



## COURSE SYLLABUS

<b>Course:</b>	<b>EDZU 9699 <u>American History for All Educators</u></b>
<b>Credit Hours:</b>	3.0 credits / 45 hours
<b>Instructor:</b>	Richard Acritelli

### Course Description

American History for all Educators is designed to give teachers from the elementary and secondary levels information on the major historical events of our nation. We will look at the formation of America through the major war, presidencies, reform period movements, civil rights, Supreme Court decisions, and the strengths and weaknesses of the United States. The class will utilize DBQ's, Set I and Set II essays, and Regents multiple choice questions that are based upon historical documents. We will analyze assessment and questioning techniques that are best suited for the new changing standards that have occurred in states like New York. There will also be a needed sense of collaboration amongst social studies teachers to address the changes in curriculum and direction for this major subject and how we go forward with these new mandates. Interesting film clips, excellent primary and secondary source readings, documentaries, content from the colonial period to that of today, and much needed information for our students to handle the rigors of a new testing requirements and skills for social studies teachers.

### Course Goals

#### Know

1. The importance of American History and its relevance within our own classrooms.
2. The successes and failures of American presidential leadership.
3. The importance of American domestic and foreign history that pertain to current events.
4. The role of race and ethnic issues that have seen struggles of American citizens to accept the assimilation of new immigrants and the Civil Rights Movement.
5. The importance of writing for our students to be able to clearly express themselves through the expectations that are required of them through state testing.

#### Understand

1. The connections in how history for this country can and will repeat itself.
2. The importance of using primary and secondary source documents that demonstrate the decision-making rationale of our main leaders.
3. The contributions that have been made by American citizens to defend this country during every type of conflict, especially since 9/11/01.
4. The connection of reform towards the needs of our people from the Constitution to the economic,

social, and political concerns of today

### **and To Be Able To**

1. Describe the negative actions of Americans that opposed the United States and threatened the security of this country from the Revolutionary War to recent times.
2. Explain the major causes of the wars/conflicts that the United States has fought from 1789 to present times.
3. Explain the role of sports within American history.
4. Explain the most pressing domestic problems that have impacted this nation since 9/11/01.
5. Connect history to media, film clips, the news, and movies.
6. Create assignments that are aligned with new state standards that rely on reading passages, documents, and the ability to connect historical actions to primary documents.
7. Identify the earliest exploration and colonial attempts by the Europeans to settle in North America.
8. Understand the different tribes in North America, their ways and customs, location, and issues that plagued their growth.
9. Explain the security changes that the United States has faced since 9/11/01 and their relation to our citizens.
10. Explain the role of music, famous historical pictures, and quotes that relate to American history.
11. Describe the serious economic and social concerns that have posed challenges to the domestic peace, stability, and wealth of this nation.

## **Course Outline**

- I. The Thirteen Colonies
  - A. Growth in our nation
  - B. European competition in North America
  - C. British economic and social control over its colonies
  - D. The French and Indian War
  
2. The Revolutionary War
  - A. Resentment of the British - No taxation without representation
  - B. A colonial break with the King and England
  - C. Colonial actions and American nationalism
  - D. The Declaration of Independence
  - E. America at war - 1775 to 1783
  - F. Long Island and the Revolutionary War
  
3. The Constitution
  - A. Supreme Court cases
  - B. Early divisions between Alexander Hamilton and Thomas Jefferson
  - C. General Washington as the first President
  - D. Early lessons
  
4. The Presidents, Broad Executive Powers, Success and Failure

- A. George Washington, Thomas Jefferson, James Monroe, Andrew Jackson, Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, John F. Kennedy, Ronald Reagan, George Bush, Barak Obama.
  - B. Controversial Leadership Actions
  - C. US Foreign Policy, Neutrality, Warfare, Direct Intervention, Cold War, and the War on Terror
  - D. Interpretation of the Constitution, dealing with the Supreme Court, social/economic/political issues that have been seen since the days of Washington
  - E. Much of the American presidential power will be connected to large parts of this outline and the assignments that will be presented to the students
5. Manifest Destiny
- A. Louisiana Purchase
  - B. Spanish Florida
  - C. Texas war for independence
  - D. U.S. - Mexico War
  - E. Oregon Compromise and President Polk
  - F. Representative Abraham Lincoln's doubts on southern expansion
  - G. Free vs. Slave state status
6. Civil War
- A. Robert E. Lee vs. Ulysses S. Grant
  - B. The social, political, economic, and military differences of the North and South
  - C. Military battles
  - D. Sherman's March to the Sea
  - E. Total War
  - F. Abraham Lincoln and his direction of the war
7. Progressive Period
- A. Change in America
  - B. The Progressive President's (Roosevelt, Taft, Wilson)
  - C. Business and social reform
  - D. Survival of the Fittest
  - E. America as a second rate power for its own people (disease, slums, poor wages, no job security and benefits)
8. World War I
- A. Nationalism among the European nations
  - B. The United States feelings on war
  - C. The threat of Germany
  - D. Causes of Americas involvement
  - E. Americas mobilizes for war
  - F. The American war effort
9. The Great Depression
- A. President Hoover's reaction
  - B. The Stock Market Crash
  - C. Unemployment in America
  - D. The Bonus March and Hoovervilles
  - E. The emergence of FDR and the New Deal
  - F. FDR and the Supreme Court

