

# 11<sup>th</sup> Grade Social Studies: United States History

## Unit 1: Horizons

4 weeks

SS11:1, SS11:2, SS11:3, SS11:4, SS11:5, SS11:7

### Biblical Basis Worldview Questions

1. What assumptions about humanity lie behind the exploration and colonization of America?
2. How did their view of the future influence the Puritan's ideas?
3. How did the influence of different religious groups help shape America into what it is today?
4. How did the colonist's treatment of the Native Americans lead to hesitation of trust on the part of the colonists that impacted their witnessing opportunities?

Proverbs 30:18-19

Objectives	Methods	Resources	Assessment
<p><b>The students will:</b></p> <ul style="list-style-type: none"> <li>• Identify key figures in history</li> <li>• Examine and analyze the race for exploration</li> <li>• Examine and analyze the treatment of Native Americans by explorers and settlers</li> <li>• Analyze the thirteen colonies and the differences and similarities between them</li> <li>• Identify the Native American tribes and their location</li> <li>• Discuss reason the thirteen colonies began</li> <li>• Discuss and analyze colonial life in the colonies</li> <li>• Examine the different hardships that the colonies experienced</li> <li>• Discuss and analyze the significance of the Mayflower Compact</li> <li>• Examine the difference between a charter, proprietary, and royal colony</li> <li>• Identify which colonies are New England, Middle, or Southern               <ul style="list-style-type: none"> <li>• Discuss and identify the different religious groups in the colonies</li> </ul> </li> <li>• Discuss and analyze the significance of the Great Awakening</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Power Point</li> <li>• Discussion – the founding of each of the original 13 Colonies including religious reasons, etc.</li> <li>• Notes</li> <li>• Project</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones' <i>United States History</i></li> <li>• Curriculum Power Points</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Group activities</li> <li>• Project</li> <li>• Curriculum Test</li> <li>• Quizzes</li> <li>• HW Check</li> </ul>

Unit 2: Forge

4 weeks

SS11:1, SS11:2, SS11:3, SS11:4, SS11:5, SS11:6, SS11:7, SS11:9

Biblical Basis Worldview Questions

1. What biblical truths must be brought into the picture to make our understanding of the American War for Independence complete?
2. What assumptions about humanity lie behind the American Revolution?
3. What special challenges were there for Christians with respect to the American Revolution?
4. What rights do people have with respect to the government?
5. How does the Declaration of Independence relate to the biblical idea of freedom?
6. How did the Framers make sure that there were biblical principles woven into the development of the nation even though some were not Christians?
7. Romans 13:1

Objectives	Methods	Resources	Assessment
<p><b>The students will:</b></p> <ul style="list-style-type: none"> <li>• Identify key figures in history</li> <li>• Discuss and analyze the cause and affect of the French and Indian War</li> <li>• Discuss the strategies of the French and Indian War</li> <li>• Examine the laws placed on colonies by Great Britain, and the affect of those laws on the colonies</li> <li>• Identify the causes of the Revolutionary War</li> <li>• Discuss and analyze significant documents during this time</li> <li>• Examine and discuss the battles of the Revolutionary War</li> <li>• Discuss and analyze the difficulties of the nation after the Revolutionary War</li> <li>• Discuss the nations choice of their first president</li> <li>• Discuss America’s struggles with other nations</li> <li>• Discuss why Washington did not want America to have political parties</li> <li>• Discuss and analyze Washington leaving office and Adams becoming president</li> <li>• Examine the appointment of the first Chief Justice</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Power Point</li> <li>• Questions over Videos</li> <li>• Workbook pages</li> <li>• Class discussion</li> <li>• Book Review Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones’ <i>United States History</i></li> <li>• Curriculum Power Points</li> <li>• PBS video – <i>The War that Made America!</i></li> <li>• PBS Video- <i>Liberty! The American Revolution</i></li> <li>• Colonial Williamsburg Video – <i>The Story of a Patriot</i></li> <li>• Disney: <i>Johnny Tremain</i></li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Group activities</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Project</li> <li>• Questions over Videos</li> <li>• HW Check</li> </ul>

