

## Course of Study U.S. History

1. **Introduction:** U.S. History, Social Studies Department, 11<sup>th</sup> grade, 2 semesters

### 2. Course Description

United States History is a one year graduation requirement survey course typically taken in the 11th grade focusing on seminal issues that shaped the United States during the late nineteenth and twentieth centuries. This course satisfies California State Content Standards for 11th grade in United States History and is an upper-division component of the Social Studies core curriculum which combines with Government and Economics courses to complete the study of the American experience. United States History provides students with an understanding of the diverse and complex heritage of our nation. The course will incorporate political, economic and social components of US History. The main units, organized into historical periods/themes, provide a detailed view of the critical events, people, and historical processes which have created the United States of the twenty-first century. This course expects students not only to recall who and what, but more importantly, to critically analyze why historical facts are significant and how they have come to shape modern life in the United States. US History focuses on critical thinking, analysis and synthesis of the past in order to foster a better understanding of the impacts of historical developments on American society today.

3. **Prerequisite skills** and knowledge suggested for success in the course:

- To be able to read primary and secondary source texts and understand the author's purpose and meaning.  
The course covers more history than can be discussed in the allocated school days. Students are better able to learn about and consequently question historical events if they can read about them as well as watch video accounts and interact with classmates and the teacher to solve historical problems.
- To be able to write an essay response to a question with a thesis and supporting evidence. Evidence for understanding historical concepts is often gathered through student essays and short answer responses.

4. List of **program goals/learning outcomes** to be met:

*Program goals that will be addressed in this course are divided into two categories, content and skills. As a department, we have revised and agreed upon the goals for content students will acquire but are still fleshing out the goals for student skills in historical scholarship.*

Students will understand that:

USH.1 Progressive Era

Progressive Era reforms addressed the problems generated by the Gilded Age.

USH.2 Age of Imperialism

The US' imperialistic endeavors contributed to America becoming a global power.

USH.3 Rebellion and Reaction

Major social, political and economic rebellions and reactions shaped American society in the 1920s and beyond.

USH.4 Role of Government in the US

The size and scope of the US government expanded in response to the Great Depression.

#### USH.5 The Home front

WWII had dramatic economic, social and political effects on the domestic landscape.

#### USH.6 Cold War

The Cold War dominated US foreign policy and had domestic ramifications.

#### USH.7 Civil Rights

The Civil Rights Movement was the result of the unfulfilled promises of the Civil War and Reconstruction as well as modern social, political and economic conditions in the US during the 1950s and 1960s.

- Cross-curricular program goals that may be addressed in this course:
  - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
  - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### 5. Proficiency scales aligned with the program goals listed above

- Proficiency Scales that will be used to assess student learning towards mastery on the program goals/learning outcomes:

#### Goal 1: Gilded Age and Progressive Reform

2-Summarize key economic, political and social reforms that took place during the Progressive Era.

3-Analyze with specificity and depth how reforms of the Progressive Era addressed economic, political and social problems of the Gilded Age.

4-Evaluate the extent to which some economic, political and social progressive reforms were effective.

#### Goal 2: Early U.S. Foreign Policy

2-Summarize major motivations and actions of US foreign policy at the beginning of the twentieth century (1890-1920).

3-Analyze with specificity and depth an example of U.S. foreign policy motivations and actions at the beginning of the twentieth century (1890-1920).

4-Evaluate the impacts of U.S. foreign policy actions at the beginning of the twentieth

century (1890-1920).

Goal 3: 1920s- A Decade of Contrasts

2-Summarize major social, political and economic forces of the 1920s that shaped American society.

3-Analyze with specificity and depth major social, political, and economic forces that shaped American society in the 1920s.

4-Evaluate the impacts of major social, political and economic forces that shaped American society in the 1920s.

Goal 4: The Great Depression

2-Summarize key causes and immediate effects of the Great Depression.  
Summarize major goals of key New Deal programs.

3-Analyze with specificity and depth how the New Deal attempted to address causes and ameliorate the impacts of the Great Depression.

4- Evaluate the relative importance of factors causing the Great Depression.

OR

Evaluate the relative impacts of Roosevelt's New Deal policies on the federal government role in the US economy and society.

Goal 5: World War II

2-Summarize key domestic economic, social and political impacts of WWII.

3-Analyze with specificity and depth key domestic economic, social and political impacts of WWII.

4-Evaluate the relative significance of key domestic economic, social and political impacts of WWII.

Goal 6: The Postwar World and the Cold War

2-Summarize key Cold War actions (foreign and domestic) during the mid-20th Century (1940-1990).

