11th Grade United States History: 1877 to the Present
Road Map

Themes
Change and Continuity, Conflict and Cooperation, Contributions of Individuals and Groups, American Identity and the American Dream

Guiding Questions
- How has debate over ideals of liberty and equality affected interpretations of American national identity and the American dream?
- How can Americans overcome the violence and conflict of their past to achieve cooperation and opportunity today?

Core and Supplemental Texts
- Holt American Anthem
- Prentice Hall The African-American Odyssey

Course Overview
In this course, students examine significant events, people, institutions, movements and conflicts in American history in the late 19th and 20th centuries. Major topics include the struggle for minority groups and women to achieve equality and equal opportunity, the emergence of the U.S. on the world stage, and the impact of industrialization and global conflicts on U.S. institutions and people. A focus on social and political history is built into the instructional materials that accompany this course.
### FIRST MARKING PERIOD

<table>
<thead>
<tr>
<th>UNIT</th>
<th>OVERARCHING QUESTIONS</th>
<th>FOCUS CONTENT AND SKILLS/ STUDENT PRODUCTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
<td><strong>Focus Content</strong></td>
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</tbody>
</table>
| | What kinds of freedoms were different people fighting for in early American history? | - Revolutionary War  
- Constitution  
- Territorial Growth  
- Conflict with Native Americans  
- Slavery and Abolition  
- Sectionalism  
- Civil War  
- Reconstruction |
| | **PACING** Suggested Pacing: 4 Weeks  
Grading Period 1  
Weeks 1-4 | **Skills** |
| | | - Analyze primary source documents  
- Draw upon visual, literary, and musical sources  
- Compare competing historical narratives  
- Research and analyze historical data  
- Evaluate alternative courses of action |
| **Culminating Project** | **Module 1**  
- How were the demands in the Declaration of Independence going to free the colonists politically and economically? | **Student Products** |
| | **Module 2**  
- How did the Industrial Revolution and the labor movement in the early 1800s expand the meaning of freedom to include economic freedom for workers? How did women articulate their own movement for political and economic freedom? | - Produce a modern "translation" of the Declaration of Independence  
- Summary statements on what political freedom meant to the colonists  
- Summary of women's demands for economic freedom  
- Primary source analysis with guided reading/writing  
- Produce a modern "translation" of the Declaration of Sentiments at Seneca Falls  
- Devise an interactive timeline  
- Research and report on a key event  
- Write a letter to President Lincoln  
- Written summaries to compare and contrast primary sources |
| | **Module 3**  
- During the years before, during and after the Civil War and Reconstruction, how was freedom challenged and reshaped for women, African Americans, and European Americans? | |
| | | |
### UNIT OVERARCHING QUESTIONS FOCUS CONTENT AND SKILLS/ STUDENT PRODUCTS

#### Unit 2
**The Gilded Age**
What was the impact of industrialization and westward expansion on the lives of Americans in the late 19th century?

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
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</thead>
<tbody>
<tr>
<td>How did technology and &quot;Manifest Destiny&quot; combine to end the freedom of the Plaines Indians?</td>
<td>Were industrialists at the turn of the century “Robber Barons” or “Innovative Captains of Industry”? Explain.</td>
<td>What were workers fighting for in the late 19th century? What methods did they use to better their working conditions and how successful were they?</td>
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</tbody>
</table>

#### Culminating Project
Students will create their own textbook “chapter” on the Gilded Age to answer the overarching unit question. Using the information gathered and studies in this unit, create a textbook chapter that addresses each of the issues covered. The chapter should have the following items:
- Chapter title
- Section headings
- Pictures/photographs/maps/visuals with accompanying captions
- Text itself

#### PACING
**Suggested Pacing:**
- 4 Weeks
- Grading Period 1
- Weeks 5-8

#### Focus Content
- Indian removal
- Westward expansion
- Industrial expansion
- Industrialist case study: Andrew Carnegie
- Rise of labor unions
- Labor conflict: case study of Homestead

#### Skills
- Draw upon visual, literary, and musical sources
- Compare competing historical narratives
- Research and analyze historical data
- Evaluate alternative courses of action
- Analyze political speeches

