

Advanced Placement United States History  
Syllabus

**WilbyHigh Core Values and Beliefs:**

The students, faculty, staff, and administration of Wilby High School will work cooperatively with families, members of the community, and the Board of Education to create a safe, welcoming, and academic environment which embraces, challenges, and nurtures the diverse talents, interests, and learning styles of all its students. All students will leave Wilby High School with the self-respect, respect for others, knowledge, and skills necessary to become independent, intellectually curious, and self-fulfilled members of society.

**Wilby High Academic, Social and Civic Expectations for Students:**

In order to succeed in this course, students will have to demonstrate and fulfill Wilby High School's academic, social and civic expectations for student learning. Each student must be an **effective reader** and an **effective writer**. Active reading, thinking about and analyzing the material is essential. To write effectively, your thoughts must be well organized and your use of language precise and appropriate. To master topics and assignments, a student must be a **self-directed learner** and an **effective problem solver** as you will have to gather and organize substantial amounts of information, master it, and apply it to answer questions and address historical issues and problems. Working with your fellow students in a variety of ways, sharing information and ideas as individuals or in group activities, each student must be a **collaborative and cooperative worker**. Doing all of the above will help you to become a **respectful person** and a **community contributor** who is capable of using his or her knowledge and skills to make valuable contributions to society. Rubrics will be used to measure your relative performance on each of the academic, social and civic expectations.

**Course Introduction:** The past and present are inextricably connected. Christopher Lasch, a famous historian and social critic now deceased, once stated: “The political culture of modern societies consists largely of an implicit argument about the past, and it is the job of historical criticism to make that argument explicit and to point out the political consequences that follow from any given reading of the past.” Much of the current public debates between liberals and conservatives about the proper role of government, presidential leadership/character, the changing roles of women, “family values,” ethnic/racial divisions and identities, immigration laws, class conflicts, regulation of business, protection of civil rights, proper role of the Supreme Court, moral and cultural decline, terrorism, and the appropriate foreign policy for the United States are rooted in different assumptions about and often loose interpretations of this country’s history. A solid grounding in secondary historical sources and **the ability to interpret and analyze primary sources (historical documents)** are essential for students to assess these current public debates within the context of their own informed historical perspective.  
[CR 1b, Cr 1c, CR 5, CR 6, Cr 7]

**Description and Purpose of Course:** This course will provide students with a college-level experience and prepare them for the AP Exam next May. Development of active reading skills, critical thinking skills, **interpretation and analysis of primary sources (historical documents)**, essay writing, and evaluation of historical issues are major components of this course. It is expected that each student will be committed to

completing all readings and assignments. It is also expected that each student will demonstrate a mature dedication to pass the AP Exam.

Course topics include the formation of American colonial society, causes of the American Revolution, development of the American constitution, formation of political parties, Jeffersonian and Jacksonian democracy, slavery and Southern society, nineteenth century reform movements and religion, expansionism and Manifest Destiny, Mexican-American War and its consequences, causes and legacies of the Civil War, Reconstruction and its legacy, industrial society, Gilded Age politics, urban society, immigration, Populism, America's Rise to World Power, Progressivism, World War I, Republican and Cultural Conflict Twenties, Great Depression, New Deal, World War II, Cold War, 1950s America, the Turbulent 1960s and Stagnant 1970s, 1980s and Rise of New Conservatism, and Post-Cold War America.

**Major themes** of the course are:

1. Identity (ID)
2. Work, Exchange & Technology (WXT)
3. Peopling (PEO)
4. Politics and Power (POL)
5. America in the World (WOR)
6. Environment and Geography (ENV)
7. Ideas, Beliefs, and Culture (CUL). [CR 4]

These themes are interwoven throughout the course and will be explored through both extensive secondary readings and the **interpretation and analysis of primary sources (historical documents)**.

### **Historical Thinking Skills**

To think like professional historians, you need to master these historical thinking skills as you progress through the course. [CR 4]

Chronological Reasoning	[CR10]
Historical Causation	
Identify Patterns of Continuity and Change Over Time	[CR 8, CR 9]
Periodization	[CR 10]
Comparison and Contextualization	
Comparison	[CR 11, CR 12]
Contextualization	
Crafting Historical Arguments from Historical Evidence	
Historical Argumentation	[CR 5]
Appropriate Use of Historical Evidence	[CR1b, CR 1C, CR 7]
Historical Interpretation and Synthesis	
Interpretation	[CR 6, CR 10]
Synthesis	[CR 13a, CR 13b]

**Texts and Readings:**

Faragher, John Mack, et. al. Out of Many: A History of the American People. New York: Prentice Hall, 2011. 6th ed. The text book no longer includes access to a web site. (See information in section on web sites which appears later in this syllabus.) [CR 1a]

Weatherbie, Ken L. and Sharon Bollinger. Mapping America: A Guide to Historical Geography Vol.I to 1877. New York: Pearson, 2007. 3rd ed. **This guide helps you to improve to ability to read and historically interpret maps.** [CR 1b]

