

Course Description: This course is designed to provide a college-level experience and preparation for the AP Exam in May. An emphasis is placed on interpretation documents, mastering a significant body of factual information, and writing critical essays. Topics include life and thought in Colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, industrialism, Populism, Progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, the Cold War, the post Cold War era, and the United States at the beginning of the twenty-first century. The course is structured chronologically, divided into 9 units. Each unit includes one or more of the nine periods and/or key concepts outlined in the AP U.S. History curriculum framework.

Key Themes: The course is structured both chronologically and thematically. Exams, will be given at the end of each unit. The exam will have three components: analytical multiple choice questions (MC), analytical short answer questions (SA), and either a free response essay (FRQ) or a document based question (DBQ). Each component of the exam will emphasize the application of historical thinking skills to answer the question. Information from prior units is often a critical component of the response. These activities are organized around AP U.S. History’s seven major themes—Identity (ID), Work, Exchange and Technology (WXT), Peopling (PEO), Politics & Power (POL), America in the World (WOR), Environment and Geography—Physical & Human (ENV), Ideas, Beliefs and Culture (CUL)—and are designed to develop the student’s historical thinking skills.

Skills Developed: In each unit, students will get practice developing the following content-driven skills: Crafting Historical Arguments from Historical Evidence (including Historical Argumentation and Appropriate Use of Relevant Historical Evidence), Chronological Reasoning (including Historical Causation, Patterns of Continuity and Change over Time, and Periodization), Comparison and Contextualization, and Historical Interpretation and Synthesis. In addition, class activities and assignments will address the following academic skills: Reading for comprehension and recall, improving study skills in preparation for assessments, improving formal writing skills (addressed below), improving public speaking skills in class discussions and activities, and improving skills of map reading and interpretation.

Writing Focus: Historical work at a collegiate level requires students to write proficiently. For this reason, writing is emphasized in every unit of this course. Students receive “essential questions” to frame class discussions; these are often used as writing assignments. Assessment of essays are measured by the following: the degree to which they fully and directly answer the question, the strength of thesis statement, level and effectiveness of analysis, amount and quality of supporting evidence, and organizational quality. In addition to these standards, DBQs are graded on the basis of the degree to which a significant number of the documents have been used to support the thesis, and the amount and quality of outside information included in the response.

Author’s Thesis Paper: Students are provided with opposing viewpoints expressed in either primary or secondary source documents and in writing must determine the following:

The Thesis:

What is the main argument of each author?

The Evidence:

Looking at the supporting evidence, analyze whether they are logically interpreted by the authors. Do they clearly support the thesis?

Primary Source Analysis Activities: To be truly meaningful, the study of history requires primary source analysis. For this reason, most units in this course provide students with the opportunity to read and interpret a diverse selection of primary source materials. The teacher introduces each document, and then students (either alone or in groups) read, interpret, and discuss the document, noting the style, language, intent, and effect. These activities help students become more familiar with primary sources, and develop their abilities to read, understand, and use these sources. As a result, students are better prepared to respond to DBQs on the AP U.S. History exam.

Oral Presentations Periodically, students are expected to present informational topics from the textbook chapters, documents, Supreme Court cases, or other topics. The presentations are followed with additional information/corrections from the teacher and an opportunity for peer questioning. This assignment would be placed in the general “homework and quizzes” category for averaging purposes. **(CR1-4)**

DBQ Construction/ Reconstruction/ and writing: Students, working in groups, will read the sources from and debate the question posed by the DBQ’s. Students will be assigned test related/ content related DBQ’s to complete in a timed setting. Students will be challenged to create their own topical DBQ’s.

Course Texts:

Textbook:

The American Pageant, David M. Kennedy, Lizabeth Cohen, and Thomas A Bailey, 14th ed., Wadsworth/Cengage, 2010. **[CR1a]**

Supplemental Texts: [CR1c]

Kennedy, David M. & Thomas Bailey. *The American Spirit Volume I to 1877 11th Edition*. Boston, Mass: Houghton Mifflin Co., 2006.

Kennedy, David M. & Thomas Bailey. *The American Spirit Volume II 1877-2000. 11th Edition*. Boston, Mass: Houghton Mifflin Co., 2006.

