

<p style="text-align: center;">Advanced Placement U.S. History Course Syllabus and Information – Mr. Maxa Woodridge High School</p>
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Course Description

This course is designed to provide students with the historical learning skills and factual knowledge necessary to accurately understand multiple perspectives of United States history. The program prepares students for the intermediate and advanced college courses by making demands upon them equivalent to those made by the full-year introductory college courses. Students will use primary and secondary sources to not only acquire basic understanding of the material but also develop analytical and interpretive skills to deal with the subject in greater depth. Lastly, students will take the Advanced Placement Exam in United States History administered by the College Board in May.

Course Goals

- Students will learn to how to assess historical materials and their relevance to a given interpretive problem as well as their reliability and importance.
- Students will also be able to organize seemingly disparate events, actions, and ideas into meaningful chains of cause and consequence.
- Students will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.
- Students will be able to interpret documents, maps, charts, graphs, statistical tables, pictures, photographs, and journals for content, meaning, and usefulness.

Required textbooks

The primary textbook used for this class:

- Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. *The American Pageant*. 14th ed. Boston, Mass,: Houghton Mifflin Co., 2009.

Additional Books, Resources and Websites:

Additionally, the following sources will also be used throughout the course (some sources used are not listed below)

- Meltzer, Tom, and Jean Hofheimer Bennett. *Cracking the AP U.S. History Exam*. New York: Random House, Inc., 2003.

- Howard Zinn, A People's History of the United States. New York: Harper Perennial, 2005.
- <http://www.digitalhistory.uh.edu/> (Taken from the University of Houston. This will be a good resource for primary sources, maps, statistical information, artwork) (CR1b)
- <http://apcentral.collegeboard.com/>

Class Organization

The course will consist of seven units made up of forty-two chapters. These units and chapters begin the summer before the school year starts and go up through the AP test in May.

Nightly reading will be assigned at the start of each chapter and students will be given daily 2-question quizzes on the required reading.

Daily class meetings (45 minutes) are a combination of lecture, group work, coverage of discussion questions, and answering student questions.

Grading

Grades will be determined based on the point system using the following scale:

- Tests -- 100 points
- DBQ – 70 points
- Long Answer -- 60
- Short-Answer questions – 30 points (3 part questions – 10 points each)
- Chapter Packets -- 20 points
- Two-question quizzes – 10 points

Themes

Another major change for the coming year is that now the information for the class (and the AP exam itself) will revolve around 7 key themes of history.

- **Identity (ID)**
- **Peopling (PEO)**
- **Power and Politics (POL)**
- **Work/Exchange/Technology (WTX)**
- **Ideas/Beliefs/Culture (CUL)**
- **America in the World (WOR)**
- **Environment and Geography (ENV)**

Time Periods

The College Board (the company which created the test) has divided the history of the United States into 9 different time periods.

- Period 1 1491 – 1607 (Colonization)
- Period 2 1607 – 1754 (British colonization & rising tensions)
- Period 3 1754 – 1800 (The Revolution and Early Republic)
- Period 4 1800 -- 1848 (The Era of Good Feelings – early Antebellum)
- Period 5 1848 – 1877 (Late antebellum-Civil War-Reconstruction)
- Period 6 1865 – 1898 (Gilded Age-Progressivism)
- Period 7 1890 – 1945 (Imperialism end of WWII)
- Period 8 1945 – 1980 (The Cold War-Civil Rights Era)
- Period 9 1980 - Present (Conservative Resurgence-end of the Cold War)

Historical Thinking Skills

Reflecting the new AP US History course redesign, we will be approaching issues of American History incorporating nine **Historical Thinking Skills** students will be required to recognize and use in their own answers.

Chronological Reasoning

1. **Historical Causation:** This is basically how and why events transpire in the historical process. In this process you follow a chain of events to understand important results.

2. **Patterns of Continuity and Change over Time:** As the name implies, historians are not always looking for sudden and sweeping changes patterns over time. Additionally, it is important to also know how and why history has not changed. What issues have not changed over time.

3. **Periodization:** This is related to how historians “chunk” periods into workable themes. For example, we work with terms such as the *Era of Good Feelings*. You would need to know the causation of why this came about, what aspects of the period saw changes and what things stayed the same. But of course, you also need to know when something occurred (in this case 1816-1824).

Comparison and Contextualization

4. **Comparison:** Historians like everyone else build their understanding of events based largely upon their relationship to other events. For example, in the 19th century there was a movement called Populism that eventually died out. But a new movement called Progressivism replaced it. Both movements could be compared because they shared many common themes.

5. **Contextualization:** This is an especially important skill when it comes to understanding visual and written primary sources. Usually we look at the context in either “long term” or “short term events.” For example putting goods on a boat and sailing them from Memphis to St. Louis sounds easy enough. We understand this in context of our time of powered travel. But flash back

to 1810 and this isn't so easy sailing against the current of the mighty Mississippi River having nothing but paddles!

Crafting Historical Arguments from Historical Evidence

6. **Historical Argumentation:** This is an important aspect of the historical process. You and I might view an event from often radically different positions. Our interpretation of what just happened might be shaped by numerous previous experiences. We will examine how and why historians believe that events happened and these arguments are, in many ways, just as important to learn as the history itself.

7. **Use of Relevant Historical Evidence:** This is related to the use of sources to build historical arguments and also to understand the source's reliability. Primary sources are usually the strongest and most reliable evidence (but there are exceptions). We will spend much time examining written primary and secondary sources and judging their significance, tone, bias, and intended purposes. This becomes an important skill in writing the DBQ essay.

Historical Interpretation and Synthesis

8. **Interpretation:** Closely linked to the above idea is the notion of understanding the point of view of a source. You will have to write a DBQ essay this year based upon primary and secondary source documents where you will have to analyze the sources for certain points of view.

9. **Synthesis:** This is really the process of writing essays based upon all of the above skills. In some ways this is a form of comparison usually various skills and background. In some cases, your arguments must come from various realms of history. The Depression we know was an economic event but it had social, political, and cultural effects.

The AP US History Exam format (revised 2014-15)

The AP US History exam will last 3 hrs. and 15 mins. There are two sections, each consisting of two parts with a small break between the two sections. Three of the four sections have a writing element.

	Section	Question Type	# of questions	Timing	% of Total Exam Score	
	I	Part A: Multiple Choice questions	55 questions	55 min.	40%	
	I	Part B: Short-answer questions	4 questions	45 min.	20%	
	II	Part A: Document-Based Question (DBQ)	1 question	60 min.	25%	
Sum	II	Part B: Long-essay question	1 question (chosen from a pair)	35 min.	15%	mer _____
Work						and _____
Week						One – _____
<u>Chapters 1, 2</u>						

Historical Period 1 (1491 – 1607)

Students will cover chapters 1 and chapter 2 from in *American Pageant*.

- Explain how environment and geography impacted the socio-political, economic, and cultural development of various native tribes. (ENV-1,2) (ID-4) (CUL-1)
- Compare and contrast the life ways generally manifested by larger native groups (PEO-1) (CUL-1)
- Compare and contrast cultures in West Africa with those found in the Western Hemisphere. How did environment account for their similarities and differences? (PEO-1) (CUL-1)
- Examine socio-political and economic changes in Europe that will foster and age of heightened exploration and colonization. (POL-1) (WXT-1) (CUL-1)
- Evaluate the global nature of the “Columbian Exchange” and assess the impact on the European Economy (WXT-1) (CUL-1) (PEO-1)
- Examine patterns of settlement for early Portuguese, Spanish, Dutch, French, and English colonists in the Western Hemisphere. Discuss each group’s relationship with both the Native and African peoples. (POL-1) (WXT-1) (WOR-1)

Weeks 2-4

Begin Historical Period 2 (1607-1754)

Unit One: Colonial America (1607 – 1754)

This section will cover material from the first successful settlement at Jamestown to the conclusion of the French and Indian (Seven Years) War. This covers material in *American Pageant* (Chapter 3 – 6)

Focus Objectives

- Examine the origins of Jamestown and Plymouth Colonies. Compare and contrast the motives of these early settlers and the important factors leading to their success. (ID-1) (PEO-1) (POL-1) (WOR-1) (ENV-1,2)
- Outline the rise and decline of Puritan Society in New England. Examine key factors leading to the demise of the “Puritan Errand.” (PEO-1) (POL-1) (CUL-1)
- Compare and Contrast socio-political and economic development in the Chesapeake with New England. (the role of cash crops) (WXT-1,2) (CUL-1)
- Discuss the economic and social origins of slavery in America. Examine the global nature of slavery and America’s role in this process. (POL-1) (WXT-1) (ID-1)
- Outline the growth and development of the Middle (Restoration) Colonies. What factors account for the success of these colonies vis á vis New England and the Chesapeake (ID-1) (POL-1) (WOR-1) (ENV-1,2)
- Explain how the constitutional struggle in England and continental wars impacted life in the American colonies. (POL-1) (WOR-1)
- Examine the mercantilist system and evaluate its global impact in the early 17th to the mid-18th century (WXT1,2) ENV1,2)
- Examine the causes and effects of the Great Awakening (1700-1750) (CUL-1,2)
- Examine the causes and effects of the French and Indian War (1756 – 1763). (WOR-1,2) (POL-1)

Potential Student Activities

- Students will compile notes for class discussions and lectures (Skill Type II,2)
- View you tube www.youtube.com/watch?v=cIMKPENbON0 and answer associated questions (Skill Type 1,3)
- Practice DBQ #1 (Docs in Study Guide “**The history of the colonial efforts to unite or cooperate proves that the colonies had no sustainable need for a common government.**” Using the docs. And your knowledge of colonial history, write an essay assessing the validity of the above statement (Skill Type: II 5, III 6,7 IV 9)
- Examine documents on the Great Awakening at:
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=91 (Skill Type III 6,7. IV 8,9)
- Students will test separately on chapters 3 and 4 (multiple choice and essay questions). (Skill Type IV 8,9)

Weeks 5-6

Historical Period 3 (1754 – 1800)

This unit will cover chapters 7 - 10 in *American Pageant* related to causes, events, and effects of the American Revolution.

