 **Santa Clara Adult Education**

**Adult High School Diploma Program**

**United States History A**

**(5 Credits)**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**11/2018**

**U.S. History A Course Outline** (5 credits**)**

**Course Description:**

This course will engage students in careful reading and analysis of historical information based on PLATO courseware, books and independent research.  Course material is a modular, multi-phasic system of student-driven, teacher-guided activities that are drawn from common core and state standards and reviewed by experts.  The material has been designed to be flexible in method but rigorous in comprehension and mastery.  Singular and comprehensive analysis of student outcomes is based on student-demonstrated mastery of the specific material.

The focus of the course will be on understanding and demonstrating mastery of historical material.  Students are expected to be active readers as they analyze and interpret original documents, establish connections with their observations, and draw logical inferences while providing textual evidence. Students will also further develop their research competency through independent research.

**Course Methodology**:

This is an inquiry-based course where students will develop proficiency in expository, analytical, and argumentative reading and writing.  Students will engage in writing and in discussion of documents and ideas from multiple sources.

Acting as a facilitator, the instructor will guide students through each unit of study.  Students will be expected to actively seek assistance when needed.  Ultimately, students will be responsible for completing all assigned reading and activities to receive credit.

**Units of Study:** (referenced by California State US History Content Standards/Framework)

* **The Historical Process**(CA Standard 11.1)

Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

* **Foundation of the United States** (CA Standard 11.2, 11.3) Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe. Students analyze the role religion played in the founding of America and its lasting moral, social, and political impacts, and issues regarding religious liberty.
* **A Union in Crisis** (CA Standard 11.1)

Students analyze the significant events leading up to and including the Civil War & Reconstruction.

* **Rise of the Modern Nation** (CA Standard 11.4) –

Students trace the rise of the United States to its role as a world power in the twentieth century.

* **From War to Recovery** (CA Standard 11.5, 11.6)

Students analyze the major political, social, economic, technological, and cultural developments of the 1920’s. Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.

**Learner Outcomes:** *At the end of this course, the student will be able to:*

**(Reading)**

* Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

(CCS RH.1)(CCR RI/RL.9-10.1)

* Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

(CCS RH.2)(CCR RST.11-12.2)

* Evaluate various explanations for actions or events and determine which explanation best matches the textual evidence, acknowledging where the text leaves matters uncertain.

(CCS RH.3)(CCR RI 9-10.8)

* Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific or technical context. (CCS RH.4)(CCR RST.9-10.4)
* Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and large portions of the text contribute to the whole. (CCS RH.5)(CCR RI 9-10.5)
* Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. (CCS RH.6)(CCR RH.9-10.6)
* Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

(CCS RH.7)(CCR RST. 9-10.7)

* Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. (CCS RH.8)(CCR RI 9-10.8)
* Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

(CCS RH. 9)(CCR RH.9-10.9)

**(Writing)**

* Write arguments focused on *discipline-specific* content. (CCS WHST.1)(CCR W/WHST.9-10.1)
* Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. (CCS WHST.2)(CCR WHST 9-10.2)
* Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCS WHST.3)(CCR WHST 11-12.5)
* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCS WHST.4)(CCR W/WHST.9-10.2)
* Develop and strengthen writing as needed by planning, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

(CCS WHST.5)(CCR WHST 11-12.5)

* Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

(CCS WHST.6)(CCR WHST 9-10.6)

* Conduct short, as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation. (CCS WHST.7)(CCR WHST 11-12.7)
* Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

 (CCS WHST.8)(CCR WHST 9-10.6)

* Draw evidence from informational texts to support analysis, reflection, and research.

(CCS WHST.9)(CCR WST.1)

**(Speaking/Listening)**

* Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

(CCS SL.1)(CCR SL.9-10.1)

* Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (CCS SL.2) (CCR SL.11-12.2)
* Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.

