

Advanced Placement United States History
Orange High School
2016-2017

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Course Description and Goals:

This course will survey the history of the United States of America from approximately 1492 to modern times: from the “discovery” and settlement of the New World to the very recent past. The primary focus of the course will be to provide students with an opportunity to develop an understanding of some of the major themes in American history, to train students to analyze historical evidence, and to develop in students their ability to analyze and express historical understanding in writing. The course is intended to approximate an introductory lecture and discussion seminar typically taken within the first two years of one’s college or university study. AP US History will provide students with an opportunity to further develop your skills of critical thinking, writing, and expression. In addition, this course seeks to prepare students to successfully complete the AP US History exam scheduled for May 2015.

The current Advanced Placement Program in United States History corresponds to the most recent developments in history curricula at the undergraduate level. At colleges and universities, American history is increasingly seen in broad perspective, with teaching methods geared toward incorporating a broad range of material, including literature and art, to tell, in dramatic fashion, the unfolding of a history so fundamentally important to understanding the world in which we live. This class will emphasize certain themes: political institutions and behavior and public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments.

The course will be conducted in a lecture/discussion format. Students will be frequently responsible for presenting independently gathered information and opinions in class. All students will be expected to keep up with the reading assignments and demonstrate their preparedness by active participation in class discussions.

Advanced Placement Skills and Themes:

The curriculum of this course is designed to examine history through a focused lens, perhaps in a way you have never looked at history before. In order to be able to do that properly, our course will focus on particular skill sets and seven different themes. As we move forward throughout the different chapters of American history, we will constantly re-examine these themes and skills and apply them to our current area of study. Our assignments and discussions will contain these central ideas throughout each time period:

7 Learning Objectives by Themes:

A. Identity (ID)

This theme focuses on the formation of both American national identity and group identities in U.S. history. Students should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these sub-identities have interacted with each other and with larger conceptions of American national identity.

B. Work, Exchange, and Technology (WXT)

This theme focuses on the development of American economies based on agriculture, commerce, and manufacturing. Students should examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society. Students should explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women,

including the availability of land and labor, national and international economic developments, and the role of government support and regulation.

C. Peopling (PEO)

This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. Students examine migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America. The theme also illustrates how people responded when “borders crossed them.” Students explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and annexed peoples brought with them and the impact these factors had on both these peoples and on U.S. society.

D. Politics and Power (POL)

Students should examine ongoing debates over the role of the state in society and its potential as an active agent for change. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments. Students should trace efforts to define or gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority in different periods of U.S. history.

E. America in the World (WOR)

In this theme, students should focus on the global context in which the United States originated and developed as well as the influence of the United States on world affairs. Students should examine how various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies. Students should also investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the United States itself.

F. Environment & Geography-physical and human (ENV)

This theme examines the role of environment, geography, and climate in both constraining and shaping human actions. Students should analyze the interaction between the environment and Americans in their efforts to survive and thrive. Students should also explore efforts to interpret, preserve, manage, or exploit natural and man-made environments, as well as the historical contexts within which interactions with the environment have taken place.

G. Ideas, Beliefs, and Culture (CUL)

This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. Students should examine the development of aesthetic, moral, religious, scientific, and philosophical principles and consider how these principles have affected individual and group actions. Students should analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align it with specific ideals.

Each unit of study will address the concept questions (7) as related to the time period:

1. How has the American national identity changed over time? (Identity)
2. How have changes in markets, transportation, and technology affected American society? (Work, Exchange, and Technology)
3. How have changes in migration and population patterns affected American life? (Peopling)
4. How have various groups sought to change the federal government’s role in American political, social, and economic life? (Politics and Power)
5. How have changes in moral, philosophical, and cultural values affected U.S. history? (Ideas, Beliefs, and Cultures)
6. How has U.S. involvement in global conflicts set the stage for domestic social changes? (America in the World)

7. How did the institutions and values between the environment and Americans shape various groups in North America? (Environment and Geography)

As we begin our course together we will be analyzing the skills you MUST utilize to be successful in this class:

Skill I: Historical Causation-compare causes/effects analyze and evaluate multiple causes and effects, and distinguishing coincidence and correlation

Skill II: Patterns of Continuity and Change over Time-analyze and evaluate historical patterns of continuity and change over time

Skill III: Periodization-organizing events within blocks of time

Skill IV: Comparison-historical developments and processes across place, time, and societies

Skill V: Contextualization-specific events connect to broader regional, national, or process connect to other

Skill VI: Historical Argumentation-evaluate and synthesize conflicting historical evidence

Skill VII: Appropriate Use of Relevant Historical Evidence-use features such as audience, purpose, point of view, argument, limitations, etc..

Skill VIII: Interpretation-analyze diverse historical interpretations

Skill IX: Synthesis-apply insights about the past or historical context

Course Text

- Newman, John J., and John M. Schmalbach. *United States History: Preparing for the Advanced Placement Examination*. Third Edition ed. New York, N.Y.: Amsco School Publications, 2015.
- Kennedy, David M., and Lizabeth Cohen. *The American Pageant: A History of the American People*. 15th ed. Boston: Houghton Mifflin Company, 2013.
- Thomas A. Bailey, David M. Kennedy, *The American Spirit, Vol. 1, ninth edition*, (Boston: Houghton Mifflin Company, 1998)
- Zinn, Howard. *The People's History of the United States*. New York: Harper Collins, 1999
- Laguardia, D. & H. P. Guth. *American Voices: Multicultural Literacy and Critical Thinking*. Mountain View, CA: Mayfield Pub. Co., 1996
- Additional readings and primary source documents will be used out throughout the course of the year as appropriate towards unit area.

Course Objectives

1. Students will evaluate historical material to weigh the evidence and interpretations presented by historical research.
2. The students will analyze themes in American history and interrelate categories or trace developments in a particular category through several chronological periods.
3. The students will employ and analyze primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence, to study historical evidence.
4. Students will take notes from printed materials, lectures, and discussions.
5. The students will practice expressing themselves orally and in writing with clarity and precision.
6. Students will prepare for the United States History Advanced Placement exam.
7. Students will develop an understanding that historical events have multiple causes and effects and that historical interpretation of these causal relationships is open to change, through careful research and thinking BY YOU, the historian.

