

# *Sky Mountain Charter School*

## *Course Syllabus*

**Course Title:** a-g U.S. History A      **Course Number:** 3E1002

### **SME Information:**

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**Office Hours:** Monday and Friday 9am – 11am

### **Course Description:**

Students in 11<sup>th</sup> grade a-g U.S. History study the major turning points in American history. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students learn to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

It is imperative that the standards for 11th grade be reviewed at: [www.cde.ca.gov/be/st/ss/hstgrade11-12.asp](http://www.cde.ca.gov/be/st/ss/hstgrade11-12.asp)

### **Course Requirements:**

- \*Students must complete and submit all assignments for each unit, completing at least one unit each learning period.
- \*All writing assignments must be typewritten following MLA format and include a bibliography page when resources are used. **All sources must be cited.**
- \*All writing assignments should be well thought out and include an introduction and conclusion and body paragraphs that support the main thesis using references to the text, other resources, or personal experiences.
- \*Answers to section and end of chapter assessments must be written in complete sentences.
- \*All assignments must include a heading with student name, ES name, date, course, unit, and assignment type and assignment description.  
Sample heading:  
Super Student  
ES – Swell Teacher  
8/18/11  
a-g U.S. History A  
Unit 1 – Essay - Letter to Editor
- \*All essays and papers must be scored using rubric.

### **Curriculum:**

- The Americans published by McDougal Littell,  
2009 Student Edition: ISBN: 9780618916290  
2009 Teacher's Edition: ISBN: 978-0-618-94377-7  
or  
2012 Student Edition ISBN: 9780547491158

2012 Teacher's Edition: ISBN: 978-0-547-49120-2

• America, The Story of Us video series available through Barnes and Noble or can be watched via Internet at [www.history.com](http://www.history.com) (The History Channel)

- Declaration of Independence
- Animal Farm by George Orwell
- Uncle Tom's Cabin by Harriet Beecher Stowe
- *A Personal Voice* by Stephen Douglas
- "To Locomotive in Winter" by Walt Whitman
- Gone With the Wind by Margret Mitchell
- The Grapes of Wrath by John Steinbeck

### **Course Assignments:**

Students should be completing approximately one unit a month (or approximately a chapter a week).

### **Unit 1: American Beginnings to 1783**

The Americans, chapters 1-4

America, The Story of Us video series, episodes 1 and 2

Declaration of Independence

Animal Farm by George Orwell

Resources for maps, essays, reports and research projects can be found at: [www.classzone.com](http://www.classzone.com)

### **Assignments:**

Complete **all** of the following:

- Read chapters 1-4 of textbook
- Watch America, The Story of Us video series, episodes 1 and 2
- Section Assessments
- Chapter Assessments
- Outline/timeline the events that occur in each of the episode of America, The Story of Us

### Chapter 1: Three Worlds Meet

- Project: Create a multimedia presentation on the culture of one Native American group that includes topics such as: the environment, shelter, food, economy, technology, science, and the arts [Chapter 1, section 2]
- Essay: Discuss if the recently discovered bones of the Native Americans belong to science or the Native American community (begin by researching the controversy surrounding the 1966 discovery in Washington state of a 9,3000 year old skeleton of the Umatilla Indian tribe, the "Kennewick Man") [Chapter 1, section 2]
- Project: Research and plan an itinerary for a merchant traveling from Tripoli to Timbuktu circa 1500 A.D. (determine a route map, trade items to be carried to Timbuktu, trade items to be sold in Timbuktu, numbers of camels, estimated travel time, etc.) [Chapter 1, section 3]
- Essay: Compare and contrast the similarities and differences between life in Europe and the Americas around 1500 A.D. [Chapter 1, section 4]

### Chapter 2: The American Colonies

- Essay: Describe how the English colonists' relationship with the Native Americans differed from the Spaniards' relationship [Chapter 2, section 1 and 2]
- Essay: Describe what you think happened to the colonists who landed at Roanoke Island [Chapter 2, section 2]
- Poster: Create a visual display of the Puritans in colonial Massachusetts [Chapter 2, section 3]
- Paper: Analyze the dissent in the Puritan Community [Chapter 2, section 3]
- Map: Create a map the original thirteen colonies including their foundation dates; differentiate between New England, Middle and Southern colonies [Chapter 2 and 3]

