

# a-g US History

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Connecting Waters Charter School (053706)

## Submission Feedback

**Approved**

## Basic Course Information

**Title:** a-g US History

**Transcript abbreviations:** a-g US History A / 3E1002A , a-g US History B / 3E9002B

**Length of course:** Full Year

**Subject area:** History / Social Science ("a") / U.S. History

**UC honors designation?** No

**Prerequisites:** None

**Co-requisites:** None

**Integrated (Academics / CTE)?** No

**Grade levels:** 11th

**Course learning environment:** Classroom Based

## Course Description

### Course overview:

In this two semester, college preparatory course students will cover major developments and turning points in American history from the late nineteenth century to the present. Students will explain how the nation changed after the Civil War; industrialization, urbanization, immigration, and progressive reform; justify the rise of the United States as a World Power; distinguish political, social, and economic extremes of the 1920s; assess the Great Depression; evaluate America's participation in World War II and postwar America's Cold War struggles, including America's involvement in the Vietnam War and Korean Conflict. Students will also consider movements for equality and survey contemporary American society.

The California State Content Standards for United States History will be covered using personal investigation of historical events and development of themes using primary and secondary sources, map study, research and projects to achieve the course objectives. Exams, essays, research papers, technology, and Project Based Learning (PBLs) are among the various means of instruction and evaluation. The goal is promote a course of study from the HSS Framework to teach content, inquiry, literacy, and citizenship.

## **Course content:**

### **Unit 1: Connecting with Past Studies: The Nation's Beginnings**

This unit will review United States history as it linked to the tenth-grade focus on the Enlightenment, the rise of democratic ideas, and the industrial transformation of a new nation. When students complete this unit they will be able to analyze the key tenets of American democracy and assess how the country changed because of the Civil War and Reconstruction in the nineteenth century. Understanding how the amended Constitution gave the federal government increased power over the states, with regards to equal rights and citizenship, students will be evaluated and compared to the civil rights movement later in the year. Students will also be able to interpret the Fourteenth Amendment as it has been continually reinterpreted over the years.

#### **Essential Questions in this Unit:**

What are key tenets of American democracy?

How did the country change because of the Civil War and Reconstruction in the nineteenth century?

**Content Standards: 11.1, 11.2, 11.3, 11.4**

#### **Unit Assignment(s):**

##### **Unit 1 Example Assignment:**

Students use knowledge gained from primary source documents that examine constitutional amendments that expanded former slaves' rights and the Black Codes passed in the South to debate if African Americans were free or not free during Reconstruction, and subsequently, if Reconstruction was a success or failure. Students will collaborate to read and record data in a graphic organizer for the 13th Amendment (1865), 14th Amendment (1868), 15th Amendment (1870), Black Code, and Henry Adams Statement (Original). Then the student will formulate an opinion and orally debate if African Americans were truly free during Reconstruction.

## **Unit 2: Industrialization, Urbanization, Immigration, and Progressive Reform**

In the nineteenth century, America's economy, industries, and population grew after the Civil War. Students will be able to critique the growth of the nation as an industrial power and the resulting societal changes. The Gilded Age will be examined, during this time of extreme wealth, trusts, monopolies, industrial giants, and corruption, while farmers entered a cycle of debt to stay afloat. The wave of immigration will be analyzed as to how it influenced American culture and society, making the United States an increasingly diverse nation in the early twentieth century. Progressive reforms such as Americanism and women's suffrage will be also be appraised as students learn about movements seeking reform, legislation, and justice.

### **Essential Questions in this Unit:**

How did America's economy, industries, and population grow after the Civil War?

Who came to the United States at the end of the nineteenth and beginning of the twentieth century? Why did they come? What was their experience like when they arrived?

How did the federal government impact the country's growth in the years following the Civil War?

Why did women want the right to vote, and how did they convince men to grant it to them? Content Standards:

History-Social Science Content Standards: 11.2

Reading/Language Arts Content Standards: 2.2, 2.3, 2.4, 2.5

### **Unit Assignment(s):**

#### **Unit 2 Example Assignment:**

Students will analyze how immigration changed and influenced American culture and society by comparing Chinese and European immigrants' experiences in the United States with a culminating writing project. Students will read about Chinese and European experiences to complete a cause and effect sheet and make observations of political cartoons. Then an analytical paragraph outline will be used to write a 1,000 word essay in MLA format, explaining how experiences of immigrants from China and Europe were similar and different.