Class Organization and Evaluation

Class and Homework Assignments:

1. All written assignments must be either typed using a font size of 12 point or written in blue or black ink only. Assignments written in pencil will not be accepted. I will emphasize NEAT penmanship in all written work, in addition to the content and quality of thought presented in your assignment. Penmanship is an essential life skill that you will work on in this course. Assignments not adhering to these rules, including hastily written, illegible work, will be returned un-graded and considered late. Students not able to comply with these stipulations should speak with me immediately.
2. Homework, typically in the form of reading, will be given every day including weekends and holidays. In addition to reading, students will be required to complete essay questions and gather information for in-class and take home projects.
3. Late assignments will be accepted. **Late work is defined as an assignment not handed in on the day it is due or any assignment which is deemed by the instructor as substantially incomplete.** The penalty for handing in work late is 15% for each day. The assignments will be graded for accuracy and any errors will be deducted from the (already reduced) total.
4. Students are responsible for making up and handing in all work missed due to absences. Students will be given the amount of time to complete the assignment(s) equal to the number of days absent.
5. Student Re-dos. Correcting work is an integral component of the learning process. Therefore I allow you to redo any homework assignment as many times as you wish until you get the grade you desire. Further details will be given in class. There will be three redo deadlines, each approximately 10 school days before the end of each quarter. There will be no redo opportunities offered in fourth quarter.

Class Procedure:

Class participation: Students will be required to participate actively in class discussions and group activities. Class participation should demonstrate you are actively listening, willing to offer thoughtful questions, comments, or answers to the relevant class discussion or group activity. Regular class attendance is the first important step to meaningful class participation and is necessary in maintaining quality work. Class participation is graded weekly (10 points, or 2 points/day/period). Tardiness, no book, no homework, or disruptive behavior will affect your class participation grade. Be on time to class and bring your book!

Readings: Careful reading of the textbook, handouts, and other related materials is critically important for the successful and enriching study of history. In order to complete the required course material, you will be required to read about two chapters a week. You should take notes on readings and keep them for reference and study guides. Pop quizzes may be given to monitor completion of reading assignments. .

Notebooks: You will be required to keep a notebook for this course. You need to acquire a large 3-ring spiral binder. You will build your notebook over the course of the academic year. This will be a critically important resource in your preparation for the AP exam. If you keep an organized, detailed, neat, and complete binder, you will find studying for the exam much easier. Please spend time setting up your notebook, and maintaining it throughout the year. **I may check the notebooks for review and evaluation.**

Evaluation:

1. **Examinations:** There will be an examination on the chapters of *The American Pageant* and *United States History*, as well as other textbooks, primary source documents, and information discussed during class, typically at the conclusion of each unit. When deemed appropriate, quizzes will be given to reinforce certain concepts or information. Most quizzes will be announced, with students receiving notice one day prior to the intended quiz. To monitor readings and comprehension, pop quizzes also may be given. After each exam, students will complete a learning log that will be kept in the quizzes/test corrections section of the notebook. Students may also view previous exams during times outside class. For most exams, students will also be given the opportunity to complete test corrections.

2. **Essays:** You will be required to write a series of essays and will be guided in your work. I will evaluate your essays on both content and style. Essays are expected to be typed, unless otherwise notified.
3. **Homework:** You will be responsible for completing study guide questions, vocabulary building exercises, worksheets, readings, and projects.
4. **Class Participation:** Class participation will be graded on a weekly basis. See description above regarding effective class participation.

Grades:

All work will be assigned a point value, although not all work will receive a letter grade. Grades are based on total points accumulated during each grading period. I have structured the class in such a way to approximate your grade breaking down into the following percentages:

Tests/Examinations:	25%
Authentic Assessment:	25%
Quizzes:	25%
Classwork:	25%
Homework:	10%

Unit 1: Pre-Columbian Societies and Transatlantic Encounters and Colonial Beginnings

Readings:

- *Kennedy, Cohen, & Bailey*, Chapters 1-5, pp. 4-88
- Zinn, Chapters 1-2

Themes:

- **American Diversity:** Evolution of a wide range of cultures throughout the western hemisphere
- Development of regional patterns and how they evolved
- **Environment:** How the impact of environment shaped the political and social landscape of French, Spanish, and English Colonies
- **Slavery:** Comparison between the slave society in the deep south and that of the Chesapeake region
- **American Identity:** Regional differences that will lead to fractured nation in the mid 1800's

Content:

- Examine economic, political, and religious conditions in Europe which lead to the exploration and colonization of the new World.
- Evaluate the impact of the Columbian Exchange on the people of Africa, Europe, and the Americas.
- Analyze the Spanish, French, and English colonies including their affect on Native Americans, resistance to colonial rule, and their influence on culture and government in the Western Hemisphere.
- Analyze the Jamestown, Plymouth, and Massachusetts Bay colonies, including motivation for emigration, methods of settlement, governance, economic development, and leaders including a comparison of the family structure, education, religion, social hierarchy, government, and economy in New England and the Chesapeake.
- Analyze the development of slavery in America, compare the status of slaves with indentured servants, and draw inferences from Jamestown laws regulating slaves & indentured servants.
- Analyze the extent of the growth of democracy in Colonial America using Colonial legal documents and court cases.

Major Assignments and Assessments:

- Creating a graphic organizer illustrating the motivation, political, social, and economic aspects of the New England, Middle, and Southern Colonies.
- Students will have to complete a DBQ Essay with a series of scaffolding questions
- Students will take a multiple choice exam on Chapters 1-5
- Zinn, Chapter 1-2 Discussion Questions.

- Develop a chart of the 13 colonies, highlighting the date of foundation, location, persons responsible, why it was founded and how it was governed.
- Write the 1993 AP DBQ- *Although the Chesapeake and New England regions were settled by people of English origin, these two regions came to be separate societies by 1700. What factors led to the difference in development?*
- **Unit 1-Colonial America Objective Test**

Theme Assessments:

- **America in the World (WOR):** Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period.
- **Work, Exchange, and Technology (WXT):** How did patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World develop and shape North American societies?
- **Peopling (PEO):** Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization).