Focus Objectives

- Examine the impact and key arguments against imperial reorganization of the colonies following the Seven Years War. What role the exigencies of the war play in elevating Anglo-American friction (POL-1) (WXT-1,2)
- Assess the success of the key tax measures enacted by Parliament from 1763 to 1773. What actions did the colonist take to frustrate British mercantile policy? (POL-1) (WXT-1,2)
- Evaluate the role played by propaganda and the media in shaping public opinion in the colonies as well as Britain itself. (ID-1) (CUL-1) (POL-1)

- Examine the role of women in the growing colonial protest movement. (ID-1) (POL-1) (CUL-1)
- Discuss the Boston Tea Party and the Coercive Acts. Was this a declaration of war by Britain? Examine the first shots Lexington, Concord, and Breed's Hill (POL-1)
- Evaluate and examine the Declaration of Independence. (ID-1) (POL-1) (CUL-1)
- Compare and contrast the two sides on the eve and during the war. Which advantages will be the most important to each? Discuss these against the backdrop of key battles Saratoga and Yorktown. (WOR-1) (POL-1)
- Examine the impact of the war upon blacks, women, and natives. Assess the republican rhetoric against real social changes for all classes in American society (ID-1) (POL-1) (CUL-1)

Potential Student Activities

- Compile lecture and class notes from discussions into organized notebook format (Skill Type I 1,2,3)
- From America's History *Thinking like a Historian* section pp: 164-165 answer analysis questions. (Skill Type: I 2,3 II 5, III 6,7 IV 8,9)
- Read and evaluate in *American Issues* doc. Sets 5.4 – 5.9 Read and evaluate these sets. (Jefferson's Declaration of Causes, A Loyalist Viewpoint, A Call for Patriotic Resolve, "Forces of Conformity" by Michael Zuckerman and the Political cartoon *The Horse America*. Students will group these documents for similarity and write the following essay: Did it require more courage to be a Whig or a Tory in the Revolution? Use the docs and your knowledge of the period.
- American Pageant pp: 126-127 Thinking Globally Imperial Revolt (Homework bell work quiz) (Skill Type IV 8,9)
- From University of Houston website answer teacher-made questions about letters between Gen. Washington and John Hancock: (Skill Types: I 1,2,3 II 4,5 III 6,7 IV 8,9)
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=4202
- From American Pageant text pp: 152-153 Varying Viewpoints: Whose Revolution (Skill Type: II4,5 III 6,7 IV 8,9)

Weeks 7-8

Historical Period 4 (1800 – 1848)

This unit examines the formulation of the Constitutional government and the experiment that exemplifies the federal system up through the Age of Jackson. This period covers chapters 11 – 17.

Focus Objectives

- Evaluate the Articles of Confederation. What were its strengths and weakness? What evidence shows that early republicans envisioned state's rights as the foundation of the national government? (POL-2,3) (CUL-2)
- Analyze the key events that led to the Constitutional Convention (POL-2,3)
- Examine the how the framers balanced the desires of the states vis á vis the new central government. How the framers handled (mishandled) the slavery issue. (POL-2,3) (CUL-2)
- Examine the ratification battle and basic strengths and weaknesses of both sides. (POL-2,3,5) (CUL-2)
- Examine the parts of Hamilton's Financial Plan and how it helped solidify the first political parties. (POL-2,3,5) (WTX-2,6)
- Examine American foreign policy (overseas and with Natives) during the early Republican Period. To what extent was it successful and where did it fall short? (WOR-3,6)
- Discuss the changing nature of society and culture in the early Republican period. (ID-1) (PEO-2,5) (ENV-3) (CUL-2)

Potential Student Activities

- Compile lecture and discussion notes into organized notebook (Skill Type I 1,2,3)

- Read and examine primary sources in *Enduring Voices*: Chapter 7 doc. Set 1 (Jefferson vs. Hamilton), Chapter 7 doc. Set 2 (Alien and Sedition vs. KY and VA Resolutions). Answer all section questions. (Skill Types: I 1,3. II 5, III 6,7 IV 8,9)
- Lessons in Historiography from University of Houston website: *The Origins of American Slavery* (Skill Types: III 6,7 IV 8,9)
http://www.digitalhistory.uh.edu/topic_display.cfm?tcid=103
- Read and complete Thought Provokers Chapter 11 in *American Spirit*
- Read and evaluate primary and secondary sources in *American Issues*: 6.1 Gordon Wood, “High Hopes for the Republic”, 6.5 James Madison “Controlling Factions,” and Timothy Ford “Minority Rights” and 6.4 and 6.8 Art in the New Republic. Using these documents and your knowledge of the period write a DBQ style essay: The framers had no real interest in the rights of minorities and in fact they were intent on maintaining power in upper class gentry and business classes.” (Skill Types: I 1,3. II 5, III 6,7 IV 8,9)

Weeks 8-10

Cont. Historical Period 4 (1800-1848)

Unit Four: Jeffersonian America and the “Era of Not- So- Good Feelings”(1800 – 1824)

This section relates to the rise of Thomas Jefferson to the Presidency and period following the War of 1812 that has been branded with a true misnomer; The Era of Good Feelings during the Monroe Presidency. The basic reading for this chapter is Chapters 10-12 in *American Pageant*.

Focus Questions

- Evaluate the Jefferson Administration based upon his goals and philosophies. Which acts directly reflect Jefferson’s political, social, and economic philosophies and where does he fall short. (ID-5) (POL-2,5)
- Explain Jefferson’s motives in securing the Louisiana Purchase (WOR-3) (ENV-2) (PEO-2)
- Explain Jefferson’s Battles with John Marshall and the Judicial Branch. (POL-2,5)
- Evaluate American foreign policy and the deepening crisis with Britain and France during the Adams and Jefferson administrations. (WOR-3,4)
- Discuss the causes, events, and effects of the War of 1812. Was it American power that won the war or the sweep of events in Europe? (WOR-3,4)
- Outline the facts, rulings, and significance of important Supreme Court rulings and how each strengthened the power of the Federal government. (POL-2,3,5)
- Evaluate important foreign policy events of the Monroe Administration and explain how they reflect a growing sense of expansionism and Manifest Destiny. (WOR-3,4)
- Evaluate the statement that the Period from 1814 – 1824 could be called the “Era of Good Feelings.” Pay close attention to rising sectionalism and economic woes. (ID-2) (WXT2-3) (POL-2)

Potential Student Activities

- Students will compile notes on class lectures and discussions in well-organized notebook.
- Examine the following Jeffersonian primary sources
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=220
- Analyze the case The People of the United States vs. Aaron Burr and answer guided questions.
law2.umkc.edu/faculty/projects/ftrials/burr/burr.htm (Skill Types: II 4, III 6,7 IV 8)
- Read and examine the following primary source documents in *Enduring Voices*: Chapter 8 doc. Set 2 (A Second War for Independence) and doc. Set 3 (The Louis and Clark Expedition). In addition to readings and a separate list of questions on chart reading will be presented. (Skill Types
- Readings and documents from *American Issues* Document sets 8.4 – 8.9 DBQ essay prompt: “The realities of life on the frontier from 1790 – 1820 are direct reflections of later myths and stereotypes.” Using the documents and knowledge of the time period assess the validity of the above statement.
- View Discovery Channel Video on the Louis and Clark expedition w/guided questions (Skill Type I 1,2,3)
- From America’s History text pp:238-239 American Voices: Fractional Politics & the War of 1812 analyze arguments using SOAPS method (Student Skills: II 4, III 6,7 IV 8)
- Reading comp. quizzes to follow all readings (Skill Type: IV 8, 9)
- Chapter 10-12 unit test (multiple choice and short answer) (Skill Type: IV 8, 9)

- Write the following DBQ on the War of 1812 (be aware of bias/tone/POV)
<http://boyleteach.com/wp-content/uploads/2013/08/Unit-2-DBQ-War-of-1812.pdf>

Weeks 10-12

Cont. Historical Period 4 (1800-1848)

Unit Five: The Jacksonian Era (1824 – 1840)

Unlike many teachers I use the election of 1824 as the origins of Jacksonian Democracy because many reforms were already impacting the electoral system. Jackson had already become a force in national politics and the second American Party system had already begun to take shape with Harrison's election in 1840. This relates to Chapters 13 and 14 in *American Pageant*

Focus Questions

- Outline the impact of the 1824 election and the divisive nature of sectional politics. What impact will this trend have on sectionalism? (ID-4,5) (POL-2)
- Explain how Jackson's Presidency hoped to balance demands of both national and state power. On the balance sheet was Jackson more devoted to state's rights or federal power? Discuss economics during the Jacksonian Period. How did speculation, monetary policies, westward expansion impact the economy in both positive and negative ways? Examine the growth of the middle class and the growing nature of urbanization. (POL-2,3) (PEO-5)
- Discuss Clay's American System of Manufacturing. What parts of the plan resemble the beliefs of the dearly departed Federalists? (POL-2,3) (WXT-2)
- Examine the creation of the Whig Party. How might Democratic policies have contributed to the opposition? (POL-2,3)
- Explain why the War of Texas Independence became a national event 1835-1836 (WOR-5) (PEO-2)
- Explain factors that led to major waves of German and Irish immigration (among others). How did this impact politics and economics? (ID-4,5) (PEO-2) (WOR-2,3)