Kreiger, Larry. AP U.S. History Crash Course. Piscataway, N.J.: Research & Education Association, 2010.

Schweikart, Larry and Michael Allen. A Patriot’s History of the United States. New York: Sentinel, 2004. [CR1c]

Stanford History Education Group. Reading Like a Historian. <http://sheg.stanford.edu>.

Wood, Gordon S. *Radicalism of the American Revolution*. New York, NY: Vintage Books, 1991.

Unit 1: 1491-1607- The American Pageant, Chapters 1-3 [CR2]

Content: Geography and environment; Native American diversity in the Americas; Spain in the Americas; conflict and exchange; English, French, and Dutch settlements; and the Atlantic economy. [CR3]

Primary Source Analysis: Notecards for Primary Sources Theme

Sources: Woodcuts from the settling of Jamestown and photos of Native American jewelry and pottery; “Letter to Luis de Santangel;” A letter describing native americans; and a map of American Indian pre-1492 demographics. [CR1b]

Author’s Thesis Paper and ATP 2: Students read an excerpt from “1491” by Charles C. Mann, an excerpt from Howard Zinn’s *A People’s History of the United States*, and an excerpt from William Bennett’s *America: The Last Best Hope*. Using evidence and analysis from these materials, students will write an essay in response to the question, “Were the conquistadores immoral?” [CR6]

Unit 2: 1607-1754- *The American Pageant*, Chapters 2-4 [CR2]

Major Project Assignment & Assessment (Summer/ Week 1):

Develop a chart explaining the financing, motivation for founding, and political, social, and economic organization of each area: (a) the plantation colonies; (b) New England; (c) the middle colonies. Include a definition of “joint stock,” “proprietary,” and “Royal” or “Charter” colonies, the degree of self-government and extent of participation, economic base, labor, opportunities for social and political mobility, education, etc. What elements did all these colonies have in common? What major differences existed? What accounts for the differences? [CR7]

ESSAY - Compare the colonial settlements that developed along the Chesapeake and in New England. Use your book and supplemental material to provide specific details on each colonial settlement. For each be sure to describe the following: (a.) lifestyle of the inhabitants, (b) basic economic systems, (c) political organization, & (d) describe the attributes of each colony as well as their downfalls. [CR11]

Content:

Role of religion

Atlantic economy and triangular trade (CR4)

The Great Awakening (CR2)

Education and the press: Peter Zenger

Political patterns (CR1)

The Duel for North America

New France

Fur-traders and Indians

Anglo-French colonial rivalries

Primary Source Analysis: “Sinners in the Hands of an Angry God” by Jonathan Edwards; an indentured servant’s letter home; Bacon’s Manifesto; The Maryland Toleration Act; a letter

about Small Pox Inoculation; map of a Puritan town; painting of a colonial Virginia tobacco farm; and colonial export chart broken down by region and products. [CR1b] [CR13a]

Author’s Thesis Paper and ATP 2: Students read “The Puritans and Sex” by Edmund Morgan, “Persistent Localism” by T. H. Breen, and “When Cotton Mather Fought the Smallpox” by Dr. Laurence Farmer. Then, working in groups, students develop a class presentation that analyzes reasons for the development of different labor systems in any two of the following regions of British colonial settlement: New England, the Chesapeake, the southernmost Atlantic coast, and the British West Indies. (WXT-4) [CR4] [CR5]

DBQ Deconstruction: In groups, students will read the sources from a DBQ on the Puritans and engage in debate on the open ended question provided by the DBQ. As a take home assignment, students will write an essay with a thesis statement that focuses on the economic, political, or religious values of the Puritans. [CR5]

Unit 3: 1754-1800- *The American Pageant*, Chapters 5-10 [CR2]

Major Project Assignment & Assessment #2

Take-home essay; “Mercantilism was actually more favorable to the colonies than to Great Britain.” Assess the validity of this statement.

