

# Chisholm Trail Academy



United States History, 1965 to Present

Academy Credit: 1 Unit; Southwestern Adventist University Credit (Hist 111): 3 hours Spring 2008

M W F: Section 1, 7:45-9:10 a.m.; T Th F: Section 2, 7:45-9:10 a.m.

Teacher: Mr. Ben Jones III; SWAU Liaison: Professor Steve Jones

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## Course description

This class is a brief account that considers the great ideas, themes, and persons who have affected the lives of the citizens and impacted the development of the United States of America. The class is taught from a chronological perspective that takes into consideration the laws of cause and effect. Students are given opportunity to research and share ideas and concepts with the class both in written and verbal form.

Major topics of discussion include: The Post Civil War Reconstruction Period, the change from a rural to an urban way of life, an intense period of inventive rapid change, America's rise to a world power before and through two world wars, the Cold War, and today's headlines.

## Books, Journals, Newspapers, etc.:

- America, Pathways to the Present. Prentice Hall. Needham, MA. 2003 Edition
- Bury My Heart at Wounded Knee Video, directed by Yves Simoneau
- The Jungle by Upton Sinclair
- "Four Freedoms" Series of Paintings by Norman Rockwell
- "Day of Infamy" Speech by F. D. Roosevelt
- The Grapes of Wrath by John Steinbeck
- All Quiet on the Western Front by Erich Maria Remarque
- The Guns of August by Barbara W. Tuchman
- The Naked and the Dead by Norman Mailer
- "Night", by Elie Wiesel, Excerpt
- *Remembering duty, honor, country - History and politics - MSNBC.com Tom Brokaw: Honor, Duty defined 'The Greatest Generation'*. NBC News anchor shares excerpts from The Greatest Generation
- The Spy Who Came in from the Cold (1963), by John le Carré, Excerpt
- "Letter from Birmingham Jail" by Martin L. King
- "I Have a Dream" Video by Martin L. King
- "Fly Like a Butterfly, Sting Like a Bee" video by Muhammad Ali

## Methods of Instruction

This is a lecture-based class, complemented with outside readings, written essays, and in-class videos and discussion. Students will make and perform brief PowerPoint's of inventions/developments of "great" Americans.

## General Education Objectives

General Education objectives that this course addresses are:

- Expose students to broad areas of knowledge
- Encourage the improvement and refinement of students' academic skills

To achieve expected outcomes relative to those objectives, students passing this class will be able to:

- Read accurately and critically by asking pertinent questions about a text, by recognizing assumptions and implications, and by evaluating ideas

- Read literary texts analytically, seeing relationships between form and content
- Understand the various elements of the writing process, including collecting information and formulating ideas, determining relationships, arranging sentences and paragraphs, establishing transitions, and revising written text
- Use the conventions of standard written English
- Write an organized, coherent, and effective essay
- Recognize basic features and concepts of world geography
- Recognize basic features and concepts of the world's political and economic structures
- Recognize appropriate investigative and interpretive procedures in the social sciences
- Demonstrate basic computer skills appropriate to information literacy
- Utilize interpretive reasoning, strategic reasoning, and adaptive reasoning in all academic subjects

## General purpose of the course

This course is to give you a good, basic overview of United States history from the Civil War to the present day and to provide a solid foundation for more detailed courses in American history.

## Specific Objectives

To gain a broad overview of the second half of American history, as well as the chronologies of that time period. This overview will include the following.

The objectives of the class are

- To broaden students' overall knowledge of the subject area.
- To increase students' writing skills through test elements and essays.
- To increase students' knowledge of rudimentary historical geography.
- To recognize and enhance Christian beliefs and values through the study of American history
- To understand the unique role that the United States has in the world today
- To develop critical thinking and expression skills in the interpretation of human events
- To develop an appreciation of the diversity of the American cultural landscape
- To understand the importance of cause and effect in the development of our nation
- To recognize how the "American way of life" has impacted the rest of the world
- To discuss the role of the individual and his/her responsibility to the state

## General Class Requirements:

- To read all reading materials when assigned (See below)
- To take 2 unit examinations each semester
- To take 1 (comprehensive) semester examination at the end of each semester
- To complete class oral presentations (1 each semester)
- To analyze historical issues and express them clearly in oral and written form
- To take quizzes and do homework assignments responsibly
- To actively participate in class discussions and activities

## Specific Course Requirements/

1. Reading: Daily reading assignments in America, Pathways to the Present. (Quizzes are possible)
2. Additional reading: Dual credit recipients must read an additional book from list of suggestions, evaluated by use of written book reports and interview with teacher
3. Primary Source Materials: speeches, political cartoons, letters, diaries, maps etc.
4. Invention/Development PowerPoints: 3-4 minutes each
5. Three (3) Discovery Essays: 2-3 pages each, handwritten only (instructions on separate sheet)
6. Two Nine Week Exams
7. One Semester Exam

## **Plagiarism and Academic Dishonesty:**

Academic integrity is a personal choice and a specific expectation of this class. Your assignments must be done by you and you alone. Plagiarism is the act of appropriating someone else's work and passing it off as your own. It is not tolerated. Cheating on examinations is also not tolerated. If I find any evidence that you have plagiarized an assignment or cheated on an exam, you will receive a zero score.

## **Late Assignments:**

I *may* infrequently accept late assignments; however I judge them on a case-by-case basis. Any work that comes in after its due date will receive a significant grade penalty.

## **Examinations:**

You will have two regular exams and a final. The final will include material covered since the last exam and a comprehensive element. Each exam will have a mixture of objective and subjective elements. Expect to ascertain the historical significance of events, and their causal relationships. The test will include map and primary source elements.