G. FDR and hope for the United States

10. World War II

- A. War clouds in Europe
- B. The United States and the Great Depression
- C. September 1, 1939, the start of war in Europe
- D. Japanese aggression
- E. The attack on Pearl Harbor - December 7, 1941
- F. The United States involvement
- G. Battles, actions, leaders - Victory in Europe and the Pacific

11. The Cold War

- A. The end of World War II
- B. Eastern Europe
- C. The Korean War
- D. The Vietnam War
- E. The Cuban Missile Crisis
- F. Escalation of arms
- G. The Berlin Wall
- H. North Korea vs. South Korea

12. The Civil Rights Movement

- A. Martin Luther King
- B. Brown vs. Board of Education of Topeka
- C. Jackie Robinson and the integration of Baseball
- D. The desegregation of the United States Army
- E. The death of the Civil Rights workers
- F. Muhammad Ali
- G. The government reaction to the Civil Rights Movement

13. The turbulent 1970's

- A. President Nixon
- B. Stagflation
- C. President Ford
- D. Iran Hostage Crisis
- E. The Oil Crisis
- F. The 1980 Hockey Victory
- G. The emergence of Ronald Reagan, "Reaganomics," escalation of the Cold War, AIDS/Crack, and the demise of the economy

14. 1990's - 9/11 and the new American world order

- A. Attacks on America and our interests (USS Cole, World Trade Center, African Embassies, Attack on America). President Bill Clinton and the balancing of the budget, economic prosperity, growth of education and technology.
- B. 9/11/01 and the attacks, war in Iraq and Afghanistan
- C. President Bush and his foreign policy – The Bush Doctrine
- D. The American economy and the Bush Tax Cut's
- E. American terror concerns/color levels
- F. Stronger America vs. less civil liberties and the 2008 economic collapse
- G. The 21<sup>st</sup> Century Presidents

- H. President Obama, the death of Bin Laden, Healthcare, and the Election of 2016
- I. President Donald Trump, tax cuts, deregulation, and impeachment (2) and the election of 2020, COVID-19, and President Joseph Biden

### Methods of Instruction

All students for this course will examine readings, primary and secondary source documents, newspaper stories, video clips, films, pictures, and quotes that are based on the major events, leaders, and actions for this class on American history. Participants will be expected to complete forums, watch films, submit all assignments, and fully complete questions that are based on this course work. All graduate students are receiving college credit are expected complete a paper or lesson plan that is based on the major aspects of this class

*Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class*

### Methods of Assessment

All participants will complete assignments on a daily basis that will be graded on a nightly basis. They are expected fully complete questions, essays/papers, forums, and films that are based on this subject. If a student is taking this course for graduate credit, they will have to complete all of the required assignments, additional work that is marked graduate, and either a paper for the grade of an A, or a lesson plan with materials, for a grad of an B.

*Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.*

### Time Validation

Assignment	Time (in hours)
Lyndon Johnson's War on Poverty Forum: Students will listen to this recording, create their own response, and provide a reply to another classmate (Elementary, Middle, and High School).	1.50
The Presidents of the United States of America (Elementary, Middle and High School): Students will research links that are provided about the powers, actions, success and failures of our leaders from 1789 to the present times.	2.50
Cuban Missile Crisis Lesson Plan of Primary Source Documents or the Interview of an older family member that lived at this moment that our nation almost engaged in a nuclear war: The students will research a government historical link, video, and primary source document, as part of this assignment.	2.50
13 Days Cuban Missile Crisis: Film and Questions to be answered and submitted as an assignment (Elementary, Middle and High School) (All students will pick one film to watch <b>and accompanying questions to</b> during the length of the course.)	3.00

