

American History (11)

Course Objectives

By the end of this course, I will UNDERSTAND...

- ❖ Patterns of change and continuity and the importance of relationships between people and events through time
- ❖ Causes and effects of interactions among societies, including trade, war, and diplomacy
- ❖ Interactions between people and their physical environment
- ❖ Cultural and intellectual developments in societies
- ❖ Social structures and how they influence individuals
- ❖ Why societies create and adopt government and how they address human needs, rights, responsibilities, and citizenship
- ❖ Economic principles and how economies are shaped by geographic and human factors

By the end of this course, I will BE ABLE TO...

- ❖ Apply skills and strategies appropriate for reading nonfiction texts
- ❖ Read, understand, and analyze primary source documents
- ❖ Write with clarity, logic, validity, and effectiveness
- ❖ Respond to document-based questions and essay prompts with clarity and accuracy using the documents as your main source of support
- ❖ Make connections between the world we live in and the class themes
- ❖ Connect God's world with God's Word in terms of creation, the fall, redemption, and restoration

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Course Themes

Theme 1: Humanity's Quest for Meaning

Since humans were created to be in relationship with God, it's our natural inclination to seek out God-sized significance. Unfortunately, due to sin, mankind seeks significance in the things we do/achieve, the world around us, or the stuff we have... not who we are, as image-bearers of God. With this in mind, we will wrestle with the question of where we look for meaning in our lives.

Theme 2: Diversity and Oppression

Our quest to find meaning in achievement or material wealth inevitably results in the exploitation and oppression of others. All Americans are "hyphen-Americans" and on paper that diversity has been celebrated. However, history shows us that there has always been an imbalance, with one group claiming to be "more American" (that is, more deserving of America's inalienable rights) than another group. The question is simple: if history is written by the victors, whose story aren't we hearing? Who are the oppressed?

Theme 3: Becoming People of Justice

Given our true identity as image-bearers, as well as the existence of oppression and exploitation, it is critical that we take seriously the mandate given to us by the One in whose image we are created: to care for the world and for each other. This means actively participating in the cause of the oppressed! As we study history and read a variety of texts, we will explore ways in which we can become people of justice! For all intents and purposes, this is the foundational theme of this course and I will tell you right now: your final project in May will ask you to respond to this question: What does it mean to be a person of justice?

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Unit Breakdown

Unit 1: Colonists, Conquest and a City on a Hill (5 weeks)

- Early Americans (Ch.1)
- European Colonization (Ch. 2)
- Colonial Life (Ch. 3)

Unit 2: Rhetoric, Revolution and Human Rights (5 weeks)

- American Revolution (Ch. 4)
- New Government (Ch. 5)
- New American Republic (Ch. 6)

Unit 3: Agency and Victimhood (5 weeks)

- Rise of Nationalism & the South (Ch. 7)
- Slavery & Reform Movements (Ch. 8)
- Expansion & Conflict (Ch. 9)
- Modern Day Slavery

Unit 4: Civil War and Civil Disobedience (3 weeks)

- Causes of Civil War (Ch. 10)
- Civil War (Ch. 11)
- Reconstruction (Ch. 12)

Unit 5: American Dream, American Reality (8 weeks)

- Urbanization & Industrialization (Ch. 14-16)
- World War I (ch. 17-18)
- Roaring 20s & Great Depression (Ch. 20-21)
- New Deal (Ch. 22)

Unit 6: Stewardship and Power in a Digital Age (5 weeks)

- World War II (Ch. 23-24)
- Cold War (Ch. 25 & 27)
- Technology & Space Race (Ch. 26)

Unit 7: Becoming People of Justice (5 weeks)

- Civil Rights Movement (Ch. 28)
- Vietnam War (Ch. 29)
- 1968 to Present (Ch. 31-33)
- Synthesis of major themes and analysis of current issue
- Becoming People of Justice Essay
- Course Themes Project

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Assessments Overview

Document Based Questions and/or Essay:

Each unit will include an assessment that includes the analysis of primary source documents and students will be asked to respond to short-answer questions or an essay prompt.

Visual Vocabulary Group Project:

In small groups, students will grow in their understanding of the unit vocabulary by making a collaborative Google Slides presentation that includes the following for each word: definition (in your own words), an image that represents the word and makes it memorable, the word used in a sentence, and a personal connection to the word.

Modern Day Slavery Project:

After studying about the Atlantic Slave Trade and the impact that slavery had on the US economy before the Civil War, students will research, analyze, and present to the class on incidents of modern day slavery in the world.

Becoming People of Justice Essay:

Prompt: "What does it mean to be a person of justice?" (2000 words)

Essay must include 4-8 historical references, 4-8 Scripture references, at least two connections to current world issues, and at least two connections to your own life and experience.

Course Themes Project:

Select one of our three major course themes (Humanity's Quest for Meaning; Diversity and Oppression; or Becoming People of Justice). Create a project that demonstrates what you now understand about that theme. Projects could be visual—a painting, a sculpture, a video, a dance; or audible—a poem, a song, a dramatic monologue. The rules are simple: to choose the theme that resonated most with you and to give that theme the very best that your talents have to offer. This is a celebration of learning!