

Advanced Placement United States History - Syllabus

Course Description:

Advanced Placement U.S. History (APUSH) is a challenging course that is designed to be the equivalent of a freshman college course. This course will survey American history from the age of exploration to the present and will examine political, social, cultural, diplomatic/international, economic, and intellectual developments in American society. Emphasis is placed on critical thinking skills, essay writing, interpretation of original documents, and historiography. Students will be expected to come to class prepared to participate in seminar style discussions on the various issues that shaped American history. The skills students will learn and employ as "historians" will not only contribute to a successful learning experience in APUSH, but will also assist students in other academic disciplines.

Course/Student Objectives:

Master a broad body of historical knowledge.

Demonstrate an understanding of historical chronology.

Interpret and apply data from original documents, including cartoons, graphs, letters, etc.

Use historical data to support an argument or position.

Differentiate between different schools of historical thoughts.

Effectively use analytical skills of evaluation, cause and effect, compare and contrast.

Participate in seminar discussions.

Write effective essays that examine critical historical issues.

Work effectively with others to prepare products (original DBQs, class presentations, review sheets for the entire class), and solve problems.

Prepare for and pass the Advanced Placement Exam.

Materials Required - Organization Is Half The Battle!!

A three ring binder (with loose leaf tab/dividers for each unit/topic we will be covering in class) will be your primary notebook that you will keep at home. This notebook containing ALL of your work will be neat and well organized so that all of your work will be at your fingertips.

A "working notebook" that will be brought to school each day will include your work for the current unit. You will be asked to hand in your "working notebook" following the unit exam.

Black or blue pen and colored highlighters.

Keys to Success:

A consistent effort.

Working collaboratively with other students.

Spend time each evening on this class.

Attend after school discussion/study sessions throughout the year, and evening and Saturday study sessions prior to the May AP exam.

Embrace the challenges of APUSH with relish - No Whining!

Grading:

Multiple choice exams at the end of each unit and DBQs and FRQs will account for 50% of your semester grade.

Quizzes, which may be unannounced, will account for 25% of your semester grade.

Participation, which includes your notebook and class involvement, will account for 25% of your semester grade.

Plagiarism will result in zero credit and additional disciplinary consequences could include dismissal from the class.

Late Policy:

To receive full credit, all work must be submitted when it is due.

A 50% grade reduction for late assignments will be accepted up to three days. Unexcused absences on an exam day will result in an automatic F on exam and/or DBQ/FRQ.

School/district policy will apply for legitimate absences.

The Final Exam:

All students will take the fall final semester exam. The final exam will mirror the actual AP exam. Students will be required to take a final exam in the spring semester along with the AP exam in May.

TEXTBOOK: THE AMERICAN PAGEANT, Thirteenth Edition by David Kennedy, Lizabeth Cohen, and Thomas A. Bailey, Houghton Mifflin, 2006

Supplemental Texts and other materials:

Taking Sides: Clashing Views on Controversial Issues in American History, Vol. I and II, Eleventh Edition, by Larry Madaras and James M. SoRelle. These two volumes will present students with opposing interpretations of important events in American history by leading historians.

Documents to Accompany America's History, Fifth Edition, Vol. I and II, by Fernland & Yazwa
The American Spirit, Tenth Edition, Vol. 1 and 2, by Bailey and Kennedy

Book reviews from the Nation magazine and other sources.

Presidential speeches including inaugural addresses, and speeches from other men and women who impacted the political, economic, and social history of the United States.

Internet links.

UNIT ONE: Pre-Columbian Societies/Settlement/Colonization – Weeks One and Two

READINGS:

The American Pageant: Chapters 1-5; Include the following in your reading, Makers of America, The Iroquois, Chapter 2; Makers of America, The English, Chapter 3; Varying Viewpoints, Europeanizing America or Americanizing Europe? Chapter 3; Makers of America, From African to African-American, Chapter 4; Varying Viewpoints, Colonial America: Communities of Conflict or Consensus? Chapter 5

Taking Sides, Vol. 1, Issue 2: Was Columbus an Imperialist? Vol. 1, Issue 2: Did Colonial New England Women Enjoy Significant Autonomy? Vol. 1, Issue 5: Was There a Great Awakening in Mid-Eighteenth Century America?

Documents To Accompany America's History: Bartolome de las Casas, Columbus's Landfall (1552); Richard Hakluyt , A Discourse to Promote Colonization (1584); Bartolome de las Casas, History of the Indies (1552); Notes on Indentured Servitude in Virginia (1640); Nathaniel Bacon, Manifesto Concerning the Troubles in Virginia (1676); John Winthrop, A Model of Christian Charity (1630); Transcript of the Examination of Anne Hutchinson (1637); The Navigation Act of 1660; Stono Rebellion in South Carolina (1739); Benjamin Franklin, On Education during the American Enlightenment (1749)

The American Spirit: Framing the Mayflower Compact (1620); The Blue Laws of Connecticut (1672); Jonathan Edwards Paints the Horrors of Hell (1741)

Topics from other reading/internet sources: Africans in early America; Religion and the founding of the American Republic; Spanish colonization.

THEMES/DISCUSSION TOPICS:

Impact of European colonization on Native American society that will include an analysis of pre-Columbian societies in Mesoamerica, the Southwest, and the Mississippi Valley.
Colonization and Settlement of North America by the English, Spanish, French, and Dutch.
Similarities and differences among the English colonies.
Religion in colonial America - Puritans, City Upon A Hill, Religious toleration or the lack thereof, The First Great Awakening.
Indentured servitude and slavery in colonial America.
The role of women in colonial America.

