

US History and Geography – Modern Times

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.”

Dr. Martin Luther King Jr.

“There can be no real peace while one American is dying some place in the world for the rest of us. We are at war with the most dangerous enemy that has ever faced mankind in his long climb from the swamp to the stars, and it has been said if we lose that war, and in so doing lose this way of freedom of ours, history will record with the greatest astonishment that those who had the most to lose did the least to prevent its happening. . . . If we lose freedom here [in America], there is no place to escape to. This is the last stand on Earth.”

President Ronald Reagan

COURSE OVERVIEW

This course will provide an overview of the major events, issues, and challenges that helped shape this nation in the modern era. The focus will be on political, social, economic, and cultural forces that changed the course of events and guided the nation and its leaders to where we are today. While early U.S. history will be addressed, the majority of the effort will cover the period from the end of the Civil War to present day.

Throughout the course, students will be introduced to research methods, critical thinking, and standard essay writing skills. My goals are to not only guide the students through a study of those major issues that have shaped America, but to develop students’ critical thinking and writing skills.

ENDURING UNDERSTANDING/OBJECTIVES:

STUDENTS WILL BE ABLE TO:

1. Identify and understand the major themes and issues that guided the development and growth of our nation
2. Explain the major events of America’s modern era and their impact on America today
3. Analyze the challenges that America has faced and those issues that continue to challenge us as a nation
4. Develop a broad body of knowledge relative to modern U.S. history; demonstrating knowledge of historical chronology
5. Demonstrate the ability to use historical data and research methods to support a position
6. Apply critical thinking skills to analyze historic events and the current relevance

TEXTBOOK: United States History & Geography – Modern Times, Joyce Appleby, et.al., The McGraw-Hill Companies, 2013

EXPECTATIONS:

Respect. Treat everyone in the classroom with respect.

Punctuality. Be on time for class and on time for assignments (in seats, ready for class).

Participate. This is a participation class and a portion of your grade will be based on participation.

Prepared. Be ready for class, assignments, projects, and participation.

Honest. Always. In discourse as well as in your work and tests.

Only use blue or black ink pens (no pencils or other colored pens).

No shredded spiral edges for material handed in.

Maintain a binder with all course material and notes.

CONTENT/TIMELINE

1st Semester

Unit 1 – Building a Nation

Industrialization (Ch. 3)

Urban America (Ch. 4)

Becoming a World Power (Ch. 5)

The Progressive Movement (Ch. 6)

Unit 2 – Early 20th Century Challenges

World War I and Its Aftermath (Ch. 7)

The Jazz Age (Ch. 8)

The Great Depression Begins (Ch. 9)

Roosevelt and the New Deal (Ch. 10)

2nd Semester

Unit 3 – The World at War

A World in Flames (Ch. 11)

American and World War II (Ch. 12)

The Cold War Begins (Ch. 13)

Postwar America, 1945-1960 (Ch. 14)

Unit 4 – The 1960s

The New Frontier & the Great Society (Ch. 15)

The Civil Rights Movement (Ch. 16)

The Vietnam War (Ch. 17)

The Politics of Protest (Ch. 18)

Unit 5 – An Era of Change

Politics and Economics (Ch. 19)

The Resurgence of Conservatism (Ch. 20)

GRADING POINTS BASIS:

Grades will be based on points earned throughout the semester. The following list represents an expectation of the percentage of total available points which will be available within each grading category:

Exams (40 pts ea)	50%
Semester Final Exam	10%
Homework (5 pts ea)	25%
Projects	15%

PROJECTS

There will be several projects during this course. The major project is the National History Day (NHD) Contest project. There will also be two progress reports for your NHD project. You will be giving an oral presentation during the World War II block. These projects will be explained in greater detail in the project assignment sheets.

