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### **Course Description:**

Advanced Placement U.S. History is a college level survey course of United States History from the Pre-Columbian period to the present day. Using chronological and thematic approaches to the material, the class will expose the students to a variety of primary and secondary sources, from both sides of the table, as well as to the varied interpretations of historians and how those views have changed over time. The students will be able to show their knowledge of American history through a variety of different classroom activities such as Socratic seminars, class discussions, and debates. There will be a definitive focus on essay writing and critical thinking throughout the year to help the students prepare for the AP exam in May. This course will be chronologically structured to allow the students to keep events, people, places, and themes together. Each unit will include one or more of the nine periods and or concepts outlined in the AP US History curriculum framework.

### **Themes:**

The following seven themes that are described by the AP US History course and Exam description will be thoroughly discussed in the overall units that are studied throughout this course. These themes will be interwoven into each unit assignment through multi-media, written, or visual form.

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)

### **Thinking skills:**

The following historical thinking skills will also be a focus in this class as outlined in the AP US History Course Description to develop into masters of their content from all angles.

#### **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:**

There is a tremendous drive at our school to focus on the ability to read and write critically, this is also a major theme in collegiate level history courses. Therefore, there will be at least one essay that is required per unit, as well as numerous opportunities to read and analyze historical texts, both primary and secondary sources. Essays will be graded using the same style rubric as the AP Exam, therefore there is a huge focus on the ability to answer the entire prompt, how strong the thesis is defended throughout the paper, and on DBQ's how well the student is able to interweave a significant number of documents into their argument to defend their argument.

**Primary sources:**

In order for students to get the full experience of what people were thinking and experiencing throughout history, diverse primary sources will be used in each unit of study. These primary sources will continually show at least two sides of an argument or an event. The documents will be introduced in class; the students will analyze the documents, answer questions on the documents, then be able to verbally argue which side they would have taken by using the documents and their current knowledge of the time period that is being studied. Students will also analyze the point of views of the authors, the style, tone, intent, language being used, and the effect that these documents may have had on the people of that would have read them at the time. Analyzing and examining these documents will give the students a better understanding of the DBQ and how to properly use a document to defend their point of view.

**Primary Course Text**

- Kennedy, David M., Cohen, Elizabeth, and Bailey, Thomas. *The American Pageant*, 15<sup>th</sup> Edition

**Supplemental Texts:**

- Newman, John J., Schmalbach, John M., *United States History, preparing for the Advanced Placement Examination*, (3<sup>rd</sup> Edition 2015) United States
- Kendall, John. *Retrieving the American Past, A customized US History Reader*. Needham Heights, MA: Simon and Schuster
- Foner, Eric. *Reconstruction: America's Unfinished Revolution, 1863-1877*. New York, New York: Harper Collins 1988
- Heffner, Richard D. *A Documentary History of the United States*, 8<sup>th</sup> ed.
- Morgan, Edmund. *The Birth of the Republic, 1763-1789*. Chicago, Illinois: U. of Chicago Press, 2013.
- Schulman, Bruce. *Lyndon B. Johnson and American Liberalism*, 2<sup>nd</sup> Edition. New York, New York. Bedford St. Martins.

**Classroom Activities:**

Students will do a variety of activities throughout the year ranging from free response essays, DBQs, short answer prompts, and multiple choice assessments. Students will also analyze many historic primary and secondary documents looking for point of view, purpose, effect, time period context, etc. . . then be able to construct a logical answer to writing prompts about the answer and present their arguments to the class defending their views of the said document.

**Unit I: Settlement and Expansion of Colonial America****Texts and materials:**

*The American Pageant, chapters 1-5, United States History: Preparing for the AP Exam chapters 1-2, Mayflower Compact, Jefferson letter on slavery, Jamestown and the Founding of English America*, by James Horn.

**Themes:** ID, WXT, PEO, POL, WOR, ENV

**Major topics to be covered:**

The first contacts between the Europeans and the Native Americans in North America, contrasting life styles of the Europeans and the Natives of North America that led to the first conflicts between the two groups; Spanish colonization in the Americas; French and English colonization of North America and the ensuing conflicts with the Spanish for control of the New World; The establishment of Jamestown leading to Native American conflicts in Virginia; the establishment of the Plymouth Colony including the Mayflower Compact and its impact on future colonies as a document that establishes the ability of people to govern themselves; the relationship between the British Colonies and Britain, including the relationship between the colonies and the Native American tribes up until the French and Indian War.

