

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
United States History Academic
Social Studies Department

	CT Frameworks	Objectives	Assessments	Resources
Establishing the Ideal 8 weeks	<ul style="list-style-type: none"> ● CSS 1.1 – <i>Demonstrate an understanding of significant events and themes in United States History.</i> 6. Compare and contrast various American beliefs, values, and political ideologies. 12. Evaluate the role and impact significant individuals have had on historical events. ● CSS 1.2 – <i>Describe the importance of significant events in local and state history and their connections to United States History.</i> 13. Analyze how events and people in 	<p>Content Objectives: Students will be able to:</p> <ul style="list-style-type: none"> ● Analyze the Enlightenment philosophies of Hobbes, Locke, Rousseau, Montesquieu, and Voltaire to determine their influence on the United States. ● Identify people, actions, or beliefs in the Revolutionary period that reflected Enlightenment philosophy. ● Critique the events leading to the American Revolution to determine and defend the “point of no return.” ● Determine whether the Constitution fulfilled the promise of the Revolution. 	<ul style="list-style-type: none"> ● American Revolution Test ● Constitution DBQ: Did the Constitution uphold or abandon the ideals of the Revolution? ● Essay: What was more powerful in establishing the ideal, words or weapons? 	<p>Primary Sources:</p> <ul style="list-style-type: none"> ● <i>Mayflower Compact</i> ● <i>Fundamental Orders of CT</i> ● <i>Stamp Act Congress Resolutions</i> ● Ben Franklin, “Join, or Die” ● Paul Revere, Boston Massacre Engraving ● Patrick Henry, “Give Me Liberty or Give Me Death” ● <i>Ipswich, MA Minuteman Agreement, 1775</i> ● Culpepper Minuteman “Don’t Tread on Me” Flag ● Ralph Waldo Emerson, “The Concord Hymn” ● Thomas Paine, <i>Common Sense</i> ● James Chalmers, <i>Plain Truth</i> ● <i>Declaration of Independence</i> ● Thomas Jefferson’s Original Rough Draft ● Howard Chandler Christy, <i>Scene at the Signing of the Constitution of the United States</i> ● Oliver Wolcott, “Speech at the Connecticut Ratification Convention,” 1788 ● Ben Franklin, “Speech Prior to the Signing of the Constitution,” 1787 ● Patrick Henry, “Speech at the Virginia Ratification Convention,” 1788 ● Draft and final versions of the Preamble

	<p>Connecticut reflect and have contributed to developments in United States History.</p> <ul style="list-style-type: none"> • CSS 1.6 – <i>Describe patterns of human movement across time and place.</i> 35. Compare and contrast migration’s impact on the country of origin and country of settlement. • CSS 2.3 – <i>Create various forms of written work to demonstrate an understanding of history and social studies issues.</i> 8. Compose a thesis statement using primary and secondary sources. • CSS 3.2 – <i>Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</i> 5. Develop criteria for 	<p><u>Skill Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> • Compare historical documents to identify purpose, audience, and bias. • Evaluate differing political viewpoints. • Formulate and defend a hypothesis. 		<ul style="list-style-type: none"> • Bill of Rights <p><u>Secondary Sources:</u></p> <ul style="list-style-type: none"> • Thomas Fleming, <i>Unlikely Victory: Thirteen Ways the Americans Could Have Lost the Revolution</i> <p><u>Involvement Activities:</u></p> <ul style="list-style-type: none"> • Patriots and Loyalists • Revolutionary War Battle • Federalists and Antifederalists <p><u>Films:</u></p> <ul style="list-style-type: none"> • <i>The Patriot</i> • <i>10 Days That Unexpectedly Changed America: Shays’ Rebellion</i> • <i>Founding Fathers: A Healthy Constitution</i> <p><u>Writing Resources:</u></p> <ul style="list-style-type: none"> • Writing Centers at UNC Chapel Hill and Hamilton College • Litchfield High School MLA Citation Guide
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	judging the actions or policies of an individual or group in the past.			
