

a-g U.S. History

TRANSCRIPT TITLE/ COURSE CODE:

a-g US History A 3E1002

a-g US History B 3E9002

COURSE DESCRIPTION

This course includes a review of United States history prior to 1900. Students will connect national issues to their study of world history. Topics are to include the Enlightenment, rise of democratic ideals, Jacksonian Democracy, Westward Movement, Civil War, Reconstruction, Industrialism, and the Gilded Age in the 19th century. Early 20th century topics that are addressed include World War I, the Roaring Twenties and the Great Depression. Students examine the causes of World War I and II, their impact on America and the world, the peace process through the Cold War, the Civil Rights Movement, Watergate, Vietnam, the Gulf War, and the war on terrorism. Elements of culture (including religion, literature, drama, art, music, education, and the role of media) will be examined to develop an understanding of their influence on the American experience.

Primary source materials are used as a supplement to develop understanding of broad social, economic, and political concepts within the context of history and the impact past events have on our country today.

Research techniques will be taught and a term paper is required of all students

PREREQUISITES: World History recommended.

REQUIRED TEXTBOOK: THE AMERICAN VISION: MODERN TIMES; California Edition, 2006; Glencoe McGraw Hill

SUPPLEMENTAL INSTRUCTIONAL MATERIALS: Student will use various primary sources as support materials.

COURSE PURPOSE

Students will:

- master the California US History - Social Science content standards addressed in this course.
- connect national issues to their study of world history.
- examine elements of American culture to develop an understanding of how they have influenced the American experience. (These elements include religion, literature, drama, art, music, education, and the role of media).
- interpret and apply data from original documents including cartoons, graphs, letters, speeches, etc.
- develop an understand of the impact past events have on this country today.
- effectively use analytical skills of evaluation, cause and effect, compare and contrast
- effectively use and develop their writing and research skills.

COURSE OUTLINE

Unit

Chapters

CA History- Social Science Standards addressed

Unit 1 A Nation is Born (Beginnings - 1900)

- Creating a Nation (Beginnings to 1789): Converging Cultures; Dissent and Independence (includes reviewing the Declaration of Independence); the Constitution (includes reviewing the Constitution)
- Growth and Conflict (1789 - 1877): The New Republic; Growing Division and Reform; Manifest Destiny and Crisis; The Civil War; Reconstruction
- The Birth of Modern America (1877 - 1900): Settling the West; Industrialization; Immigration and Urbanization; Early Reforms in a Gilded Age; Politic and Reform

CA History - Social Science Standards addressed in this Unit: 11.1; 11.1.1; 11.1.2; 11.1.3; 11.1.4; 11.2.1; 11.2.2; 11.2.3; 11.2.4; 11.3; 11.3.1; 11.3.2; 11.3.3; 11.10; 11.6.5

Unit 2 Imperialism and Progressivism (1890 - 1919)

- Becoming a World Power (1872 - 1912): The Imperialist Vision; The Spanish- American War; New American Diplomacy
- The Progressive Movement (1890 - 1919): The Roots of Progressivism; Roosevelt in Office; The Taft Administration; The Wilson Years
- World War I and Its Aftermath (1914 - 1920)

CA History - Social Science Standards addressed in this Unit: 11.2, 11.1; 11.2.5; 11.2.9; 11.3, 11.4, 11.4.4; 11.4.5; 11.5; 11.5.3; 11.5.4

Unit 3 Boom and Bust (1920 - 1941)

- The Jazz Age (1921 - 1929): A Clash of Values; Cultural Innovations; African American Culture
- Normalcy and Good Times (1921 - 1929): Presidential Politics; A Growing Economy; The Policies of Prosperity
- The Great Depression Begins (1929 - 1932): Causes of the Depression; Life During the Depression; Hoover Responds
- Roosevelt and the New Deal (1933 - 1939): The First and Second New Deals; The New Deal Coalition;

CA History - Social Science Standards addressed in this Unit: 11.2; 11.2.3; 11.2.7; 11.3.2; 11.3.3; 11.4; 11.4.1; 11.4.2; 11.4.3; 11.4.4; 11.4.5; 11.5; 11.5.1; 11.5.2; 11.5.3; 11.5.4; 11.5.5; 11.5.6; 11.5.7; 11.6; 11.6.1; 11.6.2; 11.6.4; 11.6.5;

Unit 4 Global Struggles (1931 - 1960)

- A World in Flames (1931 - 1941): America and the World; World War II Begins; the Holocaust; America Enters the War
- American and World War II (1941 - 1945): Mobilizing for War; Early Battles; Life on the Home Front; Pushing the Axis Back; the War Ends
- The Cold War Begins (1945 - 1960): Origins of the cold War; the Cold War and American society; Eisenhower's policies
- Postwar America (1945 - 1960): Truman and Eisenhower; the affluent society; popular culture of the 1950's; the other side of American life

