

11th Grade American History 1B Syllabus

Course: 3R0004 US History 1B

SME Information:

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Course Description:

Students in 11th grade 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

Suggested Curriculum:

The course as listed below is suggested. Course objectives may be met using the suggested curriculum or other curriculum chosen by the parent and the ES.

If you would like to use a different curriculum, please submit a syllabus describing the curriculum of choice, assignments to be completed, and a description of how they will be used to meet the requirements of this class. If your student is taking another history course, such as any of those offered by a vendor, that you believe meets some or all of the objectives of this course, please submit the syllabus for review by the SME instructor. Syllabi must be approved prior to the start of the semester.

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 the Internet at www.history.com (The History Channel)

- The Grapes of Wrath by John Steinbeck
- The Diary of A Young Girl by Anne Frank

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

U.S. History B

Unit 1 – Essay - Letter to Editor

*All essays and papers must be scored using rubric.

Course Assignments:

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

Unit 6: The 1920s and the Great Depression 1920-1940

The Americans, chapters 20-23

America, The Story of Us video series, episode 9

The Grapes of Wrath by John Steinbeck

Resources for maps, essays, reports and research projects can be found at: www.classzone.com

Unit 6 Assignments:

Complete **all** of the following:

•Read chapters 20-23 of textbook

*Watch America, The Story of Us video series, episode 9

*Read 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

**Essay: After reading The Grapes of Wrath by John Steinbeck and your text, describe the hardship faced by farmers and their families 1930s.*

Chapter 20: Politics of the Roaring Twenties 1919 - 1929

•Create **two** of the following **graphic organizers, diagrams, or posters:**

a) A two-column chart listing the causes and effects of labor unrest after World War I [section 1]

b) A chart listing the scandals that plagued Harding's presidency and their consequences [section 2]

c) A cluster graphic illustrating how the automobile and aviation industries created new industries underscoring how the automobile and aviation industries expanded the nation's economy [section 3]

Chapter 21: The Roaring life of the 1920s 1920 - 1929

•Create **one** of the following **graphic organizers, diagrams, or posters:**

a) A comparison chart illustrating the differences between urban and rural life in the 1920s [Chapter 21, section 1]

b) A flow chart illustrating the cause and effect of women's changing roles in the 1920's [Chapter 21,

Chapter 22: The Great Depression Begins 1929 - 1933

•Create **one** of the following **graphic organizers, diagrams, or posters**:

- a) A chart contrasting a recent recession (current or 1981-1982) with the Great Depression [Chapter 22, section 1]
- b) A chart listing the actions Hoover took to combat the depression and their purpose [Chapter 22, section 3]

Chapter 23: The New Deal 1933 - 1940

•Choose **one** of the following **projects**:

- a) A three-column chart identifying New Deal programs, the purpose of each, and their results [Chapter 23, section 1]
- b) A chart listing the responsibilities and accomplishments of New Deal-era executive agencies from the chart on page 706 that includes the original responsibilities of the agency, its accomplishments, and what the agency does now) [Chapter 23, section 2]

Unit 6: Project Choices

•Choose **two** of the following **projects**:

- a) Examine the political cartoons created during the Red Scare of 1918-1921 found at classzone.com and write an analysis of their content and message including: how the cartoons portray strikers and immigrants and what specific details support those observations. Then choose and issue from the 1920s and sketch five cartoons that comment on various sides of that issue (include title and captions and speech or thought bubbles) [Chapter 20, section 1]
- b) Use the internet to research car companies that thrived in the 1920s, chose a car from that era and create a multimedia profile that includes a picture and information about the car, the company's early success, and eventual decline or demise [Chapter 20, section 3]
- c) Use online resources (can be found at classzone.com) to explore the music, literature, and visual arts produced during the Harlem Renaissance and create a multimedia exhibit identifying characteristics of the Harlem Renaissance, as well as the movement's major contributors [Chapter 21]
- d) Using the library and Internet resources study murals from the 1930 and then create a mural representing a theme from the 1930s (mural should have appropriate 1930s theme and exhibit an understanding of art as a social commentary) [Chapter 23, section 4]

Unit 6: Essay/Paper Choices

•Choose **two** of the following **essays/papers**:

- a) Describe the Great Depression: its causes and impacts [Chapter 21]
- b) Write a letter to President Hoover explaining concern over economic issues in 1932, focus on reasons why the president needs to take action in dealing with the economic crisis (use information from the test and other reading to compile support for ideas) [Chapter 22, section 3]
- c) Write a fireside chat that points out the benefits and the drawbacks of the New Deal program that clearly states the purpose of the selected New Deal program, the benefits and drawbacks of the program, and the project impact of the program [Chapter 23, section 1 and 5]
- d) Use the internet to locate current articles about the United States national debt, write a brief summary of the articles and create a bar graph detailing the national debt from 1932 to the present (summary and graphs should: outline the impact of the national debt on the economy, clearly present statistics of the national debt form 1932 to present, and include a bibliography of articles read) [Chapter 23, section 1]