### Chapter 3: The Colonies Come of Age

- Poster: Create a display showing the economic activities of the 13 colonies [Chapter 3, section 1]
- Paper: Write an article describing the trial of Governor Andros [Chapter 3, section 1]

- Graphic Organizer: Use a Venn diagram to compare and contrast life in the Northern colonies to those in the Southern colonies [Chapter 3, section 2 and 3]
- Graphic Organizer: Research and then create a chart describing the theories behind the Salem Witch Trial [Chapter 3, section 3]
- Graphic Organizer: create a chart that shows the British policies that were enacted following the Seven Year War that includes: the name of the act, a description of the act, and the impact of the act (i.e.: Proclamation of 1763, Sugar Act, writs of assistance, the Stamp Act, The Townsend Acts, Intolerable Acts, etc.) [Chapter 3, section 4 – Chapter 4, section 1]

#### Chapter 4: The War For Independence

- Essay: After reading the Declaration of Independence, discuss how the document forms the foundation on which America democratic values rest [Chapter 4]

#### Additional Unit 1 Assignments:

- Profile: Create a biographical profile of George Washington
- Essay: After reading Animal Farm by George Orwell, write an essay describing how this book reflects the relationship between America and England, use examples from the book and history text to support your ideas

### **Unit 2: A New Nation 1781-1850**

The Americans, chapters 5-8

America, The Story of Us video series, episodes 3 and 4

Uncle Tom's Cabin by Harriet Beecher Stowe

Gone with the Wind by Margaret Mitchell

"The Meaning of July Fourth for the Negro" by Frederick Douglass (<http://www.pbs.org/wgbh/aia/part4/4h2927t.html>)

Resources for maps, essays, reports and research projects can be found at: [www.classzone.com](http://www.classzone.com)

#### **Assignments:**

Complete **all** of the following:

- Read chapters 5-8
- Watch America, The Story of Us video series, episodes 3 and 4
- Begin reading Uncle Tom's Cabin and then Gone with the Wind for Unit 3 assignments
- Section Assessments
- Chapter Assessments
- Outline/timeline the events that occur in each of the episode of America, The Story of Us

#### Chapter 5: Shaping A New Nation

- Paper: Write a letter to the editor of a period newspaper to express the citizens' points of view regarding the problems of the Confederation [Chapter 5, section 1]
- Graphic Organizer: Create a Venn diagram comparing the Federalists and Antifederalist views about the Constitution [Chapter 5, section 3]
- Essay: Describe how the Federalists or anti-Federalists would have used technology, such as radio and television, if it had existed, to promote ideas; choose a medium and a message and prepare a script for 30 second ad promoting a particular viewpoint (include ideas for accompanying sound and/or pictures) [Chapter 5, section 3]
- Paper: Research a recent case of treason and write a report detailing the act, the motive, and how the case was resolved [Chapter 5, Article 3]

#### Chapter 6: Launching The New Nation

- Paper: Write a job description as if you were to hire a cabinet member; include the name and mission of the cabinet, the tasks the cabinet member must perform, the qualification and experience needed, and any benefits or perks of the job [Chapter 6, section 1]
- Graphic Organizer: Create a chart listing the effects of the Native Americans' rejection of the Treaty of Paris [Chapter 6, section 2]
- Map: Create a map the states and their capitals as of 1809; noting those of the Louisiana Purchase [Chapter 6, section 3]

- Profile: Create a biographical profile of Thomas Jefferson [Chapter 6, section 3]
- Paper: Using primary and secondary sources, write a biography of the Native American leader Tecumseh including the leader's rise to power, his accomplishments, quotes by and about the leader [Chapter 6, section 4]
- Essay: Describe the impact John Marshall and The Marshall Court had on the federal system [Chapter 6, section 3 & Chapter 7, section 2]

### Chapter 7: Balancing Nationalism and Sectionalism

- Paper: Assume the viewpoint of a member of the Southeastern tribes and write a letter to President Andrew Jackson expressing views on the Indian Removal Act giving specific examples of how the act will affect the lives of your people [Chapter 7, section 3]