#### Student Products
- Analyze speeches, artwork and photographs associated with westward expansion
- Complete a graphic organizer analyzing primary sources on the demise of the Plaines Indians
- Define key economic and labor vocabulary
- Complete a graphic organizer analyzing multiple textbook accounts on the rise of industry
- Analyze multiple sources about prominent industrialists
- Write a 3 paragraph response to the Module 2 question
- Complete a graphic organizer about working conditions in the 19th century
- Write a summary paragraph describing the rise of the Knights of Labor
- Create a narrative summary of what happened at the Homestead Strike
## SECOND MARKING PERIOD

<table>
<thead>
<tr>
<th>UNIT</th>
<th>OVERARCHING QUESTIONS</th>
<th>FOCUS CONTENT AND SKILLS/STUDENT PRODUCTS</th>
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<tbody>
<tr>
<td>Unit 3</td>
<td><strong>The Progressive Era</strong></td>
<td><strong>Focus Content</strong></td>
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<tr>
<td></td>
<td></td>
<td>▪ Progressive Reforms and Government Response</td>
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<td>▪ African American Progressive Reformers</td>
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<tr>
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<td>▪ Jim Crow South</td>
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<td>▪ Immigration</td>
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<td>▪ Women’s movement</td>
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<td>▪ Muckraking and Photojournalism</td>
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<td></td>
<td><strong>Skills</strong></td>
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<tr>
<td></td>
<td></td>
<td>▪ Draw upon visual, literary, and musical sources.</td>
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<td>▪ Compare competing historical narratives.</td>
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<td></td>
<td></td>
<td>▪ Research and analyze historical data.</td>
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<td></td>
<td></td>
<td>▪ Evaluate alternative courses of action.</td>
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<td><strong>Student Products</strong></td>
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<td>▪ KWL chart on African Americans at the turn of the century</td>
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<td>▪ Graphic organizer analyzing strategies of progressive African American leaders</td>
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<td>▪ Essay on one aspect of African Americans’ search for social, economic or political equality</td>
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<td>▪ Analysis of various primary sources on immigration and the experience of immigrants</td>
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<td>▪ Analysis of photographs</td>
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<td>▪ Evaluate Progressive attempts at social reform by reading and analyzing primary source documents</td>
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<td>▪ Summary paragraphs on various aspects of Progressive reforms</td>
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**Culminating Project**

Students will write two pieces for the front page of their own newspaper dealing with the same topic. The first article should be written as an expose of one of the issues of the Progressive Era. The second article should be an analysis of either the government’s response to the issue or the response from a community organization to the issue. Finally, there should be an image or photograph that can represent the issue being discussed.

**Module 1:**

- What challenges did African Americans face in securing economic, social, and political equality at the turn of the century? How did individuals and organizations view these challenges and seek to overcome them?

**Module 2:**

- What were the push-pull factors that led to a dramatic rise in immigration to the United States at the turn of the century? What were some of the arguments for and against immigration at the time?

**Module 3:**

- What were Progressive Era Reformers fighting for and how did they go about it?

