

Unit 1: Intro to U.S. History	Unit 2: Big government, little government	Unit 3: Immigration and Migration	Unit 4: Capitalism, consumerism, and class
<p>Big ideas:</p> <ul style="list-style-type: none"> • Active learning • Group dynamics • Reading closely (OIA) • Learning strategies and systems • The “American idea” • Connections (web) learning • Reading non-textual artifacts • US History foundation 	<p>Big ideas:</p> <ul style="list-style-type: none"> • Balance of power • Foundational ideals • Selecting evidence • Editing and integrating evidence • Film analysis • Analyzing form and content 	<p>Big ideas:</p> <ul style="list-style-type: none"> • Models of ethnic relations • Balance of culture • Group mentality • Social awareness • Synthesizing • Summarizing concisely • Selection and integration of evidence 	<p>Big ideas:</p> <ul style="list-style-type: none"> • US economy and influence on culture • Rags to riches, self-made man concept • Capitalism and class conflict • Social welfare • Reading for form, style • Developing a text-based argument
<p>History:</p> <ul style="list-style-type: none"> • Chronological overview of major concepts in U.S. history 	<p>History:</p> <ul style="list-style-type: none"> • Revolutionary War • Civil War • Progressive Era • New Deals • Little Rock 9 • The Great Society 	<p>History:</p> <ul style="list-style-type: none"> • Three major waves of immigration • Industrialism: conditions, political machines, Americanization, regulations • Immigration policy • Development of labor unions (turn of the century) • Editorial cartoons 	<p>History:</p> <ul style="list-style-type: none"> • Populism • Industrialism: big money, technology • 1920s and 1950s economic boom, advertising and culture of buying • Causes of the Great Depression • Modern recession and housing crisis
<p>Lit:</p> <ul style="list-style-type: none"> • Costa’s levels of questioning • Developing essential questions • Paragraph development • Analysis of evidence 	<p>Lit:</p> <ul style="list-style-type: none"> • Trace the themes of: too much government control, too little government intervention, individual rights conflicting with regulations • Organizing ideas in a logical argument • Moving away from an example-based structure • Editing evidence • Summarizing concisely 	<p>Lit:</p> <ul style="list-style-type: none"> • Trace the themes of: the American ideal (send us your poor...), false dichotomy of immigration law, understanding the “other,” struggling to find identity, biculturalism • Close reading of poetry • Synthesizing from multiple sources • Integrating (blending) quotations • Form follows content (or organizing by ideas) 	<p>Lit:</p> <ul style="list-style-type: none"> • Trace the themes of: the evolution of the American Dream, the rags to riches idea, the power of the consumer, class discrimination, the struggle of class mobility • Close textual analysis • Review of rhetorical strategies/lit terms • Continue argument development
<p>Assignments:</p> <ul style="list-style-type: none"> • Museum Curator project • One solid paragraph • Paragraph revision 	<p>Assignments:</p> <ul style="list-style-type: none"> • Newspaper project • Two take-home and one in-class reading response 	<p>Assignments:</p> <ul style="list-style-type: none"> • Synthesis essay • Newspaper project, cont. 	<p>Assignments:</p> <ul style="list-style-type: none"> • Close reading essay • Jazz club day • Market research case study
