

# Wallenpaupack Area School District Planned Course Curriculum Guide

**Department**

**Name of Course**  
**US History II**

**Course Description:** The US History II course will examine the period from 1815-1914. The course will focus on the political, social/cultural, and economic growth and development of the United States.

**Initial Creation Date (if applicable) and Revision Dates:**

**Initial Creation-** June 2015

**Revision-** November 2024

Wallenpaupack Area School District Curriculum	
<b>COURSE: US History II</b>	<b>GRADE/S: 9</b>
<b>Review/Welcome Back: review of concepts from US I</b>	<b>TIMEFRAME: 1-1.5 weeks</b>

**PA COMMON CORE/NATIONAL STANDARDS:**

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.B: Identify and analyze primary documents, material artifacts, and historic sites important in United States history from 1787 to 1914.

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.

CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.

CC.8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.Civ.5.9-12: Evaluate citizens' and institutions' effectiveness in addressing social and political problems at local, state, tribal, national, and/or international levels.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past

**UNIT OBJECTIVES (SWBATS):**

Identify three branches of government and their respective functions

Key Constitutional concepts (related to US II)

Jeffersonian Republicanism and ideals

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Lecture/Direct Instruction

Small group/cooperative learning (class work and projects)

Individual/independent work

Web Sites

Primary Source Documents  
Secondary Sources

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

Tests  
Quizzes  
Analysis of Primary Source Documents  
Open-ended questions  
Data Based Questions

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Modified Assessments/Assignments  
Extended time, when applicable  
COORDINATE WITH CASE MANAGER ON SPECIFIC NEEDS  
\*ENCOURAGE INDEPENDENT RESEARCH AND STUDY WHEN APPLICABLE

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

iPads, Schoology, websites, textbooks, teacher generated materials

**KEY VOCABULARY:**

Legislative  
Executive  
Judicial  
Jurisdiction  
Ideology  
Census  
Constitution  
Preamble

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: US History II</b>	<b>GRADE/S: 9</b>
<b>UNIT 1: Era of Good Feelings</b>	<b>TIMEFRAME: 1-2 weeks</b>

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b></p> <p>8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.</p> <p>8.3.9.B: Identify and analyze primary documents, material artifacts, and historic sites important in United States history from 1787 to 1914.</p> <p>CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.</p> <p>8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.</p> <p>CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p>D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>Events between 1815-1824</p> <p>D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p> <p>D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p>
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <p>Identify America’s postwar challenges/conditions</p> <p>Understand nationalism and “Era of Good Feelings”</p> <p>Understand growth of federal government and conflictions with Jeffersonian ideology</p> <p>Identify America’s foreign policy during this period</p> <p>Discuss boom-bust cycle of US economy</p> <p>Identify rise of sectional issues</p>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b></p> <p>Lecture/Direct Instruction</p> <p>Small group/cooperative learning (class work and projects)</p> <p>Individual/independent work</p> <p>Web Sites</p> <p>Primary Source Documents</p> <p>Secondary Sources</p>
<p><b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b></p> <p>Tests</p>

Quizzes  
Projects  
Analysis of Primary Source Documents  
Open-ended questions  
Data Based Questions

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Modified Assessments/Assignments  
Extended time, when applicable  
COORDINATE WITH CASE MANAGER ON SPECIFIC NEEDS  
\*ENCOURAGE INDEPENDENT RESEARCH AND STUDY WHEN APPLICABLE

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

iPads, Schoology, websites, textbooks, teacher generated materials

**KEY VOCABULARY:**

Nationalism  
Sectionalism  
Foreign Policy  
Political Party  
Internal Improvements  
Dissemination  
Panic (economic)  
Tariff  
Sectional Balance  
Monroe Doctrine  
Missouri Compromise  
Panic of 1819  
Latin America

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: US History II</b>	<b>GRADE/S: 9</b>
<b>UNIT 2: Development of Two-Party System</b>	<b>TIMEFRAME: 1-2 weeks</b>

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b></p> <p>8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.</p> <p>8.3.9.B: Identify and analyze primary documents, material artifacts, and historic sites important in United States history from 1787 to 1914.</p> <p>8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.</p> <p>8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.</p> <p>CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p>D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p> <p>D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <p>D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.</p>
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <p>Discuss contemporary views of “liberty” vs. Founders’ view</p> <p>Discuss Democracy vs. Republics</p> <p>Understand the Electoral College</p> <p>Identify how democracy expanded yet was still limited during this period</p> <p>Analyze the Election of 1824</p> <p>Identify why the two-party system reemerged</p> <p>Examine campaign tactics/strategies</p> <p>Analyze the Election of 1828</p>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b></p> <p>Lecture/Direct Instruction</p> <p>Small group/cooperative learning (class work and projects)</p> <p>Individual/independent work</p> <p>Web Sites</p> <p>Primary Source Documents</p> <p>Secondary Sources</p>

