

AP US History Syllabus Curriculum Map
Gerald O'Connor, River City High School
West Sacramento CA

Curricular Requirements		Page(s)
CR1a	The course includes a college-level U.S. history textbook.	2
CR1b	The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.	2, 5, 6, 8
CR1c	The course includes secondary sources written by historians or scholars interpreting the past.	2
CR2	Each of the course historical periods receives explicit attention.	3
CR3	The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.	6
CR4	The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.	3, 5, 6, 7, 8, 11
CR5	The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation	4, 6, 8, 10, 11
CR6	The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation	5, 6, 7, 8, 9, 10, 11
CR7	The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. — Appropriate use of historical evidence	5, 6, 7, 8, 9, 10, 11
CR8	The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation	6
CR9	The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of change and continuity over time	9, 10
CR10	The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization	10
CR11	The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison	11
CR12	The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization	5, 8
CR13a	The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.	7, 11
CR13b	The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present.	11

Advanced Placement United States History Course Syllabus

Introduction & Purpose for the Course

Welcome to Advanced Placement United States History (APUSH). The College Board's Advanced Placement (AP) program offers a course and exam in AP United States History to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in U.S. history. **This course is designed to provide you with the skills and knowledge necessary to critically analyze problems in US history.** The program prepares you for intermediate and advanced college courses by making demands upon you equivalent to that made by a full-year introductory college course. You will learn to assess historical materials—their relevance, reliability, and importance—and weigh evidence and interpretations presented in historical scholarship. **You will be reading several primary source documents with each unit and learning how to interpret and evaluate them. The course provides you with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays.**

The course is designed to prepare you for the Advanced Placement Exam in United States History offered in May. Many colleges and universities offer students credit or advanced placement based on qualifying scores on the AP Exam, but each school sets its own policies. I will do everything I can to prepare you for both the AP Exam and continued college coursework in future.

Therefore, this class will be difficult and require much more from you than a typical high school course. This is a college course. Because of the comprehensive nature of the AP Exam, there will be a great deal of reading and writing and work will be required during breaks. Students contemplating taking AP US History should weigh their options very carefully before making the commitment required to complete the course.

Course Texts:

The American Pageant, A History of the Republic, 13th Edition. Kennedy, Cohen, & Bailey.

For the Record: A Documentary History of America, Fourth Edition, Shi & Mayer
50 Core American Documents, Christopher Burkett, ed. Ashbrook Center, Ashland University, 2013

AMSCO United States History: Preparing for the Advanced Placement Exam, 3rd Ed., Newman and Schmalbach

Taking Sides: Clashing Views on Controversial Issues in American History, Vols. I & II

A People's History of the United States, Howard Zinn

History in the Making, Kyle Ward

Supplemental readings, newspaper and magazine articles as required

CR1a-c— The course includes a college-level U.S. history textbook, diverse primary sources, and secondary sources written by historians or scholars interpreting the past.

Access to Resources

Our school ensures that each student will be provided with a textbook to keep at home in addition to the class set available at school and copies in the library. Furthermore, each student will have access to support materials for the course, including scholarly,

college-level works that correspond with course topics; writings by major American authors; as well as standard reference works such as encyclopedias, atlases, collections of historical documents, and statistical compendiums, either in the classroom, the library, or via the Internet.

Themes & Historical Thinking Skills

The Curriculum Framework is organized around the following Thematic Learning Objectives:

Identity (ID)

Work, Exchange, and Technology (WXT)

Peopling (PEO)

Politics and Power (POL)

America and the World (WOR)

Environment and Geography (ENV)

Idea, Beliefs, and Culture (CUL)

CR4—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.

