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U.S. History

Instructional Units Plan



Instructional Units Plan U.S. History

This set of plans presents the topics and selected ACT Course Standards for ACT's rigorous U.S. History course. The topics and standards are arranged in eleven units by suggested instructional sequence. Unit 5 is a Model Instructional Unit developed by ACT that illustrates exemplary practice and shows how the Course Standards are best connected to classroom instruction. Teachers can use the *Guidelines for Developing an Instructional Unit* to develop additional instructional units based on the topics listed in this document.

Unit No.	Unit Topic
1	Exploration and Colonization
2	Creating a Nation
3	Antebellum America
4	Civil War and Reconstruction
5	Industrialization and Urbanization in the North and East: The Benefits and Costs of Modernization
6	Reintegration of the South and the Incorporation of the West
7	Increasing Influences and Challenges
8	The United States in a Changing World
9	America at War
10	Changes at Home
11	Post-War Foreign Policy

**Unit 1
Exploration and Colonization**

ACT Course Standards

Unit 1 Exploration and Colonization	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
B.1. Colonization and Forging a New Nation	a. Identify the reasons for colonization, evaluate its impacts, and analyze the success or failure of settlements in North America
	b. Analyze religious development and its significance in colonial America (e.g., religious settlements, the Great Awakening)
	c. Describe significant aspects of the variety of social structures of colonial America
	d. Compare the economies of the various colonies, and analyze the development and impact of indentured servitude and African slavery in North America (e.g., social, political, and economic)
	e. Explain the origins and development of colonial governments

**Unit 2
Creating a Nation**

ACT Course Standards

Unit 2 Creating a Nation	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
	h. Compose an analytical, historical essay containing a thesis, supporting evidence, and a conclusion
	k. Analyze how the past influences the lives of individuals and the development of societies
B.1. Colonization and Forging a New Nation	f. Evaluate the influence of Enlightenment ideas on the development of American government as embodied in the Declaration of Independence
	g. Identify and evaluate the ideas and events that contributed to the outbreak of the American Revolution, and determine the key turning points of the war
	h. Identify the impetus for the Constitutional Convention (limitations of government under the Articles of Confederation), and analyze the events and outcomes of the Convention (i.e., the “bundle of compromises”)
	i. Interpret the ideas and principles expressed in the U.S. Constitution
	j. Explain the development of the Bill of Rights, and assess various debates of the day
	m. Evaluate, take, and defend positions on the development of U.S. foreign policy during the early nineteenth century (e.g., Embargo Act, Monroe Doctrine)

Unit 3 Antebellum America

ACT Course Standards

Unit 3 Antebellum America	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps
	e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)
	f. Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data
	g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
	j. Develop open-ended historical questions that can be addressed through historical research and interpretation
B.1. Colonization and Forging a New Nation	k. Identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century
	l. Analyze and evaluate federal and state policies toward American Indians in the first half of the nineteenth century
B.2. Antebellum America	a. Describe and evaluate the impacts of the First Industrial Revolution during the nineteenth century (e.g., the Lowell system, immigration, changing technologies, transportation innovations)
	b. Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period
	c. Identify significant religious, philosophical, and social reform movements of the nineteenth century and their impact on American society
	d. Identify the major characteristics of the abolition movement in the antebellum period, its achievements, failures, and Southern opposition to it
	e. Analyze the women's rights and the suffrage movements and the impact of women on other reform movements in the antebellum period
	f. Compare and contrast the economic, social, and cultural differences of the North and South during the antebellum period

**Unit 4
Civil War and Reconstruction**

ACT Course Standards

Unit 4 Civil War and Reconstruction	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
	k. Analyze how the past influences the lives of individuals and the development of societies
B.3. Civil War and Reconstruction	a. Identify and analyze the technological, social, and strategic aspects of the Civil War
	b. Explain the influence of Abraham Lincoln’s philosophy of the Union and his executive actions and leadership on the course of the Civil War
	c. Describe the basic provisions and immediate impact of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution
	d. Evaluate different Reconstruction plans and their social, economic, and political impact on the South and the rest of the United States

**Unit 5
Industrialization and Urbanization in the North and East: The Benefits and Costs of
Modernization**

ACT Course Standards

Unit 5 Industrialization and Urbanization in the North and East: The Benefits and Costs of Modernization	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)
	g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
	h. Compose an analytical, historical essay containing a thesis, supporting evidence, and a conclusion
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
	k. Analyze how the past influences the lives of individuals and the development of societies
	C.1. Industrialization and Urbanization
b. Identify and evaluate the influences on business and industry in the late nineteenth and early twentieth centuries	
c. Identify labor and workforce issues of the late nineteenth century, including perspectives of owners/managers and Social Darwinists	
d. Explain the challenges and contributions of immigrants of the late nineteenth century	
e. Explain the causes and impact of urbanization in the late nineteenth century	