**Essential Questions to be answered:**

Trace the rise of England as the most dominant nation in the world from 1492-1607. What allowed England to dominate after the Spanish were so powerful for so long? Analyze why so many people from English territories would want to risk the dangerous voyage into the unknown of America to start over. To what extent did the culture of the Americas differ from that of England? Why was that so? Examine the causes of the conflicts between the colonists and the Native Americans and how those conflicts tended to be dealt with. What were the causes of the conflict between the American colonies, the French and the natives that led to the French and Indian War? How did the French and Indian War transform the relationship between the American Colonies and the British?

**Activities:**

Class discussions and power point lectures on the rise of England as the dominant power, the fall of Spain; the colonizing of the New World creating America; why people chose to come to America, including the Puritans, separatists, and the Quakers. Primary Source analysis activity: the Mayflower Compact. Historical interpretations: Jefferson's view on slavery, and the different views of native treatment through primary and secondary sources.

By drawing on selections from Heffner, *A Documentary History of the United States*, students write an essay that explores the evolution of identity based on race, ethnicity, and nationality. (ID-4)

Students will write an essay in which they evaluate the impact of the Columbian Exchange on Native Americans in North America during the 16<sup>th</sup> century. (ID, PEO)

**Assignments and Assessments:**

Homework on each of the previously mentioned topics. 35 Question Multiple Choice Test with 3 short answer questions, plus a free response essay. Take home DBQ on how the relationship between the Europeans and the Natives change throughout the 17<sup>th</sup> Century in North America

## Unit 2: The Birth of the American Nation

**Texts and materials:**

*The American Pageant*, Chapters 6-8, *US History preparing for the Advanced Placement Examination*, Chapters 4-5, *The Declaration of Independence*, excerpts from *Common Sense* and the *Crisis*, Dickenson's *Letter From a Farmer*, and Federalist Papers 10, 30, 39, and 59 by Alexander Hamilton and James Madison.

**Themes:** ID, WXT, POL, WOR, CUL

**Major Topics to be covered:**

Causes and consequences of the French and Indian War, increasing tensions between the colonists and the British over taxation and representation, Ideals of the Enlightenment period and the effect those ideas had on the American colonists ideas of liberty, Diplomatic relations between the colonists, the British, and the French during the American Revolution, Writing of the Declaration of Independence and its effect on colonists and the world, Creation of the Articles of Confederation, circumstances around the creation of the Constitution, the structure of the Constitution, and debates over ratification and the creation of the Bill of Rights.

**Essential Questions to be answered:**

Was the American Revolution inevitable? To what extent could a peaceful resolution have been taken? Analyze the means of protest used by the Colonists as to whether they were legal or illegal from both American and British points of view. Were the extra-legal or legal means of protest more successful and why? What effect did the writing of the Declaration have on those who wrote the document? On those to whom it was written? In what ways were the Articles of Confederation a rejection of the British form of Government? Why was the Constitution a much better, long lasting, and successful form of government than the Articles of Confederation? Examine the many compromises that were necessary to get the Constitution ratified.

**Unit Activities:**

Class discussion on the idea of taxation without representation and colonial leadership. In class debates between federalists and anti-federalists. Document analysis of excerpts from *Common Sense*, and selected federalist papers written by James Madison, and Alexander Hamilton. Compare and contrast analysis of several different historians views of the American Revolution by Edmund Morgan, Charles Beard, and Forrest McDonald, also the online version of the British perspective on competing interpretations of the American Revolution.

Students will give an in class presentation on whether the American Revolution was truly inevitable, focusing on specific individuals and the roles that they played during the coming war and during the war. Could the war have been avoided.

**Assignments and assessments:**

Homework assignment on vocabulary terms, 35 question multiple choice exam with 2 short answer and one essay question. One free response essay comparing and contrasting the different historical views of the American Revolution, making an argument as to which interpretation they believe to be the most accurate and defending their position.

