

# Grade 10 American History

Course Code 0481

Course Credit 1.0

## ENGLISH Program

### Discipline Overview

Social studies is the study of people and places, past and present, near and far, in relation to each other and to the natural world. In Manitoba, social studies focuses on the disciplines of history and geography, and embeds the interrelated concepts found within the humanities and social sciences.

Social studies has processes that allow learners to engage effectively with the curriculum and to continuously develop their global competencies and enduring understandings. Learners acquire interdependent knowledge and understanding, skills, and values to become active democratic and responsible citizens who adhere to the principles of Truth and Reconciliation, sustainable development, and human rights.

The enduring understandings of social studies focus on the following topics:

- Identity, Culture, and Community
- The Land: Places and People
- Historical Connections
- Global Interdependence
- Power and Authority
- Economics and Resources

### Course Overview

The primary intent of the American History course is to create a greater understanding of significant historical events that shaped the United States. It is intended to be a survey course with a focus and emphasis on those historical developments that have influenced the world, especially Canada.

In this course, learners will examine such major events as colonization, the American Revolution, the Constitution, territorial expansion, the Civil War and Reconstruction, political/economic/social/cultural developments, and foreign policy. The course also examines the impact that these issues have had on the United States and on other parts of the world.

A further intent is to identify the personalities who, in a significant way, shaped American history and to briefly examine their contributions.

# Global Competencies in Social Studies



## Critical Thinking

**Critical thinking in social studies** is essential to making ethical decisions and to being reflective and active global citizens. It involves the processes of inquiry and historical and geographical thinking, and the use of evidence, criteria, and reasoning that allows for informed decision-making and the creation of solutions necessary for a sustainable and ethical future.

- Learners will critically, strategically, efficiently, and effectively select and use sources in their research and inquiry, to ensure a depth and breadth of understanding, to draw conclusions, and to make informed decisions.
- Learners will make reasoned judgments about the world by evaluating sources for reliability and relevance, and by analyzing for bias, which could include prejudice, racism, and stereotyping.
- Learners will connect ideas, patterns, and relationships, using criteria and reasoning to understand historical thinking concepts.
- Learners will consider multiple perspectives and contexts to understand the diversity of the human experience.
- Learners will interpret information and ideas and recognize that interpretations may change with new information.
- Learners will evaluate personal assumptions and bias based on new information and ideas.
- Learners will ask relevant and clarifying questions to broaden and deepen knowledge and understanding.
- Learners will distinguish fact from opinion and interpretation to arrive at reasoned judgments.
- Learners will weigh criteria, based on observation, experience, and/or evidence, to make informed judgments and ethical decisions about the future of the world.



## Creativity

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**Creativity in social studies** enables learners to make observations and decisions, to solve problems, and to devise innovative strategies. This involves making connections among concepts and applying a variety of tools. Creative thinking emphasizes flexibility, divergent thinking, the generation of ideas, and the exploration of diverse choices to enhance understanding and consider sustainable and ethical solutions.

- Learners will demonstrate initiative and ingenuity, explore opportunities, be open to new ideas and possibilities, and take risks to consider different choices that could shape the future.
- Learners will demonstrate curiosity about choices made by people within a given context and explore new ideas/possibilities by asking relevant questions about those choices.
- Learners will use strategies and ways of thinking including historical/geographical thinking, perspective taking, and ethical decision-making to generate innovative ideas and concepts, solve problems, and/or make a difference to consider new opportunities for the future.
- Learners will build on the ideas and understandings of others.
- Learners will create plans and adjust them as they gain understanding of new information and/or changing contexts.
- Learners will test, refine, and adapt ideas in innovative and unique ways, and persevere through ambiguity and obstacles.
- Learners will reflect, seek, and use feedback from others to consider sustainable and ethical solutions and to enhance understanding.



## Citizenship

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**Citizenship in social studies** prepares learners to be informed and engaged global citizens. As they reflect upon diverse perspectives, narratives, and stories, they develop historical/geographical knowledge and conceptual understanding of the principles of Truth and Reconciliation, sustainability, and human rights, which provide a foundation for their role as engaged and responsible citizens—locally, nationally, and globally.