### Chapter 8: Reforming American Society

- Paper: Use various resources to find excerpts from The Liberator, write an article that may have appeared in the paper that addresses some injustice going on at the time, calls for some action to be taken, and maintains the tone and style of Garrison's antislavery paper [Chapter 8, section 2]
- Paper: Read the speech made by Frederick Douglass (<http://www.pbs.org/wgbh/aia/part4/4h2927t.html>), and write an essay explaining why Douglass said he could not celebrate the Fourth of July [Chapter 8, section 2]

## **Unit 3: An Era of Growth and Disunion 1825-1877**

The Americans, chapters 9-12

America, The Story of Us video series, episode 5

"To A Locomotive in Winter" by Walt Whitman

"I like to See It Lap For Miles" by Emily Dickinson

"Sounds" from Walden by Henry David Thoreau

Uncle Tom's Cabin by Harriet Beecher Stowe

Gone with the Wind by Margaret Mitchell

Resources for maps, essays, reports and research projects can be found at: [www.classzone.com](http://www.classzone.com)

### **Assignments:**

Complete **all** of the following:

- Read chapters 9-12
- Watch America, The Story of Us video series, episode 5
- Section Assessments
- Chapter Assessments
- Outline/timeline the events that occur in each of the episode of America, The Story of Us

### Chapter 9: Expanding Markets and Moving West

•Paper: Write a brief biography of an inventor discussed in chapter 9, section 1; include his/her invention and how it enhanced the lives of the people and helped fuel the economy [Chapter 9, section 1]

•Paper: After reading three poems/prose ("To A Locomotive in Winter" by Walt Whitman, "I like to See It Lap For Miles" by Emily Dickinson, and "Sounds" from Walden by Henry David Thoreau), write a paper examining the different views of the railroad and their impact [Chapter 9, section 1]

•Paper: Write three journal entries as if you are a pioneer conveying the challenges and experiences of settlers involved in settling the Northwest Territory; include trail taken, state of origin, reason for heading west, experiences along the trail, and hopes for the future [Chapter 9, section 2]

•Map: Create a map of the various trails taken by pioneers heading west as well as major obstacles the settlers faced [Chapter 9, section 2]

•Graphic Organizer: Create a chart documenting the cause and the effects of Mexican independence [Chapter 9, section 3]

•Diagram: Create a chronological pictorial essay that tells the story of the Alamo; use drawn pictures, photographs, copies of images placed in proper sequence and annotate with student-authored captions [Chapter 9, section 3]

•Essay: After completing research into the attitudes towards the war with Mexico, write a letter to the editor of a period newspaper in support or opposition of American involvement in the war; reflect the predominate

attitude of a specific region of the country and support or rebuke the opinions of government officials such as President Polk, Representative Abraham Lincoln, among others [Chapter 9, section 4]

•Poster: Create a poster illustrating the causes and the effects of the Gold Rush [Chapter 9, section 4]

### Chapter 10: The Union in Peril

•Essay: Analyze the position held by Webster and Calhoun in regard to the Compromise of 1850 and write an essay defending either Webster or Calhoun's position [Chapter 10, section 1]

•Map: Create a map of the Underground Railroad differentiating between free, slave, and neutral states [Chapter 10, section 2]

•Profile: Create a biographical profile of Harriet Tubman

•Essay: After reading Uncle Tom's Cabin and researching its impact on both the North and the South in the 1850s, write an essay detailing how the book could have incited the Civil War using specific examples from history text and further research [Chapter 10, section 2]

•Essay: Write a letter to the editor of a period newspaper praising or criticizing the book Uncle Tom's Cabin by Harriet Beecher Stowe using historical content to support opinion [Chapter 10, section 2]

•Paper: After reading "A Personal Voice" by Senator Douglass on page 315, write a short response describing the implications of Douglas's statement on the limits of democracy (If people vote for slavery is slavery right? If people vote to discriminate or hurt people, is that right? What are the limits of democracy?) [Chapter 10, section 2]

•Profile: Create a biographical profile of Abraham Lincoln

•Map: Create a map of the United States as of 1861; use blue to identify the Union, red to identify the Confederacy, and yellow to identify the neutral states and along the bottom of the map, create a timeline of the Civil War from the Succession of the Confederacy to the surrender at Appattomox [Chapter 10 and 11]