British Policy Chart: Create a chart detailing the various British policies enacted following the Seven Years’ War (Proclamation of 1763 through the Intolerable Acts.) Indicate the content or provisions of these acts, the colonial response and impact on growing colonial unity, and the impact of the experience on post-independence governance. Include the Proclamation of 1763, Grenville Acts, Townsend Duties, Committees of Correspondence, Tea Act, Boston Tea Party, Intolerable Acts (details,) First Continental Congress, Samuel Adams, and the Sons of Liberty. [CR7]

Group Presentation on the American Revolution as a conservative or radical movement. Students will take notes on each other’s presentation and will complete a take home essay on the position they would take. They must cite at least two sources. (CR6)

Content: Colonial society before the war for independence; colonial rivalries; the Seven Years War; pirates and other democrats; role of women before, during, and after 1776; Articles and a Constitution; and early political rights and exclusions. [CR3]

The Seven Years War and the Treaty of Paris, 1763

Pontiac’s Uprising and the Proclamation of 1763

The Road to Revolution (CR3,4)

Mercantilism

Stamp Act Crisis

Townshend Duties and the Boston Tea Party

Sedition: Committees of Correspondence and Sons of Liberty

Intolerable/Coercive Acts

The Continental Congresses **(CR1)**
 Olive Branch Petition and Clouds of war
America Secedes from the Empire
 Declaration of Independence
 American “republicanism”
 A difficult “unity” of disparate colonies
 Patriots, Loyalists and the French Alliance
 Common Sense
 Fighting Fronts: conquest of Canada?
 Treaty of Paris, 1783
The Confederation and the Constitution
 Issues of equality among men
 New state constitutions
 Economic troubles: vulnerable markets and American debt **(CR4)**
 Shay’s Rebellion
 Articles of Confederation
 Northwest Ordinance of 1787 and Land Ordinance of 1785
 Spain and Great Britain remain on the continent
 Constitutional Convention: What is the nature of the Union?
 Ratification : Federalists and Anti-Federalists
Launching the New Ship of State
 First Presidency **(CR1)**
 Bill of Rights **(CR1)**
 Hamilton’s Economic Plan **(CR4)**
 Jefferson flights the bank
 Whiskey Rebellion
 Emergence of political parties **(CR1)**
 Impact of the French Revolution
 We Get No Respect, part I: Citizen Genet Affair
 Jay’s Treaty
 John Adams’ Administration
 We Get No Respect, Part II: X,Y,Z Affair
 Alien and Sedition Acts and the High Federalists
 Kentucky and Virginia Resolutions
 Federalists vs Democrat-Republicans

Primary Source Analysis: Speeches at Fort Pitt by Tecumseh, Declaration of Rights and Grievances, Letters from a PA Farmer, Common Sense, The Declaration of Independence, The American Crisis, A Proclamation of Shaysite Grievances, The United States Constitution, The Federalist #45, Jefferson’s First Inaugural, Washington’s Farewell Address, KY and VA Resolutions, map of Northwest Ordinance/Slavery abolition (from AP exam), and two artists’ contrasting views of the Boston Massacre. **[CR11]**

Drawing on primary sources, students engage in a debate over the question, “Did the Revolution assert British rights or did it create an American national identity?” “Where would we be today if the revolution did not go the patriot’s way?”**[CR1b] (ID-1)[CR4] [CR13b]**

Author's Thesis Paper: "Women and the Revolution" by Mary Beth Norton, "A Revolution to Conserve" by Clinton Rossiter, and "The Transit of Power" by Richard Hofstadter.

Unit 4: 1800-1848- *The American Pageant*, Chapters 11-13 [CR2]

Major Project Assignment & Assessment #3

1. Create a Chart of the Marshall Court Cases and Decisions.
2. Chart the Changing Political Beliefs & Systems brought about by the following presidents: Jefferson, Madison, & Monroe.
3. Chart the problems that arose for our new nation and the solution to these problems.
4. DBQ (intro assignment)- War of 1812 & the United States Foreign Policy Diplomatic Achievements.
5. Mapping the Louisiana Purchase[CR7]

Content: Politics in the early republic, parties and votes; reforms and social movements; culture and religion; market capitalism and slavery; growth of immigration and cities; women and Seneca Falls; and Territorial expansion and Mexican War. [CR3]

The Triumphs and Travails of the Jeffersonian Republic

Revolution of 1800

John Marshall and the Supreme Court (CR1)

Judiciary Act of 1801; Marbury v Madison

Barbary pirates: what price protection? (CR3)

Louisiana Purchase: Jefferson's Loose Constructionism

Exploration by Lewis and Clark

Anglo-French War

Embargo Act of 1807 (CR4)

The Second War for Independence and the Upsurge of Nationalism

War of 1812: Mr. Madison's War (CR3)

Shawnee warriors at Tippecanoe and Thames

Burning of the Nation's Capital, Baltimore harbor/National Anthem

Treaty of Ghent

Hartford Convention: traitors all?

