

AP United States History

Syllabus

Course Design: AP US History is a challenging course that is designed to be the equivalent of a freshman college course and can earn students college credit. It is a two-semester survey of American history from the age of exploration and discovery to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography.

COURSE OBJECTIVES

- Demonstrate an understanding of U.S. geography
- Develop a basic understanding of the foundation of U.S. government
- Master a broad body of historical knowledge
- Demonstrate an understanding of historical chronology
- Use historical data to support an argument or position
- Develop college-level study skills
- Interpret and apply data from original documents, including political cartoons, graphs, letters, etc.
- Demonstrate a knowledge of advanced historical vocabulary
- Effectively use analytical skills of evaluation, cause and effect, compare and contrast
- Develop effective essay writing skills
- Work effectively with others to produce products and solve problems
- Prepare for and successfully pass the Advanced Placement exam.

TEXT & READINGS

David M. Kennedy, Lizabeth Cohen & Thomas A. Bailey

The American Pageant: A History of the Republic 12th edition. 2002

Richard Heffner

A Documentary History of the United States 7th edition. 2002

Opposing Viewpoints in American History

Volume 1 & 2. Greenhaven Press 1996

Howard Zinn

ORGANIZATION

The course is basically organized through units of study. Each unit considers a specific period in American history and will be one and a half to two weeks in duration culminating in an exam. At the beginning of each unit, students will receive an assignment sheet which will include reading assignments along with quiz and test dates. Students are responsible to keep up with reading assignments and shall be aware of, and ready for, quizzes and tests. Class will be a combination of lecture—discussion, group work, coverage of discussion questions, answering student questions, and educational videos.

PARTICIPATION

Student participation is an important factor for success in the program. Positive participation revolves around having materials available, completing assignments in a timely fashion, being consistently involved in all activities, and supporting the academic atmosphere of the class. Positive participation is closely related to good attendance.

TESTS & QUIZZES

Each unit will be concluded with an objective (multiple choice) test. Document-based essay questions (DBQ's) and standard essay exams will be administered throughout the course. Chapter quizzes will be given with each chapter and pop quizzes will be used to support reading assignments.

Make up work is the responsibility of the student. If a student misses a test, they must immediately schedule a make-up test upon their return to school. Make-up tests will differ in format from the regular test. If at all possible, students should take the test on the scheduled day. Quizzes are spontaneous activities and may not be made up. Upon return from an absence, students should check with the instructor for an alternate activity.

COURSE THEMES

Although the course is generally taught chronologically, major themes in United States history will be incorporated throughout the year. Many activities and reviews will be based on themes in history.

The following themes will be developed throughout the course:

American Diversity

The diversity of the American people and the relationship among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

American Identity

Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.

Culture

Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within the American society.

Demographic Changes

Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

Economic Transformations

Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

Environment

Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

Globalization

Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, cultural exchange.

Politics and Citizenship

Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

Reform

Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, woman's rights, civil rights, gay rights, public health, and government.

Religion

The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

Slavery and Its Legacies in North America

Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in Native American societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

War and Diplomacy

Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy and society.

COURSE OUTLINE

Semester One

Unit 1: Exploration and Early Colonial (9 class days)

Readings:

Text, Bailey and Kennedy, Chapters 1-3

Zinn: Chapter One – Columbus, the Indians, and Human Progress

Chapter Two – Drawing the Color Line

Chapter Three – Persons of Mean and Vile Conditions

Major Unit Objectives:

1. Explain the origin and development of the major native cultures of the Americas.
2. Describe the changes and conflicts that developed when the diverse worlds of Europe, Africa, and the Americas collided after 1492.
3. Explain the factors that led England to begin colonization.
4. Describe the development of Jamestown colony.
5. Explain changes in the economy and labor system in Virginia and the other southern colonies.
6. State the similarities and differences among the southern colonies of Virginia, Maryland, North Carolina, South Carolina, and Georgia.
7. Describe the Puritans and their beliefs and explain why they left England.
8. Explain the basic governmental and religious practices of the Massachusetts Bay Colony.
9. Explain how conflict with religious dissenters, among other forces, led to the expansion of New England.
10. Explain why New York, Pennsylvania, and the other middle colonies became so ethnically, religiously, and politically diverse.
11. Describe the central features of the middle colonies and explain how they differed from New England.