## **Unit 3: The Rise of the United States as a World Power**

Students will be able to evaluate America's role in the world between the 1870s and 1910s. American intervention in Latin America and foreign policy aimed to promote business interests abroad because of concerns about oversaturated markets at home, promoting American-style democracy and civilizing missions. The nation's objectives and attitudes about other nations and diverse people will be analyzed by students as they consider immigration and foreign policy, as well as expansion following the Spanish-American and Philippine-American Wars. Students will be able to assess whether or not the United States became an imperial power and how America changed because of World War I.

### **Essential Questions in this Unit:**

How did America's role in the world change between the 1870s and 1910s? Did the United States

become an imperial power? Why or why not?

How did America change because of World War I?

Content Standards:

11.4.1-6

### **Unit Assignment(s):**

#### **Unit 3 Sample Assignment:**

In order to analyze why the U.S. invaded Cuba, students will watch an introduction video about the Spanish American War, take notes, and form a hypothesis. Students may share responses and keep accessible for future reference. Then they will complete a graphic organizer based on powerpoint slides (Maine explosion) and answer guiding questions after reading primary source documents (Reconcentration Camps and the speech “March of the Flag”). At the end of the lesson, students should be able to critique the following questions:

How do these sources support or contest any of the hypotheses? Are any hypotheses more convincing to you now? Do you think the U.S. invaded Cuba for humanitarian reasons? Why or why not? Should we add any new hypotheses? Change or eliminate any existing hypotheses?

Students will propose their final hypothesis by creating a technological presentation using an approved tech tool, showing what they hypothesize and the reasons behind it. (Example- PowerPoint, PinBoard, Cartoon, Animated Story, Storyboard)

#### **Unit 4: The 1920’s**

The 1920’s political, social, and economic extremes will be examined: broad cultural leaps forward to embrace modernity and simultaneously a deep anxiety about the country changing too fast and for the worse. Students will discover how productivity increased through the widespread adoption of mass production techniques, such as the assembly line, and that the emergence of mass media created new markets, tastes, and popular culture.

Students will explore cultural and social elements of the Jazz Age, as well as propose opinions about Prohibition, Suffrage, and the Great Migration. Fears of communism and anarchism associated with the Russian Revolution and World War I will lead students to analyze attacks on civil liberties and industrial unionists, and students will be able to synthesize their studies of the 1920s by addressing the question, Were the 1920s a “return to normalcy?”

#### **Essential Questions in this Unit:**

Why were the 1920s filled with political, social, and economic extremes? How did culture change in the 1920s?

Were the 1920s a “return to normalcy?” Why or why not?

**Content Standards: 11.5.1-6**

### **Unit Assignment(s):**

#### **Unit 4 Sample Assignment:**

The central historical question, “Why was the 18th amendment adopted?” will be addressed in this lesson. Students will start by reading an excerpt from the 18th amendment with vocabulary, and answering guiding questions. Next, students will watch a video and discuss why some Americans supported temperance. Students will then read primary source documents and answer guiding questions. A five-paragraph MLA essay will be the final assignment: People who supported Prohibition thought it would solve a lot of society’s problems. Use the documents to prove what problems they saw in society and why they thought Prohibition would solve these problems.

#### **Unit 5: The Great Depression and the New Deal**

Students will be able to investigate the causes and effects of the Great Depression, and the effectiveness of the New Deal with its expansionary fiscal and monetary policies, job programs, and regulatory agencies, exploring the areas of U.S. society that were addressed. Students will consider that the Great Depression affected American society and culture in profound ways. Students can connect how ordinary people responded to the Great Depression and how it was worsened by the Dust Bowl. Racism of the period will be covered, judging or justifying government efforts such as the Mexican Repatriation Program and the Filipino Repatriation Act. The social protests and unionization as a result of economic distress will be examined from photographs, videos, newspaper accounts, interviews of the people living in that period. Students will also be able to identify and study something in their community that was created during the New Deal era.

#### **Essential Questions in this Unit:**

Why was there a Great Depression?

How did the New Deal attempt to remedy problems from the Great Depression? How did ordinary people respond to the Great Depression?