Weatherbie, Ken L. and Sharon Bollinger. Mapping America: A Guide to Historical Geography Vol. II from 1865. New York: Pearson, 2007. 3rd ed. [CR 1b]

Primary Source Documents for AP U. S. History. New York: Prentice Hall, 2011. **This is a supplement of primary source documents to accompany the text book Out of Many. It includes an essay by Sara Chapman on "How to Read Primary Source Documents."** Documents from this supplement will be used as appropriate to enhance your understanding of course material. [CR 1b]

AP\* DBQ Workbook for AP U. S. History. New York: Prentice Hall, 2011. **This is a workbook of document-based questions for writing DBQ essays to accompany the text book Out of Many. DBQs from this Workbook will be used as appropriate to help develop your DBQ essay writing skills and to deepen your ability to understand and analyze historical issues.**[CR 1b, CR 5]

Berlohovek, John and Steve Kramer. Document-Based Questions Practice. New York: Houghton-Mifflin, 2005. **These document-based questions or DBQs require the analysis and interpretation of primary sources (historical documents). The Course Outline lists DBQs (primary source-based essays) that are required assignments.** [CR 1b, CR 5]

Hilton, Kenneth. Document Based Assessment Activities for U.S. History. Portland, Maine: J. Weston Walch, 1999. **These activities include analysis and interpretation of primary sources (historical documents). The Course Outline lists DBQs (primary source-based essays) that are required assignments.** [CR 1b, CR 5]

Hoffman, Elizabeth Cobbs and Jon Gjerde. Major Problems in American History, Volume I: To 1877. New York: Houghton Mifflin Company, 2007. **This book includes both primary sources (historical documents) and interpretative essays.** [CR 1b, CR 1c, CR 5, CR 6, CR 7]

Hoffman, Elizabeth Cobbs and Jon Gjerde. Major Problems in American History, Volume II: Since 1865. New York: Houghton Mifflin Company, 2007. **This book includes both primary sources (historical documents) and interpretative essays.** [CR 1b, CR 1c, CR 5, CR 6, CR 7]

Madaras, Larry and James M. SoRelle. Taking Sides: Clashing Views on Controversial Issues in American History, Vol. I: The Colonial Period To Reconstruction. Guilford, CT: McGraw-Hill/Dushkin, 2003. Selected articles on issues will be distributed to students. The Course Outline lists specific issues to be discussed. [CR 1c, CR 5, CR 6, CR 7]

Madaras, Larry and James M. SoRelle. Taking Sides: Clashing Views on Controversial Issues in American History, Vol. II: Reconstruction to the Present. Guilford, CT: McGraw-Hill/Dushkin, 2003. Selected articles on issues will be distributed to students. [CR 1c, CR 5, CR 6, CR 7]

McDuffie, Jerome, et al. AP United States History. Piscataway, NJ: Research and Education Foundation, 2002, 2003, 2004, 2006). This volume will be supplied by the instructor to assist students in their preparation for the AP Exam. This AP guide includes practice AP exams and DBQ essays that require the interpretation and analysis of primary sources (historical documents). [CR 1b, CR 1c, CR 3]

**Web sites:** **Learnerator** is a web site which you can consult to aid your study for the course. At the **Learnerator** web site for **AP U. S. History**, you will find review material, numerous study aids, images, maps, with quizzes, primary sources, practice exams and exams. [CR 1b, CR 1c, [CR 3, CR 4, CR 5, CR 6, CR 7, CR 8, CR 9, CR 10, CR 11, CR 12, CR 13a, CR 13b] There are many other web sites that can be useful for your study. These will be brought to your attention as we move through the course material. Simple initiative on your part using a search engine will lead to many web sites on numerous topics in U. S. History. For example you will find many links to web sites at the College Board web site for AP U. S. History.

**Other Requirements and Responsibilities:** Completion of readings, chapter worksheets, and all other assignments and written work, and informed participation in class discussions are expected. Students should maintain a well-organized notebook that will include not only all course notes, but also completed assignments, chapter questions, tests, free response essays **and other graded assignments such as the analysis and interpretation of primary materials as in DBQs, document-based question essays.** Adherence to the above practices is essential; otherwise, you will not perform well in this course. *Please ask questions if you do not understand any of the readings, assignments, lectures or discussions.*

**Grading:** You will be graded on a variety of tasks, including on-line activities for each chapter (covering assignments such as documents, interactive maps, audio resources, tests, summary reviews), exams, [CR 1b] free-writing essays, **document-based essays (this means you will read, interpret and analyze primary sources**, class notes, oral presentations on chapter questions, participation in discussions, research paper, and group work. As you know, the school district also requires **mid-term** and **final** exams. Tests may vary in format.