Major Assignments & Assessments:

Develop a chart of the thirteen original colonies explaining the following: who founded; the year of founding; main reason for founding; and basic economic activity.

DBQ: New England and Chesapeake regions. A) Analyze the documents regarding facts and implications. B) organize and group documents C) consider the question and the use of document support D) take home essay E) evaluate during class.

Unit 2: Later Colonial (9 class days)

Readings:

Text, Chapters 4-6

Major Unit Objectives:

1. Describe the basic population structure and social life of the seventeenth century colonies.
2. Compare and contrast the different population and ways of life of the southern colonies and New England.
3. Explain how the problems of indentured servitude led to political trouble and the growth of African slavery.
4. Explain how the New England way of life centered on family, town, and church.
5. Describe the various conditions affecting the women and family life in the seventeenth-century colonies.
6. Describe the basic population and social structure of the eighteenth century colonies and indicate how they had changed since the seventeenth century.

7. Explain how the economic development of the colonies altered the patterns of social prestige and wealth.
8. Explain the causes and effects of the Great Awakening.
9. Describe the origins and development of education, culture, and the professions in the colonies.
10. Explain why France and Britain engaged in their great contest for North America, and why Britain won.
11. Explain how the French and Indian War impacted British-colonial relations.
12. Describe France's North American empire and compare it with Britain's colonies.

Major Assignments

Map: Map the major colonial trade routes. Related questions: A) Discuss the relationship between mercantilism and trade pattern. B) Explain the Navigation Acts and the significance of salutary neglect. C) Describe the key aspects of the triangular trade.

- Charts:
- a) Colonial religions – census 1775
 - b) tax supported churches – 1775
 - c) Colonial colleges – location, founding date, denomination

DBQ: French and Indian War (take home)

Unit 3: The American Revolution (6 class days)

Readings:

Text, Chapters 7-8

Opposing Viewpoints in American History

The Decision to Break from Great Britain

- 11A Parliament is Abusing The Rights of Americans
- 11B Parliament is Not Abusing the Rights of Americans
- 12A War Against the British is Not Justified
- 12B War Against the British is Justified
- 13A America Must Be Independent of Great Britain
- 13B America Must Seek Reconciliation with Great Britain

Major Unit Objectives:

1. Explain the deeply rooted historical factors that moved America toward independence from Britain.
2. Explain why Britain attempted tighter control and taxation of Americans after 1763 and why Americans resisted these efforts.
3. Describe the methods of colonial resistance that forced repeal of all taxes except the tax on tea.

4. Assess the balance of forces between the British and the American rebels as the two sides prepared for war.
5. Explain the specific reasons and general principles used in the Declaration of Independence to justify America's separation.
6. Explain why some Americans remained loyal to Britain and what happened to them during and after the Revolution.
7. Explain the significance of the Battle of Saratoga.
8. Describe the military and political obstacles Washington and his generals had to overcome.
9. Describe the terms of the Treaty of Paris and explain how America was able to achieve such a major diplomatic victory.

Major Assignments and Assessments

Interpreting Historical Illustrations: Students will analyze the engraving of the Boston Massacre by Paul Revere and consider it as both art and propaganda.

British Policy Chart: Create a chart detailing the various policies enacted following the French and Indian War. (Proclamation of 1763 through the Intolerable Acts.) Indicate the content or provisions of these acts, the colonial response and the impact on colonial unity.

Unit 4: A New Nation (9 class days)

Readings:

Text, Chapters 9-11

Heffner: Chapter 2

The Constitution of the United States

Federalist Number Ten

Heffner: Chapter 3

“Federalists and Republicans” The Constitutionality of the Bank”

Heffner: Chapter 4

“Washington’s Farewell Address”

Major Unit Objectives

1. Explain the political and social movement toward “equality” that developed after the Revolution, and understand why certain social and racial inequalities remained in place.
2. Describe the government of the Articles of Confederation and indicate its achievements and failures.
3. Describe the basic intentions and ideas of the Founding Father, and how they incorporated their fundamental principles into the Constitution.
4. Explain the main concerns of the anti-federalists and indicate their social, economic, and political differences with the federalists.
5. Describe the process of ratification of the Constitution, and explain why the federalists won.