- Learners will understand and reflect on their own perspective in regard to complex issues in a rapidly changing world.
- Learners will recognize bias, including racism, prejudice, stereotyping, and discrimination, and they will support the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will explore the interconnectedness of self, others, and the natural world.

- Learners will explore how the contributions of the past shape our present concepts of citizenship and democracy.
- Learners will use conceptual understanding and historical/geographical thinking to analyze information and to make informed decisions.
- Learners will explore diverse ideas, experiences, and world views to evaluate personal assumptions and bias and to make informed decisions that reflect the principles of Truth and Reconciliation, sustainability, and human rights.
- Learners will empathize with others and reflect on perspectives that do not fit their own to understand the diversity of the human experience.
- Learners will engage with others in responsible, respectful, and inclusive ways, in person and in digital contexts, to constructively shape dialogue and build relationships.
- Learners will evaluate factors and realize their own potential to propose solutions for the well-being of self, others, and the natural world.
- Learners will work with others to develop strategies to find equitable solutions that support equity, diversity, and inclusion, and that uphold human rights.
- Learners will make ethical choices to promote healthy and sustainable outcomes for the natural world.



## Connection to Self

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**Connection to self in social studies** is the learners' personal connection with historical and geographical thinking and knowing, and making connections with others and the natural world. Learners explore their dynamic relationships with people and the land, past and present, near and far, which develops knowledge and understanding of human interdependence and impact upon societies and natural environments, and of their role as responsible citizens for a sustainable and ethical future.

- Learners will recognize personal interests, strengths, challenges, and gifts to support their learning, their well-being, and their well-becoming.
- Learners will appreciate the factors that shape their identity, including the interrelationship of land and people within the cultural and historical context of their community, to gain an understanding of themselves.
- Learners will value and respect the interdependence of and personal connections to people and place, including the natural environment, to develop empathy and belonging.
- Learners will understand and use strategies to support self-regulation and well-being as citizens in a complex and ever-changing world.
- Learners will reflect on their biases, decisions, effort, and experiences, and on others' feedback.

- Learners will set goals to strengthen their learning and well-being as engaged citizens.
- Learners will have hope and demonstrate empathy as they plan for the future for themselves and as part of the natural world near and far.
- Learners will demonstrate an ability to persevere and adapt to new experiences and perspectives, environmental and global realities, and world events.
- Learners will recognize and embrace their role in lifelong learning, and take responsibility for personal growth, well-being, and well-becoming as global citizens.



## Collaboration

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**Collaboration in social studies** includes appreciating the diversity of perspectives, beliefs, and values, which is part of living in a democratic society and being part of the natural world. Collaboration includes learning with and from others and working together with a shared commitment to common purposes including Truth and Reconciliation. Collaboration builds relationships to enable learners to make informed decisions and accomplish common goals. Furthermore, productive discussion and debate concerning ethical questions serve to motivate learners, making learning more meaningful, and provide the opportunity for learners to contribute to their communities.

- Learners will seek to understand and clarify diverse perspectives, voices, and ideas.
- Learners will build on each other's ideas through productive, meaningful, and respectful interactions.
- Learners will value and put trust in others' contributions to deepen thinking about topics.
- Learners will practise active listening and ask ethical questions while considering diverse perspectives.
- Learners will work through differences and show a willingness to compromise or change perspective where appropriate to make informed and respectful decisions.
- Learners will co-construct with others by negotiating to build an ethical understanding and work together to solve problems for the well-being of people and as part of the natural world.
- Learners will use their gifts and commit to establishing and carrying out their responsibilities for a collective purpose and/or a common goal for the well-being of people and as part of the natural world.



## Communication

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**Communication in social studies** enables learners to interpret received information, and to share information and express ideas clearly and purposefully using a variety of media. This includes the development of oral, visual, print, and media literacy, and the use of information and communication technologies for the exchange of information and ideas. Learners constructively exchange information and ideas to build knowledge and to strengthen relationships for a sustainable and ethical future for themselves and the natural world.