(CCS SL.3)(CCR SL.11-12.3)

* Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (CCS SL.3)(CCR SL.9-10.4)
* Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. (CCS SL.5)(CCR SL.11-12.5)
* Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (CCS SL.6)(CCR SL.11-12.6)

**(Language Conventions)**

* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCS L.1) (CCR L.9-10.1)
* Demonstrate the conventions of standard English capitalization, punctuation, and spelling when writing.(CCS L.2) (CCR L.9-10.2)
* Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (CCS L.4)(CCR L.11-12.4)
* Acquire and use accurately a range of academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. (CCS L.6)(CCR L.11-12.6)

**Learner Resources:**

(Blended: primary sources; textbook: Prentice Hall. *United States History: Modern America*, 2013; PLATO *- Programmed Logic for Automated Teaching Operations -* Internet sources)

**Methods of Evaluation**:

* Writing Assignments
* Chapter Projects
* Unit Projects
* Mastery Tests
* Summative Assessment

**Grading**:

|  |  |  |  |
| --- | --- | --- | --- |
| **A = 90+%** | **B = 80+%** | **C = 70+%** | **Below 70%: corrections required** |

**Plagiarism:**

Plagiarized assignments will receive zero credit.

**Writing Assignments**:

All writing must be supported with relevant and accurate examples, facts and details.

All final drafts must be word processed.

**Types of assignments:**

* short answers
* paragraph (summary, paraphrase, commentary, analytic)
* visual (PowerPoint, Google Docs, poster, etc.)
* essays: analytic, commentary, argumentative
* tests

**U.S. History A**

***\*NOTE:*** *Wikipedia is not an acceptable web reference.*

**PLATO** - Internet site:  <https://ple.platoweb.com>

Account Login:   ***SCAS1***

Password: ***password***

Plato Login:\_\_\_\_\_\_\_\_\_\_\_ (first initial, last name)

***\*\* Be sure to click “Save and Exit” in the top right corner before leaving a PLATO assignment.***

* **If this is your first PLATO class, you must start with the Student Orientation. Otherwise you may skip it.**
* **Many web pages throughout the tutorials require you to type an answer, click “Submit”, and self-correct. Do all of these unless the syllabus says to skip them.**
* **On pages you skip, you may need to type an X in the blank assignment in order to progress to the next page.**
* **Remember, some pages need to be printed and handed in to your teacher.**

**To access youtube links, sign in on the computer under the Username of GED and the Password of password.**

**Grading:**

|  |  |  |  |
| --- | --- | --- | --- |
| **A = 90+%** | **B = 80+%** | **C = 70+%** | **Below 70%: corrections required** |

**Unit 1: The Nation’s Beginnings (Prehistory – 1824)**

**1**) **PLATO: Unit 1 - The Historical Process**.

Do the “Gathering and Interpreting Historical Sources” tutorial (*except pg. 12, 16-19, 20-31)*.

No Mastery Test.

Do the “Analyzing Historical Information” tutorial (*except pg. 10 & 15*).

No Mastery Test.

**2)** *Book Chapter 1* -  **Enlightenment and the Great Awakening**

(CA US History Standard 11.1.1, 11.3.2) (CCR RST.9 10.7) (CCS WHST 2.a)

**PLATO: Unit 2 - The Foundation of the United States.**

Do the “Enlightenment and the Great Awakening” tutorial, (*except pg. 23-24*).

Do Mastery Test.

**Project:** *(ask your teacher about art supplies)*

**Make a poster** about the founding of democracy and government:

* Your poster should include pictures and 3-4 sentences about each bulleted item.
* Explain what each is and how it relates to the founding ideas of our nation.
* Although Chapter 2 of the text may provide some information, you will need to research all four:
  + *Athenian Democracy*
  + *Iroquois Confederacy*
  + *Mayflower Compact*
  + *Magna Carta*

**3**) *Book Chapter 1* - **The Role of Religion in the United States**

(CCS 11.3) (CCR WHST.9-10.2)

**PLATO: Unit 2 - The Foundation of the United States.**

Do the “Role of Religion in the United States” tutorial, (except pg. 18 & 21).

Do Mastery Test.

**Project:** Write 2 paragraphs, one answering each question:

* How did the Great Awakening affect the Founder’s relation between church and state?
* How did the Great Awakening affect freedom of religion?