### Chapter 11: The Civil War

•Essay: After reading Gone with the Wind by Margaret Mitchell and textbook, write an essay describing how the lives of the people of the south changed after the Civil War using factual information to support ideas [Chapter 11, section 2]

### Chapter 12: Reconstruction and Its Effects

•Essay: Describe the reconstruction period detailing the issues addressed and analyzing successes and failures and the causes for each [Chapter 12, section 3]

## **Unit 4: Migration and Industrialization 1877-1917**

The Americans, chapters 13-16

America, The Story of Us video series, episodes 6 and 7

"To A Locomotive in Winter" by Walt Whitman

Resources for maps, essays, reports and research projects can be found at: [www.classzone.com](http://www.classzone.com)

### **Assignments:**

Complete **all** of the following:

•Read chapters 13-16

•Watch America, The Story of Us video series, episodes 6 and 7

•Section Assessments

•Chapter Assessments

•Outline/timeline the events that occur in each of the episode of America, The Story of Us

### Chapter 13: Changes on the Western Frontier

•Essay: Choose to represent either the Native Americans' or settlers' point of view and write an essay addressing the meaning of land and the methods of settling and using it [Chapter 13, section 1]

•Map: Create a map comparing the Native American land in 1819 and Native American land in 1894 [Chapter 13, section 1]

•Essay: Discuss how American views of the Native Americans and the treatment of Native Americans have changed over time [Chapter 13, section 1]

- Project: Create a storyboard illustrating the achievements of either Sitting Bull or Black Hawk; use the Internet and other reference tools to research and then develop a storyboard the subject's life, resistance, and treatment by government [Chapter 13, section 1]
- Essay: Research the precepts and impact of the Dawes Act and write an essay reporting your findings; conclude with an evaluation of the acts impact [Chapter 13, section 1]
- Project: Create a poster illustrating life on a reservation from 1894 into 1990s; use images found on the Internet and in books and other magazines [Chapter 13, section 1]
- Paper: Write an article for the newspaper entitled "A Day in the Life of a Cowboy" in which a description of the daily routine, challenges and enjoyments, of cowboys are provided [Chapter 13, section 1]

#### Chapter 14: A New Industrial Age

- Map: Create a map of the major railroad lines in the late 1800s [Chapter 14, section 2]
- Graphic Organizer: Create a chart detailing the advantages and disadvantages to both the company and the workers [Chapter 14, section 2]
- Paper: Research the origin of one invention discussed on page 422 and write a brief report about how the invention came about, including the person or persons involved responsible for the invention and the process it followed from idea to reality [Chapter 13 and 14]
- Project: Research working conditions in the late 1800s using books and Internet sites; copy and cite three quotations from workers in different industries that describe some aspect of the workers workdays [Chapter 14, section 3]
- Essay: Analyze the role of labor unions at the turn of the century and write an essay describing their goals, benefit to workers, means of achieving goals, and accomplishments [Chapter 14, section 3]

#### Chapter 15: Immigrants and Urbanization

- Paper: Create an article for a period newspaper from the point of view of one on Ellis Island watching and speaking with immigrants come to America for the first time; describe hardships faces both in country of origin and on travels to America, destination in America, income prospects, and hopes for the future [Chapter 15, section 1]
- Essay: Discuss the major challenges of urbanization and ways they were resolved [Chapter 15, section 2]
- Project: Create a political cartoon or graphic reflecting the urban political scene in the late 1800s (topics might include: how a political machine uses graft, how political bosses provide services to immigrants in exchange for their votes, how a political machine affects taxpayers) [Chapter 15, section 3]

#### Chapter 16: Life at the Turn of the 20<sup>th</sup> Century

- Project: Create a collage of architecture at the turn of the century using images from magazines, the Internet, or drawings, label major architectural elements and design features [Chapter 16, section 1]
- Essay: Describe the state of public education at the turn of the 20th century, include factors such as the influx of immigrant children, increasing school age populations, and new industrial jobs available and present ideas to remedy problems these situations created [Chapter 16, section 2]