### Unit 3: The Early Republic (1789-1812)

**Texts and other Materials:**

*The American Pageant* Chapters 10-11, *US History Preparing for the Advanced Placement Examination* Chapters 6-7. Washington's farewell address, DBQ on Alien and sedition Acts, and excerpt from *Marbury v. Madison*.

**Themes:** ID, WXT, PEO, POL, WOR, ENV

**Major topics:**

How the US struggled to find its place in the world, the growing pains of the new country, George Washington and the role he played in creating the job of the President, debates over the Bank of the United States, emergence of political parties, Early foreign relations such as; the Jay Treaty, The Pinckney Treaty, the XYZ affair, the Barbary Pirates, and the debates over which side to take in the French Revolution. *Marbury v. Madison* and its effects, and Jefferson's policies as President in dealing with the Purchase of Louisiana, the French Revolution, and Aaron Burr.

**Essential Questions to be answered:**

Which side won the fight over the ratification of the Constitution? In what ways did the US work to become a stable nation both domestically and internationally? Were the Alien and sedition acts unconstitutional or just simply politics? Examine how the Supreme Court became an equal member of the three branches of government under John Marshall. How successful was the young United States in how it handled the early problems the country faced both domestically and internationally?

**Unit Activities:**

Class discussions on the Bank of the United States, the Louisiana Purchase, and how both reflected arguments for strict or loose construction of the Constitution. In class debate on the Alien and Sedition Acts. Document Analysis on *Marbury v. Madison* decision delivered by John Marshall.

**Assignments and assessments:**

Homework on vocabulary. In class essay on Federalists v. Anti-federalists. 35 question multiple choice test, 2 short answer, and one essay question. At home DBQ on Alien and sedition acts.

## Unit 4: The Second War for Independence and surge in Nationalism (1812-1828)

### Texts and materials

*The American Pageant* Chapters 12-13. *United States History Preparing for the Advanced Placement Examination* Chapters 7-8. Court case briefs from *A Student's Guide to the Supreme Court*, by John Patrick.

Themes: ID, POL, WOR, CUL

### Major Topics:

Foreign relations between the US, Britain, and France. Causes and effects of the War of 1812 including the demise of the Federalist Party. The coming of the second bank of the United States. The debates over Henry Clay's American System. The Era of Good Feeling and the election of 1824. The debates over tariffs and the idea of nullification. Major decisions of the Supreme Court (*McCulloch v Maryland*). The Monroe Doctrine and the rise of immigration and nativism.

### Essential Questions to be answered:

How did the addition and settlement of southern and western lands contribute to the political struggle that would result in civil war? To what extent did the cotton boom in the south transform southern society economically and culturally? How did the emergence of the factory system in the North benefit not only that region, but the country as a whole? What were the negative aspects of these changes created by the new economies? How did new forms of transportation transform American businesses?

### Unit Activities:

Class discussion on how the War of 1812 was actually beneficial to the US, what effect the surge in nationalism had on the entire country, the creation of the Monroe Doctrine. Class Debate on the contested election of 1824. Map skills activity on the battles of the War of 1812. Student activity on Supreme Court Case Briefs where each student will present a case brief to the class on a landmark court decision during John Marshall's court tenure.

### Assignments and assessments:

Homework assignment on vocabulary. In class free response essay on a major essential question of their choice. 25 Question multiple choice test with one short answer and one essay. Free response in class essay on the election of 1824 and the results.

## Unit 5 Jacksonian Era (1828-1840)

### Texts and materials:

*The American Pageant* Chapters 13, *United States History Preparing for the Advanced Placement Examination* Chapter 10, *Retrieving the American Past* article on Jackson and the Indian Removal, Excerpts from John Calhoun's South Carolina Exposition, Webster-Hayne debate and Jackson's bank veto.

Themes: ID, WXT, POL, CUL

### Major topics:

The circumstances around the election of 1824, and 1828, the rise of mudslinging in campaigns; Rise of Jacksonian democracy; The expansion of suffrage, Spoils system, Native American "problem," Nullification crisis and how Jackson handled the crisis, his handling of the second bank of the US, and the economic crisis in 1837.