<p>Text Set:</p> <ul style="list-style-type: none"> • White “The American Idea” TAR • Paine “Common Sense” and “The American Crisis” TAR • Boston Massacre image • “Star Spangled Banner” • “Washington Crossing the Delaware” image 	<p>Text Set:</p> <ul style="list-style-type: none"> • Americans 2.1, 2.3, 2.4, 3.2, 4.1, 9.1, 9.3, 9.4, 9.5, 14.1, 698-700, 705-708 • Jefferson “First Inaugural Address” TAR • Webster “Against Nullification” TAR • Douglass “Independence Day Speech” TAR 	<p>Text Set:</p> <ul style="list-style-type: none"> • Americans 1.3 • Crevecoeur “Letters from an American Farmer” TAR • Fredrickson “Models of Ethnic Relations” • Jacob Riis images • Riis “How the other half lives” 	<p>Text Set:</p> <ul style="list-style-type: none"> • Fitzgerald “The Great Gatsby” • Bryan “Cross of Gold” speech • 1920s magazine excerpts • NYT consumerism articles • Hughes “Mother to Son” • Harlem Renaissance stations • McKay “If we must die”

<ul style="list-style-type: none"> • Declaration of Independence • Abigail Adams Letters to John • Whitman "I hear America singing" 	<ul style="list-style-type: none"> • Lincoln "House Divided Speech" • Vonnegut "Harrison Bergeron" • Lincoln-Douglas Debates • Sinclair "The Jungle" excerpt • "Meat Inspection Bill" • "When the recession hit home" article • "The Obsolete Man" Twilight Zone • FDR "First Inaugural Address" TAR • Muse "Uprising" • Melba Beal interview 	<ul style="list-style-type: none"> • Ellis Island video • Lake "An Indian Father's Plea" • Nast cartoons • 30 Days "Immigration" • Barry "Common Scents" • Alvarez "Queens" • Sacco-Vanzetti image • Adams "Subtle problems with Charity" • Mukherjee "Two ways to belong in America" • Triangle Shirtwaist Fire readings • Steinbeck "Starvation Under the Orange Trees," "Harvest Gypsies" • Egan "Black Sunday" • Springsteen "The Ghost of Tom Joad" • "The Grapes of Wrath" • Adams "20 Years at Hull House" • "The Self-deportation project" • Anzaldua "To live in the borderlands means you" • Valdez "Los Vendidos" • "What is the American Dream?" quotes • Morales "Child of the Americas" • Gonzales "I am Joaquin" • Pinsky "Shirt" • Lange "Migrant Mother" image • Burns "Sure you can ask me a personal question" • Mora "La Migra" • "The Children Couldn't Wait" • Guthrie "So long, it's been god to know you" 	<ul style="list-style-type: none"> • Mantsios "Class in America" • Frank "When the rich-poor gap widens, 'Gatsby' becomes a guidebook" • NYT multimedia "Shadowy Lines that Still Divide" • Letters to Roosevelt
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Unit 5: War	Unit 6: Civil disobedience	Unit 7: Our impact on nature and the world	Unit 8: Fear and conformity vs. individuality
Big ideas:	Big ideas:	Big ideas:	Big ideas:
History: <ul style="list-style-type: none"> • War of 1812 • Spanish-American War • WWI • WWII • Korean War • Vietnam War • War in Iraq I and II 	History: <ul style="list-style-type: none"> • Slavery and abolition • Civil Rights Movement • Farm workers' movements • Women's rights movement • Major supreme court cases 	History: <ul style="list-style-type: none"> • Western expansion • Industrialism technology (the automobile) • Major conservation movements (Roosevelt) • Suburbanization and urban expansion • Great Depression farming • Atomic bomb and testing 	History: <ul style="list-style-type: none"> • Puritanism • Japanese internment • McCarthyism • Cold War • 1950s society • Beatniks • Hippies
Lit: <ul style="list-style-type: none"> • Trace the themes of: balance of power, the human impact of war, the mental consequences of war, the value of a life, justifications for war • Persuasive strategies • Reading and responding in timed situations • Inductive vs. deductive reasoning • Logos, Ethos, Pathos 	Lit: <ul style="list-style-type: none"> • Trace the themes of: Transcendentalism, the role of the individual within the government, measuring risk, our ideas of heroes and villains, qualities of an effective leader, what it takes to create change • Research skills • Writing research findings • Logical fallacies • Deconstructing an argument 	Lit: <ul style="list-style-type: none"> • Trace the themes of: man's influence on nature, man's relationship with nature, how every day decisions form the collective, technology's impact on nature 	Lit: <ul style="list-style-type: none"> • Trace the themes of: the power of fear, why people conform, what social factors drive conformity, how individuals and groups resist conformity • Synthesis review • Creative non-fiction technique • Finding a voice
