
DUAL CREDIT AMERICAN HISTORY

HIS 121: American History to 1865

HIS 122: American History since 1865

ESSENTIAL COURSE INQUIRY to 1865

- 1. What were the motivations of Europeans as they colonized North America? How did the race between Britain, France, & Spain for Continental control impact global institutions and what was the impact on Native Americans?**
- 2. How did historic events and documents of the Enlightenment impact colonial thinking? Analyze and explain the multiple causes of unrest that lead to the American Revolution. How did the Empire, and those loyal to her respond?**
- 3. To what extent were the weaknesses of the Articles of Confederation addressed in the creation of the US Federal Constitution? How were the principles of Self-Government maintained? What debates and deliberation created compromise?**
- 4. How did capitalism and American Exceptionalism inspire Americans to expand the Nation? Analyze the impact of this growth. Were the results of westward expansion justified by Manifest Destiny and Nationalism? Why or why not?**
- 5. To what extent was the issue of slavery the primary cause for the Civil War? Identify multiple ways that the country was torn apart by this “peculiar institution,” then judge President Lincoln’s attempt to hold the Nation together.**
- 6. To what extent did the war and reconstruction alter American society? How was the War a catalyst for the Industrial Revolution and what impact did it have on American society in the years immediately following? Likewise, how were national politics changed?**

FINAL ASSESSMENT WILL INVOLVE A STUDENT GENERATED QUESTION EXTENDING THEIR OWN INQUIRY

DUAL CREDIT AMERICAN HISTORY

HIS 121: American History to 1865

HIS 122: American History since 1865

ESSENTIAL COURSE INQUIRY since 1865

- 1. What were the important changes brought about by the Progressive Movement as it responded to the “Gilded Age?” How were American lives changed in comparison to the years prior to the movement? What is the appropriate role of government in regulating the economy?**
- 2. Was the United States justified in its increasing involvement in world affairs from expansion in the Pacific to joining WWI? How was this new foreign policy different from the years of Isolationism? To what extent was the U.S. government justified in limiting civil liberties at home during WWI?**
- 3. What were the multiple causes that lead to the Great Depression? What divisions existed among Americans as the Depression threatened? To what extent was the New Deal good for America? Return to the question, “What is the appropriate role of government in regulating the economy?”**
- 4. To what extent did the global depression create conditions that lead to war in Europe and Asia? What roles did America play in these struggles? How were race, ethnicity & Nationalism involved? To what extent was WWII a “good (just) war”? How did WWII inspire the Civil Rights Movement at home in the years that followed?**
- 5. How was the foreign policy of the United States different after WWII? To what extent did America’s fear of communism impact domestic and foreign policy? How did the US influence the world culturally, economically & politically during the Cold War? What is our National memory of events in the Cold War? Why did the Soviet Union fall?**
- 6. What is the history of modern racism and poverty in the United States in the last 50 years and how effectively has society challenged discrimination? What part have individuals and grass roots movements addressed Civil Liberties from Native-Americans to African-Americans and Immigrants?**
- 7. Why is the Middle East important to the US and how has the Middle East affected the US foreign policy? How has American need for energy impacted us today? How can the events of 9/11 and War in Iraq and Afghanistan be understood when looking at American interests?**

FINAL ASSESSMENT WILL INVOLVE A STUDENT GENERATED QUESTION EXTENDING THEIR OWN INQUIRY

DUAL CREDIT AMERICAN HISTORY

HIS 121: American History to 1865

HIS 122: American History since 1865

POSSIBLE STUDENT PRODUCTS FOR ANSWERING ESSENTIAL QUESTIONS:

Students will be responsible for choosing one product per essential question. All course grades are related to the completion of these products and the sharing of them with other students. A student may develop their own product after sharing the idea with course instructor. Descriptors are intentionally simple to allow for student creativity, but questions must be fully answered using at least 3 secondary academic historic sources and 2 primary source documents with the understanding that more sources will lead to a better product and deeper answer. Each product must be accompanied by complete bibliography.

- Visual presentation such as PREZI that links multiple answers
- Traditional position paper written using Aquinan Model
- Written letters: answered from empathic roles of historic figures (historic fiction)
- Photo Essay that provides a visual history with multiple captions
- Info-gram that looks at the question through data analysis (all graphs and charts included)
- A Concept Illustration that provides answers to question in one visual mural (written explanation included)
- Sociological/Anthropological analysis of the impact of questions on American society
- Read full academic history and review how book answers all elements of essential question (Time can be extended and only the one source required)
- Write a historiography of the event and how the history has changed over time (Time can be extended)
- Journal a biographical time-line of one or more major actors in the history that can answer the question
- Provide 5 physical artifacts and show how they answer the essential question
- Analyze from the perspective of the 5 Institutions of Culture: Family, Religion, Economics, Politics and Education.
- Analyze from Batavia's local perspective to the National view
- Provide a full Marxist analysis from the perspective that "All of history has been nothing but a struggle between the Haves and Have-Nots."
- Interview a living player and create an Oral history that is fully recorded. Corroborate elements of the memory with written sources.
- STUDENT DEVELOPED PRODUCT