



## Social Studies Department Curriculum Guide

## US History 1 – Honors – Grade 9

Course Description
<p>This course covers the Revolution through World War I. It is designed for students who have consistently demonstrated strong academic ability and the motivation to work independently. The pace of this course is rapid. Students will be presented with an intellectual foundation of the nation's political, social and economic institutions. Additionally, students will read, analyze and communicate orally and in writing about primary source documents. These readings and other assignments serve as a means to assist students in developing critical thinking and problem solving skills so that they can thrive in a global society.</p>
Content Standards
<p><b>In accordance with DESE standards, each term, Grade 9 students will:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate civic knowledge, skills, and dispositions</li> <li>2. Develop focused questions or problem statements and conduct inquiries</li> <li>3. Organize information and data from multiple sources</li> <li>4. Analyze the purpose and point of view of each source; distinguish opinion from fact</li> <li>5. Evaluate the credibility, accuracy, and relevance of sources</li> <li>6. Argue or explain conclusions, using valid reasoning and evidence</li> <li>7. Determine next steps and take informed action, as appropriate</li> </ol>
Leveling and Placement
<p><b>When determining placement in <i>US History 1 (Honors or College Preparatory)</i> competency and ability in the following areas are considered:</b></p> <ol style="list-style-type: none"> <li>1. Historical analysis skills for reading and writing</li> <li>2. Test preparation skills</li> <li>3. Independent study</li> <li>4. Teacher recommendation</li> <li>5. Performance in Grade 8 Civics</li> <li>6. i-Ready reading scores</li> </ol> <p><b>Study skills and habits recommended:</b></p> <ol style="list-style-type: none"> <li>1. Close reading of historical primary sources with a focus on the use of historical thinking skills</li> <li>2. Strong reading and note taking skills for ease of analysis of secondary sources</li> <li>3. Self study skills including development of review guides, quizlets or flashcards to prepare for exams</li> <li>4. Self-advocacy in seeking extra help from the teacher during office hours</li> <li>5. Use of Grammarly or proofreading on formal written submissions</li> </ol>



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Units	Essential Questions	Key Activities May Include
<b>Origins of the Revolution and Constitutions</b>	<ul style="list-style-type: none"> <li>How did events of the Revolutionary period inform the ideas in the Constitution?</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of primary source documents, scholarly sources, and connections between history and current events</li> <li>Develop active reading strategies such as annotating, sourcing, contextualizing, corroborating, and close reading</li> <li>Improve note taking skills</li> <li>Variety of writing assignments</li> <li>Engage in class debates and seminar style discussions</li> <li>Assessments</li> <li>Conduct short research projects</li> <li>Engage with and create a variety of media such as political cartoons, photographs, documentary films</li> </ul>
<b>Democratization and expansion</b>	<ul style="list-style-type: none"> <li>How was the balance of Federal and state authority tested in the early Republic?</li> </ul>	
<b>Economic growth in the North, South, and West</b>	<ul style="list-style-type: none"> <li>How were the North, South, and West interdependent in the antebellum period?</li> </ul>	
<b>Social political, and religious change</b>	<ul style="list-style-type: none"> <li>How did religious and ethical beliefs shape American reform movements?</li> </ul>	
<b>Civil War and Reconstruction</b>	<ul style="list-style-type: none"> <li>How did sectional differences over slavery in the North, South, Midwest and West contribute to the Civil War?</li> </ul>	
<b>Rebuilding the United States: immigration and industry</b>	<ul style="list-style-type: none"> <li>Industrialists have been called “Captains of Industry” and “Robber Barons.” Which title is more appropriate and why?</li> </ul>	
<b>Progressivism and World War I</b>	<ul style="list-style-type: none"> <li>How did the United States’ role in the world change between 1875 and 1920?</li> </ul>	



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**Seminal Primary Sources and Resources**

- Textbook: The American Yawp, edited by Joseph Locke & Ben Wright, Stanford University Press
- Crash Course US History Videos, PBS Learning Media
- *Four Hundred Souls* by Ibram X. Kendi, One World Publishing
- Unit 1
  - An Act for the Better Ordering and Governing Negroes and Other Slaves in this Province (1740)
  - Letter from Abigail Adams to John Adams 31 March-5 April 1776
  - The Declaration of Independence (1776)
  - The Constitution of the United States (1787)
  - The Federalist, Number 10 (1787)
  - The United States Bill of Rights (1791)
- Unit 2
  - Video: The History Channel Presents The War of 1812
  - Video: Into the West
  - George Washington, Farewell Address (1796)
  - Thomas Jefferson, First Inaugural Address (1801)
  - Tecumseh, Call for Pan-Indian Resistance (1810)
- Unit 3
  - Video: Roots
  - Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano (1789)
  - “Factory Tracts: Factory Life as It Is” (1845) by an Operative, Lowell, Massachusetts (1845)
- Unit 4
  - Video: The Abolitionists
  - Elizabeth Cady Stanton (primary author), The Declaration of Sentiments of the Seneca Falls Conference (1848)
  - Dorothea Dix, “Memorial to the Massachusetts Legislature” (1843)
  - Henry David Thoreau, “Civil Disobedience” (1849)



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**Seminal Primary Sources and Resources (continued)**

- Unit 5
  - Video: Gods & Generals
  - Video: Gettysburg
  - Film: Lincoln
  - Video: Aftershock: Beyond the Civil War
  - Film: Remember the Titans
  - Frederick Douglass, Independence Day speech (1852)
  - Abraham Lincoln, Gettysburg Address (1863)
  - Abraham Lincoln, Second Inaugural Address (1865)
- Unit 6
  - Video: The Men Who Built America
  - Film: Newsies
  - Emma Lazarus, “The New Colossus” poem (1883)
  - Luther Standing Bear, Lakota, “Life in the Carlisle Boarding School” (1933)
- Unit 7
  - Video: Iron Jawed Angels
  - Film: Flyboys
  - Film: The Lost Battalion
  - Upton Sinclair, The Jungle (1901)
  - Booker T. Washington, “The Atlanta Exposition Address” speech (1895)
  - Theodore Roosevelt, “The New Nationalism” speech (1910)
  - Woodrow Wilson, “Fourteen Points” speech (1918)