Unit 3: Nation

4 weeks

SS11:1, SS11:2, SS11:3, SS11:4, SS11:5, SS11:6, SS11:7

Biblical Basis Worldview Questions

1. How does the expeditions of Lewis and Clark help us to see God through his Creation?
2. What impact do political leaders have on America shifting its focus away from God more on materialistic things?
3. How does relationships with other nations affect witnessing opportunities for Christians because of the greed of other Americans?
4. What impact does the Second Great Awakening have on the United States?
5. Romans 13:10

Objectives	Methods	Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> <li>• Identify the key figures in history.</li> <li>• Discuss the significance of the Louisiana Purchase</li> <li>• Examine and analyze the importance of the Lewis and Clark, and Pike expeditions.</li> <li>• Explain the causes and results of the War of 1812</li> <li>• Discuss and analyze the battles of the War of 1812</li> <li>• Examine the importance of the Monroe Doctrine</li> <li>• Examine the Missouri Compromise</li> <li>• Discuss Jacksons “Kitchen Cabinet”</li> <li>• Discuss the long-term hostilities of Native Americans against the government because of the Trail of Tears</li> <li>• Discuss the developments of technology during this time.</li> <li>• Discuss and analyze the importance of different industries in America during this time.</li> <li>• Discuss the effects of the Underground Railroad</li> <li>• Discuss the importance of the Second Great Awakening</li> <li>• Discuss the tensions between Texans and Mexico</li> <li>• Discuss and analyze the battle of the Alamo.</li> <li>• Discuss the causes and affects of the war with Mexico</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Power Point</li> <li>• Questions over Videos</li> <li>• Workbook pages</li> <li>• Class discussion</li> <li>• Book Review Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones’ <i>United States History</i></li> <li>• PBS video – <i>The Presidents; Liberty! (Part 6)</i></li> <li>• National Geographic Video – <i>The Adventure of Lewis &amp; Clark</i></li> <li>• History Channel- <i>The Best of the Real West</i></li> <li>• Curriculum Power Points</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Group activities</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Project</li> <li>• Questions over Videos</li> <li>• HW Check</li> </ul>

Unit 4: Crisis

5 weeks

SS11:1, SS11:2, SS11:3, SS11:4, SS11:5, SS11:6, SS11:7, SS11:8

Biblical Basis Worldview Questions

1. How do the circumstances of the Civil War show Christians how far the focus of Americans has moved from focusing on the things of God and turning now to focus on themselves?
2. What does Lincoln's Emancipation Proclamation show about how he felt about not owning other people?
3. Was there any change in the hearts of Americans after the Civil War ended to turn their eyes back to Christ instead of looking to themselves?
4. How did the impact of the advancement of technology begin to pull Americans hearts away from Christ?
5. What about the Civil War and Reconstruction is in harmony/opposition to a biblical view of morality?
6. Romans 12:18

Objectives	Methods	Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> <li>• Identify the key figures in history.</li> <li>• Examine and explain the significance of the California Gold Rush</li> <li>• Analyze the Kansas-Nebraska Act</li> <li>• Examine and analyze the raid on Harpers Ferry</li> <li>• Explain and analyze the causes and effects of the firing on Fort Sumter.</li> <li>• Discuss the cause and effect of the southern states seceding from the Union.</li> <li>• Discuss and analyze the battles of the Civil War.</li> <li>• Discuss and analyze the battle between the first two ironclad warships and their importance to the advancement of technology.</li> <li>• Discuss and analyze the significance of the Emancipation Proclamation.</li> <li>• Discuss and analyze the process of Reconstruction after the Civil War.</li> <li>• Discuss the significance of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments.</li> <li>• Discuss and analyze the Lincoln's 10 Percent Plan</li> <li>• Discuss sharecropping, carpetbaggers, and scalawags</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Power Point</li> <li>• Questions over Videos</li> <li>• Workbook pages</li> <li>• Class discussion</li> <li>• Book Review Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones' <i>United States History</i></li> <li>• Curriculum Power Points</li> <li>• The History Channel Video – <i>The Real West (The Alamo)</i></li> <li>• The History Channel Video – <i>The Underground Railroad</i></li> <li>• PBS Video: <i>Reconstruction: The Second Civil War</i></li> <li>• History Channel- <i>The Civil War</i></li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Group activities</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Project</li> <li>• Questions over Videos</li> <li>• HW Check</li> </ul>