### Essential Questions to be answered:

To what extent were the Jacksonians the true defenders of democracy? In what ways did Andrew Jackson differ from his predecessors as president? In what ways did he continue the policies and traditions of the men before him? To what extent did the period live up to its name of the era of the "Common Man" politically, socially, and economically? How did

Jackson defend the removal of the Native Americans? How did the fight over the Second Bank of the United States point to larger sectional issues and political tensions?

**Unit Activities:**

Students will do a simulation activity, becoming certain key figures of the Jacksonian Era. They will research the figures positions on specific issues, write speeches, debate, and complete a reflexive essay on the activity. In class document analysis activity on Daniel Webster's debate with Robert Hayne, and Jackson's bank veto.

**Assignments and Assessments:**

Homework vocabulary terms. 35 Question multiple choice test, one short answer and one essay. In class DBQ essay on Jacksonian Democracy measuring the mastery of material, use of documents in supporting thesis statement, sophistication of argument in response to the prompt, and quality of writing.

## Unit 6: Era of Reform and Cultural identity (1800-1850)

**Texts and Materials:**

*The American Pageant* Chapter 15, *United States History Preparing for the Advanced Placement Examination* Chapter II. Douglass, Frederick , *The Narrative of the Life of Frederick Douglass*; Excerpts from Ralph Waldo Emerson, Nathaniel Hawthorne, Henry David Thoreau, the Declaration of Rights and Sentiments

**Themes:** WXT, POL, CUL

**Major Topics:**

Immigration, industrialization, social, and cultural reactions to industrialization. The Second Great Awakening, Utopian movements; Reform movements in dealing with education, the handicapped, insane, and criminals; Civil rights movements dealing with women, and slaves (abolitionism); temperance movement; and Transcendentalism.

**Essential Questions:**

To what point were the reform movements and utopian movements connected to Jacksonian democracy and Jacksonian beliefs? To what extent did the writers, philosophers, artists, and reformers help to create a unique American identity? What were the main goals of the social reformers? How successful were they in achieving those goals? Were any changes accomplished due to movements such as; the temperance movement, abolitionism, and women's rights? Which reform group accomplished the most?

**Unit activities:**

Class discussions comparing and contrasting the first great awakening with the second great awakening. Checklist of goals and successes of each reform group. In class document analysis of the "Declaration of Sentiments" from the Seneca Falls Convention.

After reading the work of historians Richard Hofstadter and Ronald G. Walters, students are asked to write an essay agreeing or disagreeing with Hofstadter's arguments by referencing one reform movement from the antebellum or progressive eras. (POL-3)

**Assignments and assessments:**

Homework on vocabulary terms. 25 question multiple choice test with one short answer and one essay question. Take home essay on Transcendentalist movement. Analysis of *the Narrative Life of Frederick Douglass*

## Unit 7: Manifest Destiny and Westward Expansion (1819-1850)

**Texts and materials:**

*The American Pageant* Chapter 17, *United States History Preparing for the Advanced Placement Examination* Chapter 12. Excerpts from; *Retrieving the American Past* article on Manifest Destiny, Daniel Webster's 7<sup>th</sup> of March Speech (1850),

John Calhoun's Response to The Clay Compromise Measures (1850), and Joaquin Herrera proclamation (1845). James K. Polk Speech (1846) and Abraham Lincoln's Spot resolutions (1847).

**Themes:** ID, PEO, POL, WOR

**Major Topics:**

Trends in westward expansion, such as in Texas, California, etc... Disagreements caused over the expansion of slavery into the new territories and states. The Resolving of the Oregon border; Border disagreements with Mexico over Texas, California, and the Mexican Cession; the Treaty of Guadalupe Hidalgo, Compromise of 1850.

**Essential Questions to answer:**

How did the Presidents of the time contribute to sectional strife with decisions that were made on the territories? What problems were caused when Texas applied for admission to the US as a state? Why did settlers move west to places such as Texas? How did the Americans who moved west contribute to the coming of Texan Independence? Why was it so hard to accept Texas and annex it into the US as a state? What effect did the Gold Rush and the establishment of the Oregon Trail have on Manifest Destiny and the growing sectional tension?