**Research Paper:** Each student will write a research paper (7 to 10 pages in length). This paper is to be typed, double-spaced, and must include end notes and bibliography (properly formatted in MLA style). Your paper must have a clear and decisive thesis. **You must do research in both secondary and primary sources.** Your bibliography must have a minimum of ten sources. [CR 1b, CR 1c, CR 5, CR 7, CR 13a, CR 13b]

**AP Exam:** The exam will be taken in May 2017. Be mindful to keep up with your readings since time will be needed to review and prepare for the AP exam. In order to pass this exam, you must make a commitment to studying in depth and breadth. You will not succeed by devoting minimal hours to studying the material. You have to be an active reader, writer and active self-directed learner. **It is expected that you will do your absolute best to prepare for the exam and approach this task with much maturity and determination.**

### Course Outline

Readings from Out of Many with chapter numbers are listed as are web sites on various topics. **DBQ essay(an essay in which you will interpret and analyze primary sources)** and Free Response Essay assignments are also listed below. As we move through the text you will receive essay/discussion questions for each chapter. Primary sources from web sites, **Primary Source Documents for AP U. S. History**, the **AP\* DBQ Workbook for AP U. S. History**, **Document-Based Questions Practice booklet and Document Based Assessment Activities for U.S. History** and documents from **Major Problems in American History Vols. I and II**,and primary sources from the**AP United StatesHistory Guide Book** will be used when a **document-based question essay** is assigned. **You will read and analyze the primary sources in each DBQ before you write youessay.** Historical discussion issues from Taking Sides, Vols. I and II are listed in the course outline below. You will read the articles for the indicated issues from Taking Sides and bring your written conclusions to class for discussion. AP United States History by McDuffie is to be used as a review guide as you move through the course andto prepare for the AP test. Due to time limitations, it is not possible to discuss every topic mentioned in the textbook and readings. Students are still responsible for material, even if it is not discussed in class. The course includes discussions and writing about related interpretations of events, how these have changed and how such interpretations continueto shape the way we understand the past.

- Unit 1
- Period I: 1491-1607** [CR 2]  
Collision of Hemispheres and Consequences, European Exploration, Settlement of the "New World" and Colonial Society [CR 3, CR 4]
- A. Introduction to Course and Discussion of Summer Readings  
Comparison/Contrast of Pre-Columbian Indian Societies and Nations  
Early Encounters & Conquests  
Impact of Columbian Exchange (PEO, ENV, POL, CUL, WXT, WOR) [CR 4, CR 8, CR 9, CR 11, CR 12]  
Check of Notebooks for notes on Out of Many, Chaps. 1-7 [CR 1c CR 3, CR 11, CR 12]  
Worksheets for Chapters 4-7 are due the first day of class.
- Test on Presidencies; Test on Political and Physical U.S. Maps** [CR 3]
- Period II: 1607-1754** [CR 2]
- B. Discussion of New World beginnings, planting of English America up to 1750—Students will ompare and contrast the Chesapeake and New England colonies [CR 3, CR 4, CR 9, CR 11]  
Out of Many, Chaps. 1-3.(PEO WXT, POL, ENV, CUL) [CR 1c]
- C. Slavery and Slave Trade, and Growing Ethnic Diversity and Development of Colonial society  
Why and how did slavery become entrenched in North America? (PEO, WOR, ENV, WXT, ID, CUL) [CR3, CR 4, CR 12]  
Out of Many, Chaps. 4-5. [CR 1c]
- D. **DBQ essay on changing demographics, 1660-1775. To what extent was America becoming an ethnically diverse society? Was this diversity comparable to diversity today? This essay requires the analysis and interpretation of primary sources.** (PEO, ID, WOR, ENV, CUL) [CR 1b, CR 4, CR 5, CR 8, CR 9,CR 12, CR 13a, 13b]
- G. **Test on Colonial America, Chaps. 2-5.** [CR 3]
- Unit 2
- Period III: 1754-1800** [CR 2]  
Seven Years' War, Imperial Crisis, Growing Conflicts with Britain and War for Independence (WOR, POL, ENV, CUL) [CR 3, CR 4]
- A. The Road to Revolution, 1750-1776  
Students will identify the causes of the American Revolt [CR 8, CR 9]  
Out of Many, Chap. 6 (POL, CUL) [CR 1c]
- B. The War for Independence  
Out of Many, Chap. 7

C. Test on War for Independence: **Free Response Essay on why Americans won and the British Lost the War for Independence** [CR 3, CR 5, CR 6, CR 8, CR 9, CR 12] or **DBQ Essay on Were the Americans justified in going to war with Britain and declaring independence? (POL, CUL, WOR, ENV)** [CR 1b, CR 3, CR 4, CR 5, CR 7, CR 8, CR 9, CR 12, CR 13a, CR 13b]

Unit 3

Constitution, New Republic, and First American Party System

A. From the Articles of Confederation to the Constitution  
Why did American leaders replace the Articles of Confederation with the Constitution? Compare and Contrast the Articles of Confederation with the Constitution? (POL, CUL) [CR 8, CR 9, CR 11]

Out of Many, Chap. 7, pages 217-233; Chap. 8, pages 236-246.

