

## **11th Grade U.S. History 1A Syllabus**

Course: 3R0003 US History 1A

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).

### **SME Information:**

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### **Course Description:**

Students in 11<sup>th</sup> 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](http://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](http://www.history.com) (The History Channel).
- Uncle Tom's Cabin by Harriet Beecher Stowe
- The Jungle by Upton Sinclair

### **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 A

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 1: American Beginnings to 1783**

The Americans, chapters 1-4

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

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

### **Unit Assignments:**

Complete **all** of the following:

- Read chapters 5-8 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
- Create **all** of the following maps:
  - a) *The original thirteen colonies including their foundation dates; differentiate between northern, southern and middle colonies [Chapter 3]*

### Chapter 1: Three Worlds Meet

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

- a) An annotated diagram of medieval village and Venn diagram comparing life in Europe and the Americas around 1500: use information in text and video episodes to draw conclusions about the similarities and differences between life in Europe and the Americas in this time period, compare the picture of the medieval village on page 21 of textbook to the diagram of the Secotan village on page 12, complete a Venn diagram explaining the similarities and differences between life in Europe and the Americas, create an annotated diagram model of the medieval village modeled after the Secotan image [section 4]
- b) A storyboard showing Spanish colonization of Hispaniola from Native American perspective including the effects of the arrival of the Spaniards on groups like the Taino [section 5]

### Chapter 2: The American Colonies

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

- a) A chart of early explorers and conquistadors whose voyage travels are mapped on page 39 of textbook; include information about early years and upbringing as well as motivation, destination, battles, and accomplishments [section 1]
- b) A chart describing the advantages, disadvantages, contributions, and struggles of each group of colonist (headright, indentured servant, and African laborer) [section 2]
- c) A chart evaluating the Puritan attitudes towards dissent, explaining the pros and cons and benefits and drawbacks of social conformity [section 3]

### Chapter 3: The Colonies Come of Age

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

- A promotional poster to bring new settlers to one of the three colonial regions (New England, Middle, and Southern colonies); emphasize the regions strengths and its differences from the other regions [section 1]
- A timeline depicting the evolution of slavery in the colonies [section 2]
- A chart comparing and contrasting the Northern and Southern colonies; include topics such as population, economy, landscape, slavery [Chapter 3, section 3]
- After completing research, a chart describing the theories behind the Salem Witch Trial [section 3]

### Chapter 4: The War For Independence

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

- 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]
- A chart of the major battles of the Revolutionary War, include date, battle location, American leader, and opponent [section 3]

### Unit 1: Project Choices

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

- 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]
- A multimedia presentation showing elements of the different colonial regions (New England, Middle, and Southern colonies) including country of origin, original purpose for settlement, geography, religious practices, relationship with Native Americans, commerce, and government (use primary and secondary sources and include a bibliography [Chapter 2, section 4 – Chapter 3]
- An oral presentation with display about one of the Loyalists or Patriots portrayed on page 107 of the textbook that includes the persons reasons for being a Loyalist or Patriot, major contributions, and accomplishments [Chapter 4, section 2]

### Unit 1: Essay/Paper Choices

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

- A letter (at least two pages) to an editor of a period newspaper in which you explain your views of an issue discussed in unit 1 (i.e.: the rights of colonists), be sure to express an understanding of the issue through concise presentation of supporting facts and reasons [Unit project]
- After reading the Declaration of Independence, an essay discussing how the document forms the foundation on which America democratic values rest [Chapter 4, section 2]
- Analyze the costs and benefits of the Revolutionary War, considering political, economic, and social gains and losses experienced by both sides, develop an opinion and support your argument with evidence from the and video series [Chapter 4, section 4]

### **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

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

### **Unit Assignments:**

Complete **all** of the following:

- Read chapters 5-8 of textbook
- Watch America, The Story of Us video series, episodes 3 and 4
- Begin reading Uncle Tom's Cabin by Harriet Beecher Stowe
- Section Assessments (including The Living Constitution Assessment on page 176-177)

- 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) *The states and their capitals as of 1809, noting those of the Louisiana Purchase [Chapter 6, section 3]*

