

Curricular Requirements	Page(s)
CR1a The course includes a college-level U.S. history textbook.	
CR1b The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.	
CR1c The course includes secondary sources written by historians or scholars interpreting the past.	
CR2 Each of the course historical periods receives explicit attention.	
CR3 The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.	
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.	
CR5 The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation	
CR6 The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation	
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	
CR8 The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation	
CR9 The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of change and continuity over time	
CR10 The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization	
CR11 The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison	
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	
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.	
CR13b The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present.	

Course Description

AP U.S. History covers the spectrum of American history from pre-Columbian days to the present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Class participation through discussions and debates is required; special emphasis is placed on critical reading and essay writing to help students prepare for the AP examination. The course is structured chronologically, divided into 6 units. Each unit includes multiple periods and/or key concepts outlined in the AP U.S. History curriculum framework.

Key Themes: While the course follows a narrative structure supported by the textbook and audiovisual materials, the following seven themes described in the AP U.S. History Course and Exam Description are woven throughout each unit of study:

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

Historical Thinking Skills: In each unit, students will get practice developing the following content-driven skills: These skills reflect the tasks of professional historians. While learning to master these tasks, AP U.S. History students act as “apprentice historians.”

Chronological Reasoning

- Historical Causation
- Patterns of Continuity and Change Over Time
- Periodization

Comparison and Contextualization

- Comparison
- Contextualization

Crafting Historical Arguments from Historical Evidence

- Historical Argumentation
- Appropriate Use of Historical Evidence

Historical Interpretation and Synthesis

- Interpretation
- Synthesis

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. **[CR5]**

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. **[CR6]**

Course Texts:

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. *The American Pageant*. 13th ed. Boston, Mass.: Houghton Mifflin Co., 2006. **[CR1a]**

Kennedy, David M., and Thomas Bailey. *The American Spirit: United States History as Seen by Contemporaries*, Volume I & II, 10th ed. Boston, Mass.: Houghton Mifflin Co., 2002. **[CR1a]**

Newman, John J., and John M. Schmalbach. *United States History: Preparing for the Advanced Placement Examination*. New York, NY: Amsco School Publications, Inc., 1998. **[CR1a]**

Additional resources will include various articles and handouts from other sources, to include:

Leach, Roberta J. and Augustine Caliguire. *Advanced Placement U.S. History I & II. United States: The Center for Learning*, 1997. **[CR1b]**

Zinn, Howard. *A People' s History of the United States*. New York, NY: Harper Perennial, 2005. **[CR1c]**

Grading:

- Grades will be calculated by points.
- Student progress will be evaluated, on a unit basis, through class discussions, homework, writing assignments, quizzes, and tests.
- Students will complete Guidebook work for each chapter of the textbook.
- Students will analyze diverse primary and secondary sources.
- There will be formal writing assignments based on the essay formats required for the AP U.S. History Exam. **[CR5]**
- Students will be required to do group and individual presentations.
- Students must have a 3-ring binder filled with loose leaf paper. All homework, handouts, and other course material must be kept in student binders.

Unit 1: 1491-1783- The American Pageant, Chapters 1-8 [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. Growing trade; unfree labor; political differences across the colonies; conflict with Native Americans; immigration; early cities; role of women, education, religion and culture; and growing tensions with the British. 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 [CR2]

Essential Questions: Trace the rise of the English nation-state between 1492 and 1607. What important factors influenced this rise? In what ways did later colonization efforts attempt to learn from earlier experiences? To what extent was there religious freedom in the colonies? Explain the causes the conflict between the British and the Native Americans and French in 1754. How did the war change the geopolitical standing of each group by the end of the war? Was the American Revolution inevitable? To what extent could either side have contributed to a peaceful resolution to their differences? Analyze the ways in which the colonists used both legal and extra-legal means of protesting. Which tactic proved more successful and why? Who were the greatest generals of the war and why? [CR3] [CR12]

Themes: ID, WXT, PEO, POL, WOR, ENV, CUL [CR4]

Assignments & Assessments

Unit Exam: The exam will have three components: analytical multiple choice questions (MC), analytical short answer questions (SA), and either a Long Essay (LE) or a document based question (DBQ). Each component of the exam will emphasize the application of historical thinking skills to answer the question. [CR5]

