

**School:** Stern (Mark/Eva) Math and Science School  
**District:** Los Angeles Unified School District  
**City:** Los Angeles  
**School / District Web Site** [www.sternmass.org](http://www.sternmass.org)

School Course List Contact

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**COURSE DESCRIPTION**

**Course Title:** United States History  
**Transcript Title(s)/**  
**Abbreviation(s):** US History  
**Subject Area:** "a"—History/Social Science  
**Category:** U.S. History

**Grade Level(s) for which this course is designed:** 11

**Unit Value:** 1.0 (one year equivalent)

**CATALOG DESCRIPTION**

**Brief Course Description**

Students will study the political, social, economic, and diplomatic history of the United States, beginning with the Revolution and concentrating primarily on the 20th century. Specific themes and topics covered in this course include, but are not limited to, the following: the influence of Enlightenment thinkers on the drafting of the nation's founding documents, post-bellum immigration and industrialization, World War 1, the Great Depression and the New Deal, World War 2, the Civil Rights Movement, the Cold War, and other recent historical events.

**Pre-Requisites:** None

**TEXTS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS**

TEXTBOOK 1

**Title:** America: Pathways To The Present  
**Edition:** 5<sup>th</sup>  
**Publication Date:** 2007

**Publisher:** Prentice Hall

**Author(s):** Andrew R. L. Cayton, Elisabeth Israels Perry, Linda Reed, Allan M. Winkler

**Usage:** \_X\_Primary Text

## **COURSE CONTENT**

### **A. Course Purpose.**

The purpose of the 11th Grade U.S. History course is to investigate, challenge, debate, and critically analyze events, trends, and issues in the history of this country beginning with the Revolution and concentrating primarily on the 20th century. Our classroom is both standards-based and student-centered. I expect that students will work to demonstrate highly proficient or advanced mastery of state standards and simultaneously reflect critically on your own education and learning. Students can expect that I will strive to make content both rigorous and relevant to their life and the lives of people like them; that given their trust I will make them strong writers, debaters, thinkers; and, that I am committed to helping them share the love they have in their hearts with the world through activism.

Students who consistently... are going to do well

- Pull key ideas out of text and summarize main points in your own words.
- Asking difficult and thoughtful questions.
- Support all statements/claims (both oral and written) with specific, well-chosen, and vivid examples and with compelling evidence.
- Willingly try new things and creatively imagine positive solutions.
- Engage in honest self reflection and set goals for themselves.

### **B. Course Outline.**

The course is both chronological and thematic in its coverage of major topics in U.S. History. Beginning with a review of the American Revolution, we examine the such topics as the influence of Enlightenment thinkers on the drafting of the nation's founding documents. Unit one covers the Revolution to the Civil War and incorporates both primary and secondary sources including empirical data such as colonial demographics, economic figures from the triangular trade, slavery, and the beginnings of industrial capitalism. Examples of key primary texts from unit one include: The Declaration of Independence, Articles of Confederation, U.S. Constitution, Federalist Papers, Patrick Henry's speech. Examples of secondary texts include: America: Pathways to the Present textbook, Jackson Turner Main's work on democratization, Ira Berlin's study of colonial slavery, and Howard Zinn's A People's History of the United States. We also analyze the structure of government both in terms of bicameral legislature and the system of checks and balances. The Bill of Rights, especially the 1st Amendment, becomes the subject of class debate as we examine controversial issues of Constitutional interpretation imbedded right from the nation's beginnings. The issue of separation of church and state evolves into the study of religious revivals and the birth of abolitionism leading to the Civil War. Students learn about the following major topics in unit one: Enlightenment, inalienable rights, Constitution, Bill of Rights, Effects of the Civil war and Reconstruction, religious and social reform movements including the First and Second Great Awakenings, religious fundamentalism and religious pluralism, and

the ongoing struggle of diverse peoples to overcome various forms of oppression tied to the issue of growing democratization and an increasingly representative political process.