- Learners will consider audience, purpose, context, modes, and forms to share ideas and present information thoughtfully and effectively.
- Learners will use clear and concise language to express ideas and voice perspectives that are inclusive and respectful of others, avoiding generalizations and pejoratives, while understanding how their words and actions impact others.
- Learners consider context cues (e.g., text features, non-verbal communication, tone of voice, appropriate digital images, icons) to enhance understanding when receiving messages.
- Learners will seek to understand others' perspectives to clarify and broaden thinking and negotiate constructively through active listening and questioning.
- Learners recognize how diverse contexts (linguistic, cultural, generational, experiential) can influence understanding.
- Learners will engage in productive, meaningful, and respectful discussions to build relationships and deepen understandings in a variety of ways including in digital contexts.
- Learners will relate events and stories in a way that makes sense to self and others.
- Learners will negotiate constructively with others to build consensus within a community of learners.

## Enduring Understandings

### Identity, Culture, and Community

Learners will explore the concepts of identity, culture, and community as they relate to individuals, societies, and nations. Many factors influence identity and life in communities, including geography and history, culture, language, economic factors, and shared beliefs and values, and these factors are subject to time and place. By studying various cultures, including one's own, learners develop a better understanding of diverse points of view and become sensitive to the fact that a community is strengthened by the interaction and interdependence among individuals through cultural diversity and pluralism.



## The Land: Places and People

The exploration of people's dynamic interrelationships with places and environments creates an understanding of human dependence and impact upon the natural environment. Learners consider how connections to the land influence their identities and define their roles and responsibilities as civil stewards of the land—locally, nationally, and globally.

## Historical Connections

Learners will explore how people, events, and ideas from the past shape the present and influence the future. In addition, stories and traditions allow learners to deepen their historical understanding of the influence of the past on the present. Through the exploration of one's own history, and history near and far, learners can draw on the past to understand the present and live with the future in mind, thereby providing a foundation for active democratic citizenship.

## Global Interdependence

Learners will explore the interdependence of people, communities, societies, nations, and environments. This exploration will enhance the learners' global consciousness and help them develop empathy with respect to human rights and the human condition. Consideration of global connections enables them to expand their knowledge of the world in which they live and to engage in global citizenship.

## Power and Authority

Learners will explore the diverse processes and structures of power and authority through time, and their impact on people, relationships, communities, and nations, along with issues of fairness and equity. Power and authority affect all human relations, in everyday life and in official situations. Rules and laws, both formal and traditional, exist to protect people and to meet their needs for living together in a just and peaceful manner. Through an exploration of power and authority and its influence on human relationships, learners develop a sense of personal empowerment as active democratic citizens.

## Economics and Resources

Learners build an understanding of the impact, the sharing, and the interdependence of resources and wealth in relation to individuals, communities, and nations, both past and present. They examine economic factors that affect decision-making, the use and distribution of resources, and the development of technologies, and they consider social and environmental implications.



# Learning Outcomes

## Unit I: Colonization, Revolution, and the Constitution

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### Topic 1: Colonization: Colonial Roots

#### Knowledge Learning Outcomes

- Identify the various peoples who inhabited North America before European colonization.
- List the circumstances that brought Europeans to North America.
- Describe the changes that Indigenous Peoples experienced as a result of colonization.
- Identify the European colonies that were established in North America.

#### Thinking and Research Skill Learning Outcomes

- Summarize what life was like for the inhabitants of North America before the European colonization.
- Compare the circumstances in different countries that caused Europeans to leave for North America.
- Research how the colonists were helped by the Indigenous Peoples.
- Outline how the various European colonies in North America worked together.

#### Attitude and Value Learning Outcomes

- Discuss to what extent it was “a good life” for the inhabitants of North America before European colonization.
- Examine and discuss whether the circumstances that brought Europeans to North America were justified.
- Discuss to what extent the interaction between the colonists and the Indigenous Peoples was positive and to what extent it was negative.
- Discuss and justify which colonies contributed significantly to shaping American society.

#### Social Participation Learning Outcome

- Plan and develop group projects that demonstrate the contribution of the Indigenous Peoples in helping to shape European colonization.





## Topic 2: The American Revolution

### Knowledge Learning Outcomes

- List the causes of the American Revolution.
- Describe how Canada was affected by the American War of Independence.

### Thinking and Research Skill Learning Outcomes

- Research how European countries contributed to the American Revolution.
- Outline how the American Revolution shaped American society.
- Research to what extent other parts of the world were influenced by the American Revolution.
- Examine the impact of the American Revolution on Indigenous Peoples.