Potential Student Activities

- Compile class lecture notes (Skill Type: I 1,2,3 II 4,5)
- Write the 1990 College Board DBQ on Jackson found at: (Skill Type: II 4,5 III 6,7 IV 8,9)
<http://www.conejo.k12.ca.us/Portals/49/Departments/Social%20Science/Palotay/Jackson%20DBQ.pdf>
- Analyze the following primary sources on Native Policy using SOAPS method (Skill Type: III 6,7 IV 8,9)
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=241
- Read and evaluate following primary sources in *Enduring Voices: Chapter 9 doc. Set 1 (The Lowell and Waltham women)*, *Chapter 9 doc. Set 2 (The Trail of Tears)*, and *Chapter 9 doc. Set 3 (The "Language of Democracy and the New Politics of Spin")*. Answer all related questions. Also in *Enduring Voices* read and examine Chapter 10 doc. Set 1 (Revivalism and Activism). (Skill Type: II 4,5 III 6,7 IV 8,9)
- Read about Trail of Tears and be prepared for bell work questions:
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=240 (Skill Type: I 1,2,3 II 5)
- From *American Pageant* read pp: 273-274 Varying Viewpoints *What was Jacksonian Democracy?*
- In *American Voices* complete Thought Provokers for Chapter 14 (Skill Types: II 4,5 III 6,7 IV 8,9)
- Partner Review (Skill Type: IV 8,9)

Weeks 12-14

Cont. Historical Period 4: 1800-1848 and Historical Period 5 1844-1877 (partial)

Unit Six: Antebellum Society (1830s – 1850)

This unit relates to Chapters 15 and 16 in the *American Pageant* text. Before the sweep of political upheaval takes center stage it is a good time to delve into the changing nature of American society. Key issues addressed are:

1. The Nature of the economy and reflections of sectionalism
2. The Nature of slavery and white southern society
3. The impact of the Second Great Awakening
4. Cultural movements: Nationalism & Transcendentalism in Literature and Art

Focus Questions

- Examine the impact of technological advancements in the American economy. What key inventions increased productivity on the farm and in the factory? What new innovations allowed the railroad business to start booming after a slow start? (ID-2) (WXT-2,4,6)
- How did the expanding economy in the antebellum era impact the quality of life especially in urban areas? What problems still made city life a tenuous existence for the lower classes? (ID-2,4) (PEO-3) (CUL-2)
- Examine cultural impact of nationalism and transcendentalism (CUL-2,3,5)
- Examine the causes and effects of the Second Great Awakening. What were some of the major societal changes inaugurated by the spirit of reform that characterized the period? How will this period affect the debate over slavery, women's rights, and treatment of natives? (ID-4) (CUL-4)
- Examine the impact of "King Cotton" on both the North and South. How is cotton proof of the global nature of the American economy? (WXT-2,4) (ENV-2,3)
- Identify the social stratification among white southerners. Contrast the links between slaves and free blacks. What impact did Nat Turner's Rebellion have on the existing social arrangement in the south? (ID-4,5) (CUL-2,3)
- Outline the growth and development of the African-American culture. Is it a reflection of African culture or perhaps the most perfect example of American culture? (CUL-2,3)
- Contrast the existence of women in the south, west, and north. Are social or economic factors most important in explaining the contrasting experiences? (ID-4,5) (CUL-2,3)
- Explain how did the slave debate impact American religion and the quest for social equality for women? (ID-4,5) (CUL-2,3)
- Examine the development of education in antebellum America. Which groups excelled and which were left behind? How was education used as a tool for assimilation? (ID-4,5)

Potential Student Activities

- Compile lecture-discussion notes (Skill Type: I 1,2,3 II 5)
- Analyze sources Chapter 15 *American Voices* and complete Thought Provokers (Skill Type: II 4,5 III 6,7 IV 8,9)
- Analyze source on political aspects of the early slave debate (Skill Type: II 4,5 III 6,7 IV 8,9)
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=347
- Go to the digital history website and chose 5 documents for SOAPS analysis: (Skill Type: II 4,5 III 6,7 IV 8,9)
<http://www.digitalhistory.uh.edu/era.cfm?eraID=6&smtID=3>
- Teams of two/three will choose research topics based upon the above objectives. Two grades will be given; one for the research paper and the other for the demonstration to classmates (both will count as participation grades).
- Research Enrichment activity involving the Memphis Room at the Memphis Public Library. Students will find the answer to research questions on aspects of antebellum Memphis History (Skill Types: I 2,3 II 5, III 7, IV 8, 9)
- Students must include relevant information from *Enduring Voices*, *American Issues*, their text, study guides. In addition, outside sources will be needed. The research paper must be Chicago style with sources. (Skill Type: II 4,5 III 6,7 IV 8,9)
- From America's History: pp: 336 – 337 *Thinking Like a Historian: Public Education* Complete Analyzing evidence (Skill Type: IV 8,9)
- From America's History pp: 398 – 399 *Thinking Like a Historian Childhood in Black and White* (Skill Type: IV 8,9)

- Analyzing Evidence From American Pageant text page 319 Examining the Evidence Dress as Reform and Varying Viewpoints Reform p: 333 and Varying Viewpoints: The Nature of Slavery p: 357(Skill Type: II 4,5 III 6,7 IV 8,9)
- Review quizzes will be used to gauge comprehension. (IV 8,9)
- For a final evaluation, students must write 2005 DBQ on slavery (Skill Types: III 6,7 IV 8,9)
<http://www.saintjoehigh.com/ourpages/auto/2013/11/20/47061954/APUSH%20DBQ%201820-1860.pdf>
- Chapters 13 and 16 will have a multiple choice test only (see *American Pageant website for ACE Practice Tests*. Also, <http://www.Historyteacher.net> has very good review quizzes.)

Weeks 14-16

Historical Period 5 1844-1877 (partial)

Unit Seven: The Rise of Manifest Destiny and “Mr. Polk’s War” (1836 – 1849)

This unit covers chapter 17 and 18 in *American Pageant*. The time frame covers roughly the period of Texas Independence 1835-1836 from the Mexican War/Cession 1845-1848 and ensuing Compromise of 1850. However, westward expansion was proceeding decades before the concept of Manifest Destiny had a name. There will also be a section on how German and Irish immigration shaped the political landscape of the nation.

Objective Questions

- Examine the role of immigration and nativism on the political parties. Why did expansion weaken the Whig Party? What role did immigration also play in pushing westward expansion? (ID-2) (PEO-3) (POL-3)
- Explain why James K. Polk’s presidency was the embodiment of manifest destiny. What territories did he hope to annex and explain why this desire was likely to heat up sectional tensions? (WOR-5,6) (ID-2)
- Outline the causes, events, and effects of the Mexican War 1845 – 1848. What factors allowed the U.S. to prevail against a much larger and experienced Mexican Army? (WOR-5) (ID-2)
- Why did the Mexican War bring sectional tensions to a boil? Describe how manifest destiny impacted U.S. foreign policy in Europe and Latin America. (ID-2) (WOR-5,6)

Potential Student Activities

- Students will compile notes from lectures/discussions into well-organized notebook. (Skill Types: I 1,2,3 II 5)
- Analyze Primary sources on Irish and German immigration in the 1840s (Skill Types: II 5, III 7, IV 8)
<http://hspapp06.hsp.org/node/2373>
- Analyze the following documents Using the SOAPS method: Reasons for Migration (Wong), Remembering the Alamo (Williams), Proclamation (Herrera), The Mexican War (Polk), The Free Soil Party (Smith)
<http://www.digitalhistory.uh.edu/era.cfm?eraID=5&smtID=3>
- Read and examine the following documents in *American Spirit*: Chapter 17 doc. Set (Manifest Destiny and its Legacy) Answer Thought Provoker questions (Skill Types: I 3, II 5, III 6,7 IV 8,9)
- Read and examine ALL doc. Sets in *American Issues* pp 154 – 168 (Skill Type: II 4,5 III 6,7 IV 8,9)
- Using the above docs. And your knowledge of the period, assess the validity of the following statement: “While manifest destiny particularly appealed to southerners, northerners were far less interested in the practice.” (Skill Types: III 6,7 IV 8,9)
- Write a summary report on German and Irish Immigration using the following links and you American Pageant text pp:497 – 498 and the following links: (Skill Types: I 1,3 II 4,5 III 7, IV 8,9)
<http://www.historycentral.com/Ant/People/immigrants.html>
<http://www.connerprairie.org/Learn-And-Do/Indiana-History/America-1800-1860.aspx>
<http://historic-memphis.com/>

- Quizzes will be given pertaining to both Texas Independence and Mexican war b/c details are frequently confusing. (Skill Types: IV 8,9)
- Unit Test test be multiple choice and the above DBQ will serve as the essay. (Skill Types: IV 8,9)

Weeks 16-18

Historic Period 5 (1844-1877)

Unit Eight: The Union in Peril (1849 – 1861)

The following material is based upon Chapters from *American Pageant*. This unit is the longest and most time consuming of the first semester and as a result, less time will be spent on the military aspects of the Civil War itself (Chapters 19, 20, and parts of 21). Also, far greater emphasis will be placed on documents.

Objective Questions

- Assess the 1850 Compromise. Was this a reflection of the fact that the union was dying and it could not be stopped because of extremists on both sides? How did the enforcement of the Fugitive Slave Law impact northern politics and society? (ID-2) (POL-2,3)
- Explain the attempts by the Whigs and Democrats to manage the growing tensions in the 1850s? How did the slavery question create the Third Party System? (POL-2,3)
- Examine the slavery debate and rising extremism impact American literature. Did the media play a role in exacerbating the tensions? (POL-2,3) (CUL-2)
- Describe the positions on slavery held by the major and minor parties leading up to the 1860 election. Examine Lincoln's rise to national prominence. (POL-2,3)
- Discuss the roles played by radical abolitionists like John Brown in heightening tensions. Were southern complaints about a conspiracy to cause insurrections justified?(POL-2,3,5)
- Discuss the 1860 election and the first wave of secession. Why despite Lincoln's assertions did seven states leave the union before his inauguration? What factor brought about the second wave of secession? (POL-2,3)

Potential Student Activities

- For this unit multiple online document sources will be utilized as homework assignments:
<http://www.loc.gov/teachers/classroommaterials/themes/civil-war/set.html> The Impact on women
<http://guides.library.duke.edu/content.php?pid=41224&sid=303304>
- Compile detailed notes on this highly important period. (Skill Types: I 1,2,3 II 4,5)
- View the First installment of the Ken Burn's series on the Civil War and answer teacher made questions. (Skill Types: II 5 III 7)
- From American Pageant Thinking Globally: *The Struggle to Abolish Slavery* pp: 354 – 355 Varying Viewpoints: Was the Civil War Avoidable pp: 415 – 416 (Skill Types: II 4,5 III 6,7 IV 8,9)
- Read and examine the following document sets in *Enduring Vision* Chapter 14 doc. Set 1 (The Fugitive Slave Law), doc. Set 2 (Women and the Abolition Movement), doc. Set 3 (Terrorism and Abolition). Answer all questions. (Skill Types: II 4,5 III 6,7 IV 8,9)
- In class DBQ: pp 260 – 264 (8 docs.) Time permitting
- Review Activity (history bank) (IV 8,9)
- Unit test (short answer, multiple choice and short answer) (IV 8,9)

Weeks 18-19

Unit Nine: The Civil War 1861 – 1865

Historical Period 5 (1844 – 1877)

This is based upon Chapter 21 in *American Pageant* and ironically is a shorter topic. For the sake of time, most military history is omitted though enthusiasts will have an opportunity for additional extra credit for reviewing a key battle of the war. Also, extra credit readings will be extended over the Winter Break.