Unit Test Sample Essay Questions:

LE - Compare the ways in which religion shaped the development of colonial society (to 1740) in TWO of the following regions:

- New England
- Chesapeake
- Middle Atlantic (2002 AP Exam) [CR11]

LE - Analyze the ways in which British imperial policies between 1763 and 1776 intensified colonials' resistance to British rule and their commitment to republican values. (2009 AP Exam) [CR8]

DBQ - To what extent did the American Revolution fundamentally change American society? In your answer, be sure to address the political, social, and economic effects of the Revolution in the period from 1775 to 1800. (2005 AP Exam) [CR13a] [CR10]

Completion of chart and map of the New England, Middle, and Plantation colonies: explains financing, motivation for founding, social, political, economic organization [CR7]

Using SOAPStone or other document analysis strategies, students will analyze the following documents and images: [CR1b] [CR7]

- Document: The Mayflower Compact
- Document: Jonathan Edwards Paints the Horrors of Hell (1741)
- Image: Paul Revere's version of the Boston Massacre
- Document: Thomas Paine's *Common Sense*.
- Document: The Declaration of Independence

Secondary Source Reading Analysis: "*The Gaspee Affair*" Excerpt from The Glorious Cause by Robert Middlekauff [CR1c] [CR8]

Activities

DBQ Deconstruction: Students, working in groups, will read the sources from and debate the question posed by the following DBQs: [CR5]

In what ways did ideas and values held by Puritans influence the political, economic, and social development of the New England colonies from 1630 through the 1660s? (2010 AP Exam) [CR8]

Although New England and the Chesapeake region were both settled largely by people of English origin, by 1700 the regions had evolved into two distinct societies. Why did this difference in development occur? (1993 AP Exam) [CR11]

Class discussions - on the rise of the English state, Colonial Geography, Religion, and the French and Indian War, Taxation without representation and colonial leadership.

In-class debates: Separatists, Puritans, & Quakers. Federalists and Anti-Federalists. [CR13b]

Historiography of causes of Revolution in class simulation, including “Tyranny is Tyranny” by Howard Zinn [CR6] [CR8]

Audio/Visual Activities: America: The Story of Us: Episodes 1 & 2, The History Channel’s: The Presidents Series [CR6]

Unit 2: 1783-1860- The American Pageant, Chapters 9-15 [CR2]

Content: Articles and a Constitution; and early political rights and exclusions; 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; Tensions over slavery; reform movements; politics and the economy; cultural trends; Transcendentalism and Utopianism [CR2]

Essential Questions: In what ways was the Articles of Confederation designed to correct the perceived injustices of the colonial era? What were the resulting strengths and weaknesses of the document? In what ways was the Articles of Confederation designed to correct the perceived injustices of the colonial era? What were the resulting strengths and weaknesses of the document? Were the policies of the United States government new or merely a continuation of policies already in place? How did the addition, and settlement, of southern and western lands contribute to the political struggle that resulted in the Civil

War? To what extent did the cotton boom fundamentally transform southern society, economically and culturally? In what ways was the emergence of the factory economy of the north beneficial to the region and the nation? What were the negative aspects of the new economy? Why is this period often considered the golden age for American transportation? To what extent were the Jacksonian Democrats truly the guardians of the Constitution, political democracy, individual liberty, and equality of economic opportunity? In what ways did Andrew Jackson differ from his predecessors and in what ways did he continue the traditions, or reflect the traditional values of the early national period? To what extent did The Jacksonian Period live up to its characterization as the era of the “common man” in terms of economic development, politics, and expansion. In what ways did the conflicts over nullification and the bank point to the larger sectional, economic, and political tensions in the Jacksonian age? To what extent were the reform and utopian movements a reflection of Jacksonian ideals, and to what extent were they a reaction to those ideals? In what ways did the philosophers, reformers, artists, and authors of this time period contribute to the development of a uniquely American identity? What were the larger social goals of the reformers, and to what extent were they successful in achieving these? In what ways were strides made by advocates for abolitionism, temperance, and women’s rights? Which group made the most progress? [CR3] [CR12]