Unit 7: World War II and Its Aftermath

The Americans, chapters 24-27

America, The Story of Us video series, episode 10

The Diary of A Young Girl by Anne Frank

Resources for maps, essays, reports and research projects can be found at: www.classzone.com

Unit 7 Assignments:

Complete **all** of the following:

- Read chapters 24-27 of textbook
- Watch America, The Story of Us video series, episode 10
- Read The Diary of A Young Girl by Anne Frank
- Section Assessments
- Chapter assessments
- Outline/timeline the events that occur in each of the episode of America, The Story of Us
- Paper: After reading The Diary of A Young Girl by Anne Frank, write an essay describing how reading about a single family and their life in hiding helps you understand the larger events of World War II with an additional section describing what you see as the most valuable historical lessons that can be learned through Anne's diary [Chapter 24, section 3]*
- Create **all** of the following maps:
 - a) Create outline maps of the progression of Hitler's European conquests: identifying countries that fell using arrows to indicate the sequence, adding a chart below the map naming the country and date on which it fell, including Hitler's military strategy and any geographically significant issues [Unit 7]
 - b) Create a map Asia and the western Pacific with dates and location of Japanese aggression between 1931 and 1941 [Chapter 24, section 4]

Chapter 24: World War Looms

- Create **one** of the following **graphic organizers, diagrams, or posters**:
 - a) Create a chart listing the type of government, leader, and actions taken for Russia, Italy, Germany, and Japan [Chapter 24, section 1]
 - b) Use a Venn diagram compare and contrast Franklin Roosevelt and Adolf Hitler, include information about their economics and politics [Chapter 24, section 1]

Chapter 25: The United States in World War II

- Create **one** of the following **graphic organizers, diagrams, or posters**:
 - a) Create a chart comparing the treatment of women with the treatment of minorities in the workforce as explained in the section labor's Contribution [Chapter 25, section 1]
 - b) Create a chart listing the categories of the international laws that sanction human rights and examples of each developed during the Nuremberg War trials [Chapter 25, section 3]

Chapter 26: Cold War Conflicts

- Create **one** of the following **graphic organizers, diagrams, or posters**:
 - a) Create a chart that contrasts Taiwan and the People's Republic of China (include categories such as land area, population, capital city, ethnic makeup, gross domestic product, per capita income, exports, imports, literacy rates, type of government, political parties, and other relevant data) [Chapter 26, section 2]
 - b) Create a poster with text explanation showing the structure of the United Nations and governing policy of the Security Council [Chapter 26, section 2]
 - c) Create a chart listing major events of the Cold War and their results (include: events such as the U.S. suspicions of the Soviet Union, U.S. and Soviet leaders meet in 1955, U.S. and Britain build dam in Egypt, Hungarians insist on more freedom, Soviets launch Sputnik in 1957, etc.) [Chapter 26, section 4]

Chapter 27: The Postwar Boom

- Create **one** of the following **graphic organizers, diagrams, or posters**:

- a) Create a poster, with text explanations, displaying key cultural elements (media, art, music, economic, and social) that define the 1950s [Chapter 27]

Unit 7: Project Choices

•Choose **two** of the following **projects**:

- a) Create a multimedia presentation that describes the key events that led to the outbreak of World War II in September of 1939; include six key events to feature adding one visual (photograph, poster, cartoon, or map) that encapsulates the event, a descriptive caption, and a paragraph to explain each event (what happened, where and when it happened, and its significance) [Chapter 24]
- b) Draw a diagram of troop deployment in a blitzkrieg attack and, after examining maps of the physical geography of Central Europe, write an essay discussing why the tactics were so well suited to the geography speculating on their effectiveness in mountainous terrain or over long distances [Chapter 24, section 2]
- c) Use available research materials to find out how newspapers and magazines responded to the Japanese attack on Pearl Harbor (December 7-8, 1941), prepare a collage of newspaper and magazine headlines, and write a paragraph describing the responses found [Chapter 24, section 4]
- d) Create a display comparing and contrasting German and American World War II propaganda posters: select three American and three German propaganda posters, write titles for each poster as well as two or three sentences analyzing the poster's message (how the poster appeals to its intended audience, what actions it wants its audience to take, and what common values the posters promote) [Chapter 25]
- e) Create artwork, song, or poem to express the human suffering of war [Chapter 25, section 2]
- f) Create a political cartoon focusing on World War II era race riots that communicates the irony of American minorities fighting for freedom abroad and facing prejudice and discrimination at home [Chapter 25, section 4]

Unit 7: Essay/Paper Choices

•Choose **two** of the following **essays/papers**:

- a) Write an editorial regarding President Roosevelt's foreign policy [Chapter 24, section 1]
- b) Using the Internet, learn about and report on a present-day example of genocide or anti-Semitism: include the roots of the situation, the steps citizens and organizations are taking to raise awareness and bring about change, and what concrete ways can you make a difference on this issue [Chapter 24, section 3]
- c) After researching American attitudes toward Jewish immigration in the 1930s, debate the following topics: Does the United States have an obligation to aid victims of political oppression by allowing them into the country (consider economic circumstances in the U.S. in the 1930s and of the anti-Semitic actions of such groups as the Ku Klux Klan) [Chapter 24, section 3]
- d) After researching American attitudes toward Jewish immigration in the 1930s, debate the following topics: Does the United States have an obligation to aid victims of political oppression by allowing them into the country (consider economic circumstances in the U.S. in the 1930s and of the anti-Semitic actions of such groups as the Ku Klux Klan) [Chapter 24, section 3]
- e) Discuss the President Truman's decision to use the atomic bomb to end the war: include reasoning, expected outcomes and consequences (immediate and long term) [Chapter 25, section 3]
- f) Research original articles involving the Japanese population in California from 1941 and 1942 when Roosevelt signed the executive order for internment and in an essay discuss what the articles suggest about the mainstream press and its reporting of the situation (be sure to trace the events in the specific time period, include excerpts from newspaper articles, evaluate the assumptions or biases of the mainstream press reporting) [Chapter 24, section 4]
- g) Describe the Cold War: what it was, actions taken, and how it affected America [Chapter 26]

- h) Discuss how the Marshall Plan not only helped rebuild Western Europe but also encouraged the growth of capitalism and reduced the appeal of Communism [Chapter 26, section 1]
- i) Write an analysis of the influence of television in shaping public opinion and policy about one of the five events shown on page 824 [Chapter 26, section 3]

Unit 8: Living With Great Turmoil 1945 - 1975

The Americans, chapters 28-31

America, The Story of Us video series, episode 11

Resources for maps, essays, reports and research projects can be found at: www.classzone.com

Unit Assignments:

Complete **all** of the following:

- Read chapters 28-31 of textbook
- Watch America, The Story of Us video series, episode 11
- Section Assessments
- Chapter assessments
- Outline/timeline the events that occur in each of the episode of America, The Story of Us
- Create **all** of the following maps:
 - a) *Using text and additional resources, research the partitioning of Germany and Berlin at the end of World War II, draw map of both Germany and Berlin that show the partitioning, and write a brief explanation of why the division of Berlin inside East Germany was a continual trouble spot during the Cold War [Chapter 28, section 1]*
 - b) *Create a map detailing the changes in Indochina as a result of the Geneva Accords [Chapter 30, section 1]*

Chapter 28: The New Frontier and the Great Society 1960-1968

- Create **two** of the following **graphic organizers, diagrams, or posters**:
 - a) Create a Venn diagram comparing the roles of the White House Staff and the President's Cabinet [Chapter 28, section 1]
 - b) Create a detailed chronological list of events in Cuba that occurred from 1959 to 1973 (found on pages 879 – 883) [Chapter 28, section 1]
 - c) After completing additional research on both elections, create a table comparing and contrasting the 1964 and the 2010 elections (include information on the issues and the movement away from big government activist political philosophy of the New Deal and the Great Society to the ideas of a diminished role for government) [Chapter 28, section 3]
 - d) Create a list of federal and state consumer protection agencies and their function [Chapter 28, section 3]

Chapter 29: Civil Rights 1954-1968

- Create **two** of the following **graphic organizers, diagrams, or posters**:
 - a) Using a four column chart, list five civil rights organizations, their philosophies, goals, actions, and their achievements [Chapter 29]
 - b) Create a timeline of the Civil Rights Movement in the United States from 1963 to 1964 [Chapter 29, section 2]

Chapter 30: The Vietnam War Years 1954-1975

- Create **two** of the following **graphic organizers, diagrams, or posters**:
 - a) Create a chart comparing the tactics and circumstances of guerilla warfare to conventional warfare and write a paragraph drawing conclusions about use of guerilla warfare as a strategy in Vietnam [Chapter 30, section 2]

b) After visiting the Vietnam Veterans Memorial, the Korean War Veterans Memorial, and the National Iwo Jima Memorial Monument in Washington D.C. by viewing photographs of the memorials online, create a chart comparing and contrasting the Vietnam Veterans Memorial to two other war memorials and write a paragraph evaluating its effectiveness in commemorating the veterans of that conflict [Chapter 30]

Chapter 31: An Era of Social Change 1960-1975

•Create **two** of the following **graphic organizers, diagrams, or posters**:

- a) Create a cluster diagram listing the Latin American countries and regions from which most of the immigrants came during the 1960s (include Mexico, Puerto Rico, Cuba, El Salvador, Guatemala, Nicaragua, and Colombia), reasons why Latinos in each region decided to leave their homelands, and the city or cities where each group settled [Chapter 31, section 1]
- b) Create a table listing the issues raised by Native American groups as part of their struggle for equality; identify the conditions that caused protest, the actions taken to resolve the issues, and the current status of the issues [Chapter 31, section 1]

Unit 8: Project Choices

•Choose **two** of the following **projects**:

- a) Create a biographical profile of John F. Kennedy [Chapter 28]
- b) Create a multimedia presentation covering key figures in 1960s American popular and political culture [Chapter 31]
- c) Create a profile of Cesar Chavez including his biography and achievements [Chapter 31, section 1]

Unit 8: Essay/Paper Choices

•Choose **two** of the following **essays/papers**:

- a) Discuss what causes most racial and ethnic conflicts between people and what can individuals do to bring about greater understanding between racial and ethnic groups [Chapter 29, section 3]
- b) Interview two people of opposing views about their memories of the Vietnam War; ask about the controversy concerning the war, what position the person held, and whether that position changed over time (and if so, why), how the interviewee felt about those who expressed opposing opinions, and whether there was tension in the interviewees family over the war [Chapter 30, section 2]
- c) Describe the ways in which the U.S. involvement in the conflict in Vietnam was different from the previous wars in which the nation fought [Chapter 30, section 2-3]

Unit 9: Passage to a New Century 1968 - 2001

The Americans, chapters 32-34 & Epilogue

America, The Story of Us video series, episode 12

Resources for maps, essays, reports and research projects can be found at: www.classzone.com

Unit Assignments:

Complete **all** of the following:

- Read chapters 32-34 & Epilogue of textbook
- Watch America, The Story of Us video series, episode 12
- Section Assessments
- Chapter assessments
- Outline/timeline the events that occur in each of the episode of America, The Story of Us

Chapter 32: An Age of Limits 1968-1980

•Create **two** of the following **graphic organizers, diagrams, or posters**:

- a) Research and then create a flow chart illustrating how a Supreme Court Justice is confirmed [Chapter 32, section 1]
- b) Create a timeline of the Watergate scandal beginning with the burglary and end with Ford's pardon of Nixon [Chapter 32, section 2]

Chapter 33: The Conservative Tide 1980-1992

•Create **three** of the following **graphic organizers, diagrams, or posters**:

- a) Create an annotated time line focusing on the rise and fall of conservatism during the 1920s-1980s; examine such issues as federal spending, business regulation, taxes, national defense spending, and family values [Chapter 33]
- b) Create a chart listing the components of Reaganomics (listed on page 1041) and a specific example of each [Chapter 32, section 2]
- c) Research the background and details of the Iran-Contra scandal, identifying the key figures in the affair and the specific constitutional conflict between the president and Congress; then create a chart based on findings [Chapter 33, section 4]

Chapter 34: The United States in Today's World 1992-2001

•Create **one** of the following **graphic organizers, diagrams, or posters**:

Epilogue: Issues for the 21st Century

•Create **one** of the following **graphic organizers, diagrams, or posters**:

Unit 9: Project Choices

•Choose **one** of the following **projects**:

- a) Create a campaign scrapbook that recounts the campaign trail of one of the presidents mentioned in this unit (Nixon, Ford, Carter, Reagan, G.H.W. Bush, Clinton, and G.W. Bush); include three distinct parts: position papers, campaign memorabilia, and journal entries and may be created electronically or in paper form [Unit 9]

Unit 9: Essay/Paper Choices

•Choose **three** of the following **essays/papers**:

- a) Describe conservatives and liberals as they pertain to political views and explain how both have shaped America [Unit 9]
- b) Research the controversy surrounding the media's announcement of election results considering the time zone differences across the U.S., and in an essay analyze the impact of a premature announcement of results might have on voter turnout and the election [Chapter 34, section 1]

Additional Unit 9 Assignment

*Research Paper: Choose one of the issues presented in the Epilogue, complete additional research (using at least seven sources, three of which must be book resources) and complete a written research report (additional ideas for report direction can be found in the teacher's edition).

Be sure to cite your sources properly.

Grading Criterion:

25% Section and Chapter assessments

5% Map work

20% Graphic organizers (charts, tables, Venn diagrams), diagrams, posters, 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:

100% A+

92%-99% A

90%-91% A-

88%-89% B+

82%-87% B

80%-81% B-

78%-79% C+

72%-77% C

70%-71% C-

68%-69% D+

62%-67% D

60%-61% D-

<60% No Credit

End of Semester Checklist:

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

All assignments are due to SME no later than May 18th, 2012 no exceptions (please be sure to allow time for mailing).

Rev. Spring 2011/2012 year