ACTIVITIES:

Analyze passenger lists of ships arriving in America to better understand the composition of early settlements, family patterns, and reasons for settlement.

ASSESSMENT:

Multiple choice exams at the end of the unit. There will be at least one quiz per unit.

One essay will be due or written in class during the unit, and the other essay will be due or written in class at the end of the unit.

Essay Topics:

Impact of Spanish, French, Dutch, and English colonization on Native American societies.
The degree of political, economic, and religious freedom in colonial America.

UNIT TWO: American Revolution/Early Republic – Weeks Three and Four

READINGS:

The American Pageant: Chapters 6-10; Include the following in your reading, Varying Viewpoints, Whose Revolution, Chapter 7; Makers of America, The Loyalists, Chapter 8; The Constitution: Revolutionary or Counterrevolutionary? Chapter 9

Taking Sides, Vol. 1, Issue 6, Was the American Revolution a Conservative Movement?

Documents To Accompany America's History: Declarations of the Stamp Act Congress (1765); John Dickinson, Letter VII from a Farmer (1768); The Boycott Agreements of Women in Boston (1770); Captain Thomas Preston, An Account of the Boston Massacre (1770); Thomas Jefferson, A Summary View of the Rights of British America (1774); Samuel Johnson, On Liberty and Slavery (1775); Thomas Jefferson, Condemning the King on the Issue of Slavery (1776); Thomas Paine, The American Crisis, Number I (1776); Jacob Francis, An African American Recounts His War Service (1775-1777); Virginia Statute of Religious Freedom (1786); Virginia Declaration of Rights (1776); George Clinton, An Attack on the Proposed Federal Constitution (1787); James Madison, The Federalist, No. 10 (1787); Alexander Hamilton, Report on Public Credit (1790); George Washington, Farewell Address (1796); The Sedition Act (1798); Thomas Jefferson, The Kentucky Resolutions (1798); Thomas Jefferson, First Inaugural Address (1801)

The American Spirit: The Proclamation of 1763; Benjamin Franklin Testifies Against the Stamp Act (1766); Conflicting Versions of the Outbreak (1775); Richard Henry Lee's Resolution of Independence (1776); Thomas Jefferson's Declaration of Independence (1776); Daniel Gray Explains the Shaysites' Grievances (1786); George Washington Expresses Alarm (1786); Thomas Jefferson Favors Rebellion (1787)

Topics from other reading/internet sources: French and Indian War; Thomas Paine; Role of the press; Federalist Papers; Biographies on the Founding Fathers.

THEMES/DISCUSSION TOPICS:

The French and Indian War and its impact on the British colonies in North America.
The changing political and economic relationship between Great Britain and her American colonies.
The Enlightenment and its impact on colonial America.
The Declaration of Independence.
The War of Independence and its consequences on American life.
Republican ideals - race, class, and gender equality. Republican Motherhood
The successes and failures of the Articles of Confederation and the adoption of the Constitution and Bill of Rights.
The significance of the Washington presidency.
The Hamilton and Jefferson visions for America.
The emergence of political parties.

ACTIVITIES:

Analyze first person accounts about the first shots fired at Lexington and Concord to allow students to better understand how personal accounts can be in conflict and how to best interpret first person accounts of an event.

Constitutional Convention Debate – Students represent federalists and anti-federalists and debate the merits of the Articles of Confederation and the Constitution.

Jefferson-Hamilton Debate – Students debate whether the Jefferson or the Hamilton vision would best meet the needs of the nation.

ASSESSMENT:

Multiple choice exam at the end of the unit. There will be at least one quiz per unit.

One essay will be due or written in class during the unit, and the other essay will be due or written in class at the end of the unit.

Essay Topics:

The impact of the French and Indian War (DBQ)

The impact of the American Revolution (DBQ)

The significance of the Declaration of Independence

The relative strengths and weaknesses of the Articles of Confederation and the need for a new constitution.

Analyzing the merits of the Jeffersonian and Hamiltonian visions.

UNIT THREE: The United States Enters the Nineteenth Century – Emerging political, economic, and social tensions. – Weeks Five, Six, and Seven

READINGS:

The American Pageant: Chapters 11-12, and 14-15. Include the following in your reading, Makers of America, The Irish, Chapter 14; Makers of America, The Germans, Chapter 14

Taking Sides, Vol. 1, Issue 8, Was President Thomas Jefferson A Political Compromiser?

Documents To Accompany America's History: Henry Knox, Proposed Indian Policy for the New Republic (1789); John Marshall, Decision in Marbury v. Madison; William Henry Harrison, Speech to Tecumseh and the Prophet (1811) and Report to the Secretary of War (1814); Hartford Convention Resolutions (1814); John Marshall, Decision in Fletcher v. Peck (1810); Daniel Webster, Argument for the Plaintiff in Dartmouth College v. Woodward (1818); Benjamin Rush, The Education of Republican Women (1798); James Madison, The Original Intent and Slavery (1819); Daniel Raymond, The Blight of Slavery (1819); Frederick Law Olmsted, Slave Management on a Mississippi Plantation (1852); Nat Turner, Religion in the Quarters (1832); Alexis de Tocqueville, What Makes Religion Powerful in America? (1831); Thomas Jefferson, Notes on the State of Virginia, Query XIX (1780); A Mill Worker Describes Her Work and Life (1844); Alexis de Tocqueville, The Rise of an Industrial Aristocracy (1831); Charles Grandison Finney, A Conversion Experience (1821)