The Curriculum Framework includes the following Historical Thinking Skills:

Skill Type	Historical Thinking Skill
I. Chronological Reasoning	1. Historical Causation 2. Patterns of Continuity and Change over Time 3. Periodization
II. Comparison and Contextualization	4. Comparison 5. Contextualization
III. Crafting Historical Arguments from Historical Evidence	6. Historical Argumentation 7. Appropriate Use of Relevant Historical Evidence
IV. Historical Interpretation and Synthesis	8. Interpretation 9. Synthesis

Historical Periods

The course outline is structured around the investigation of course themes and key concepts in nine chronological periods. The instructional importance and assessment weighting for each period varies:

CR2—Each of the course historical periods receives explicit attention.

Period	Date Range	Approximate Percentage of ...		
		Instructional Time	Days	AP Exam
1	1491–1607	5%	5	5%
2	1607–1754	10%	9	45%
3	1754–1800	12%	10	
4	1800–1848	10%	9	
5	1844–1877	13%	10	
6	1865–1898	13%	10	45%
7	1890–1945	17%	14	
8	1945–1980	15%	12	
9	1980–present	5%	5	5%

Grading

The grading scale is as follows: A=90%; B=80%; C=70%; D=60%. This scale applies to tests, quizzes, and assignments. (Also remember the additional benefit of a 5.0 grade; see *Advanced Placement Exam and weighted grades below*.)

Assessments

Your grade will be based on your success in daily participation (10%), in-class work (15%), homework (30%), frequent short quizzes (15%), and end of unit tests (30%).

End of unit tests may include one or more Short-Answer Question, a Long Essay Question (what used to be called a Free Response Question or FRQ) or a Document-Based Question (DBQ).

CR5—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation

Attendance

This course is currently offered only in an 18-week 4x4 block schedule, meeting every day for 90 minutes. Attendance in this class is essential. Much of the material for success is provided through lecture, discussion, and class activity. This is not a correspondence course. Missing class can create serious problems for your success, and continued absences will require transfer to the regular high school course.

Advanced placement exam & weighted grades

The AP Exam is given in May. Registration for the exam takes place in February or March. Although **the exam is not required**, it is highly recommended and may earn college credit and/or advanced placement. Students who fail to take the College Board AP Exam or the AP equivalent exam from the instructor will not receive a weighted grade for the course; weighted grades will only be conferred by the school to students who pass with a grade of C or higher. Passing the AP Exam guarantees no particular grade for the course; course grades and AP exam scores are two different things. The instructor gives the course grade in January or June; College Board releases AP exam scores in July.

Withdrawal after the course begins

Parents and students should understand that—as college-level courses—AP classes do not adhere to the curriculum or pacing of regular high school courses. Allowing students to transfer out of an AP class into a regular high school class after the first week of school presents difficulties for the student, instructors, and the school as a whole (in maintaining adequate and balanced class sizes, for example). This is especially true with a 4x4 schedule.

Therefore, parents will not be allowed to withdraw their child from an AP class after the FIRST FIVE CLASS DAYS of the course.

Parents wishing to withdraw their child from an AP class may do so only after a conference with the AP teacher, administrator, or counselor. Students who are withdrawn from an AP class will be placed in the next lower level course or available elective. Parents and students should understand that there is no guarantee on space availability in these classes after the first week.

Final Exams

At the end of the Fall course, all students will take a final exam. At the end of the Spring course, all students who did not take the AP Exam will be required to take a comprehensive exam **covering the entire course**. This comprehensive exam will take the same form as the AP Exam in May. Students who take the AP Exam will be required to complete all assignments through the end of the course, and may choose to accept the grade they have going into finals week or take the Spring semester final for a chance to improve their class grade. Only scores of 3, 4, or 5 on the final can improve a grade.

Course Schedule

FALL OR SPRING TERM: 18 weeks

Unit 1 – Exploration and Settlement of Colonial America

Periods 1 and 2 (1491-1754)

14 Days

Kennedy, Ch. 1-6

Taking Sides, Issue 2: Was Columbus an Imperialist?

