

Subject: Social Studies

Grade: 9 American History (1860 to WW II)

Hallsville R-IV High School

American History

[Rationale](#) | [Course Description](#)

Curriculum Strands

- [History](#)
- Geography
- Civic-Political
- Social-Cultural
- Economics

Rationale:

Students need to know and be able to make connections from the past to the present in order to make sound, responsible decisions for the future. They need to apply their knowledge by developing critical thinking skills through a challenging, active, hands-on learning environment. These skills and knowledge will provide the foundation necessary for graduates of Missouri schools to lead productive and successful lives.

Course Description:

Grade 9-12, 1 unit

Students study the development of the U.S. from post reconstruction to the current era. Emphasis on economics, government, and geography is intertwined within each of the following units: The Frontier West, rise of industry, WWI, 20's, Depression, WWII, Cold War, and 50's, 60's, 70's, 80's, and 90's. The class is designed to increase the student's interest in responsible citizenship. Using various resources, this year long class is integrated with English I.

[top](#)

Topic Objective:
1. All students will acquire a foundation in the continuity and change in the history of Missouri, the United States, and the world from industrialization to WWI.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
1A. Place events in chronological order. 1B. Analyze the technological forces behind the Industrial Revolution in America. 1C. Identify individuals/groups that shaped the period. 1D. Explain reforms of the Progressive Movement. 1E. Describe the changing character of American society as a result of immigration and urbanization. 1F. Analyze the social, economic, and political impact of WWI.	1.8 2.1	SS 2 SS 6			1A Research using library, text, and internet. 1B Chart: Construct a chart of inventors and inventions of the era. 1C Research: Presidents from 1876 to 1919. 1D Video: Progressive Movement 1E Read: Excerpts from "The Shame of the Cities" and "The Jungle". 1F Read: Primary sources/ WWI letters, diaries, and stories.	1A (PE) Timeline: Create a historical timeline from 1876 to 1919 using a theme of the period, for example a train with each car as a date and a paragraph explaining the date's significance (Scoring Guide) 1B (PE) Model: Construct a model of an invention of the time period, such as the telephone, accompanied by an oral presentation analyzing how it works, it's significance, and how it has changed (Scoring Guide) 1C (PE) Commemorative Stamp Project: Design a stamp on poster board symbolizing a presidency of the period with a written biographical paper. For example, teddy Roosevelt's stamp might depict the Panama Canal. (Scoring Guide)

Subject: Social Studies

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
						<p>1D (PE) Political Cartoon: Draw a political cartoon based on the Progressive movement. Topics could include: child labor, direct election of senators, women suffrage, or prohibition. (Scoring Guide)</p> <p>1E (PE) Essay: Write an essay using a thesis statement of: "Urbanization transformed America in many positive ways" or "Urbanization effected America in many negative ways". (Scoring Guide)</p> <p>1F (PE) Compare and Contrast: Design two posters depicting American life in 1900 and American life on the home front in 1918 (Scoring Guide)</p>
<p>Resources:</p> <p>"The American Nation" James Davidson, Prentice Hall, 1995 "American History: The Modern Era Since 1865" Donald Ritchie, Glenco McGraw Hill, 2001</p>					<p>Instructional Methods:</p>	

Subject: Social Studies

Grade: 9 American History (1860 to WW II)

Enrichment/ Special Needs:

+Key to Integrated Skills

DS = Disability Equity
C = Character Education
E = Gender Equity
D = Cultural Diversity

R = Research Skills
W = Workplace Skills
T = Technology Skills

Subject: Social Studies

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Concept: History

Topic Objective:
2. All students will acquire a foundation in the continuity and change in the history of Missouri, the United States, and the world from the Roaring 20's to the Great Depression.

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>2A. Place events in chronological order from 1920 to 1940.</p> <p>2B. Identify individuals/groups who shaped the 20's and 30's.</p> <p>2C. Describe how America changed socially, politically, and economically during the 20's.</p> <p>2D. Analyze how America changed socially, politically, and economically in the 30's.</p> <p>2E. Explain the migration of Americans during the 20's and 30's.</p>	<p>1.2</p> <p>2.1</p>	<p>SS 2</p> <p>SS 6</p>			<p>2A Research using text, library, and the internet.</p> <p>2B Research individuals/groups.</p> <p>2C View Susan B. Anthony tape and Horatio's Drive tape.</p> <p>2D Interview an individual about the Great Depression (note taking)</p> <p>2D Using a chart identify 10 New Deal programs.</p> <p>2E Research population shifts from rural to cities.</p>	<p>2A (PE) Timeline: Create an historical timeline fro 1920 to 1939 using a theme of the period such as the Stock Market Crash, each stock representing a special date of the period followed by a paragraph explaining the date's significance (Scoring Guide)</p> <p>2B (PE) Playing Cards (Baseball Card) Project: Using a deck of cards (5x7 index cards) identify famous people of the 20's and 30's. One side of the card will picture something symbolic of the person and biographical information will be on the flip side. Various games can be created from the cards (Scoring Guide)</p> <p>2C (PE) Protest Sign: Creating a slogan and logo, design a protest sign for the Women's Suffrage Movement (Scoring Guide)</p>

Subject: Social Studies

Grade: 9 American History (1860 to WW II)

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
						<p>2C (PE) Group Project: Make a video about the economic and cultural impact of the automobile in our society (Scoring Guide)</p> <p>2D (PE) Oral History: Write a descriptive paper from interview notes about the Great Depression (Scoring Guide)</p> <p>2D (PE) Poster: Illustrate five New Deal programs. For example: a social security check in the mail of an elderly couple or a check stub showing a Social Security tax deduction (Scoring Guide)</p> <p>2E(PE) Map: create a USA population map of the 1900 and 1920, contrasting the shifting from rural to urban and from east to west (Scoring Guide)</p>
Resources:				Instructional Methods:		
Enrichment/ Special Needs:						

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