The American Spirit: A Federalist (Philip Barton Key) Attacks the Embargo (1808); A Jeffersonian (W.B. Giles) Upholds the Embargo (1808); President James Madison's Fateful War Message (1812); John Quincy Adams Rejects a Joint Declaration (1823); Jackson Vetoes the Maysville Road

Bill (1830); Clay Protests (1830); Wage Slavery in New England (1832); The Abuse of Female Workers (1836); Chattel Slavery Versus Wage Slavery (1840)

Topics from other reading/internet sources: Industrial Revolution; Missouri Compromise; History of slavery; Erie Canal; Lowell System; Monroe Doctrine.

THEMES/DISCUSSION TOPICS:

Public policy and economic incentives inspire westward migration.

Impact of westward expansion on Native Americans.

Domestic and foreign policies of Republican presidents between 1800-1824.

The Marshall Court

Republican ideals - egalitarian society, the role of women in a republican society, the social order in the South, an emerging African American culture, Protestant Christianity as a force for social change (Second Great Awakening).

Irish and German immigration, the growing Catholic presence, nativism

An emerging market economy and the beginnings of an industrial revolution (factory life).

Transportation

ACTIVITIES:

Mock trial - Indian Removal: Students participate in a mock trial to determine the correctness of the Indian Removal policies of the 1830s. Reliance on first person accounts.

ASSESSMENT:

Multiple choice exam at the end of the unit. There will be at least one quiz per unit.

One essay will be due or written in class during the unit, and the other essay will be due or written in class at the end of the unit.

Essays Topics:

Thomas Jefferson - The Revolution of 1800

The impact of Republican ideals on the political, economic, and cultural life of the United States, 1776-1860

United States foreign policy, 1789-1825

UNIT FOUR: The Age of Jackson, Political, Economic, and Cultural Changes - Weeks Eight and Nine

READINGS:

The American Pageant: Chapters 13, 16, and portions of 15; Include the following in your reading; Varying Viewpoints, Reform: Who? What? How? And Why? Chapter 15; Varying Viewpoints, What Was the True Nature of Slavery? Chapter 16

Taking Sides, Vol. 1, Issue 10, Was Andrew Jackson's Indian Removal Policy Motivated by Humanitarian Impulses?; Vol. 1, Issue 11, Did Slavery Destroy the Black Family? Vol. 1, Issue 13, Were the Abolitionist "Unrestrained Fanatics"?

Documents To Accompany America's History: James Kent, An Argument against Universal Suffrage (1821); Alexis de Tocqueville, The Tyranny of the Majority (1831); Andrew Jackson, Bank Veto Message (1832); Andrew Jackson and Elias Boudinot, On Indian Removal (1829); South Carolina Ordinance of Nullification (1832); Henry David Thoreau, Walden (1854); William Lloyd Garrison, Commencement of the Liberator (1831); Frederick Douglass, What to the Slave Is the Fourth of July? (1852); Angelina E. Grimke, Breaking Out of Women's Separate Sphere (1838); Elizabeth Cady Stanton, Declaration of Sentiments and Resolutions (1848)

The American Spirit: Senator Robert Hayne Advocates Nullification (1830); Daniel Webster Pleads for the Union (1830); Andrew Jackson Denounces Nullification (1832); Joseph Smith Has a Vision (1820); Ralph Waldo Emerson Chides the Reformers (1844); The "Paradise at Brook Farm (c. 1846); William Harper's Apology (1837); Manifesto of the Anti-Slavery Society (1833); Theodore Dwight Weld Pillories Slavery (1839); Hinton Helper's Banned Book (1857)

Topics from other reading/internet sources: Women in America; Article on Frederick Douglass by Eric Foner; Abolition movement; Slave narratives; Transcendentalist biographies.

THEMES/DISCUSSION TOPICS:

- The rise of popular politics during the 1820s.
- The significance of Andrew Jackson's presidency.
- The origins and ideology of the Whig party.
- The shaping of American culture of the 1820s and 1830s.
- The impact of transcendentalism and communal settlements.
- Literary and artistic expressions.
- The changing public and private roles of women between 1820 and 1860.
- Reform movements and why abolitionism became the dominant American reform movement.
- Southern reaction to the abolitionist movement.

ACTIVITIES:

Mock trial - Indian Removal: Students participate in a mock trial to determine the correctness of the Indian Removal policies of the 1830s. Reliance on first person accounts.

Slavery – A Necessary Evil? Students working in pairs use the 60 Minutes point-counterpoint format to debate the merits of slavery. Unlike the television segment, students will conduct this point-counterpoint activity in writing where one student represents the planter class and the other student represents those who oppose slavery.

ASSESSMENT:

Multiple choice exam at the end of the unit. There will be at least one quiz per unit.

One essay will be due or written in class during the unit, and the other essay will be due or written in class at the end of the unit.