Themes: ID, WXT, PEO, POL, WOR, ENV, WOR, CUL [CR4]

Assignments & Assessments

Unit Exam: 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. [CR5]

Unit Test Sample Essay Questions:

LE - To what extent was the United States Constitution a radical departure from the Articles of Confederation? (2005b AP Exam) [CR12]

LE - In what ways did developments in transportation bring about economic and social change in the U.S. in the period 1820 to 1860? (2003 AP Exam) [CR8]

DBQ - Historians have traditionally labeled the period after the War of 1812 the "Era of Good Feelings." Evaluate the accuracy of this label, considering the emergence of nationalism and sectionalism. Use your knowledge of the period 1815-1825 to construct your answer. (2002b AP Exam) [CR13a] [CR10]

Using SOAPStone or other document analysis strategies, students will analyze the following documents and images: [CR1b] [CR7]

- Document: Washington's Farewell Address
- Document: The Narrative of the Life of Frederick Douglass;
- Document: Daniel Webster's Union speech
- Excerpts from writings by Ralph Waldo Emerson and Henry David Thoreau;
- Document: "Declaration of Sentiments"

Secondary Source Reading Analysis: "John Adams and *The Few and the Many*" Excerpt from Empire of Liberty by Gordon Wood "; Jackson's Veto Power" Excerpt from American Lion by Jon Meacham [CR1c] [CR6]

Activities

DBQ Deconstruction: Students, working in groups, will read the sources from and debate the question posed by the following DBQs. [CR5]

"Reform movements in the United States sought to expand democratic ideals."
Assess the validity of this statement with specific reference to the years 1825-1850.
(2002 AP Exam) [CR12]

Explain the ways that participation in political campaigns and elections in the United States changed between 1815 and 1840, and analyze forces and events that led to these changes. (2011b AP Exam) [CR9]

Class discussions - on the origins of the two-party political system, Foreign Policy and the War of 1812, the emergence of nationalism & sectionalism Henry Clay's the American System, aspects of Jacksonian Democracy, Causes and consequences of Industrialization. [CR8]

In-class debates: The Party Politics and Corrupt Bargain of 1824? [CR13b]

Judicial Nationalism: Marshall Court Case Studies. Each student will research one landmark court case and present a brief to the class. [CR6]

One Pager Presentation: Students will be divided into groups to do presentations on Temperance, Abolition, Women's Suffrage, and Workers' Rights. Each presentation will include a poster created in the style of the era and an analysis of primary sources related to the topic.

Audio/Visual Activities: America: The Story of Us: Episodes 3 & 4, The History Channel's: The Presidents Series [CR6]

Unit 3: 1790-1860- The American Pageant, Chapters 16-22 [CR2]

Content: Territorial expansion and Mexican War, 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. [CR2]

Essential Questions: What effect did John Tyler's presidency have upon the sectional tensions of the era? What motivated settlers to come to Texas in the 1820s and 1830s? How did these motives contribute to the conflict that led to Texan independence? What were the issues in the debate over the admission of Texas to the Union? How did the gold rush and the establishment of the Oregon Trail contribute to manifest destiny and the growing sectional crisis? In what ways did the debates over immigration and expansion merely mask the conflict over slavery? At what point did secession become inevitable?

Provide supporting evidence for why you believe the Civil War could have been avoided before that point—or not. To what extent were the military fortunes of the north and south shaped by their generals and the political fortunes shaped by the leaders? In what ways and to what extent did the nature of warfare change as a result of the Civil War? Who are the heroes of this time period and what makes them so? Was it inevitable that the South would lose the Civil War? Why or why not? To what extent did the assassination of Abraham Lincoln contribute to more harsh Reconstruction policies? Trace the ways in which Congress attempted to secure rights for freed slaves and the steps southern states took to obstruct Congressional actions. In what ways did the impeachment of Andrew Johnson reveal the fault lines of American politics in the years following the Civil War? How did the scandals of the Grant Administration undermine the goals of Reconstruction? To what extent was Congressional Reconstruction a success? [CR3] [CR12]

Themes: ID, PEO, POL, WOR, WXT, CUL, ENV [CR4]

Assignments & Assessments

Unit Exam: 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. [CR5]

Unit Test Sample Essay Questions:

LE - Analyze how western expansion contributed to growing sectional tensions between the North and the South. Confine your answer to the period from 1800 to 1850. (2012 AP Exam) [CR8]

LE - Assess the moral arguments and political actions of those opposed to the spread of slavery in the context of TWO of the following.

