


***« История США.
Экономическая
история США».***

Курс рассчитан на учащихся 10-х классов социально-экономического профиля. Необходимость введения курса обоснована тем, что социально-экономическая тематика слабо представлена в школьных учебниках. Интерес учащихся к данной тематике возрастает год от года. Феномен интенсивного экономического развития США в 19-20 веках привлекает внимание многих ученых во всем мире. Элективный курс предполагает ознакомление с историческими источниками на английском языке, литературой на английском языке, которая отражает особенности экономического развития США в 19-20 веках. Данный курс даёт возможность выполнять различные виды проблемных заданий: познавательно-поисковые, индивидуальные проекты, викторины, курсовые работы. В результате овладения знаниями формируется социокультурная компетенция учащихся. Дополнение курсов истории, обществознания и экономики информацией на английском языке привлечет внимание учащихся. Курс предполагает наличие межпредметных связей, широко используются знания полученные учащимися по профильным предметам. Разработанный курс позволяет интегрировать знания и опыт, полученные на вышеперечисленных предметах, при выполнении проблемных заданий. Особое внимание уделяется формированию приемов для установления и поддержания межкультурного контакта в контексте диалога культур.

Цель курса - предоставить ученику возможность пополнить знания в области истории США и филологии.

Задачи курса -

- познакомить с фактами из истории США и экономической историей США
- изучить исторические источники на английском языке (в т.ч. художественные произведения, как исторические источники)
- познакомить с известными людьми сделавшими американскую историю
- совершенствование разных видов чтения. Основное внимание уделяется чтению с выборочным извлечением нужной информации
- научить учащихся решать коммуникативные задачи необходимые для ведения диалогов и монологов по указанной тематике.
- развивать речевые способности учащихся и психические функции, связанные с речевой деятельностью и мыслительные операции (способность к догадке, логическому изложению, обобщению и. т.д.)
- личностное вовлечение учащихся в процесс обучения (умение высказать свое мнение, вовлечение в проектную деятельность, умение поддержать диалог).
- воспитание положительного , уважительного и терпимого отношения к истории и культуре Америки.

- 
- Курс рассчитан на 17 часов. Состоит из 2-х разделов:
 - История США (9 часов). Раздел предполагает отработку следующих понятий: colony, independent, war, the war for independence, Declaration of Independence, Revolution, civil war, Confederation, slave, slavery, plantations, constitution, claim, Emancipation Proclamation, conquer, Desert Shield, Congress, exploration.
 - Экономическая история США (6 часов). Основные понятия раздела: industry, industrial enterprises, industrial development, inventions, industrial revolution, material-economic resources, export, import, Great Depression, economy, exploration, merchants, traders, annex, on the brink of war, devise, gross national product, income, output, raw material.


История США. Экономическая история США. Элективный курс для 10 класса (социально-экономический профиль).

ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ.

№	наименование раздела	кол-во часов	Организационные формы	примечания.
1.1.	История США. (9часов). Новый свет. Первые Английские поселения	1	Работа с лексикой, выборочное чтение, работа над диалогом.	
2.	Колониальная Америка. Движение за независимость. Война за независимость.	1	работа с лексикой, чтение текста, выбор информации, работа над Декларацией Независимости.	
3-4.	США в 19 веке	2	работа с лексикой, чтение с целью извлечения специальной информации, отработка монологического высказывания, работа с художественными текстами. Практическое занятие.	

№	наименование раздела	кол-во часов	Организационные формы	примечания.
5.	США в 20 веке.	1.	работа с лексикой, ознакомительное чтение, пересказ.	
6-7.	США в 21 веке.	2.	работа с газетными статьями. Практическое занятие.	
8.	Американские писатели про историю	1	Презентация выступлений.	
9.	Промежуточный контроль.	1	Работа в группах, выполнение теста.	

№	наименование раздела	кол-во часов	Организационные формы	примечания.
2.10.	<p>«Экономика США». (6часов) Экономическая история. Материально-экономические ресурсы.</p>	1	работа с картой, чтение и выбор информации.	
11.	<p>Экономика Американских штатов. Достижения современной экономики.</p>	1.	<p>активизация лексических единиц, монологические высказывания. Практическое занятие.</p>	
12.	<p>Знаменитые Американские изобретатели.</p>	1.	презентация выступлений на тему.	
13.	<p>Экономическое положение США в современном мире.</p>	1.	аудирование текста.	
14.	<p>Географическое положение Американских штатов</p>	1.	<p>работа над географическими понятиями, употребление артикля, работа с картой. Практическое занятие.</p>	
15.	<p>Промежуточный контроль «Что вы знаете об Американской экономики»</p>		работа в группах,	
16-17	<p>« В какой совместной русско - американской компании я бы хотел работать».</p>	2	защита проектной работы.	