Essay Topics:

- Assessing the Jackson presidency - Include the viewpoints of historians such as Arthur Schlesinger, Robert Remini, and Richard Hofstadter.
- Age of Jackson, political, economic, and social changes, 1815-1860 (DBQ)

UNIT FIVE: Division, Civil War, and Reconstruction – Weeks Ten, Eleven, and Twelve

READINGS:

The American Pageant: Read Chapters 17-22; Include the following in your reading; Varying Viewpoints, The Civil War: Repressible or Irrepressible? Chapter 19; Varying Viewpoints, What Were the Consequences of the Civil War? Chapter 21; Varying Viewpoints, How Radical Was Reconstruction? Chapter 22

Taking Sides, Vol. 1, Issue 14, Have Historians Overemphasized the Slavery Issue as a Cause of the Civil War? Vol. 1, Issue 16, Did Abraham Lincoln Free the Slaves? Vol. 1, Issue 18, Was Reconstruction a "Splendid Failure"?

Documents To Accompany America's History: John L. O'Sullivan, Texas, California, and Manifest Destiny (1845); Salmon P. Chase, Defining the Constitutional Limits of Slavery (1850); John C. Calhoun, A Discourse on the Constitution (1850); The Fugitive Slave Act (1850); The Massachusetts Personal Liberty Act (1855); Charles Sumner, The Crime against Kansas (1856); The Dred Scott Decision (1857); Lincoln-Douglas Debates (1858); Trial of John Brown (1859); The Republican Party Platform of (1860); Abraham Lincoln, The Preliminary Emancipation Proclamation (1862); Abraham Lincoln, The Gettysburg Address (1863); Abraham Lincoln, Second Inaugural Address (1865); Andrew Johnson, Plan of Reconstruction (1865); Carl Schurz, Report on Conditions in the South (1865); The Mississippi Black Codes (1865); Thaddeus Stevens, Black Suffrage and Land Redistribution (1867); The Slaughterhouse Cases (1873)

The American Spirit: Charles Sumner Assails the Texas Grab (1847); President James Polk Justifies the Texas Coup (1845); The President Blames Mexico (1846); David Wilmot Appeals for Free Soil (1847); Daniel Webster Urges Concessions (1850); Stephen Douglas's Popular Sovereignty Plea (1854); Salmon Chase Upholds Free Soil (1854); The Richmond Enquirer is Outraged (1859); Governor J. A. Wise Refuses Clemency (1859); Horace Greeley Hails a Martyr (1859); Lincoln Disowns Brown (1860)

Topics from other reading/internet sources: Manifest Destiny - John O' Sullivan; Secession era editorials; John Brown trial links; Lincoln on slavery; Lincoln's House Divided speech; Frederick Douglass on Lincoln; Joint Committee Report on Reconstruction.

THEMES/DISCUSSION TOPICS:

Manifest Destiny and sectional conflicts
Attempts at compromise and the reaction to those attempts.
The collapse of the Whig party and the birth of the Republican Party.
Abraham Lincoln, his rise to power and his presidency.
Emancipation Proclamation and the role of African Americans in the Civil War.
Military strategies and foreign diplomacy during the Civil War.
The political, economic, and social impact of the Civil War.
Presidential vs. Congressional Reconstruction plans.
Advancements and setbacks for African Americans during Reconstruction.
The impeachment of Andrew Johnson.
The successes and failures of Reconstruction.

ACTIVITIES:

Mock trial of John Brown that allows students to understand what motivated John Brown, and how his actions were viewed in both the North and South.

Student Debate: Resolved – Abraham Lincoln deserves to be known as the “Great Emancipator.” Students will selected Lincoln quotations and analyze his policies as president.
Analysis of Thomas Nast cartoons on Reconstruction.
Students participate in a mock impeachment trial of Andrew Johnson to better understand the circumstances surrounding Johnson’s impeachment and the issue of Reconstruction.

ASSESSMENT:

Multiple choice exam at the end of the unit. There will be at least one quiz per unit.

One essay will be due or written in class during the unit, and the other essay will be due or written in class at the end of the unit.

Essay Topics:

The impact that Manifest Destiny had on American foreign relations and on internal American politics.

Slavery as the divisive issue despite attempts at compromise.

Did the period between 1850 and 1877 result in a "new birth of freedom?" (DBQ)

UNIT SIX: The American West and the Gilded Age – Weeks Thirteen, Fourteen, and Fifteen

READINGS:

The American Pageant: Read Chapters 23, 24, and 26; Include the following in your reading
Varying Viewpoints, The Populists: Radicals or Reactionaries? Chapter 23; Varying Viewpoints, Industrialization: Boon or Blight? Chapter 24; Varying Viewpoints, Was the West Really "Won"? Chapter 26

Taking Sides: Vol. 2, Issue 2, Was John D. Rockefeller A "Robber Baron"? Vol. 2, Issue 3, Were American Workers in the Gilded Age Conservative Capitalists?

Documents To Accompany America's History: Helen Hunt Jackson, A Century of Dishonor (1881); The Dawes Severalty Act (1887); The Chinese Exclusion Act (1882); Henry George, Progress and Poverty (1879); Andrew Carnegie, Gospel of Wealth (1889); Terence V. Powderly, The Army of Unemployed (1887); Testimony before the U.S. Strike Commission on the Pullman Strike (1894); James Bryce, The American Commonwealth (1888); William Graham Sumner, The Forgotten Man (1883); Ida Wells, Lynching at the Curve (1892); Booker T. Washington, Atlanta Exposition Address (1895); W.E.B. Du Bois, Of Mr. Booker T. Washington and Others (1903).