6. Explain the key features of the U.S. Constitution: checks and balances, separation of powers, and federalism.
7. Indicate why George Washington was pivotal in inaugurating the new federal government.
8. Describe the various means Alexander Hamilton used to put the federal government on a sound financial footing.
9. Explain how the conflict over Hamilton's policies led to the emergence of the first political parties.
10. Describe the political atmosphere that produced the Alien and Sedition Acts and the Kentucky and Virginia resolutions.
11. Describe the contrasting membership and principles of the Hamilton Federalists and the Jeffersonian Republicans.
12. Explain how Jefferson's moderation and compromises turned the "Revolution of 1800" into a rather smooth transition of party control from Federalists to Republicans.
13. Analyze the causes and effects of the Louisiana Purchase.
14. Explain the complex causes of the War of 1812.

Major Assignments

Maps and Chart Interpretation Activity: Using the maps and charts in Chapter 9 of the textbook, students answer questions about Western Land Cessions to the United States, the Land Ordinance of 1785, and the Northwest Ordinance, and ratification of the Constitution.

DBQ: The Articles of Confederation: Students will work in groups of three and analyze the related documents. Students will then do the DBQ as a take home essay.

Unit 5: War of 1812 – Jackson (6 class days)

Readings:

Text, Chapters 12-13

Zinn: Chapter 7 As Long As Grass Grows or Water Runs

Heffner: Chapter 6 The Power of the Constitution, "Marbury v. Madison"

Major Unit Objectives

1. Describe the major military developments of the War of 1812 and explain why the United States experienced more success on water than on land.
2. Describe the major issues and terms of the Treaty of Ghent and explain the long-term results of the War of 1812 for the United States at home and abroad.
3. Describe the surge of nationalism that followed the War of 1812.
4. Explain the conflict over slavery and the terms of the Missouri Compromise.
5. Indicate how John Marshall's Supreme Court promoted nationalism through its rulings in favor of the federal government.
6. Describe the Monroe Doctrine and explain its real and symbolic significance for American foreign policy.

7. Describe and explain the growth of the “New Democracy” in the 1820’s.
8. Describe the political innovations of the 1830’s, including the rise of mass parties, and indicate their significance for American politics and society.
9. Describe Jackson’s policies toward the Southwestern Indian tribes and newly independent Texas.
10. Assess the positive and negative impact of the new popular democracy.

Major Assignments and Assessments

Marshall Court Chart: Students are to develop a chart containing major Marshall Court decisions – the chart will consider the issues of the cases and the ruling and the significance of the ruling. The chart will include: Marbury v. Madison, McCulloch v. Maryland, Gibbons v. Ogden, Dartmouth College v. Woodward, and Fletcher v. Peck.

Opposing Viewpoints Essay: Students will read “The Bank of the United States Should Be Abolished” (1832) By Andrew Jackson and “The Bank of the United States Should Not Be Abolished” (1832) by Daniel Webster. The students are to then write an essay giving both sides of the bank issues and then give their position based on historical fact.

DBQ: Andrew Jackson and Indian Removal - students will write a take home DBQ, in-class discussion of the DBQ on the due date.

Unit 6: the National Economy, Reform, and Culture 1790-1860 (6 class days)

Readings:

Text: Chapters 14 and 15

Zinn: Chapter 6 – The Intimately Oppressed

Opposing Viewpoints: 26A Immigrants Endanger America
 26B Immigrants Do Not Endanger America
 27A Women Hold an Exalted Status
 27B Women Hold a Degraded Status

Major Unit Objectives

1. Describe the movement and growth of America’s population in the early nineteenth century.
2. Describe the effects of Irish and German immigration on American society.
3. Describe the early development of the factory system.
4. Indicate the nature of early industrial labor and explain its effects on workers, including women and children.
5. Describe the impact of new technology and transportation systems on American business and agriculture.
6. Describe the sequence of major transportation and communication systems that developed from 1790 to 1860 and indicate their economic consequences.
7. Describe the changes in American religion and the effects on culture and social reform.

8. Describe the cause of the most important American reform movements of the period.
9. Explain the origins of American feminism and describe its development.
10. Describe the utopian experiments of the period.
11. Identify the early American achievements in the arts and sciences.
12. Explain the development of American literature in the early nineteenth century.