	CT Frameworks	Objectives	Assessments	Resources
Promoting the Ideal 10 weeks	<ul style="list-style-type: none"> • CSS 1.1 – <i>Demonstrate an understanding of significant events and themes in United States History.</i> <ol style="list-style-type: none"> 1. Investigate the causes and effects of migration within the United States. 4. Explain the changing nature of the American economy. 5. Assess the influence of geography on the development of the United States. 9. Assess the significance of the evolving heterogeneity of American society. • CSS 3.1 – <i>Use evidence to identify, analyze, and evaluate historical</i> 	<p>Content Objectives: Students will be able to:</p> <ul style="list-style-type: none"> • Explain how the American people and government promoted its ideals through expansion, imperialism, and immigration. • Analyze the conflicting nature of Native American policy for evidence of the ideals. • Consider the origins of modern foreign policy. • Determine whether expansion and imperialism abandoned or upheld the American ideals. • Explain how industrialization and immigration contributed to the growth of cities. • Analyze the government’s role in the growth of America. 	<ul style="list-style-type: none"> • Critique of Manifest Destiny • Essay: To what extent did ___ promote or abandon the American ideals? 	<p>Primary Sources:</p> <ul style="list-style-type: none"> • Christopher Columbus, “Letter from the First Voyage,” 1493 • Bartolome de las Casas, <i>A Short Account of the Destruction of the Indies</i>, 1542 • Powhatan’s Remarks to John Smith, c. 1609 • Treaty with the Indians, 1621, from William Bradford’s <i>History of Plymouth Plantation</i>, c. 1650 • <i>Charter of the New England Confederation</i>, 1643 • <i>Indian Removal Act</i> • “Appeal of the Cherokee Nation,” 1830 • Andrew Jackson, “Second Annual Message to Congress” • John Gast, <i>American Progress</i>, 1872 • <i>Northwest Ordinance</i>, 1787 • <i>Homestead Act</i>, 1862 • Robert Lindneux, <i>Trail of Tears</i>, 1942 • Sand Creek Documents (A Congressional Committee Decries the Violence at Sand Creek; Colonel Chivington Defends His Actions, 1865; Testimony of S.G. Colley, 1865; Testimony of Lieutenant Cramer, 1865; Testimony of Presley Talbot, 1865; Major Wynkoop Explains Indian Intent, 1864 & 1865; Governor John Evans

	<p><i>interpretations.</i></p> <p>1. Use evidence to develop an interpretation of a historical event.</p> <ul style="list-style-type: none"> • CSS 3.3 – <i>Apply appropriate historical, geographic, political, economic, and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</i> <p>12. Formulate an historical question and devise a research procedure that would lead to an answer.</p>	<p><u>Skill Objectives:</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast credibility of differing accounts of the same event. • Predict the effects of foreign policy decisions in the past and present. • Challenge assumptions based on evidence. • Critique a hypothesis. • Interpret social and political messages in cartoons. • Write a “gray area” thesis and support with primary and secondary research. 	<p>Responds to the Congressional Report, 1865; Helen Hunt Jackson’s Account of Sand Creek and its Aftermath, 1881)</p> <ul style="list-style-type: none"> • <i>Dawes Act</i>, 1887 • “Indian Gaming and Indian Poverty,” <i>Native Americas Magazine</i>, 1997 • Mariane Pearl, “The Land Where Rapists Walk Free,” <i>Glamour</i>, 2008 • John L. O’Sullivan on Manifest Destiny, 1838 • Frederick Jackson Turner, <i>The Significance of the Frontier in American History</i>, 1893 • Selected US imperialism cartoons • William McKinley’s War Message • <i>Spanish-American War Treaty</i> • Queen Lili’uokalani Protests US Intervention in Hawaii, 1987 • <i>Teller Amendment</i> • <i>Platt Amendment</i> • Emilio Aguinaldo Rallies the Philippine People to Arms, 1899 • Instructions to Commodore Matthew Perry for his Expedition to Japan, 1852 • S. Wells Williams Remembers Protestant Missionary Work in China, 1883 • Josiah Strong on Anglo-Saxon Predominance, 1987 • Teddy Roosevelt, “Inaugural Address” • Rudyard Kipling, “The White Man’s Burden” • American Anti-Imperialist League Platform • Mark Twain, <i>To the Person Sitting in Darkness</i> • Hector St. Jean de Crevecoeur, <i>Letters from an</i>