In unit two students take up the issue of post-bellum immigration, industrialization and the U.S. role in world affairs and foray into imperialism. Beginning with the development and growth of cities, students examine ethnic neighborhoods, political bosses, and the causes and consequences of industrialization. Key ideas include: the market economy, industrial capitalism, the rise of big business, and government regulation of the economy and society. Primary texts such as letters from working class immigrants, Andrew Carnegie's Gospel of Wealth, William Graham Sumner's Folkways, Upton Sinclair's The Jungle, and the 16th amendment augment secondary works such as the textbook and Howard Zinn's A People's History of the United States (from which they read the chapter on Robber Barons and Rebels). Students debate government regulation of big business in order to make connections between state standards on the formation of trusts and cartels and that on the Progressives. Students also study the rise of labor unions including the Knights of Labor, AFL, and IWW. The Great Railroad Strike of 1877, Haymarket, and Pullman strike of 1894 lead into the discussion of the differences between Populists and Progressives and the relationship between government, labor, and private industry. Key topics covered in unit two include: Political machines, ethnic neighborhoods, trusts and cartels, progressive reform efforts, the Children's Bureau, 16th Amendment, Theodore Roosevelt, Hiram Johnson, Americanization, Social Darwinism, Social Gospel, Billy Sunday, Dwight Moody, and the Populists.

Foreign policy becomes the focus in unit three as students learn about the business and military interests behind the expansion into Caribbean and Philippines. Students examine primary sources and historical evidence as they try to solve some of history's enduring controversies, such as who blew up the USS Maine to start the Spanish-American War. Students write a children's story book describing the "U.S. Rise to Power," and evaluate whether this nation has been a bully or leader in the world. Major topics covered in unit three include: the Open Door policy, Spanish-American War, yellow journalism, Panama Canal, Big Stick Diplomacy, Moral Diplomacy, Dollar Diplomacy, WWI on the home front, and the U.S role in the world after WWII.

Unit four is about the 1920s. As well as the brighter side of the 1920s with the flappers rising prosperity for some, and so forth, students confront the difficult history of racism and the inspiring movements organized for social change. The essential questions are: "how did people organize to form movements to fight against racism and the destruction of their civil liberties?" "How did the Harlem Renaissance shape American culture and counter-culture and forge a new sense of identity for African Americans?" and "How did women win the right to vote and struggle against sexism in American society?" Students again read primary and secondary texts, and write a five-seven page research paper on one of the following: Marcus Garvey, NAACP, American Civil Liberties Union, and the Anti-Defamation League. We also examine hate groups such as the KKK and terrible atrocities such as lynching, false imprisonments, and immigration raids. We bring in art

and multimedia to experience the Harlem Renaissance, Jazz age, and political climate. Students analyze the forms of organization women used to pressure the government to pass the 19th Amendment and put on short a play by Rosemary Knower adapted from primary documents of Susan B. Anthony and other leaders of the movement entitled "Failure is Impossible." Major topics include: Palmer raids, Back to Africa movement, KKK, ACLU, NAACP, Volstead Act, 18th Amendment, 19th Amendment, Langston Hughes and Zora Neal Hurston, entertainment and technological change.

The Great Depression and New Deal unit examines the relationship between government and the private sector and the structure of American capitalism. From boom and bust cycles to monetary supply, interest rates, and the Federal Reserve, students become introduced to the fundamentals of the economy. We also examine Presidents Hoover and FDR in trying to understand the proper role of government not only in regulating the economy but also in helping with problems of unemployment, health care, and poverty. Again, we study both primary and secondary sources as well as empirical data such as unemployment rates, GDP growth, and other fiscal measures of economic productivity. Students make an art project to develop empathy with those who suffered during the depression and make connections between past and present. They also debate the resolution: "The more the government does the less people do to help themselves," and in so doing begin to formulate their own opinions about welfare and social security. Major topics covered in unit five include: technology, the Federal Reserve, causes of the Great Depression, Herbert Hoover, FDR, Dust Bowl, New Deal, Works Progress Administration, Tennessee Valley Authority, Agricultural Adjustment Administration, United Farm Workers, National Labor Relations Board, Social Security, and the expanded role of the Federal government.