CA History - Social Science Standards addressed in this Unit: 11.4.6; 11.7; 11.7.1; 11.7.4; 11.7.5; 11.7.6; 11.7.8; 11.8.1; 11.8.2; 11.8.3; 11.8.4; 11.8.7; 11.9.1; 11.9.2; 11.9.3; 11.10.1; 11.11.2

Unit 5 A TIME OF UPHEAVAL (1954 - 1980)

- The New Frontier and the Great Society (1961 - 1968): the New Frontier; JFK and the Cold War; the Great Society
- The Civil Rights Movement (1954 - 1968): the movement begins; challenging segregation; new issues
- The Vietnam War (1954 - 1975): The US focuses on Vietnam; going to war in Vietnam; Vietnam divides the nation; the war winds down
- The Politics of Protest (1960 - 1980): the student movement and counterculture; the Feminist Movement; new approaches to civil rights; saving the earth

CA History - Social Science Standards addressed in this Unit: 11.3.4; 11.6.5; 11.7.1; 11.7.4; 11.7.5; 11.7.6; 11.8, 11.8.4; 11.8.5; 11.8.6; 11.9, 11.9.2; 11.9.3, 11.9.4, 11.10, 11.10.2, 11.10.3; 11.10.4, 11.10.5, 11.10.6, 11.10.7, 11.11, 11.11.1; 11.11.2; 11.11.3; 11.11.5; 11.11.6

Unit 6 A CHANGING SOCIETY (1968 - Present)

- Politics and Economics (1971 - 1980): Nixon administration; Watergate; Ford and Carter administrations; Life in the 1970s/ the "Me" decade
- Resurgence of Conservatism (1980 - 1992): the New Conservatism; the Reagan years; life in the 1980's; the end of the Cold War
- Into a New Century (1992 - Present): The technological Revolution; the Clinton years; an Interdependent World; America enters a new century; the War on Terrorism.

CA History - Social Science Standards addressed in this Unit: 11.3.2; 11.8.4; 11.8.7; 11.8.8; 11.9.3; 11.9.5; 11.9.6; 11.9.7; 11.11; 11.11.2; 11.11.4; 11.11.7

WRITING ASSIGNMENTS -

Students will complete a minimum of one Writing Support, one Critical Thinking, and/or one Reading Strategy writing assignment for each chapter of the required textbook.

Examples from Chapter one follow:

- Writing Support: (Persuasive Writing) Write an editorial about the Declaration of Independence for an influential Loyalist newspaper in Boston. Your editorial should support the position of the newspaper and therefore should explain why the colonists should remain loyal to Great Britain.
- Critical Thinking writing assignment: (Comparing and Contrasting) The Declaration lists many accusations against King George. Think about why Britain would have been opposed to allowing more immigrants to come to the colonies. Research the current U.S. policy on immigration. Write a one-page report explaining how today's immigration regulations compare with the restrictions placed on immigration to the American colonies by the British before the Revolutionary War.
- Reading Strategy writing assignment: The voyage of enslaved Africans from Africa to the Americas was called the Middle Passage. Olaudah Equiano, a West African shipped to American in the 1760's, later wrote about this journey. Use library and Internet resources to locate and read *The Interesting Life of Olaudah Equiano* or *Gustav Vassa the African*. Write a summary report of reactions to the book.

Students will read, examine, and write an analysis of a minimum of 4 primary documents each semester.

Students will demonstrate an understanding of how the primary documents were important to the period of history that is being studied and their impact on our country today.

Writing assignments are required as part of end of section and chapter activities. Examples from chapter 1 follow:

- Select one aspect of the changes brought by European colonization and describe the change in a paragraph;
- Write an editorial for a local newspaper describing the laws the British Parliament enacted after the French and Indian War. Express your opinion about the laws and the colonists' reactions. In your editorial, include information you have gathered while studying this chapter; Take on the role of an American at the time the Constitution was ratified.
- Write a letter to a friend in Britain describing the kind of government provided for by the Constitution. In your letter, explain why you support or oppose ratification and what you think life will be like under the new government.

Students will write one term paper per semester. Students will examine an issue related to one of the major periods of American history addressed in the course. This project will consist of a 5 - 7 page narrative, a bibliography including six primary source documents, and at least four on-line resources. A map showing the geographic area and/or a timeline can be included. Students will defend their hypothesis with solid evidence and provide primary source data to support their thesis. The rubric for this project is to be designed by the student. The choice of topic and design of rubric must be preapproved by the Education Specialist (ES) &/or Subject Matter Expert (SME).

KEY ASSIGNMENTS Key assignments include, but are not limited to the following:

- Students will read, examine, and write an analysis of a minimum of 4 primary documents each semester. Students will demonstrate an understanding of how the primary documents were important to the period of history that is being studied and their impact on our country today
- Students will complete a term paper examining an issue related to one of the major periods of American history addressed in the course. (details above)
- Students will complete a minimum of one Authentic Assessment Activity per Unit.
An example of an Authentic Assessment Activity from Unit 1 follows:
You are a native-born American citizen. You are going to write a letter to the editor of a New York or San Francisco newspaper. In your letter, you will detail either your support for or your dislike of the immigrants you see coming to your city. If you support continued immigration, you will include many benefits of immigration --- both to the new arrivals and to the United States --- as you can. If you do not favor immigration, you will give your reasons and support them. Include both facts and personal opinion in your letter to the editor.
- Students will complete a minimum of one Critical Thinking, Writing Support, &/or Reading Strategy Activity per chapter. (details are in Writing Assignments above)

- Students will complete text-based end-of-section assessment and end-of-chapter Assessment and Activities.