**4)**     *Book Chapter 1* -  **The American Revolution**

(CA US History Standard 11.1.2)(CCR WHST.11-12.5) (CCS WHST.2e)

Watch youtube: The American Revolution From Colonies to Constitution The Road to Revolution

[gettysburg48846](https://www.youtube.com/channel/UCz7kMIexCzattglHMZkODcg)

<https://www.youtube.com/watch?v=lZgc1-nNoYU>

Now watch youtube: The American Revolution From Colonies to Constitution, The War for Independence

[gettysburg48846](https://www.youtube.com/channel/UCz7kMIexCzattglHMZkODcg)

<https://www.youtube.com/watch?v=BknlrzcKIWA>

**Read textbook Chapter 1 pgs 9-14.**

**Project:**

Many important events in the American colonies were happening to lead up to the war.

Make a timeline that should include the following:  

* Choose three British Acts to which the colonists objected. Place them on the timeline.
* Write 2-3 sentences about whom they affected and why they were passed

(3 separate answers for each).

* Write 2-3 sentences outlining how the American colonists responded

(3 separate answers for each).

**5**) *Book Chapter 1* -  **America’s Founding Documents**

(CA US History Standard 11.1.2)(CCR WST.1) (CCS WHST.6)

Watchyoutube.com: America the Story of Us: Declaration of Independence | History [HISTORY](https://www.youtube.com/channel/UC9MAhZQQd9egwWCxrwSIsJQ) \_<https://www.youtube.com/watch?v=yb7MI8NQLoo>

Watch youtube.com: FOUNDING FATHERS US Constitution [BlueHarpFairy73](https://www.youtube.com/channel/UCwg7rODQlbvtp3DIco_OfPA)  <https://www.youtube.com/watch?v=GXJ-q9Z_n-E>

Watch youtube.com: The Story of the Bill of Rights [Jason Milde](https://www.youtube.com/channel/UCRweX9b_lLOktnl74llZ2Ew)

<https://www.youtube.com/watch?v=V2_AheOxX7E>

**Review textbook:**

**pg. D1-4 (Declaration of Independence) & pg. C1-27 (US Constitution)**

**Project:**

* Create a booklet or poster about the Bill of Rights.
* Choose three separate rights from the Bill of Rights that are important to you and answer the following questions about each one.
  + What is it and what does it mean
  + Where in the Constitution is it found?
  + What laws protect it?
  + What are its limits?
  + Why is it important?

**Unit 2: A Union in Crisis**

**6)**     *Book Chapter 2* - **Events Leading to the Civil War**

(CA US History Standard 11.1.4)(CCRS W/WHST.9-10.1) (CCS WHST.8-9)

**PLATO: Unit 3 - A Union in Crisis.**

Do the “Events Leading to the Civil War” tutorial, except pg. 11 & 18.

Do the Mastery Test.

**Project:**

* Write a one-page paper.
* Choose a side: Was John Brown a murderer or martyr?
* Give your reasons and cite your sources.

**7)** Book Chapter 2 - **The Civil War: Battles, Strategies, and Effects**

(CA US History Standard 11.1.4) (CCR WHST.9-10.6) (CCS WHST.4)

**PLATO: Again in Unit 3**

Do the “Civil War: Battles, Strategies, and Effects” tutorial, (except pg. 19).

Do the Mastery Test.

**Project:**

* Research and then make a map of Sherman’s March to the Sea.
* Your map should include pictures and 2-3 sentences about each:
  + The burning of Atlanta
  + The path taken by both wings of Sherman’s army
  + The capture of Savannah
* Then write 3-4 sentences evaluating Sherman’s war policy’s effect on the people of the South.

**8)**     Book Chapter 2 - **Reconstruction** (CA US History Standard 11.1.4) (CCS WHST.9)

**PLATO: Unit 3 - A Union in Crisis**

Do the “Reconstruction” tutorial, (except pg. 5, 12, 20, 28, 34).

No Mastery Test.