### Attitude and Value Learning Outcomes

- Evaluate the effect of mercantilism on the colonies.
- Agree and disagree with the quotation, “The American Revolution was necessary.”
- Discuss and justify whether you would rather be a patriot or a loyalist.

## Topic 3: Developing the American Constitution

### Knowledge Learning Outcomes

- Give the reasons for drawing up the Constitution.
- Identify significant personalities who were involved in drawing up the Constitution, and describe their contributions.

### Thinking and Research Skill Learning Outcomes

- Explore the strengths and weaknesses of the American Constitution.
- Outline how the American Constitution influenced European countries.

### Attitude and Value Learning Outcome

- Discuss the extent to which the Constitution has helped shape American society both positively and negatively (include Indigenous Peoples and other marginalized people).



## Social Participation Learning Outcome

- Identify significant documents in the world that have shaped society, and, in groups, choose one, and research and share how that particular document contributed to formulating people's beliefs and values. (Choose documents such as the *Universal Declaration of Human Rights*; the *United Nations Declaration of the Rights of the Child*; a constitution of a country, an organization or an agency; creeds from religion; charters.)

## Topic 4: Political Developments

### Knowledge Learning Outcomes

- Give several reasons why political parties developed.
- Identify significant personalities who contributed to political developments, and briefly describe their roles.
- Recognize the rights that are primarily "state rights" and those that are primarily "federal rights."

### Thinking and Research Skill Learning Outcomes

- Research the main American political parties.
- Explain the term *ideology*, and examine how this term applies to the two main American political parties.

### Attitude and Value Learning Outcome

- Discuss to what extent the system of checks and balances works effectively in the American political system.

### Social Participation Learning Outcome

- In small groups, select at least one difference between the American and the Canadian political systems, and explore how this difference affects each of the political systems. Prepare to share this difference and effect with the other groups in the class.

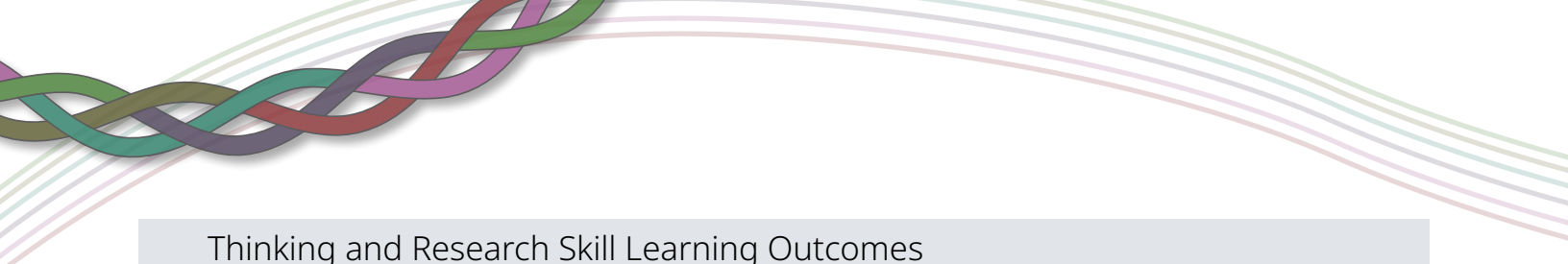
## Unit II: Territorial Expansion, Civil War, and Reconstruction

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### Topic 1: Territorial Expansion

#### Knowledge Learning Outcomes

- Describe what is meant by Manifest Destiny.
- Identify the reform movements that evolved during the nineteenth century.



## Thinking and Research Skill Learning Outcomes

- Research and outline how the United States expanded territorially during the nineteenth century.
- Outline the changes experienced by different segments of American society as a result of territorial expansion.

## Attitude and Value Learning Outcomes

- Discuss who won the War of 1812, and justify your position.
- Examine how immigration shaped American society, and evaluate the effect.
- Discuss how the values of American society changed as a result of reform movements related to temperance, women, abolition of slavery, education, and prisons.

## Social Participation Learning Outcome

- Prepare small group presentations for the class on the issues related to territorial expansion and one of the following:
  - Louisiana Purchase
  - Florida
  - Texas
  - Oregon
  - Mexico
  - Gadsden Purchase
  - Western Frontier

## Topic 2: The Civil War and Reconstruction

### Knowledge Learning Outcomes


- Identify the causes of the American Civil War.
- Describe what is meant by Reconstruction.