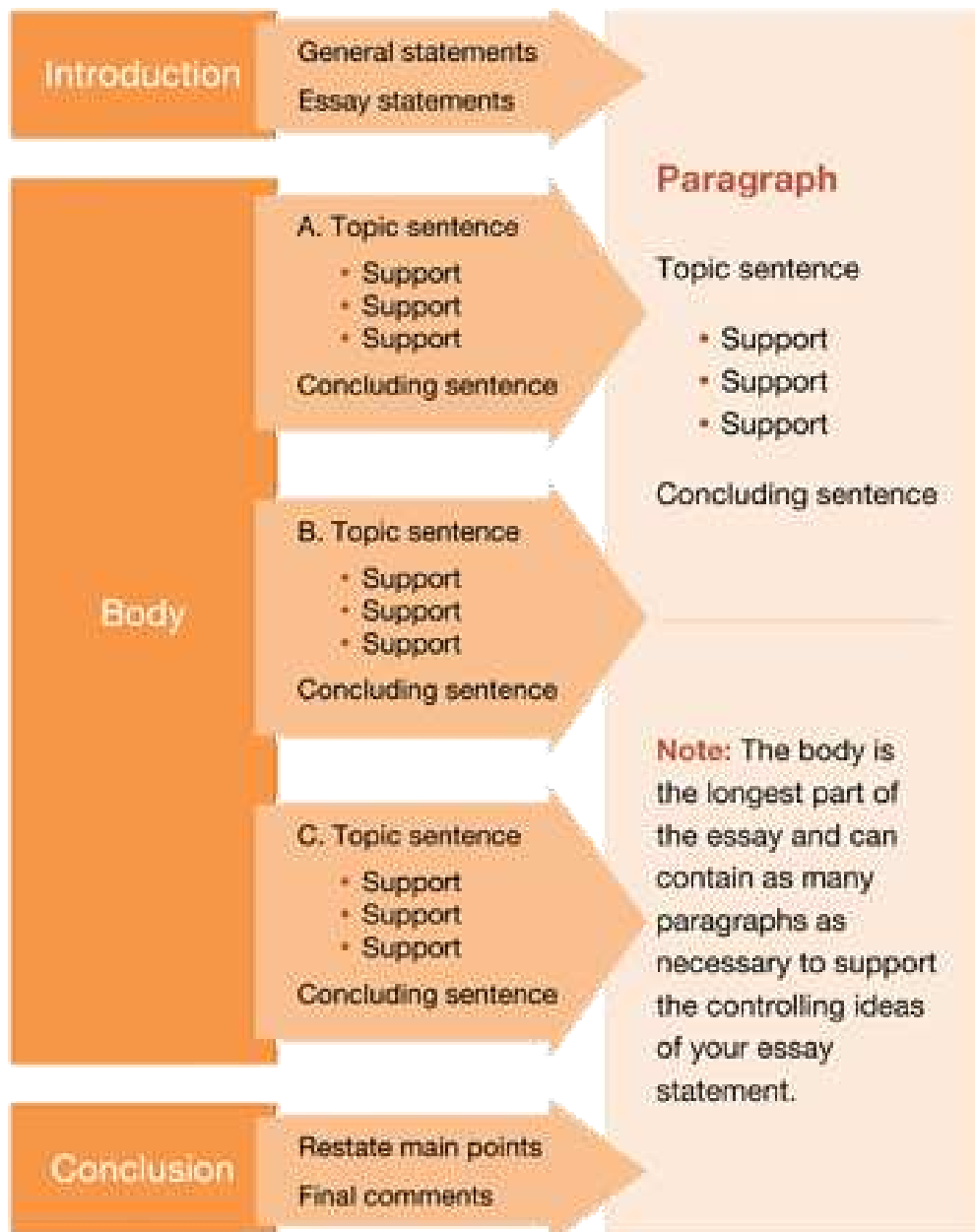
EXTRA CREDIT

There will be extra credit opportunities throughout the course. However, extra credit will generally only be considered for students who have turned in all graded assignments.

Scope and Sequence

Week	Subject	Text	Projects
1-2	Unit 1 – Industrialization	Chapter 3	
3-4	Unit 1 – Urban America	Chapter 4	
5-6	Unit 1 – Becoming a World Power	Chapter 5	
7-8	Unit 1 – The Progressive Movement	Chapter 6	
9-10	Unit 2 – World War I and Its Aftermath	Chapter 7	NHD Progress
11-12	Unit 2 – The Jazz Age	Chapter 8	
13-14	Unit 2 – The Great Depression Begins	Chapter 9	
15-16	Unit 2 – Roosevelt and the New Deal	Chapter 10	
18-19	Unit 3 – A World in Flames	Chapter 11	
20-21	Unit 3 – American and World War II	Chapter 12	Oral Project
22-23	Unit 3 – The Cold War Begins	Chapter 13	NHD Progress
24-25	Unit 3 – Postwar America, 1945-1960	Chapter 14	
26	Unit 4 – The New Frontier & the Great Society	Chapter 15	NHD
27-28	Unit 4 – The Civil Rights Movement	Chapter 16	
29-30	Unit 4 - The Vietnam War	Chapter 17	
31-32	Unit 4 – The Politics of Protest	Chapter 18	
33-34	Unit 5 – Politics and Reform	Chapter 19	
35-36	Unit 5 – The Resurgence of Conservatism	Chapter 20	

General Format for Essays



Essay on How to Write an Essay

Essay writing is a critical and essential part of academics. To be successful in essay writing, students need to understand and follow some basic guidelines, including structure and organization, grammar, and language. If the writer adheres to these basic principles, he or she will have a much greater chance for better grades on the assigned question, and for more effective communication in general.