B. **DBQ essay on Articles of Confederation and the Constitution. This essay requires the analysis and interpretation of primary sources. To what extent did the Constitution address weaknesses in the Articles of Confederation?** (POL, CUL) [CR 1b, CR 5, CR 6, CR 7, CR 8, CR 9, CR 13a, 13b]

C. **EXAM on Confederation and Constitution** [CR 3]

D. **Taking Sides, Vol. I: discussion of Issue 7, Were the Founding Fathers Democratic Reformers? Read the articles from Taking Sides and bring your written analysis to class.** [CR 4, CR 5, CR 6]

E. Challenges of the New Republic and Emergence of Political Parties  
Out of Many, Chap. 8, pages 246-266 (POL, CUL) [CR 1c]

F. TEST: **DBQ essay on development of the first political parties. To what extent did domestic and/or foreign policy issues lead to the creation of political parties? This essay requires the interpretation and analysis of primary sources.**[CR 1b, CR 4, CR 5, CR 6, CR 7, CR 8, CR 9, CR 13a, CR 13b]

Unit 4

**Period IV: 1800-1848** [CR 2]

Jeffersonian Democracy, War of 1812 and Rising Nationalism

A. Jefferson's Presidency, Louisiana Purchase and Causes of War of 1812  
Out of Many, Chap. 9, pages 268-290 (POL, CUL, WOR, ENV)  
[CR 4, CR 8, CR 9]

Web site: **Jefferson Papers**

<http://www.yale.edu/lawweb/avalon/presiden/sou/jeffmes7.htm>

**Read Jefferson's Seventh Annual Message to Congress.**

**What were Jefferson's main concerns and why? Bring your interpretation and analysis of this primary source to class.**

**(POL CUL) [CR 1b, CR 3, CR5]**

**B. Taking Sides, Vol. I, discussion of Issue 8, Was Thomas Jefferson Committed to Bringing an End to Chattel Slavery? Read the articles from Taking Sides and bring your written analysis to class. (ID, POL, CUL, WXT) [CR 1c, CR 4, CR 5, CR 6, CR 7, CR 13a, CR 13 b]**

**C. War of 1812 and Postwar Nationalism, and Diplomatic Achievements of Secretary of State John Quincy Adams (WOR, ID, POL, CUL)**

Out of Many, Chap. 9, pages 290-305 [CR 1c]

**PERIODIZATION: When was the "Era of Good Feelings"?**  
**Many history texts describe the period after the War of 1812 as an Era of Good Feelings. Students will divide into groups and address these questions: What precisely were the beginning and ending years of this period, which are often ill defined? Is "Era of Good Feelings" an accurate label for this period? Is another label more accurate and what would that be? What years and label are best to include in your period? Is there a similar period in U.S.**

**History? ( POL, CUL, WOR) [CR 10, CR 3 CR 11]**

**D. Exam on Chap. 9 [CR 3]**

## Unit 5

Age of Jackson and Second American Party System

A. Ideological and Regional Sources of Jacksonian Democracy

Out of Many, Chap. 11, pages 346-360 (POL, ENV, CUL, ID)  
**[CR 1c, CR 4]**

B. Conflicts during the Jackson Administration, and Emergence of the Whig Party and Second American Party System (POL, CUL, ENV)

Out of Many, Chap. 11, pages 360-378 [CR 1c]

C. Exam on Chapter 11 [CR 3]



D. **Taking Sides, Vol. I: discussion of Issue 9, Was Andrew Jackson’s Indian Removal Policy Motivated by Humanitarian Impulses? Read the articles in Taking Sides and bring your written analysis to class.**  
Also read the primary source, “The Cherokee Nation Pleads to Remain ‘on the Land of Our Fathers,’ from Major Problems in American History Vol. I [CR 3, CR 6, CR 5, CR 1b, CR 1c]

E. **DBQ Essay on to what extent was Jackson’s Indian Removal a just and necessary policy? This essay requires the analysis and interpretation of primary and secondary sources.** (PEO, ID, ENV, POL, CUL) [CR 1b, CR 1c, CR 4, CR 5, CR 6, CR 7, CR 13a, CR 13b]

Unit 6

The South, Slavery, Resistance to Slavery and Defense of Slavery

A. **Roots of the Cotton Kingdom and the Institution of Slavery**  
(WXT, PEO, POL, CUL, ENV) [CR 4, CR 12]  
Out of Many, Chap. 10 [CR 1c]

B. **Causes and Resistance to Slavery and Defense of Slavery**  
(PEO, CUL, POL) [CR 8, CR 9, CR 12]  
Web site: Black Resistance to Slavery  
<http://www.schoolhousevideo.org/Pages/BlackResistSlavery.html>  
**Analyze the primary sources which includes art, pictures/drawings. at this web site. What do these documents reveal about slavery and causes of the resistance to slavery? How does this compare with labor and conflicts in the North? Bring your interpretation and analysis to class.** [CR 1b, CR 4, CR 5, CR 7, CR 8, CR 9, CR 11, CR 12]

C. **EXAM on Chap. 10** [CR 3]

Unit 7 Market Economy and Reform Movements

A. **Market Economy, Capitalists and Workers** (WXT, PEO, ENV, CUL)  
Out of Many, Chap. 12 [CR 1c]

B. **Immigration and Ethnicity, Urban Growth and Reform Movements**  
(PEO, WOR, ID, ENV, WXT, POL, CUL) [CR 4]  
Out of Many, Chap. 13 [CR 1c]