Unit 6

Reintegration of the South and the Incorporation of the West

ACT Course Standards

Unit 6 Reintegration of the South and the Incorporation of the West	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)
	f. Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
	j. Develop open-ended historical questions that can be addressed through historical research and interpretation
	k. Analyze how the past influences the lives of individuals and the development of societies
B.3. Civil War and Reconstruction	e. Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society as a whole
C.1. Industrialization and Urbanization	f. Compare and contrast the experiences of African Americans in various U.S. regions in the late nineteenth century
	g. Identify and evaluate the influences on the development of the American West
	h. Analyze significant events for Native American Indian tribes, and their responses to those events, in the late nineteenth century
C.2. Increasing Influences and Challenges	a. Identify and explain significant issues and components of the Populist movement and their impacts

Unit 7
Increasing Influences and Challenges

ACT Course Standards

Unit 7 Increasing Influences and Challenges	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
	k. Analyze how the past influences the lives of individuals and the development of societies
C.2. Increasing Influences and Challenges	b. Explain the origins and accomplishments of the Progressive movement
	c. Analyze the efforts to achieve women’s suffrage in the early twentieth century
	d. Evaluate, take, and defend positions on the various U.S. foreign policies in the late nineteenth and early twentieth centuries
	e. Analyze the causes and consequences of the Spanish-American War
	f. Identify and evaluate the factors that influenced U.S. imperialism in the late nineteenth and early twentieth centuries and the ensuing debate over imperialism

Unit 8
The United States in a Changing World

ACT Course Standards

Unit 8 The United States in a Changing World	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	f. Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
	j. Develop open-ended historical questions that can be addressed through historical research and interpretation
	k. Analyze how the past influences the lives of individuals and the development of societies
D.1. The United States in a Changing World	a. Identify and analyze the causes and significant events of World War I and their impact; evaluate the impact of the Treaty of Versailles
	b. Describe and evaluate the impact of scientific and technological innovations of the 1920s
	c. Identify and evaluate the impact of new cultural movements on American society in the 1920s
	d. Identify the characteristics of social conflict and social change that took place in the early 1920s
	e. Identify and explain the economic factors that contributed to the stock market crash of 1929 and the Great Depression
	f. Explain the economic, environmental, and social impact of the Great Depression on American society
	g. Evaluate the impact of the New Deal on various elements of American society (e.g., social, political, environmental, economic)

Unit 9 America at War

ACT Course Standards

Unit 9 America at War	
A.1. Process Skills	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)
	g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
	k. Analyze how the past influences the lives of individuals and the development of societies
E.1. America at War	a. Describe circumstances at home and abroad prior to U.S. involvement in World War II
	b. Identify the significant military and political aspects of World War II
	c. Analyze dimensions of the Holocaust and the Allies' response to the Holocaust and war crimes
	d. Evaluate the social, political, and economic impacts of World War II on the home front
	e. Identify and evaluate the scientific and technological developments in America during and after World War II

Unit 10
Changes at Home

ACT Course Standards

Unit 10 Changes at Home	
A.1. Process Skills	c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	f. Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
	j. Develop open-ended historical questions that can be addressed through historical research and interpretation
	k. Analyze how the past influences the lives of individuals and the development of societies
E.2. Changes at Home	a. Analyze major domestic issues and responses of the administrations from Truman to present
	b. Evaluate the impact of innovations in technology and communication on American society
	c. Identify the events and influential individuals of the civil rights, human rights, and counterculture movements and assess their impact
	d. Evaluate the impact of changes in the national economy on contemporary American society

Unit 11

Post-War Foreign Policy

ACT Course Standards

Unit 11 Post-War Foreign Policy	
A.1. Process Skills	a. Apply terms relevant to the content appropriately and accurately
	b. Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
	c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps
	d. Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
	e. Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)
	g. Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
	h. Compose an analytical, historical essay containing a thesis, supporting evidence, and a conclusion
	i. Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
	k. Analyze how the past influences the lives of individuals and the development of societies
	E.1. America at War
g. Analyze the origins of the Cold War, foreign policy developments, and major events of the administrations from Truman to present	
h. Describe and evaluate the political and social impact of the Vietnam War	
E.2. Changes at Home	e. Identify the major contemporary social, environmental, and political issues (e.g., immigration, global warming, terrorism), the groups involved, and the controversies engendered by those issues
	f. Assess increasing global interdependence, the potential for conflict, and the U.S. role in world events in the present and future