The American Spirit: Chief Joseph's Lament (1879); Henry Grady Issues a Challenge (1889); A Southern Senator Defends Jim Crow (1900); Tom Watson Supports a Black-White Political Alliance (1892)

Topics from other reading/internet sources: Labor history; Samuel Gompers-labor links; Herbert Spencer - Social Darwinism; Cross of Gold speech - William Jennings Bryan.

THEMES/DISCUSSION TOPICS:

The changing relationship between the United States and Native Americans.

The impact that the Industrial Revolution had on the settlement of the West.

How mining, farming, and ranching shaped the development of the West.

Cultural diversity in the West.

The factors that contributed to the growth of industrial capitalism in America after 1877 in both the North and South.

Business practices that contributed to the growth of American industry.

The concept of wealth. -

Working conditions and the struggles of the labor movement.

The role and impact of the major political parties between 1877 and 1900.

The rise and fall of the Populist Party.

The changing political climate in the South and Jim Crow.

ACTIVITIES:

Socratic seminar on Andrew Carnegie's essay, "Wealth." This seminar discussion will allow students to have a better understanding of Social Darwinism and the Gospel of Wealth and to make connections to today's world.

Howard Zinn Seminar: Students will examine the assertions and conclusions advanced by Howard Zinn about the Gilded Age. This will be accomplished by examining relevant primary and secondary sources.

ASSESSMENT:

Multiple choice exam at the end of the unit. There will be at least one quiz per unit.

One essay will be due or written in class during the unit, and the other essay will be due or written in class at the end of the unit.

Essay Topics:

Impact of westward migration on people of color.

Impact of industrialization on different regions and classes of Americans.

An assessment of the positive and negative aspects of the Gilded Age (DBQ)

UNIT SEVEN: Progressive Era – Weeks Sixteen and Seventeen

READINGS:

The American Pageant: Read Chapters 25, 28 and 29; Include the following in your reading; Makers of America, The Italians, Chapter 25; Makers of America, The Environmentalists, Chapter 28; Varying Viewpoints, Who Were the Progressives? Chapter 29

Taking Sides: Vol. 2, Issue, 9, Did the Progressives Fail?

Documents To Accompany America's History: Thorstein Veblen, Conspicuous Consumption (1899); Theodore Dreiser, Sister Carrie (1900); Josiah Strong, The Dangers of Cities (1886); Oliver Wendell Holmes Jr., Dissenting Opinion, Lochner v. New York (1905); Walter Rauschenbusch, The Church and the Social Movement (1907); Lincoln Steffens, Tweed Days in St. Louis (1902); Jane Addams, Twenty Years at Hull House (1910); Margaret Sanger, The Case of Birth Control (1917); Theodore Roosevelt, The Struggle for Social Justice (1912); Woodrow Wilson, the New Freedom (1912)

The American Spirit: Jacob Riis Goes Slumming (1890); The American Protective Association Hates Catholics (1893); Exposing the Meat Packers (1906); Theodore Roosevelt Roasts Muckrakers (1906); The Triangle Shirtwaist Company Fire Claims 146 lives.

Topics from other reading/internet sources: Triangle Shirtwaist Factory fire website/links; Settlement House movement; Progressivism - Theodore Roosevelt and Woodrow Wilson.

THEMES/DISCUSSION TOPICS:

Factors that contributed to the growth of American cities.
The impact of industrialization on urban life.
The impact that class structure, ethnicity, and gender affected urban political affairs.
The emerging urban culture including various forms of entertainment.
The intellectual, political, and social foundations of the progressive movement.
The various reform movements during the Progressive Era.
The progressive policies of Presidents Roosevelt, Taft, and Wilson.
Management of natural resources.

ACTIVITIES:

Debate: Resolved: The Progressive Era reforms significantly improved political, economic, and social conditions in the United States. There will be a focus on issues impacting women, labor, newly arrived immigrants, and African Americans.
Analyze cartoons that depict nativist reaction to the wave of immigrants coming from Eastern and Southern Europe.

ASSESSMENT:

Multiple choice exam at the end of the unit. There will be at least one quiz per unit.

One essay will be due or written in class during the unit, and the other essay will be due or written in class at the end of the unit.

Essay Topics:

Assessing the opportunities that cities provided for both native born Americans and immigrants.
Assessing the impact that American culture in the late 19th and early 20th century had on the lives of Americans.
Assessing how successful the Progressive Era was in addressing the political, economic, and social problems that arose during the Gilded Age. (DBQ)

FALL SEMESTER REVIEW/FINAL EXAM – Weeks Eighteen and Nineteen

Students working in groups will create a DBQ on one of the following themes:

The growth of American democracy.
The impact of racial and ethnic prejudice.
The impact of religion in American history.
The evolving role of women.
Economic transformations.
Diplomatic and foreign policy developments.

Students will present their DBQ to the class in the form of a seminar presentation, video, etc.

Students will write their own individual response to the DBQ they created.

During the two hour final exam, students will answer 80 multiple choice questions from released AP exams, and answer two essay questions.

UNIT EIGHT: Imperialism/Internationalism - Late 19th and Early 20th Century – Weeks Twenty and Twenty-One

READINGS:

The American Pageant: Read Chapters 27 and 30; Include the following in your reading; Varying Viewpoints, Why Did American Become a World Power? Chapter 27; Varying Viewpoints, Woodrow Wilson, Realist or Idealist? Chapter 30

Taking Sides: Vol. 2, Issue, 7, Did Yellow Journalism Cause the Spanish-American War?