Web site: Antebellum American History—Horace Mann and Dorothea Dix

<http://www.phd.antioch.edu/Pages/horacemann>

**Read the brief biography of Horace Mann.**

**Read the excerpt from Horace Mann’s Report No. 12 of the Massachusetts School Board (1848). Bring your interpretation and analysis of this primary source to class. Why does Mann believe free public education is essential for the survival of a republic?** (POL, CUL) [CR 1b, CR 1c, CR 5, CR 6]

Also read **the primary source**, “Reformer Dorothea Dix Depicts the Horrible Conditions Endured by the Mentally Ill,” from **Major Problems in American History Vol I**. **What abuses does Dix describe? How does she try to appeal to the members of the Massachusetts Legislature for reforms? Bring your written analysis to class** ( POL CUL) [CR 1b, CR 1c, CR 5, CR 6)

Website: Women in America

<http://www.closeup.org/sentimnt.htm>

**Read the Declaration of Sentiments from the Seneca Falls Convention. What were causes of this Convention? What grievances of women are delineated in this document? What changes are called for? How do these compare to Women’s issues today? Bring your interpretation and analysis of this primary source to class.** (ID, POL, CUL, WXT) [CR 1b, CR 1c, CR 4, CR 5, CR 8, CR 9, CR 11CR 13 a, CR 13 b]

C. **TEST** on Chaps. 12-13. [CR 3]

D. **DBQ Essay on Changing Role of Women in Antebellum Era. This essay requires the interpretation and analysis of secondary and primary sources.** (ID, POL, CUL, WXT) [CR 1b, CR 1c, CR 3, CR 5, CR 9, CR 12, CR 13a, CR 13b]

**Period V: 1844-1877**

[CR 2]

Unit 8

Territorial Expansion and Sectional Conflicts

A. Manifest Destiny, Annexation of Texas and War with Mexico  
**(PEO, ID, ENV, POL, CUL, WOR) (CR 4)**

**Out of Many, Chap. 14, pages 454-479** [CR 1c]

- B. **Taking Sides, Vol. I, discussion of Issue 11, Was the Mexican War an Exercise in American Imperialism? How do American Actions compare to the actions of other countries in the 19<sup>th</sup>, 20<sup>th</sup>, and 21s Century? Read the articles from Taking Sides and bring your written analysis to class. (WOR, POL, CUL ENV [CR 1c, CR 3, CR 5, CR 6, CR 8, CR 9, CR 11, CR 12, CR 13b]**
- B. Disputes over Future Status of Western Territories, Free Labor and Slave Labor (PEO, POL, CUL, ENV, WXT)  
Out of Many, Chap 14, pages 480-488 [CR 1c]
- D. Test on Chapter 14. [CR 3]

Unit 9

Road to Disunion, Turbulent 1850s, Secession and Civil War

A.. Turbulent 1850s, Compromise of 1850, Popularity Sovereignty, Kansas-Nebraska Act, Rise of Republican Party, Dred Scott Case, John brown's Raid and Secession (PEO, ENV, POL, CUL, WXT] [CR 4]  
Out of Many, Chap. 15 CR 1c]

B. **DBQ Essay on secession: Why did the South secede from the Union? This essay requires analysis of primary and secondary sources. (POL, ENV, CUL) [CR 1b, CR 1c, CR 3, CR 5, CR 6, CR 8, CR 9, CR 13a)**

C. Beginning of Civil War and Balance of Power (POL, CUL, ENV)  
Out of Many, Chap. 16, pages 528-535 [CR 1c]  
Web site: Abraham Lincoln  
<http://www.netins.net/showcase/creative/lincoln.html>  
**At web site go to Lincoln's speeches and read "The Gettysburg Address," "Lincoln's Speeches to Ohio Regiments," and "Lincoln's Second Inaugural Address." Are there any common themes in these speeches? What accounts for any differences in the speeches? Bring your interpretation and analysis of these primary sources to class. ( POL CUL) CR 1b, CR 5]**

D. **Taking Sides, Vol. I, discussion of Issue 15, Did Abraham Lincoln Free the Slaves (or Did They Free Themselves)? Read the articles from Taking Sides and bring your written analysis to class. (POL, CUL, PEO) [CR 1c, CR 3, CR 5, CR 6, CR 8, CR 9]**

E. The Immense Struggle, Political Conflicts, Major Battles, Turning Points, Weapons Technology, Transportation, and the War's Legacy (**POL, CUL, WXT, ENV**)  
Out of Many, Chap. 16, pages 535-564 [**CR 1c**]

Web site: Civil War

<http://www.cwc.lsu.edu/cwc/links/links9>

**Read the timelines of the Civil War and study the maps. How are the chronology of events and geography linked to political events? Bring written response to class.** (**ENV, POL**) [**CR 1b, CR 3, CR 5, CR 7, CR 11, CR 12**]

**D. Midterm Exam [CR 3]**

Unit 10

Reconstruction and Post-Civil War Politics

A. Freed Slaves, the President, Congress and the Remaking of The Union—Freedmen's Bureau, Civil Rights Act of 1866, 14<sup>th</sup> Amendment, Reconstruction Acts, 15<sup>th</sup> Amendment, KKK and Redeemer Movement (**POL, CUL, ID, CUL, ENV**) (**CR 4**)

Out of Many, Chap. 17 [**CR 1c**]

Web site: Reconstruction, primary source documents.