Unit six takes students out of the New Deal and into WWII. Students begin by learning about the European context of the war, but focus primarily on the war in the Pacific including major battles, the strategy of island hopping, and so forth. Students analyze the cause of U.S. involvement in the war and debate isolationist vs. interventionist foreign policy. Students construct an interactive timeline of events from each year between 1939 and 1945, making for a gallery walk of poster projects that is used as a study tool. Major topics include: Pearl Harbor, Battle of Midway, Normandy landing, Iwo Jima, Okinawa, Battle of the Bulge, Tuskegee Airmen, 442nd regimental combat team, Navajo code talkers, the Four Freedoms speech, Japanese internment, Fred Korematsu vs. the U.S., role of women, development of aviation weaponry medicine and communications technology, the Atomic bombs, and the Marshall Plan and the rebuilding of Europe.

In unit seven, students examine post-WWII foreign and domestic policies beginning with the challenge of young people and minority groups to the culture of conformity during the 1950s. Students examine the uneven impacts of the war on Latinos, African Americans, Japanese and Asian Americans, and Women. We study the Zoot Suit riots and the Bracero Program and the GI Bill following WWII. We begin by examining the origins of the Cold War from multiple perspectives, using a book which excerpts textbooks from around the world. Students compare and contrast the history textbooks

of the U.S., Russia, and Great Britain in trying to understand how this standoff between superpowers came about. Students are asked to consider whether dissent is patriotic as they study issues of nonconformity in the U.S. and the blacklisting of radicals and suspected Soviet Spies. We read primary sources from the HUAC investigations as well as transcripts from the McCarthy hearings. Students try to decipher fact from propaganda and read Edward R. Murrow and I.F. Stone's "But It's Not Just Joe McCarthy." We study Ethel and Julius Rosenberg as well as Alger Hiss and other examples of domestic communism. Students also put FDR on trial for expanding the powers of the presidency, reenacting the court packing scandal through mock trial. Students debate whether communists were un-American before turning to foreign policy. In terms of foreign involvement, students examine the Bay of Pigs/Cuban Missile Crises, the Vietnam War, and Latin American Policy. Students write a ten page research paper on Vietnam using Zinn's People's History and primary sources like selections from the Pentagon Papers. Students examine the timeline of U.S. interventions in Latin America as well as the "resurgence of empire" and issues of economic imperialism and neocolonialism. Major topics include: Mexican immigration, McCarthyism, Alger Hiss, blacklisting, Truman Doctrine, Berlin Blockade, Korean War, Bay of Pigs, Cuban Missile Crises, Atomic testing, Vietnam War, anti-war protests, Latin American policy, defense spending, national debt, United Nations, IMF and World Bank, GATT and other regional trade agreements, NATO, SEATO, Reagan, Middle East and Gulf War and U.S. relations with Mexico.

Unit eight is on Civil Rights. We begin by examining the birth of the movement and how it grew from grassroots organizing and forms of protest like sit-ins and boycotts. Students teach a lesson on one of the following primary sources: Anne Moody's "Coming of Age in Mississippi," John Lewis "Original Text of Speech delivered at the Lincoln Memorial," Malcolm X "Message to the Grass Roots," Martha Honey "Letter from a Mississippi Freedom Summer," Fannie Lou Hamer "Testimony," Sandra West "Riot! A Negro Resident's Story," and Martin Luther King, Jr. "Where Do We Go From Here?" Students also examine the differences between non-violent and more militant approaches to civil rights as well as top-down versus bottom-up perspectives on social change. We study leaders such as MLK, Malcolm X, Thurgood Marshall, Rosa Parks, James Farmer, and Cesar Chavez and the organizing strategies of organizations like SNCC, CORE, and the Black Panthers. Students also study the history of unequal schooling and the key court cases in the evolution of desegregation in this country. We also studied how the movement for African American rights gave rise to the women's movement, Chicano movement, Asian American movement, and Native American Indian movement. Students begin with the idea of an ever-widening crusade for justice, the recognition that if it is wrong to discriminate because of skin color it is also wrong to discriminate because of gender, language, or physical ability. They then examine the specific tactics and strategies of the movement and how they transferred to different causes. Major topics include: Dred Scott vs. Sandford, Plessy vs. Fergusson, Brown vs. Board of Education, Regents of the University of California vs. Bakke, California Proposition 209, the civil rights leaders, 1964 Civil Rights Act, Voting Rights Act of 1965, and the 24th Amendment.