Unit 2: The American Revolutionary Era, 1754-1789

Readings:

- Kennedy, Cohen, & Bailey, Chapters 6-8
- Zinn, Chapters 4-5
- Locke's *Treatises of Government*
- *Common Sense*
- *The Declaration of Independence*

Themes:

- **Globalization:** The costs and benefits for Britain and the colonies
- **Politics and Citizenship:** The end of salutary neglect and the need for independence socially, economically, and emotionally leads to the independence movement
- **Military victory and the terms of the Treaty of Paris**
- **American Identity:** The origins of protest and revolution

Content:

- **The Duel for North America,**
 - The effects of the French and Indian War (Essay)
 - The Proclamation of 1763 (primary source)
- **The Road to Revolution**
 - Stirrings of revolution and the role of mercantilism and the failure of diplomacy
 - The first conflicts
 - Common Sense (Primary source)
 - The Declaration of Independence(Primary source)
- **America secedes from the Empire**
 - The American Revolution
 - Wartime diplomacy
 - Life on the home front
 - Women and the war
 - Impact of the war on slavery
 - The American Revolution
 - The effects of the French and Indian War
 - Resistance to Britain
 - The Declaration of Independence

- Impact on the home front
- Role of women during the war

Major Assignments and Assessments:

- Essay on the turning point of 1763
- Thinking map on at least two articles from Conflict and Consensus on the aspects of the American Revolution
- Impact of the war on slavery
- Zinn, Chapter 3-6 Discussion Questions.
- Pathway to Revolution Timeline- Students will create a timeline of twenty events leading to the Revolutionary War and rank the top 10 most significant events and justify those rankings.
- Write the 1999 AP DBQ- *To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution?*
- PRIMARY SOURCE READINGS-Bailey/Kennedy
 - Benjamin Franklin Testifies Against the Stamp Act:*
 1. Were the Americans financially able to bear additional taxes?
 2. What defenses did Americans have available against the odious stamp tax?
 - Philadelphia Threatens Tea Men:*
 1. Of the reasons here given by the Philadelphians for action, which was the strongest?
 2. Was it strong enough to warrant the measures threatened?
 - Connecticut Decries the Boston Port Act:*
 1. To what extent did their resolution reflect a desire for independence?
 - Daniel Leonard Deplores Rebellion*
 1. What were his most convincing and least convincing arguments in support of the view that the colonials could not win?
 - Patrick Henry Demands Boldness*
 1. Which of his several arguments demanding bold action is the strongest?
 - New Yorkers Abuse Tories*
 1. What did the ill will between Loyalists and Patriots portend for the course of the Revolutionary War?
- -Unit 2-Independence Objective Test

Theme Assessments:

- Identity (ID): Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era.
- Work, Exchange, and Technology (WXT): Explain the development of labor systems such as slavery indentured servitude, and free labor from colonial period through the end of 18th century.
- Ideas, Beliefs, and Culture (CUL): Compare the cultural values and attitudes of different European, African American, and Native peoples and explain how contact affected intergroup relationships and conflicts.

Unit 3: The Early Republic 1789-1815

Readings:

- Text: Kennedy, Cohen, & Bailey, Chapters 9-12, pp. 174-271
- *Federalist Papers #10*
- *The Articles of Confederation*
- *Bill of Rights*
- *Washington's Farewell Address*

Themes:

- **American Identity:** The effects of the American Revolution and enlightenment thinkers on the new nation
- **Creation of the United States Constitution and the Bill of Rights**
- **Politics and Citizenship:** The growth of political parties and the ideological differences that divided them

- **Federalism versus state rights**
- Failure of the Articles of Confederation and the creation of the Constitution
- **Politics and Citizenship:** A shift in party power; the shift from Federalists to Republicans
- **Economic Transformation:** National growth and the growth of nationalism

Content:

- The Successes and failures of the Articles of Confederation
- The Constitutional Convention: Debates and compromises
- Ratification of the Constitution
- Hamilton's central government view versus Jefferson's state right views
- The emergence of a strong Federal Government through the Alien and Sedition Acts and Supreme Court cases
- Jefferson's Administration: Louisiana Purchase, Strict v. Loose interpretation, and foreign affairs problems
- The Era of Good Feelings
- Rise of Nationalism
- The precedent setting Marshall Court and the establishment of Federal Supremacy
- The Monroe Doctrine

Major Assignments and Assessments:

- DBQ: Articles of Confederation
- Persuasive speech: Why the country should follow the lead of the Hamiltonian or the Jeffersonian theory
- Essay: Reaction essay to the Wall Street Journal article, *The Export of Democracy*
- Compare and Contrast the Articles of Confederation and the United States Constitution in regards to the following issues: Levying taxes, Federal Courts, Regulation of trade, Executive power, Amending of documents, Representation of states, raising an army, interstate commerce, disputes between states, sovereignty and passing laws.
- Zinn, Chapter 5 *Voices of a People's History of the United States*.
Why do you think this chapter is entitled, "Half a Revolution"? What is half of a revolution? How is it different from a whole revolution? Do you think the Revolutionary War was half or a whole revolution? How and why?
What evidence of class conflict do you find in the entries in this chapter?
Do they adequately support Howard Zinn's belief that the Revolutionary Army was rife with class conflict? How and why?
- PRIMARY SOURCE READINGS-Bailey/Kennedy
Daniel Gray Explains the Shaysites' Grievances:
 1. What were the Shaysites' principal complaints?
 2. Were they justified in taking up arms?*George Washington Expresses Alarm:*
 1. What single fear (about the Articles of Confederation Congress) seems to disturb Washington most?*Thomas Jefferson Favors Rebellion:*
 1. What did Jefferson regard as the most important cause of the disturbance, and what was most extreme about his judgment?*The Debate on Representation in Congress:*
 1. Do these debates show the Framing Fathers to be truly democratic?
 2. What were the most impressive arguments for and against popular election representatives?
 3. Which side was right?*The Argument over Slave Importations:*
 1. What were the arguments for nonimportation and those for continued importation?
 2. What might have happened if the convention had voted to stop all slave importations at once?*Singing for the Constitution:*
 1. In the pro-Constitution song below, what seems to have shaped opinion favorable to the Constitution?

- Write 2005 AP DBQ: *To what extent did the American Revolution fundamentally change American society? In your answer, be sure to address the political, social, and economic effects of the Revolution in the period from 1775 to 1800.*
- Unit 3- Post Independence and the Early Republic Objective Test
- Simulation-Debate-Articles of Confederation versus the Constitution.

Theme Assessments:

- Ideas, Beliefs, and Culture (CUL): How did changing religious ideals, Enlightenment beliefs, and republican thought shape politics, culture, and society?
- Politics and Power (POL): How and why did major party systems and political alignments arise and change?

