) Tie Johnson’s impeachment to the (near) impeachment of modern presidents – Nixon or Clinton. Similar or totally different?
**Unit 1: Early National Development (1775-1877)**  
August 25th – September 19th

**Essential Question:** What can our past teach us about the positives and negatives of economic growth?

**Standards:**
- **USH.2.1** Describe the economic developments that transformed the United States into a major industrial power and the factors necessary for industrialization.
- **USH.2.2** Explain key ideas, movements, and inventions and summarize their impact on rural and urban communities throughout the United States.
- **USH.2.5** Summarize the impact industrialization and immigration had on social movements of the era including the contributions specific individuals and groups.
- **USH.2.6** Describe the growth of unions and the labor movement and evaluate various approaches and methods used by different labor leaders and organizations.
- **USH.2.7** Describe and assess the contribution of Indiana’s only president, Benjamin Harrison, to national policies on environmental protection, business regulation, immigration, and civil rights.
- **USH.2.8** Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act-1887, Sherman Anti-Trust Act 1890).
- **USH 2.3** Analyze the factors associated with the development of the West and how these factors affected the lives of those who settled there.
- **USH.2.4** Explain how the lives of American Indians changed with the development of the West.
- **USH.9.2** Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.
- **USH.9.3** Analyze multiple, unexpected, and complex causes and effects of events in the past.

**Suggested Target Questions**
- What were the major causes and outcomes of westward expansion after the Civil War? USH.23, USH.2.4,
- How did this expansion affect Native Americans? USH.2.4, USH.9.2, USH.9.4
- How did the railroads and other innovations transform America’s economy and, as a result, its communities? (rural/urban) USH.2.2, USH.2.3,
- Who were the key figures in the Second American Industrial Age and what was their contribution? (i.e. Vanderbilt, Carnegie, Rockefeller, etc.) USH.2.1, USH.2.5, USH.9.4
- Where did most immigrants come from at the time and what was their role in industrialization? USH.2.5, USH 2.3, USH.2.6
- What was the purpose of labor unions and how were they viewed by different groups of Americans at the time? USH.2.5, USH.9.4,
- How successful was government in balancing the rights of citizens and promoting economic growth? USH.2.8, USH.9.2,
Text-based Practice:
Pearson Online Access: www.pearsonsuccessnet.com (use code 94-71-66 to register)
America: United States History: Reconstruction to the Present (Prentice Hall)
Chapter 4, pp. 98-123
New Ways of Doing Business, pp. 110-111
Pullman Workers Strike! p. 120
The Railroads: Shaping American Cities, p. 105
Chapter 5, pp.126-151
Immigration, 1870-1910, p. 129
Growth of Cities, 1870-1900
Chapter 6, pp. 154-179
Native American Wars, 1860-1890, p. 163
Infographic: Mining Wealth, Thinking Critically,( #1-2)

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IDOE Home page http://www.doe.in.gov/
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IDOE-History/Social Studies Content Area Literacy Standards (linked at bottom of page)
http://www.doe.in.gov/standards/englishlanguage-arts
IDOE Online Communities of Practice (see “Social Studies 9-12”) – Uses Google + Social Network
http://www.doe.in.gov/elearning/online-communities-practice

General Resources for Historical Thinking and Assessment
Differentiated Questioning
Developing Essential Questions for American History
https://www.gilderlehrman.org/history-by-era/resources/essential-questions-teaching-american-history
Stanford History Education Group – Introduction to Historical Thinking (Lessons)
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Reading Quest – Reading, Writing and Research Comprehension Strategies and Handouts

Web-based Resources:
U.S. History for All of Us
http://www.nchs.ucla.edu/resources/u.s.-history-for-us-all
National Archives – Docs Teach (Very useful resource that organizes primary doc lessons by historical thinking themes – teachers can create on interactive lesson with documents, too)
http://docsteach.org/activities/search?mode=browse&menu=open&era[]=civil-war-and-reconstruction
Reading Like a Historian – U.S. History Primary Source Lessons – (The Gilded Age)
sheg.stanford.edu/rlh
Hippocampus.org/History & Government/U.S. History After 1877
http://www.hippocampus.org/HippoCampus/History%20%26%20Government
Go Social Studies Go (U.S. History)
http://www.hyperhistory.com/online_n2/History_n2/a.html
Annenberg Learner – America’s History in the Making (Units 6-10)
http://www.learner.org/resources/series208.html
Howard Zinn Project – The Homestead Strike
http://zinnedproject.org/materials/the-homestead-strike/
Backstory with the American History Guys – America, Inc. (History of the Corporation)
http://backstoryradio.org/shows/americainc-2/
The Industrial Revolution – Edsitement
**Unit Assessment Question:** What factors contributed to the Chinese Exclusion Act?