Элективный курс предполагает различные виды деятельности: лекции, практические занятия, выполнение тестов, курсовые и проектные работы. Для подтверждения своей успешности учащиеся выполняют тесты, курсовые и проектную работы. Каждый ученик выбирает самостоятельно стратегию выполнения проектной работы, основываясь на предоставленном материале. Каждый ученик в праве выбрать интересующие его персоналии и литературное произведение для характеристики Америки в 19-20 веке.

По окончании курса ученики должны знать:

- Факты из истории США
- факты экономической истории США
- биографии знаменитых людей
- особенности исторического и экономического развития штатов
- авторов и произведения по истории США

Учащиеся должны уметь:

- работать с историческими источниками (декларация независимости, художественные тексты, газетные статьи)
- извлекать из источников необходимую информацию по теме
- работать с географическими картами
- уметь составлять сообщения и проектные работы, основываясь на исторических источниках.

Список литературы:

- Inventors and inventions. Методическая мозаика - № 5, год 2003, стр. 32.
- Статья – это трудно. Методическая мозаика - №4, год 2003, стр. 20, 22-23.
- Любина Е. А. Элективный курс « Английский язык и основы поэтического перевода.» ИЯШ-№7, год 2005, стр. 53-58.
- Пережогина В. Д. Итоговый урок по теме «США» в 10 классе. ИЯШ - № 1, год 2004, стр.47-50.
- Радовель В.А. Страноведение США. Ростов-на-Дону « Феникс» 2006г. 313 стр.
- Ратина Н. Ф. Конкурс «The United States of America». ИЯШ- № 3, год 2003, стр. 74-76.
- Рыжкова А.В. Columbus”s discovery of America. ИЯШ № 5 год 2004, стр.88-90.
- Mary Ann Christison, Sharron Bassano. Social Studies. Content learning strategies. Addison-Wesley publishing Compony. 1999.

PRE- READING.

Focus questions Find the answers to the questions below. Underline the answers in your book. Write the answers below.

WHAT TWO GROUPS FOUGHT IN THE REVOLUTIONARY WAR?

WHAT TWO GROUPS FOUGHT IN THE CIVIL WAR?

DETAIL QUESTIONS As you read, write down on your vocabulary tickets any words you do not understand or can not pronounce. Write the answers below

Why did the American colonies declare war on England?

When did the war for Independence begin?

What important document did the congress adopt?

Who was the author of the Declaration of Independence?

What are two important ideas about government in the Declaration of Independence ?

What important problem of the US development could the American revolution not solve?

Who was the 1st US president?

How did Africans come to the USA?

What did the Africans do in the southern states?

Why did the northern states declare the war on the southern states?



TWO WARS IN AMERICA.

In the early history of America, there were two more terrible wars. The American **REVOLTYIONARY WAR** was a war between the colonist and England. England wanted to control the colonies, but the colonists wanted to form a free and **INDEPENDENT** nation. The American **CIVIL WAR** was a war between two groups of people in the United States, the northern states and the southern states. The northern states believed in a strong, centralized **GOVERNMENT** that governed all the states. The southern states believed very strongly in local and regional government and the **RIGHT** of states to govern themselves.

THE AMERICAN REVOLOTIONARY WAR –1775 to 1783.

King George of England was the king of the colonies in North America. England controlled the colonists even though the colonists lived far from England. Colonists paid taxes to England and followed English laws, English soldiers guarded the colonies.

Around 1770, some colonists decided that they wanted to be separate and independent from England. Leaders in the colonies began to make their own system of government. They started a **REVOLUTION** against England. The Revolutionary War against England began in April 1775. American colonists fought for independence from England for six years.

During this war, in the year 1776, representatives from each of the colonies met together. They wrote a paper called the **DECLARATION OF INDEPEND**. This paper said that the colonies were now free and independent states. They would not be controlled by King George of England. In the Declaration of independence, there are two very important ideas about government. The leaders of the colonies believed that:

- All men are created equal. All men have basic human rights including the right to life, liberty, and the pursuit of happiness.
- The purpose of government is to protect the rights of the people. If it does not protect the people's rights, the people have a right to change the government.

The leaders of the colonies believed that this was what government should promise to protect. On July 4, 1776, the 13 colonies became 13 states. These 13 states formed an independent nation, the United States of America. The Revolutionary War ended in 1783.

General George Washington was the leader of the American army. Later, he became the 1st president. He was elected in 1789. Today he is called the « Father of his country.

THE CIVIL WAR – 1861 to 1865.

During these early days of the United States, there was a big difference between the northern and southern states. The **ECONOMY** of the northern states was based on industry or business. People made money from making things in factories, such as clothing, shoes, furniture, machinery, and other products to be bought and sold.

Most of the work and money of the southern states was based on farming. Southern colonists started very large farms called **PLANTATIONS**. Plantations needed hundreds and hundreds of workers. But colonists did not do the work in the fields on these large farms. This work was done by Africans. The history of the Africans in the North America is not the same as that of the Europeans. It is very cruel history.

Most of the Europeans who came to north America came because they wanted to. This is not true of the Africans. For about 200 years, African villages were attacked by slave traders who arrived on large ships. These men forced African men, women, and children to get on the ships and leave their homes. They brought the Africans to America. They sold the Africans like animals to work on the plantations. Africans were slaves in America.