Clay's American System (CR4)

James Monroe and the Era of Good Feelings

Westward expansion

The Missouri Compromise

The Marshall Court: precedents set (CR1)

Canada and Florida territorial issues

The Monroe Doctrine

The Rise of a Mass Democracy

Election of 1824: a "corrupt bargain"

The presidency of John Quincy Adams

The rise of Andrew Jackson and Jacksonian Democracy

Spoils System

Tariff of Abominations and the nullification crisis

Jackson's war on the Bank of the US (CR4)

Indian Removal: Worcester v Georgia, Trail of Tears
 Emergence of the Whig party and two party system
 Martin Van Buren's Administration and the Independent Treasury
 Fight for Texas Independence

Primary Source Analysis: Letter to Mercy Otis Warren, The Indian Prophet and His Doctrine, The Monroe Doctrine, The Nullification Proclamation, Worcester v. GA, Self Reliance, Declaration of Sentiments and Resolutions, The Spot Resolution, Polk's War Message, map of the spread of the 2nd Great Awakening, and contrasting illustrations of the "Trail of Tears."
[CR1b] [CR9]

Author's Thesis Paper and ATP 2: "The Cult of True Womanhood" by Barbara Welter, "Consensus and Ideology in the Age of Jackson" by Edward Pessen, and "Marbury v. Madison" by John Garraty.

DBQ Deconstruction: Students write an essay based on the 2010 AP DBQ on Territorial Expansion.

Unit 5: 1844-1877- *The American Pageant*, Chapters 14-19 **[CR2]**

Major Project Assignment & Assessment #4

Develop a Chart: the major areas of the reform movement and what caused these reforms. (i.e. factory labor, immigration patterns, general labor issues, new technology, women in the workforce, and education) Under each of these categories, be sure to list the major achievements which took place. **[CR7] [CR8]**

2 – Page Essays

Essay 1- Describe the plantation system that exists in the South and the role of cotton and slavery in the Southern economy. (Include 4 cited facts)

Essay 2- Analyze the start of the abolitionist movement in the 1830-50's. Describe the typical abolitionist. Evaluate the Abolitionist movement. (Include 4 cited facts) **[CR5]**

Content: Tensions over slavery; reform movements; politics and the economy; cultural trends; Transcendentalism and Utopianism; the Civil War, rights of freedmen and women, Reconstruction, and freedmen's bureau; and the KKK. Focus on white supremacy before and after the Civil War. **[CR3]**

Forging the National Economy (CR4)

European immigration: Irish and Germans
 Nativism and the Know-Nothings
 Coming of the factory system: interchangeable parts
 Lowell and the factory girls **(CR2)**
 Westward movement and commercial agriculture
 John Deere and Eli Whitney

Transportation Revolution: highways, steamboats and canals

Clippers and Pony Express

The Ferment of Reform and Culture (CR2)

Religious Revivals: Second Great Awakening

Mormons and a desert Zion

The role of women and their rights

Cult of domesticity

Education advances: Horace Mann; female academies

Dix, Temperance and Utopias

Setting a national culture in art and literature

Transcendentalists

The South and the Slavery Controversy

King Cotton Economy

Yeomen farmers and free blacks

Plantation system

The “peculiar institution”

Abolition and the Northern conscience

Manifest Destiny and Its Legacy

Presidency of John Tyler

Boundary disputes: Maine, Oregon and Texas

James K. Polk, expansionist “dark horse”

War with Mexico

Renewing the Sectional Struggle (CR1)