Documents To Accompany America's History: Alfred Thayer Mahan, the Influence of Sea Power Upon History (1890); Frederick Jackson Turner, The Significance of the Frontier in American History (1893); Albert J. Beveridge, The March of the Flag (1898); The Philippines Tangle (1899); Mark Twain, To the Person Sitting in Darkness (1901); The Roosevelt Corollary to the Monroe Doctrine (1904, 1905); The Zimmerman Telegram (1917); Woodrow Wilson, War Message to Congress (1917); Robert M. La Follette, Anti-War Speech (1917); George Creel, The Home Front: The Four Minute Men (1920); Woodrow Wilson, Fourteen Points (1918); Henry Cabot Lodge, Speech Before the Senate (1919); W.E.B. Du Bois, Returning Soldiers (1919)

The American Spirit: Joseph Pulitzer Demands Intervention (1897); Professor William Sumner Spurns Empire (1898); Wilson Asks for War on General Huerta (1914); The Text of Article X (1919)

Topics from other reading/internet sources: American imperialism links; Open Door Notes - John Hay; Teller and Platt amendments; Espionage Act of 1917 and Sedition Amendment of 1918.

THEMES/DISCUSSION TOPICS:

Economic interests and overseas expansion.

Causes and consequences of the Spanish-American War.

American foreign policy between 1877 and 1914

America's neutrality and entry into World War I.

President Wilson's efforts to reshape the post war world, and the failure to ratify the Treaty of Versailles.

Red Scare, Palmer Raids, labor and racial unrest following World War I.

ACTIVITIES:

Analyze cartoons on the Panama Canal, Roosevelt's "Big Stick" approach to Latin America, and the Open Door policy to assess the degree that American foreign policy was driven by imperialist motives or by a desire to extend liberty and freedom.

Howard Zinn Seminar: Students will examine the assertions and conclusions advanced by Howard Zinn about U.S. foreign policy between 1865 and 1914. This will be accomplished by examining relevant primary and secondary sources.

Analyze World War I posters to assess the impact that propaganda on life in the United States during World War I.

ASSESSMENT:

Multiple choice exam at the end of the unit. There will be at least one quiz per unit.

One essay will be due or written in class during the unit, and the other essay will be due or written in class at the end of the unit.

Essay Topics:

Assessing the factors that contributed to American foreign policy decisions between 1877 and 1914.

Evaluating American foreign policy and presidential leadership between 1898 and 1920. (DBQ)

UNIT NINE: Roaring 20s-Great Depression-New Deal – Weeks Twenty-Two, Twenty-Three, and Twenty-Four

READINGS:

The American Pageant: Read Chapters 31-34; Include the following in your reading; Examining the Evidence, *The Jazz Singer*, Chapter 31; Varying Viewpoints, How Radical Was The New Deal? Chapter 33

Taking Sides: Vol. 2, Issue, 11, Did the New Deal Prolong The Great Depression?

Documents To Accompany America's History: Bruce Barton, *The Man Nobody Knows* (1925); Robert S. Lynd and Helen Merrell Lynd, *Remaking Leisure in Middletown* (1929); Marcus Garvey, Editorial in *Negro World* (1924); Herbert Hoover's Plan (1931); A Letter to Eleanor Roosevelt (1934); Franklin D. Roosevelt, First Inaugural Address (1933); Huey Long, *The Long Plan*; Norman Thomas, *What Was the New Deal?* (1936); Lorena Hickok's Report on Arizona to Harry L. Hopkins (1934)

The American Spirit: Walter Lippmann Pleads for Sacco and Vanzetti (1927); Senator Huey P. Long Wants Every Man to Be a King (1934); Father Coughlin Demands "Social Justice" (1934 and 1935); Dr. Francis E. Townsend Promotes Old-Age Pensions (1933)

Topics from other reading/internet sources: Scopes trial transcripts; Harlem Renaissance; Jazz Age; Herbert Hoover Presidential Library link; Franklin Roosevelt Presidential Library link; New Deal Gallery; Voices from the Dust Bowl.

THEMES/DISCUSSION TOPICS:

Republican presidents - Business and government as allies in the 1920s.

American foreign policy in the 1920s.

The emergence of a national culture following World War I.

Cultural conflicts in the 1920s – Modernism, religious fundamentalism, and nativism.

Intellectuals and the arts.

Origins and consequences of the Great Depression.
Hoover's response.
The 1932 and 1936 elections.
The New Deal - Short and long term impact, political, economic, and social.

ACTIVITIES:

Students assume the role of an unemployed laborer, a farmer, African American, Hispanic, etc. and write a letter to Eleanor Roosevelt about the difficulties they are facing as a result of the Great Depression, and how the New Deal is addressing the challenges in their lives.
Analyze photographs of the Great Depression.
Analyze charts on the American economy during the Great Depression.

ASSESSMENT:

Multiple choice exam at the end of the unit. There will be at least one quiz per unit.

One essay will be due or written in class during the unit, and the other essay will be due or written in class at the end of the unit.

Essay Topics:

Assess political, economic, and cultural/social developments during the 1920s.
Assess whether Franklin Roosevelt's presidency (1933-1941) could be considered truly revolutionary when compared to his predecessor, President Hoover. (DBQ)

UNIT TEN: World War II/Early Cold War Years – Weeks Twenty-Five, and Twenty-Six

READINGS:

The American Pageant: Read, Chapters 35 and 36 and portions of Chapters 37 and 38; Include the following in your reading, Varying Viewpoints, World War II: Triumph or Tragedy? Chapter 36; Varying Viewpoints, Who Was to Blame for the Cold War? Chapter 36

Taking Sides: Vol. 2 Issue 12 Did President Roosevelt Deliberately Withhold Information About the Attack On Pearl Harbor From the American Commanders? Vol. 2 Issue 13, Did Communism Threaten America's Internal Security after W.W. II?