Unit 4: The Age of Jackson

Readings:

- Text: Kennedy, Cohen, & Bailey, Chapters 13-14, pp. 272-341
- Zinn, Chapter 8
- Primary Sources on Mexican- American War
- Primary Sources on Lowell Factory System
- Elizabeth Cady Stanton- *Seneca Falls Declaration of Sentiments and Resolutions*
- Sojourner Truth- Address to the Women's Rights Convention

Themes:

- **The transformation of politics in Antebellum America**
- **Politics and Citizenship:** Jacksonian democracy and its successes and limitations
- **American Diversity:** Treatment toward Native Americans and the lasting effects on society and history
- **Demographic Changes:** The rise of immigration and cultural influences

Content:

- The emergence of the Democratic Party
- The Election of 1824
- Jackson's Administration
(Spoils System, Nullification, Bank War, Indian Removal)
- Forced removal of American Indians to reservations west of the Mississippi River
- Manifest Destiny and the War with Mexico immigration
- The Westward movement
- European Immigration
- Nativism and assimilation
- The factory system
- Industrial workers
- The transportation revolution

Major Assignments and Assessments:

- DBQ- The College Board's 1990 DBQ on Jacksonian Democracy
- Comparison analysis on the article, "Women and Their Families on the Oregon Trail," and the book, *Women's diaries of the Westward Journey*.
- Kennedy, Chapters 9-10 Study Packet (including Vocabulary and Map/Chart activities in regards to chapter material).
- Chart the War of 1812. Students will be provided with twenty key events in the conflict and will need to provide, via reading and lecture, the following: Date, Location and Significance.

- Write the 2002 AP DBQ: *Historians have traditionally labeled the period after the War of 1812 the “Era of Good Feelings.” Evaluate the accuracy of this label, considering the emergence of nationalism and sectionalism.*
- Essay-Document Based Analysis-John Marshall and the Supreme Court
- Students must analyze the following Supreme Court cases and determine what impact their decisions had on the shaping of our country: Marbury v. Madison (1803), Fletcher v. Peck (1810), Dartmouth College v. Woodward (1819), McCulloch v. Maryland (1819) and Gibbons v. Ogden (1824).
- Unit 4- Jefferson’s Administration/Growth of Nationalism Objective Test

Theme Assessments:

- America in the World (WOR): Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War.
- Environment & Geography-physical and human (ENV): Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century and how they affected conflicts such as the American Revolution and the Civil War.

Unit 5: Sectionalism and Slavery

Readings:

- Text: Kennedy, Cohen, & Bailey, Chapters 15-19, pp. 340-461
- A People’s History of the United States, Chapter 7

Themes:

- **Slavery and its Legacies:** The impact of the plantation system on the economic and social fabric of the nation
- **American Identity:** The nation cannot remain half free and half slave
- **Reform:** The Second Great Awakening
- **Environment:** Fulfillment of Manifest Destiny and the effects on native Americans

Content:

- **Reform Movement, Chapter 16**
 - Free public education
 - Temperance
 - Women’s rights
 - Rise of Utopian Societies
 - Brook Farm
 - Transcendentalism
 - Emergence of National literature
- **The South and the Slavery Controversy, Chapter 17**
 - King Cotton
 - Slaves and the Plantation System
 - Abolitionists
 - William Lloyd Garrison and Frederick Douglass
 - Southern defense of slavery
- **Manifest Destiny and its Legacy, Chapter 18**
 - Election of James Polk
 - The Mexican-American War
 - Results of the War
 - Territorial acquisition
 - Compromise of 1850
 - The Fugitive Slave Law
 - Kansas-Nebraska Act

- Free Soil Movement
- **Drifting Toward Disunion, Chapter 19**
 - The spread of abolitionist sentiment
 - The Dred Scott case
 - Lincoln-Douglas debates, 1858
 - John Brown's raid of Harpers Ferry, 1859
 - Election of 1860
 - Secession

Major Assignments and Assessments:

- DBQ (1987 DBQ, "Prelude to Civil War)
- Unit Test: Chapters 16-19
- Kennedy, Chapters 11-12 Study Packet (including Vocabulary and Map/Chart activities in regards to chapter material)
- Write the 2002 AP DBQ: *"Reform movements in the US sought to expand democratic ideals." Assess the validity of this statement with specific reference to the years 1825-1850.*
- Unit 5- The Age of Jackson Objective Test
- Essay-Zinn, Chapter 6 *Voices of A People's History of the United States.*
 - Why do you think that so many women became involved in the abolitionist movement and in antislavery societies? What did the women's rights movement have in common with abolition movements? Ultimately, which movement was most successful in the nineteenth century? Why?
- PRIMARY SOURCE READINGS-Bailey/Kennedy
 - Adams Confers with Henry Clay:*
 1. Do the following relevant excerpts from Adams's diary suggest that some kind of deal was entered into for Clay's support?
 - Clay Protests His Innocence:*
 1. What was his ostensible reason for opposing Jackson?
 2. What was his attitude toward Adams?
 3. Do these statements support the contention that there was no "corrupt bargain"?
 - James Strong Pleads for Wool:*
 1. What were his weakest and strongest arguments?
 2. Did the wool producer as well as the manufacturer need protection?
 - A Carolinian Condemns the Tariff:*
 1. In this speech in the House of Representatives, how convincing was he in arguing that the North should join the South in fighting a protective tariff?
 2. Why was free trade to the advantage of the cotton grower?

Theme Assessments:

- Politics and Power (POL): How did debates over political values (such as democracy, freedom, citizenship) and the extension of American ideals abroad contribute to ideological clashes and military conflicts?
- Environment & Geography-physical and human (ENV): Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction.

Unit 6: Civil War and Reconstruction

Readings:

- Kennedy, Cohen, & Bailey, Chapters 20-22
- Zinn, Chapter 9
- Nat Turner Confessions
- Declaration of the Causes of the Seceding States
- Dred Scott decision

Themes:

- **War and Diplomacy:** The impact of the Civil War on the economy and the infrastructure of the United States
- **Economic Transformations:** Regional differences that led to the fracture of the North and South
- **Slavery and its legacy:** Emancipation Proclamation, Jim Crow Laws, and Black Codes

Content:

- **Chapter 20, Girding for War: The North and the South**
 - Strengths and weaknesses of the North and South
 - Mobilization of the war
 - Lincoln and civil liberties
 - Economic impact of the war
 - Women and the war
- **Chapter 21, The Furnace of Civil War**
 - The Homestead Act and the “Other Civil War”
 - The home front: the draft, slavery, and finances
 - Emancipation and the role of African Americans in the war
 - Gettysburg
 - Sherman marches through Georgia
 - Lincoln’s expansion of presidential powers
 - The assassination of Lincoln
 - 13 day manhunt for John Wilkes Booth
 - The legacy of war
- **Chapter 22, The Ordeal of Reconstruction**
 - Lincoln/Johnson’s plan v. Radical Reconstruction plan
 - Civil War amendments (13-15)
 - The New South: Democrats new found power
 - Compromise of 1877 and emergence of Jim Crow laws
 - African American leaders emerge: Booker T. Washington v. W.E.B. DuBois
 - Native Americans and the Dawes Act
 - The politics of Reconstruction
 - Andrew Johnson’s impeachment
 - Black Codes
 - Jim Crow Laws
 - Essay: Was Reconstruction a success or failure?
 - How does history view Reconstruction?