YES: Kirkpatrick Sale, from *The Conquest of Paradise: Christopher Columbus and the Columbian Legacy* (Alfred A. Knopf, 1990)

NO: Robert Royal, from *1492 and All That: Political Manipulations of History* (Ethics and Public Policy Center, 1992) [CR6]

- After receiving primary source analysis instruction using SOAPSTone (Subject, Occasion, Author, Speaker, Tone), the students will analyze the following primary source: Christopher Columbus: Letter to Ferdinand and Isabella of Spain. (CUL-1) [CR7]
- Students will complete a Columbian Exchange Chart and participate in an Inner Outer Circle Seminar on the Columbian Exchange. The chart includes the exchange of plants, animals, diseases and human migrations with a special focus on small pox, corn, sugar, slaves, horses, and religion. (PEO-4) (POL-1)(ENV-1) [CR12]
- Identity (ID): Students will read an excerpt from Crèvecoeur's Letters from an American Farmer, "What is an American?" [CR1b], then take part in a class discussion over the following question: "Has a unique American identity developed on the eve of the American Revolution?" [ID-1] [CR4]

DBQ Essay: Student will write an in-class essay on New England and Chesapeake Regions

Unit 2 – The Revolution and Federalist Period

Period 3 (1754-1800)

10 Days

Kennedy, Ch. 7-10

Taking Sides, Issue 6: Was the American Revolution a Conservative Movement?

YES: Carl N. Degler, from *Out of Our Past: The Forces that Shaped Modern America* rev. ed. (Harper and Row, 1970)

NO: Gordon S. Wood, from *The Radicalism of the American Revolution* (Alfred A. Knopf, 1991) [CR6]

Taking Sides, Issue 7: Were the Founding Fathers Democratic Reformers?

YES: John P. Roche, from “The Founding Fathers: A Reform Caucus in Action,” *American Political Science Review* (December 1961)

NO: Alfred F. Young, from “The Framers of the Constitution and the ‘Genius’ of the People,” *Radical History Review* (vol. 42, 1988)

- Students will analyze primary sources from John Locke and Adam Smith to discover the influence of both authors in mainstream American political and economic values. (WXT-1)(WXT-2)(WXT-6)(WOR-2)(CUL-4) [CR3] [CR4]
- Students will write an essay with a thesis statement for the DBQ from the 2005 AP U.S. History Exam: “**To what extent did the American Revolution fundamentally change American Society?**” [CR5]
- Students will compare and contrast the Articles of Confederation with the Constitution using a Comparison Chart.
- Using SOAPSTone, students will analyze the following primary sources [CR7]:
 - Image: Paul Revere’s version of the Boston Massacre [CR1b]
 - Image: John Trumbull: The Battle of Bunker Hill
 - Document: John Andres to William Barrell: Letter Regarding the Boston Tea Party [CR1b]
 - Document: The Declaration of Independence
 - Document: James Madison Defends the Constitution
 - Document: George Alsop: The Importance of Tobacco

DBQ Essay: Articles of Confederation vs Constitution

Unit 3 – The Eras of Jefferson and Jackson

Period 4 (1800-1848)

9 Days

Kennedy, Ch. 11-14

Taking Sides, Issue 8: Was President Thomas Jefferson a Political Compromiser?

YES: Morton Borden, from *America’s Eleven Greatest Presidents* (Rand McNally, 1971)

NO: Forrest McDonald, from *The Presidency of Thomas Jefferson* (The University Press of Kansas, 1976)

Taking Sides, Issue 10: Was Andrew Jackson’s Indian Removal Policy Motivated by Humanitarian Impulses?

YES: Robert V. Remini, from *Andrew Jackson and the Course of American Freedom, 1822–1832*, vol. 2 (Harper & Row, 1981)

NO: Anthony F. C. Wallace, from *The Long, Bitter Trail: Andrew Jackson and the Indians* (Hill & Wang, 1993) [CR6]

Student Activities:

- Students will map how different social groups were affected by the Louisiana Purchase before 1860 by using region, race, and class as their tools of analysis. **(PEO-3)(WOR-5)(ENV-3)(ENV-4) [CR4] [CR8]**
- Students will examine the presidency and ideology of Thomas Jefferson by completing a President Profile Chart. The students will also examine the goals and accomplishments of Alexander Hamilton by completing an Impact of the Individual Chart. These assignments are designed to help students understand the range of political ideas that led to formation of political parties in the early Republic. **(ID-1)(WXT-2)(WXT-6)(POL-2)(POL-5)(CUL-4)**
- Students do the 2005 AP U.S. History DBQ on Republican Motherhood and the Cult of Domesticity. **(CUL-2) [CR13a]**
- Students will interpret the evolving historiography of the Trail of Tears presented in *History in the Making*, by Kyle Ward. **(PEO-4)(PEO-5)(CUL-5) [CR4]**
- Students will analyze the goals and accomplishments of Frederick Douglass by completing an Impact of the Individual Chart. **(POL-3)(CUL-5)**
- Students will be divided into groups to do presentations on Temperance, Abolition, Women’s Suffrage, and Workers’ Rights. Each presentation will include a poster created in the style of the era and an analysis of primary sources related to the topic. **(POL-3)(CUL-5)**
- Using SOAPSTone, students will analyze the following primary sources **[CR7]:**
 - Document: *Memoirs of a Monticello Slave* (1847)
 - Document: *The Harbinger: The Female Workers of Lowell* **(WXT-5)**

Unit 4 – Antebellum America, Civil War, and Reconstruction

Period 5 (1844-1877)

10 Days

Kennedy, Ch. 15-22

Taking Sides, Issue 12: Was the Mexican War an Exercise in American Imperialism?

YES: Rodolfo Acuña, from *Occupied America: A History of Chicanos*, 3rd ed.

(Harper & Row, 1988)

NO: Norman A. Graebner, from “The Mexican War: A Study in Causation,” *Pacific Historical Review* (August 1980)

Taking Sides, Issue 14: Have Historians Overemphasized the Slavery Issue as a Cause of the Civil War?

YES: Joel H. Silbey, from *The Partisan Imperative: The Dynamics of American Politics Before the Civil War* (Oxford University Press, 1985)

NO: Michael F. Holt, from *The Political Crisis of the 1850s* (John Wiley & Sons, 1978)

Taking Sides, Issue 18: Was Reconstruction a “Splendid Failure”?

YES: Eric Foner, from “The New View of Reconstruction,” *American Heritage* (October/November 1983)

NO: LaWanda Cox, from *Lincoln and Black Freedom: A Study in Presidential Leadership* (University of South Carolina Press, 1981) **[CR6]**

Student Activities

- The students will interpret the changing historiography of the start of the Mexican War presented in *History in the Making*, by Kyle Ward and Chapter 8 of Howard Zinn’s *A People’s History of the United States*. They will also research the effect of the war on the lives of Spanish Americans. **(ID-6)(PEO-3)(PEO-5)(WOR-5)(WOR-6)(ENV-4) [CR4] [CR6]**
- Using SOAPSTone, students will analyze the following documents and images **[CR7]**:
 - Document: Across the Plains with Catherine Sager Pringle**[CR1b]**
 - Document: A White Southerner Speaks Out Against Slavery
 - Document: George Fitzhugh: The Blessings of Slavery
 - Document: Abraham Lincoln: A House Divided
 - Document: Mary Boykin Chesnut: A Confederate Lady’s Diary
 - Image: A Poster advertising Uncle Tom’s Cabin
 - Image: A handbill warning against slave catchers
- Students will analyze a map of the Election of 1860 and develop a thesis statement summarizing the significance of the election results. **(ID-5)(PEO-5)(POL-3)(POL-5)(POL-6) [CR1b]**
- The students will present the South’s main arguments to justify secession. **(ID-5)(PEO-5)(POL-3)(POL-5)(POL-6)(ENV-3)**
- Students will research and then evaluate the thesis that the American Civil War was a total war impacting those on the home front, abroad, as well as those on the battlefield. Your essay must assess the impact of the war on all three areas by focusing on U.S. regional economies and U.S. and Confederate relations with Britain and France. **[CR12] [CR5]**
- Students will analyze the presidency of Abraham Lincoln by completing a President Profile Chart.