### Thinking and Research Skill Learning Outcomes

- Design a two-column chart and outline those issues that the Civil War resolved in one column and those issues that the Civil War did not resolve in the second column.
- Summarize the role and contribution of significant personalities involved in the Civil War.
- Examine the overall legacy of the Reconstruction Era.

### Attitude and Value Learning Outcomes

- Discuss to what extent the Civil War was or was not a “good thing” for the United States and the American people.

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- Discuss and evaluate the importance of the Civil War as a historical development of United States, Canadian, and world history.
  - Share your views about the success of Reconstruction.

### Social Participation Learning Outcome

- In small groups, choose an individual or a significant event of the American Civil War, research the contribution/role of the individual or the issues surrounding the event, and be prepared to share a summary with the class.

## Unit III: Economic, Social, and Political Developments, from 1865 to 1919

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### Topic 1: Economic Developments

#### Knowledge Learning Outcome

- Identify significant economic developments that evolved in the United States between 1865 and 1919.

#### Thinking and Research Skill Learning Outcome

- Research and summarize the effect on the American peoples of significant economic developments between 1865 and 1919, in areas such as big business, labour and labour unions, living and working conditions, transportation, communication, agriculture, and technology.

#### Attitude and Value Learning Outcome

- Discuss the advantages and disadvantages experienced by the American people, resulting from the economic developments that evolved between 1865 and 1919.


### Topic 2: Social Developments

#### Knowledge Learning Outcomes

- List significant social developments that evolved between 1865 and 1919.
- Describe significant experiences of African-Americans during this period.

#### Thinking and Research Skill Learning Outcome

- Examine the social developments that evolved, and analyze their impact on the American people (e.g., urbanization, rural development, NAACP, increased immigration, religion, education, melting pot concept, “being American”).



## Attitude and Value Learning Outcomes

- Share arguments agreeing and disagreeing with the quotation “American peoples greatly benefited from the social developments that evolved between 1865 and 1919.”
- Discuss the gains and losses that African-Americans experienced between 1865 and 1919.

## Social Participation Learning Outcome

- Prepare and carry out a class project that portrays the life of African-Americans between 1865 and 1919.

### Topic 3: Political Developments

## Knowledge Learning Outcome

- Describe significant political developments that evolved in American history between 1865 and 1919.

## Thinking and Research Skill Learning Outcome

- Summarize the effect that the political developments between 1865 and 1919 had on the American way of life.

## Attitude and Value Learning Outcome

- Justify how the political developments between 1865 and 1919 can be seen as either positive or negative for the American people.

## Social Participation Learning Outcome

- In small groups, select one development in each of the areas—(i) economic, (ii) social, and (iii) political—and, in a creative way, present how these changed the way of life or the way of thinking of peoples in the United States or in other countries.

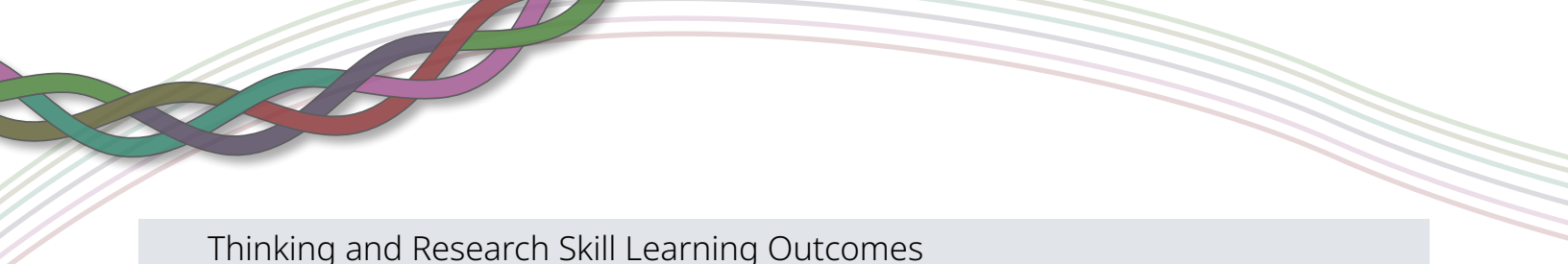
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## Unit IV: Foreign Policy and Domestic Changes between 1895 and 1945

### Topic 1: Foreign Policy: Imperialism and Isolationism

## Knowledge Learning Outcomes

- Identify what is meant by imperialism.
- Describe American isolationism.