MO Compromise

Mexican War

Compromise of 1850

Kansas-Nebraska Act (2000 AP Exam) [CR12]

DBQ - In what ways did African Americans shape the course and consequence of the Civil War?

Confine your answer to the years from 1861 to 1870. (2009b AP Exam) [CR13a] [CR8]

Using SOAPStone or other document analysis strategies, students will analyze the following documents and images: [CR1b] [CR7]

- Document: James Henry Hammond's: Mudsill Theory
- Document: Abraham Lincoln: A House Divided
- *The Dred Scott Decision*
- Image: A Poster advertising Uncle Tom's Cabin
- Image: A handbill warning against slave catchers
- The Gettysburg Address
- Lincoln's Second Inaugural Address
- Amendment XIV

Secondary Source Reading Analysis: *Conscription, Substitutes, Commutation, Bounty Jumpers, and the NYC Draft Riots* Excerpt from *The Battle Cry of Freedom* by James McPherson [CR1c]

Activities

DBQ Deconstruction: Students, working in groups, will read the sources from and debate the question posed by the following DBQs. [CR5]

Discuss the changing ideals of American womanhood between the American Revolution (1770's) and the outbreak of the Civil War. What factors fostered the emergence of "republican motherhood" and the "cult of domesticity"? Assess the extent to which these ideals influenced the lives of women during this period. In your answer be sure to consider issues of race and class. (2006 AP Exam) [CR9]

In the early nineteenth century, Americans sought to resolve their political disputes through compromise, yet by 1860 this no longer seemed possible. Analyze the reasons for this change. (2005b AP Exam) [CR9]

Class discussions - on Texas independence, the Wilmot Proviso, and the Compromise of 1850, the effect of Uncle Tom's Cabin and John Brown's raid at Harpers Ferry, Union and Confederate generals, wartime diplomacy, and turning points in the war, and plans for Reconstruction. [CR8]

In Class Debate: Civil Liberties in a time of War [CR12] [CR13b]

Audio/Visual Activities: America: The Story of Us: Episode 5, Ken Burns: The Civil War, Excerpts from Glory, The History Channel's: The Presidents Series [CR6]

Unit 4: 1865-1899- The American Pageant, Chapters 23-27 [CR2]

Content: the 1877 Railroad strike; general themes of industrialization, urbanization, immigration, and imperialism; and Indian wars, the Spanish American War, and conquests in the Pacific. [CR2]

Essential Questions: To what extent is “The Gilded Age” an apt description of the time period? In what ways did the courts undermine Reconstruction efforts to bring about racial equality? Trace the rise of American industrialization. What factors contributed to American industrialization in the late 19th Century? To what extent did state/federal governments attempt to regulate big business during the last quarter of the nineteenth century? In what ways did reform movements and organizations attempt to solve the social problems facing U.S. society? To what extent was society “reformed” by these efforts? What were the causes, course, and effects of the Spanish-American War? What were the chief arguments of the imperialists and anti-imperialists; what was the particular significance of the Roosevelt corollary? How did the American interest in the development of a canal in Panama evolve? [CR3] [CR12]

Themes: ID, PEO, POL, WOR, WXT, CUL, ENV [CR4]

Assignments & Assessments

Unit Exam: 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. [CR5]

Unit Test Sample Essay Questions:

LE - How and why did transportation developments spark economic growth during the period from 1860 to 1900 in the United States? (2001) [CR12]

LE - Analyze the ways in which farmers and industrial workers responded to industrialization in the Gilded Age (1865-1900).(2003B)

DBQ - How successful was organized labor in improving the position of workers in the period from 1875 to 1900? Analyze the factors that lead to the level of success achieved. ((2000)