1) **Backgrounder:** Different immigrants had different experiences in Industrial Age America, but generally Chinese immigrants were heavily discriminated against since they were the only group to have their immigration prohibited by law. Visit The Reading Like a Historian website to find out more about the act (go to ‘Guilded Age’ and find “Chinese Exclusion Act” ) [sheg.stanford.edu/rlh](http://sheg.stanford.edu/rlh)

2) **Ask the class to read interpret the documents provided in the lesson**

3) **Answer the lesson target question**
**Unit 1: Early National Development (1775-1877)**  
**September 22nd – October 3rd**  
**Essential Question:** Was the Progressive Era really progressive?

### Standards:
- **USH.3.5** Identify and give the significance of contributions to American culture made by individuals and groups--1897-1920 such as Booker T. Washington, W.E.B. DuBois, NAACP, muckrakers, Upton Sinclair.
- **USH.2.9** Analyze the development of “separate but equal” policies culminating in the Plessy v. Ferguson (1896) case.
- **USH.3.2** Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.
- **USH.2.8** Evaluate the effectiveness of government attempts to regulate business (Interstate and Commerce Act-1887, Sherman Anti-Trust Act 1890).
- **USH.3.1** Describe the events and people central to the transformation of the United States developing into a world power.
- **USH.3.3** Compare and contrast the Progressive reforms of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.
- **USH.3.4** Explain the constitutional significance of the following landmark decisions of the United States Supreme Court: Northern Securities Company v. United States (1904), Muller v. Oregon (1908), Schenck v. United States (1919) and Abrams v. United States (1919).

### Suggested Target Questions:
- What does the term “progressive” mean in the context of this historical time?
- What was the Progressive Movement? Who were some of its leaders and defenders?
- What are examples of Progressive Era laws or government policy that aimed to improve society?
- How would you describe American race relations during the Progressive Era?
- What was the impact of the major Supreme Court decision, Plessy v. Ferguson?
- What were the major viewpoints of early civil rights leaders about Plessy? How did they differ?
- Was the Progressive movement successful overall in reforming society? Where was it most successful?

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  Chapter 7, pp. 182-204
- Have students read and diagram types of discrimination in America in “Segregation and Social Tensions”, Section 1, pp. 184-189
- Ask students understand the spread of the Populist Party ideas by looking at maps on pp. 201 -202. Many of their ideas would be adopted into the Progressive Movement.

### Web-based Resource:
- **U.S. History for All of Us**
  [http://www.nchs.ucla.edu/resources/u.s.-history-for-us-all](http://www.nchs.ucla.edu/resources/u.s.-history-for-us-all)
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**Chapter 8, pp. 210-244**

Read and write about the journalistic work of progressive muckracker, Jacob Riis “Exposing How the Other Half Lives”, pp. 214-215 (Thinking Critically, #1-#2)

Read and discuss American Literature excerpt from “The Jungle” by Upton Sinclair, p. 220

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**Reading Like a Historian – U.S. History Primary Source Lessons – (The Gilded Age)**

- [sheg.stanford.edu/rlh](http://sheg.stanford.edu/rlh)
- [Hippocampus.org/History & Government/U.S. History After 1877](http://www.hippocampus.org/HippoCampus/History%2020%26%20Governmen)
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- [Howard Zinn Project – The Homestead Strike](http://zinnedproject.org/materials/the-homestead-strike/)
- [Backstory with the American History Guys – America, Inc. (History of the Corporation)](http://backstoryradio.org/shows/america-inc-2/)
Unit Assessment Question: Which leader has the best plan to deal with “separate but equal”?

1) Backgrounder: Booker T. Washington and W.E.B. DuBois were key leaders in the earliest stages of an organized civil rights movement, but each different ideas about how to deal with racism and legal underpinnings. Compare and contrast their views. Visit Annenberg Media site, “Vital Progressivism” https://learner.org/biographyofamerica/prog19/feature/index.html

2) Ask the class to read interpret each leaders views
3) Answer the lesson target question with primary and secondary text evidence