

**United States History II**  
**Boston Collegiate Charter School**  
**11<sup>th</sup> Grade**  
**Ms. O'Hern**  
**2011-2012**

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COURSE DESCRIPTION

The 11<sup>th</sup> Grade US History II class will focus on United States' political and social history from the Civil War to the present day, with primary focus on the social and cultural changes of the current century. Students will need to assess and analyze both primary and secondary resources, incorporate current events, research and write persuasively and analytically about historical events and questions, and articulate their points of view in discussions, debates, and presentations.

The course is intentionally designed to 1) mirror features of college seminar and lecture classes, 2) incorporate college-level texts to improve student reading and model academic scholarship, and 3) complement and connect with themes and projects in American Literature and A.P. Language (11<sup>th</sup> grade English). All of these objectives are meant to ensure student progress toward college readiness and achievement after graduation from BCCS.

TEXTBOOKS & RESOURCES

1) We will be using the textbook *History of a Free Nation* as a historical reference book. On the first day of school, I will give you a copy of this textbook **to leave at home for the school year**; if you need the textbook in class, I will give you ample notice of when to bring it in.

2) We will also be reading and extensively using the required summer reading book *The American Dream: A Short History of an Idea That Shaped a Nation* by Jim Cullen throughout the year. Each chapter will individually be annotated and discussed in connection to the unit questions and broader themes related to the time period currently studied. **If you have not done so already, you must purchase a paperback copy of the book for your personal use. If this is a problem for you, please see me.**

3) Each unit, students will also receive Xeroxed packets of reading material from primary and secondary sources. You must keep these accessible throughout the year in order to prepare for the midterm and final.

4) **It is essential that all 11<sup>th</sup> graders have a Boston Public Library borrowing card.** Frequent assignments will require either online access to databases using the card or the actual borrowing of books from a local branch, so please plan ahead and pay off any outstanding fines you might have incurred in the past.

MATERIALS NEEDED

- **3-RING BINDER:** You are expected to keep a binder/folder with all course handouts (starting with this one), ordered neatly and kept up-to-date. Losing papers is unacceptable. Get an organizational system down now!
- **COMPOSITION NOTEBOOK:** You will need several 100-page bound, hardcover composition notebooks (the standard notebook usually has a black and white speckled cover, but any cover will be fine). This will be your complete "record of inquiry" for the class which will include Do Nows, lecture notes, notes from both the text and primary sources, research, relevant sketches and maps, records of discussions (in and out of class), vocabulary and definitions, and questions that might prompt your own independent research of a topic. It should be a work in progress that you regularly review and annotate with further ideas and connections. **TAKE PRIDE IN YOUR NOTEBOOK!**

## ASSESSMENTS & GRADING

- **Homework:** Each week (or so) you will receive a study guide with a complete schedule of homework. As an 11<sup>th</sup> grader, homework is designed to introduce and/or review the facts and vocabulary of historical events, and it is assumed that you know this baseline of knowledge before coming to class. Class time is designed for synthesis, analysis, and reinforcement; *it is your responsibility to come prepared to class having acquired the introductory knowledge through the readings, research, and study guides.*  
**HW = 15% of grade**
  
- **Classwork:** Major work produced in class will fall into this category, including quizzes, precept discussions, Do Nows, Exit Tickets, and group activities.  
**CW = 15% of grade**
  
- **Minor Assessments:**
  - **Document Based Question (DBQ):** You will be tested on the application of your course material in the form of a DBQ essay. These assessments are modeled after the essays required on the Advanced Placement US History exam and will require you to demonstrate both factual knowledge from homework, lecture, and class discussion as well as think critically and write persuasively about documents that you may or may not have seen yet. They are meant to be short but intense in order to hone your critical thinking and analytical writing skills. In addition, you may be asked to revise, expand, and rewrite DBQ essays. You will write 1 DBQ essay each unit.
  
  - **Minute Presentations/Bibliography:** Once per quarter you will research and report to the class about a particular topic in history in a formal 5 minute presentation. You will be required to document your sources and show “expertise” about the significance of the topic, beyond just regurgitating facts.
  