Unit 5: Quest  
5 weeks

SS11:1, SS11:2, SS11:3, SS11:4, SS11:5, SS11:6, SS11:7, SS11:8, SS11:9

Biblical Basis Worldview Questions

1. What biblical truths must be brought into the picture to make our understanding of the Great War complete?
2. What special challenges were there for Christians with respect to the Great War?
3. What was the spiritual atmosphere of America during the days after the Civil War into the days of the early west?
4. How did the impact of technology further move Americans hearts away from God?
5. How did the greed of Americans impact their relationships with other people in America and around the world?
6. What biblical truths can we apply to the civil rights movement and apply it too American today?
7. Matthew 5:9

Objectives	Methods	Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> <li>• Identify key figures in history</li> <li>• Discuss the “spoiled” system during the Gilded Age.</li> <li>• Discuss and analyze the Sherman Anti-Trust Act.</li> <li>• Analyze the significance of Labor Unions</li> <li>• Discuss the importance of evangelism during this period</li> <li>• Analyze the importance of the development of the transcontinental railroad.</li> <li>• Discuss and analyze Law and Order in the early days of the West</li> <li>• Discuss the tensions between the American government and the Native Americans.</li> <li>• Discuss and analyze the Indian Wars</li> <li>• Analyze and explain the Open Door Policy, Boxer Rebellion, and imperialism.</li> <li>• Discuss and analyze the causes and effects of the Spanish-American War.</li> <li>• Explain Progressivism</li> <li>• Analyze the significance of the 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> Amendments.</li> <li>• Discuss the significance of the Jim Crow Laws</li> <li>• Analyze the development of innovations and technology.</li> <li>• Analyze the battles of the Great War</li> <li>• Discuss and analyze unrestricted submarine warfare.</li> <li>• Discuss and explain the Treaty of Versailles</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Power Point</li> <li>• Questions over Videos</li> <li>• Workbook pages</li> <li>• Class discussion</li> <li>• Book Review Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones’ <i>United States History</i></li> <li>• Curriculum Power Point</li> <li>• History Channel- <i>The Best of the Real West</i></li> <li>• Video- <i>Sergeant York</i></li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Group activities</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Project</li> <li>• Questions over Videos</li> <li>• HW Check</li> </ul>

Unit 6: Leadership

5 weeks

SS11:2, SS11:3, SS11:4, SS11:5, SS11:6, SS11:7, SS11:8, SS11:9

Biblical Basis Worldview Questions

1. What biblical truths must be brought into the picture to make our understanding of the Great Depression complete?
2. What challenges were there for Christians with respect to introducing Fundamentalism to Americans?
3. What challenges did Christian's face with the introduction of Darwinism and Marxism?
4. How does biblical teaching about poverty and wealth relate to the industrial revolution and progressive ideology?
5. What are biblical applications that we can learn from the Second World War?
6. What challenges do Christian's face with the introduction of Communism around the world and in America?
7. I Timothy 2:1-3

Objectives	Methods	Resources	Assessment
<p><b>The students will:</b></p> <ul style="list-style-type: none"> <li>• Identify the key figures in history.</li> <li>• Discuss normalcy and isolationism.</li> <li>• Discuss Darwinism and Marxism</li> <li>• Explain the rise of Fundamentalism.</li> <li>• Discuss and explain the causes of the Great Depression.</li> <li>• Explain and analyze Roosevelt's "fireside chats."</li> <li>• Discuss life in the Thirties.</li> <li>• Explain and analyze the battles of World War II.</li> <li>• Discuss the causes of the Second World War.</li> <li>• Analyze and explain Fascism, Nazism, Communism, and Militarism</li> <li>• Discuss and explain the causes of the United States' entry into the War.</li> <li>• Discuss the impact the Treaty of Versailles had on European countries before World War II.</li> <li>• Explain the impact of the atomic bombs on the Japanese cities.</li> <li>• Explain and analyze the significance of the Potsdam and Yalta Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Power Point</li> <li>• Questions over Videos</li> <li>• Workbook pages</li> <li>• Class discussion</li> <li>• Book Review Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones' <i>United States History</i></li> <li>• Disney Film: <i>Newsies</i></li> <li>• Curriculum Power Points</li> <li>• Video- <i>Victory at Sea: The Pacific Boils Over</i></li> <li>• Video- <i>Victory at Sea: D-Day</i></li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Group activities</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Project</li> <li>• Questions over Videos</li> <li>• HW Check</li> </ul>