Examples of Chapter 1 End-of-Chapter Assessment and Activities follows:

- Content Vocabulary: Use each of these terms in a sentence: civilization, joint-stock company, Pilgrim, subsistence farming, proprietary colony, indentured servant, triangular trade, slave code, mercantilism, Enlightenment, Great Awakening, customs duty, committee of correspondence, minuteman, republic, recession, popular sovereignty, federalism, separation of powers, checks and balances, veto, amendment, and ratification
- Reviewing the Main Idea: Why did the Pilgrims leave England? Why did William Penn regard his colony as the "holy experiment?" How did the Great Awakening influence the American colonies? What made the Stamp Act different from other legislation that Parliament enacted? How did the Founders provide for a separation of powers in the federal government? What convinced Massachusetts to ratify the Constitution?
- Critical Thinking: What rights did the colonists want from Britain? What do you think would have happened if New York and Virginia had not ratified the Constitution? Use a graphic organizer to list the events that led to the American Revolution.
- Writing about History: (Select one aspect of the changes brought by European colonization and describe the change in a paragraph; Write an editorial for a local newspaper describing the laws the British Parliament enacted after the French and Indian War. Express your opinion about the laws and the colonists' reactions. In your editorial, include information you have gathered while studying this chapter; Take on the role of an American at the time the Constitution was ratified. Write a letter to a friend in Britain describing the kind of government provided for by the Constitution. In your letter, explain why you support or oppose ratification and what you think life will be like under the new government.
- Document-Based Questions: After reviewing Reverend Jedidiah Morse' comments about the defects of the Articles of Confederation, answer the following questions: What defects in the Articles of Confederation does Morse see? Why does Morse think the Articles were effective during the American Revolution but not afterward?
- Geography and History: After reviewing the map showing the 1783 Land Claims in North America, answer the following questions. What were the borders for the United States after the War for Independence? Which countries shared a border with the United States?
- Standards Practice: Which of the following quotations best expresses the complaint of colonists who had to pay British taxes but could not vote for members of the British Parliament? A. "Give me liberty or give me death."; B. "Taxation without representation is tyranny."; C. "These are the times that try men's souls."; D. "Don't fire until you see the whites of their eyes."

- Students will complete a unit test &/or project at the end of each unit. (descriptions follow).

PROJECTS: Student projects will demonstrate student knowledge/ understanding and include, but are not limited to, creating a PowerPoint presentation, a video commercial related to the unit topics (such as inviting recruitment of people into the Western Movement), or a collage illustrating immigration issues in the 19th Century, developing a newspaper article reporting on a major event (i.e.- World War I, its causes, and the peace process). Projects must be preapproved by the Education Specialist (ES) &/or Subject Matter Expert (SME).

UNIT TESTS: Students will take unit tests without the aid of notes or a textbook.

Examples of possible test questions for Unit 1 are below: (10 points each)

1. Describe the reasons that sectional tensions increased in the United States after the War of 1812.
2. What was the Underground Railroad and how did it operate?
3. Describe the problem that arose when Missouri applied for statehood and how the Missouri Compromise solved the problem.
4. What causes contributed to the approximate tripling of the American population between 1860 and 1910, and how did this population growth aid industrialization?
5. Explain the philosophy of Social Darwinism.
6. How did railroads help to settle the Great Plains?
7. Summarize the ideas of Booker T. Washington and W.E.B. DuBois on how to solve discrimination against African Americans.
8. What were some results of the Civil War, and what two key questions remained unresolved?
9. Describe the case of Dred Scott v. Sandford, the decision, and its significance.
10. How do you think the United States would be different today if the South had been allowed to secede?

- Students will take a final examination at the end of each semester. The final exam will include short answer and essay questions. These tests are to be proctored by an Education Specialist (ES).

INSTRUCTIONAL METHODS AND/OR STRATEGIES

Instructional methods include, but are not limited to, the following:

Direct Instruction

Teacher demonstration

Guided practice

Multimedia presentations

Discussion

Primary and secondary sources

Maps, tables, and charts

Political cartoons

Related literature selections

Research projects

Student-directed personal study utilizing Text resources and internet research

Student presentations

Regular access to a Subject Matter Expert (SME)

ASSESSMENT METHODS AND/OR TOOLS

Students' progress will be assessed through a variety and/or combination of methods. The methods available include, but are not limited to, the following:

Regular review of work by Education Specialist (credentialed teacher) and Subject Matter Expert (SME)

Portfolios

Observations of and discussions with students

Student demonstrations

Student work samples

Student writing assignments

Written & oral examinations

Final projects