Assignments: <ul style="list-style-type: none"> • AWPE three in class, one DBQ style • Persuasive letter 	Assignments: <ul style="list-style-type: none"> • Social Justice Project • Research Paper • Analyze and argument 	Assignments: <ul style="list-style-type: none"> • Finish Social Justice Project 	Assignments: <ul style="list-style-type: none"> • Synthesis essay • Personal essay packet • Performance project
Text set: <ul style="list-style-type: none"> • Americans 3.1, 10.1, 10.2, 10.3, 10.4, 11, 16.4, 17.1, 17.2, 17.3, 17.4, 18.1, 18.2, 22.1, 22.2, 22.3, 22.4, 22.5 • Clemens "The War Prayer" • Fitzgerald "Rewriting American History" • Roosevelt "In praise of the strenuous life" TAR • Hoar "Against Imperialism" • Diego "No" • Twain "To the person sitting in darkness" • White "Freedom" TAR • FDR "Four Freedoms" TAR • Valdez "Zoot Suit" • O'Brien "Things" 	Text Set: <ul style="list-style-type: none"> • Americans 3.5, 4.1, 21.1, 21.2, 21.3, 156-157, 9.2 • Emerson "Self-Reliance" • Thoreau "Walden" and "Civil Disobedience" • Slave narratives • Holiday "Strange Fruit" • Melville "Benito Cereno" • Lynching painting • Hansberry "Raisin" • Integration editorial cartoons • King "I have a dream speech" • "The Revolution will not be televised" • King "Birmingham Jail" excerpt • X "Message to the Grass Roots" 	Text Sets: <ul style="list-style-type: none"> • Stegner "The Wilderness Idea" TAR 	Text Set: <ul style="list-style-type: none"> • "Pleasantville" • Miller "The Crucible" • Edwards "Sinners in the Hands of an Angry God" • Fort Minor "Kenji" • Wakatsuki "Farewell to Manzanar" excerpt • "Good Night, and Good Luck" • "High-tech witch hunt for dangerous teens" article • Centuries video: Cold War • "What we really miss about the 1950s" • JFK "Ich bin ein Berliner" • Pollock paintings • 30 Days "Off the grid"

<ul style="list-style-type: none"> • FDR “Pearl Harbor speech” • Bush “9/11 speech” • Dobbs “Shatterer of Worlds” • “Thank God ofr the Atom Bomb” • Oprah-James Frey video • Pul Tibbets obit • CCR “Fortunate Son” • Sandburg “Grass” and “Iron” • Crane “War is kind” • Scheer “Between football and war” • Ignatieff “I am Iraq” • War in Iraq pro-con arguments 	<ul style="list-style-type: none"> • McAllister “Housing ads challenged” • Woman in Blue painting • Turner “The Persistence of Discrimination in U.S. Housing Markets” • 1950s toy commercials video • Peril “Pink Think” • Stanton “Declaration of Sentiments” TAR • Stone “A Disappointed Woman” TAR • “Girls will be girls” article • Buckley “Why don’t we complain” • Ellison “Invisible Man” Prologue • Shulman “Love is a Fallacy” • “Segregation no longer black and white” article • “The New White Flight” article • Huerta “Proclamation of the Delano Grape Workers” • Hughes “Passing” • “Not for sale” article • Royko “No other country kills so many of its best people” • Loeb “The real story of Rosa Parks” • Hughes “Harlem” • “What counts as evidence” • Wolf “The future is ours to lose” • Friedan “The Feminine Mystique” TAR • Brown v. Board TAR • Booker T and WEB TAR • Sanger “The Right to One’s Body” TAR 		<ul style="list-style-type: none"> • “Forrest Gump” • Hurston “How it feels to be colored me” • “The Monsters are Due on Maple Street” Twilight Zone • Quotations after Pearl Harbor/Sept 11 • “Schoolchildren debate what it means to be a patriot” transcript • “Milton Eisenhower justifies internment” and Executive Order 9066 • Reynolds “Little Boxes” • Sample personal essays • Smith “Declaration of Conscience” TAR •
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