



2018--2019 COUSE SYLLABUS

HONORS US History

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<https://educatorpages.com/site/whalenhistory>

Google Classroom – oc2odqk

COURSE DESCRIPTION

In this course students examine major developments and turning points in American history from the late nineteenth century to the present. During the year the following themes are emphasized: the expanding role of the federal government; the emergence of a modern corporate economy and the role of organized labor; the role of the federal government in regulating the economy; the impact of technology on American society and culture; changes in racial, ethnic, and gender dynamics in American society; the movements toward equal rights for racial, ethnic, religious, and sexual minorities and women; and the rise of the United States as a major world power. As students survey nearly 150 years of US history, they will learn how geography shaped many of these developments, especially in terms of the country's position on the globe, its climate, and abundant natural resources. In each unit students will examine American culture, including religion, literature, art, music, drama, architecture, education, and the mass media. The content covered in grade eleven is expansive, and the discipline-specific skills that are to be taught are equally demanding.

As students learn American history from the late 1800s through the 2010s, they are encouraged to develop reading, writing, speaking, and listening skills that will enhance their understanding of the content. As in earlier grades, students are taught that history is an investigative discipline, one that is continually reshaped based on primary source research and on new perspectives that can be uncovered. Students will be encouraged to read multiple primary and secondary documents; to understand multiple perspectives; to learn about how some things change over time and others tend not to; and they should appreciate that each historical era has its own context and it is up to the student of history to make sense of the past on these terms and by asking questions about it. The units and topics of study are as follows:

- 1. Industrialization, Urbanization, Immigration, and Progressive Reform**
- 2. The Rise of the United States as a World Power**
- 3. The 1920s**
- 4. The Great Depression and the New Deal**
- 5. America's Participation in World War II**
- 6. Post-War America/Cold War Struggles Abroad**
- 7. Movements for Equality**
- 8. Contemporary American Society**

Taken from the *California History–Social Science Framework*



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DESCRIPTION OF UNITS

Unit 1	Industrialization, Urbanization, Immigration, and Progressive Reform
Investigative Question(s)	<ul style="list-style-type: none"> • Why has America, known as a “nation of immigrants” often shown organized hostility to immigrants? • How did America attempt to balance economic growth with American values in the new industrial age?
Supporting Question(s)	<ul style="list-style-type: none"> ▪ How do cartoons reflect newspaper views of immigration? ▪ What was life like for a child living in a city at the turn of the century?
Amsco Chpts.	16, 18, 19, &21
Topics	Industrialization, Labor, Immigration, Populists, and Progressive Era
Sample Assignments	“The Devil Baby of Hull House”, RLH – Chinese Immigration and Exclusion, Social Gospel v. Social Darwinism, DBQ – Robber Baron or Captain of Industry, The Case of the Angry Farmers, Wizard of Oz: Parable on Populism?, and <i>The Jungle</i> excerpt analysis.

Unit 2	The Rise of the United States as a World Power
Investigative Question(s)	<ul style="list-style-type: none"> • To what extent were WWI and the Treaty of Versailles a defining moment for American foreign policy in the 1920s • Why did the United States not join the League of Nations after WWI when Woodrow Wilson was the key person advocating the creation of such a new international organization?
Supporting Question(s)	<ul style="list-style-type: none"> ▪ How did political cartoons help justify American Imperialism?
Amsco Chpts.	20 & 22
Topics	Imperialism and World War 1
Sample Assignments	The Decision to Acquire the Philippines, Theodore Roosevelt and the Panama Canal, Why did the US enter WWI?, and RLH -Sedition in WWI

Unit 3	The 1920s
Investigative Question(s)	<ul style="list-style-type: none"> • What were the contradictions of 1920s culture, particularly for women?
Supporting Question(s)	
Amsco Chpts.	23
Topics	Red Scare, Consumerism & New Culture
Sample Assignments	Were Sacco and Vanzetti Guilty?, RLH – Marcus Garvey, “Hills Like White Elephants”, RLH – Chicago Race Riots of 1919, and RLH – Scopes Trial



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Unit 4	The Great Depression and the New Deal
Investigative Question(s)	<ul style="list-style-type: none"> • Could President Herbert Hoover have stopped the economic downturn of 1929 from turning into the Great Depression? • Did Franklin Delano Roosevelt’s New Deal solve the problems of the Great Depression?
Supporting Question(s)	<ul style="list-style-type: none"> ▪ How did the Great Depression affect communities of color?
Amsco Chpts.	24
Topics	Dust Bowl and New Deal
Sample Assignments	RLH – Causes of the Dust Bowl, RLH – Social Security and RLH – Mexican Migration in the 1920s