These Africans lost everything- their families, their native languages, their ways of living. They lost their religions and their freedom. Most Africans in America were not free to work where they wanted to work. They were not free to travel or go back to Africa. They did the hardest work. They were treated like animals. Husbands, wives and children were separated from each other. They were sent to work and live on different farms. Many never saw their families again.

The northern states did not like the system of **SLAVERY** and wanted it to end. In 1808, CONGRESS made a law saying that no more slaves could be bought into the country. But there were many African slaves already in the country. Owning, buying, and selling the slaves that were already in the United States was still legal. The slaves trade continued for many more years.

The North and the Southern continued to disagree about slavery. 11 southern states decided they wanted to be separate and independent from the northern states. They wanted to control their own economies and not be under the power of a national government.

In 1861, the Civil War began between the North and the South. A civil war is a war that is fought among the people of the same country. This terrible war lasted for 4 years. More than 630,000 people died.

During the war, on January 1, 1863, President Abraham Lincoln signed a paper called the **EMANCIPATION PROCLAMATION**. It freed the slaves in the south. Africans in the South were free to go or stay. Many slaves stopped working or ran to the North. Many stayed on the plantations because they had nowhere to go. This action by president Lincoln helped the north win the war.

Then, on December 18, 1865, after the war ended, the United States Constitution was changed. an **AMENDMENT** was added and slavery became illegal in all the states and territories.

Many people did not like president Lincoln because he wanted to abolish slavery and keep the North and South as one country. In 1865, near the end of the Civil war, he was shot and killed.

In the history of humankind, thousands of wars have been fought all over the world. The United States is no exception. It has fought terrible wars. Many men, women and children have been killed because of religion, territory, ethnic identity and power. Two early wars in the history of the United States – the Revolutionary War and the Civil War – were about political and economic freedom.

TASKS

1. Vocabulary tickets:

Read the vocabulary tickets with your teacher and the whole class. Are there still some words you do not understand? Write these words in a notebook. With a partner, write some example sentences using these new words. Talk about the meaning of the words with your classmates.

2. Vocabulary check.

Here are some important words from this reading. Circle the words you do not understand. Find the words in the reading. Talk about the meaning of these words with your classmates.

amendment	independent
Civil war	plantations
Congress	revolution
Declaration of Independence	Revolutionary war
economy	right
Emancipation Proclamation	slavery
government	slaves

3. Vocabulary review.

- The war between the northern and southern states from 1861 to 1865 was the
- A person who lives in a colony is a
- In the southern states a very large farm is called a
- The act of keeping slaves is called
- A war by a group of people to change a government is called a
- The highest law-making group in the United States is called the
- A 1st American president was
- To stay alive when you have little food or shelter is to

George Washington	colonist
Civil War	revolution
survive	Congress
plantation	slavery

4. Idea sharing.

Sit down in groups of three or four. Share answers to these questions.

- **What kind of nation was the U.S. on the eve of the Civil war?**
- **How did the north and south of the U.S. differ?**
- **What was the result of the slaves` revolts?**
- **What states started the military actions?**
- **What did Civil War result in?**

On the planet, people are always fighting wars.

- **What is war?**
- **Make a list of places where you think people are having wars right now.**
- **Find the places on the map.**
- **What are these people fighting about?**
- **Share some ideas how to stop wars.**

Your native country.

- **What kind of government does your native country have? Who is the leader of Russia? What is the person`s title?**
- **Does your country have a special national holiday such as Independence Day?**
- **Who were some important leaders in Russia? What did they do?**
- **Has Russia ever had a revolutionary war? When? What happened?**

GLOSSARY

Amendment A change ; a change in the government` constitution.

Civil war the war between the Northern and Southern states from 1861 to 1865.

colonies Settlements with close ties to the mother country , territories settled by colonists.

colonists Groups of people who live away from their mother country but remain connected to it in some way, members of a colony.

congress The highest law- making group in the United States. the legislature.

declaration of independence a paper written by the leaders of the colonies saying that they wanted to be free from the control of King George of England, an announcement in 1776 that the American colonies wanted to be an independent nation.

economy The way a group of people or a society manages money or the lack of money.

emancipation proclamation a paper written by President Abraham Lincoln regarding the freedom of African slaves in the Unites States.

exploration looking for and travelling through new territory

government The political system or laws that control and protect a group of people or a country.

independent Free from the control of other people or government.

plantations Very large farms that grow one major crop such as cotton or tobacco. In the United States, most plantations are in the south.

revolution An action by a group of people to change the government of the country.

revolutionary war The wart between England and the colonies from 1775 to 1783, a war for independence of the colonies.

right The power that a person or state has or should be given.

slavery The practice of owning another person.

slaves People who are not free, people who are bought or sold, people who are forced to work with no pay.

territory an area of land belonging to one government or group.

war an armed fight, a fight between nation or groups.