Objective Questions

- Compare and contrast the Union and Confederacy, politically, socially, and economically at the start of the conflict. What are the key advantages for both sides and what impact will this have on wartime strategy?(POL-2) (ENV-3) (WOR-5)
- Discuss whether or not Lincoln was justified in suspending certain civil liberties during the war? How does this compare to the Patriot Act issued just after September 11th 2001? (CUL-5) (POL-2)
- Compare and contrast Union and Confederate attempts to build armies and fund their war efforts. Which innovations created a lasting legacy? (POL-2)
- What impact did the war have upon women and minority groups in America? What impact will the war have on demands for equality?(CUL-2) (POL-2)
- Examine the diplomatic efforts played by both sides during the conflict. Why was the Confederacy ultimately unsuccessful? What role did global economic play in aiding the Union ambassadors? (WOR-3,5) (WXT-2)

Potential Student Activities

- Compile notes from lectures and discussions (Skills Types: I 1,2,3 II 4,5)
- View segments of the Ken Burns series and answer associated questions
- Primary sources in *Enduring Voices*: Chapter 15 doc. Set 1 (the Emancipation) and doc. Set 3 (Personal experiences of death). (Skill Types: III 6,7 IV 8,9)
- Secondary Sources in *American Issues* 14.1 Louis Macker (The Roots of the Modern State), 14.5 Adrian Cook (Draft Riots in NYC), and 14.2 Alan Nevins (The Sweep of Organization). (Skill Types: III 6,7 IV 8,9)
- From American Pageant text p 462 Varying Viewpoints: *What were the consequences of the Civil War?* (for bell work). (Skill Type: IV 8,9)
- Analyze using SOAPS method the documents From America's History text pp: 472 – 473 *Gender, Class, and Sexual Terror in the South*. (Skill Types: II 4,5 III 6,7 IV 8,9)
- Read and note pp 278 - 280 Economic and social changes following the war (Quiz on this material)
- Extra Credit Internet research (Summarize a major battle of the Civil War) (Skill Types: I 1,3)
- Chapter 21 test Multiple Choice and essay questions (Skill Types: IV 8,9)

Second semester (week 1-3)

Historical Period 5 (1844-1877)

Unit Ten: Reconstructing the Union (1863-1877)

This will be the last unit before the midterm exam (or the first unit of the new semester because we never know for sure in our district how this will work out) and will be based in part on Chapter 22 in *American Pageant* text. Please note that the sections on the Grant Administration will be omitted and moved to a discussion on Gilded Age corruption if we end up using the *America's History* text.

Objective Questions

- Examine Presidential and Congressional Reconstruction plans. What factors account for the leniency of Lincoln's and Johnson's plans versus the more stringent Radical Republican Plan? (POL-2,3,5)
- Examine evidence proving that many ex-Confederates were not ready to allow for black freedom and suffrage. What evidence of the ongoing power struggle between the Executive and Legislative branches? (POL-2,3,5)

- Describe the impact that Reconstruction had upon the former Confederacy. What was the basis of the new Southern Republican Party? How did freedmen shape these administrations? What roles did ex-Confederates play? (POL-2,3,5)
- Explain how the Reconstruction Period impacted civil and economic rights for African-Americans (ID-5) (WXT-4) (POL-2,5) (ENV-3)
- Outline and explain factors that led to the demise of Radical Reconstruction in the 1870s. Which factors would be the most important? To what extent was Reconstruction a failure or, were there any real successes? (ID-5) (WXT-4) (POL-2,3,5)

Potential Student Activities

- Depending upon the schedule for semester change student activity may include studying for mid-terms?
- Compile notes from class discussions and lectures. (Skill Types: I 1,2,3 II 4,5)
- View video on Robert Fitzgerald: freedman and teacher from the Freedman's Bureau. Discussion questions (Skill Types I 1,3 II 5 III 7 IV 8)
- From *American Issues*: Read and analyze docs. 15.3 (Black Codes) 15.4 (the KKK), and 15.5 (the Freedmen's Bureau) Also answer teacher made analysis questions. (Skill Types: III 6,7 IV 8)
- Analyze From American Pageant text p 468 Examining the Evidence and pp: 483-484 Varying Viewpoints *How Radical was Reconstruction?* (Skill Types: I 2,3 II 4,5 III 7 IV 8,9)
- Analyze docs. From America's History text pp: 488 – 489 American Voices *Freedom* and Thinking Like a Historian "*The South's Lost Cause*" pp: 502-503 (Skill Types: I 2,3 II 4,5 III 7 IV 8,9)
- From the Study guide complete practice MC questions and examine docs. Pp 305 – 309 (Answer analyzing documents 1-5 at the bottom) (Skill Types: IV 8,9)
- Write position paper: Was Reconstruction a complete failure Based upon the 2014 FRQ question (Skill Types: III 6 IV 8,9)
- View the virtual tour on the University of Houston Website in preparation for test (Skill Types: I 1,2,3 II 4,5)
<http://www.digitalhistory.uh.edu/exhibits/exhibits.cfm>
- Unit Test (short answer format) (Skill Types: IV 8,9)
- Begin once a week After school study sessions (optional)

Weeks 3-4

Historical Period 6 1865-1898

Unit Eleven: The "New West" of Reality and Myth (1850 – 1900s)

For this unit we will be jumping to The *American Pageant* Text Chapters 26 discusses the trans-Mississippi west over a fifty-year span. In addition to the class textbook we will rely extensively upon the University of Houston website for background materials. Much of the chapter will focus upon the nature of our relationships with Native-Americans. For sake of review and to form a more cohesive discussion we will go back as we the Gold Rush and its impact on California. Additionally we will have a small section on the development of agri-business like ranching and farming.

Objective Questions

- Examine the primary factors driving westward migration in the last half of the 19th Century. What role did the Federal government play? What roles were played by business and industry? (ID-6) (WXT-6) (PEO-3) (ENV-4) (CUL-1)
- Explain the impact of this migratory wave upon Natives and how the U.S. government policy changed over time to meet the challenges of Native resistance. (POL-3) (ID-6) (PEO-3)
- Examine the development of western businesses and industries: mining, ranching, and bonanza farming (WXT-6) (PEO-3)
- Examine the socio-political and economic impact that western settlement had upon the whole economy. What impact did this have upon women's political rights? (ID-6)(POL-3)

- Contrasts the myths and realities of life in the west. What roles have the media played (past and present) in helping these myths to endure? How do these compare with myths about the “Lost Cause” of the New South? (CUL-4,6)
- Describe how westward migration helped to create the early environmental movement (ENV-2,3,4)

Potential Student Activities

- Begin reading the sections from the digital history website found on the link below:
<http://www.digitalhistory.uh.edu/era.cfm?eraID=9&smtID=2> (Skill Types I 1, 2, 3 II 4, 5)
- Special Project: Begin compiling materials for Student-Made DBQ packets (covering themes 13-20 from College Board Website). Students must include 10-13 documents and a DBQ-style prompt. The documents must include primary and secondary sources both text and statistical information, and images. Due date TBA (Skill Types: ALL)
- Read and analyze Chapter 17 doc. Set 1 in *Enduring Voices* (answer related questions). (Skill Types: II 5 III 6,7 IV 9)
- View the video *Gusher* about the early oil business in Texas and answer associated questions (Skill Types: II 5 III 6,7 IV 9)
- Using SOAPs analyze the following documents from the digital history cite found below (Skill Types: II 5,6 III 6, 7 IV 8,9)
 1. The Sand Creek Massacre 2 docs.
 2. The Treaty of Ft. Laramie
 3. Chief Joseph of Nez Perce (2 docs)
 4. The Massacre at Wounded Knee
- <http://www.digitalhistory.uh.edu/era.cfm?eraID=9&smtID=3>
- For homework/bell work Read the following docs from the above web link: 2 docs. Reforming Indian Policy and Helen Hunt Jackson’s view (Skill Types: II 5,6 III 6, 7 IV 8,9)
- Analyze docs. From America’s History text pp: 530 – 531 Thinking Like a Historian: *Representing Indians*
- In preparation for your test take the virtual tour on the following website
<http://weeblyonthewest18501890.weebly.com/the-cattle-kingdom.html>
- Chapter 26 test Multiple choice test (shorter than normal)

Weeks 4-6

Historical Period 6 1865-1898

Unit Twelve: The Explosion of Business and Industry (1850 – 1900s)

Chapter 24-parts of Chapter 25 in *American Pageant* text covers the economic boom of the post war period and the subsequent impact on labor. While most of the text will be used for business and industry, documents will form the bulk of the material on unions and early labor strikes. There is also a small section on the New South. However, civil rights issues will addressed with Progressivism as there is serious overlap.