#### Additional Unit 4 Assignments:

- Research paper:** Complete a five-page research paper on the role of racism in American society in the early 20th century. Include treatment received by various minority groups; consequences suffered; legislature or court rulings dealing with, promoting or condoning, racism; and changes in race relations. Use at least seven sources, three of which must be a book source and include a bibliography page on which you site your sources. [Chapter 16, section 3]

### **Unit 5: Modern America Emerges 1890-1920**

The Americans, chapters 17-19

America, The Story of Us video series, episode 8

The Grapes of Wrath by John Steinbeck

Resources for maps, essays, reports and research projects can be found at: [www.classzone.com](http://www.classzone.com)

#### **Assignments:**

Complete **all** of the following:

- Read chapters 17-19 of textbook
- Watch America, The Story of Us video series, episode 8
- Begin reading The Grapes of Wrath by John Steinbeck
- Section Assessments
- Chapter Assessments
- Outline/timeline the events that occur in each of the episode of America, The Story of Us

### Chapter 17: The Progressive Era

- Graphic Organizer: Create a flow chart to show the progressive efforts to end child labor [Chapter 17, section 1]
- Project: Create two placards or signs that demonstrators in favor of woman suffrage might carry; on the back explain how the slogan communicates the aims of the movement [Chapter 17, section 2]
- Profile: Create a biographical profile of Teddy Roosevelt; include a modern example of his legacy [Chapter 17, section 3]
- Graphic Organizer: Research three Muckraker Writer and create a table listing the titles of books, titles of articles, abuses they attacked, and the reform that resulted [Chapter 17, section 3]
- Profile: Create a biographical profile of Woodrow Wilson
- Essay: Describe the purpose of the Federal Trade Commission and support your idea as to whether or not it was successful [Chapter 17, section 5]

### Chapter 18: America Claims an Empire

- Essay: From the perspective of either American planters, native Hawaiians, contract laborers, Queen Liliuokalani, write a speech sharing an appropriate point of view regarding the annexation of Hawaii [Chapter 18, section 1]
- Essay: Describe the three factors that lead to the Spanish-American War [Chapter 18, section 2]
- Paper: Create a newspaper article reporting information about the Rough Riders [Chapter 18, section 2]
- Paper: Write a summary of the issues that arose over applying the Constitution to overseas territories [Chapter 18, section 3]
- Essay: Write and essay arguing your point of view as to whether or not America should go to war to make the world “safe” for democracy [Chapter 18]
- Essay: Discuss whether or not it is within the rights of the United States to impose its morals and beliefs on other nations (Wilson’s “missionary diplomacy”); use examples from the text and additional research to support your thesis [Chapter 18, section 4]

### Chapter 19: The First World War

- Project: Research and list the challenges people faced when working on the Panama Canal [Chapter 18, section 4]
- Graphic Organizer: Create a chart explaining the four major causes of World War I (Nationalism, Imperialism, Militarism, and Alliance System) and definitions and examples of each [Chapter 19, section 1]
- Paper: Examine the map on page 581, analyze why the Germans marched through Belgium as opposed to taking the alternate route of attacking through Switzerland [Chapter 19, section 1]
- Map: Create a map of Europe that includes the following: the English Channel, Gibraltar, and where the Allies laid mines in the North Sea [Chapter 19, section 2]
- Essay: Evaluate the philosophical, moral, and religious objections to World War I held by conscientious objectors and identify nonviolent means by which they could still aid the war effort [Chapter 19. Section 2]
- Essay: Write an essay analyzing the political, economic, and social ramifications of World War I on the American home front [Chapter 19]

### **Grading Criterion:**

20% Section and Chapter assessments

15% Map work and graphic organizers (charts, tables, Venn diagrams)

15% Diagrams, posters, profiles and America, The Story of Us episode outlines/timelines

15% Projects

35% Essays and papers

Please convert into letter grades using the following grading scale:

A= 90% to 100%

B= 80% to 89%

C= 70% to 79%

D= 60% to 69%

F= Less than 60%

**End of Semester Checklist:**

- List of completed assignments with grades given
- All map work
- All completed charts, diagrams, or posters
- All projects
- All essays and papers
- All section and chapter assessments

**All assignments are due to SME no later than January 6<sup>th</sup>, 2012 no exceptions (please be sure to allow time for mailing).**

Rev. Spring 2011/2012 year