President Roosevelt's First Inaugural Address: All students will listen to speech and answer questions. (Middle School and High School)	2.00
Historic Elections and the Electoral and Popular Vote: <b>Students</b> will analyze the most powerful elections in American history and determine their impact/result on this nation (Elementary, Middle and High School).	2.00
The Presence of George Washington as our first President: <b>Students will read, watch videos, and answer</b> questions <b>reflecting on the</b> historical views of our father of this nation (Elementary, Middle, and High School).	2.00
Controversial Actions of American Presidents: <b>Students will</b> reading, <b>watch videos,</b> and research a <b>primary source document to create an assignment for use in their own classrooms</b> (Elementary, Middle, and High School).	2.00
New Regents Set I and Set II Document Assignment on Early American History within the Presidential Actions of our leadership in the Early Republic: Students will create a brief document based essay assignment for their students (Middle and High School).	2.50
<b>Students will learn about and reflect on the</b> strengths and weaknesses of the 1920's through music, video, and reading assignment and questions (Elementary, Middle, High School).	2.00
The Changing Times of the 1960s: <b>Students will read, listen to music, watch videos, review news clips and answer questions</b> (Middle and High School).	2.00
<b>Students will read and answer questions about</b> the challenges of the 1970's and <b>how they relate to those we face today. These include passages</b> on the Cold War, political instability, the economy, and sports assignment and questions (Middle and High School).	2.00
The 1970's Film Assignment: <b>Students will select one of the following films</b> ( <i>Miracle, Rocky, Argo, All the President's Men, or Invincible</i> ) <b>and respond to accompanying</b> questions (Elementary, Middle, High School).	
Ronald Reagan, the impact of the 1980's, and the Cold War: <b>Students will</b> read, <b>watch</b> videos, and <b>answer questions</b> on the Cold War and domestic leadership (High School).	2.00
Where were you on 9/11/01? <b>Students</b> will analyze three songs that were created to demonstrate the history of this terrorist attack on the United States and the meaning of these lyrics. They will listen to this music and answer questions (Elementary, Middle, and High School).	2.00
<b>Students</b> will answer questions based on the historical events of <b>the</b> movie (Middle and High School) <i>Forrest Gump</i> , <b>and an accompanying Time</b> magazine story.	
<b>Students</b> will analyze pictures and quotes and determine how they could be best used for their students in teaching the major events of the United States. <b>Students</b> will create an assignment for <b>use in their own classrooms</b> (Elementary, Middle, High School).	2.00
<b>Students</b> will read the Declaration of Independence and <b>learn about</b> sacrifices signers <b>made during the Revolutionary War</b> (Elementary, Middle, and High School).	2.00
<b>Students</b> will research and explain two major Civil War <b>battles</b> between the Union and Confederacy. They identify the impact, losses, location, and strength of these battles between the North and South. <b>Students</b> will answer questions that are based on this fighting (Elementary, Middle, and High School).	2.00
<i>Glory</i> , Robert Gould Shaw, the Emancipation Proclamation, and the contributions of the African-American Soldiers during the Civil War: <b>Students</b> will watch one of the assigned films <b>and respond to questions</b> (Elementary, Middle, and High School).	

Students will examine American wars, <b>including</b> deaths, <b>casualties</b> and <b>other</b> sacrifices <b>made</b> during the course of <b>forming</b> our republic. <b>Students will watch</b> films and <b>documentary</b> clips and <b>review facts and related</b> readings. All students will answer questions that are based on the fighting from the Revolution to the War on Terror (Elementary, Middle, High School).	2.00
The Pacific and <i>Band of Brothers</i> , World War II in Europe and the Pacific Theater of Operations: Students will watch three major parts/scenes that are broken up between the two different mini-series and compare and contrast these military actions through written response. They will <b>identify excerpts for possible use with their own students</b> (Elementary, Middle, and High School).	3.00
Students will watch a <i>Frontline</i> documentary <b>and answer questions on its</b> historical year in review from the biggest American stories that faced this nation at home and abroad (Middle and High School).	2.00
Students will identify the role of race and sports within American history. Students will identify the strengths of Hank Aaron, Joe Louis, and Jackie Robinson's role on the Civil Rights Movement. Students will create an assignment with documents on pictures, quotes, and news stories, in how they would best teach about this event.	2.00
<b>Total Time</b>	<b>45.00</b>