Objective Questions

- Examine innovations and inventions that helped to generate the post-war economic surge. (WXT-3,5,6) (WOR-3)
- Compare and Contrast Carnegie, Rockefeller, and Edison. How did each exemplify the new methods of business and industry? (WXT-3,6)
- Examine the “New South” and compare it to the “Old South.” How did it move forward or remain stagnant? (ID-5) (WXT-5)
- Explain factors that gave rise to unions and labor strikes. What was the view of the government and what steps did it take to squelch the demands of labor? What tactics did owners use to weaken labor? (WXT-7)

Potential Student Activities

- Compile notes and lecture materials/continue w/DBQ project
- Matching activity: match the person w/their invention or innovation (Skill Types: I 1,3 II 5)
- Internet research (Choose 3 inventors and write summary of invention and the person's background) (Skill Types: I 1,3 II 5)
- From American Pageant text page 537 Varying Viewpoints *Industrialization Boon or Blight?* and Makers of America: The Knights of Labor pp: 534 – 535 (Skill Types: II 5,6 III 6, 7 IV 8,9)
- Read and analyze docs. From *American Spirit*: Chapter 24 Answer Thought Provoker questions
- Read and analyze *American Issues* doc sets 17.1 Chandler (Origins of Big Business), 17.2 Miller (Industrial America) and 17.4 Eisenstein (Working class women). Quiz on these sections
- Lessons on Historiography from Digital History site: *Why did Socialism Fail in the U.S.?*
http://www.digitalhistory.uh.edu/topic_display.cfm?tcid=107
- Read the excerpt from Howard Zinn's *History of the American People* on the Great Railroad Strike of 1877 and answer summary questions from the following website (Skill Types I 1 II 5 III 6, IV 8)
<http://libcom.org/history/1877-the-great-railroad-strike>
- Analyze the following sources using SOAPS format (Skill Types: II 5 III 6,7 IV 9)
1. The Haymarket Incident (3 docs)
<http://www.digitalhistory.uh.edu/era.cfm?eraID=9&smtID=3>
- View the following video lecture Richard Schneirov, Indiana State University
<http://dig.lib.niu.edu/gildedage/pullman/video.html> Answer attached teacher made questions (Skill Types: I 1,2,3 II 5)
- Reading review quizzes on text
- Partner Review Activity(History bingo)
- Chapter 24-25Test MC, Short Answer, Write the 2000 DBQ on Labor movement (Skill Types: II 4,5 III 6,7 IV 8,9)

Weeks 7-9

Historical Period 6 (1865 – 1898)

Unit Thirteen: The Socio-cultural aspects of the Gilded Age, Society at a Crossroads (1865 – 1900s)

This unit features *American Pageant* Chapter 25 America Moves to the City. This section will involve a period that I feel really fits better in a discussion with aspects of Progressivism. However, realizing the depth of the material, I will organize the material based upon the text book. I will however, move material on education reform and literacy to the chapter on Progressivism as there seemed to be a rather seamless transformation. This chapter also includes considerable information on “new immigration.”

Objective Questions

- Examine the key factors leading to the massive expansion of cities and what role that European and Asian immigration played in the nature of the urban environment. (ID-6,7) (WXT-6) (PEO-6,7) (WOR-3)
- Describe life in the cities for certain classes and ethnic groups. What was meant by the term “new Immigration?” Why did some immigrants prosper more than others? (ID-6,7) (PEO-6,7) (WOR-3)
- Examine the rise of political bosses and the why they became so powerful and the attempts by reformers to limit their corrupting influence (POL-2,3)
- Explain how rising standard of living created greater awareness of class? (ID-6,7) (WXT-6)
- Contrast Victorian morality with immigrant values in the major cities. How did middle class Americans grow disenchanted with this control? (ID-6,7)
- Examine the rise of popular culture and leisure time activities. How were these also a reflection of class identity? (CUL-3,5)

Potential Student Activities

- For this unit we will be using the text but also digital history sources at the link below
<http://www.digitalhistory.uh.edu/era.cfm?eraID=9&smtid=2>
- Read the following documents from the digital history website and answer teacher-made guided readings (Skill types I 1,2,3 II 4,5 III 7)
 1. Conditions in China
 2. Experiencing discrimination
 3. 3 documents on Chinese Immigration
- Reading/Analyze the following sources from the American Pageant Text: pp: 546 – 547 *Makers of America: Italians* p.548. Examining the Evidence *Census Data* This will be for bell work activity.
- Analyze the following primary and secondary sources using SOAPS methods from America's History text: America Compared: Immigration Charts and American pp: 562 – 563
- Analyzing political cartoon on Immigration Issues Follow the link from University of California Irvine. Answer the associated questions: (Skill types I 1,2,3 II 4,5 III 7)
http://historyproject.ucdavis.edu/lessons/view_lesson.php?id=4
- Analyze sources assignment using the Library of Congress website below: (Skill types I 1,2,3 II 4,5 III 6,7)
 1. Mr. Paul's Story (SOAPS)
 2. The Growth of Chicago (Chart Reading + questions)
 3. Photo gallery (Questions)
 4. Vertical Growth of Cities, skyscrapers (Questions)
 5. Industrial Cities: Detroit (questions)<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/city/>
- Student Research: Oral History Project. Interview someone who immigrated to the U.S. ask them their motives and experiences upon arrival. This can be family or friends. There will be a report in oral/written form.(Skill Types: I 1,2,3 II 4 III 7 IV 8,9)

Weeks 9-10

Historical Period 6 (1865 – 1898)

Unit Fourteen: The Gilded Age: Political Corruption and the Rise of Populism (1865 – 1900s)

For this section I chose to hold bring in the Grant Administration instead of discussing him during Reconstruction. "Grantism" became synonymous with the corruption of the Gilded Age and thus works better here. This is associated with Chapter 23 in American Pageant text. There will also be a section on the Populist movement in this section as a way to tie together the popular anger over political and economic corruption.

Potential Objective Questions

- Examine the major domestic issues that concerned politicians in the later 19th century. Why were these issues so important and how did the major parties address them? (WXT-6,7) (POL-2) (CUL-5)
- Evaluate the political influence of certain socio-economic groups that developed in the latter half of the 19th century(WXT-6,7) (POL-2) (CUL-5)
- Discuss the rise of farmer's alliances and Populism as a force in American politics. Which demands did Populists successfully achieve? Where did they fall short? (WXT-6,7) (POL-2) (CUL-5)
- Describe the social and political impact of the wave of economic problems from 1893 – 1897. What attempts were made to remedy the causes? (WXT-6,7) (POL-2) (CUL-5)

Student Activities

- Compile notes from lectures and discussions
- Close text reading assignment on Politics of the Gilded Age: *The Gilded Age Presidents*. This will be a homework/research assignment using the American Pageant text and the link below:
<http://www.authentichistory.com/1865-1897/3-gilded/index.html>

- Research and write DBQ Essay from docs. Pp 395 – 399 (A-H) prompt: Assess the validity of the following statement using the documents and your knowledge of the period. **“The politics of the Gilded Age failed to deal with the critical social and economic issues of the day.”** (Skill Types: III 6,7 IV 8,9)
- Examine the Populist Movement: Text Readings pp:505 – 511 and we will use the digital history website (Skill Types: I 1,2,3 II 4,5 IV 8,9)
<http://www.digitalhistory.uh.edu/era.cfm?eraID=9&smtID=2>
[A Distant Mirror: The Late Nineteenth Century](#)
[The Gilded Age](#)
[Government Retrenchment and Government Corruption](#)
[Politics During the Gilded Age](#)
[Civil Service Reform](#)
[Tweedledum and Tweedledee](#)
[The Election of 1884](#)
[The Tariff Question](#)
[Anti-Trust](#)
[Grover Cleveland](#)
- Follow the link below and read for quiz the ideas of the 1896 Populist Party (Skill Types: I 1,2,3)
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=4067
- Analyze the following historiography from American Pageant Varying Viewpoints: *The Populists: Radicals or Reactionaries*. (Skill Types: IV 8,9)
- Analyze using SOAPS method Thinking Like a Historian: Making Modern Presidents pp: 640 – 641 (Skill Types: I 2,3 II 4,5 III 7 IV 8,9)
- View video on Coxey’s Army and answer associated teacher made questions. (Skill Types: I 1,3 II 5)
<http://www.youtube.com/watch?v=eUWQOczupcE>
- Chapter 23 test (MC and write the 1983 DBQ on the Populist Movement. Remember to group your docs and discuss pov/bias/tone in some of the docs) Skill Types: (II 4,5 III 6,7 IV 8,9)

Weeks 11-14

Historical Period 6 (1865-1898) and the beginnings of Period 7 (1890 – 1945)

Unit Fifteen: Progressive Movement (1880 – 1920)

For this, one of the longest units of the school year we will be once again combining several chapters in the American Pageant text. This will include Chapter 25 pp: 554 – 569 (Race Issues and Reform; cultural foundations of the middle class) Chapter 28 National Progressivism (All) and Chapter 29 pp: 661-667 (Wilsonian Progressivism). This section will not include foreign policy issues (see next unit where I combine imperialism and WWI).