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**PACING**

Suggested Pacing:
- 4 Weeks
- Grading Period 1
- Week 9
- Grading Period 2
- Weeks 1-3
<table>
<thead>
<tr>
<th>Unit 4</th>
<th>OVERARCHING QUESTIONS</th>
<th>FOCUS CONTENT AND SKILLS/ STUDENT PRODUCTS</th>
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</thead>
</table>
| World War I, The Harlem Renaissance, and Nationalism and Nativism in the 1920s | Module 1 | **Focus Content**  
- The failures of the Treaty of Versailles  
- Great Migration  
- Harlem Renaissance  
- Nativism/Anti-immigrant sentiment  
- Rise of the KKK, violence, and hate crimes  
| | Module 2 | **Skills**  
- Draw upon visual and literary sources  
- Analyze public documents (treaties, legislation)  
- Compare competing historical narratives  
| | Module 3 & 4 | **Student Products**  
- Write a recommendation paper on the role of the U.S. in a post-war world.  
- Craft a letter from the first-person point of view on migration from the south and settlement in the North.  
- Write your own textbook account of Sacco and Vanzetti.  
- Write a response piece on hate crimes.  
| | **Suggested Performance Assessment** |  
Students will write a comparative analysis essay that build from selected modules in Units 3 and Unit 4: What were some of the similarities and key differences between immigration and African American migration at the turn of the century? How did the nation’s post-war identity affect the kinds of freedom that immigrants and African Americans were fighting for?  
| **PACING** |  
**Suggested Pacing:**  
4 Weeks  
Grading Period 2  
Weeks 3-8  
<p>|</p>
<table>
<thead>
<tr>
<th>UNIT</th>
<th>OVERARCHING QUESTIONS</th>
<th>FOCUS CONTENT AND SKILLS/ STUDENT PRODUCTS</th>
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<tbody>
<tr>
<td><strong>Unit 5</strong></td>
<td>The Great Depression and the Second World War</td>
<td><strong>Focus Content</strong></td>
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<tr>
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<td>• Stock Market Crash</td>
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<td>• Great Depression</td>
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<td>• New Deal</td>
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<td>• Works Progress Administration</td>
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<td>• WW II - home and abroad</td>
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<tr>
<td><strong>PACING</strong></td>
<td>Suggested Pacing: 4 Weeks</td>
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<td>Grading Period 2 Week 9</td>
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<td>Grading Period 3 Weeks 1-3</td>
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<td><strong>Culminating Project</strong></td>
<td>Students will use student products from each lesson to write a three paragraph essay analyzing what they learned from the impact of the Great Depression, New Deal government activism, and the social group contributions to and challenges faced making the world safe for democracy at home and abroad.</td>
<td><strong>Skills</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Analyze visual sources</td>
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<td>• Analyze and evaluate the experiences of individuals via letters home</td>
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<td>• Utilize historical data to draw conclusions</td>
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<td>• Evaluate actions taken by the President in times of war</td>
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<tr>
<td><strong>Focus Content</strong></td>
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<td><strong>Student Products</strong></td>
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<td>• Reflective essay on the buying and selling stocks, making money, and the experience of losing all your savings.</td>
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<td>• Summaries and recommendations about the effectiveness of FDR's 100 Day New Deal programs.</td>
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<td>• Using the Library of Congress web site, have students select an image and write an analysis/story of the WPA.</td>
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<td>• Reflective summaries using a thematic quote applied to social group obstacles and challenges in the early 1940s and today.</td>
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<tr>
<td><strong>Module 1</strong></td>
<td>What were the underlying economic causes of the Great Depression?</td>
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</table>
# Unit 6: The Origins of the Cold War

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Why did the United States drop the atomic bomb on Japan and what was the impact of this decision around the world?</td>
<td>▪ How did fear of Communism and fear of the atomic bomb impact the daily lives of Americans in the 1940s, 50s and 60s?</td>
<td>▪ What were some of the &quot;battles&quot; of the Cold War? What might make those confrontations &quot;hot&quot;?</td>
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</table>

**Focus Content**
- Reasons for dropping the Atomic Bomb
- Red Scare
- McCarthyism
- Cold War ideology
- Korean War
- Cuban Missile Crisis
- Early Vietnam war

**Skills**
- Analyze cause and effect
- Evaluate alternative courses of action via multiple secondary sources
- Draw upon visual sources and popular culture to understand historical context

**Student Products**
- Following the completion of the unit, students will write a three to four paragraph essay responding to the overarching question.
- Students will write a reflective essay about how living under the threat of a nuclear attack or communist takeover altered America's sense of security.
- Write a comparative essay that addresses the following: Why did the United States have such different outcomes in two of these Cold War conflicts?
### THIRD MARKING PERIOD

**UNIT**

<table>
<thead>
<tr>
<th>Unit 7</th>
<th>The Civil Rights Movement</th>
<th>Module 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Pacing:</strong></td>
<td>5 Weeks</td>
<td>How did various organization and individuals organize to end the “separate but equal” clause of the 14th Amendment?</td>
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<tr>
<td><strong>Grading Period 3</strong></td>
<td>Weeks 7-9</td>
<td>What strategies did they use?</td>
</tr>
<tr>
<td><strong>Grading Period 4</strong></td>
<td>Weeks 1-2</td>
<td>How successful were they?</td>
</tr>
</tbody>
</table>

**Culminating Project**

Students will create your retrospective, or personal account, of the legacy of the Civil Rights Movement by responding to the following prompt:

In the end, the Civil Rights Movement of the 1950s, 60s and 70s was the story of...

