

LITCHFIELD PUBLIC SCHOOLS
Core Curriculum Scope and Sequence
United States History Honors
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 Connecticut reflect and have contributed to developments 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. • Compare and contrast colonist propaganda in order to identify purpose, audience, and bias. • Critique the events leading to the American Revolution to determine and defend the “point of no return.” 	<ul style="list-style-type: none"> • Socratic seminar: Defend or oppose the following statement: Of all the Enlightenment thinkers, Thomas Paine had the greatest influence on American revolutionaries. • Presentation: Moving toward Revolution • Debate: Can you have revolution without war? • FRQ: The Road to Revolution • Test: The Legacy of the Constitution • Constitution DBQ: Did the Constitution uphold or abandon the ideals of the Revolution? • FRQ: The Impact of Shays’ Rebellion • Essay: What was more powerful in 	<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 • Bill of Rights <p>Secondary Sources:</p> <ul style="list-style-type: none"> • Thomas Fleming, <i>Unlikely Victory: Thirteen Ways</i>

	<p>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 judging the actions or policies of an individual or group in 	<ul style="list-style-type: none"> • Determine whether the Constitution fulfilled the promise of the Revolution. <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. • Analyze primary documents to determine source credibility. • Evaluate differing political viewpoints. • Formulate and defend a hypothesis. • Debate a point of view supported by evidence from several sources. 	<p>establishing the ideal, words or weapons?</p>	<p><i>the Americans Could Have Lost the Revolution</i></p> <ul style="list-style-type: none"> • A New American Nation, 1774-1800: Unity and Discord (ABC-CLIO) <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>A Revolution for Independence</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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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 interpretations.</i> <ol style="list-style-type: none"> 1. Use evidence to develop an interpretation of a historical event. 	<p><u>Content Objectives:</u> 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. • Evaluate the ways in which the ideals were used to justify expansion at home and abroad. • 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. • Identify ways in which immigrants responded to the ideals in the late 19th and early 20th 	<ul style="list-style-type: none"> • Project: Indian Education: A 20th Century Perspective • Found Poem • Critique of Manifest Destiny • Test: Westward Expansion • Essay: To what extent did ___ promote or abandon the American ideals? 	<p><u>Primary Sources:</u></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 Responds to the Congressional Report, 1865; Helen Hunt Jackson’s Account of Sand Creek and its Aftermath, 1881) • <i>Dawes Act</i>, 1887 • “Indian Gaming and Indian Poverty,” <i>Native Americas Magazine</i>, 1997 • Mariane Pearl, “The Land Where Rapists Walk

	<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>centuries.</p> <ul style="list-style-type: none"> • Analyze the government’s role in the growth of America. • Identify the goals of progressivism. <p><u>Skill Objectives:</u> 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 research paper using a “gray area” thesis and support from both primary and secondary sources. 	<p>Free,” <i>Glamour</i>, 2008</p> <ul style="list-style-type: none"> • John L. O’Sullivan on Manifest Destiny, 1838 • Frederick Jackson Turner, <i>The Significance of the Frontier in American History</i>, 1893 • Library of Congress: various photographs: <ul style="list-style-type: none"> ○ Pioneer family outside their sod house in Nebraska, ca. 1886 ○ Lakota camp on the Pine Ridge Indian Reservation, 1891 ○ Buffalo Bill Cody’s Wild West show • America Revisited: various photographs (1880-1900) <ul style="list-style-type: none"> ○ Western town ○ Cowboys ○ Land rush ○ Ranch • Selected US imperialism cartoons • William McKinley’s War Message • <i>Spanish-American War Treaty</i> • Queen Lili’uokalani Protests US Intervention in Hawaii, 1887 • <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, 1887 • 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>
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<p>Upholding the Ideal 12 weeks</p>	<ul style="list-style-type: none"> <p>CSS 1.1 – <i>Demonstrate an understanding of significant events and themes in United States History.</i></p> <p>2. Trace the evolution of citizens’ rights.</p> <p>8. Analyze the 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> <p>CSS 1.9 – <i>Understand the rights and responsibilities of citizens.</i></p> <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> <p>CSS 3.1 – <i>Use evidence to identify, analyze, and evaluate</i></p> 	<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. Assess to what extent was the dispute over slavery was a Constitutional crisis. Determine why the Civil Rights Movement was necessary when legal equality was already sanctioned by the Constitution. Analyze the roles of “leaders” and “foot soldiers” in movements. Determine the extent of the successes of the movements. Examine persistent issues involving rights, roles, and status of the individual in relation to the general welfare. Critically explore racism, sexism, and prejudice in order to 	<ul style="list-style-type: none"> Essay: To what extent was slavery a constitutional crisis? Reflection: <i>Amistad</i> Test: Sectionalism, Civil War, and Reconstruction Essay: Did the acceptance of women’s suffrage in 1920 represent a fundamental shift in Americans’ views of women and their role in society, or is timing really everything? Project: Evaluate existing monuments in order to propose and create a civil rights monument to be erected on the green in Litchfield. Project: Create a CD highlighting 20th century music that both influenced and expressed the social and political climate of the decades. 	<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 July for the Negro” “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