Objective Questions

- Examine the early stages of Progressivism in the mid-late 19th century (ID-7) (WXT-6,7,8) (POL-2,3,6,7) (ENV-5) (CUL-5,6)
- Examine changes in literacy, education, and the arts during the Progressive Period. (CUL-5,6)
- Contrast the beliefs of WEB Dubois with BTW (ID-7) (POL-3) (CUL-5)
- Describe who tended to be considered a “progressive.” Were there common goals among these people or, was this a unified movement at all? How were they different from Populists? (ID-7) (CUL-5)
- Examine the social ills (real and perceived) that were attacked by Progressives. What strategies were used? How did Progressivism mingle with racism? (ID-7) (POL-3,6)
- Discuss the impact of Progressivism upon politics at the local, state and national level. (POL-3,6,7) (ID-7)
- Explain how Progressive reforms effected women, minorities, and the urban poor. (ID-7) (WXT-6,7,8) (POL-3,6,7) (ENV-5) (CUL-5,6)
- Explain the stillbirth of Socialism in the U.S. (POL-3,6,7)
- Examine the Roosevelt, Taft, and Wilson Presidencies. To what degree does each reflect Progressive ideals? (ID-7) (POL-3,6,7) (WXT-6,7,8)

Potential Student Activities

- Examine the nature of race issues in the late 19th century using the University of Houston website read the following passage for quiz/homework (Skill Types: I 1,2,3 II 4,5)
- [Jim Crow and the Courts](#)
[Plessey v. Ferguson](#)
[Segregation and Disfranchisement](#)
[Booker T. Washington and the Politics of Accommodation](#)
- Using the website below write a summary FRQ-style essay on the following Supreme Court rulings: Plessey v. Ferguson (1898) and Buck v. Bell (1927). This paper should include background, ruling, and significance: (Skill Types: II 2 III 6,7 IV 8,9)
http://www.oyez.org/cases/1901-1939/1926/1926_292
- The first wave of reform: education and literacy Using the American Pageant text pp: 557 *The March of the Mind* – makers of America (Pioneering Pragmatism) Close text reading assignment w/teacher made questions. (Skill Types: I 1,2,3 II 4,5)
- From America's History Text: pp: 596 – 597 American Voices: Interpretations of Social Darwinism complete SOAPS analysis for all three documents (Skill Types: I 2, II 4,5 III 6,7 IV 8)
- From America's History Text: pp: 658 – 659 American Voices: TR: From Anti-Populist to New Nationalist complete SOAPS analysis for all three documents (Skill Types: I 2, II 4,5 III 6,7 IV 8)
- From American Pageant Read pp: 675 – 676 Varying Viewpoints *Who were the Progressives?* (Skill Types: III 6,7)
- Examine literary and artistic movements in the Progressive Period: Using the Washington State University and Metropolitan Museum links below analyze the characteristics of Realism in Literature and Art. Be prepared to cite representative works: (Skill Types: I 1,2,3 II 4,5 III 7 IV 8,9)
<http://public.wsu.edu/~campbell/amlit/realism.htm>
http://www.metmuseum.org/toah/hd/ashc/hd_ashc.htm (there is a slide show to view also)
- Analyze sources on Women's Suffrage Movement using the links below from the University of Houston for homework/quiz (Skill Types: I 1,2,3 II 4,5)
[Failure is Impossible"](#)
[72 Years](#)
[The Drive for the Vote Begins](#)
[The Movement Splits](#)
[The First Breakthroughs](#)
[New Arguments and New Constituencies](#)
[Opponents of Suffrage](#)
[The Final Push](#)
- Issues of workplace safety View video: *Camilia Teoli: Child Laborer* and answer discussion questions. (Skill Types: I 1,2,3 II 4,5) For Homework/Bell work examine the two documents on the Triangle Shirtwaist Fire: (Skill Types II 5, III 7 IV 8,9)
<http://www.digitalhistory.uh.edu/era.cfm?eraID=11&smtID=3>
- Extra Credit: View the video on the Triangle Shirtwaist Fire and write a brief summary: (Skill Types II 5, III 7 IV 8,9)
<http://video.pbs.org/video/1817898383/>
- Analyze the two sources linked below and write a short summary answering the following prompt: Explain how a curse can become a blessing: The Galveston Hurricane 1900
<http://www.digitalhistory.uh.edu/era.cfm?eraID=11&smtID=3>
- Analyzing Primary Sources Chapter 28 in the *American Spirit* reader National Progressivism. Complete Thought Provokers pp: 221 1-5 (Skill Types: I 1,2,3 II 4,5 III 7, IV 8,9)
- Analyze secondary sources in *American Issues* docs. 19.2 Bellamy (Looking Backward), 19.4 Cooper (Varieties of Progressivism), 19.5 Clark (Reform as Social Control), 19.6 (Images of Women's Suffrage). Answer all related questions. (Skill Types: III 6,7 IV 8,9)
- Read section in American Pageant pp: 642 – 643 Thinking Globally *Why is there no Socialism in the U.S.?*
- Read the following section from American Pageant for bell/homework pp: 652-652 Makers of America *The Environmentalists* (Skill Types: I 1,2,3 II 5)

- Examine the development of socialism in politics and the labor movement. View the video and answer associated questions on the IWW (Skill Types: I 1,2,3 II 5)
http://www.digitalhistory.uh.edu/multimedia/digital_stories.cfm
- Read for bell/Homework this nice concise link on the Election of 1912 and Wilson's New Freedom ideas (Skill Types: I 1,3 II 5)
<http://www.ushistory.org/us/43g.asp>
- Write the 2003 DBQ on Progressivism see the link below for the documents (Skill Types: III 6,7 IV 8,9)
http://apcentral.collegeboard.com/apc/public/repository/ap03_frq_us_history_b_23077.pdf
- Test on Progressivism (MC and Short Answers)

Weeks 15-18

Historical Period 6 (1865-1898) and the beginnings of Period 7 (1890 – 1945)

Unit Sixteen: American Foreign Policy (1890s – 1920)

For this unit we will reach back to the origins of American Imperialism Chapter 27 in American Pageant

This unit will combine Chapter 29 (667– 675) with Chapter 30 on WWI. Some of the discussion for the impact of WWI will be carried over into the unit on the 1920s.

Objective Questions

- Explain the socio-economic and political motives for imperialism. What groups generally supported imperialist ventures and which opposed these? (ID-3) (WXT-6) (POL-2,6) (WOR-3,4,5,6) (ENV-4)
- Examine the causes, events, and effects of the Spanish-American War 1898. In what ways did this resemble the Mexican War of 1845-48? (ID-3) (WOR-3,4,5,6)
- Assess the success or failure of foreign affairs in Latin America and Asia (World's Policeman, Roosevelt Corollary Taft's Dollar Diplomacy and Wilson's Moral Diplomacy). In what ways do events seem like a continuation of manifest destiny? (ID-3) (WXT-6) (POL-2,6) (WOR-3,4,5,6)
- Discuss the factors that led to the US entry into WWII in April 1917. (ID-3) (POL-2,6) (WOR-3,4,5,6)
- Analyze the ways that the First World War impacted the US socially, politically, and economically. (POL-2,6) (WOR-3,4,5,6)
- Evaluate Wilson's 14 Points. Were Wilson's points too idealistic? In what ways do they represent a permanent departure from American foreign policy traditions?(ID-2) (POL-2,6) (WOR-3,4,5,6)

Potential Student Activities

- Discuss the origins & Arguments for American Imperialism (Skill Types I 1,3 II 5)
- View video on the origins of the Spanish-American War and answer associated teacher-made questions (Skill Types: I 1,2,3 II 5)
<http://www.youtube.com/watch?v=IU5l4yQCpMM>
- Analyze sources using the University of Houston website on the following sources ((Skill Types I 1,3 II 5 III 7)
 1. The annexation of Hawaii (2 docs)
 2. The Open Door Notes
<http://www.digitalhistory.uh.edu/era.cfm?eraID=10&smtID=3>
- Analyze sources from the America's History text using the SOAPS method: Debating the Philippines pp: 680-681((Skill Types I 1,3 II 5 III 7)
- Analyze sources from Thinking Like a Historian: German-Americans in WWI pp: 692-693 answer analysis questions. ((Skill Types I 1,3 II 5 III 7)
- From American Pageant Text pp: Thinking Globally: Age of Empire Read for quiz (Skill Types: (Skill Types: I 1,2,3 II 4, 5)
- Analyze historiography sources from American Pageant p.634 Varying Viewpoints: *Why did American become a world power?* (skill Types: III 6,7 IV 8,9)

- View video on TR and Taft and foreign policy and answer associated questions ((Skill Types: I 1,2,3 II 5)
View video on the causes of WWI from link below and answer teacher-made questions. ((Skill Types: I 1,2,3 II 5)
<http://www.youtube.com/watch?v=n7kp3vfluKA>
- Analyze primary sources from *Enduring Voices*: Chapter 21 doc. Set 1 (Expansionism and consequences), Chapter 23 doc. Set 1 (Boundaries of dissent), Chapter 23 doc. Set 2 (Social Impact of the war) . Answer all related questions.
- Analyze and discuss doc. Sets from *American Issues*: 20.2 (Comparison charts on US exports 1880-1920), 20.3 White Man's burden (Healy), 20.6 Dalrymple (TR: The World's Policeman), and 20.4 (Anti-Imperialism League). Quiz on these readings.
- Using the American Spirit document reader complete Chapter 30 Thought Provokers (Skill Types: II 5III 6, 7 IV 8,9)
- Analyze and explain the following extra documents: diagram of trench warfare, American war posters, Wilfred Owen poem: *Dulce est decorum est*.(Skill Types: II 5 III 6,7 IV 8,9)
- Read study guide on War preparations and the economy pp 452 – 455 (Quiz on this)
- In class DBQ-study guide docs. 465 – 469 prompt: “*The ideals used to justify U.S involvement in WWI disguised the real reasons for Wilson’s change in policy from neutrality to war and, in fact, violated the traditional values of Americans*” ((Skill Types I 1,3 II 5 III 7 IV 8,9)
- Write a position paper based upon the following prompts: "Was Germany a scapegoat? Were the 14 Points too idealistic to be successful in the modern day world?"
- Unit Test Multiple Choice and short answer
- Enrichment Opportunity: Research and write a paper the Spanish Flu Pandemic from the site below:
<http://www.flu.gov/pandemic/history/1918/index.html>
 1. Include information about its causes (related to WWI)
 2. Must use primary sources (Voices from the Pandemic)
 3. Must include information about how the pandemic impacted Tennessee (There is a map to click) (Skill

Types: I 1,2,3 II 4,5 III 7, IV 9)

Weeks 19-20

Historical Period: 1890-1945

Unit Seventeen: The 1920s A Study in Contrasts (1920-29)

This unit reflects Chapter 22 in *American Pageant*. For this topic I like to stop at the crash of the stock market and economic woes of the later 1920s because we discuss that with a lesson on why the stock market crash was not the sole cause of the Great Depression.