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

Tests

Quizzes

Projects- ***create a campaign commercial for 1828 candidate using iMovie***

Analysis of Primary Source Documents

Open-ended questions

Data Based Questions

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Modified Assessments/Assignments

Extended time, when applicable

COORDINATE WITH CASE MANAGER ON SPECIFIC NEEDS

\*ENCOURAGE INDEPENDENT RESEARCH AND STUDY WHEN APPLICABLE

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

iPads, Schoology, websites, textbooks, teacher generated materials

**KEY VOCABULARY:**

Partisan

Democracy

Republic

Liberty

Electoral College

Popular Vote

Political Party

Patronage

Corruption

Bargain

Mudslinging

Democracy

Suffrage

Franchise

Common Man

Wallenpaupack Area School District Curriculum	
<b>COURSE: US History II</b>	<b>GRADE/S: 9</b>
<b>UNIT 3: Jacksonian Democracy</b>	<b>TIMEFRAME: 1-2 weeks</b>

**PA COMMON CORE/NATIONAL STANDARDS:**

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8.3.9.B: Identify and analyze primary documents, material artifacts, and historic sites important in United States history from 1787 to 1914.

8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.

8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

**UNIT OBJECTIVES (SWBATS):**

Identify four pillars of Jacksonian Democracy

Understand Jackson’s concept of the role/responsibility of the President

Understand Jackson’s use of Presidential power

Understand Jackson’s defense of the Common Man

Analyze the following issues during Andrew Jackson’s President: patronage reform, Native American Removal, Nullification Crisis, Bank of the United States—students will look at contemporary supporters and opponents of the President and his actions during this period

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Lecture/Direct Instruction

Small group/cooperative learning (class work and projects)

Individual/independent work

Web Sites

Primary Source Documents

Secondary Sources

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

Tests



Quizzes  
Projects  
Analysis of Primary Source Documents  
Open-ended questions  
Data Based Questions

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Modified Assessments/Assignments  
Extended time, when applicable  
COORDINATE WITH CASE MANAGER ON SPECIFIC NEEDS  
\*ENCOURAGE INDEPENDENT RESEARCH AND STUDY WHEN APPLICABLE

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

iPads, Schoology, websites, textbooks, teacher generated materials

**KEY VOCABULARY:**

Reform  
Patronage  
Spoils System  
Partisan  
Assimilation  
Sovereignty  
Jurisdiction  
States' Rights  
Nullification  
Fiat (Currency)  
Veto  
Class warfare  
Tariff  
Censure

Wallenpaupack Area School District Curriculum	
<b>COURSE: US History II</b>	<b>GRADE/S: 9</b>
<b>UNIT 4: Road to Disunion</b>	<b>TIMEFRAME: 1-2 weeks</b>

**PA COMMON CORE/NATIONAL STANDARDS:**

- 8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.
- 8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.
- 8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.
- CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.
- 8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.
- 8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.
- CC.8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.
- 8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.
- 8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.
- CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.
- D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- D2.Civ.5.9-12: Evaluate citizens' and institutions' effectiveness in addressing social and political problems at local, state, tribal, national, and/or international levels.
- D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

**UNIT OBJECTIVES (SWBATS):**

- Review boom-and-bust economic cycles
- Identify/understand growing anti-slavery movement
- Understand the ideology and expressions of Manifest Destiny
- Understand how propoganda can shape public opinion
- Identify failures in government strictures that led to division

Analyze the following issues that led to political and sectional division during the 1850s- crisis/Compromise of 1850, Fugitive Slave Law, Uncle Tom's Cabin, Underground Railroad, Kansas-Nebraska Act/Bleeding Kansas, Dred-Scott Decision, Rise of Lincoln, Harper's Ferry

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Lecture/Direct Instruction  
Small group/cooperative learning (class work and projects)  
Individual/independent work  
Web Sites  
Primary Source Documents  
Secondary Sources

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

Tests  
Quizzes  
Projects-1850s Timeline  
Analysis of Primary Source Documents  
Open-ended questions  
Data Based Questions