**Project: *Create a poster containing a Venn diagram.***

* First define impeachment and explain the process (3-4 sentences at the top of the poster)
* Then compare the impeachment of Andrew Johnson to the impeachment of William Jefferson Clinton by researching and creating a Venn diagram of events for both cases. Compare and contrast the two impeachment trials.

(3-4 bullet points for each side, 1-2 sentences for each point)

**9**) Book Chapter 2 - **The Jim Crow South**

(CA US History Standard 11.5.2)(CCR WHST.9-10.6) (CCS WHST.6)

Watch the following youtube videos:

The Jim Crow South: The Rise and Fall of Jim Crow California Newsreel <https://www.youtube.com/watch?v=ChWXyeUTKg8>

What Were the Jim Crow Laws? Vision Chasers <https://www.youtube.com/watch?v=x21wa9LeuFM>

What Happened at the Seneca Falls Convention? | History [HISTORY](https://www.youtube.com/channel/UC9MAhZQQd9egwWCxrwSIsJQ) <https://www.youtube.com/watch?v=TcYhuG1y3bc>

**Project:**

Create a Google Doc/PowerPoint**;** your document/slide should include:

* 1 slide about 1848 Seneca Falls Convention (picture, 2-3 sentences)
* 1 slide about 1920 The National Woman Suffrage Association (picture, 2-3 sentences)
* 1 slide about the Thirteenth Amendment (picture, 2-3 sentences)
* 1 slide about the Fourteenth Amendment (picture, 2-3 sentences)
* 1 slide about the Fifteenth Amendment (picture, 2-3 sentences)

**10)**     Book Chapter 2 - **The Effects of Westward Expansion**

(CA US History Standard 11.4)(CCR RST. 9-10.7)

**PLATO:**

**Unit 3 - A Union in Crisis**

Do the “Effects of Westward Expansion” tutorial, except p 16 and 22.

Do Mastery Test.

**Project (choose one)**

Create a poster. It should include:

* 1 picture about 1824 Bureau of Indian Affairs (Picture 2-3 sentences)
* 1 picture about 1887 Dawes Act (Picture 2-3 sentences)
* 1 picture about 1934 Indian Reorganization Act (Picture 2-3 sentences)
* 1 picture about 1975 Indian Self-Determination and Educational Assistance Act

(Picture 2-3 sentences)

* Explain how the status of the Native American has changed over time.

**OR**

Write a paper: ***The Morality of Religious Intolerance***

(CA US History Standard 11.5)(CCR W/WHST 9-10.1 ) (CCS WHST.2,8)

Many groups have faced religious intolerance.

Choose one religious group (e.g. Mormon, Catholic, Jewish, Muslim) that have been actively discriminated against.

**Write a two-page paper** that includes reasons for the intolerance and cites one social and one political example of it.

Do they still face religious intolerance today?

Are there other religious groups facing similar problems today?

Compare the two groups and analyze how religious intolerance has affected them.

Cite your sources. Use quotes, when appropriate.

**Unit 3: Rise of the Modern Nation**

**11)**      Book Chapter 3 -  **The Industrial Revolution**

(CA US History Standard 11.2)(CCR W/WHST.9-10.1) (CCS WHST.8-9)

Watch the youtube video: The American Industrial Revolution: [Fred Wille](https://www.youtube.com/channel/UCYLipW_YSpH2Z6HTTw8zUUQ)

<https://www.youtube.com/watch?v=7Cvofeaj0y0>

**PLATO:**

**Unit 4 - The Rise of a Modern Nation**

Do The Industrial Revolution tutorial.

On p7, instead of using the link for Andrew Carnegie, watch the youtube video:

Andrew Carnegie: Nola Shingledecker

<https://www.youtube.com/watch?v=3ye1-6X-NrE>

Print your writing on pg. 25.

Do Mastery Test.

**Project:**

* Write a one-page paper:
* Choose a side: was Andrew Carnegie a “Robber Baron” or a “Captain of Industry”?
* Write a one-page paper demonstrating his influence.
* Cite your sources.