Major Assignments and Assessments

Population Change Exercise: Students will study a bar graph that gives census figures from 1790 to 1860. The graph shows white, non-white, percentage non-white and total population. Students will answer questions regarding population growth, population change, ratio of white to non-white, etc.

DBQ: Jacksonian Reforms. Timed, in class.

Unit 7: The Slavery Controversy and Manifest Destiny (6 class days)

Readings:

Text: Chapters 16 and 17

Opposing Viewpoints 28A Slavery is not Oppression

28B Slavery is Oppression

Heffner: Chapter 10

The Abolitionist Crusade, “The First Issue of the Liberator”

Chapter 11

The Sectional Conflict, John C. Calhoun on the Slavery Question

Zinn: Chapter 9

Slavery Without Submission, Emancipation without Freedom

Major Unit Objectives

1. Explain the economic strengths and weaknesses of the “Cotton Kingdom.”
2. Describe the southern planter aristocracy and identify its strengths and weaknesses.
3. Describe the nature of African-American life, both free and slave, before the Civil War.
4. Describe the effects of slavery on both blacks and whites.
5. Explain why abolitionism was at first unpopular in the North and describe how it gradually gained strength.
6. Describe the Southern response to abolitionism and the growing defense of slavery as a “positive good.”
7. Explain the spirit of “Manifest Destiny” that inspired American expansionism in the 1840’s.
8. Indicate how American anti-British feeling led to various conflicts over debts, Maine, Canada, Texas, and Oregon.
9. Describe how the issues of California and the Texas boundary created conflict and war with Mexico.
10. Describe how the American victory in the Mexican War led to the huge territorial acquisition of the whole Southwest.
11. Describe the consequences of the Mexican War on the slavery issue.

Major Assignments and Assessments

Take Home Essays:

- 1) Describe the complex structure of Southern society. What role did plantation owners, small slaveholders, independent white farmers, poor whites, free blacks, and slaves each have in the southern social order?
- 2) How did the reliance on cotton production and slavery affect the South economically, socially, and morally, and how did this reliance affect its relations with the North?
- 3) How did slavery affect the lives of African-Americans in both the South and the North?

Unit 8: The Sectional Struggle 1848-1861 (6 class days)

Readings:

Text: Chapter 18-19

Major Unit Objectives:

1. Explain how the issue of slavery in the territories acquired from Mexico impacted American politics.
2. Point out the major terms of the Compromise of 1850 and indicate how this agreement attempted to deal with the issue of slavery.
3. Describe the Kansas-Nebraska Act and explain why it stirred sectional controversy to new heights.
4. Relate the sequence of major crises that led from the Kansas-Nebraska Act to secession.
5. Explain the growing power of the Republican party in the 1850's and the increasing divisions with the Democratic party.
6. Explain how the Dred Scott decision and Brown's Harpers Ferry raid deepened sectional antagonism.
7. Analyze the complex election of 1860 in relation to the sectional crisis.
8. Describe the movement toward secession and the formation of the Confederacy.

Major Assignments and Assessments

DBQ: The 1850's: Prelude to Civil War. Timed in-class activity.

Unit 9: The Civil War (6 class days)

Readings:

Text: Chapters 20-21

Heffner: Chapter 13 Abraham Lincoln's First Inaugural Address

Chapter 14 The Gettysburg Address

Major Unit Objectives

1. Describe the early struggle for the Border States.
2. Indicate the strengths and weaknesses of both sides as they went to war.

3. Compare Lincoln's and Davis's political leadership during the war.
4. Analyze the economic and social consequences of the war for both sides.
5. Explain the significance of Antietam and the Northern turn to a "total war" against slavery.
6. Describe the role that African-Americans played during the war.
7. Describe the military significance of the battles of Gettysburg in the East and Vicksburg in the West.
8. Describe the end of the war and list its final consequences.

Major Assignments and Assessments

Compare and contrast chart: Students will create a chart comparing the North and South in relation to: number of states, population, industry, government, war financing, acquiring soldiers, and war objectives.

Battles chart: Students will develop a chart listing the major battles, the results and the significance of the battles.