The final unit of the course is on social issues and domestic policy in contemporary America and is designed to get students interested in the current events, debating controversial issues, and preparing for 12th grade government and economics. The focus of the unit is on the relationship between the federal government and the people and how it has changed over time. From Watergate to other political scandals, we begin by examining the faith people place in the government and the rights as well as responsibilities that come not only with citizenship but also with political office. The major topics covered in this unit include: immigration, the role of women, Watergate, environmental conservation, property rights, poverty, welfare reform, health insurance reform, government response to demographic changes, social changes, increasing out of wedlock births, drug and alcohol abuse, domestic speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, Clinton, and Bush, and current events such as the federal response to the economic crises.

Along with the state-standards, we also focus on the following NCSS performance expectations:

National Council for Social Studies (NCSS) Performance Expectations:

We will also focus on the following nation-wide standards developed by the NCSS:

NCSS.I. Culture. (b). Predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference.

NCSS.II. Time, Continuity, and Change. (a). Demonstrate that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use.

(b). Apply key concepts such as time, chronology, causality, change, conflict, and complexity to explain, analyze, and how connections among patterns of historical change and continuity.

(d). Systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.

NCSS.III. People, Places, and Environments. (h). Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.

NCSS.IV. Individual Developments and Identity. (a). Articulate personal connections to time, place, and social/cultural systems.

(c). Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.

(g). Compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups.

NCSS.V. Individuals, Groups, and Institutions. (a). Apply concepts such as role, status, and social class in describing the connections and interactions of individuals, groups, and institutions in society.

NSCC.VI. Power, Authority, and Governance. (c). Analyze and explain ideas and mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.

(j). Prepare a public policy paper and present and defend it before and appropriate forum in school or community. [Our debates will count for this].

NCSS.VII. Production, Distribution, and Consumption. (c). Consider costs and benefits to society of allocating goods and services through private and public sectors.

(d). Describe relationships among various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.

NCSS.X. Civic Ideals and Practices. (c). Locate, access, analyze, organize, synthesize, and apply information about public policy issues – identifying, describing, and evaluating multiple points of view.

### **C. Writing Assignments:**

1. Weekly post-debate writing assignments. Students debate controversial topics each week and the class writes a summative assessment directly following the debate. Debate topics include: ratification, school prayer, Mexican American War, U.S. role in the world, social security/welfare, immigration, government regulation of business, isolationist/interventionist foreign policy, communism/containment, civil rights tactics, and so forth). In their writing, students pick either the affirmative or negative position from the resolution and write a persuasive essay using well-chosen examples from the course readings, their notes, and the debate itself. They are also required to discuss the best opposing arguments. This writing helps them to think critically and to evaluate multiple and competing versions of the past. Furthermore, it shows them the value of substantiating all claims with vivid and specific evidence.

2. Research papers. Students write multiple 5-8 page research papers on topics including: the causes and consequences of the Civil War, 1920s social justice organizations, the War in Vietnam, and a self-selected student directed option. The research papers must include primary and secondary sources.