Unit 5	America’s Participation in World War II
Investigative Question(s)	<ul style="list-style-type: none"> • What was the significance of WWII on domestic conditions in the US/ • Was it necessary for the United States to use the atomic bomb against Japan in WWII?
Supporting Question(s)	<ul style="list-style-type: none"> ▪ How did different people experience the home front during WWII?
Amsco Chpts.	25
Topics	Neutrality, Pearl Harbor, Japanese Internment, and the Atomic Bomb
Sample Assignments	Women in WWII poster analysis, RLH – Mobilizing the Home Front, RLH – Japanese Internment, RLH – Zoot Suit Riots, and The Decision to Drop the Atomic Bomb

Unit 6	Post-War America/Cold War Struggles Abroad
Investigative Question(s)	<ul style="list-style-type: none"> • To what extent did post-war anxieties create the “American Ideal” of the 1950s? • How did the United States avert nuclear war with the Soviet Union in the missile crisis of 1962?
Supporting Question(s)	
Amsco Chpts.	26, 27, & 28
Topics	Cold War, McCarthyism, and Suburbia
Sample Assignments	Rise and Fall of Joseph McCarthy, Suburbia: Dream or Nightmare, RLH – Cuban Missile Crisis, RLH – Women of the 1950s



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Unit 7	Movements for Equality
Investigative Question(s)	<ul style="list-style-type: none"> • What were the strategy differences between Dr. Martin Luther King Jr. and Malcolm X for ending racial discrimination in America? • Did the 1960s represent an American cultural revolution?
Supporting Question(s)	<ul style="list-style-type: none"> ▪ What changes were needed for African Americans in the US in the 1950s and 1960s? ▪ What forces caused the many social movements of the 1960s? Did these movements represent rebellion, reform, or revolution?
Amsco Chpts.	27 & 28
Topics	Civil Rights Movement, Counterculture, Women’s Movement, American Indian Movement, La Causa, and Stonewall
Sample Assignments	Protest Song Analysis, Ven Diagram: AIM & Black Panther Party, La Causa: Story of the Grapes, RLH – Stonewall, RLH – Anti-Vietnam War Protests

Unit 8	Contemporary American Society
Investigative Question(s)	<ul style="list-style-type: none"> • Should Gerald Ford have pardoned Richard Nixon? • Was Ronald Reagan responsible for ending the Cold War? • Was the United States justified in going to war with Iraq in 2003? • Did the election of Barack Obama to the presidency of the United States signal the end of discrimination in America?
Supporting Question(s)	<ul style="list-style-type: none"> ▪ What is the significance of the presidency of Richard Nixon? ▪ Were the 1980s a time of increased civil rights and democracy or a rejection of the social progressiveness of the 1960s and 1970s?
Amsco Chpts.	29, 30, & 31
Topics	Watergate
Sample Assignments	The Crimes Against Richard Nixon and RLH - Reaganomics

HISTORICAL THINKING SKILLS

Historians analyze past events using a variety of different skills that come automatically. By the end of the year, these skills will come automatically to you as well. But first, let’s familiarize ourselves with them. Note that each question you receive, be it a multiple choice question, an essay prompt, or a Big Picture Question for the unit will be asking you to practice these very skills.

Chronological Reasoning	<ul style="list-style-type: none"> ▪ Historical Causation ▪ Patterns of Continuity and Change Over Time ▪ Periodization
Comparison and Contextualization	<ul style="list-style-type: none"> • Comparison • Contextualization



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Crafting Historical Arguments from Historical Evidence	<ul style="list-style-type: none"> • Historical Argumentation • Appropriate Use of Historical Evidence
Historical Interpretation and Synthesis	<ul style="list-style-type: none"> • Interpretation • Synthesis

CLASS MECHANICS

We will experience many different methods of learning in this class. The class will be a combination of discussion, primary and secondary source analysis, role playing activities, debates, essays, individual and group presentations, Socratic Seminars, and library and computer research.

GRADING POLICY

Like the activities of the class, assessments will also be varied. The percentages below indicate the category weights. In parentheses, you can see how often these items are collected and graded.