Using SOAPStone or other document analysis strategies, students will analyze the following documents and images: [CR1b] [CR7]

- Document: Plessy v. Ferguson
- Document: Sister Carrie
- Document: Wealth by Andrew Carnegie
- Image: Cartoon of Standard
- Document: excerpt from Shame of the Cities

Secondary Source Reading Analysis: Walt W.Rostow’s stages of economic development, “The Robber Barons Bum Rap” by Klein, David Boroff, “A Little Milk, a Little Honey” from *Portrait of America* [CR1c]

Activities

DBQ Deconstruction: Students, working in groups, will read the sources from and debate the question posed by the following DBQs. [CR5]

In the post–Civil War United States, corporations grew significantly in number, size, and influence. Analyze the impact of big business on the economy and politics and the responses of Americans to these changes. Confine your answer to the period 1870 to 1900. (2012) **CR9]**

In the early nineteenth century, Americans sought to resolve their political disputes through compromise, yet by 1860 this no longer seemed possible. Analyze the reasons for this change. (2005b AP Exam) **[CR9]**

Class discussions - Class discussions on Materialism, Marxism, the Indian Wars.Map. trends in immigration, industrialization and the Social Gospel. **[CR8]**

In Class Debate: on the proper role of government during this era. **[CR12] [CR13b]**

Audio/Visual Activities: Excerpts from The Men who built America **[CR6]**

Unit 5: 1899-1945- The American Pageant, Chapters 28-36 [CR2]

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. **[CR2]**

Essential Questions: What were the root causes of the progressive movement? Why did the movement flourish in the north and west, but lack support in the south? To what extent did state and local governments influence the movement at the national level? Is it accurate to describe Roosevelt, Taft, and Wilson as progressives? Who was the most progressive and why? The least? Were the conditions of farmers, the poor, women, and African-Americans improved by progressive reforms from the Election of 1896 to the outbreak of World War I? To what extent did the domestic and international policies of Theodore Roosevelt reflect the values of his era? what was the particular significance of the Roosevelt corollary? How did the American interest in the development of a canal in Panama evolve? In what ways were American relations with Mexico a demonstration of the United States as the dominant power in the hemisphere? How did regional relations evolve during this period? What were the events and policies that culminated in the decision to go to war in 1917? Assess Woodrow Wilson in terms of his wartime leadership and his vision for a post war world. In what ways were the League fight and the Red Scare emblematic of the shift in America’s worldview in the years following the Great War? Were the major social issues and conflicts of the Twenties uniquely modern, or were they merely continuations of earlier issues and conflicts? To what extent is the following statement valid: “The Twenties were the new Gilded Age.” To what extent did the writers and artists of the Twenties reflect and challenge traditional American values? What were the underlying causes of the Great Depression and the initial attempts by the Hoover administration to mitigate its effects? To what extent did the reforms of the New Deal truly transform the role of government,

and to what extent did they merely build upon an earlier foundation? What was the evolution of the conflict between FDR and the Supreme Court from the beginning of his first term to the beginning of the Second World War? What were the major arguments made by New Deal critics? To what extent did Americans accept and approve of the changes wrought by New Deal policies and legislation? How did FDR reconcile his own beliefs about intervention with the isolationist mood of the country at the time? Citing leaders, battles, and other events, what were the high points, low points, and turning points of the war in Europe? Citing leaders, battles, and events, what were the high points, low points, and turning points of the war in the Pacific? To what extent can the two wars be compared in terms of (a) treatment of minorities, (b) opportunities for women, (c) civil liberties, and (d) plans for the post-war order? Trace the course of diplomatic relations between allies from the beginning of the war to the end. How did the goals and strategies change over time? What were the arguments for and against dropping the atomic bomb in 1945?