**Unit Activities:**

Class discussion on manifest destiny, Texas Independence, the Mexican-American War and the effects that each had on American expansion and sectional strife. Graphic Organizer of parts of Compromise of 1850. After reading the textbook, John Kendall's Manifest Destiny, and speeches of the leaders of the time (Polk, Lincoln, Herrera), students will debate on "Whether the Mexican-American War was an act of self-defense or unjustified imperialism, and are there any comparisons to the present wars in Iraq and Afghanistan?"

**Assignments and assessments:**

Homework on vocabulary terms. 25 question multiple choice assessment, 2 short answer questions, and an essay question on American expansion. The students will have a take home essay comparing and contrasting the views of Daniel Webster, Henry Clay, and John C. Calhoun on the Compromise of 1850 from their speeches.

## Unit 8: The Civil War Era (1850-1865)

**Texts and Materials:**

*The American Pageant* Chapters 18- 21, *United States History Preparing for the Advanced Placement Examination* Chapter 13-14, Selected Abraham Lincoln Speeches (House Divided, Cooper Union Address, Gettysburg Address and Second Inaugural), excerpts from John Brown's Trial, the South Carolina secession convention, and John Wilkes Booth's Diary. Historical interpretations lesson from Hugh Tulloch's *The Debate on the American Civil War Era* and James McPherson's *Battle Cry of Freedom*.

**Themes:** ID, POL, WOR, CUL, ENV

**Major Topics to be covered:**

The coming of the war focusing on major events such as; *Uncle Tom's Cabin*, The Kansas-Nebraska Act, *The Dred Scott Decision*, and John Brown's Raid. Lincoln's election leading to the secession of the Southern States. The political, social, and economic consequences of the war on the nation as a whole. The Emancipation Proclamation and the end of slavery in the southern states. The assassination of Lincoln and its effects on the south

**Essential Questions to be answered:**

To what extent was the Civil War inevitable? Examination of how the fortunes of both north and south were shaped by the leaders of each side of the war. Analyze how warfare changes forever from the way that this war was fought. Analyze the fighting of the war on both sides, should the north have won the war? Did the South lose the war more than the North won? Examination of Lincoln and his handling of the role of President during the war, what were his successes, what were his failures?

**Unit Activities:**

Cause and effect chart of the coming of war, focusing on *Uncle Tom's Cabin*, The Kansas-Nebraska Act, *The Dred Scott Case*, and John Brown's Raid. Document analysis of The Emancipation Proclamation, The Gettysburg Address, and Lincoln's Second Inaugural Address. Historical investigation into the economic, political, and social causes of the Civil War. Class debate on Civil Liberties during war time, connecting with today's limitations.

Students will write an analysis of The Emancipation Proclamation, what led Lincoln to issue the document, and the effect that the proclamation made on the course of the war.

**Assignments and assessments:**

Homework on vocabulary terms. 35 question multiple choice test, with one short answer and one essay. In class essay choice on; The constitutionality of secession, could it happen again today? Or free response on historical interpretations; students choose and defend one interpretation of the Civil War.

Take home free response essay critiquing the Presidency of Lincoln and his handling of the Civil War? Students must use historical examples, as well as primary source research to present an argument.

## Unit 9: The Reconstruction Era (1865-1877)

**Texts and Materials:**

*The American Pageant* Chapter 22, *United States History Preparing for the Advanced Placement Examination* Chapter 15. The 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the US Constitution.

**Themes:** ID, POL, CUL

**Major Topics:**

The Fight for reconstruction, comparisons of Lincoln, Johnson, and the Radical Republican plans. The 3 new Reconstruction amendments (13, 14, 15). The military occupation of the South and the coming of Carpetbaggers and rise of scalawags. The rise of African-Americans in politics and the effects of the Freedman's Bureau in helping out ex-slaves. White resistance to reconstruction policies and the coming of the KKK. The impeachment of Johnson. The readmitting of the southern states and governments, the scandals of the Grant administration and the come back of white governments in the south denying the freed slaves their rights in the south.

**Essential questions to be answered:**

To what extent did the Assassination of Lincoln lead to a major division in how Reconstruction would be handled? Trace the ways in which Congress attempted to ensure the rights of the newly freed slaves in the south, and the southern response to keep the African Americans from fully participating in the political, social, and economic process. Examine the causes of the impeachment of Johnson, and the effect that the impeachment had on the relationship between congress and the president for the rest of reconstruction. Analysis of the scandals of the Grant Administration and the closing of the reconstruction period.