### Chapter 5: Shaping A New Nation

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

- Editorial cartoons demonstrating each of the weaknesses of the Articles of Confederation discussed in the textbook [section 1]
- A chart showing how the delegates at the Constitutional Convention divided power between the states and federal government and in what ways the delegates limited the authority of the federal government [section 2]
- A Venn diagram comparing the Federalists and Antifederalist views about the Constitution [section 3]

### Chapter 6: Launching The New Nation

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

- A poster of a job description as if 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 [section 1]
- A chart identifying the treaties mentioned in the unit (Treaty of Paris, Pinckney's Treaty, Jay's Treaty, etc.), their drafters, effect of each being accepted or rejected, and consequences [section 2]

### Chapter 7: Balancing Nationalism and Sectionalism

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

- A chart (two-column) showing regional attitudes toward the Tariff of 1816 and the proposed Second Bank of the United States [section 1]
- A flow chart that outlines the progression of events surrounding the Panic of 1837, its causes and effects [section 4]

### Chapter 8: Reforming American Society

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

- A chart comparing 19<sup>th</sup> century movements and groups, listing movements in one column and definitions /functions in another, and figureheads in a third [section 1]
- A chart keeping track of the reform efforts in which women participated in the mid-19<sup>th</sup> century with headings: temperance, education, health reform, women's rights and with efforts women made in each specific are described below [section 3]
- A table showing advances in manufacturing techniques and the effects they brought about [Chapter 8, section 4]
- A table comparing and contrasting the life of a farm worker with that of a factory worker; include factors such as work hours, conditions, wages, lodging, and tasks performed [Chapter 8, section 4]

### Unit 2: Project Choices

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

- Research the images that appear on the \$1, \$5, \$10, \$20, \$50, and \$100 bills and create an illustrated chart showing each bill front and back with identification of the elements on each side along with hypotheses about why each item was selected for a specific denomination [Chapter 5, Article 1]
- An exhibit to illustrate Jefferson's achievements; use the internet and other reference tools to create an exhibit highlighting several of Jefferson's achievements, use photocopies or replicas of items such as paintings, artifacts, or quotes, create placard describing their significance, and present exhibit to ES [Chapter 6, section 3]
- A multimedia presentation on several women leaders mentioned in this section and their roles in the growing women's movement; include (Elizabeth Cady Stanton, Lucretia Mott, Sarah and Angelina Grimke, Amelia Bloomer, Sojourner Truth, and any others) [Chapter 8, section 3]

## Unit 2: Essay/Paper Choices

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

- a) Debate the role of the federal government from the perspective of Hamilton (strong national government, loose interpretation of the Constitution, an economy based on shipping and manufacturing) or Jefferson (limited national government, a strict interpretation of the Constitution, and an economy based on farming); focus on issues contemporary to Hamilton and Jefferson such as methods of repayment of war debt, the institution of national banks, and whether power should rest with the states or at a national level [Chapter 6, section 1]
- b) From the perspective of a Federalist, an immigrant, or a Democratic-Republican, write an editorial about the Alien and Sedition Acts and the arrests of the Democratic-Republican newspaper editors, expressing an opinion about the constitutionality of and the need for them [Chapter 6, Section 2]
- c) Research how the Industrial Revolution changed the lives of the working and middle class, use information gained to develop an opinion regarding the opening of a new textile mill in the 1800s, use specific examples of living and working conditions before and after the Industrial Revolution to defend your position, and present well-reasoned arguments [Chapter 7, section 1]
- d) 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]

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

The Americans, chapters 9-12

America, The Story of Us video series, episode 5

Uncle Tom's Cabin by Harriet Beecher Stowe

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

### **Unit Assignments:**

Complete **all** of the following:

- Read chapters 5-8 of textbook
- Watch America, The Story of Us video series, episode 5
- Read Uncle Tom's Cabin by Harriet Beecher Stowe
- Section Assessments
- Chapter Assessments
- Outline/timeline the events that occur in each of the episode of America, The Story of Us
- 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 [Chapter 10, section 2]*
- Create **all** of the following maps:*
  - a) *The various trails taken by pioneers heading west as well as major obstacles the settlers faced [Chapter 9, section 2]*
  - b) *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 9: Expanding Markets and Moving West