3. Summary review essays. Students write reflective essays at the end of each term commenting on past assignments, making connections to the state content standards, and showing that they now know material for which they may not have previously demonstrated proficiency. Copied below is an example of the assignment instructions and rubric:

Example:

11th Grade U.S. History – First Semester Final Review Essay

Instructions: This essay is an opportunity for you to reflect on your own learning this last semester. You will use your notebook, essays, tests, and projects (storybooks, art projects, posters, debate materials, etc.), to examine how you demonstrated proficiency on each of the high priority standards. This means you will have to write about each summative assessment as well as other assignments. You will not only tell me what you learned but also fix any mistakes you may have made.

Requirements: The essay must be at least 5 double-spaced pages (but there is no maximum limit). It must address the assignments you have completed, focusing in much more detail on the standards you struggled with.

1. If you received a 3 or above you do not have to do too much explaining (a few sentences will suffice).
2. If you got below a 3, you must show me that you have now learned that particular standard better. This means, explaining what you were missing and then showing that you now know it.

Example: Mark got a 2 on the writing about how the Enlightenment thinkers influenced Jefferson and the writing of the Declaration of Independence. In Mark's semester final review essay, he will need to explain specifically how Jefferson used the ideas of Montesquieu, Locke, and Rousseau in the Declaration of Independence.

Example 2: Lisa got a 2 on a multiple choice test. For some reason she did not come a retake the test afterschool. In Lisa's essay, she will write about each question she got wrong and tell me what the correct answer is and why it is correct (or a way to remember it)

Therefore, everyone's essay will be entirely different, as you will be writing longer sections for the assignments you did not do as well on.

You must reflect on your citizenship grades which include: Behavior, Participation, Group Work, and Work Completion.

You must also reflect on your individual debate preparation and performance and the particular standard(s) you demonstrated proficiency on through debate.

#### **D. Key Assignments:**

1. Post-debate on-demand writing tasks as a summative assessment (see description above).
2. Research papers and summary essays (see description above).
3. Group poster presentations. Students work in groups to pull key ideas out of text and summarize in their own words to present out.
4. Powerpoint presentations. Students make powerpoint presentations to present to the class. Usually focused on a primary source text.
5. Interactive timeline. Students construct a timeline with key events and visuals from a given period (say WWII 1939-1945). Each group concentrates on key events from one year and then we put them together to make a gallery walk study tool.
6. Storybook project. Students rewrite a particular chapter in history in a way that they would want their children to learn it. This assignments helps students put ideas in their own words and helps them simplify content to focus on important ideas.
7. Textbook theatre. Students write scripts and storyboards for a particular section of the textbook of Zinn's People's History and act in out for the class. Helps ELL and other students who have trouble accessing text.
8. Multiple choice, short answer, and extended essay exams. One of many forms of assessment given regularly to check for understanding.
9. Academic speed dating. In this variant of a JIGSAW activity, students master a particular section of text individually (say one of the amendments from the Bill of Rights) and then are responsible for teaching each of their peers in a rotating fashion.
10. Guerilla Research. This is quick and dirty research on various topics done once a week throughout the semester. Students are responsible for researching a topic, bringing in one full page of evidence of their learning (usually notes), providing the documentation/citation, and sharing out to the class. Students compete to find better

sources of information (university websites are considered better than wikipedia type websites, etc.).

Example 1:

U.S. Rise to Power Storybook Project

Instructions: In pairs, you are to complete a storybook that demonstrates your understanding of the United States' rise to power at the end of the 20th century. You will discuss the reasons why the U.S. became involved with other countries and why it became an imperialist nation by taking over the Philippines, Guam, and Puerto Rico after the Spanish-American War (1898). You will have a conclusion in which you discuss whether the U.S. is a "bully" or a "leader" in the world back then and today. Standards: 11.4.2 Describe the Spanish-American War and U.S. expansion into the South Pacific; 11.4.3 Discuss the U.S. role in Panama; 11.4.1 List the purpose of the "Open Door" policy.