Unit 7: Challenge

5 weeks

SS11:2, SS11:3, SS11:4, SS11:5, SS11:6, SS11:7, SS11:8, SS11:9

Biblical Basis Worldview Questions

1. How were political leaders in America turning Americans hearts away from God and more on themselves?
2. What special challenges were there for Christians with respect to culture during this period?
3. What challenges were Christians faced with when it came to all the different wars from after the Second World War to the present?
4. What challenges have Christians had to face with the impact of terrorism?
5. What are biblically acceptable goals/objectives for military involvement in other nations?
6. How did the greed of Americans impact their relationships with other people in America and around the world?
7. What biblical truths can we apply to the civil rights movement and apply it too American today?
8. John 15:13

Objectives	Methods	Resources	Assessment
<p>The students will:</p> <ul style="list-style-type: none"> <li>• Identify key figures in history.</li> <li>• Explain the Nuremburg Trials</li> <li>• Explain the duties of the United Nations</li> <li>• Discuss and analyze the Cold War, Korean War, Vietnam War, Persian Gulf War, and the War on Terror.</li> <li>• Explain the Fair Deal</li> <li>• Explain Kennedy’s New Frontier.</li> <li>• Explain the changes in American life.</li> <li>• Discuss and analyze the civil rights movement</li> <li>• Explain Johnson’s “Great Society”</li> <li>• Discuss the race to space.</li> <li>• Discuss and analyze the Watergate scandal.</li> <li>• Explain the Camp David Accords.</li> <li>• Explain the Americans with Disabilities Act.</li> <li>• Discuss and analyze the impeachment of Nixon and Clinton.</li> <li>• Discuss the impact of 9/11 on the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Power Point</li> <li>• Questions over Videos</li> <li>• Workbook pages</li> <li>• Class discussion</li> <li>• Book Review Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook: Bob Jones’ <i>United States History</i></li> <li>• Curriculum Power Points</li> <li>• History Channel- <i>The Vietnam War</i></li> <li>• Video- <i>Great Events of the 50s &amp; 60s</i></li> <li>• National Geographic- <i>The Final Report: Watergate</i></li> <li>• The Turning Point- <i>Brown v. Board of Education</i></li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Group activities</li> <li>• Quizzes</li> <li>• Tests</li> <li>• Project</li> <li>• Questions over Videos</li> <li>• HW Check</li> </ul>

Washington D.C. Trip  
3 days  
SS11:1, SS11:5, SS11:6, SS11:7

Objectives	Methods	Resources	Assessment
<p>The students will</p> <ul style="list-style-type: none"> <li>• visualize the US government in action</li> <li>• appreciate the sacrifices of the US armed forces and recognize the variety of historic military experiences</li> <li>• visualize the specific, primary source documented horrors of the Holocaust</li> <li>• develop a visual context for their continued study of US History and Government</li> <li>• appreciate the beauty, diverse attractions, and creativity of the US's capital city</li> <li>• develop greater class unity</li> <li>• develop better rapport with the teachers/advisors/principal who chaperones</li> </ul>	<ul style="list-style-type: none"> <li>• Evening tour of monuments (Lincoln, Vietnam, Korea, Jefferson, FDR)</li> <li>• Morning tour of Arlington National Cemetery (often planned to coincide with Veterans' Day)</li> <li>• Possible White House Tour</li> <li>• Capitol, with possible observation of House or Senate in action</li> <li>• Supreme Court, with informative speech</li> <li>• Holocaust Museum with scheduled introduction</li> <li>• Washington Monument with tickets</li> <li>• Free time at the Smithsonian</li> <li>• Other random sights, depending on time and traffic – Ford's Theater, Marine monument, Chinatown, eating at Union Station, visiting the Mall, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Mr. Law's expertise and many years of scheduling</li> <li>• Miscellaneous books in the school library – Holocaust Museum guidebook, God in the Capitol, the Bob Jones' government textbook, etc.</li> <li>• Tourist information provided by all the locations visited</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in class and individual discussions</li> </ul>