Objective Questions

- Examine the economic underpinnings of prosperity in the decade. How do these compare with post-Civil War era? What signs of trouble were evident by the midpoint of the decade? (WXT 6,8) (POL-4)
- Explain the causes of the Second Red Scare and how these manifested themselves in public policy (POL-4,5)
- Explain the political values that helped to shape public life. What did Harding mean by “normalcy?”
- Examine and discuss the growth of “mass culture.” How was mass culture a reflection of social groups? How far did it penetrate to all segments of society? (ID-6,7) (CUL-6,7)
- Examine the changes in immigration policy in the 1920s (PEO-6,7)
- Identify important cultural trends that developed during the decade. How did these reflect the mood of Americans? (ID-6,7) (CUL-6,7)
- Identify social tensions that boiled seemingly just below the surface that would manifest themselves later. (ID-6,7) (CUL-6,7) (POL-7)

Potential Student Activities

- Analyze primary sources using the American Spirit Documentary Reader Chapter 31 and complete the Thought Provokers section 1-4 (Skill Types: II 5III 6, 7 IV 8,9)
- View video

- Examine the following sections from Digital History on the development of 1920s cultural trends and be prepared to answer teacher made analysis questions.
[The Consumer Economy and Mass Entertainment](#)
[The Formation of Modern American Mass Culture](#)
[Low Brow and Middle Brow Culture](#)
[The Avant-Garde](#)
[The New Woman](#)
- Internet research: write a brief report (3 typed-double spaced) on the Lost Generation and the Harlem Renaissance. This research should obviously include important figures in both movements. In your section on the Harlem Renaissance you also should include well know figures from Jazz. And hey, to get you in the mood check out the site below for classic 1920s jazz and blues music. (Skill Types: I 1,2,3 II 4, III 7 IV 8,9)
<http://www.digitalhistory.uh.edu/music/music.cfm>
- Assess the strengths/weakness of the 3 Republican administrations in an essay. (Skill Type I 1,2,3 II 4,5)
- Debate/Discussion: Analysis of the Sacco-Vanzetti case, the Palmer Raids, and the KKK: the freedom to express themselves? (Skill Type II 4, III 6,7 IV 8)
- Analyze primary sources American Voices *Urban Writers Describe Small Town America* (Skill Type: I 1,3 II 4 5, III 6,7 IV 8,9)
- Chapter Test Multiple Choice Only (Skill Type: III 6,7 IV 8,9)
- Enrichment Opportunity: Research and write report on the 1920s film industry using the site below
<http://www.filmsite.org/20sintro.html>
 You should include an overview of film in this era, important films and their genres, and finally some of the more famous actors and actresses of the Period. (Skill Types: I 1,2,3 II 4,5 III 7, IV 9)

Weeks 21 - 24

Historical Period 7 (1890-1945)

Unit: Eighteen: The Great Depression and the New Deal (1929 – 1940)

Given the length and importance of this unit Chapter 32 will be combined w/ all of Chapter 33 To better stay on the topic of the Depression's impact on America we will omit the section on foreign affairs related to WWII and carry over to Chapter 35 *The Shadow of War*. Though students are expected to read the chapters, we will rely heavily upon the study guide and guided reading assignments from the text.

Objective Questions

- Outline the factors that led to the crash of the stock market and the deepening of the Great Depression. What factors were already in place by the mid-1920s and what role did WWI play in inaugurating this global depression? (ID-3) (WXT6,8) (WOR-4)
- Explain the strategy of FDR's First New Deal Programs. Identify important programs. Evaluate their success/failure. Who opposed the New Deal? (ID-3) (WXT6,8) (POL-5)
- Evaluate the Second New Deal 1935 – 1938. Were these programs examples of socialism? Which New Deal programs have continued on to this day? How did the Depression impact labor? (ID-3) (WXT6,8) (POL-5)
- Explain the impact of the Depression/New Deal on various social groups. Why did this era complete the shift of African-Americans to the Democratic ranks? (ID 7,8) (WXT6,8) (POL-5)
- View video dust bowl years (ENV-5)
- Identify important cultural trends in the arts, film, and music. Did they reflect reality, escapism, or both? (CUL6,7)

Potential Student Activities

- Lecture-discussion Examine the root causes of the Great Depression using key economic indicators (charts, graphs, statistics) 1920-1929 stock market crash. (Skill Types: I 1,2,3 II 5 III 7 IV 8,9)

- Using the National Archives website examine political cartoons on President Hoover and FDR using SOAPS method (Skill Types: III 7 IV 8,9)
<http://blogs.archives.gov/hoover-blackboard/2010/04/13/political-cartoons/>
- Creative writing activity: View photos by Dorothea Lange using the website below and write short diary entry as bell work assignment. The photos will be viewed for homework (Skill Types: III 7 IV 8,9)
<http://www.historyplace.com/unitedstates/lange/index.html>
- Analyze Primary Sources from *American Voices America Views on the New Deal* pp: 742-743 Also use the following website from History News Network website on Howard Zinn's view of how the New Deal still impacts the Nation (Skill Types: II 4,5 III 6,7 IV 8,9) Students will answer teacher made questions that reflect AP Exam Part I section B long answers.
<http://hnn.us/article/48635>
- Comp/contrast historiography from *Varying Viewpoints: How Radical was the New Deal* pp: 775-776 (Skill Types: III 7 IV 8,9)
- Read and analyze secondary sources in *American Issues*: 22.5 Schraf (Women's Roles) and 22.6 Marable (Black's Frustrations). Read and analyze primary sources in *American Issues*: 22.1 FDR (Launching the New Deal), 22.2 Long (Share our Wealth), 22.3 graph interpretation on income, 22.4 images by Dorothea Lang. (Answer questions) (Skill Types: I 1,2,3 II 4,5 III 6,7 IV 8,9)
- Analyze sources from *American Pageant* section pp: 752 - 753 Think Like a Historian using SOAPS method and answering questions (Skill Types: I 1,2,3 II 4,5 III 6,7 IV 8,9)
- View video excerpts PBS video *The Dust Bowl* and answer teacher-made questions (Skill Types: I 1,2,3 II 5 III 7)
- Listen to 1930-40s songs and analyze lyrics (I included WWII era here also because styles were not dramatically different)
<https://video.search.yahoo.com/video/play; ylt=A2KIo9Z6DpdTeXYAQS77w8QF; ylu=X3oDMTByMjBzZmhtBHNIYwNzcgRzbGsDdmlkBHZ0aWQDBGdwb3MDNg--?p=1940s+music+h>
- Internet Research (identify two famous films from the 1930s. Write a short paper that analyzes and discussed each of the following: background review and explain the relation to escape or reality) Use the following link to get you started: (Skill Types: I 1,2,3 II 4,5 III 7 IV 8,9)
http://www.digitalhistory.uh.edu/topic_display.cfm?tcid=125
- Write College Board's 2002 DBQ in the New Deal using the redesigned AP US Rubric. Students can choose 7 docs but one must be statistical and political cartoons) (Skill Types: I 1,2,3 II 4,5 III 7 IV 8,9)
- Chapter 32/33 Test (Multiple Choice and free-response essays) (Skill Types: I 1,2,3 II 4,5 III 7 IV 8,9)

Weeks 24-27

Historical Period 7 (1890 - 1945)

Unit Nineteen: The Second World War (1931 – 1945)

While clearly WWII began in 1939 (1941 for the U.S.), some attention will be paid to the rise of totalitarian regimes in Europe and Asia. Additionally we will review a few foreign policy issues related to U.S.-Japanese relations. This is crucial for any true understanding of the period. This will cover the remainder of Chapter 33 (a small section) and all of Chapter 34-35 in *American Pageant*. Because of the time involved and extra materials on fascism and the holocaust, fewer primary/secondary sources will be utilized in class for this unit. Also, 2 major wartime conferences (Yalta and Potsdam) will be largely omitted and carried over to a discussion of the origins of the Cold War.

Objective Questions

- Explain why U.S.-Japanese relations were poor long before the attack on Pearl Harbor (ID-6) (PEO-6) (POL-6) (WOR-7)
- Analyze the role that the global Depression played in fostering the rise of fascist regimes in Europe (POL-6) (WXT-6) (WOR-6)
- Examine the changing nature of American public opinion from the mid 1930s to 1940 with respect to foreign affairs. What changes drove public opinion? (POL-6) (WOR-4,7)(CUL-7)

- Describe the measures taken by the Federal government to prepare America for war. What role did propaganda play in this effort? Explain how the war impacted the American economy (POL-6)(WXT-8)(WOR-4,7)(CUL-7)
- Examine the major social impact of the war on women and minority groups. (ID-7,8)(POL-6)(WXT-8)(CUL-7)
- Discuss pivotal battles on both fronts and explain how these represented the overall strategies on both sides.(POL-7) (CUL-5)
- Debate the decision to use the atomic bomb. Was this justified or, was Truman guilty of war crimes? (POL-7) (CUL-5)

Potential Student Activities

- Introductory lecture/discussion notes Rising Tensions in the Far East and Asia (with an explanation of fascist ideology) Skill Types I1,2 3 II 4,5)
- Analyze the following sources from the University of Houston website answering teacher made-close text reading queries: Joe Louis at the Olympics, FDR's Pearl Harbor Speech, memories of wartime teenagers (3 docs) Skill Types: I1,2,3 II4,5 III 7)
<http://www.digitalhistory.uh.edu/era.cfm?eraID=15&smtID=3>
- Analyze primary sources in *American Issues*: Chapter 27 doc. Set 1 (Hollywood's Foreign policy), Doc. Set 2 (War and Society), and Doc. Set 3 (The Atlantic Coalition). (Skill Types: I1,2,3 II4,5 III 7)
- Analyze sources from Henretta text: America Compared the economics of war (Chart analysis) Skill Types: I1,2,3 II4,5 III 7 IV8)
- Analyze sources from Henretta text using SOAPS method: American Voices: Women in the workplace pp: 778-779 Skill Types: I1,2,3 II4,5 III 7,8)
- Examining Evidence American Pageant text pp: 787 and 817 Close text reading Makers of America The Japanese pp 800-801 Thinking Globally 822-823
- Compare/Contrast historiography on Justification for use of the atomic bomb American Pageant Varying Viewpoints Skill Types: I 1,2,3 II4,5 III 7,8)
- View video : FDR: War President with guided Questions (Skill Types: I1,2,3 II4,5 III 7)
- Write Free-response timed in class essay (various topics) Skill Types: I1,2,3 II4,5 III 7 IV 8,9)
- Write DBQ essay pp 540 – 544 (A-H) see prompt on p. 540 Using redesigned DBQ rubric
- Compare/Contrast the following sources from University of Houston website [Truman's Diary on the Atomic Bomb](#) by Harry S. Truman (07/25/1945) [Account of the bombing of Hiroshima](#) by Michihiko Hachiya (1995) Skill Types: I1,2,3 II4,5 III 7 IV 8,9)
- Write Position Paper/Debate: on use of the atomic bomb (Skill Types: I1,2,3 II4,5 III 7 IV 8,9)
- Unit Test Chapters 34-35 test MC/short answer section (No essay)

Weeks 27 - 28

Historical Period 8 1945-1980

Unit Twenty: Cold War America (1945 – 1959)

This unit reflects Chapter 36 and parts of Chapter 37 related to Cold War issues. Obviously a single unit on the post war period and Cold War is too unwieldy for our purposes. So, my strategy here is to use Presidential administrations as a type of timeline. This is also critical because approaches to domestic issues and foreign policy often changed by administration. The focus will be Cold War policies of Truman and Eisenhower. There will also be aspects of how Cold War policies affected American Society.