	<p><i>historical interpretations.</i></p> <p>4. Predict how alternative actions by individuals or groups might have changed a historical outcome.</p>	<p>promote the development of a more informed and humane citizenry.</p> <p><u>Skill Objectives:</u> Students will be able to:</p> <ul style="list-style-type: none"> • Use art, literature, and music to enrich meaning. • Form an opinion based on critical examination of relevant information. • Identify situations in which social action is required. • Express personal convictions. 	<ul style="list-style-type: none"> • “Integrated Bus Suggestions,” Montgomery Improvement Association, 1956 • MLK, “Letter from a Birmingham Jail” • Alabama Application for Registration, 1965 • Alabama Literacy Test, 1965 • MLK, “I Have a Dream” • MLK, “I See the Promised Land” • John Lewis, “Patience is a Dirty and Nasty Word” • Black Panther Party Platform, 1966 • Various Civil Rights songs/lyrics • Abigail Adams, “Remember the Ladies” • Elizabeth Cady Stanton, “Declaration of Sentiments” • Susan B. Anthony on Women’s Suffrage, 1973 • Wilson’s War Message • Margaret Sanger, <i>My Fight for Birth Control</i> • Various women’s liberation documents from <i>Dear Sisters</i> <p><u>Involvement Activities:</u></p> <ul style="list-style-type: none"> • Sectionalism Game • A Civil War Battle • Congressional Hearing on Reconstruction • Civil Rights Movement Myth Busters Quiz <p><u>Films:</u></p> <ul style="list-style-type: none"> • <i>Amistad</i> • <i>Gone With the Wind</i> (excerpts) • <i>10 Days that Unexpectedly Changed America: Antietam</i> • <i>Glory</i> • <i>10 Days that Unexpectedly Changed America: Freedom Summer</i> • <i>The Children’s March</i> • <i>Iron Jawed Angels</i>
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	CT Frameworks	Objectives	Assessments	Resources
Defending 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> 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 to United States History.</i> 14. Describe how major events in US 	Content Objectives: Students will be able to: <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. Evaluate the effectiveness of public opinion in influencing and shaping public and foreign policy development and decision-making. 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 	<ul style="list-style-type: none"> Blog: We Didn’t Start the Fire (Billy Joel) Wars DBQ: Who or what determines the outcome of war? Socratic Seminar: Was the use of the atomic bomb during World War II justified? 	Primary Sources: <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> <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>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> 54. Analyze ways governments and international organizations can promote or inhibit economic development. • CSS 2.2 – <i>Interpret information from a variety of primary and secondary sources, including electronic media</i> 4. Analyze and explain multi-purpose visual materials. • CSS 2.3 – <i>Create various forms of written work to demonstrate an understanding of history and social studies issues.</i> 9. Prepare a research paper/project using 	<p>America’s success in 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. • Read for a variety of purposes: critically, analytically, to predict outcomes, to answer questions, to form an opinion, to skim for the facts. • Recognize instances in which more than one interpretation of factual material is valid. 		<ul style="list-style-type: none"> • Billy Joel, <i>We Didn’t Start the Fire</i> <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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	primary and secondary sources and properly cite evidence.			
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