Major Assignments and Assessments:

- Chapter Exam: 20-22
- Take home DBQ: Washington and Du Bois
- Effects of sharecropping on freedmen and the southern economy
- Unit 6-Slavery and Sectionalism-Objective Test
- DBQ-Slavery and Defiance, Zinn, *Voices of a People’s History of the United States. Chapter 9*
- Students will complete graphic organizer that assesses effectiveness of American reform movements of the Second Great Awakening and their influence on American politics during the antebellum period.
- Chart the major Civil War battles (Date, location, significance and outcome)

Theme Assessments:

- Identity (ID): Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the United States in the 19th century.
- Politics and Power (POL): How did activist groups and reform movements, such as antebellum reformers, cause changes to state institutions and US society?

DBQ Exam over Christmas Vacation

Unit 7- The Industrial Era

Readings:

- Kennedy, Cohen, & Bailey, Chapters 23-25, pp. 538-632
- A People's History of the United States, Chapter 11
- Up From Slavery, Booker T. Washington

Themes:

- **Economic Transformations:** The effects of capitalism and the corruption that went along with it
- **Politics and Citizenship:** The prosperous few and the demise of many
- **Reform:** Industrialization leads to the growth of Labor Unions and governmental controls on industry
- **American Identity:** The growth of cities and immigrant population gives rise to a new America

Content:

- **Chapter 23, Political Paralysis in the Gilded Age**
 - The Homestead Strike
 - Class conflict and ethnic clashes
 - The Populists
 - Government regulation of railroads (Interstate Commerce)
- **Chapter 24, Industry Comes of Age**
 - Corporations and entrepreneurs
 - Monopolies and trusts
 - Laissez-faire
 - J.P. Morgan(Zinn)
 - John D. Rockefeller
 - Henry Ford
 - Andrew Carnegie (Gospel of Wealth)
 - Industrial growth
 - Social Darwinism v. Social Gospel
 - Industry in the South
 - Labor Unions
 - Government support of business over labor
 - The origins of the New South
 - Urbanization of society
 - Political machines and failures of cities
 - Origins of progressive reform
 - New waves of immigration
 - Haymarket Riot
 - Pullman Strike
 - AFL, Knights of Labor
- **Chapter 25, America Moves to the City**
 - Urbanization
 - Skyscrapers and tenements
 - “New Immigrants”
 - Settlement Houses and Jane Addams (Hull House)
 - Nativist reaction and effects
 - Artistic and Cultural Achievements
 - The “New Woman” and the new morality

Major Assignments and Assessments:

- Chapter Exam, Chapters 23-24

- *Stock Market Game*: Students will analyze the stock market and pick a number of stocks based on financial indicators. Stocks will be tracked throughout the marking period
- Essential question- *Evaluate the impact of the Second Great Awakening on the improvements made in American society before 1860.*
- Unit 7-Civil War and Reconstruction objective test
- Essay- *To what degree did the US become more democratic through the extension of voting rights and civil rights between 1865 and 1877?*
- Write the 2006 AP DBQ- *Discuss the changing ideals of American womanhood between the American Revolution and the outbreak of the Civil War. What factors fostered the emergence of “republican motherhood” and the “cult of domesticity”? Assess the extent to which these ideals influenced the lives of women during this period. Be sure to consider issues of race and class.*
- Unit Resource Packet

Theme Assessments:

- America in the World (WOR): Explain how the growing interconnection of the United States with worldwide economic, labor, and migration systems affected U.S. society since the late 19th century.
- Ideas, Beliefs, and Culture (CUL): How did emerging conceptions of national identity and democratic ideals shape value systems, gender roles, and cultural movements?

Unit 8: The American West and American Imperialism

Readings:

- Kennedy, Cohen, & Bailey, Chapters 26-27
- A People’s History of the United States, Chapter 12
- The American Spirit, Thomas Bailey; America as a Great Power, 1899-1909

Themes:

- **Globalization:** The United States expanding its empire for the reoccurring theme of Self-Interest
- **American Diversity:** The end of the Native American culture
- **War and Diplomacy:** The United States becomes a world player in global war and politics

Content:

- **Chapter 26, The Great West and the Agricultural Revolution**
 - Battle of Wounded Knee
 - Government policy toward American Indians
 - Environmental impact of westward development
 - Populism
 - Cross of Gold Speech
 - Bryan versus McKinley, 1896
 - Agrarian Revolt
- **Chapter 27, Empire and Expansion**
 - Spanish-American War
 - a. Results
 - b. Expansion of U.S. territory
 - Election of 1896
 - Social and cultural development of the late 19th century
 - Teddy Roosevelt’s “Big Stick” Policy
 - Roosevelt Corollary
 - Panama and the “River of Doubt”
 - Open Door Policy
 - The Boxer Rebellion

Major Assignments and Assessments:

- Chapter 27- DBQ (1994) United States Imperialism
- Research Paper

- Essential Question: Would the average worker of 1920 consider himself better off, worse off, or about the same as the average worker of 1877?
- Write the 2000 AP DBQ-
Essential question: Discuss the problems that commonly affected immigrants and African- Americans who found themselves among America's urban poor between 1877 and 1920 and the kind of help in coping with those problems that they found. What price did the urban poor have to pay to take advantage of kinds of help available?
- Unit 8-Politics in the Gilded Age/Rise of Industry-Objective Test.

Theme Assessments:

- America in the World (WOR): Analyze the major aspects of domestic debates over U.S. expansionism in the 19th century and the early 20th century.
- Work, Exchange, and Technology (WXT): How and why did different labor systems develop, persist, and change since 1800 and how did events shape society and workers' lives?
- Work, Exchange, and Technology (WXT): How did arguments about government policies influence economic developments?