Popular sovereignty

California statehood

Zachary Taylor Administration

Compromise of 1850 and the Fugitive Slave law

Franklin Pierce Administration

Imprint of Stephen A. Douglas on the Kansas-Nebraska Act

Drifting Toward Disunion

Uncle Tom’s Cabin and its impact on abolitionism

Bleeding Kansas

James Buchanan Administration

Dred Scott

Lincoln-Douglas Debates

John Brown and Harper’s Ferry

A Republican President

Secession

Primary Source Analysis: Narrative of the Life of Frederick Douglass, Accounts about Poor Whites, Fugitive Slave Law, Dred Scott v. Sanford, The Impending Crisis in the South, Hospital Sketches, the Lincoln-Douglas Debates, map delineating southern secession, and two paintings of “Manifest Destiny.” [CR1b]

Author’s Thesis Paper: Students look at several works by Transcendental writers including “Black Slaveowners” by Philip Burnham and “John Brown: Father of American Terrorism” by

Ken Chowder, and discuss the ways their ideas both reflected mainstream values and offered up a “counterculture.” Which trajectory was stronger? (CUL-2) [CR4] [CR13b]

DBQ Deconstruction: 2002 DBQ on Reform Movements.

Unit 6: 1865-1900-*The American Pageant*, Chapters 20-27 [CR2]

Major Project Assignment or Assessment #5

2 mini Essay’s over winter break and the following Chapters

- ❖ How successful was the trade union movement in the post-Civil War era? In your answer cite the following:
 - Organizing workers
 - Achieving economic goals

- ❖ Analyze the corruption of the Gilded Age in relation to the increasingly low moral and political standards of the time. Contrast the quality of politicians with those of the previous age – Clay, Jackson, Webster, and Lincoln. [CR9]

Content: The rights of freedmen and women; Reconstruction; freedmen’s bureau, and the 1877 Railroad strike; rise of labor unions and the Populist Party; general themes of industrialization, urbanization, immigration, and imperialism; and Indian wars, the Spanish American War, and conquests in the Pacific.

Girding for War - The North and the South

Secession and Border states

Advantages and Disadvantages: North and South

Creation of a Confederacy (CR1)

Foreign Intervention: failure of King Cotton (CR3)

The Furnace of the Civil War

Anaconda Plan

Ft. Sumter to Appomattox Court House

Pivotal battles: 1st Bull Run, Chancellorsville, Shiloh, Antietam,

Gettysburg, Vicksburg, Sherman’s March to the Sea

Total war and scorched earth policies

Assassination of Lincoln

The Ordeal of Reconstruction (CR2)

Freedmen’s Bureau and the revolution of labor

Separate and conflicting plans

Impeachment of Andrew Johnson (CR1)

Civil Rights Amendments

Black codes, the Klan, and Redeemers

Compromise of 1877

Political Paralysis in the Gilded Age (CR1,4)

Grant Administration and scandal (Cornering the gold market, Credit

Mobilier, Whiskey Ring)

Currency, depression, and inflation (Crime of '73, Resumption Act)

Garfield, Arthur and Civil Service Reform

Grover Cleveland and mudslinging, election of 1884

William Henry Harrison: "Billion Dollar Congress"

McKinley Tariff

Cleveland returns: economic concerns and repeal of the Sherman

Silver Purchase Act

Industry Comes of Age (CR4)

Railroad Boom: a model for industry

Robber Barons/Captains of Industry

Supremacy of Steel

Rockefeller and Oil

Government attempts to regulate (Interstate Commerce Act and

Sherman Anti-Trust Act)

Southern Industry: textiles move south

Rise of trade unions and the laboring class

The Great Strikes: Great Railroad Strike of 1877, Haymarket,

Pullman, Homestead

America Moves to the City (CR2)

Rise of the urban city: from walking city to concentric zones

New immigrants, Nativists and immigration restriction

Social welfare, settlement houses and social workers

Separate visions for African Americans:

Booker T. Washington and W.E.B. DuBois

New morality

Entertainment in the Gilded Age

America's vision of Literature

The Great West and the Agricultural Revolution

Plains Indians and warfare

Five Frontiers: explorers, mining, cattle, fur trappers, farmers

Frederick Jackson Turner

Industrialization of agriculture

Alliances and Populist movements

Currency: a "cross of gold" (CR4)