3-Analyze with specificity and depth the origins, characteristics, and political consequences (foreign and domestic) of the Cold War.

4-Evaluate relative significance of the origins, characteristics, and political consequences (foreign and domestic) of the Cold War.

Goal 7: Civil Rights

2-Summarize key Civil Rights goals, strategies and achievements (1950-present).

3-Analyze with specificity and depth key Civil Rights goals, strategies and achievements (1950-present).

4-Evaluate relative significance of key Civil Rights goals, strategies and achievements (1950-present).

## 6. Suggested scope and sequence of Curriculum

- Post Civil War Industrial Revolution (1870-1900)
  - Program Goal 1 (content)
- Progressive Era (1900-1920)
  - Program Goal 1 (content)
- U.S. on the International Stage (1890-1918)
  - Program Goal 2 (content)
- World War I
  - Program Goal 2 (content)
- Tradition and Modernity Clash (1920-1929)
  - Program Goal 3 (content)
- The Great Depression and the New Deal (1929-1936)
  - Program Goal 4 (content)
- World War II
  - Program Goal 5 (content)
- The Early Cold War and the 1950s Prosperity (1946-1960)
  - Program Goal 6 (content)
- The Civil Rights Movement (1954-1968)
  - Program Goal 7 (content)
- The Vietnam War (1954-1975)
  - Program Goal 6 (content)
- Liberalism and Conservative Backlash (1968-1985)

**21<sup>st</sup> Century Skills** (These shall be integrated into content units and lessons at teacher's discretion.

- Using technology to gather, process, and apply information
- Communication skills (written and oral)
- Interpretation and evaluation of various sources
- Critical thinking
- Collaboration
- Problem solving

## 7. Suggested textbook(s), materials, equipment and resources

- Required Text: Danzer, et al. *The Americans*. McDougall Littell: 2006.
- Supplemental Texts: *Ordinary Americans* 2<sup>nd</sup> Edition. Close-up Foundation: 2003.  
Fernlund, Kevin J. *Documents to Accompany America's History* 5<sup>th</sup> Edition. Bedford St. Martins: 2004.

8. **Requirements satisfied:** UC A-G graduation requirement.
9. **Appendix** to contain a sample unit of study and assessment(s)

**A. Unit on U.S. Foreign Policy (Program Goal 2)**

**Stage 1 – Desired Results**

**Established Goal(s):**

11.4: Students trace the rise of the United States to its role as a world power in the twentieth century.

PG 2: Analyze with specificity and depth an example of U.S. foreign policy motivations and actions at the beginning of the twentieth century (1890-1920).

**Understanding(s):**

*Students will understand that...*

- The U.S. became a world power as she gained military and economic strength.
- The increasing presence of the United States in world affairs led to both political and military dilemmas.

**Essential Question(s):**

- How and why did the U.S. become a world power?
- What were the impacts of the growth of the United States as a world power abroad and domestically during the early 20th Century?

*Student will know...*

Monroe Doctrine, Manifest Destiny, Motivations for Imperialism, Alfred T. Mahan, Queen Liliuokalani, Sanford B. Dole, Jose Marti, Yellow Journalism, *U.S.S. Maine*, George Dewey, Rough Riders, Luis Munoz Rivera, Platt Amendment, Emilio Aguinaldo, Open Door Notes, Boxer Rebellion, Panama Canal, Roosevelt Corollary, Dollar Diplomacy, Missionary Diplomacy, Pancho Villa

Neutrality, British Blockade, *Lusitania*, Election of 1916, Zimmerman Note, Selective Service Act, WWI Technology, War Industries Board, Food Administration, Liberty Loans, George Creel, Espionage & Sedition Acts, Great Migration, 14 Points, Treaty of Versailles, League of Nations

*Students will be able to...*

Distinguish bias in primary sources

Make and evaluate arguments

## Stage 2 – Assessment Evidence

### Performance Task(s):

Compare and Contrast Imperial Actions  
Evaluation of U.S. Foreign Policy

### Other Evidence:

Summary and Analysis of events  
Written analysis of propaganda

## Stage 3 – Learning Plan

### Learning Activities:

Day 1: 19th Century U.S. Foreign Policy

Washington's Farewell Address  
President Monroe 1823  
John O'Sullivan 1845

Day 2: European Imperialism & American Expansion

What is imperialism?  
Comparing Push and Pull Factors  
Europe (1700-1900)  
U.S. Expansion 1800-1850

