

American History (1865-1945)
Oley Valley School District
Grade 9-10
Big Ideas and Unit Sequence

- **Unit 1: Reconstruction 1865-1877**

- Suggested number of days of instruction: 9
- PA Common Core/Keystone Content Standard Anchor Descriptor:
 - 8.1.9.A
 - 8.1.9.B
 - 8.1.9.B
 - 8.3.9.A
 - 8.3.9.B
 - 8.3.9.C
 - 8.3.9.D
- Essential Questions:
 - What are the facets of Reconstruction after the Civil War, including social, political, and economic changes in the North and South?

- **Unit 2: Machine Age (Age of Cities) 1865-1900**

- Suggested number of days of instruction: 16
- PA Common Core/Keystone Content Standard Anchor Descriptor:
 - 8.1.9.A
 - 8.1.9.B
 - 8.1.9.B
 - 8.3.9.A
 - 8.3.9.B
 - 8.3.9.C
 - 8.3.9.D
- Essential Questions:
 - How and why did large-scale industrial production and massive technological change generated rapid economic development, a transportation and communication revolution, and significant changes to management structures?
 - How and why did changes in industry led to a demand for labor, as well as changes in prices, wages, goods and services, and an improvement in the standard of living?
 - How and why did business consolidation into trusts occurred, and how that caused a concentration of wealth and changes in corporate structure?
 - How did policymakers look to expand U.S. economic and political control abroad, particularly in the Pacific Rim, Asia, and Latin America?
 - What are laissez-faire policies, and how did they influence competition during the Industrial period, as well as influence changes in international migration, increases in child labor, and the rise of unionism?
 - What are the concepts of the “New South” and emerging problems with sharecropping and tenant farming?
 - How did improvements in mechanization and consolidation of agriculture lead to changes in food prices, the rise of Populism, as well as farmers' attempts to fight railroads for better pricing?
 - What are the contemporary changes in rural and urban communities and culture?
 - What is the growing debate over Americanization and immigration policy, particularly as political machines grew in power?

- How did changes in transportation lead to new economic opportunities, discovery of mineral resources, the development of the West, destruction of natural resources (e.g. buffalo) and native populations, and conflict with Mexican-Americans?
 - How did the federal government deal with Native Americans? How did these dealings as well as viol treaties and destroying cultures and traditions?
 - What was the impact of the Gilded Age, Social Darwinism, the Gospel of Wealth, and alternative visions for the U.S. (e.g. socialism, Social Gospel) on popular opinions of the economy and the policies that followed?
- **Unit 3: Progressive Age 1890-1919**
 - Suggested number of days of instruction: 9
 - PA Common Core/Keystone Content Standard Anchor Descriptor:
 - 8.1.9.A
 - 8.1.9.B
 - 8.1.9.B
 - 8.3.9.A
 - 8.3.9.B
 - 8.3.9.C
 - 8.3.9.D
 - Essential Questions:
 - What were the political changes after Reconstruction (including calls for reform and against corruption, as well as the rise of segregation after Plessy v. Ferguson)?
 - What were changes in women's' lives including the influence of the growing suffrage movement for women?
 - How the impact of the transition from a rural, agricultural economy to an urban, industrial economy focused on production of consumer goods, improved standards of living, and created better communications systems?
 - How did urban centers (by 1900) offer new economic opportunities for women and immigrants?
 - How did the political corruption, economic instability, and social concern for working classes, immigrants, and the environment lead to Progressive efforts to reform the government and society?
 - In what ways were Progressive reformers divided among themselves about goals and methods?
 - What factors led to the growth of populist and labor movements, and the conservative reaction to these movements?
 - What was the role of race in American culture, politics, and economics before, during and after WWI?
- **Unit 4: Age of Expansion 1898-1919**
 - Suggested number of days of instruction: 9
 - PA Common Core/Keystone Content Standard Anchor Descriptor:
 - 8.1.9.A
 - 8.1.9.B
 - 8.1.9.B
 - 8.3.9.A

- 8.3.9.B
 - 8.3.9.C
 - 8.3.9.D
 - Essential Questions:
 - How did U.S. imperialist policy create economic opportunity and stimulate nativism and isolationist attitudes, as well as lead to debates over America's role in the world?
 - What was the role of race in American culture, politics, and economics during WWI?
- **Unit 5: World War One 1914-1919**
 - Suggested number of days of instruction: 9
 - PA Common Core/Keystone Content Standard Anchor Descriptor:
 - 8.1.9.A
 - 8.1.9.B
 - 8.1.9.B
 - 8.3.9.A
 - 8.3.9.B
 - 8.3.9.C
 - 8.3.9.D
 - Essential Questions:
 - How did U.S. entrance into and participation in WWI, impact our foreign policy during the war and going forward?
 - What were the demographic changes and migration patterns (domestic and international) around WWI?
 - What was the role of race in American culture, politics, and economics before, during, and after WWI?
 - What were the major battles and military campaigns that United States soldiers were involved in?
- **Unit 6: The Jazz Age (Boom and Bust) 1920-1929**
 - Suggested number of days of instruction: 10
 - PA Common Core/Keystone Content Standard Anchor Descriptor:
 - 8.1.9.A
 - 8.1.9.B
 - 8.1.9.B
 - 8.3.9.A
 - 8.3.9.B
 - 8.3.9.C
 - 8.3.9.D
 - Essential Questions:
 - How and why did new technologies (e.g. radio, cinema) lead to cultural changes and debates over values, morals, and national identity?
 - How did modernism, gender roles, science, religion, race, and immigration emerged as dominant issues in 20's society?
 - What was the connection between migration and cultural movements like the Harlem Renaissance with increased debates over civil liberties during and after WWI?
 - What was the role of race in American culture, politics, and economics during the 1920's?

- **Unit 7: The Great Depression and the New Deal 1929-1939**
 - Suggested number of days of instruction: 14
 - PA Common Core/Keystone Content Standard Anchor Descriptor:
 - 8.1.9.A
 - 8.1.9.B
 - 8.1.9.B
 - 8.3.9.A
 - 8.3.9.B
 - 8.3.9.C
 - 8.3.9.D
 - Essential Questions:
 - How did credit and market instability (particularly during the Great Depression) lead to a stronger financial regulatory system?
 - ‘Explain how and why the Great Depression transformed the U.S. into a limited welfare state with a series of reforms and regulatory agencies under the leadership of FDR and the New Deal?’
 - What was the validity, effectiveness, and modern-day relevance of many of FDR’s New Deal policies and agencies covering all aspects of the massive federal program?
 - What was the effectiveness of FDR’S New Deal?

- **Unit 8: World War Two: 1939-1945**
 - Suggested number of days of instruction: 14
 - PA Common Core/Keystone Content Standard Anchor Descriptor:
 - 8.1.9.A
 - 8.1.9.B
 - 8.1.9.B
 - 8.3.9.A
 - 8.3.9.B
 - 8.3.9.C
 - 8.3.9.D
 - Essential Questions:
 - Why did the U.S. enter WWII?
 - What was the impact of WWII on the U.S., including the mass mobilization of the economy, technological and scientific advances, and how and why the U.S. emerged as the most powerful nation on earth?
 - What were the impacts of challenges to civil liberties during WWII (e.g. Japanese-American internment)
 - What were the major battles and military campaigns that US soldiers were involved in?

Remediation and Enrichment:

Remediation and Enrichment will be developed during the course of the year in order to help students in need. Some areas of remediation include topic reviews that are specific to a student’s needs, as well as whole group instruction to meet College Board and PA core standard sample questions throughout the year. Enrichment will also include alternative topics based on each student in need.