The Path of Empire (CR3)

Reasons for empire: need for markets, need for navy and naval bases,

expand democracy and Christianity, nationalism

Testing of the Monroe Doctrine: Venezuela and Great Britain

Taking of Hawaii

Spanish-American War

Insular cases; Puerto Rico and Philippines

Cuba and the Teller Amendment

Keeping the Philippines

Primary Source Analysis: The New South, The New South Investigated, The Atlanta Compromise, A Century of Dishonor, The Frontier in American History, Wealth, Organizing

Women Workers, Our Country, The Lure of the City, Chinese Exclusion Act, A Black Woman's Appeal for Civil Rights, Populist Party Platform, The Money Question, The Cross of Gold, The March of the Flag, The Open Door in China, map of the overseas possessions of the U.S., and a variety of Thomas Nast political cartoons. [CR1b]

DBQ Deconstruction: 2009 DBQ on African Americans in the Civil War. [CR13a]

Unit 7: 1890-1945- *The American Pageant*, Chapters 28-36 [CR2]

Major Project Assignment or Assessment #6

- ❖ Chart achievements of the United States in World War II.
 - Create a 2 column chart titled (Europe/Pacific)
 - Time order events & achievements
 - WWII Cause & Effect – Chart the causes to key elements of US politics and society, and show the long-term effect that WWII had on the same area. [CR7]
- ❖ Free Response Essay- Compare World War I & World War II. How did WWI lead to WWII? How did the United States attempt to fix the future of foreign affairs at the end of WWII? (Thesis- highlighted-Sources must be cited, use 2 addition sources, and cite at least 5 facts) [CR5]

Content: The formation of the Industrial Workers of the World and the AFL; industrialization and technology, mass production and mass consumerism, and radio and movies; Harlem Renaissance; Native American culture and boarding schools; political parties and the transition from classical liberalism to New Deal liberalism with the capitalist crisis of the 1930s; and WW II, demographic shifts, the role of women and nonwhites, and battles for economic rights. [CR3][CR10]

America on the World Stage (CR1,3)

China: The Open Door Policy and the Boxer Rebellion

Theodore Roosevelt and the Bully Pulpit

Panama Canal links the oceans

Roosevelt Corollary to the Monroe Doctrine

A Gentleman's Agreement and the Great White Fleet

Russo-Japanese War, Treaty of Portsmouth, and Nobel Peace Prize

Progressivism and the Republican Roosevelt

The reform movement: a grass roots effort

Muckrakers

Robert LaFollette: initiative, referendum, and recall

Consumer protection legislation

Women suffrage and temperance; Muller V Oregon (CR2)

A Square Deal for Labor and Busting trusts

TR: a conservationist

Heir apparent: William Howard Taft

Dollar Diplomacy; more trusts busted (CR3,4)

Roosevelt becomes a Bull Moose

Wilsonian Progressivism at Home and Abroad

Election of 1912

New Freedom vs the New Nationalism

Wilson as a trust buster: a “triple wall of privilege”

Wilson’s Moral Diplomacy in Mexico **(CR3)**

WWI and American Neutrality

He Kept Us Out of War: Election of 1916

The War to End War **(CR3)**

Unrestricted Submarine Warfare

From isolationism to Over There!

The Home Front: workers and civil liberties

American Expeditionary Forces

Idealism: Wilson’s Fourteen Points

Rejection of the Treaty of Versailles; Article X; War Guilt Clause **(CR1)**American Life in the Roaring Twenties **(CR2)**

Red Scare and immigration restrictions

Prohibition, Organized Crime

Dayton, TN: John T. Scopes “Monkey” Trial

From mass production to mass consumption

The age of the automobile

Mass media stimulates and unifies the nation

Harlem Renaissance

A Lost Generation

The Politics of Boom and Bust **(CR1,4)**

Republicans take the stage

Isolationism and the Washington Naval Conference treaties

President Harding and his scandals: Ohio Gang, Teapot Dome

Silent Cal rejects McNary-Haugen

The Dawes Plan

Risky business: stock speculation, buying on margin, buying on credit

Hoover and laissez-faire usher in the Great Crash

Rugged Individualism isn’t enough

Japan moves on Manchuria

Hoover establishes the “Good Neighbor Policy”