#### **Unit 5 Content Standards: 11.6.1-5**

9-12 Historical and Social Sciences Analysis Skills:

Chronological and Spatial Thinking 1-2

Historical Research, Evidence, and Point of View 3

Historical Interpretation 3

Common Core Reading Standards for Literacy in History/Social Studies 9-12: RH.11-12.1, RH.11-12.3, RH.11-12.7

Common Core Writing Standards for Literacy in History/Social Studies 9-12: WHST.11-12.2.B

## **Unit Assignment(s):**

### **Unit 5 Sample Assignment:**

This multi-day lesson will explore how the experiences of migrants to California during the 1930s-40s compared to their expectations. Brainstorm and share different perspectives on where they live by building conceptual understanding, listing expectations vs. reality. Students will be introduced to historiography where they will read two accounts (textbook and academic) about the Dust Bowl migrants to California, and determine historical perspective by completing the chart and answering questions. Then students will analyze two sets of primary source documents that include songs, advertisements, and oral histories to formulate reservations and what life was like for migrants. A writing assignment will be completed in the form of an analytical paragraph, using scaffolded supports, to answer the focus question, “How did the experiences of migrants to California during the 1930s-40s compare with their expectations?”

## **Unit 6: America’s Participation in World War II**

A review of the tenth-grade course can start this unit, explaining the rise of dictatorships in Germany and the Soviet Union and the military-dominated monarchy in Japan, and the events in Europe and Asia in the 1930s that led to war, including the economic and political ties between the United States and the Allies prior to U.S. entry into World War II. However, students should study the war from the American perspective, which means they will be able to critique why the war was extremely unpopular domestically before 1941 and why the United States waited for the bombing of Pearl Harbor to join the war. Students will compare the opinions between isolationists and interventionists in the United States as well as the effect of the Nazi–Soviet pact and then the breaking of it on American public opinion. More emphasis will be placed on the war in the Pacific during the eleventh grade year, including strategies and battles, and students will debate Truman’s decision to drop the atomic bomb on Hiroshima and Nagasaki. On the home front, government changes, movements for equality, and the relocation and internment of Japanese Americans will be examined by students.

### **Essential Questions in this Unit:**

Why did Americans not want to join World War II before the bombing at Pearl Harbor? How did the American government change because of World War II?

How was the war mobilized and fought differently in the Atlantic versus the Pacific? How did America win the war in the Pacific?

How did World War II serve to advance movements for equality at home and abroad?

### **Content Standards: 11.7.1-8**

**Common Core State Standards** English Language Arts: Reading Informational Texts 1, 6,7

## **Unit Assignment(s):**

### **Unit 6 Sample Assignment:**

This lesson challenges students to consider how such factors influenced the “newsworthiness” of Holocaust-related events, as well as how news of the Holocaust was presented to American readers. Students critique American responses to the Holocaust within the socio-economic and political context of the United States during the 1930s and 1940s. Historical thinking and media literacy skills are promoted through research and analysis of primary source documents (i.e., historical

newspapers) on microfilm or in digitized collections. Based on available evidence, draw conclusions about what members of their local community may have known about the Holocaust and how this could have influenced their responses to it by. Student will present their discoveries by creating a 3-5 minute video, or a “Letter to the Editor.”

### **Unit 7: Postwar America Cold War Struggles: Abroad and at Home**

Although the Americans and Soviets were allies during World War II, the postwar relations of these two superpowers were in opposition to one another. Students will be able to differentiate the ideological and geopolitical struggle and consequences between the Soviet Union, a communist nation with an authoritarian government and a vision of foreign policy bent on creating and supporting other communist nations, and the United States, a capitalist-leaning nation with an elected government and a vision of foreign policy bent on supporting other capitalist-leaning nations. As part of their study of the policy of Containment, students will examine the Soviet expansion into Eastern Europe, the Marshall Plan, the Truman Doctrine, and the creation of the North Atlantic Treaty Organization military alliance, and the competition for allies within the developing world. In the postwar Cold War context, students assess the creation of the United Nations in 1945 and its role in global politics and economics, as part of the American foreign policy shift after World War II. Opinions on foreign policy and the Korean War driven by anti-communism beliefs will be proposed. Despite growing tensions in foreign affairs, students will discover remarkable prosperity shared by more Americans than at any other time in the twentieth century.

#### **Essential Questions in this Unit:**

What was Containment?

How was it employed?

How did American foreign policy shift after World War II?

Why was the period between 1946 and 1990 known as the Cold War?

How did anti-communism drive foreign policy?

How was the Cold War fought domestically?

How did the government work to combat the perceived threat of communism domestically?

How were American politics shaped by the Cold War?

How did the Cold War affect ordinary Americans?

#### **Content Standards: 11.8 11.9**

#### **Unit Assignment(s):**

##### **Unit 7 Sample Lesson:**

Students will review a Cold War PowerPoint to distinguish key events. Primary source documents and guiding questions will be used for students to hypothesize who was primarily responsible for the start of the Cold War, the United States or the Soviet Union. After a discussion to share hypotheses, students can then create their own paper or tech tool 10-year Cold War Timeline that will show who they believe was responsible for the start of the Cold War and the key events that prove their hypothesis.