The first, and most basic, of the guidelines to follow in essay writing is organization or structure. The writer should present the argument, or answer, in a standard format. The essay should begin with an introductory paragraph, in which the thesis is presented. Next, the body of the essay should have at least two supporting paragraphs, each with a topic sentence and supporting statements. Finally, the essay should include a concluding paragraph. In the conclusion, the writer should restate the thesis that was proven by the body.

The second guideline necessary for a successful essay is to follow basic grammar rules. The writer should, as much as possible within their language skills, follow basic rules such as avoiding run-on or incomplete sentences, appropriate comma usage, effective use of transitions, and correct capitalization, as examples.

Finally, the writer should consider the language of the essay. The essay should be written in a more proper manner. The writer should avoid the use of colloquial language – writing in a conversational manner. Also, the writer should avoid the use of contractions and slang, unless appropriate for the subject matter. Spelling is also extremely important. The writer should make every effort to spell the words correctly.

Following the basic guidelines for success in essay writing will help students create better essays. Presenting the argument in an organized, well-structured format, following basic grammar rules, and using proper language throughout an essay will help ensure an effective essay, with a better chance a scoring well.

A Basic Essay Format

A good way to approach an essay is to envision it as a Five Part project. An essay is made up of the Introduction, Three main points (the body), and the Conclusion. So it looks like this:

- I. Introduction
- II. Point One
- III. Point Two
- IV. Point Three
- V. Conclusion

Of course depending on the length and breadth of your paper you may have more than three main points. However by using this structure it will make envisioning your paper easier.

The Intro...

An Introduction should answer three questions:

1. What am I talking about in this paper? By answering this question you let the reader know the subject of the paper. For example, if your paper were about a particular book, your answer to this question would give the title, author, and any other necessary information.

2. How am I going to talk about it? This is where you let the reader know how your paper is organized. Here you very briefly introduce your main points or the evidence that will prove your point.

3. What am I going to prove in this paper? This is the dreaded THESIS STATEMENT. The thesis is usually the last sentence in the first paragraph and it clearly states the argument or point you are making in your paper.

The Body...

The Body consists of everything between your intro and conclusion and it is where you discuss your three main points. A good starting place is to envision that each point is a separate paragraph (or in a long paper each point might be a section). In each paragraph you:

- Introduce your point
- Explain your point
- Give supporting evidence (this is where quotes go!)
- Explain how the point and evidence relate to your thesis

The whole point of each paragraph is to relate your point to your thesis, but it helps to spell it out clearly in at least one sentence of the paragraph.

The Conclusion...

Basically, the conclusion restates the introduction. So, just reiterate questions 1, 2, and 3. It is also helpful to trace your argument as you made it within the essay. A good way to do this is to create a proof that might look something like this:

POINT ONE+POINT TWO+POINT THREE=THESIS

OR

POINT ONE leads to POINT TWO which leads to POINT THREE therefore THESIS is true!

So, when planning your essay consider this format:

- I. Introduction
 - A. Subject
 - B. Main Points
 - C. THESIS
- II. Point One
 - A. Intro and explanation of point
 - B. Evidence
 - C. How point relates to thesis
- III. Point Two
 - A. Intro and explanation of point
 - B. Evidence
 - C. How point relates to thesis
- IV. Point Three
 - A. Intro and explanation of point
 - B. Evidence
 - C. How point relates to thesis
- V. Conclusion
 - A. Restate subject
 - B. Summarize Main Points
 - C. Restate THESIS

(B and C can be combined into the proof)

Organization in a paper is important not only because it makes the paper easier to write, it also guides the reader through the paper. A clearly organized paper will better hold the reader's interest and convince them that your thesis is valid!