Unit 10: Reconstruction, the Gilded Age, and Industrialization (9 class days)

Readings:

Text: Chapters 22-24

Zinn: Chapter 11	Robber Baron and Rebels
Heffner: Chapter 15	The Conflict over Reconstruction, Lincoln's Second Inaugural Address
Chapter 16	The Gilded Age, "Democratic Vistas" Walt Whitman, "Wealth" Andrew Carnegie

Major Unit Objectives

1. Describe the major problems facing the South and the nation after the Civil War.
2. Describe the responses of both whites and African-Americans to the end of slavery.
3. Analyze the differences between the presidential and congressional approaches to Reconstruction.
4. Describe the actual effects of congressional Reconstruction in the South.
5. Indicate how militant white opposition gradually undermined the republican attempt to empower Southern blacks.
6. Explain why the radical Republicans impeached Johnson.
7. Describe the political corruption of the Grant Administration and the various efforts to clean up politics in the Gilded Age.
8. Explain the intense political activity of the Gilded Age, despite the low quality of political leadership and the agreement of the two parties on most issues.
9. Indicate how the disputed Hayes-Tilden election of 1876 led to the Compromise of 1877 and the end of Reconstruction.
10. Describe how the end of Reconstruction led to the loss of black rights and the imposition of the Jim Crow system of segregation in the South.
11. Show how the rise of the Populists and the depression of the 1890's stirred growing social protests and

class conflicts.

12. Explain how the transcontinental railroad network provided the basis for the great post-Civil War industrial transformation.

13. Identify the abuses in the railroad industry and discuss how these led to the first efforts at industrial regulation by the federal government.

14. Describe how the economy came to be dominated by giant “trusts,” such as those headed by Carnegie and Rockefeller in the steel and oil industries.

15. Discuss the growing class conflict caused by industrial growth and combination.

16. Analyze the social changes brought by industrialization, particularly the altered position of working men and women.

17. Explain the failures of the Knights of Labor and the moderate success of the American Federation of Labor.

Major Assignments and Assessments

Classroom Debates: Students will be assigned one of three topics for debate related to Opposing Viewpoints readings.

Topic 1:	Reconstruction Should Be Harsh Reconstruction Should Be Lenient
Topic 2:	Concentrations of Wealth Harm America Concentrations of Wealth Help America
Topic 3:	Labor Unions are Dangerous Labor Unions are Essential

Take Home Essays:

1) What were the causes and political results of the rise of agrarian protest in the 1880’s and 1890’s? Why were the Populists’ attempts to form a coalition of white and black farmers and industrial workers ultimately unsuccessful?

2) How did the huge industrial trusts develop in industries such as steel and oil, and what was their effect on the economy?

Unit 11: Urbanization and the West (6 class days)

Reading:

Text: Chapters 25-26

Heffner: Chapter 17: From Frontier to Factory, “The Significance of the Frontier in American History.” Frederick Jackson Turner.

Chapter 18: Grass-Roots Rebellion, The Populist Party Platform and the “Cross of Gold” Speech, William Jennings Bryan.

Major Unit Objectives

1. Describe the new industrial city and its impact on American society.
2. Describe the “New Immigration” and explain why it aroused opposition from many native-born Americans.
3. Discuss the efforts of social reformers and churches to aid the New Immigrants and alleviate urban problems.
4. Explain the changes in American education from elementary to the college level.
5. Explain the growing national debates about morality in the late nineteenth century, particularly in relation to the changing roles of women and the family.
6. Describe the nature of the cultural conflicts and battles that accompanied the white American migration into the Great Plains and the Far West.
7. Analyze the rise and decline of the cattle and mining frontiers.
8. Explain the impact of the closing of the frontier, and the long-term significance of the frontier for American history.
9. Describe the revolutionary changes in farming on the Great Plains.
10. Describe the economic forces that drove farmers into debt, and describe how the Grange, the Farmers’ Alliances, and the Populist Party organized to protest their situation.

Major Assignments and Assessments

DBQ: The Settlement of the West

Unit 12: the Path of Empire and the World Stage (6 class days)

Reading:

Text: Chapter 27-28

Zinn: Chapter 12 The Empire and People

Opposing Viewpoints:

13A America Should Retain the Philippines

13B America Should Not Rule the Philippines

Heffner: Chapter 19 Imperial America, “The United States Looking Outward,” Alfred T. Mahan.

Major Unit Objectives

1. Explain why the United States suddenly abandoned its isolationism and turned outward at the end of the nineteenth century.

2. Describe how the United States became involved with Cuba and explain why a reluctant President McKinley was forced to go to war.