  - **Preparation for Projects:** All the work leading up to final projects will fall into this category. This includes: paper proposals, research, outlines, and rough drafts.**Minor assessments= 15% of grade**
  
- **Projects:**
  - **Research Projects:** Every unit is comprised of one major project requiring outside research and reading, though the formats of the final products will vary from unit to unit. However, you will be required to write two formal research papers on a focused historical event or theme. The final grade for the project is the ONLY grade in this category.**Projects = 20% of grade**
  
- **Tests:** Twice per quarter you take a test or asked to prepare for a culminating in-class unit assessment. This will usually take the form of a 55-minute individual test with multiple choice, short answers, timeline/map, and essay.  
**Tests = 35% of grade**

Your final grade will be calculated as follows:

Quarter 1	20%
Quarter 2	20%
<b>Midterm (Jan)</b>	<b>7%</b>
Quarter 3	20%
Quarter 4	20%
<b>Final (June)</b>	<b>13%</b>

### LATE WORK/MAKEUP WORK POLICY

Please see the 11<sup>th</sup> and 12<sup>th</sup> grade Absence and Late Submission Policy (signed and filed in advisory). This policy applies for ALL assignments in this course. Please note that all assignments are due at 8:00am on the due date.

## **U.S. History COURSE SYLLABUS**

**YEAR-LONG ESSENTIAL QUESTIONS:**           What does it mean to be American?  
What is the “American Dream”?

**BIG IDEA FOR THE YEAR:**                   The core of the American Dream is agency.

### **The Civilized v. The Savage**

Unit 1: Civil War, Reconstruction, and the American West (1861-1890)

Guiding Question: *What distinguishes the “civilized” from the “savage”?*

A primary-source intensive unit, focusing on the various perspectives and personal responses to the political/military events of the Civil War and the Indian Wars

Unit 2: Industry, Labor, and Farming: The New Economy (1860-1900)

Guiding Question 1: *Who has the power in America—“the people” or “the interests”?*

A debate-focused unit: Rise of industry, urbanization, causes and patterns of immigration, Social Darwinism, settlement houses, labor unions, socialism/anarchism, populism.

Guiding Question 2: *What does “good government” look like?*

This unit will closely examine the conflict between the role of city machines/ward bosses and progressive government reformers during the turn of the 20<sup>th</sup> century by using documents at the Massachusetts Historical Society.

### **Q1 Project: PowerPoint presentation (with partner)**

### **Assimilation and Seeking Acceptance**

Unit 3: America in the World Part I: Rise and Intertwining Nature of Imperialism and Progressivism (1898-1914)

Guiding Question: *Does the rise of modern America mean progress or oppression?*

US territorial expansion 19<sup>th</sup> c., American traditions of foreign policy, rise of imperialism, Hawaii, Spanish-American War, Anti-imperialism, Panama, progressivism on the Homefront and abroad

Unit 4: America in the World Part II: The Great War (1914-1920)

Guiding Question: *What duty does America have to the rest of the world?*

The road to WWI in Europe and the U.S., U.S. role in WWI in Europe, U.S. on the Homefront, with a specific in-depth look at Woodrow Wilson's presidency

**Q2 Project: Formal Research Paper (8-10 pages)**

*Note for the month of January: Midterms and Internships*

**Conformity v. Rebellion**

Unit 5: Defining "American" (1920-1940)

Guiding Question: *Is the American Dream about individual successes or collective progress?*

Southern segregation, 1920s cultural clashes, Great Depression, New Deal, Communist/radical responses

Unit 6: America in the World (Part III) (1941-1953)

Guiding Question: *How does fear lead to conformity?*

World War II and the Early Cold War

**Q3 Project: Formal DBQ (4-5 pages)**

Unit 7: Defining the "Good Life" in America (1948-1980)

Guiding Question: *Is there room in the American Dream for revolution?*

50s domestic culture, suburbia, youth culture, The Civil Rights Era, student protest, political disillusionment

Unit 8: (Re) Defining "American" (1980s– today)

Guiding questions: *What does it mean to be "American" today? Can we find unity in America, or will we always be divided?*

Conservative resurgence, Reaganism, the "-gate" suffix, Clinton, the Bushes, Obama and today

**Q4 Project: Analytical Research Paper on the American Dream (6-8 pages)**