H.W.: Read and annotate Josiah Strong (1891)

Day 3: 1890s, Industrial Pressures, Boom, Bust

Economic Reasons and Consequences (Connect to Today)  
Religious/Ethnocentrism: Discuss Josiah Strong  
Pro-expansionists: Lodge, Roosevelt, Mahan, Lodge, Hay

Day 4: Imperialism (Jigsaw)

Hawaii Panama  
Cuba Philippines  
Mexico

Day 5: US Imperialism

Share out regarding people and events in 5 areas (Jigsaw2)  
Imperialistic Attributes - religion, military might, assimilation, resource exploitation  
H.W.: Compare and Contrast Imperial actions

Day 6: Role of U.S. Media

Editorials and political cartoons

Yellow Journalism

Day 7: Evolving Foreign Policy

Roosevelt, Taft, Wilson

Day 8: World War I: Direct Instruction/Film

Review Causes

U.S. Entrance into war

- Events portrayed by media (German U-Boats, socialists in America, peace groups)
- Creel Commission

Day 9: WWI Home front (Computer Sheet)

Progressives and War

Call to Arms-Wilson

Migration of African Americans

Increase in Government Power

Day 10: Versailles and Wilson

Fourteen Points

A New U.S. Role

Congressional Disapproval

Day 11: Wilson Addresses Washington, Monroe, O'Sullivan, Strong, Beveridge, Twain, Roosevelt

Day 12: Test American Foreign Policy

Multiple Choice-readings and class material

Essay: Is U.S. foreign policy by the end of World War I consistent with 19<sup>th</sup> century ideals?

**B. Sample Assessment.** Goal: (Common Core Skill-ELA) Students will integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### United States History Historical Research Paper

**Introduction:**

A *survey* course in American history normally offers little opportunity for a more in-depth study of specific topics. In order to give you the opportunity to explore at least one topic in more detail you will be assigned a formal research paper. In addition to offering you the opportunity to delve more deeply into one topic, this paper will help you to develop better research and analytical writing skills which will be important preparation for the college level work most of you will be expected to do in the near future. Your research paper will cover a topic from either the Depression, World War II, the Cold War or the 1960s. (See list online. We will draw out of a hat for topics tomorrow in class.)

The assignment is to write a 5-7 page paper that responds to a historical question. The paper you write must demonstrate both detailed research and analytical interpretation of historical relevance. Your paper should not simply be a report of information on your topic, but rather, should be a logical and thoughtful examination guided by a probing question answered with a clear thesis, supporting evidence and original analysis.

**Required Components of the Paper:**

**Opening Vignette:** This is a brief, creative application of historical information to a description of a scene taken from the time period of your paper.

**Focused Introduction:** The introductory paragraph (second paragraph of paper) must clearly state your guiding question and thesis. Answering the thesis question (or questions) is what the whole paper is about. In this paragraph you will also outline the subtopics of your paper.

**Thesis:** A clear and focused thesis summarizes the answer to your guiding question (or questions) and sets the specific course for the rest of your paper. This thesis statement must be in the first paragraph or two of your paper and should be **bolded** to be easily found.

**Background:** After the introduction, a few paragraphs should discuss the historical context of your topic. This is where you should tie your topic into greater historical trends of the era.

**Analysis:** In the body of your paper, it is very important to personalize your writing with insight and interpretation. Your analysis will interpret the evidence given and offer commentary on that evidence that links to your thesis; this is what makes the paper "yours" and not just a regurgitation of facts you found. Your analysis should show a skillful use of primary and secondary sources. Blending thoughtful analysis in your own voice with the facts and details you discover is the most important part of a successful research paper. Superficial or minimal analysis will greatly decrease the score your paper earns.

**Works Cited and Footnotes (or Endnotes) in proper format:** You are required to consult and cite from at least five (5) sources for your paper. You should consult at least two (2) primary sources. Follow proper format for footnotes and bibliographic references as described on the handout provided in class. Attach a properly formatted bibliography at the end of paper. We will be using Chicago style of citation for this paper. We will NOT use MLA or APA.

**Written Expression and Tone**

**Typed & 5-7 pages long not including the Works Cited:** Your final paper should be typed and with a conventional font like Times New Roman.

**Conventions:** There should be no "I" "we." "you." or "our" in this paper and your work should be free of grammatical and spelling errors. Proofread!

**Project Deadlines**

**Important:** You **MUST** submit each of the benchmark assignments in order for your final draft to be accepted without significant penalty! As well, each benchmark must be met before turning in the next benchmark.