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

- a) A chart listing inventions discussed in one column, their uses in a second column, and the benefits each provided in a third [section 1]
- b) A chart documenting the causes, correlating major events, and the effects of Mexican independence [section 3]
- c) A poster illustrating the causes and the effects of the Gold Rush [section 4]

## Chapter 10: The Union in Peril

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

- a) A chart listing the differences between the North and the South regarding such things as agriculture, industry, immigration and others [section 1]
- b) Chart key players (politicians, abolitionists, authors, and other key figures) mentioned in the textbook, along with the roles they played in the events of the 1850s [section 2]
- c) A Chart listing key issues of the election of 1860 as well as comparing and contrasting the candidates' positions on each [section 4]

### Chapter 11: The Civil War

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

- a) A Venn diagram comparing Lincoln and Davis's respective policies for handling dissent [section 2]
- b) A flow chart tracking the sequence of military action during the battle

### Chapter 12: Reconstruction and Its Effects

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

- a) A table summarizing and comparing components of the Reconstruction plans of Lincoln, Johnson, and Congress [Chapter 12, section 1]
- b) A diagram analyzing Reconstruction land reform by illustrating the sharecropper cycle of poverty and the cycle of tenant farming [section 2]
- c) A chart summarizing key issues of the Grant/Greeley campaign and comparing the candidates' positions on each [section 3]

### Unit 3: Project Choices

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

- a) An exhibit to illustrate the achievements of an important person of the era (i.e.: Lincoln, Davis, Grant, Lee, Stonewall Jackson, Sherman, McClellan, Clara Barton, etc.); use the internet and other reference tools to create an exhibit highlighting several of the person's achievements, use photocopies or replicas of items such as paintings, artifacts, or quotes, create placard describing their significance, and present exhibit to ES [Chapter 11, section 4]

### Unit 3: Essay/Paper Choices

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

- a) Complete five journal entries from 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 based on factual information provided in text and other primary sources [Chapter 9, section 2]
- b) Complete five journal entries from a Civil War soldier conveying the challenges and experiences undergone, activities of camp life and field excursions, and the progress of the war based on factual information provided in text and other primary sources [Chapter 11, section 3]
- c) Evaluate the sacrifices and achievements of the Civil War, justify or condemn the social, political, and economic costs of the war [Chapter 11, section 5]
- d) Describe how the lives of the people of the South changed after the Civil War using factual information from text and additional resources books [Chapter 11, section 2]
- e) 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

The Jungle by Upton Sinclair

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

### **Unit Assignments:**

Complete **all** of the following:

- Read chapters 13-16 of textbook
- Watch America, The Story of Us video series, episodes 6 and 7
- Read The Jungle by Upton Sinclair
- 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) Map comparing the Native American land in 1819 and Native American land in 1894 [Chapter 13, section 1]
  - b) Map of the major railroad lines in the late 1800s [Chapter 14, section 2]
  - c) Map and label the United States showing major areas of immigrant settlement (New York, Los Angeles, North Dakota, Minnesota, California, Texas, Florida) [Chapter 15, section 2]

### Chapter 13: Changes on the Western Frontier

- Create **one** of the following **graphic organizers, diagrams, or posters**:
  - a) A chart analyzing the causes and effects of various conflicts that were part of the Indian wars including battles; causes; combatants; effects; the reactions of Native Americans, white settlers, and/or the federal government; and resolution [section 1]
  - b) A bubble chart detailing the land offered by the government in the Homestead Act, the groups of people that made use of the offer, and the use they made of it [section 2]
  - c) A table listing the problems faced by farmers in the 1870s, the causes, and resolutions [section 3]

### Chapter 14: A New Industrial Age

- Create **one** of the following **graphic organizers, diagrams, or posters**:
  - a) A chronological chart of inventions listing dates, inventor, inventions, and impact [Chapter 14, section 1]
  - b) A chart detailing the advantages and disadvantages to both the company and workers [section 2]
  - c) A chart summarizing the six unions discussed including the characteristics, membership, and accomplishments of each of each [section 3]