A Bonus Army

The Great Depression and the New Deal **(CR1,4)**

Franklin D. Roosevelt begins his reign: relief, recovery, reform

Hundred Days Congress

NRA, TVA, AAA, Social Security, Wagner Act, Glass-Steagall Act

Brain Trust, Black Cabinet, and Demagogues

Roosevelt packs the Court

Franklin D. Roosevelt and the Shadow of War **(CR1,3)**

Early foreign policy

Reciprocal Trade Agreement and a better neighbor

German and Japanese aggression

Isolationism and Neutrality Acts

Destroyers for bases deal

Lend-Lease

Atlantic Charter

Pearl Harbor: awakening a sleeping dog

America in World War II

Internment of Japanese-Americans **(CR2)**

Mobilizing the economy to create a war machine **(CR4)**

The role of women and minorities **(CR2)**

Economic and social impacts

Japan and the Pacific theater

North Africa, Italy, Normandy

V-E: Germany surrenders

FDR dies, Truman stops the buck

Use of atomic weaponry ends the war **(CR3)**

Primary Source Analysis: Scientific Management, The Jungle, Muller v. Oregon, The Zimmermann Note, The War and the Intellectuals, The Sacco and Vanzetti Case, The Great Black Migration, Government and Business, FDR's 1st Inaugural, Roosevelt's Court Packing Plan, The Four Freedoms, Korematsu v. United States, The Atomic Bombing of Hiroshima-The Public Explanation, New Deal political cartoons (pro and con), and graph showing economic cycles during the Great Depression through WW II. **[CR1b][CR13a] [CR8]**

Author's Thesis Paper and ATP 2: After reading "Reconstruction" by McPherson, "The Robber Barons" by Josephson, and "The Robber Barons Bum Rap" by Klein, students write an essay arguing for or against annexation of Cuba after the Spanish-American War and create an accompanying editorial paragraph to appear in the *NY Times*. (WOR-7) **[CR4]**

Students write a FRQ on the role the acquisition of natural resources has played in U.S. foreign policy decisions since the late 19th century. Were resources the driving force in this expansion? (ENV-5) **[CR4] [CR5]**

DBQ Deconstruction: DBQ on how the different policies of FDR and Hoover toward the proper role of government reflected five decades of debates about citizenship, economic rights, and the public good. Be sure to indicate how specific policies reflect the global economic crisis of the 1930s. **[CR12]**

Unit 8: 1945-1989- *The American Pageant*, Chapters 37-42 **[CR2]**

Major Project Assignment or Assessment #7

- ❖ Explain the Kennedy administration's vigorous activism in the Cold War, both against the Russians and against Third World communists. (Focus on contrasting the successes and failures in these areas.)
- ❖ Describe the domestic turmoil of the 1960's in of the following areas
 - The escalation of the Vietnam War

- Social and Cultural Change
- The Civil Rights Movement

Content: The atomic age; the affluent society and suburbs; discrimination, the Other America, and the African American Civil Rights movement; Vietnam and U.S. imperial policies in Latin America and Africa; the Beats and the student, counterculture, antiwar, women's, Chicano, American Indian, and gay and lesbian movements; summer riots and the occupation of Alcatraz; LBJ's Great Society and the rise of the New Right; Ronald Reagan and the rise of poverty; and the Cold War and U.S. role in the world. Summary of Reagan's domestic and foreign policies; Bush Sr. and the end of the Cold War; Clinton as a New Democrat; technology and economic bubbles and recessions, race relations, and the role of women; changing demographics and the return of poverty; rise of the prison industrial complex and the war on drugs; 9/11 and the domestic and foreign policies that followed; and Obama: change or continuity?[CR10] [CR8]

The Cold War Begins

Postwar prosperity and rise of the "Sunbelt" (CR4)

Suburbia and the baby boom (CR2)

Truman takes the helm

Yalta Conference; Germany is divided (CR3)

Containment doctrine (CR3)

World Bank, International Monetary Fund, and the UN (CR3,4)

Truman Doctrine, Marshall Plan, and NATO (CR3)