**Unit Activities:**

Class discussion debating the different reconstruction plans, and why did they all fail to live up to expectations. Document analysis on the 3 new amendments as to why they were created, and how well they actually protected the rights of freed slaves as well as people today. Class discussion on Arthur Schlesinger's scale of Presidential greatness as it applies to Johnson and Grant.

**Assignments and Assessments:**

Homework on vocabulary terms. Analysis of life of freed slaves during the reconstruction period as to how life was before reconstruction, how it was during, and after reconstruction researching primary sources to make their argument. Reading quiz on reconstruction, as well as 25 question multiple choice test, 2 short answer and 1 essay.

## Unit 10: Expansion to the West, Industrialization and Immigration (1877-1900)

### Text and other materials:

*The American Pageant* Chapters 24-26 *United States History Preparing for the Advanced Placement Examination* Chapters 16-18. Gospel of Wealth by Andrew Carnegie

**Themes:** ID, WXT, PEO, POL, CUL, ENV

### Major topics:

Social and economic effects of Industrialization post-civil war era on the north, the south, and the west. The coming of the Industrial power of the United States on the world scene, the impact of laissez faire economic theories and the emergence of industrial tycoons such as Rockefeller, Carnegie, Morgan, and Vanderbilt. The effect that the railroad industry had on the westward expansion of the United States population leading to more conflicts with the Native Americans on the Plains. The economic boom with the new inventions of this time period. Industrialization and its effects on immigration. Creation of the first successful unions in the US.

### Essential questions to be answered:

Analyze the role that laissez faire played in allowing the US to become an Industrial power. In what ways did industrialization help create an atmosphere conducive to immigration during this time period? Trace the rise of American industrialization and the factors that allowed industrialization to be so quick. Why did the government begin to try to reign in big business by the end of the century?

### FRQ:

Compare and contrast the Indian policy of the late 1800's with those of the early century paying close attention to how they were similar, and why there were major changes in the late century.

### Unit Activities:

Class discussion on materialism, Marxism, and the Indian Wars, the changing lives of the American people due the second large industrial time period, including workers and owners. Map activity on movement westward with railroads, and settlers and effect on Natives on the plains. Class debates on Carnegie's Gospel of Wealth. Document analysis on Carnegie's Gospel of Wealth.

### Assignments and assessments:

Homework on vocabulary terms. Reading questions and analytical response to changes that occurred to everyday society due to industrialization and movement west. 35 Question multiple choice test with 2 short answer and 1 essay.

Take home free response essay on Rockefeller, Carnegie, Morgan, and Vanderbilt. Which is a better term for these businessmen, "Captains of Industry" or "Robber Barons?" Cite factual research to defend your position.

## Unit 11: The Gilded Age (1880-1900)

### Texts and Materials:

*The American Pageant* Chapter 23, *United States History Preparing for the Advanced Placement Examination* Chapter 19, Gilded Age DBQ, and excerpt from William Jennings Bryan's *Cross of Gold Speech*.

**Themes:** WXT, CUL, PEO, POL, WOR, ENV

**Major topics:**

Domestic and global challenges and the creation of mass culture; cultural effects of deregulation, industrialization, and westward expansion; conflicting views of life with urbanization between the urban and rural areas; immigration and life as a minority in the US; political corruption in political machines both in local and national politics; conflicting views of the role of government in industry and in people's lives; coming farmers discontent, the beginning of the Populists and Grangers that led to the formation of the Progressives.

**Essential questions to be answered:**

To what extent did state and federal governments attempt to begin regulating big business at the end of the 19<sup>th</sup> century? Examine the ways that reform movements and organizations went about attempting to change the social problems facing the US in the late 19<sup>th</sup> century. Analyze the role that the reform movements played in cleaning up government corruption. To what point were these movements successful in their goals?