Unit 9: Progressive Era and World War I

Readings:

- Kennedy, Cohen & Bailey, Chapters 28-30, pp. 702-769
- *Historical Viewpoints*, "The Immigrant, White and Black"
- Sinclair *The Jungle*
- Zimmerman Telegram
- The Treaty of Versailles
- Wilson's Fourteen Points

Themes:

- **Politics and Citizenship:** Limitation of civil liberties and
- **War and Diplomacy:** Motivation behind the Treaty of Versailles and its rejection
- **Globalization:** Can the U.S. avoid international involvement

Content:

- **Chapter 28, Progressivism and the Republican Roosevelt**
 - Progressive attitudes and motives such as the muckrakers
 - Suffrage Movement
 - Regulation of state and local government
 - Socialism
 - Black America: Booker T. Washington, W.E.B. DuBois, and Marcus Garvey
 - Urban migration and civil rights organizations
 - Women's role
 - Muckrakers (Upton Sinclair's, *The Jungle*)
 - Roosevelt's Square Deal
 - Taft and Wilson's New Freedom
- **Chapter 29, Wilsonian Progressivism at Home and Abroad**
 - Creation of the Federal Reserve
 - Underwood Tariff Act
 - Anti-Trust Legislation
 - Progressive Amendments(TSAW: 16th, 17th, 18th,19th)
 - Election of 1912
 - Wilson's foreign policy in Mexico and the rest of Latin America
 - Wilson's foreign policy compared to Roosevelt and Taft
 - Outbreak of war in Europe
- **Chapter 30, The War to End War**

- Neutrality issue
- World War I at home: fighting the war, financing the war, women and minorities, and propaganda and public opinion
- Peacetime economy to wartime economy
- Schenck v. United States (1st Amendment rights are not absolute)
- The Treaty of Versailles and Wilson's Fourteen Points
- Failure of the League of Nations
- Postwar demobilization; Palmer and the Red Scare

Major Assignments and Assessments:

- Multiple Choice Exam
- DBQ: "The Age of Industrialization"
- Chart American Imperialism-Cuba, Philippines, Hawaii, Puerto Rico, Latin America, China
- Unit 9-Gilded Age Social History, Life in the West, and Empire of America-Objective Test.
- Simulation-Debate over Annexation of Philippines.
- Political Cartoons-Students will create Two Cartoons; One representing pro-annexation and the anti-annexation.
- Write 2003 DBQ: *Evaluate the effectiveness of Progressive-era reformers and the federal government in bringing about reform at the national level. In your answer, be sure to analyze the successes and failures of these efforts between 1900 and 1920.*
- Essential question: *Explain the relationship between domestic affairs and foreign affairs. How did domestic affairs during the late nineteenth century lead to expansion at home?*
- Essential question: *Discuss the debate between the imperialists and the anti-imperialists, and explain why the former (the imperialists) prevailed.*

Theme Assessments:

- Work, Exchange, and Technology (WXT): Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements.
- Peopling (PEO): Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries.

Unit 10: The Twenties

Reading:

- Kennedy, Cohen, & Bailey, Chapter 31-32
- The 19th Amendment
- 1986 DBQ Documents on the Twenties
- 1973 DBQ Documents on Immigration Legislation of 1921 and 1924

Themes:

- **Culture:** Post World War I disillusionment through literature
- **War and Diplomacy:** Post World War I global isolationism
- **Religion:** Influence of religion and traditional values in American society

Content:

- **Chapter 31, American Life in the "Roaring Twenties"**
 - Economic development: prosperity and wealth, farm and labor problems
 - New culture: automobile, radio, movies, women and the family, jazz age, Harlem Renaissance
 - Cultural conflicts: prohibition and organized crime, nativism, the rise of the Ku Klux Klan, traditional versus modern views
 - Isolation: The League of Nations

- The Scopes Trial (modern v. traditional views)
- What were the pros and cons of prohibition?
- **Chapter 32, The Politics of Boom and Bust**
 - Republican governments: scandals
 - International debt
 - The Great Crash of 1929
 - Hoover's response (Trickledown economics, "Duck Pond Theory")
 - Hoovervilles and hard times
 - "Good Neighbors" in Latin America

Major Assignments

- Unit 10 Exam- multiple choice and documents from 1986 DBQ
- Unit 11- Progressivism and the Great War-Objective Test.
- Zinn. *Voices of People's History of the United States*. Chapter 14.
- Simulation-Hold a town-hall meeting in the classroom in which students become characters in the documents. Invite school faculty, students, and parents to this meeting to question the characters about their antiwar positions.
- DBQ: *When WW I broke out, the US declared its policy of neutrality. Was the US ever neutral in the conflict, and if so, when did it change to a policy favoring the Allies?*
- Additional readings for home work: primary source readings on anti-foreignism and the revival of the KKK - p. 275-281 in *The American Spirit, Volume II, Ninth edition, Thomas Bailey and David Kennedy*
- Essential question: *How did the federal government, financiers, and the public contribute to the stock market crash of 1929?*
- Write the 2008 DBQ: *For the years 1880 to 1925, analyze both the tensions surrounding the issue of immigration and the United States government's response to these tensions?*

Theme Assessments:

- Peopling (PEO): Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century
- Ideas, Beliefs, and Culture (CUL): How did emerging conceptions of national identity and democratic ideals shape value systems, gender roles, and cultural movements?

Unit 11: The Great Depression and the New Deal

Readings:

- Kennedy, Cohen, & Bailey, Chapter 33
- Zinn, Chapter 15

Themes:

- **Economic Transformations:** The role of government in the economy
- **Reform:** Similarities between FDR's New Deal and Barack Obama's bailout plan
- **Environment:** Human suffering and the Dust Bowl
- The New Deal and its critics
- The turning point of America's national debt

Content:

- **Chapter 33, The Great Depression and the New Deal**
 - Government intervention in the economy
 - The New Deal programs
 - Supporters and critics of the New Deal (Coughlin, Long, Townsend)
 - Roosevelt's first 100 days
 - Organized labor
 - Attempted plan to pack the Supreme Court and the political ramifications

- The social impact of the Depression
- The Dust Bowl

Major Assignment:

- Group project: Create a Document Based Question on the New Deal or Depression
- Unit 13-1920's-1930's-Objective Test.
- Great Depression Budget Project
- Students will be given a profession (salary of that when the country was in the Depression) and a number which represents how many people they must care for in their family. Teacher will illicit what material things each family has. At this point students will be given a packet with all the consumer goods, both necessity and luxury, along with the prices for them. Students will have to figure out their salary for a month and then provide a detailed list of products they must buy to sustain their family. Furthermore students will be prompted to calculate their annual salary, as well as how long it would take, with their left over weekly salary to purchase some of the more luxurious items. Finally students will have to compose a short reaction essay about the hardships of the time.
- Homework: Additional readings for home work: primary source readings on the debate between Hoover and Roosevelt towards solutions for the Depression- p. 301-307 in *The American Spirit, Volume II, Ninth edition, Thomas Bailey and David Kennedy*
- Essential question: *In what ways could it be said that the Roosevelt administration transformed the American public's perception of the federal government and its role in protecting citizens from hardship?*
- Timed DBQ from 2004: *Analyze the responses of Franklin Roosevelt's administration to the Great Depression. How effective were those responses? How did they change the role of the federal government?*
- DBQ from 2004: *How and for what reasons did American foreign policy change between 1920 and 1941?*
- Homework: Additional readings for home work: primary source readings on how the war affected American society- p. 360-370 in *The American Spirit, Volume II, Ninth edition, Thomas Bailey and David Kennedy*

Theme Assessments:

- Peopling (PEO): Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social makeup of the U.S. population
- Politics and Power (POL): How did debates over political values (such as democracy, freedom, citizenship) and the extension of American ideals abroad contribute to ideological clashes and military conflicts?

Unit 12: World War II

Readings:

- Kennedy, Cohen, & Bailey, Chapters 34-35
- Zinn, Chapter 16
- FDR: Quarantine Speech
- Truman: Statement on Atomic Bomb

Themes:

- **War and Diplomacy**
- **Globalization**
- **Economic Transformations**

Content:

- **Chapter 34, FDR and the Shadow of War**
 - The rise of fascism and militarism in Japan, Germany, and Italy
 - Roosevelt's foreign policy(Isolationism in the 1930's)
 - The Neutrality Acts, 1935-1939
 - Appeasement
 - The Holocaust and crimes against humanity

- The Lend Lease Act
- Atlantic Charter
- FDR's Four Freedom Speech
- America as the Arsenal of Democracy"
- Declaration of Panama
- Act of Havana

- **Chapter 35, America in World War II**

- Organizing for war (War bonds, liberty gardens, Selective Service Act, role of women, movies as propaganda)
- Industrial and agricultural output
- Minority issues during the war(Blacks in segregated military)
- The war in Europe and Africa
- The War in the Pacific
- The Diplomacy of War: The Atlantic Charter, Yalta, Potsdam
- The Nuremberg trials
- Korematsu v. United States: Japanese-American internment camps
- Manhattan Project: Did the U.S. have to drop the bomb to justify the billion dollars spent on it?
- Dropping of the Atomic Bomb and justification

Major Assessment:

- Multiple Choice and Essay Exam
- Unit 12-World War II and the Origin of the Cold War-Objective Test.
- Essay-Students will compare and contrast one of the following aspects of World War I and World War II:
Neutrality policy, Home front developments and regulations, Relations with allies, Wartime Goals, Fourteen Points and Atlantic Charter, League of Nations and United Nations role in post-war world affairs.
- Debate: German American Prejudice/Japanese Internment
National security or racism?
- Debate: Decision to drop the Atomic bombs
Military necessity
Nationalism
Cold War Diplomacy
- Essential question: Discuss the impact of World War II on non-white or female Americans
- Homework: Additional readings for home work: primary source readings on the Truman Doctrine- p. 395-403 in *The American Spirit, Volume II, Ninth edition, Thomas Baily and David Kennedy*
- Test on ch. 28- The Cold War and OEQ: Compare and contrast the effects of American distrust of its wartime ally, the Soviet Union, on important policies guiding the US activities abroad and the political climate Americans found themselves experiencing at home during the Truman and Eisenhower administrations.

Theme Assessments:

- Identity (ID): Analyze how U.S. involvement in international crises such as the Spanish-American War, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20th century.
- Politics and Power (POL): How did debates over political values (such as democracy, freedom, citizenship) and the extension of American ideals abroad contribute to ideological clashes and military conflicts?

Unit 13: The United States and the Early Cold War

Readings:

- Kennedy, Cohen, & Bailey, Chapters 36-37, pp. 943-1001
- Truman Doctrine
- Marshall Plan
- Civil Rights Act of 1957
- Excerpts and transcripts from Brown v. Board of Education of Topeka Kansas

Themes:

- **Economic Transformation:** U.S emerges from World War II as the world's strongest economic power, and a huge expansion of the middle class and the emergence of a consumer culture
- **Demographic Changes:** Population leaves the cities and heads to the suburb's and sunbelt
- **War and Diplomacy:** U.S. follows a policy of containment to stop the spread of communism around the world and will use the military to enforce it

Content:

- **Chapter 36, The Cold War Begins**
 - Containment in Europe
 - Truman Doctrine
 - Marshall Plan
 - Crisis in Berlin
 - NATO
 - Postwar domestic adjustments
 - Containment in Asia
 - Korea
 - Vietnam
 - Japan
 - Policies of the Eisenhower Administration
 - The Red Scare and McCarthyism(Loyalty Oaths, HUAC, Rosenberg Case, Alger Hiss)
 - Firing of General MacArthur(Compare to General McChrystal)
- **Chapter 37, the Eisenhower Era**
 - Impact of the Cold War on American society
 - Desegregation of the South
 - Brown v. Board of Ed and the civil rights revolution
 - The space race and arms race
 - Montgomery Bus Boycott
 - Postwar literature (Catcher in the Rye)
 - The election of John f. Kennedy

Major Assignments:

- DBQ on the Cold War
- Independent research on McCarthy Witch Hunts
- Comparison of Cold War tactics (Oral presentation)
- Unit 13-1945-1969-Objective Test.
- Homework: Additional readings for home work: primary source readings on the McCarthy hysteria- p. 427-431 in *The American Spirit, Volume II, Ninth edition, Thomas Baily and David Kennedy*
- Homework: Additional readings for home work: primary source readings on the Supreme Court and the Civil Rights movement- p. 432-441 in *The American Spirit, Volume II, Ninth edition, Thomas Bailey and David Kennedy*
- Essential question: *Discuss the emergence of Dr. Martin Luther King, Jr., as the leader of the civil rights movement that emerged in the aftermath of the Brown decision and explain Dr. King's philosophy.*
- Test on ch. 29/30 and OEQ: *Discuss the baby boom, the concept of the American family, and American attitudes concerning gender roles during the 1950s and early 1960s.*

- Homework: Additional readings for home work: primary source readings on the Cuban Missile Crisis- p. 453-458 in *The American Spirit, Volume II, Ninth edition, Thomas Bailey and David Kennedy*
- Homework: Additional readings for home work: primary source readings on the Vietnam War- p. 480-490 in *The American Spirit, Volume II, Ninth edition, Thomas Baily and David Kennedy*
- Timed AP DBQ from 2007: In what ways did the administration of Lyndon B. Johnson respond to the political, economic, and social problems of the US? Assess the effectiveness of these responses?

