**DP History of the Americas - Year One**

The passion for tidiness is the historian’s occupational disease

 Arthur Schlesinger

We hold these truths to be self-evident, that all men are created equal.

 Thomas Jefferson

Welcome to your first year of DP History of the Americas. The study of history should always be an enjoyable endeavor for the story is filled with tales of fascinating people and events, which taken in sum, produce in large part the nation we live in today. Year One is largely focused on topics of the Americas while Year Two takes on a more international flavor. We begin with the American Civil War, an event historian Shelby Foote proclaimed as ‘essential in truly understanding America.’ We’ll take a stand in the ‘Hornet’s Nest’ at Shiloh and watch beloved Robert E. Lee at his lowest point above the wheatfield at Gettysburg. In many ways the Civil Rights era, our second topic, was the long-awaited conclusion to the Civil War. From the  Freedom Rides in Alabama to the drug-inspired search for truth in Haight-Ashbury, the Civil Rights Era saw Americans reevaluate how they viewed one another. We end the year with a deep study of WWII with a focus on the war itself and the myriad ways in which that terrible conflict impacted the people of the Americas. Tom Brokaw famously labeled the people of that time as ‘the greatest generation’ and we will find out why. The DP requires you to be serious and responsible as a student as much of your learning will depend on it. We will also have a great time together and I sincerely hope that you enjoy the experience.

Classroom rules and procedures

* Be in class on time
* iPads, laptops, and cellphones are encouraged but are to be used with teacher’s approval. Devices taken up during class can be sent to the school office
* Be respectful of your classmates, teacher, and the learning environment
* Assignments, notes, supplemental material, study guides, and notices will be updated regularly on ManageBac.
* If you are absent, please check ManageBac regularly for any assignments you may have missed!
* My classroom is always open.  If you have any questions or concerns, you can email me at mcgann\_alexander@hcde. Unless told otherwise, assignments will be sent / shared to mcgannhistory21@gmail.com.

Grade Breakdown

Tests / projects %50

Quiz / classwork %30

Homework %20

Part of the challenge presented by our class is the amount of writing, reading, and critical thought required to master the content. Much of the work, however, is student driven which allows you to often times focus your attention on aspects of history that really interest you. Remember, learning should be an enjoyable experience and believe or not, that will always be an important part of our class. Your final grade in this class will depend greatly on your own work ethic, initiative, creativity, and willingness to take a greater ownership in your learning.

Year One Year Two

Civil War Move to Global War

Civil Rights Causes and practices of War

WWII in the Americas The Cold War

External Assessments 20%

**Paper One** (Move to Global War…)

60 minutes

four short-answer / structured questions

25 marks

**Paper Two** (Causes and Practices of War / Cold War) 25%

90 minutes

two extended response questions

40 marks

**Paper Three** (Civil War / Civil Rights / WWII in Americas) 35%

150 minutes

three extended response questions

60 marks

**Internal Assessment** 20%

25 marks

**First Nine Weeks - US Civil War: Causes, course, and effects (1840-1877)**

* Slavery: cotton economy and slavery; conditions of enslavement; adaptation and resistance; abolitionist debate- ideological, legal, religious and economic arguments for and against slavery, and their impact
* Origins of the Civil War:the Nullification Crisis; states’ rights; sectionalism; slavery; political issues; economic differences between the North and South
* Reasons for, and effects of, westward expansion and the sectional debates; the crisis of the 1850’s; compromise of 1850; political developments, including the Lincoln-Douglas debates and the presidential election of 1860
* Union vs. Confederate: strengths and weaknesses; economic resources; role and significance of leaders during the Civil War; role of Lincoln; significant military battles/campaign
* Factors affecting the outcome of the Civil War; the role of foreign relations; the Emancipation Proclamation (1863) and participation of African Americans in the Civil War
* Reconstruction: presidential and congressional plans; methods of southern resistance; economic, social and political successes and failures
* African Americans in the New South: legal issues; the black codes; Jim Crow laws

**Second Nine Weeks  Civil Rights and social movements in the Americas post-1945**

* Indigenous peoples and civil rights in the Americas
* African Americans and the civil rights movement: origins, tactics and organizations; the US Supreme Court and legal challenges to segregation in education; ending of segregation in the south (1955-80)
* Role of MLK Jr. in the civil rights movement; the rise of radical African American activism (‘65-68): Black Panthers; Black Power and Malcolm X; role of governments in civil rights movements in the Americas
* Feminist movements in the Americas; reasons for emergence; impact and significance
* Hispanic American movement in the US; Cesar Chavez; immigration reform

**Third / Fourth Nine Weeks     The Second World War and the Americas 1933-45**

* Hemispheric reactions to the events in Europe; inter-American diplomacy; cooperation and neutrality; FDR’s Good Neighbour policy; its application and effects
* Involvement and participation of any two countries of the Americas in WWII
* Social impact of the Second World War on: African Americans, Native Americans, women and minorities; conscription
* Treatment of Japanese Americans, Japanese Latin Americans and Japanese Canadians
* Economic and diplomatic effects of WWII in any two countries of the Americas
* Reasons for, and significance of, US use of atomic weapons against Japan

**Key points to note**

* Students have a free choice of topic for their historical investigation. The topic need not be related to the syllabus but it must be historical, and therefore cannot be on an event that has happened in the last 10 years.
* A bibliography and clear referencing of all sources **must** be included in the investigation, but these are not included in the overall word count.
* The investigation must be a written piece and should be the work of the individual student. Group work is not permitted.
* The timing of when to complete the internal assessment task is up to the individual teacher. However, it is advisable to start the investigation at least three months prior to the date that samples must be submitted to the moderators.
* The word limit for the historical investigation is 2,200 words. If the word limit is exceeded, then the teacher's assessment must be based on the first 2,200 words. There is no minimum word limit for the historical investigation. However, work that falls significantly below the maximum word limit is unlikely to meet all the stated requirements for the task and is likely to receive low marks overall.
* The historical investigation must be presented in three sections, with an accompanying bibliography. Below are suggested word allocations for each section of the historical investigation. Please note that these word allocations are suggestions only.

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| **Section** | **Suggested word allocation** | **Associated assessment criteria** | **Marks** |
| 1. Identification and evaluation of sources | 500 | A. Identification and evaluation of sources | 6 marks |
| 2. Investigation | 1,300 | B. Investigation | 15 marks |
| 3. Reflection | 400 | C. Reflection | 4 marks |
| Bibliography | Not applicable | Not applicable | Not applicable |
| **Total (maximum word limit)** | **2,200 words** |  | **Total: 25 marks** |

**Please note that there is not a specific criterion relating to, or rewarding, the inclusion of a bibliography. However, clear referencing and a bibliography must be included with every investigation. The investigation must be the student’s own work, and all ideas and work of others must be fully acknowledged. If a student fails to include a bibliography and clear referencing, there is a potential for academic honesty infringement.**

* There will be times this year when we view segments of historical films / videos that may display violence and mature subject matter.