**12**) Book Chapter 3 -  **Immigration in the Late 1800s** (CCS 11.2.1, 11.2.2)

**PLATO**:

Do the Immigration in the 1800’s tutorial.

Instead of the link on p8, watch youtube video:

Immigration in the 1800’s: Maria Spano <https://www.youtube.com/watch?v=iq4NWB8VCYg>

Print pg. 26 after answering.

Do Mastery Test.

**Project:**

* Create a poster with a Venn diagram:
* Compare all three laws listed below.
* Include in the diagram what group of people the acts affected both positively and negatively; give specifics regarding how they were affected.
  + The Alien Acts of 1798
  + The *Chinese Exclusion Act* of 1882
  + California Alien Land Law of 1913

**13)** Book Chapter 4 - **The Populist Movement**

(CA US History Standard 11.2.8)(CCR RST.9-10.7) (CCS WHST.1)

**PLATO:**

Do the Populist Movement tutorial (except pg. 11, 15 & 21).

No test.

**Project:**

* Make a campaign poster for William Bryant.
* It should include a picture and three (3) campaign promises.
* Include one political position that is directly opposed to a political position of McKinley.

**14)**      *Book Chapter 4* - **The Progressive Movement**

(CA US History Standard 11.2.9)(CCR WST.1)(CCS WHST.9)

**PLATO:**

Do The Progressive Era tutorial (except pg. 8 and 26).

Do Mastery Test.

**Project:**

Create a Google Doc/Powerpoint; your Document/PPS should include:

* Definition of the Progressive Movement
* Pictures of child workers
* A first-hand account of working conditions
* Pictures of living conditions for coal mine workers and coal mine owners
* Pictures of living conditions for factory workers and factory owners
* Picture and information of one organization that was founded with this movement and that still exists today
* Was the Progressive Movement successful? Why/why not?

**15)**    *Book Chapter 4* - **Women & African Americans in the Progressive Era**

(CA US History Standard 11.2.9, 11.5.4) (CCR RST.9-10.8)(CCS WHST.4)

**PLATO:**

Do Women and African Americans… tutorial (except pg. 6, 10, 13).

Do Mastery Test.

**Project:** Write a one-page blog:

Write a blog as if you were a living in the U.S. in 1913.

Your blog should include information about what it is like to live in 1913 and general historical events.  It should also include your opinion on voting rights and what you are going to do about it.  It should also talk about why people are against women’s right to vote (3 reasons) and include a counter-argument for each one.

**16)** Book Chapter 5 - **Toward an Imperialist United States**

(CA US History Standard 11.4.4) (CCRS WHST.11-12.5) (CCS WHST.1)

**Read textbook Ch 5**, pg. 138-165

Answer the following questions:

1. How and why did the U.S. take a more active role in world affairs?
2. What were the causes and effects of the Spanish-American War?
3. How did the U.S. extend its influence in Asia?
4. What actions did the U.S. take to achieve its goals in Latin America?

***Project:*** *Big Stick vs Dollar vs. Moral vs Current Diplomacy*

(CA US History Standard 11.4.4, 11.1; CCS WHST.6, WHST.9; CCR WHST 9-10.6; WST.1)

(CCS WHST.8)

Roosevelt, Taft and Wilson all had different diplomatic philosophies.

Create a Venn diagram that includes both similarities and differences of two of these presidents’ policies.  Include their perspectives on:

* Economics
* Immigration
* Security
* Environment
* Humanitarianism

Cite your sources.

**Unit 4: From War to Recovery**

**17)** Book Chapter 6 - **The U.S. Role in World War I**

(CA US History Standard 11.4.5, 11.6) (CCRS SL.9-10.4) (CCS WHST.1)

**PLATO: Unit 5 From War to Recovery**

Do the US Role in WWI tutorial. (Skip pg. 4 & 19).

Do the Mastery Test.

**Project:** “As a woman I can’t go to war, and I refuse to send anyone else.”

- Jeannette Rankin (1st woman elected to Congress)

Write a two-page explanation regarding under which circumstances you think America is justified in going to war. In the past, the U.S. has gone to war to protect itself, to gain economic benefits, to aid allies, to expand the country, and to increase its power and influence.  Support your explanation with specific examples of wars that you think the U.S. should and should not have fought.