3. Explain McKinley's decision to keep the Philippines and list the opposing arguments in the debate about imperialism.

4. Analyze the long-term consequences and significance of the Spanish-American War.

5. Describe the Filipino rebellion against U.S. rule and the war to suppress it.

6. Explain the U.S. "Open Door" policy in China.

7. Discuss the significance of the "pro-imperialist" Republican victory in 1900 and the rise of Theodore Roosevelt as a strong advocate of American power in international affairs.

8. Describe the aggressive steps Roosevelt took to build the canal in Panama and explain why his "corollary" to the Monroe Doctrine brought about so much controversy.

9. Discuss Roosevelt's other diplomatic achievements, particularly in relation to Japan.

Major Assignments and Assessments

Document Analysis Activity:

Students will determine the essence and the implication of all of the documents presented in the DBQ related to expansionism.

Group Discussion:

In groups of three or four, students will discuss and answer the following questions:

1) What role did the press and public opinion play in the origin, conduct, and results of the Spanish-American War?

2) What were the key arguments for and against U.S. imperialism?

3) What were the short-term and long-term results of American acquisition of the Philippines and Puerto Rico?

4) How was the U.S. overseas imperialism in 1898 similar to and different from earlier American expansion across North America? Was this "new imperialism" a fundamental departure from America's tradition, or simply a further extension of "western migration?"

Unit 13: Roosevelt, Wilson, and Progressivism (6 class days)

Reading:

Text: Chapter 29-30

Zinn: Chapter 13 - The Socialist Challenge

Opposing Viewpoints:

14A America women should have the right to vote.

14B America women should not have the right to vote.

Major Unit Objectives

1. Discuss the origins and nature of the progressive movement.
2. Describe how the early progressive movement developed its roots at the city and state level.
3. Identify the critical role that women played in progressive social reform.
4. Explain how President Roosevelt began applying progressive principles to the national economy.
5. Explain why Taft's policies offended progressives, including Roosevelt.
6. Describe how Roosevelt led a progressive revolt against Taft that openly divided the Republican Party.
7. Discuss the key issues of the 1912 election and the basic principles of Wilsonian progressivism.
8. Describe how Wilson successfully reformed the "triple wall of privilege."
9. Describe America's response to World War I, and explain the increasingly sharp conflict over America's policies toward Germany.

Major Assignment and Assessments:

Chart muckrakers and social reformers:

Students will develop a chart of at least eight muckrakers and social reformers. The charter will consider accomplishments and significance.

DBQ: Prohibition, 1900-1919.

Semester Final

Semester Review (4 class days)

Semester Exam (3 class days)

The semester exam will be a model AP U.S. final exam with 80 multiple choice questions, a DBQ, and two free response essays.

Semester Two

Unit 14: World War I and the 1920s (9 class days)

Readings:

Text, Bailey and Kennedy, Chapters 31-33

Opposing Viewpoints in American History

18A America should enter World War I, by Woodrow Wilson

18B America should not enter World War I, by George Norris

20A The United States should join the League of Nations

20B The United States should not join the League of Nations

Major Unit Objectives:

12. Explain what caused America to enter World War I.
13. Describe how Wilsonian idealism turned the war into an ideological crusade that inspired enthusiasm and overwhelmed dissent.
14. Discuss the mobilization of America for war.
15. Explain the consequences of World War I for labor, women, and African- Americans.
16. Describe Wilson's attempt to forge a peace based on his fourteen points and explain why developments at home and abroad forced compromise.
17. Discuss the opposition of Lodge and others to Wilson's League and show how Wilson's refusal to compromise doomed the Treaty of Versailles.
18. Describe the cultural conflicts over such issues as prohibition and evolution.
19. Discuss the rise of the mass-consumption economy, led by the automobile industry.
20. Describe the Cultural Revolution brought about by radio, films, and changing sexual standards.
21. Explain how new ideas and values were reflected and promoted in the American literary renaissance of the 1920s.
22. Explain how the era's cultural changes affected women and African-Americans.
23. Explain the Republican administrations' policies of isolationism, disarmament, and high-tariff protectionism.
24. Compare the easy going corruption of the Harding administration with the conservatism of Coolidge.
25. Discuss how Hoover went from being a symbol of twenties business success to a symbol of depression failure.
26. Explain how the stock-market crash set off the deep and prolonged the Great Depression.