### **Unit 8: Movements for Equality**

In this unit, students will investigate the challenges minorities faced in the mid-twentieth century, explaining how and why, with a brief review of barriers African Americans had to overcome in the struggle for their rights as citizens. Students will consider what “Equal Rights” means, comparing “equality of rights” versus “equality of opportunity,” and using the historical thinking skill of contingency—in other words, to prove that the Civil Rights Movement not a pre-ordained movement that turned out exactly as intended, focusing on the goals and strategies of the Civil Rights Movement. The advances of the black Civil Rights Movement encouraged other organizations and court cases to demand equal rights, examining how the government was involved in the Civil Rights Movement. Students will consider women, Hispanics and Latinos, American Indians, Asian Americans, Pacific Islanders, LGBT Americans, students, and people with disabilities while exploring how the various movements for equality build upon one another.

### **Essential Questions in this Unit:**

Why was there a Civil Rights Movement?

What does “equal rights” mean?

What were the goals and strategies of the Civil Rights Movement?

How did various movements for equality build upon one another?

Did the Civil Rights Movement succeed?

How was the government involved in the Civil Rights Movement?

How was the war in Vietnam similar to and different from other Cold War struggles? How did the war in Vietnam affect movements for equality at home?

### **Content Standards: 11.10**

History-Social Science Content Standards: 11.10.5, 11.10.7, 11.11.3

Historical and Social Sciences Analysis Skills: Historical Interpretation

Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Reading/Language Arts Content Standards:

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences

2.0 Reading Comprehension

2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices

Literary Response and Analysis



3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim

## 1.0 Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

### Organization and Focus

1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments

1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

### **Unit Assignment(s):**

#### **Unit 8 Sample Lesson:**

As an introduction, students will brainstorm their ideas on the women's rights movement. Reading passages, answering comprehension questions, and completing sentence-level deconstruction will be presented as ways to evaluate a new understanding. Students will read and answer questions to analyze perspectives based on NOW and La Raza primary source documents. Using student's gathered information from answers and charts, an outline and 1,000 word essay will be created to explain how the black civil rights movement influenced other activist movements of the late 1960s and 1970s.

### **Unit 9 The Vietnam War Era**

Students will investigate the war in Vietnam with these guiding questions: How was the war in Vietnam similar to and different from other Cold War struggles? How did the war in Vietnam affect movements for equality at home? The origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy regarding the Vietnam War will be examined, as well as critical and historical thinking skills applied to topics such as the Tet Offensive and the My Lai Massacre. America's opinion turning against the war effort will be assessed as students connect what Americans were learning about the war (such as minorities were fighting and dying disproportionate to their representation in the country) with antiwar and rights protest movements. Students will be able to evaluate the "counterculture" that emerged with its own distinctive style of music, dress, language, and films and see how it influenced the mainstream.

### **Essential Questions in this Unit:**

How was the war in Vietnam similar to and different from other Cold War struggles? How did the war in Vietnam affect movements for equality at home?

### **Content Standards:**

**CA HSS Content Standards:** 11.8, 11.9.1, 11.9.2, 11.9.3, 11.9.4

**CA HSS Analysis Skills (9–12):** Historical Research, Evidence, and Point of View 4, Historical Interpretation 1

**CA CCSS for ELA/Literacy:** RH.11–12.1, 2, 6, 8, WHST.11–12.1, 4, 5, 9, 10, SL.11–12.1, 4b CA ELD Standards: ELD.PI.11–12.1, 3, 4, 6a, 9, 10a, 11a; ELD.PII.11–12.1, 2a, 2b

**Unit Assignment(s):**

**Unit 9 Sample Lesson:**

A brainstorm will start this multi-day lesson to explain the roots of the war and review the Containment policy, along with reading a secondary source to consider a variety of perspectives for the following question: Why did we fight the Vietnam War? Students will also be presented with primary source documents, maps, charts, and a Walter Cronkite Editorial to analyze and create opinions about The Gulf of Tonkin, My Lai, the draft, and the antiwar movement. As a final assignment, students will design an original analytical essay to develop a thesis, select, organize, and evaluate evidence, writing introductions and conclusions, answering the question: What did the United States lose in Vietnam?