Essay Grading Rubric

Format

Content

	Strong thesis, structure, conclusion, grammar	Strong thesis, but problems in structure, conclusion, or grammar	Thesis is implied, but strong structure, conclusion, and grammar	Thesis is implied, and problems also in structure, conclusion, or grammar	No thesis and problems in structure, conclusion, or grammar	No thesis, no structure, no conclusion
Directly answers the question; excellent supporting details and no factual errors	100	90	80	70	xx	xx
Answers the question; but fewer details or there are errors	90	80	70	60	50	xx
Vaguely addresses the question; but great details from material	80	70	60	50	40	30
Answers the question; but few supporting details or there are major errors	70	60	50	40	30	20
Doesn't answer the question; but some details from the material are presented	60	50	40	30	20	10
Doesn't answer the question and no supporting detail included	50	40	30	20	10	0

NHD Bibliography Guidelines and Process Paper Instructions

For help with formatting in the MLA format: <http://www.library.cornell.edu/resrch/citmanage/mla>

Annotated bibliography

An annotated bibliography is required for all categories. The annotations for each source must explain how the source was used and how it helped the student understand the topic. The student should also use the annotation to explain why the source was categorized as primary or secondary. Historians do sometimes disagree and there's not always one right answer, so students should use the annotation to explain why they classified their sources as they did. Students should list only those sources used to develop their entry. An annotation normally should be about 1-3 sentences.

- **Source** (example)
Bates, Daisy. *The Long Shadow of Little Rock*. 1st ed. New York: David McKay Co. Inc., 1962.
- **Annotation** (example)
Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the students each day. This first-hand account was very important to my paper because it made me more aware of the feelings of the people involved.

Primary Sources

- A primary source is a piece of information about a historical event or period in which the creator of the source was an actual participant in or a contemporary of a historical moment. The purpose of primary sources is to capture the words, the thoughts and the intentions of the past. Primary sources help you to interpret what happened and why it happened.
- Examples of primary sources include documents, artifacts, historic sites, songs, or other written and tangible items created during the historical period you are studying.

Secondary Sources

- A secondary source is a source that was not created first-hand by someone who participated in the historical era. Secondary sources are usually created by historians, but based on the historian's reading of primary sources. Secondary sources are usually written decades, if not centuries, after the event occurred by people who did not live through or participate in the event or issue. The purpose of a secondary source is to help build the story of your research from multiple perspectives and to give your research historical context.
- An example of a secondary source is *Battle Cry of Freedom: The Civil War Era* by James M. McPherson, published in 1988. They are a great starting point in helping you see the big picture. Understanding the context of your topic will help you make sense of the primary sources that you find.
- The primary and secondary sources McPherson used are listed in the bibliography. Another researcher might consult these same primary sources and reach a different conclusion.

Tertiary Sources

- Tertiary sources are based on a collection of primary and secondary sources and may or may not be written by an expert. Tertiary sources should never appear in your bibliography but are only used as exploratory sources, to give you ideas about what to research. Wikipedia is not a reliable source and should not be utilized or appear in your bibliography.

Examples are dictionaries, encyclopedias, fact books, and guidebooks.

Process Paper

A process paper is a description of no more than 500 words explaining how you conducted your research and created and developed your entry. You must conclude your description with an explanation of the relationship of your topic to the contest theme.

A title page is required as the first page of written material in every category. Your title page must include only the title of your entry, your name(s) and the contest division and category in which you are entered. Do not include your age, grade, or school name.

The first section should explain how you chose your topic.

The second section should explain how you conducted your research.

The third section should explain how you selected your presentation category and created your project.

The fourth section should explain how your project relates to the NHD theme.

National History Day Project

Initial Assignment Notification

BACKGROUND: For this course, you will be required to complete a project as part of the National History Day contest. Each year, the contest is held nationally, with competitions at the school, county, state, and national level. Before you begin work on an entry for competition you should carefully read the National History Day Contest Rule Book, available on the website: www.nhd.org.

RESEARCH: In order to complete your project, you will choose a historical topic related to the annual theme, and then conduct primary and secondary research. You will look through libraries, archives and museums, conduct oral history interviews, and visit historic sites. After you have analyzed and interpreted your sources, and have drawn a conclusion about the significance of your topic, you will then be able to present your work in one of five ways: as a paper, an exhibit, a performance, a documentary, or a web site. Your research must connect to the annual NHD theme. This year's theme is "Leadership and Legacy." The theme is further explained in the theme sheet. Since this is a U.S. history course, your topic must be a topic of modern U.S. history.

GRADING and EXPECTATIONS: Throughout the semester, there will be graded assignments due which are related to the progress of your project. Do not wait until the second semester to begin your project. This project is something that should be developed over the course of the entire first semester and into the second semester. The expectation is that your project will be a well-researched product, with at least one primary source, that demonstrates a several month-long effort. The project must include an annotated bibliography and a process paper to be considered for a grade. The project will be worth 110 points. The project due date will be determined based on the Washington County competition submission deadlines, but will likely be in late February.

Acknowledgement

I acknowledge that I have read the "National History Day Project, Initial Assignment Notification" and understand the expectations for the project.

(Printed Name)

(Signature)

(Date)

Parental Confirmation: I am aware of the NHD project requirements for my student.

(Signature)

(Date)