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				<p><i>American Farmer</i>, 1782</p> <ul style="list-style-type: none"> • Emma Lazarus, “The New Colossus” • <i>Chinese Exclusion Act</i>, 1882 • Selected photographs from Jacob Riis, <i>How the Other Half Lives</i> • Selected Progressive cartoons and photographs <p><u>Involvement Activities:</u></p> <ul style="list-style-type: none"> • Homesteading Game • Immigration Act of 1924 • PBS, The New Americans: Immigration Myths & Realities Quiz <p><u>Films:</u></p> <ul style="list-style-type: none"> • <i>10 Days that Unexpectedly Changed America: the Mystic Massacre</i> • <i>Bury My Heart at Wounded Knee</i> <p><u>Writing Resources:</u></p> <ul style="list-style-type: none"> • Library print sources for research • Linked online sources for research
	CT Frameworks	Objectives	Assessments	Resources
<p>Upholding the Ideal</p> <p>14 weeks</p>	<ul style="list-style-type: none"> • CSS 1.1 – <i>Demonstrate an understanding of significant events and themes in United States History.</i> 2. Trace the evolution of citizens’ rights. 8. Analyze the 	<p><u>Content Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> • Determine when and how people have formed mass movements to pressure the government to uphold the ideals. 	<ul style="list-style-type: none"> • Civil War Alternate History Test • A Plan for Reconstruction • Success of the Women’s Movements Project 	<p><u>Primary Sources:</u></p> <ul style="list-style-type: none"> • Economics of Slavery documents from Gilder Lehrman at Yale • Virginia Groark, “Slave Policies,” <i>New York Times</i> • William Lloyd Garrison, <i>The Liberator</i> • Sojourner Truth, “Ain’t I a Woman” • John Brown, “Address to the Virginia Court” • Harriet Beecher Stowe, <i>Uncle Tom’s Cabin</i> • Frederick Douglass, “The Meaning of the Fourth of

	<p>influence of sectionalism on American life.</p> <p>11. Analyze how arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity.</p> <ul style="list-style-type: none"> ● CSS 1.9 – <i>Understand the rights and responsibilities of citizens.</i> <p>43. Give examples of how individuals or groups have worked to expand or limit citizens’ rights in the United States and other nations.</p> <ul style="list-style-type: none"> ● CSS 3.1 – <i>Use evidence to identify, analyze, and evaluate historical interpretations.</i> <p>4. Predict how alternative actions by individuals or groups might have changed a historical outcome.</p>	<ul style="list-style-type: none"> ● Explain that the Civil War was a constitutional crisis, with both the North and South defending American ideals. ● Determine why the Civil Rights Movement was necessary when legal equality was already sanctioned by the Constitution. ● Analyze the roles of “leaders” and “footsoldiers” in movements. ● Determine the extent of the successes of the movements. <p><u>Skill Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> ● Determine cause and effect. ● Identify situations in which social action is required. 		<p>July for the Negro”</p> <ul style="list-style-type: none"> ● “Ads for Runaway Slaves,” <i>Pennsylvania Gazette</i> ● <i>Northwest Ordinance</i>, 1787 ● Three Fifths Compromise (Art. 1 Sec. 3) ● <i>Missouri Compromise</i>, 1820 ● <i>Wilmot Proviso</i>, 1846 ● <i>Kansas-Nebraska Act</i>, 1854 ● Dred Scott decision, 1857 ● “Sullivan Ballou Letter,” 1861 ● <i>Emancipation Proclamation</i> ● “Gettysburg Address,” 1863 ● Law Equalizing Pay of Black Soldiers, 1864 ● Abraham Lincoln to Charles Sumner, May 19 1864 ● Executive Order 9981 ● Terms of Lee’s Surrender ● <i>The Promised Land?</i> Documents ● “Reports of Outrages, Riots and Murders,” Bureau of Refugees, Freedmen, and Abandoned Lands archives ● Jim Crow laws ● Montgomery City Code, 1955 (bus segregation) ● Rosa Parks police report ● “Negroes’ Most Urgent Needs,” Montgomery Improvement Association ● “Integrated Bus Suggestions,” Montgomery Improvement Association, 1956 ● MLK, “Letter from a Birmingham Jail” ● Alabama Application for Registration, 1965 ● Alabama Literacy Test, 1965
