**Honors American History: 1877 to Present**

**Syllabus**

Honors American History: 1877 to present is designed for students that have a high interest in understanding, analyzing, and critically thinking about historical events. In addition, students should demonstrate advanced and independent reading and writing skills, and also be willing to engage in critical discussions inside and outside the classroom. All Honors American History students will complete a course project that will integrate research, primary and secondary source analysis and presentation skills.

Course Length: 1 year

Credits: 1

**Weight: 1.25\***

District Assessments: Your students are taking a high school class and will receive high school credit. They will be assessed at first semester and at the end of the year like all other 9th grade students in American History.

Contact Information: I will be using Schoology and Google Classroom for most of the course next year. However, since I cannot create a class over the summer for Schoology I will post all of these materials and additional sources of information on my district website on the “Honors American History Information” Page in case you need access over the summer. I will also be available to email with questions or concerns.

**Website:** District site has some information, Schoology & Google Classroom are also used!

**Email: stokese@wcsoh.org**

Summer Reading Assignment & Year Long Project: The students in this course are required to read a book over the summer and complete a packet to help them comprehend the content in the book as well as reflect upon the issues the book raises. The book is titled The Wars of Reconstruction by Douglas R. Egerton and covers the time period from the Civil War to the end of the 1800s in America. This book was specifically chosen by me because it connects the content your students ended on in 8th grade and where we begin in 9th grade. It also introduces many issues that will face America as it continues to mend after the Civil War and grow into the country we know today. This is the 3rd year I have used this book and it has lent itself to some amazing student projects!

**Content Statements by Topic**

|  |  |  |
| --- | --- | --- |
| **Topic** | **#** | **Content Statement** |
| **Historical Thinking and Skills** | 1 | Historical events provide opportunities to examine alternative courses of action. |
| 2 | The use of primary and secondary sources of information includes an examination of the credibility of each source. |
| 3 | Historians develop theses and use evidence to support or refute positions. |
| 4 | Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long and short-term causal relations. |
| **Historic Documents** | 5 | The Declaration of Independence reflects an application of Enlightenment ideas to the grievances of British subjects in the American colonies. |
| 6 | The Northwest Ordinance addressed a need for government in the Northwest Territory and established precedents for the future governing of the United States. |
| 7 | Problems facing the national government under the Articles of Confederation led to the drafting of the Constitution of the United States. The framers of the Constitution applied ideas of Enlightenment in conceiving the new government. |
| 8 | The Federalist Papers and the Anti-Federalist Papers structured the national debate over the ratification of the Constitution of the United States. |
| 9 | The Bill of Rights is derived from English law, ideas of the Enlightenment, the experiences of the American colonists, early experiences of self-government and the national debate over the ratification of the Constitution of the United States. |
| **Industrialization and Progressivism (1877-1920)** | 10 | The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society. |
| 11 | The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions and violence toward supporters of organized labor. |
| 12 | Immigration, internal migration, and urbanization transformed American life. |
| 13 | Following Reconstruction, old political and social structures reemerged and racial discrimination was institutionalized. |
| 14 | The Progressive Era was an effort to address the ills of American society stemming from industrial capitalism, urbanization, and political corruption. |
| **Foreign Affairs from Imperialism to Post-World War I (1898-1941)** | 15 | As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power. |
| 16 | After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs. |
| **Prosperity, Depression** **and the New Deal** **(1919-1941)** | 17 | Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I. |
| 18 | An improved standard of living for many, combined with technological innovations in communication, transportation, and industry, resulted in social and cultural changes and tensions. |
| 19 | Movements such as the Harlem Renaissance, African-American migration, women’s suffrage and Prohibition all contributed to social change. |
| 20 | The Great Depression was caused, in part, by the federal government’s monetary policies, stock market speculation, and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression. |
| **From Isolation to World War (1930-1945)** | 21 | During the 1930s, the US government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII. |
| 22 | The United States mobilization of its economic and military resources during World War II brought significant changes to American society. |
| **The Cold War** **(1945-1991)** | 23 | Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age. |
| 24 | The United States followed a policy of containment during the Cold War in response to the spread of communism. |
| 25 | The Second Red Scare and McCarthyism reflected Cold War fears in American society. |
| 26 | The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. |
| 27 | The collapse of communist government in Eastern Europe and the USSR brought an end to the Cold War. |
| **Social Transformations in the United States (1945-1994)** | 28 | Following World War II, the United States experienced a struggle for racial and gender equality and the extension of civil rights. |
| 29 | The postwar economic boom, greatly affected by advances in science, produced epic changes in American life. |
| 30 | The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects. |
| 31 | Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare, and national security. |
| **United States and the Post-Cold War World (1991-Present)** | 32 | Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy. |
| 33 | The United States faced new political, national security, and economic challenges in the post-Cold War world and following the attacks on September 11, 2001 |