Documents To Accompany America's History: Franklin Roosevelt, Fireside Chat on the Great Arsenal of Democracy (1940); Franklin Roosevelt, Four Freedoms Speech (1941); The Atlantic Charter (1941); Norma Yerger Queen, Women Working at the Home Front (1944); Stanley Reed, The U.S. Supreme Court on White Primaries in the South (1944); Wartime Posters: The Japanese and Venereal Disease as Enemies; Studs Terkel, Remembering the War Years on the Home Front (1984); Executive Order 9066; Albert Einstein's Letter to Roosevelt (1939); Henry L. Stimson, The Decision to Use the Atomic Bomb (1945); George F. Kennan, Containment Policy (1947); NSC - 68 (1950); Joseph McCarthy, Communists in the U.S. Government (1950); Brown v. Board of Education of Topeka (1954); The Southern Manifesto (1956); Dwight Eisenhower, Farewell Address (1961)

The American Spirit: Cartoon, Two Views of Isolationism (1936 and 1938); Charles Lindbergh Argues for Isolation (1941); The New York Times Rejects Isolationism (1941); Secretary George

Marshall Speaks at Harvard (1947); President Eisenhower Calls for "Open Skies" (1955); McCarthy Inspires Fear at Harvard (1954)

Topics from other reading/internet sources: FDR's Quarantine speech; Lend Lease; Atlantic Charter; Atomic bomb debate; Holocaust, the American role; African Americans and World War II; Japanese internment - Court cases; Truman Doctrine; Joseph McCarthy and the Red Scare; Cold War links; Brown v. Board of Education; Montgomery bus boycott; Levittown.

THEMES/DISCUSSION TOPICS:

Key elements of American foreign policy prior to World War II.
Roosevelt moves the country away from isolationism.
Life on the home front during World War II - Japanese Americans, African Americans, Jews, Hispanics, and women
Economic impact of World War II.
Migration patterns, including the second wave of African Americans migrating from the South.
Military and diplomatic strategies during World War II. Tehran, Yalta, and Potsdam conferences.
The decision to drop the atomic bomb
The origins of the Cold War and its broad ideological, economic, political, and military components.
The Truman Doctrine and the Marshall Plan.
HUAC, Joseph McCarthy, and the Red Scare.
Civil Rights emerge as a national domestic issue.

ACTIVITIES:

Diary Activity Simulation: An African American, a Japanese American, a Hispanic, a woman, and a Jewish American share their experiences about World War II and the impact that the war had on their lives in the United States. The diary entry by the Jewish American will also explore whether the United States could have done more to save lives during the Holocaust.
Mock trial/class debate/seminar discussion using first person accounts on how the decision to use the bomb was reached and whether the atomic bomb(s) needed to be dropped to end World War II.

ASSESSMENT:

Multiple choice exam at the end of the unit. There will be at least one quiz per unit.

One essay will be due or written in class during the unit, and the other essay will be due or written in class at the end of the unit.

Essay Topics:

Evaluate the factors that contributed that caused the United States to abandon its isolationist policies to a policy of greater engagement prior to Pearl Harbor.
To what extent did the United States live up to its democratic ideals in its treatment of women, African American, Hispanic, Japanese Americans, and Jews during the W.W.II years?
Assess whether it was necessary to use the atomic bomb to bring about an end to W.W.II.
Assess the impact that the Red Scare had on American society during the early Cold War years (1945-1960).

UNIT ELEVEN: Civil Rights/Political/Social Upheaval – Weeks Twenty-Seven and Twenty-Eight

READINGS:

The American Pageant: Read, portions of Chapters 37 and 38 and all of 39; Include the following in your reading; Varying Viewpoints, The Sixties: Constructive or Destructive? Chapter 38

Taking Sides: Was the Americanization of the Vietnam War Inevitable?

Documents To Accompany America's History: Newspaper ads, Help Wanted - Women (1957); Michael Harrington, The Other America (1962); John F. Kennedy, Inaugural Address (1961); Martin Luther King, Letter from Birmingham Jail (1963); Barry Goldwater, Acceptance Speech at the Republican National Convention (1964); Lyndon Johnson, Address at the University of Michigan (1964); The Gulf of Tonkin Resolution (1964); Philip Caputo, The Splendid Little War (1965); Students for a Democratic Society, The Port Huron Statement (1962); National Organization for Women, Statement of Purpose (1966)

The American Spirit: John Kenneth Galbraith Criticizes the Affluent Society (1958); Riders for Freedom (1961); President Johnson Supports Civil Rights (1965)

Topics from other reading/internet sources: American culture, 1950s and 1960s; Voices of the Civil Rights era, Martin Luther King, Malcolm X, etc.; Civil Rights oral history; Port Huron Statement; Lyndon Johnson's 1965 State of the Union speech - "We Shall Overcome"; Lyndon Johnson Great Society speech. Norman Cousins interview on Kennedy and Khrushchev; Cuban Missile Crisis; Vietnam War links; Sixties music - lyrics; Woodstock Festival.