Objective Questions

- Explain how the Yalta and Potsdam Conferences represented the origins of the Cold War. How was Truman different from FDR in his treatment of allies?
- Explain how the post war policies of the US and Soviet Union served as the framework for the later Cold War. Were the Soviets the aggressors or were they aggressive because of fear of the west?
- Evaluate the policy of Containment and describe how the Truman Administration implemented this policy in Europe, Asia, and Latin America.

- Compare and Contrast U.S. foreign policies of Truman and Eisenhower administrations in Europe, the Far East, the Middle East, Africa, and Latin America
- Discuss how the Cold War impacted America politically and economically during the 1940s and 1950s
- Examine the Cold War's social impact in America. Why did the Red Scare and McCarthyism take hold so deeply? How did the Cold War inspire technological innovation and education?

Potential Student Activities

- Compile notes and materials from unit
- Analyze primary sources from *American Issues*: 25.1 (NSC-68), 25.4 map analysis (Containment), and 25.2 Gallup Poll (demographics of war support in Korea), and 25.6 Eisenhower (Military-Industrial). Secondary sources: 25.3 Griffith (McCarthyism) Read and quiz
- Analyze *Enduring Voices* Chapter 28 doc. Set 1 (Origins of Containment) Doc. Set 2 (The Cold War Comes Home), Doc. Set 3 (The Korean War), Chapter 29 doc. Set 2 (Dulles: Brinkmanship). Answer related questions
- Read in Study Guide pp 534 – 535 Wartime Conferences and pp 549 -556 Truman and the Cold War (quiz on this).
- Read in the Study Guide pp 572 – 579 Eisenhower and the Cold War (quiz on this).
- View video on the Cold War in the Middle East
- Read excerpt from John Lewis Gaddis *We Now Know* on reinterpreting the Cold War: <https://www.mtholyoke.edu/acad/intrel/nowknow.htm>
- In class essay: Examine Cold War at Home
- Discussion: Whose policies were more sound Truman or Eisenhower
- DBQ on Containment (teacher made packet)
- This unit will be divided into two tests (Truman and Eisenhower) MC and free response essay

Weeks 28-30

Unit Twenty-One: The Cold War (1960s and early 1970s)

This unit will pull materials predominately from Chapters 30 and 31. Materials on the Civil Rights crusade will be omitted for this unit and the basic discussion will be on the Vietnam War. However, other foreign policy materials will also be featured.

Objective Questions

- Examine the early foreign policy challenges faced by JFK in Europe, Asia, and Latin America. In your view who was the true victor (if any) in the Cuban Missile Crisis?
- Evaluate JFK and LBJ policies in Vietnam. How do these policies relate to the wider Cold War itself? Could the Vietnam War have been won at any point in the 1960s? Why or why not?
- Explain how did the Cold War in the 1960s impacted politics and the economy of the nation? How did they harm LBJ's "War on Poverty?"
- Explain why the Tet Offensive in 1968 forced a major re-evaluation of U.S. policy in Vietnam? How did the media impact public opinion following the Tet Offensive?
- Discuss Nixon's Vietnamization Policy. Was it really "peace with honor?" Discuss also the escalation of the war into Laos and Cambodia. What major foreign policy victories occurred outside of the Vietnam quagmire?
- Outline the chain of events that led to the fall of Saigon in 1975. What impact if any did Watergate have upon the War in Vietnam and the Cold War itself?
- Examine U.S. – Soviet Relations during the 1960s and early 1970s. Was there more or less tension than before? What factors may account for the thaw?

Potential Student Activities

- Complete guided reading activities and compile important notes from lectures and class discussions

- DBQ Study Guide pp 614 – 618 (A-I) Prompt: Assess the view that President Johnson’s Vietnam policies failed for both military and political reasons.
- Analyze primary sources in *American Issues*: doc set 27.1 LBJ (Gulf of Tonkin Resolution), 27.2 (a soldier’s experience), 27.4 (visuals of protests), 27.5 Nixon (War Power Act), and G. Ford (Watergate and the Pardon). Quiz on these.
- *Enduring Voices*: Chapter 30 (Vietnam: Critical Decision), and Chapter 31 doc. Set 2 (Watergate) Answer questions
- *Read in Study Guide* 619 – 621 (Nixon and Ford foreign and domestic policies) Quiz to follow.
- View Video on the Soldier’s experience in Vietnam.
- Analyze music from the early to late 1960s (Woodstock to Altamont)
- Examine evidence in JFK assassination: Debate/Discuss “lone gunman theory”
- Debate: Who really won the Vietnam War?
- Chapter Test combining Chapter 30-31 (MC and free-response essay)

Weeks 29-31

Unit Twenty-two: Days of Protest: Civil Rights, Feminism, and the Youth Movement (1950s – 1979)

This unit will pull from the following chapters in *Enduring Vision*: Chapter 28 (Truman and Civil Rights), Chapter 29 (Warren Court and Little Rock, Chavez, MLK, Youth Rebellion/Beatnik), Chapter 30 (Environmentalism, JFK and Civil Rights, early strategies of non-violent protest, the Great Society, Warren Court redux, Black Power, Wounded Knee redux, *The Feminine Mystique*), Chapter 31 (Port Huron and SDS, Kent State, the Sexual Revolution).

Objective Questions

- Outline and examine the chronology of the Civil Rights movement. Review early trends from the 19th and early 20th Century.
- Compare and Contrast the strategies/goals of NAACP, SCLC, SNCC, Malcolm X and the Black Panthers. Where did each ultimately fall short?
- Examine LBJ and the Great Society. What aspects are still present and how did Vietnam War and racism weaken his vision?
- Outline and examine the chronology of the youth movement and protests. Contrast the methods of protest from the late 50s and mid 1960s with SDS and the “Weathermen” of the later 1960s. Explain how Vietnam brought the youth movement and civil rights movement to a common goal.
- Outline and examine the origins of the feminist movement in the 1950 – 1970s. Review earlier aspects of feminism and women’s rights. What changes of strategy and goals are discernible?
- Outline and examine the environmental movement. Review its origins at the turn of the century with TR and FDR through the first Earth Day commemoration.

Potential Student Objectives

- Compile lecture and discussion notes.
- Research music of the 1950s and 1960s. Write a 3 page report on the artist/band of your choice. Make connections to events of the era.
- Guided Reading activities covering the materials.
- View video on the 1960s (various clips and topics) component questions
- Analyze lyrics and see change of mood early to late 1960s
- Listen to speakers (if available from University of Memphis) on civil rights movement locally.
- Analyze primary source documents in *Enduring Voices*: Chapter 31 doc. Set 1 (Youth Protest and Vietnam), Chapter 32 doc. Set 1 (Modern Women’s Mvt.)
- DBQ essay from teacher made materials
- Partner Review activities
- Unit Test (Multiple Choice and free-response essays)

****Extra Credit Reading and Review****

Fairclough, Adam. *Better Day Coming: Blacks and Equality, 1890 – 2000* (New York: Penguin, 2001. ISBN 0142001295 pbk)

Week 32

Unit Twenty-three: Challenges for the Future (1980s – 2000)

This will be the culminating unit for the second semester. Here we will tie up some loose ends and project the last 25 years into the future. As the percentage of AP questions here is smaller less time will be spent so that we can budget review days.

Objective Questions

- Examine U.S. foreign policy from 1980 – 2000. Discuss theories about the collapse of the Soviet Union and identify key factors. How has the end of the Cold War impacted foreign policy?
- Discuss the rise of religious fundamentalism in the U.S. and abroad. How has this continued to impact politics and society in America?
- Examine the immigration question and its potential socio-political and economic impact upon American
- Contrast the Democrats and Republicans on key socio-political, and economic issues from 1980 - 2000
 - Ford and Carter vs. Stagflation
 - The Reagan Revolution
 - George HW Bush and the Clinton Years
 - George W. Bush - Barak Obama

Potential Student Activities

- Compile lecture and discussion notes
- Analyze primary sources from *Enduring Voices*: Chapter 32 doc. Set 1 (The Evil Empire and Latin America), doc. Set 3 (The Persian Gulf War), Chapter 33 doc. Set 1 (Clinton and Health Care), doc. Set 2 (Contract w/America). Answer questions
- Read pp 653 – 669 in Study Guide (Bush, Clinton, Bush) series of reading review quizzes.
- Unit Test Multiple Choice Only
- REVIEW ACTIVITIES
 - These will begin on a strictly voluntary basis starting the last week of March and continuing until the AP Exam. The focus of the activities will be graphic organizers as brainstorming ideas for essays. The sessions will last approximately one hour but will add on time as we get closer to the exam date in May.