DBQ Essay: Constitutional Causes of Sectionalism & Civil War

Midterms

Week 9

Unit 5 – Gilded Age: Closing of the West & The Industrial Age

Period 6 (1865-1898)

10 Days

Kennedy, Ch. 23-27

Taking Sides II, Issue 2: Was John D. Rockefeller a “Robber Baron”?

YES: Matthew Josephson, from *The Robber Barons: The Great American Capitalists, 1861–1901* (Harcourt, Brace & World, 1962)

NO: Ron Chernow, from *Titan: The Life of John D. Rockefeller, Sr.* (Random House, 1998) **[CR6]**

Student Activities:

- Students will compare and contrast the competing interests of labor and capital by completing a Competing Interests Chart. **(WXT-5)(WXT-6)(WXT-7) [CR4]**
- Students will evaluate the effectiveness of the Knights of Labor and the Grange in achieving their goals. **(WXT-7)**

- Students will analyze a map: major Indian battles and Indian reservations (1860-1900) and compose a thesis paragraph analyzing the effects of westward expansion on Native American peoples. **(ID-6)**
- Students will analyze Elizabeth Cady Stanton’s role in U.S. history by completing an Impact of the Individual Chart. **(POL-3)**
- Using SOAPSTone, students will analyze the following primary sources **[CR7]:**
 - Document: Horace Greeley: An Overland Journey (1860)
 - Document: Tragedy at Wounded Knee (1890)
 - Document: The Gilded Age (1880) **(CUL-3)**
 - Image: Puck Magazine: Cartoon of Standard Oil Monopoly
 - Students will analyze the following quantitative visual: Table: Hand v. Machine Labor on the Farm (c.a. 1880)

DBQ Essay: Washington and Du Bois

Unit 6 – Progressivism, Boom, Bust, & World Wars

Period 7 (1890-1945)

14 Days

Kennedy, Ch. 28-35

Taking Sides II, Issue 9: Did the Progressives Fail?

YES: Richard M. Abrams, from “The Failure of Progressivism,” in Richard Abrams and Lawrence Levine, eds., *The Shaping of the Twentieth Century*, 2d ed. (Little, Brown, 1971)

NO: Arthur S. Link and Richard L. McCormick, from *Progressivism* (Harlan Davidson, 1983)

Taking Sides II, Issue 10: Was Prohibition a Failure?

YES: David E. Kyvig, from *Repealing National Prohibition*, 2 ed. (The University of Chicago, 1979, 2000)

NO: John C. Burnham, from “New Perspectives on the Prohibition ‘Experiment’ of the 1920s,” *Journal of Social History* 2 (Fall 1968)

Taking Sides II, Issue 11: Did the New Deal Prolong the Great Depression?

YES: Jim Powell, from *FDR’s Folly: How Roosevelt and His New Deal Prolonged the Great Depression* (Crown Forum, 2003)

NO: Roger Biles, from *A New Deal for the American People* (Northern Illinois University Press, 1991)

Taking Sides II, Issue 12: Did President Roosevelt Deliberately Withhold Information About the Attack on Pearl Harbor from the American Commanders?

YES: Robert A. Theobald, from *The Final Secret of Pearl Harbor: The Washington Contribution to the Japanese Attack* (Devin-Adair, 1954)

NO: Roberta Wohlstetter, from *Pearl Harbor: Warning and Decision* (Stanford University Press, 1967) **[CR6]**

Student Activities:

- Students will write an essay comparing and contrasting progressive era reform with the antebellum reform movements. **(WXT-7)(WXT-8)(PEO-6)(CUL- 6) [CR9]**