"A through G" Requirements:

- A) The storybook must have 4 chapters. They are to be based off of Chapter 17 in the textbook: 1. Pressures to Expand pp.582-588; 2. Spanish American War pp.589-596; 3. New Foreign Policy pp.598-603; 4. Debating America's New Role pp.604-611.
- B) You must include at least 5 pictures (at least 3 of which are done by you).
- C) You must have captions explaining the pictures.
- D) You must explain each of the key terms.
- E) You must make it simple enough for a young person to understand yet not leave out important information and supporting facts.
- F) You must show independent thought, placing emphasis on what you would want your child to learn.
- G) You must have a conclusion that discusses whether the U.S. is a "bully" or a "leader" in the world then and now.

Example 2

11th Grade U.S. History – WWII Interactive Timeline Project – Mr. Weber

Instructions: In groups of 4 you will be making a large poster of one year in the WWII Timeline between 1939 and 1945. You will select the most important events from that particular year and explain them with pictures and with writing. This timeline will form the study-guide for the exam on WWII.

Each member of the group must contribute to the project. How you choose to arrange things is up to you and you must work together to figure this out, but each of you must have at least 1-2 regular size pages that you contributed to the project.

Requirements: Your poster must include:

1. A brief written description introducing your year and explaining why it is important to U.S. History and WWII.
2. Written description of several (4-5) important events both domestically (at home in the U.S.) and internationally (abroad in Europe, the Pacific, and elsewhere). You will determine which events to include through reading and research. But, do not overlook the obvious...

1939: Germany invades Czechoslovakia and Poland; WWII starts.

1940: Germany invades several major European countries including France, Denmark,

- Norway, Belgium, and the Netherlands; U.S. makes naval base deal with Britain.  
 1941: U.S. Congress passes Lend-Lease Act; Germany invades the Soviet Union; Roosevelt and Churchill sign the Atlantic Charter; Japan bombs Pearl Harbor.  
 1942: Japanese-Americans are interned; Battle of Midway.  
 1943: Allies invade Italy; Conference at Casablanca.  
 1944: U.S. and Allies invade Normandy on D-day; Battle of Bulge.  
 1945: Germany surrenders; Truman becomes President; U.S. Marines invade Iwo Jima; thousands die at Okiwana; atomic bomb.
3. Pictures and/or diagrams (like of battles) of several (4-5) important events about U.S. and WWII from that year.
  4. 1-2 examples of political propaganda images with explanations.
  5. Creativity and initiative to take it above and beyond...

### **E. Instructional Methods and/or Strategies**

Instructional strategies include:

- Think, pair, share (oral/auditory)
- “Whip” (going quickly and hearing from each and every student) (oral/auditory)
- Multiple modes of presentation (visual and oral at all times) (visual/auditory)
- Group work (Jigsaw, reciprocal teaching, academic speed dating, etc). (kinesthetic/visual/auditory)
- Debate and post-debate writing (oral/auditory)
- Note-taking and active listening (visual/oral/auditory)
- Socratic seminars (oral/auditory)
- Poster presentations (kinesthetic/visual/artistic)
- Interactive timelines (kinesthetic/visual/artistic)
- Daily entrance and exit tickets (visual)
- Reading quizzes/tests
- Multiple choice exams
- Projects based learning (extended research papers, etc)
- Modeling
- Student-created rubrics to make expectations clear
- Storybook projects
- Reflections and reflection essays
- Video and sound clips
- Technology enhanced learning
- Poetry and art projects to develop empathy

### **F. Assessment Methods and/or Tools**

Summative:

1. Post-debate on demand writing tasks.
2. Research papers.
3. Multiple choice, short answer, and extended essay exams.
4. Art projects.
5. Debate and oral presentations.

Formative:

1. On-going teacher observations and notes.
2. Questioning to check for understanding.
3. Weekly notebook checks for evidence of learning.
4. Homework.
5. Entrance and exit tickets.
6. Research roundtables.

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