**Unit 10: Contemporary American Society**

In this last unit, students will be able to prove how modern United States history events have influenced the 21st century and interpret complicated changes related to de-industrialization, globalization, changing patterns of immigration, political scandals and realignments, and the age of terror. They will begin by differentiating the American presidents who served during these decades, tracking continuity and change over time in the goals and problems that each president encountered, addressing how the role of the federal government, and especially the presidency, changed from the 1970s through more recent times. Students can determine how the Cold War ended, the resulting foreign policy developments, as well as the consequences with a thematic, topical, or geographic approach. The North American Free Trade Agreement (NAFTA) will be assessed as playing a central role in developing closer relationships among Canada, the United States, and Mexico. Students will also analyze topics such as the wealth gap between the 1970s and 2010s, technology, terrorism, and the major social and political challenges of contemporary America. Finally, students will be encouraged to promote civic engagement in their own communities.

**Essential Questions in this Unit:**

How has the role of the federal government (and especially the presidency) changed from the 1970s through more recent times?

How did the Cold War end, and what foreign policy developments resulted? What does globalization mean, and how has it affected the United States?

Why is the United States more diverse now than it was in the middle of the twentieth century?

In what ways have issues such as education, civil rights, economic policy, the environment, and the status of women remained unchanged over time? In what ways have they changed?

**Content Standards:** HSS 11.11.2

**Key Ideas and Details:** CCSS.ELA-LITERACY.RH.11-12.1, 12.2

**Craft and Structure:** CCSS.ELA-LITERACY.RH.11-12.6

**Integration of Knowledge and Ideas:** CCSS.ELA-LITERACY.RH.11-12.9

**Text Types and Purposes:** CCSS.ELA-LITERACY.WHST.11-12.1.A

**Presentation of Knowledge and Ideas:** CCSS.ELA-LITERACY.SL.11-12.4

Unit Assignment(s): Unit 10 Sample Lesson:

In this lesson, students will judge if Reaganomics was good for the United States. Background information on Reagan's presidency will be introduced by showing a PowerPoint. Students will read and evaluate primary documents such as Reagan's Farewell Address, Coretta Scott King's Speech, Jack Kemp's speech before the Congress, and Ron Dellums' "Reaganomics: Assault on human dignity and survival," and the Reagan Economic Data chart. SAC (Structured Academic Controversy) questions will be completed and students will write a final speech to prove or disprove that Reaganomics was good for the United States.

Reoccurring Culminating Project:

Students create a culminating project in which they demonstrate mastery of the 10 units of this US History course. Students utilize technology to research and present information to an audience of their peers, teacher, parents, or added to a school/class website. Using a technology tool of their choice, students will explain a person or event from each unit which could be in the form of a timeline, cartoon, animation, or interactive text/images. Students will design a final presentation that covers important people, events, and can include students' own commentary from Reconstruction to 9/11. Consideration will be given to the idea that technology is always evolving, so this project will be open to creativity and the latest technology available at the time.

**Technology Tools could be the following, but not limited to:**

Voki- Create an Avatar for introductions

WordSplash (Comprehension and vocabulary strategy)

WordCloud (Free online word cloud generator)

Storyboard That (The World's Best Online Free Online Storyboard Creator) Piktochart (Create easy infographics, reports, presentations)

Padlet (Create and collaborate/pin board)

PowToon (Create animated videos and presentations)

Prezi (Presentation software/Online presentation tools)

ThingLink (Makes images and text interactive)

Padlet (Collaboration/Pin Board)

PowToon (Animated stories that can be published to You Tube)

Webpage

Timeline Generator

**Method of Assessment/Instructional Methods and Strategies:**

Quizzes

Chapter Assessments

Presentations

Debates

Essays

Research Paper

Written Assignments

Project-Based Learning Techniques

Technology Tools

Graphic Organizers

DOKs (Depth of Knowledge)

DBQs (Document Based Questions)

SACs (Structured Academic Controversy)

Scaffolding of knowledge, concepts, and skills (throughout all areas of the course)

Socratic Method (classroom discussions)

Workbook/Cornell Notes

Primary Source Analysis

Timeline Assignment

# Course Materials

## Textbooks

Title	Author	Publisher	Edition	Website	Primary
CA Standards-based textbook (This course is aligned to the 2019 edition of the Pearson United States History: The Twentieth Century textbook, but it is specifically designed to work with any CA standards aligned textbook.)	Savvas (Pearson)	Savvas (Pearson)	2019		yes

## Primary Documents

Title	Authors	Date	URL
Primary Source Documents (Library of Congress)			

## Other

Title	Authors	Date	Course Material Type	Website
University Standards-Based Lessons (SHEG, Berkeley Project, UC Davis- CHSSP) ; Multimedia (United Streaming Video, Khan Academy, educational websites, google maps)			Supplemental	