- Students will take notes on the Russian Revolution and its significance for the 1920s and 1930s U.S. domestic and foreign policies.
- Students will analyze Theodore Roosevelt by completing a presidential profile chart (Roosevelt's role in the Spanish American War and the development of National Parks will be emphasized). **(POL-6)(ENV-5) [CR4]**
- Students will analyze the role of Father Charles Coughlin in national politics by completing an Impact of the Individual Chart. **(WXT-6, 7)(POL-4)(CUL-5)**
- Students, working in groups, will present the goals and accomplishments of New Deal programs. Students will interview two adults about the role of Social Security and FDIC then trace the history of these programs to the present and comment on how those programs reflect the nature of the U.S. semi-welfare state. **(WXT-8)(CUL-6) [CR9]**
- Students, working in groups, will make presentations on the impact of radio, motion pictures and automobiles, as well the increased availability of home appliances, on the changing role of women. **(ID-7)(CUL-6)(CUL-7)**
- Students will examine the American home front during World War II by analyzing "The War of Machines," a selection from David M. Kennedy's *Freedom from Fear*.
- Students will interpret the changing historiography of *Japanese internment presented in History in the Making*, by Kyle Ward. **(POL-6)**
- Using SOAPSTone, students will analyze the following primary sources **[CR7]**:
 - Document: Lincoln Steffens: From "The Shame of the Cities" (1904)
 - Document: Newton B. Baker: The Treatment of German Americans
 - Document: Eugene Kennedy: A Doughboy Describes the Fighting Front
 - Document: Father Charles E. Coughlin: A Third Party (1936)
 - Document: Franklin D. Roosevelt: The Four Freedoms (1941)
- Students will analyze the following quantitative table: The Great Migration: Black Population Growth in Selected North Cities (1910-20) **(PEO-6)**
- Using SOAPSTone, students will analyze the following primary sources:
 - Image: 1918 Liberty Loan poster: Halt the Hun
 - Image: Ford Automobile Advertisement
 - Image: Vacuum Cleaner Advertisement
 - Image: Recruiting Poster for the Civilian Conservation Corps
- Students will analyze the following map: Immigration to the United States 1901-20 **(PEO-6)**

DBQ Essay: Imperialism or Versailles Treaty

DBQ Essay: Cultural conflicts in the 1920s or Hoover and Roosevelt as conservatives or liberals

Unit 7 – Postwar America

Period 8 (1945-1980)

Kennedy, Ch. 36-39

Taking Sides II, Issue 13: Did Communism Threaten America's Internal Security After World War II?

YES: John Earl Haynes and Harvey Klehr, from *Venona: Decoding Soviet Espionage in America* (Yale University Press, 1999)

NO: Richard M. Fried, from *Nightmare in Red: The McCarthy Era in Perspective* (Oxford University Press, 1990) [CR6]

Student Activities:

- Students will examine John Lewis Gaddis' interpretation of the origins of the Cold War by reading "The Return of Fear" a selection from *The Cold War, A New History*. They will answer the question, "Did the Cold War begin after the Russian revolution or WWII?" Justify your answer. (POL-6)(WOR-7)(CUL-5) [CR10] [CR5]
- Students will interpret the message of, and evaluate the effectiveness of *Duck and Cover* drills.
- Students, working in groups, do a presentation on one of the pioneers of 1950's Rock and Roll that will include two songs by the artist and historical analysis. (ID-7)(CUL-6)(CUL-7) [CR4]
- Students will compare and contrast the Korean and Vietnam Wars by completing a conflict comparison chart. (POL-6)(WOR-7)(CUL-6)
- Students will compare and contrast public criticism of the Vietnam War with criticism of the war efforts in World War I and World War II. Drawing on Young Americans for Freedom, SDS, folk music, and NY Times editorials, write an essay that argues which of the sources best represented U.S. values. (POL-6) (WOR-7)(CUL-6) [CR13a] [CR13b] [CR5]
- Students will research and debate the following: "There was a fundamental contradiction between Lyndon Johnson's efforts to stop Communism abroad and renew America through the Great Society." (POL-6)(WOR-7)
- Students will write an essay comparing the Civil Rights movements of the 1950s and 60s with the Civil Rights movements of the Progressive Era, focusing on the southern, northern, and western regions of the U.S. (ID-8) [CR11]
- Students will analyze the Presidency of Richard Nixon by completing a President Profile Chart.
- Students will compose poems expressing the changes brought about by the energy crisis and inflation of the 1970s. (ENV-5)
- Students will analyze the following maps: Divided Europe, Southeast Asian War, Election of 1980.
- Using SOAPSTone, students will analyze the following documents and images [CR7]:
 - Harry S. Truman: The Truman Doctrine; John F. Kennedy's inaugural address (1961); and Donald Wheeldin, "The Situation in Watts Today" (1967)
 - Photograph of Nixon Bidding Farewell (1974)
 - Comic Book Cover: This is Tomorrow
 - Photograph: Aerial View of 1950s Tract Housing
- Students will analyze the following graph: U.S. Military Forces in Vietnam and Casualties (1961-81)