**B. DBQ Essay: To what extent was Reconstruction a success or failure? This essay requires analysis of primary and secondary sources.** (**POL, CUL, WXT ENV**) [**CR 1b, CR1c, CR 5, CR 13a**]

**Period VI: 1865-1898**

[**CR 2**]

Unit 11

The American West, American Indians and Farming Communities

A. American Indians, Wars, Mines, Farms and Ranches (**PEO, ID, POL, CUL, WXT, ENV**) [**CR 4**]

Out of Many, Chap. 18, pages 604-630 [**CR 1c**]

B. Causes of Changes in Western Landscape and Transformation of Indian Societies (**ENV, POL, ID, PEO**) [**CR 8, CR 9**]

Out of Many, Chap. 18, pages 630-642 [**CR 1c**]

Unit 12

Industrialization, Urbanization and Immigration

A. Entrepreneurs, Large Corporations and Labor Unions (**WXT, POL, ENV**)

Out of Many, Chap. 19, pages 646-663 [**CR 1c**]

Web site: **DBQ Essay on Advantages and Disadvantages of Industrialization**

<http://www.emsc.nysed.gov/ciai/socst/pub/4samus.pdf>

**Go to the website and read over the DBQ requirements and and the sample essays provided? How did the reviewers assess these essays. What were strengths and weaknesses of these essays? Write your essay in consideration of these reviewers observations. (WXT, PEO, CUL, ENV) [CR 1 b, CR 5, CR 6, CR 11, CR 12]**

B. Immigrants, Work, Cities and Politics, Consumer Society and Culture **(PEO, ID, ENV, CUL, POL, WXT) [CR 4]**  
Out of Many, Chap. 19, pages 663-680 **[CR 1c]**

C. **Taking Sides, Vol. II: discussion of Issue 4, Was City Government in Nineteenth America a Conspicuous Failure? Read the articles from Taking Sides and bring your written analysis to class. (POL, ENV, CUL, WXT) [CR 1c, CR 3, CR 5, CR 6, CR 7, CR 8, CR 9, CR 11, CR 12]**

D. EXAM on Chapter 19 **[CR 3]**

Unit 13

Politics and Government in the Gilded Age

A. Growth of Government, Patronage (Spoils) System, Civil Service and the Tariff **(POL, CUL, WOR)**  
Out of Many, Chap. 20, pages 682-688 **[CR 1c]**

B. Causes of Populist Revolt, Currency Issue and Politics in the 1890s **(POL, CUL, WXT)**  
Out of Many, Chap. 20, pages 689-703 **[CR 1c]**

Unit 14

Diplomacy, Economic Expansion, and America's Rise to World Power

A. Creation of Overseas Empire **(WOR, POL, ENV, CUL, WXT, PEO) [CR 4, CR 12]**

Out of Many, Chap. 20, pages 703-718 **[CR 1c]**

Web site: Spanish-American War in Motion Pictures:

The Motion Picture Camera Goes to War

<http://memory.loc.gov/ammem/sawhtml/sawsp1.html>

**Go to the website and review the visual primary resources. How might these visual images of the war have affected**

**attitudes about the war and American policies? Any examples of visual images of war affecting American attitudes and policies in recent times/ Bring your analysis to class.** [CR 1b, CR 3, CR 5, CR 7, CR 8, CR 9, CR 11, CR 12]

B. EXAM on Chapter 20. [CR 3]

C. Problems of a Young World Power (WOR, POL, CUL, ENV)  
Out of Many, Chap. 22, pages 763-769 [CR 1c]

D. **DBQ Essay on American imperialism in the late 19<sup>th</sup>-early 20<sup>th</sup> century. Did the U. S. behave like a European imperialist power in the late 19<sup>th</sup> –early 20<sup>th</sup> century? This essay requires the interpretation and analysis of primary sources.** (WOR, CUL, POL, ENV, PEO) [CR 1b, CR 1c, CR 3, CR 5, CR 11, CR 12, CR 13a]

**Period VII: 1890-1945** [CR 2]

Unit 15

Progressive Era and World War I

A. Causes of rise of Progressive Movement, Complexity of Movement  
And Theodore Roosevelt (POL, CUL, ENV)  
Out of Many, Chap. 21, pages 720-751 [CR 1c]

B. Progressivism and Wilson Administration, Successes and  
Shortcomings (POL, CUL)  
Out of Many, Chap. 21, pages 751-758 {CR 1c}

C. **DBQ Essay: To what extent did the Progressive Movement succeed or fail? This essay requires the interpretation and analysis of secondary and primary sources.** [CR 1b, CR 1c, CR 3, CR 5, CR 6, CR 8, CR 9]

C. World War I, Reasons for U. S. Entry and Impact of U. S. Involvement  
(WOR, POL, CUL) [CR 3, CR 8, CR 9]  
Out of Many, Chap. 22, pages 769-798 [CR 1c]