**18)** Book Chapter 7 -**The Roaring Twenties**

(CA US History Standard 11.5.5)(CCR WHST.9-10.6) (CCS WHST.6)

**Read the textbook** pg. 211-248.

Watch the youtube video: The Roaring 20s Documentary - World History Project [Thomas Bolles](https://www.youtube.com/channel/UCMELHrvlIeLw1ADxip-3YKg)  <https://www.youtube.com/watch?v=ud_xU3wit-8>

*Then answer the following questions:*

1. How did the booming economy of the 1920s lead to changes in American life?

2. How did domestic and foreign policy change direction under Harding & Coolidge?

3. How did Americans differ on major social and cultural issues?

4. How did the new mass culture reflect technological and social changes?

5. How did African Americans express a new sense of hope and pride?

**Project:**

Create a PowerPoint presentation with a picture and a quote/poem from each writer listed here. Include a picture and one piece of music from each musician below:

Willa Cather, William Faulkner, F. Scott Fitzgerald, Ernest Hemingway, Sinclair Lewis, Edith Wharton, Gertrude Stein, Eugene O’Neill, T.S. Eliot, Langston Hughes, Duke Ellington, Benny Goodman, Louis Armstrong

**19)** Book Chapter 8 - **The Great Depression**

(CA US History Standard 11.6.1,11.6.2)(CCR WHST.9-10.6)(CCS WHST.4)

**Read the textbook Ch 8,** pg. 253-278.

Watch the youtube video: Stories from the Great Depression US National Archives

[https://www.youtube.com/watch?v=TpfY8kh5lUw](https://www.youtube.com/watch?v=_____)

Then answer the following questions:

1. How did the prosperity of the 1920s give way to the Great Depression?

***2***. How did the Great Depression affect the lives of urban and rural Americans?

***3***. Why did Herbert Hoover’s policies fail to solve the country’s economic crisis?

**Project:**

* Create a diagram that illustrates the economic cycle of how the U.S. economic depression led to a worldwide depression.
* The diagram should include at least 5 factors and have one example of each.
* Each example should have 2-3 sentences.

**20**) Book Chapter 9 -**The New Deal**

(CA US History Standard 11.6.4) (CCRS WHST.9-10.2) (CCS WHST.8)

**Read Chapter 9** (pg. 283 - 316) and answer the following questions on paper:

1. How did the New Deal attempt to address the problems of the depression?
2. What major issues did the second new Deal address?
3. How did the New Deal change the social, economic, and political landscape of the U.S. for future generations?
4. How did the men and women of the depression find relief from their hardships in the popular culture?

**Project (choose one):**

Write a two-page paper.  Choose one New Deal program (e.g., SSA, WPA. REA, etc.) Explain:

* What was the program?
* Who did it affect?
* Why was it created?
* Was it successful? (consider the goals of relief, recovery, reform)
* What are its effects today?

    Cite your sources.

**OR:**

*Success of the New Deal*

(CA US History Standard 11.6, CCS WHST.9) (CCR WST.1) (CCS WHST.2, 8)

***Project:*** Create a graph that includes the following economic indicators between 1929-1941.  Include:

* Unemployment rate
* GDP
* National Debt
* Poverty Rate

Then **write 4-5 sentences** about your assessment of the success of the New Deal.

Cite your sources.

**21) Final Project:** *Seeing the Great Depression*

(CA US History Standard 11.6) (CCS SL.3) (CCR WHST.9-10.6)(CCR SL 9-10.4)(CCS WHST.7)

How does photography and seeing a problem influence change?

*Step One:* Perform a Google search for “Great Depression Photography” and look at the photography by clicking images.  Think about the following ideas:

* What do you notice about the expressions on the faces of

the people Dorothea Lange has photographed?

* What do the photos make you feel?
* Think about how those people might have felt.
* What would it take for a mother to put out a sign that reads “4 Children for sale?”

*Step Two*: Choose and print four photos that you find captivating.