[CR3] [CR12]

Themes: ID, WXT, PEO, POL, WOR, ENV, WOR, CUL [CR4]

Assignments & Assessments

Unit Exam: 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. [CR5]

Unit Test Sample Essay Questions:

LE - Analyze the origins and outcomes of the intense cultural conflicts of the 1920s. In your response, focus on TWO of the following: Immigration, Prohibition, Religion. (2012 AP Exam) [CR12]

LE - Compare and contrast the ways that many Americans expressed their opposition to immigrants in the 1840s– 1850s with the ways that many Americans expressed their opposition to immigrants in the 1910s– 1920s. (2011 AP Exam) [CR8]

LE - Analyze the roles that women played in the Progressive Era reforms from the 1880s through 1920. Focus your essay on TWO of the following: Politics, Social conditions, Labor and working conditions

DBQ - DBQ: How and for what reasons did the United States foreign policy change between 1920 and 1941? Use the documents and your knowledge of the period 1920-1941 to construct your response. [CR10]

Using SOAPStone or other document analysis strategies, students will analyze the following documents and images: [CR1b] [CR7]

- Document: Lincoln Steffens: From “The Shame of the Cities” (1904)
- Document: Newton B. Baker: The Treatment of German Americans
- Document: Eugene Kennedy: A Doughboy Describes the Fighting Front
- Document: Father Charles E. Coughlin: A Third Party (1936)
- Document: Franklin D. Roosevelt: The Four Freedoms (1941):

- Image: 1918 Liberty Loan poster: Halt the Hun
- Image: Ford Automobile Advertisement
- Image: Vacuum Cleaner Advertisement
- Image: Recruiting Poster for the Civilian Conservation Corps

Secondary Source Reading Analysis:

“The War of Machines,” a selection from David M. Kennedy’s *Freedom from Fear. History in the Making*, by Kyle Ward. Sacco and Vanzetti” and USDA Government Inspected from *After the Fact* [CR1c] [CR6]

Activities

DBQ Deconstruction: Students, working in groups, will read the sources from and debate the question posed by the following DBQs. [CR5]

Analyze the responses of Franklin D. Roosevelt's administration to the problems of the Great Depression. How effective were the responses? How did they change the role of the federal government? Use the documents and your knowledge of the period 1929-1941 to construct your essay. [CR12]

Evaluate the effectiveness of Progressive Era reformers and the federal government in bringing about reform at the national level. In your answer be sure to analyze the successes and limitation of these efforts in the period 1900-1920) [CR9]

Class discussions -Class discussions on the role of muckrakers and on third party candidacies in the Progressive Era. Class discussion on the diplomacy surrounding status of Canal Zone, the building of the Canal, and on the Philippine Insurrection. Class discussions on American diplomacy before, during, and after World War I, the role of the national government during the 1920s, and the *Schenck v. U.S.* decision. Class discussions on the origins of the Great Depression, on the Hundred Days, and on New Deal . discussions on Pearl Harbor, the two fronts of the war, and wartime diplomacy. [CR8]

In-class debates: In-class debate focusing on the strengths and weaknesses of the Progressive mind set, as well as the successes and failures of Progressive programs. debate analyzing the extent to which the Spanish-American War was a turning point in the history of U.S.foreign relations.[CR10]. ..Debate on the causes, effects, and relative merits of imperialism. Debate on the decision to drop the atomic bomb..? [CR13b]

Historiographical Discussion: Progressives

Historiographical discussion of New Deal: Radical?

Historiography “A People’s War?” – Zinn, Freedom From Fear – Kennedy, and other historians.

Audio/Visual Activities: America: A Biography of America, Episodes 18, 19, 20, 21, 22: T.R. and Wilson, A Vital Progressivism, The Twenties, F.D.R. and the Depression, and World War II. [CR6]

Unit 6: 1945-Present- The American Pageant, Chapters 37-42 [CR2]

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 [CR2]