E. EXAM on Chapters 21 and 22. [CR 3]

Unit 16

Life and Politics in the 1920s and the Coming of the Great Depression

A. The Roaring Twenties, Economic Change and Cultural and  
Regional Conflicts, Immigration and Restriction (POL, CUL, ENV,  
WXT, PEO, ID, WOR) [CR 4]  
Out of Many, Chap. 23, pages 800-824 [CR 1c]

Web site: Roaring Twenties and Great Depression

<http://www.snowcrest.net/jmike/20sdep.html>

**Go to the website and the link to Red Scare Cartoons.**

**Read the summary about the political cartoons and**

**then go to the political cartoons. What do these**

**primary sources reveal about fears of radicalism**

**and immigrants? What do they reveal about cultural**

**conflicts in general? Bring your analysis to class. Do**

**similar fears and conflicts occur in America today?**

**(PEO, ID, POL, CUL, WOR) [CR 1b, CR 3, CR 5, CR 7, CR 8, CR 11, CR 12]**

**B. DBQ Essay on immigration restriction, 1890-1925. What were**

**the causes of immigrants restriction ? This essay requires the**

**analysis and interpretation of secondary and primary sources.**

**(PEO, ID, WOR, POL, CUL, WXT, ENV) [CR 1b, CR 1c, CR 4, CR 5, CR 8 CR 9, CR 13a]**

**C. Politics of the 1920s and causes of the Great Crash (POL, WXT, (CUL)**

**Out of Many, Chap. 23, pages 824-842; Chap. 24, pages 844-853**

**[CR 1c]**

**D. EXAM on material covered from Chaps 23 and 24 in this unit. [CR3]**

## Unit 17

Great Depression and New Deal

**A. FDR and the New Deal, Politics and Programs, Unions and Labor**

**(POL, CUL, ENV, WXT) [CR 3]**

**Out of Many, Chap. 24, pages 854-884**

**B. Depression and Poverty**

**Read the primary source document, Franklin Roosevelt,**

**"Fireside Chat, September 6, 1936." How does this document**

**reflect FDR's style of leadership, his political tactics, and the goals**

**of the New Deal? Any similarities to recent presidents? Bring**

**written analysis to class. (POL, CUL, WXT) [CR 1b, CR 5, CR**

**8, CR 11]**

**C. DBQ or Free Response Essay: To What Extent was the**

**New Deal a success or failure? The essay requires the analysis**

**primary and secondary sources. (POL, CUL) [CR 1b, CR 1c,**

**CR 5, CR 7, CR 8, CR 13a]**

Unit 18

Diplomacy and World War II

A. Foreign Events, Policies and Road to World War II (**WOR, POL, CUL, ENV**)

Out of Many, Chap. 25, pages 886-893 [**CR 1c**]

B. World War II at Home and Abroad (**WOR, POL, ENV, CUL**)

Out of Many, Chap. 25, pages 894-926 [**CR 1c**]

Analyze maps on The War in Europe and The War in the Pacific. What do the maps reveal about how geography affected how and where the war was prosecuted? What do the maps help you understand how geography affected diplomatic agreements among the Allies?

(**POL, WOR, ENV**) [**CR 1b, CR 3, CR 7**]

Web site: World War II: African Americans and the War

<http://www.archives.gov/research/african-americans/ww2-pictures/>

**Go to the Website and go through the primary materials on African Americans experiences in the army, navy and on the homefront. What do these documents reveal about the experience of African Americans during the war? Bring your analysis to class.** (PEO, ID, POL, WOR, CUL, ENV, WXT) [**CR 1b, CR 4, CR 5, CR 7, CR 8, CR 11, CR 13a**]

C. EXAM on Chap. 25

**Period VIII: 1945-1980**

[**CR 2**]

Unit 19

Post World War II, Cold War and the 1950s

A. Postwar Adjustment and Origins of Cold War (**WOR, POL, CUL**)

Out of Many, Chap. 26 (**CR 1c**)

Read the **primary source document** George Marshall, "The Marshall Plan, 1947." What are the essential ideas of this plan? How is it linked with the containment policy? Bring your written analysis to class.

(**WOR, POL, CUL, ENV**) [**CR 1b, CR 5, CR 9**]

**Why did the Cold War Happen? Read the articles by Walter Lafeber and John Lewis Gaddis on the Cold War from Major Problems in American History Vol. II. How do Lafeber's and Gaddis' views differ? What evidence does each supply to support his view? Bring your analysis to class.** (**WOR, POL, CUL, ENV**) [**CR 3, CR 5, CR 6, CR 8 CR 12**]

**Periodization: When did the Cold War begin? Did it begin with the founding of the Soviet Union at the end**



**of World War I, or did it begin during or soon after World War II? Students will divide into three groups and develop alternative models of periodizing the Cold War. (WOR, POL, ENV) [CR 10, CR 11, CR 12]**