## Thinking and Research Skill Learning Outcomes

- Summarize how and why imperialism evolved.
- Explain how and where imperialism was practised by the Americans.
- Compare American imperialism with the imperialism practised by other countries.
- Analyze why the Americans adopted a policy of isolationism and why they abandoned this policy.

## Attitude and Value Learning Outcome

- Argue whether American imperialism was or was not a “good thing.”

## Social Participation Learning Outcome

- In small groups, prepare arguments favouring or opposing American imperialism or isolationism. Share and justify these arguments with other groups.

## Topic 2: Domestic Changes ( 1919–1945)

### Knowledge Learning Outcome

- Give as many examples as possible of domestic changes that occurred between 1895 and 1945.

### Thinking and Research Skill Learning Outcome

- Research several domestic changes you consider significant, and summarize the effect these had on American and world society.

### Attitude and Value Learning Outcomes

- Discuss and justify those domestic developments that had positive influences on society.
- Discuss and justify those domestic developments that had negative influences on society.

### Social Participation Learning Outcome

- In small groups, present and explain to the class one domestic development that brought major changes to society.

or

- In small groups, select one personality, between 1895 and 1945, who had a major influence or impact on society. Prepare a creative project demonstrating that person’s influence or impact.



## Unit V: The United States Since the Second World War

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### Topic 1: Foreign Policy: Cold War

#### Knowledge Learning Outcome

- Define Cold War.

#### Thinking and Research Skill Learning Outcomes

- Trace how the Cold War evolved and how it “ended.”
- Summarize how the Cold War influenced both the “West” and the “East.”

#### Attitude and Value Learning Outcome

- Discuss the extent to which there was a “winner” or a “loser” in the Cold War.

#### Social Participation Learning Outcome

- As a class project, highlight those events between 1945 and 1990 that could be attributed to the Cold War. In smaller groups, choose one event and detail how this event influenced society.

### Topic 2: Economic and Technological Changes

#### Knowledge Learning Outcomes


- Identify significant economic and technological changes that have evolved since the Second World War.
- Define sustainable development.

#### Thinking and Research Skill Learning Outcome

- Outline how both economic and technological changes will be affected once sustainable development principles are implemented.

#### Attitude and Value Learning Outcomes

- Discuss the pros and cons of significant economic and technological changes that have become part of society.
- Discuss how traditional values of the past change, as sustainable development principles are implemented.



## Social Participation Learning Outcome

- As a small group, choose either an economic or technological development that has evolved, and illustrate how it has had an impact on society both in the United States and elsewhere.

## Topic 3: Social and Cultural Developments

### Knowledge Learning Outcomes

- Describe what is meant by popular culture.
- Identify what would be considered American pop culture.

### Thinking and Research Skill Learning Outcomes

- Research and compile the social and cultural developments that have become distinct parts of American society since the Second World War.
- Summarize a conclusion you can make about American society and its impact on Canada and other parts of the world.

### Attitude and Value Learning Outcomes

- Discuss how social and cultural developments in the United States since 1945 have enriched society.
- Identify and discuss those social and cultural developments in the United States that you feel have had negative effects on society.

## Social Participation Learning Outcome

- Illustrate, in groups, those American cultural and social developments that have influenced Canadian society in distinct ways.

## Topic 4: “New World Order”

### Knowledge Learning Outcome

- Research the anticipated changes in a “New World Order” in each of the following areas: political, economic, social, and environmental.

### Attitude and Value Learning Outcome

- Discuss the extent to which the “New World Order” is a good thing.

## Social Participation Learning Outcome

- Organize into small groups and predict the way of life that could be anticipated if a “New World Order” were implemented.





## Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to [https://www.edu.gov.mb.ca/k12/framework/english/socstud/resources/grade\\_10.html](https://www.edu.gov.mb.ca/k12/framework/english/socstud/resources/grade_10.html).