Major Assignments and Assessments

Reading Diagrams; Sometimes a schematic drawing or diagram can help explain a complicated historical process in a simpler way than words. The international financial tangle of the 1920s is an exceptionally complicated affair, but examine the diagram (Aspects of the Financial Merry-go-round) make it much easier to understand. Students will answer the following questions. 1) What two roles did Americans play in the process? 2) What economic relationship did Great Britain and France have with Germany? 3) To whom did Great Britain owe war debts? 4) Why was credit from American bankers so essential to all the European powers?

DBQ: The 1920s

Unit 14: World War I and the 1920s (9 class days)

Readings:

Text: Chapters 34-36 The Depression, The New Deal and World War II

Heffner: Chapter 23 The Roosevelt Revolution;

Franklin D. Roosevelt's First Inaugural Address,
N.L.R.B.V. Jones and Laughlin Steel Corporation,
Helvering et al. v. Davis,

West Coast Hotel v. Parrish

Heffner: Chapter 24 The End of Isolation;
The “Four Freedoms” Speech, F.D. Roosevelt,
The Atlantic Charter

Major Unit Objectives:

1. Explain how the early New Deal pursued the “Three R’s” of relief, recovery, and reform.
2. Describe the New Deal’s effect on labor and labor organizations.
3. Discuss the early New Deal’s efforts to organize business and agriculture in the NRA and the AAA.
4. Describe the Supreme Court’s hostility to many New Deal programs and explain why FDR’S “ Court-packing” plan failed.
5. Explain the political coalition that Roosevelt mobilized on behalf of the New Deal and the Democratic Party.
6. Analyze the arguments presented by both critics and defenders of the New Deal.
7. Explain how isolationism dominated U.S policy in the mid-1930s.
8. Explain how America gradually began to respond to the threat from totalitarian aggression while still trying to stay neutral.
9. Discuss the events and diplomatic issues in the Japanese-American conflict that led up to Pearl Harbor.
10. Describe the domestic mobilization for war.
11. Describe the war’s effects on American society, including regional migration, race relations, and women’s roles.
12. Explain the early Japanese successes in Asia and the Pacific and the American strategy for countering them.
13. Describe the early Allied efforts against the Axis Powers in North Africa and Italy.
14. Explain the final military efforts that brought Allied victory in Europe and Asia and the significance of the atomic bomb.

Major Assignments and Assessments

Students are to read Opposing Viewpoints 29A - The Internment of Japanese-Americans was justified and 29B - The Internment of Japanese- Americans was not justified. Students then will write a paper presenting both sides of the argument and then give their position. The process will continue with 30B - The U.S should not drop the Atomic Bomb on Japan and 30B - The decision to drop the Atomic Bomb on Japan was justified. The students will have two days to complete the papers.

DBQ: Hoover and Roosevelt.

Readings:

Text, Bailey and Kennedy, Chapters 37-38

Heffner: Chapter 26 – Segregation Decision: Chief Justice Earl Warren, Dwight D. Eisenhower’s Farewell Address

Major Unit Objectives:

1. Describe the postwar migrations to the “sunbelt” and the suburbs.
2. Explain changes in the American population structure brought about by the “baby boom.”
3. Describe the early Cold War conflicts over Germany and Eastern Europe.
4. Discuss American efforts to “contain” the Soviets through the Truman Doctrine, the Marshall Plan and NATO.
5. Describe the expansion of the Cold War to Asia and the Korean War.
6. Analyze the postwar domestic climate in America and explain the growing fear of internal communist subversion.
7. Describe Eisenhower’s initially hesitant reactions to McCarthyism and the early civil rights movement.
8. Describe the approach that Eisenhower and Dulles took to the Cold War and nuclear policy.
9. Describe the basic elements of Eisenhower’s foreign policy in Vietnam, Europe, and the Middle East.
10. Describe the new American economy of the 1950s.

Major Assignments and Assessments

Create a DBQ: Choose an issue of development in the 1950s. Develop a question, and select and arrange documents relevant to answering the question. The score will be determined by the significance of the issue, clarity of the question, and relevance of the documents used in answering the question.