- B. 1950s and Intensification of Cold War (WOR, POL, CUL, PEO)  
Out of Many, Chap. 27, pages 968-994 [CR 1c]  
Web site: Primary sources on Dwight Eisenhower and Little Rock School Integration Crisis  
<http://www.eisenhower.archives.gov/dl/LittleRock/littlerockdocuments.html>  
**Go to the web site and read the documents and look also at the pictures. What do these primary resources reveal about President Eisenhower's response to and management of this crisis? Bring your analysis to class.** (PEO, ID, ENV, POL, CUL) [CR 1b, CR 3, CR 4, CR 5, CR 13 a]
- C. **Taking Sides, Vol. II, discussion of Issue 12, Was Dwight Eisenhower A Great President? Read the articles from Taking Sides and bring your written analysis to class.** (POL CUL WOR) {CR 1c, CR 3, CR 5, CR 6, CR8, CR 9]
- D. EXAM on Chap. 26 and Chap 27, pages 968-994 [CR 3]

Unit 20

- The Turbulent 1960s and Stagnant 1970s
- A. JFK, LBJ, New Frontier, Great Society, Civil Rights Movement and Vietnam (POL, CUL, ID, PEO, ENV, WXT) [CR 3, CR 4]  
Out of Many, Chap. 27, pages 994-2004; Chap. 28 and Chap. 29, pages 1048-1078 [CR 1c]
- Go to Chap. 29, Chapter Resources. Read the **primary source document** "President Lyndon Johnson's Defense of the U.S. Presence in Vietnam." Summarize Johnson's arguments for continuing U.S. military presence in Vietnam. Are there any flaws in his arguments? (WOR POL CUL, ENV) Bring your written analysis to class. [CR 1b, CR5, CR 12]
- Read the primary sources, "Reverend Martin Luther King, Jr, Defends Seamstress Rosa Parks, 1955," and "Author Henry Louis Gates Remembers Civil Rights on TV, 1957," from Major Problems in American History Vol. II. How do these primary sources present different perspectives on the Civil Rights Movement? Bring your analysis to class.** (POL, CUL, PEO, ID) [CR1b, CR 5, CR 6, CR 8, CR 12]

B. **DBQ on the Tonkin Gulf Resolution and Vietnam War.**  
**To what extent was the Tonkin Gulf Resolution a reasonable response to events in Vietnam? This essay requires the interpretation and analysis of primary and secondary sources.**  
 (WOR, POL, CUL, ENV) [CR4, CR 1b, Cr1c, CR 5, CR 8, CR 9, CR 12, CR 13a]

C. Nixon, Vietnam, Watergate, and Carter (POL, WOR, CUL, ENV)  
Out of Many, Chap. 29, pages 1078-1090; Chap.30, pages 1092-1112 [CR 1c]

D. EXAM on Chaps. 27, pages 994-200, and Chaps. 28 & 29 [CR 3]

**Period IX: 1980-Present** [CR 2]

Unit 21

1980s and Rise of New Conservatism, 1990s and Post-Cold War America to War on Terrorism (POL, CUL, ENV, WOR) {CR 4}

A. Reagan and New Conservatism, Bush and Clinton (POL, CUL)  
 End of Cold War and American Foreign Policy (WOR)

Out of Many, Chap. 30, pages 1112-1132; Chap. 31, pages 1134-1157 [CR 1c]

Read the **primary source document** T. Boon Pickens, "My Case for Reagan." Why did this businessman support Ronald Reagan? How do Pickens ideas reflect the conservative assumptions of this era? Have any businessmen recently expressed ideas that reflect the political and economic assumptions of the present era. How do they compare with Pickens' ideas? Bring your written analysis to class. (WXT, CUL, POL) [CR 1b, CR 5, CR 11]

B. George W. Bush, War on Terror and President Barack Obama (POL, CUL, WOR)

Out of Many. Chap. 31, pages 1158-1180 [CR 1c]

Read the **primary source document**, George W. Bush, from "National Security Strategy of the United States of America (September 2002)."

What are the main points of President Bush's speech? What does he say the U. S. will do to achieve its goals? How does this speech reflect the issues surrounding the "War on Terror?"

To what extent were Bush's ideas about the "War on Terrorism" continued by President Obama? Bring your written analysis to class. (POL, WOR, CUL)

[CR 1b, CR 3, CR 5, CR 8, CR 9, CR 11, CR 12]

C. EXAM on Chaps. 30-31 {CR 3}

**Review and Preparation for AP Exam** McDuffie, et al., AP United States History

You will make extensive use of McDuffie, reviewing historical periods and taking practice tests which include **DBQ Essays which require you to interpret and analyze primary sources.** You will take the AP Exam in May. **CR 1b, CR 1c, CR 2, CR 3, CR 4, CR 5, CR 6, CR 7, CR 8, CR 9, CR 12]**

**Research Paper**

You will write a research paper of seven to ten pages in length. This paper must be properly formatted in MLA style and include both endnotes and bibliography. You must have a thesis that is supported by evidence and coherent arguments. **You must do research in both primary and secondary sources. You must have a clear and decisive thesis.** [CR 1a, CR 1c, CR 5, CR 12, CR 13a, CR 13b]

**Final Exam in June.**