THEMES/DISCUSSION TOPICS:

American prosperity in the Post World War II years. Affluence and poverty.
Social and cultural changes in the 1950s and 1960s. Conformity and social rebellion.
Comparing Kennedy's New Frontier and Johnson's Great Society program.
Cold War confrontations – Berlin, and Cuba.
U.S. involvement in the Vietnam War.
Political turmoil in the United States, including student protests and racial and civil unrest.

ACTIVITIES:

Students listen to and analyze the lyrics of the music of the 1960s to better understand how culture and politics intersected during this era.
Students chart the New Deal and Great Society programs to determine whether President Johnson deserves to be considered a great president in domestic affairs and whether his accomplishments were comparable to Franklin Roosevelt's.
Analyzing political cartoons of this era – Herblock, Paul Conrad, etc.

ASSESSMENT:

Multiple choice exam at the end of the unit. There will be at least one quiz per unit.

One essay will be due or written in class during the unit, and the other essay will be due or written in class at the end of the unit.

Essay Topics:

Assessing the correctness of the viewpoint that the 1950s represented a period of prosperity, conformity and consensus while the 1960s represented a period of turbulence, protest, and disillusionment. (DBQ)

Assess Lyndon Johnson's presidency by comparing the Great Society initiatives with Franklin Roosevelt's New Deal initiatives.

Analyze U.S. involvement in the Vietnam War (1954-1975) to assess Ronald Reagan's conclusion that the Vietnam War was a "noble cause." (DBQ)

UNIT TWELVE: Post Vietnam Years – Weeks Twenty-Nine and Thirty

READINGS:

The American Pageant: Read, Chapters 40-42; Include the following in you reading, Varying Viewpoints, Where Did Modern Conservatism Come From? Chapter 40

Taking Sides: Vol. 2 Issue 16, Did President Reagan Win the Cold War?

Documents To Accompany America's History: Daniel Patrick Moynihan, Memorandum on Benign Neglect (1970); Watergate: Taped White House Conversations (1972); Gloria Steinem, Statement in Support of the Equal Rights Amendment (1970); Phyllis Schlafly, The Power of the Positive Woman (1977); Jimmy Carter, The National Crisis of Confidence (1979); Ronald Reagan, Acceptance Speech, Republican National Convention (1980); George H. W. Bush, Iraqi Aggression in Kuwait (1990); George Gilder, Wealth and Poverty (1981); Jonathan Kozol, Rachel and Her Children (1988); Proposition 187 (1994); The Contract with America (1994); Bill Clinton, State of the Union Address (1996); Bush v. Gore (2000);

The American Spirit: Nixon's Grand Plan on Foreign Policy (1968-1969); President Nixon Outlines His Judicial Philosophy (1971); The First Article of Impeachment (1974); The Supply-Side Gospel (1984); President Reagan Asks for a Tax Cut (1981); Reagan Sees Red in Nicaragua (1986); Tad Szulc, A Journalist Urges Caution in Nicaragua (1986); Four Views on the End of the Cold War (1994); Editor Irving Kristol Defines Neo-conservatism (1993); Lester Thurow Decries Growing Inequality (1995); Robert Samuelson, Immigration and Poverty (1996); Affirmative Action on the Rocks (1996)

Topics from other reading/internet sources: Watergate; The Christian Right; Action - Bakke v. Regents of the University of California; Ronald Reagan's speech in Berlin, "Tear down this wall Mr. Gorbachev;" National Organization for Women; President Carter, Ford, Reagan, Bush (41); Clinton; and Bush (43) presidential links; Clinton impeachment; Gulf War; Election 2000; September 11, 2001;

THEMES/DISCUSSION TOPICS:

Nixon's domestic policies.

Watergate

The Economic Crisis of the 1970s.

Expanding social activism and the conservative reaction.

The Ford and Carter Administrations - domestic and foreign policies.

Reaganomics and the rise of neo-conservatism

The ending of the Cold War.

The Bush (41) administration - domestic and foreign policies.

The rise of Bill Clinton - Clinton domestic and foreign policies.

Republicans regain control of Congress - Contract with America.
Impeachment of Bill Clinton
The election of 2000
9/11 and the Iraq War.
Global Warming
Immigration from the Third World
Globalization and the American economy.

ACTIVITIES:

A mock senate trial if Richard Nixon was impeached
Analyzing political cartoons of this era.

ASSESSMENT:

Multiple choice exam at the end of the unit. There will be at least one quiz per unit.

One essay will be due or written in class during the unit, and the other essay will be due or written in class at the end of the unit.

Essay Topics:

Assess the impact that the Watergate scandal has had on the American presidency from 1974 to the present.
The impact of the neoconservative movement on U.S. foreign policy (1980-present).
Who won the Cold War?
Cultural/social values and the impact of the religious right on American society.

AP EXAM REVIEW - Weeks Thirty-One and Thirty-Two

Students participate in "Presidential Madness" which is a takeoff of "March Madness." This activity will allow students rank the different presidencies and to compare and contrast political, economic and social/cultural developments during different periods in American history.

Evening and Saturday review sessions including a mock AP exam.

AP EXAM

POST AP EXAM UNIT

Students will watch a series of films with an American history theme and participate in activities that will enable them to assess how accurately American history is depicted in the films they watched.

Students will create a chapter for an AP history book that will be published in 2525 that covers the period from 2001 to the present and possible events that may take place between 2007 and 2525.