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Modified Assessments/Assignments  
Extended time, when applicable  
COORDINATE WITH CASE MANAGER ON SPECIFIC NEEDS  
\*ENCOURAGE INDEPENDENT RESEARCH AND STUDY WHEN APPLICABLE

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

iPads, Schoology, websites, textbooks, teacher generated materials

**KEY VOCABULARY:**

Panic (economic)  
Depression (economic)  
Manifest Destiny  
Sectional Balance  
Propaganda  
Doughface  
Fire Eater  
Abolitionist  
Free Soiler  
Transcontinental  
Insurrection  
Martyr  
Secession  
Moderate (political position)

Extreme (political position)  
Third Party

Wallenpaupack Area School District Curriculum	
<b>COURSE: US History II</b>	<b>GRADE/S: 9</b>
<b>UNIT 5: Civil War</b>	<b>TIMEFRAME: 1-2 weeks</b>

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b></p> <p>8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.</p> <p>8.3.9.B: Identify and analyze primary documents, material artifacts, and historic sites important in United States history from 1787 to 1914.</p> <p>8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.</p> <p>8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.</p> <p>CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p>D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p> <p>D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <p>D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.</p>
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <p>Review causes of disunion</p> <p>Analyze the Election of 1860</p> <p>Analyze the decisions/situation surrounding Fort Sumter</p> <p>Identify Union and Confederate objectives, strengths, weaknesses, and early mobilization</p> <p>Identify political and home front issues</p> <p>Discuss expanded roles for women, African Americans</p> <p>Analyze leadership</p> <p>Analyze military tactics, strategy, and key battles</p> <p>Discuss Confederate surrender and Lincoln's assassination</p>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b></p> <p>Lecture/Direct Instruction</p> <p>Small group/cooperative learning (class work and projects)</p> <p>Individual/independent work</p> <p>Web Sites</p> <p>Primary Source Documents</p> <p>Secondary Sources</p>

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

Tests  
Quizzes  
Projects- battle simulation, Civil War PPT.  
Analysis of Primary Source Documents  
Open-ended questions  
Data Based Questions

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Modified Assessments/Assignments  
Extended time, when applicable  
COORDINATE WITH CASE MANAGER ON SPECIFIC NEEDS  
\*ENCOURAGE INDEPENDENT RESEARCH AND STUDY WHEN APPLICABLE

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

iPads, Schoology, websites, textbooks, teacher generated materials

**KEY VOCABULARY:**

Insurrection  
Rebellion  
Emancipation  
Artillery  
Cavalry  
Infantry  
Bonds (financial instruments)  
Attrition  
Total War  
Copperhead (Peace Democrats)  
Radical Republicans  
Moderate (political position)  
War Democrats  
Blockade  
Siege  
Trench Warfare  
Segregated  
Assassination  
Martyr

Wallenpaupack Area School District Curriculum	
<b>COURSE: US History II</b>	<b>GRADE/S: 9</b>
<b>UNIT 6: Reconstruction</b>	<b>TIMEFRAME: 1-2 weeks</b>

**PA COMMON CORE/NATIONAL STANDARDS:**

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8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.

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D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past

**UNIT OBJECTIVES (SWBATS):**

Review end of the Civil War- cost: life, property/resources

Identify/understand Challenges of Reunification: physical, social, economic, political

Understand the three distinct phases of Reconstruction: Presidential, Congressional/Radical, Redeemer

Discuss Impeachment

Identify emergence of civil rights

Identify the Reconstruction Amendments

Identify why Reconstruction ended

Understanding why civil rights didn't last/emergence of Jim Crow South

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Lecture/Direct Instruction

Small group/cooperative learning (class work and projects)

Individual/independent work

Web Sites

Primary Source Documents

Secondary Sources

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

Tests  
Quizzes  
Projects  
Analysis of Primary Source Documents  
Open-ended questions  
Data Based Questions

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Modified Assessments/Assignments  
Extended time, when applicable  
COORDINATE WITH CASE MANAGER ON SPECIFIC NEEDS  
\*ENCOURAGE INDEPENDENT RESEARCH AND STUDY WHEN APPLICABLE

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

iPads, Schoology, websites, textbooks, teacher generated materials

**KEY VOCABULARY:**

Emancipation  
Mandate  
Black Codes  
Freedmen  
Freedmen's Bureau  
Radical (political position)  
Moderate (political position)  
Impeachment  
Lame Duck  
Civil Rights  
Jim Crow  
Segregation  
Redeemers  
Ku Klux Klan  
Terrorism  
Graft  
Corruption  
Suffrage  
Franchise  
13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments



Wallenpaupack Area School District Curriculum	
<b>COURSE: US History 2</b>	<b>GRADE/S: 9</b>
<b>UNIT 7: The Gilded Age</b>	<b>TIMEFRAME: 1-2 Weeks</b>

<p><b>PA COMMON CORE/NATIONAL STANDARDS:</b></p> <p>8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.</p> <p>8.3.9.B: Identify and analyze primary documents, material artifacts, and historic sites important in United States history from 1787 to 1914.</p> <p>8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.</p> <p>8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.</p> <p>CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p>D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p> <p>D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p> <p>D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p> <p>D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.</p>
<p><b>UNIT OBJECTIVES (SWBATS):</b></p> <p>Understand how industrialization, urbanization, and the rise of big business shaped the American economy during the Gilded Age</p> <p>Analyze the rise of monopolies, trusts, and corporate consolidation (e.g., Andrew Carnegie, John D. Rockefeller), and explain their impact on workers, consumers, and competition.</p> <p>Assess the long-term impact of the Gilded Age on American politics, including the rise of Progressive reform movements, the eventual push for antitrust laws, and the growth of labor rights activism.</p>
<p><b>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</b></p> <p>Lecture/Direct Instruction</p> <p>Small group/cooperative learning (class work and projects)</p> <p>Individual/independent work</p> <p>Web Sites</p> <p>Primary Source Documents</p> <p>Secondary Sources</p>
<p><b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b></p> <p>Tests</p> <p>Quizzes</p>

Analysis of Primary Source Documents  
Open-ended questions  
Data Based Questions

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Modified Assessments/Assignments  
Extended time, when applicable  
Coordinate with case manager on specific needs  
\*Encourage independent research and study when applicable

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

iPads, Schoology, websites, textbooks, teacher generated materials

**KEY VOCABULARY:**

Robber Barron	Captain of Industry	Industrialization	Gospel of Wealth
Social Darwinism	Monopoly	Andrew Carnegie	John D. Rockefeller
JP Morgan	Cornelius Vanderbilt	Philanthropy	Laissez Faire

Wallenpaupack Area School District Curriculum	
<b>COURSE: US History 2</b>	<b>GRADE/S: 9</b>
<b>UNIT 8: Progressive Era</b>	<b>TIMEFRAME: 1-2 Weeks</b>

**PA COMMON CORE/NATIONAL STANDARDS:**

8.3.9.A: Analyze the political and cultural contributions of individuals and groups to United States history from 1787 to 1914.

8.3.9.B: Identify and analyze primary documents, material artifacts, and historic sites important in United States history from 1787 to 1914.

8.3.9.C: Analyze how continuity and change have impacted the United States from 1787 to 1914.

8.3.9.D: Analyze how conflict and cooperation among groups and organizations have influenced the growth and development of the United States.

CC.8.5.9-10.A: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

D2.Civ.4.9-12: Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.

**UNIT OBJECTIVES (SWBATS):**

Identify and describe the main social, political, and economic reforms of the Progressive Era, including women's suffrage, labor rights, and antitrust laws.

Understand and explain the social, economic, and political conditions that led to the rise of the Progressive movement, including urbanization, industrialization, and corruption in politics.

Analyze the impact of muckrakers (e.g., Upton Sinclair, Ida Tarbell) on public opinion and government action during the Progressive Era.

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

Lecture/Direct Instruction

Small group/cooperative learning (class work and projects)

Individual/independent work

Web Sites

Primary Source Documents

Secondary Sources

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

Tests

Quizzes

Analysis of Primary Source Documents

Open-ended questions

Data Based Questions

**DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**

Modified Assessments/Assignments

Extended time, when applicable

Coordinate with case manager on specific needs

\*Encourage independent research and study when applicable

**RESOURCES (Technology Based Resources, Text Resources, etc.):**

iPads, Schoology, websites, textbooks, teacher generated materials

**KEY VOCABULARY:**

Initiative

Referendum

Recall

Muckraker

The Jungle

Reform

16<sup>th</sup> Amendment

17<sup>th</sup> Amendment

18<sup>th</sup> Amendment

19<sup>th</sup> Amendment

Upton Sinclair

Meat Inspection Act

Suffrage

Temperance

Square Deal

Trustbuster