Unit 17: The 1960s and 1970s (6 class days)

Readings:

Text, Chapters 39-40

Heffner: Chapter 27. John F. Kennedy’s Inaugural Address
Civil Rights Speech, John F. Kennedy
Birmingham City Jail Letter, Martin Luther King Jr.
The “Great Society” Speech, Lyndon B. Johnson

Major Unit Objectives:

1. Describe Kennedy’s New Frontier program.
2. Explain the events surrounding the Cuban missile crisis.
3. Describe Johnson’s Great Society successes of 1965.

4. Discuss the course of the black movement of the 1960s, from civil rights to Black Power.
5. Indicate how Johnson led the United States deeper into the Vietnam quagmire.
6. Explain how the Vietnam war brought turmoil to American society.
7. Describe the cultural rebellions of the 1960s , and indicate their short-term and long-term consequences.
8. Describe Nixon’s policies toward the war in Vietnam and Cambodia
9. Describe the American withdrawal from Vietnam and the final communist victory there.
10. Discuss the Watergate scandals and Nixon’s resignation.
11. Explain the related economics, energy, and Middle East crises of the 1970s and indicate how Nixon, Ford, and Carter attempted to deal with them.
12. Describe the rise of the new feminist movement, and the gains and setbacks for women and minorities in the 1970s.

Major Assignments and Assessments

Map Analysis: Using the electoral maps of the six elections of 1953, 1956, 1960, 1964, 1968, and 1972 write an essay describing the changing fortunes of the Republican and Democratic parties in different regions of the country from 1952 to 1972. Include a discussion of which states and regions remained relatively loyal to a single party, which shifted loyalties, and which were contested. What are the most plausible explanations for these patterns?

Civil Rights Leaders and Tactics: Students read position statements by various civil rights leaders including Booker T. Washington, W.E.B. DuBois, Marcus Garvey, Martin Luther King Jr., Malcolm X, Stokely Carmichael, and Elijah Muhammad. They describe these leaders’ philosophies, programs, and strategies for action and evaluate which policies were most effective and why.

Unit 18: 1980 to the Present (6 class days)

Readings:

Text, Chapters 41-42

Heffner: Chapters 30 and 31.

Republican Contract with America

Rudy Giuliani. Farewell Address.

Major Unit Objectives:

1. Describe the rise of Reagan and the “new right” in the 1980s, including the controversies over racial and social issues.
2. Explain the “Reagan revolution” in economic policy and indicate its immediate and long-term consequences.
3. Discuss the American entanglement in Central America and Middle Eastern troubles, including the Iran-contra affair.
4. Describe the end of the Cold War, and the results for American society abroad and at home.

5. Recount the successes and failures of the Clinton administration.
6. Describe the changing shape of the American economy and work force, and the new challenges facing the United States during the “information age.”
7. Explain the changing roles of women since World War II and the impact of those changes on American society.
8. Describe the impact of the newest wave of immigration from Asia and Latin America and the growing voice of minorities in American society.
9. Describe the difficulties and challenges facing American cities, including poverty and drug abuse.
10. Describe the changing condition of African-Americans in American politics and society.

Major Assignments and Assessments

Take home essays:

- 1) What were the goals of Reagan’s “supply-side” economic policies, and what were the short-term and long-term effects?
- 2) Describe the major changes affecting American foreign policy from 1982 to 1992 in Central America, the Middle East, and Eastern Europe.
- 3) What new foreign policy challenges did the U.S. face after the end of the Cold War?

Final Exam

Review (4 class days)

Exam (3 class days)

The exam will be a model AP exam with 80 multiple choice questions, a DBQ and free-response essays.

AP National Exam Review (15 class days)

Students will be placed in groups of three and assigned one of eight general thematic topics. Students will have three days to prepare and the present to the class all relevant information on their topic.

- 1) elections 1789-2004
- 2) wars (causes, conflict, results)
- 3) workers and unions
- 4) farmers and agriculture
- 5) women
- 6) African-Americans
- 7) Native-Americans
- 8) culture – literary movements, etc.

During the review period students will take a minimum of five practice multiple choice tests, write at least three

DBQs and write five essays.

Post AP Exam

Major Assignments and Assessments

- 1) Students will research and write a paper of five to seven pages on significant individual in American history
- 2) Students will prepare a group project on an important event in 20th century American History. Groups will present to the class.