### Chapter 15: Immigrants and Urbanization

- Create **one** of the following **graphic organizers, diagrams, or posters**:
  - a) A chart listing the challenges of urbanization and solutions used to resolve them [section 2]

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

- Create **one** of the following **graphic organizers, diagrams, or posters**:
  - a) A two-column chart listing turn of the 20th-century technological improvements, their uses, and long term benefits [section 1]
  - b) A chart analyzing and comparing the nature of race relations and discrimination in the South, North, and West include treatment received by each group, consequences suffered, and legislature or rulings dealing with racism [section 3]

### Unit 4: Project Choices

- Choose **one** of the following **projects**:
  - a) A storyboard illustrating the achievements of a Native American leader (i.e.: Sitting Bull, Red Cloud, etc.); 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]
  - b) An advertisement for one agricultural or industrial invention discussed in the unit, including the history of the invention, a diagram showing its use, and listing of the benefits it provides the farmer [Chapter 13 and 14]
  - c) 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]
  - d) A PowerPoint illustrating the extent and diversity of European immigration to new York City in 1890; be sure to explain challenges faced by the different immigrant groups and use charts, images, and text [Chapter 15, section 1]

e) 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]

#### Unit 4: Essay/Paper Choices

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

a) After reading The Jungle write an essay describing the way Sinclair's novel depicts some of the issues covered in this unit including the downside of capitalism, treatment of immigrants, and working conditions at the turn of the 20<sup>th</sup> century.

#### **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)

#### **Unit Assignments:**

Complete **all** of the following:

•Read chapters 17-19 of textbook

•Watch America, The Story of Us video series, episode 8

•Section Assessments

•Chapter Assessments

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

•Begin reading The Grapes of Wrath by John Steinbeck

•*Create **all** of the following maps:*

a) *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]*

#### Chapter 17: The Progressive Era

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

a) Table listing the four goals of progressivism, definition of goal, examples [section 1]

b) Table listing influential women mentioned in chapter and their accomplishments [section 2]

c) Two-column table listing date and major events in the woman suffrage movement [section 2]

d) Chart comparing the differing land policy positions of Muir, Roosevelt, and Pinchot, and the business interests [section 3]

e) Research three Muckraker Writer and create a table listing the titles of books, titles of articles, abuses they attacked, and the reform that resulted [section 3]

#### Chapter 18: America Claims an Empire

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

a) A chart listing the three major factors that fueled American imperialism, what each factor means, and an example of each cause [section 1]

b) A web diagram explaining the three factors that brought the U.S. and Spain to the brink of war [section 2]

c) A chart listing provisions of the Platt Amendment in Cuba's constitution and the advantages of each for the U.S. [Chapter 18, section 3]

d) A chart listing four areas of U.S. imperialism and the negative effects imperialism has had on each area [Chapter 18, section 3]

#### Chapter 19: The First World War

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

a) A chart explaining the four major causes of World War I (Nationalism, Imperialism, Militarism, and Alliance System) and definitions and examples of each [section 1]

b) A chart summarizing information about new weaponry and its effect during World War I [section 2]

## Unit 5: Project Choices

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

- a) Research political cartoons of the era and assemble a page containing four or five of political cartoons on a single national political or cultural; on an attached sheet, explain the significance of each cartoon, the issue being addressed, and the statement being made [Chapter 17. Section 3]
- b) A professional profile of Roosevelt, Taft, or Wilson that reflects their political careers and accomplishments [Chapter 17]

## Unit 5: Essay/Paper Choices

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

- a) Describe the hazards of one industry mentioned in the texts (i.e: coal mining, meat packing) and progressive legislature or reform efforts implemented to protect workers [Chapter 17, section 3]
- b) Argue your point of view as to whether or not America should go to war to make the world “safe” for democracy [Chapter 18]
- c) Analyze the political, economic, and social ramifications of World War I on the American home front [Chapter 19]

## **Grading Criterion:**

25% Section and Chapter assessments

5% Map work

35% Graphic organizers (charts, tables, Venn diagrams), diagrams, posters, and America, The Story of Us episode outlines/timelines

15% Projects

20% 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