Notebook
 Quizzes/Unit Tests
 Essays/Writing Assignments

Projects
 Class Work
 Homework

Grading Scale

A= 89.5% B= 79.5% C= 69.5% D= 59.5% F=59.4% or below

TESTS/QUIZZES

We will cover approximately 8 units. Tests will consist of multiple choice questions. Each test, with the exception of the Midterm and the Final, will consist of approximately 30 multiple choice questions. Most multiple choice questions will be based on a specific stimuli; unit tests, a quote or excerpt and the Midterm and Final, a map, political cartoon, a graph, a chart, or a picture.

Quizzes will also be administered. Quizzes will take multiple forms, mostly ten question multiple choice (no stimuli).

ESSAYS/Writing Assignments

Considerable time will be spent learning and practicing how to write effectively. Specific essay guidelines and expectations will be handed out at a later date. Those essay guidelines must be carefully followed.

HOMEWORK POLICIES (Read carefully here students)

All of your work should be as **thorough, thoughtful** and **neat** as possible. We will be moving very quickly, so get all your work in on time. **Late work** will receive **zero credit**. If you are absent, you have as many days as



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you were absent to make up the material. You are responsible for getting any assignments you missed. If you are turning in work late because you were absent, be sure to tell me so I can check it off rather than marking it late. **I will not accept work on a unit of study after we have tested.**

PROJECTS

Summer Assignment:

The assignment will be due no latter than the Friday of the second week of school, **September 8th.**

Research Project

Research "Dashboard"

Other Projects

Other projects will be assigned throughout the school year.

ATTENDANCE POLICY

Every student is expected to attend every class **on time every day** unless the student is required to be absent for a valid excuse. Truancy, unverified and unexcused absences, excessive absences, and tardies affect the students' education and increase the chances for failure. Tardies interrupt and interfere with the learning environment for all students and the teaching opportunities for teachers.

In order to make dealing with absences easier and less disruptive I will be following the following procedure:

When a student is absent:

1. The student should check the website the day of his/her absence and write down what he/she missed.
2. The day following the absence, **(SCUSD rule is a student has one day to make-up work for every one day absent)** the student should report to my room around 7:30 in the morning. *(I am a morning person, make-up needs to be done at my convenience.)* If a student arrives later than 7:45, it may be too late (depending on the type of assignment) as I have to get ready for first period.
3. If a reading assignment is listed on the agenda for the day a student is absent and a student returns the next day, he or she is expected to have completed the reading assignment and will take the quiz if one is given over that reading assignment.

REMEMBER:

- I will strictly follow SCUSD absent policy on make-up work. If a student is absent, but does not come within the allowed day(s) for work missed, no make-up work will be given. For example, if a student is absent on Monday, present Tuesday, but does not inquire about work missed until Wednesday or later, it is too late.
- Some activities cannot be made up at home. There are group activities and class discussions that lead to an activity that cannot be made up at home.



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BEHAVIOR EXPECTATIONS (Remember only you are responsible for the choices you make).

1. Be on time.
2. Be prepared to learn once entering the class.
3. Treat others with respect at all times.
4. Believe in your ability to succeed.
5. Conduct yourself with integrity.

PLAGIARISM/CHEATING

“Plagiarism is the attempt to pass off the ideas, research, theories, or words of others as one's own” (College Board). There are however a number of assignments throughout the year where the teacher will encourage you to talk about your responses with your classmates, but note that your work is **your work** and should always remain in your possession unless the teacher is currently grading it. Plagiarizing **any** assignment will result in a 0 for that assignment. Cheating on any quiz or test will also immediately result in a zero for that assignment. Students caught cheating will not be able to make up the points lost on these assignments. Plagiarizing or cheating the first time will also lead to an Unsatisfactory mark for Citizenship for the semester. Students found cheating or plagiarizing a second time will automatically fail the class. If you have any further questions please consult John F. Kennedy’s Academic Integrity Policy on page 24 of the student handbook.

In this class my ultimate goal is for you to develop YOUR VOICE. You may use the cited ideas and arguments of others to help support your arguments, but they still must be your arguments.

COURSE MATERIALS

Textbook

Amsco Book

Literary Selections

All Quiet on the Western Front by Erich Maria Remarque

Inherit the Wind by Jerome Lawrence and Robert E. Lee

Hiroshima by John Hersey