Theme Assessments:

- America in the World (WOR): Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes.
- Politics and Power (POL): How did debates over political values (such as democracy, freedom, citizenship) and the extension of American ideals abroad contribute to ideological clashes and military conflicts?

Unit 14: The Sixties and the 1970's

Reading:

- Kennedy, Cohen, & Bailey, Chapter 38
- Zinn, Chapter 18
- *The American Spirit*, "LBJ and the Great Society," pp. 469-473
- JFK: Inaugural Address
- JFK: Cuban Missile Crisis Address
- *The Feminine Mystique*
- *Letters Home From Vietnam*
- Laura Palmer: *Shrapnel in the Heart*

Themes:

- **War and Diplomacy:** LBJ's escalation of the Vietnam War failed to defeat the Communist Vietnamese forces, and JFK's New Frontier initiatives
- **Reform:** Civil Rights movement brought liberal reform across America
- **War and Diplomacy:** With the Vietnam War just coming to conclusion, tensions spark in the Middle East, which will lead the U.S. into an economic and oil crisis
- **Politics and Citizenship:** The Watergate Scandal causes America to question presidential power and government

Content:

- **JFK and the New Frontier**
 - The Kennedy Charisma
 - Tax cuts and economic growth
 - Civil Rights
 - Freedom Riders
 - James Meredith
 - March on Washington
- **Cold War Continues**
 - Peace Corps
 - Alliance for Progress
 - Bay of Pigs
 - Cuban Missile Crisis
 - Berlin Wall
 - Nuclear Test-Ban Treaty
 - Escalating Problems in Southeast Asia
- **The Kennedy Assassination**

- **LBJ and The Great Society**
 - Comparisons to the New Deal
 - Medicare and Medicaid
 - Job Corps
 - VISTA
 - Head Start
 - National Endowments for the Arts
- **LBJ and Civil Rights**
 - Civil Rights Act, 1964
 - Twenty Fourth Amendment
 - Freedom Summer
 - Voting Rights Act
 - Malcolm X
 - “Black Power”
 - Death of Martin Luther King Jr.
- **Vietnam**
 - Gulf of Tonkin Resolution
 - Financial cost of the war
 - Mass media and cultural upheaval
 - Hawks v. Doves
 - College Protests
 - SDS and the radical antiwar movement
- **Nixon’s Domestic Policies**
 - Revenue Sharing
 - The EPA
 - Inflation
 - The Burger Court
 - The Moon Landing
 - The Pentagon Papers
- **Nixon’s Foreign Policies**
 - Vietnam
 - War Powers Act
 - Opening to China
 - Ping Pong Diplomacy
 - Détente with the Soviet Union
 - SALT Talks
- **Watergate and the Constitutional Crisis**
 - Resignation of Spiro Agnew
 - United States v. Nixon
 - The end of Nixon Presidency
- **The Ford and Carter Presidencies**
 - Ford: First person never to be elected President or Vice President two hold the office
 - Nixon’s Pardon
 - Oil shortages and stagflation
 - Helsinki Accords
 - Carter:
 - Panama Canal Treaty
 - Camp David Accords
 - Iranian Hostage Crisis

Major Assignments:

- Research Project: The 1930’s v. the 1960’s, “Which was the decade of the greatest change (social, economic, political) for America?” Oral presentations will be made to the class
- Multiple choice and Essay Exam

- Homework: Additional readings for home work: primary source readings on the move to impeach Nixon- p. 520-530 in *The American Spirit, Volume II, Ninth edition, Thomas Bailey and David Kennedy*
- Free-response question- Using the efforts of President Jimmy Carter and Presidents Gerald Ford and Ronald Reagan as your examples, compare and contrast Democratic and Republican approaches to promoting the social and economic welfare of the people in the Seventies and Eighties.

Theme Assessments:

- Environment & Geography-physical and human (ENV): Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century.
- Identity (ID): Explain how civil rights activism in the 20th century affected the growth of African American and other identity-based political and social movements.
- America in the World (WOR): Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs.

Unit 16: The Resurgence of Conservatism through the Challenges of the Contemporary World

Reading:

- Kennedy, Cohen, & Bailey, Chapters 39-40, pp. 1002-1056
- Bailey, "Winding down the Vietnam War"
- Reagan – First Inaugural Address
- George W. Bush- National Cathedral Prayer Service, September 2001
- George W. Bush- Joint Session of Congress

Themes:

- Economic Transformations
- Globalization
- Politics and Citizenship: Reagan and the "New Right"

Content:

- **Chapter 40, The Resurgence of Conservatism**
 - The Reagan Years
 - Reaganomics
 - Star Wars
 - Recession and economic boom
 - The Cold War
 - The Reagan Doctrine
 - The "Evil Empire"
 - Iran Contra Affair
 - Gorbachev, glasnost, and Perestroika
 - The Post Cold War World**
 - Bush and the Election of 1988
 - Collapse of the Soviet Union
 - End of the Cold War
 - The Persian Gulf War
 - Economic Recession
- **Chapter 41, America Confronts the Post-Cold War Era**
 - The Clinton Presidency**
 - Election of 1992
 - NATO, Bosnia, Kosovo, Somalia
 - Monica Lewinsky Scandal
 - Impeachment
 - Economic Boom

-Internet Stocks and approval rating comparison

George W. Bush

-The election of 2000

-Tax Cuts

-September 11th

-The War on Terror

-Afghanistan, Iraq

-Election of 2004

-Hurricane Katrina and FEMA's response

The 21st Century

-Immigration and border issue

-Challenges of the graying of the Baby Boom Generation

-Health Care Reform

-Public v. private health care debate

-The Computer Revolution

-Barack Obama's first two years

-BP oil disaster in the Gulf of Mexico

Major Assignment:

- Technology Project: "The Modern Era"
- Examination Preparation
- FRQ preparation and practice

Theme Assessments:

- Peopling (PEO): Explain how and why debates over immigration to the United States have changed since the turn of the 20th century.
- America in the World (WOR): Explain how U.S. military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed U.S. foreign policy goals since the middle of the 20th century.
- Politics and Power (POL): How did debates over political values (such as democracy, freedom, citizenship) and the extension of American ideals abroad contribute to ideological clashes and military conflicts?

Unit 17: Review for the A.P. Exam

AP US HISTORY EXAM

MAY 2015