<b>Evidence of Research: Source Card and Note cards (Turn in at least 4 Source Cards—with correct citation-- and their accompanying notecards. You should have at least 6 notecards per source card) You will also include a list of questions you still need answered.</b>	<b>Tuesday, March 11</b>
<b>Rough Draft of the Introduction (Vignette + Intro paragraph w/thesis)</b>	<b>Tuesday, March 18th</b>
<b>Rough Draft Outline and Draft of First 3 pages</b>	<b>Tuesday, March 25th</b>
<b>Feedback Sheet from Responsible Adult</b>	<b>Friday, April 4th</b>
<b>Final Paper Due</b> <b>You will also turn in:</b> <b>Introduction with my comments</b> <b>Draft outline and first three pages with my comments</b>	<b>Tuesday, April 22nd</b>

**C. Unit on Vietnam and the 1960s (Program Goal 6)**

**Stage 1 – Desired Results**

**Established Goal(s):**

11.9.3: trace the origins and geopolitical consequences... of the Vietnam War.

11.11.2: discuss the significant domestic policy speeches of ...Johnson, Nixon...

PG (3/2014): Analyze with specificity and depth the origins, characteristics, and political consequences (foreign and domestic) of the Cold War.

**Understanding(s):**

*Students will understand that...*

- Domestic problems become illuminated by debate over military
- Communication and public understanding of political decisions often determine how a society responds to war.

**Essential Question(s):**

- Can a nation build a great society and wage war at the same time?
- Why was the Vietnam War so divisive?

*Student will know...*

Deferments, New Left, SDS, Free Speech Movement, “Doves & Hawks”, Tet Offensive, Robert Kennedy, Chicago Democratic Convention, Richard Nixon, 1968 Presidential Election Vietnamization, Silent Majority, My Lai Massacre, Cambodia Bombing, Kent State, Pentagon Papers, Henry Kissinger, Fall of Saigon, War Powers Act, Counterculture, Woodstock, Conservative Backlash

*Students will be able to...*

Analyze photographs as evidence.

Synthesize information from primary and secondary sources to develop a position for a role in a diplomatic conference.

Synthesize information to defend a position in a debate to arrive at a decision.

Collaborate to develop a solution to a problem.

Classify opinions and facts to determine the accuracy of secondary source accounts.

Present orally responses to a prompt regarding cultural developments and determine the impacts of those developments on society

## Stage 2 – Assessment Evidence

### Performance Task(s):

Geneva Convention Role Play  
Debate over Gulf Of Tonkin  
Presentation on Counterculture

### Other Evidence:

Film notes  
Reflection on political decisions  
Quiz on facts and issues of war

## Stage 3 – Learning Plan

### Learning Activities:

Day 1: Overview & Timeline

Origins of U.S. involvement in Vietnam

Within context of Civil Rights/Cold War: Show “Unpinned” from *The Century: America’s Time*

Day 2: Myth?- Media Lost the War: Images

Analyze several images from the war

Day 3: Cold War Origins (From Choices Unit The Limits of Power)

Indochina and the early Cold War

Prepare for Geneva Convention (1954)

5 Perspectives

Day 4: Geneva Conference Simulation

Day 5: Gulf of Tonkin & Foreign Policy

Day 6: [Block]Debate: U.S. Policy in Vietnam (From Choices Unit, The limits of Power)

Day 7: The war 1965-1967

Century Series Turmoil Video

Day 8: Turning Point at Home: Anti-war

Counterculture: Origins, Generational Discord

Summer of Love

Free-Speech Movement

Drug Use

Music

Day 9: 1968, Election, Quagmire

Domestic Issues: Democratic Party, Civil Rights, Kerner Commission, Great Society

Vietnam Conundrum, Media shift

Day 10: [Block] Nixon's Election

Vietnamization

Silent Majority

Day 11: Disillusionment: Pentagon Papers, Kent State

Document analysis and role of media

Day 12: Ending the War: Values, Interests and Costs in Wartime (from Choices Unit)

Pivotal Moments: 1954, 1961, 1965, 1968, 1972

**Resources:**

<http://www.yale.edu/ynhti/curriculum/units/1983/4/83.04.03.x.html>

Henry Rhoades, Teacher at New Haven Teacher Institute develops a lesson on the media and Vietnam.

<http://www.pbs.org/wgbh/amex/vietnam/tguide/>

PBS teachers' guide for teaching the Vietnam War.

**D. See attached rubric for extended essays and research papers.**

Board Approved: June 25, 2014

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