Anti-communist fever

Nationalist China falls

The Korean Conflict begins- MacArthur fired

The Eisenhower Era

McCarthyism

Desegregation in the South (CR2)

Brown v Board of Education of Topeka, Kansas and its effects (CR2)

Birth of Civil Rights Movement: Martin Luther King, Jr. (CR2)

Suez Canal crisis (CR3)

Sputnik starts the space race

John F. Kennedy, Camelot and new idealism

Changing roles for men and women (CR2)

The flowering of the counter culture in the 1950s (CR2)

The Stormy Sixties

Bay of Pigs invasion, the Cuban Missile Crisis, "flexible response" (CR1)

Civil Rights in the Kennedy Administration (CR2)

Assassination of JFK

Lyndon Baines Johnson and the "Great Society"

Civil Rights in the Johnson Administration (CR2)

Vietnam: a war that damages society and topples a president

Election of Richard M. Nixon

Cultural upheaval and a sexual revolution (CR2)

The Stalemated Seventies

Nixon's Vietnam

Détente with China and the Soviet Union (CR3)

Domestic programs

Re-election landslide of 1972

Cambodia and the War Powers Act

Watergate (CR1)

Resignation of Nixon

Oil crisis and OPEC (CR3)

Gerald R. Ford

Feminism: Roe v Wade but no ERA (CR2)

Jimmy Carter: Humanitarian from outside the Beltway

Diplomatic success in Panama and Middle East (Camp David Accords)

(CR3)The energy crisis and inflation **(CR4)**

Iran takes American hostages

The Resurgence of Conservatism

The New Right and election of Ronald Reagan

Economic concerns and tax cuts: Reaganomics “trickle down” **(CR4)**

Thawing of the Cold War with Mikhail Gorbachev; the wall comes down

(CR3)

Iran-Contra Scandal

Religious Right and the Court turns conservative **(CR1)**

George H.W. Bush administration

Operation Desert Storm: The Persian Gulf War

The Clinton Administration

Republican Congress: Contract with America

Clinton Impeachment **(CR1)**

Contested election of 2000

Major Assignment- (End of course)

- Using notes and primary sources, students construct a time line of the civil rights movement from Reconstruction to the 1970s and annotate key turning points in the movement. (POL-7) **[CR4]**
- Students use a graphic organizer to compare and contrast the causes and goals of each act as described in excerpts from the 1924, 1965, and 1990 Immigration Acts. (PEO-7) **[CR4] [CR11]**

Primary Source Analysis: The Marshall Plan, The Organization Man, Massive Retaliation, Brown v. Board of Education of Topeka, The Other America, Letter from Birmingham Jail, Black Power, Vietnamizing the War, The War Powers Act, The Port Huron Statement, The Sharon Statement, chart illustrating the statistics of the draft during the Vietnam War and the casualty rate of same, and political cartoons (pro and con) of the “Reagan Revolution.”

Origins of the Cold War class debate: Some scholars argue that the Cold War started with the Russian Revolution. Examine primary and secondary sources and make a case for the Cold War starting in 1945 or 1917. **[CR10] [CR1b][CR13a]**

DBQ Deconstruction: DBQ on the Cold War.

Curricular Requirements		Page(s)
CR1a	The course includes a college-level U.S. history textbook.	2
CR1b	The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.	3, 4, 5, 6,7,8
CR1c	The course includes secondary sources written by historians or scholars interpreting the past.	2
CR2	Each of the course historical periods receives explicit attention.	2, 3, 4, 6, 7, 8, 9, 10, 11, 14, 15
CR3	The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.	3, 4, 6, 9, 10, 11, 12, 13, 14
CR4	The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.	2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15
CR5	The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation	4, 5, 7
CR6	The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation	3
CR7	The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. — Appropriate use of historical evidence	3, 4, 5, 7
CR8	The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation	5, 7, 8
CR9	The course provides opportunities for students to identify and analyze patterns of continuity and change over time and	5, 6

	connect them to larger historical processes or themes. — Patterns of change and continuity over time	
CR10	The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization	7, 8
CR11	The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison	3, 4
CR12	The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization	7
CR13a	The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.	3, 7, 8
CR13b	The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present.	4, 6