- Students will write response papers to images of the paintings and prints made by Andy Warhol and Richard Diebenkorn and comment on how these works remain relevant to universal truths today—or not. [CR1b]

DBQ Essay: Civil Rights – Martin Luther King vs Malcolm X

Unit 8 – America in the Modern Era

Period 9 (1980-Present)

5 Days

Kennedy, Ch. 40-42

Taking Sides II, Issue 16: Did President Reagan Win the Cold War?

YES: John Lewis Gaddis, from *The United States and the End of the Cold War: Implications, Reconsiderations, Provocations* (Oxford University Press, 1992)

NO: Daniel Deudney and G. John Ikenberry, from “Who Won the Cold War?” *Foreign Policy* (Summer 1992) [CR6]

Student Activities:

- Students will analyze the international and domestic effects of the Iranian Hostage Crisis by creating and completing an effects graphic organizer. **(POL-6)(WOR-8)**
- Working in groups, the students will research and do a class presentation showing at least two causes and two effects of the end of the Cold War. **(WOR- 8)(POL-6)**
- Students will create an advertisement presenting the philosophy and objectives of Focus on the Family. **(ID-7)(CUL-5)**
- Students will analyze the Presidency of Ronald Reagan by completing a president profile chart.
- Students will complete a compare and contrast chart of 1980s conservative and New Deal philosophies on the role of government. **(WXT-8)**
- Students will summarize the arms reduction agreements initiated by Ronald Reagan and Mikhail Gorbachev. **(POL-6)**
- Students will complete a compare and contrast chart on Cold War and Post-911 national security policies. **(WOR-8)**
- Using SOAPSTone, students will analyze the following document and evaluate the extent to which President Reagan met his goals: Ronald Reagan: First Inaugural Address (1981).
- Students working in pairs will research topics from 1980-present and formulate interview questions. These questions will be critiqued by the teacher and will be used as the basis for interviews with four adults. Each group will do a class presentation of its findings.
- Students will compare the domestic and foreign policies of the Clinton, Bush Jr., and Obama administrations in a FRQ essay.
- Students will examine different musical genres, from punk and rap to country western, and see how music from these genres comments on larger political and cultural trends.

AP Exam Review, AP Exam Week

5 Days

Friday of the first week of May: The AP Exam

Activities for after the exam:

DBQ: Create a DBQ. Students select an issue, create a question, and select documents to create a DBQ on a **topic from the first term**. Scores are based on the significance of the issue, clarity of the question, and the relevance of documents in answering their question.

DBQ: Create a DBQ. Students select an issue, create a question, and select documents to create a DBQ on a **topic from the second term**. Scores are based on the significance of the issue, clarity of the question, and the relevance of documents in answering their question.

Taking Sides: create arguments for both sides of a current issue in American politics, culture, society, religion, or economy. Form debate teams and debate the issues.
Semester final exam review for students who need or elect to take it.

Music Video Assignment: create, upload, and present a music video from a song with lyrics of social, political, or cultural importance in American history. Using a program like Windows Movie Maker or Apple's iMovie, the project should be approximately 3 minutes showing a song of social significance that is older than the student.

Semester Finals Week

First week of June