*Step Three*: Think about and develop your position as to whether or not government assistance to citizens is warranted in dire circumstances such as these.

*Step Four*: Write a two-page paper (plus photos) that addresses the effects of the Great Depression on Americans.  There were calls by Hoover and conservatives like Alfred Smith not to provide governmental assistance, and there were calls to provide more assistance than the New Deal provided by people like Francis Townsend.  Choose a side and use the four photos to support your position.

The paper should include:

* The four photos you chose
* How the people were affected by the Great Depression
* How the New Deal might have affected them
* One appropriate quote from either Alfred Smith or Francis Townsend
* An explanation of your position with evidence-based rationale.

*Step Five*: This project should be presented orally in a 5-10 minute

summary to your teacher and/or classmates.

**US History A**

**Record Sheet/Student Grades - Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| ***UNIT 1:*** | ***Date*** | ***Hrs.*** | ***Grade*** | ***Teacher Initial*** |
| ***Enlightenment Mastery Test*** |  |  |  |  |
| ***Project 1: Poster*** |  |  |  |  |
| ***Role of Religion Mastery Test*** |  |  |  |  |
| ***Project 2: Paragraphs*** |  |  |  |  |
| ***Project 3: Timeline*** |  |  |  |  |
| ***Project: Booklet or Poster*** |  |  |  |  |

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| ***UNIT 2:*** | ***Date*** | ***Hrs.*** | ***Grade*** | ***Teacher Initial*** |
| ***Events Leading to***  ***Civil War Mastery Test*** |  |  |  |  |
| ***Project 5: 1 pg paper*** |  |  |  |  |
| ***Civil War Mastery Test*** |  |  |  |  |
| ***Project 6: Map (annotated)*** |  |  |  |  |
| ***Project 7:***  ***Poster/Venn diagram*** |  |  |  |  |
| ***Project 8: Doc/PowerPoint*** |  |  |  |  |
| ***Westward Expansion***  ***Mastery Test*** |  |  |  |  |
| ***Project 9:***  ***Poster OR 2-pg paper*** |  |  |  |  |

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| ***UNIT 3:*** | ***Date*** | ***Hrs.*** | ***Grade*** | ***Teacher Initial*** |
| ***Industrial Revolution tutorial pg. 25*** |  |  |  |  |
| ***Industrial Revolution Mastery Test*** |  |  |  |  |
| ***Project 10: 1-pg paper*** |  |  |  |  |
| ***Immigration tutorial pg. 26*** |  |  |  |  |
| ***Immigration Mastery test*** |  |  |  |  |
| ***Project 11: Poster/Venn diagram*** |  |  |  |  |
| ***Project 12: Campaign Poster*** |  |  |  |  |
| ***Progressive Era Mastery test*** |  |  |  |  |
| ***Project 13: Doc/PowerPoint*** |  |  |  |  |
| ***Women/African Americans***  ***Mastery test*** |  |  |  |  |
| ***Project 14: Blog*** |  |  |  |  |
| ***Textbook Chapter 5 questions*** |  |  |  |  |
| ***Project 15: Venn diagram*** |  |  |  |  |

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| ***Unit 4:*** | ***Date*** | ***Hrs*** | ***Grade*** | ***Teacher Initial*** |
| ***US Role WWI Mastery test*** |  |  |  |  |
| ***Project 16: 2-pg explanation*** |  |  |  |  |
| ***Textbook Chapter 7 questions*** |  |  |  |  |
| ***Project 17: PowerPoint*** |  |  |  |  |
| ***Textbook Chapter 8 questions*** |  |  |  |  |
| ***Project 18 Economic diagram*** |  |  |  |  |
| ***Textbook - Chapter 9 questions*** |  |  |  |  |
| ***Project 19:***  ***2-pg paper OR Graph*** |  |  |  |  |

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| **FINAL** | ***Date*** | ***Hrs.*** | ***Grade*** | ***Teacher Initial*** |
| ***Project 20: Research/Photos/***  ***2-pg paper/Oral presentation*** |  |  |  |  |