## **Test Schedule**

Exam I will cover reading assignments, discovery essay data, and lectures up to and including the Revolution.

Exam II will cover reading assignments, discovery essay data, and lectures over transitions, and American growth.

Exam III (Semester examination) covers reading assignments, discovery essay data, and lectures regarding the Civil War, and a comprehensive element.

Grading: Grades will be given according to the following scale:

A	96-100	C+	77-79
A-	90-95	C	74-76
B+	87-89	C-	70-73
B	84-86	D+	67-69
B-	80-83*	D	64-66
		D-	60-63

**\*Only students earning 80-100 above will be eligible to receive college credit.**

I consider class attentiveness, absences, discussion participation, and overall attitude in evaluation of borderline final grades. I will round up no borderline grade unless it first hits the .5 mark of the number below the grade break.

## **Make-up Exams:**

Make every effort to take your exams at the scheduled time. If you need to make-up one of the exams, it is your responsibility to arrange it with me. I will not track you down to arrange it. Make-ups will differ from the original test and may include additional questions.

## **Attendance:**

Excessive absences will lower your grade and may cause you to fail the course. If you miss more than 15 per cent of the class, any credit that is given will be at the discretion of the Academic Standards and Curriculum Committee. The stringent CTA attendance policy is in full effect for this class, which, if disregarded, will bring about discipline from the CTA administration. This may include fines and in school suspensions when appropriate.

## **Behavior:**

Disruptive talking and conversations in the room while I'm lecturing will not be permitted. If a problem develops, any student who disrupts the flow of the class will be dismissed from the classroom and not permitted to return until there is a personal conference with me. If such behavior continues, any student who continues to cause problems will be dismissed from the class on a permanent basis and encouraged to earn credits for this class elsewhere.

## Tentative Class Calendar

<b>Week 1</b>	<b>Topic</b>	<b>Text Reading</b>
Jan. 5-9	Reconstruction South in turmoil Promises, Promises, Promises...	Text, Ch. 17
<b>Week 2</b>		
Jan. 12-16	Expansion-Isolation US & the World US Imperialism T. Roosevelt-biography Spanish-Am War	Text, Ch. 19-Sec. 1
<b>Week 3</b>		
Jan. 19-23	Invention/Development PowerPoint Presentations Student selections on other sheet	Individual Research
<b>Week 4</b>		
Jan. 26-30	Prelude to war Colonial Powers Entangling Alliances Bio Sketch: Sir Maurice de Bunsen October 2, 1914- <i>New York Times</i> Newspaper Assassination <b>Discovery Essay I Due:</b> Why didn't Sir Maurice de Bunsen's Dispatch Make Any Difference?	
Feb. 2-6	CTA Colorado Ski Trip-No School	
<b>Week 5</b>		
Feb. 9-13	US & WWI  WWI-technology WWI-aftermath	Text, Ch. 19-Sec. 2, 3  Text, Ch. 19-Sec. 4
<b>Week 6</b>		
Feb. 16-20	Woodrow Wilson League of Nations Review Examination I	Text, Ch. 19-Sec. 5
<b>Week 7</b>		
Feb. 23-27	US between the wars (Boom Times to Hard Times) Biographical Sketch: Franklin Delano Roosevelt Langston Hughes, Selected Poetry Excerpts Europe between the wars <i>Prelude to War</i> -Video-US Department of Defense, Pub. 1942	Text, Ch. 20, 21, 22
<b>Week 8</b>		

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Art.	Mar 2-6	<b>Discovery Essay II Due:</b> Exam American Values Exhibited by Norman Rockwell's  Rise of Dictatorships Totalitarian States Militarism Japan, Germany, Italy	Text, Ch. 24, Sec. 1, 2
	Mar. 9-13	Spring Break-No School	
<b>Week 9</b>			
	Mar. 16-20	War outbreak in Europe The US and World War II Theaters of War: Western Front Eastern Front Asian Front (Pacific)	Text, Ch. 24, Sec. 3, 4 Text, Ch. 25, Sec. 1 Text, Ch. 25, Sec. 2 Text, Ch. 25, Sec. 4
<b>Week 10</b>			
	Mar. 23-27	Lectures WW II: Unconditional Surrender "Plans and Reality" 'Greatest Generation?' Holocaust	Text, Ch. 25, Sec. 5 Text, Ch. 25, Sec. 3
<b>Week 11</b>			
	Mar. 30-Apr. 3	<b>Discovery Essay III Due:</b> Decision Making Skills: Harry Truman and the bomb. WWII Technology Review/Examination II ~~~~~	
<b>Week 12</b>			
	Apr. 6-Apr. 10	Cold War: Tensions Iron Curtain NATO vs. Warsaw Pact (Hot Spots) <u>The Spy Who Came in from the Cold</u> (1963), by John le Carré, Excerpt Cuban Missile Crisis, October 1963; John F. Kennedy	Text, Ch. 26
<b>Week 13</b>			
	Apr. 13-17	US History, Texas Study Tour: Texas Governmental Centers, Alamo, Nimitz WWII Museum, and the Outdoor WWII Study Program in Fredricksburg, TX	
<b>Week 14</b>			
	Apr. 20-24	The Civil Rights Movement, 1950-1968	Text, Ch. 28
<b>Week 15</b>			
	Apr. 27-May 1	Destination: Viet Nam or the Moon	Text, Ch. 31
<b>Week 16</b>			
Up?	May 4-8	Richard Nixon, Ronald Reagan, and George W. Bush: Will the Real Republican Stand	

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**Week 17**

May 11-15      News Stories of the Week of May 11-15, 2009

**Week 18**

May 18-22      Semester Examination