This project can take the form of a PowerPoint, a Museum Exhibit or a 3-page written narrative.

**Module 2**

- How did students and youth generate change during the Civil Rights Movement in the 1960s?
- What strategies and arguments did they use?
- How successful were they?

**Module 3**

- How were the Civil Rights Movements for women, Native Americans, Latinos and African Americans in the 1960s and 70s similar and different?
- What strategies and solutions did they propose?

**Focus Content**

- The Road to *Brown v. Board of Ed.*
- Role of federal and state governments in preventing or pushing for equality
- Role of individuals and groups in protesting and overcoming inequality
- Expanding the civil rights movement: Women, Native Americans, Latino Americans

**Skills**

- Understand historical chronology
- Evaluate cause and effect
- Analyze personal accounts to understand the role of the individual in historical movements
- Analyze arguments made in significant documents (Letter from a Birmingham Jail, excerpts from court cases)
- Draw upon photographs and film
- Research and analyze historical data

**Student Products**

- Several dialogue responses to reading, two sequence chain of events, editorial, and final reflection and summary.
- Letters to young people of the civil rights movement or government officials.
- Compare and contrast analysis of goals, vision, and strategies of additional groups working to secure equal Constitutional protections.
### Unit 8
The Vietnam War, Watergate

**Culminating Project**

Students will write a three- to five-paragraph reflective essay in response to the following prompt:

- In what ways did individuals work to change the course of history during the Vietnam War and Watergate? Provide two specific examples from the unit of study you have just completed and discuss:
  - what the individual did and why;
  - what the effect(s) of his/her actions were.

The individuals can be politicians, soldiers, journalists or students.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Overarching Questions</th>
<th>Focus Content and Skills/Student Products</th>
</tr>
</thead>
</table>
| **Module 1** | - When and why did the United States become involved in a war in Vietnam? What were some arguments for and against escalating the war? Who benefited from this? | **Focus Content**
- America’s deepening involvement in the Vietnam War
- Pushing the government to guarantee equal protection of all citizens
- Expanding the civil rights movement: Women, Native Americans, Latino Americans |
| **Module 2** | - What was the experience like for American soldiers? What led to the development of the anti-war movement at home? How and why did the United States end its participation in the Vietnam conflict? | **Skills**
- Understand historical chronology.
- Analyze and evaluate the experiences of individuals via letters home.
- Draw upon visual and musical sources.
- Research and analyze historical data.
- Analyze journalistic accounts to determine causes, events, and effects of the Watergate break-in. |
| **Module 3** | - How did two journalists and one newspaper cause the downfall of the President of the United States in the Watergate scandal? | **Student Products**
- A 3-to-5 paragraph essay in response to the first module questions
- A written response to a soldier about the war
- Detailed timeline of Watergate events |
## UNIT

### Unit 9

**American Immigration Policy between 1965-1990, American Foreign Policy in the 1980s**

**PACING**

Suggested Pacing: 3 Weeks
Grading Period 4
Weeks 6-9

### Culminating Project

Using a set of questions, interview three adults about their attitudes towards either immigration or nuclear proliferation. Students will then write up the interviews in an essay format that analyzes and summarizes the perspective of the individuals interviewed.

### Module 1

**Focus Content**

- Immigration policies after 1965
- Push pull factors of immigration after 1965
- Reaganomics
- Cold War

**Module 2**

- To what extent was American foreign policy in the 1980s, as shaped by President Ronald Regan, responsible for the end of the Cold War

### Skills

- Evaluate multiple historical perspectives
- Hold interpretations of history as tentative
- Research and analyze historical data
- Evaluate alternative courses of action

### Student Products

- Analyze late 20th century immigration data.
- Read and analyze primary source documents to understand push-pull factors and the experiences of various immigrant groups.
- Read and analyze primary source documents on the end of the Cold War.
- Complete a KWL chat on U.S. nuclear weapons policy.
- Formulate an opinion on what current nuclear policy should be and participate in a debate.