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	CT Frameworks	Objectives	Assessments	Resources
<p>Defending the Ideal</p> <p>8 weeks</p>	<ul style="list-style-type: none"> • CSS 1.1 – <i>Demonstrate an understanding of significant events and themes in United States History.</i> 3. Trace the changing role of American participation and influence in world affairs. 7. Analyze the influence of nationalism on American society. 10. Analyze the impact of technology and scientific discovery on American society. • CSS 1.2 – <i>Describe the importance of significant events in local and state history and their connections</i> 	<p><u>Content Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> • Explain why the United States became increasingly intertwined in world affairs in the 20th century. • Identify how the power of the executive and legislative branches changed in terms of foreign policy. • Describe how war causes civil liberties to be restricted at home. • Evaluate the Great Depression’s effects on the United States and the Axis powers. • Account for America’s success in 	<ul style="list-style-type: none"> • Wars DBQ: Who or what determines the outcome of war? 	<p><u>Primary Sources:</u></p> <ul style="list-style-type: none"> • Austria-Hungary’s Ultimatum to Serbia • Zimmerman Note • Wilson’s War Message • Various WWI Propaganda Posters • General Pershing, “Secret Information Concerning the Black American Troops,” 1918 • Executive Order 9981 • Credence Clearwater Revival, <i>Fortunate Son</i> • Fourteen Points • <i>Versailles Treaty</i> (excerpts) • John Maynard Keynes, <i>Economic Consequences of the Peace</i>, 1920 • FDR, “First Inaugural Address” • UN Resolution 260 – On Genocide • Various Atomic Bomb documents from the Truman Library • Executive Order 9066 • <i>Korematsu v. US</i> opinion and dissent • The Truman Doctrine, March 12, 1947 • Report of the UN Commission on Korea, 1950 • War Powers Clause (Art. 1 Sec. 8 Clause 11) • <i>Gulf of Tonkin Resolution</i>

	<p><i>to United States History.</i></p> <p>14. Describe how major events in US History affected Connecticut citizens.</p> <ul style="list-style-type: none"> • CSS 1.12 – <i>Understand the interdependence of local, national, and global economies.</i> <p>54. Analyze ways governments and international organizations can promote or inhibit economic development.</p> <ul style="list-style-type: none"> • CSS 2.3 – <i>Create various forms of written work to demonstrate an understanding of history and social studies issues.</i> <p>9. Prepare a research paper/project using primary and secondary sources and properly cite evidence.</p>	<p>some wars and failure in others.</p> <p><u>Skill Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> • Predict consequences. • Formulate, research, and defend a hypothesis using proper MLA citations. 		<ul style="list-style-type: none"> • <i>War Powers Act of 1973</i> • Lyndon Johnson and Ho Chi Minh, Letter Exchange, 1967 • <i>Dear Abby</i> on Kent State Shooting <p><u>Secondary Sources:</u></p> <ul style="list-style-type: none"> • PBS, Timeline of America’s Reaction to the Holocaust <p><u>Involvement Activities:</u></p> <ul style="list-style-type: none"> • World War I Simulation • Evaluation of the New Deal <p><u>Films:</u></p> <ul style="list-style-type: none"> • <i>WWI: An American Legacy</i> • <i>Ken Burns, The War</i> (excerpts) • <i>Dear America: Letters Home from Vietnam</i>
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