Essential Questions: In what ways was the Marshall Plan an attempt to avoid the mistakes that had been made after the Treaty of Versailles? To what extent did relations break down between the United States and the Soviet Union in the wake of the Second World War? In what ways did the containment policy and the fallout from the Chinese Revolution contribute to the culture of fear and conservatism during the 1950s? In what ways were the Bay of Pigs, the Space Race, and the Cuban Missile Crisis related? Who were the great figures in post-war art and literature? Specifically, what did their work say about the post-war society and values? To what extent was the sexual revolution revolutionary? To what extent was it a continuation of past movements? What were the high and low points of the Civil Rights Movement, from 1954 to 1968, and to what extent were the civil rights of African Americans extended? How did the role of students evolve during this period? In what ways did the war in Vietnam reflect the geopolitical struggles of the Cold War? To what extent did growing discontent with the war influence changes in American policy between 1968 and 1975? How effective were the tactics used by opponents of the war? To what extent was the counterculture movement driven by opposition to the war, and to what extent were other contributing factors at work? What ways did the various Middle Eastern conflicts first symbolize and later replace the major conflicts of the Cold War? To what extent were the Reagan/Bush presidencies successful in rolling back reforms of the New Deal and Great Society and in reshaping the role of government? To what extent was America transformed by societal changes—from television to race relations to AIDS and crack cocaine? How did the role of the President change in the years from the Watergate scandal through the terrorist attacks of September 11th? [CR3] [CR12]

Themes: ID, WXT, PEO, POL, WOR, ENV, CUL [CR4]

Assignments & Assessments

Unit Exam: The exam will have three components: analytical multiple choice questions (MC), analytical short answer questions (SA), and either a Long Essay (LE) or a document based question (DBQ). Each component of the exam will emphasize the application of historical thinking skills to answer the question. [CR5]

Unit Test Sample Essay Questions:

LE - Between 1945 and 1975 various groups in the United States engaged in acts of protest. Analyze the reasons that protest emerged in this period for TWO of the following groups: African Americans, College students, Latino Americans, Women. (2103A)[CR11]

LE - Analyze the extent to which the 1920s and 1950s were similar in TWO of the following areas: Impact of technology, Intolerant attitudes, Literary developments.(2008 B)[CR9]

DBQ - What were the Cold War fears of the American people in the aftermath of the Second World War? How successfully did the administration of President Dwight D. Eisenhower address these fears? (2001A AP Exam) [CR13a] [CR10]

Students will compare and contrast public criticism of the Vietnam War with criticism of the war efforts in World War I and World War II. Drawing on Young Americans for Freedom, SDS, folk music, and NY Times editorials, write an essay that argues which of the sources best represented U.S. values. (POL-6)(WOR-7)(CUL-6) [CR13a] [CR13b]

Using SOAPStone or other document analysis strategies, students will analyze the following documents and images: [CR1b] [CR7]

- Document: Harry S. Truman: The Truman Doctrine; John F. Kennedy's inaugural address (1961); and Donald Wheeldin, "The Situation in Watts Today" (1967)
- Photograph of Nixon Bidding Farewell (1974)
- Comic Book Cover: This is Tomorrow
- Photograph: Aerial View of 1950s Tract Housing
- Students will analyze the following graph: U.S. Military Forces in Vietnam and Casualties (1961-

81)

Secondary Source Reading Analysis: "The Man Who Broke the Evil Empire" by Peter Schweizer and "E Pluribus Unum" by Arthur Schlesinger [CR1c] [CR8]

Activities

DBQ Deconstruction: Students, working in groups, will read the sources from and debate the question posed by the following DBQs: [CR5]

□DBQ: In what ways did the administration of President Lyndon B. Johnson respond to the political, economic, and social problems of the United States? Assess the effectiveness of these responses. Use the documents and your knowledge of the period 1960-1970 to construct your response.

Using Lisa McGirr's *Suburban Warriors*, students map the ideas and strategies of the New Right and compare this movement to earlier moments (1880s, 1920s, 1950s) of conservative activism. What values remained constant over this long period of time? (CUL-7) [CR4]

In-class document analysis: excerpt from "The Sources of Soviet Conduct," by George Kennan

In-class document analysis: "Letter from Birmingham Jail."

Document analysis activity: Contract with America.

Class discussions - Class discussions on the war in Korea and the Cuban Missile Crisis. Class discussion on the counterculture movement, the Cambodian Incursion and Kent State killings. Class discussions on the Reagan Revolution, the collapse of communism, and modern immigration.

In-class debates: Debate on the Gulf of Tonkin Resolution. Debate on Ford's pardon of Nixon, and the rise of the New Right.. [CR13b]

Audio/Visual Activities: Eyes on the Prize, A Biography of America Episodes 23,24, 25,26. The Redemptive Imagination[CR6]