**Unit Activities:**

Class discussions on formation of political machines, immigrants trends, and the Social Gospel. Socratic seminar and philosophical chairs on the proper role of government. In class document analysis of William Jennings Bryan's "Cross of Gold" speech. Graphic organizers on cause and effect of the political machines and responses to them by reform groups and immigrants. Historical interpretations lesson: Walt W. Rostow's stages of Economic development

**Assignments and Assessments:**

Homework on vocabulary terms. 25 Question multiple choice assessment with 1 short answer, and 1 essay taken from essential questions listed above. Take home FRQ on the costs v. benefits of industrialization during this time period.

## Unit 12: The Progressive Era (1890-1920)

**Texts and other materials:**

*The American Pageant* Chapters 28-29, *United States History Preparing for the Advanced Placement Examination* Chapter 21. US Census and immigration charts from 1890, 1900, 1910, and 1920. Excerpts from *The Jungle* by Upton Sinclair, Jane Addams statement on reform, selected excerpts from speeches of Roosevelt, Taft, and Wilson. Lewis Hines and Jacob Riis photos.

**Themes:** ID, WXT, CUL, POL

**Major Topics:**

Origination of progressivism and their ideals; muckrakers and the effects of their investigations; The use of media to achieve social, economic, and political changes; The coming of radical groups such as the IWW, and socialist movements; The changing perception of the government; the role of the Progressive presidents (Roosevelt, Taft, and Wilson) and how they pursued progressive changes at the national level; The successes and failures of the Progressive movement.

**Essential Questions to be answered:**

What were the foundations of the Progressive movement? To what extent was the Progressive movement much more successful than the previous movements such as the Grangers and the Populists? How did state and local governments affect changes at the federal level? Examine the progressiveness of the three progressive presidents. Who was the most successful progressive and why? Who was least successful and why? How did progressive reforms benefit the following groups; Women, Immigrants, African-Americans, and the poor.

Students use documents made by the Socialist Labor Party, Emma Goldman, and the IWW and make an argument for the validity of the radical ideas and movements that came about during the industrial age. (WXT-6)

Students use material from census data about immigration to make presentations on different ethnic and national groups and the creation of the Immigration Act of 1924. (PEO-7)

**Unit Activities:**

Class Discussion on origins of the Progressive movement and why it was successful in certain areas but not in others. Document analysis of muckraker literature such as Upton Sinclair's *The Jungle*, Jacob Riis' description of immigrant life in the tenements and Ida Tarbell's *The History of the Standard Oil Company*.

**Assignments and Assessments:**

Homework on vocabulary terms. 35 question multiple choice test with 2 short answer and 1 essay. Formal essay on topics discussed in class, student choice of topic. Take home free response comparing and contrasting the 3 progressive presidents as to who was the most progressive and who was least successful.

## Unit 13: The US as an Imperial Power (1898-1920)

**Texts and other materials:**

*The American Pageant Chapter 27, United States History Preparing for the Advanced Placement Examination Chapter 20.* DBQ on imperialism, and Theodore Roosevelt's Big Stick Speech and Roosevelt Corollary, William H. Taft's Dollar Diplomacy speech, and Woodrow Wilson's speech on Moral Diplomacy.

**Themes: ID, POL, WOR****Major Topics:**

Industrialization and its effect on US expansion; Mahan, coaling stations, the building of the US navy, expansion out to Hawaii, and the Pacific islands; the search for foreign markets; The Spanish-American War and the acquisition of an empire, the Filipino Rebellion; The Open Door Notes for free access to China; The US influence in Panama and the building of the canal; The Presidential foreign policies of Roosevelt, Taft, and Wilson; US involvement in places such as the Dominican Republic, Panama, Nicaragua, and Mexico.

**Essential questions to be answered:**

To what extent did the policies of Roosevelt represent a drastic change in America's view of itself and its place on the international scene? What events led to the US getting involved in Cuba leading to the Spanish-American War? Analyze the pro-imperialist and anti-imperialist views on American expansion. What were the long lasting effects of the Roosevelt Corollary on how America is viewed on the world scene today? Examine the legality of the role of the US in the acquisition of the land for the Panama Canal.

**Unit Activities:**

Class discussions on American involvement in foreign affairs such as acquisition of colonial territories in Hawaii, the Pacific, the Panama Canal Zone, and how the Spanish-American War was a turning point in foreign relations. Document analysis comparing and contrasting the different foreign policies of Roosevelt, Taft, and Wilson through excerpts from their speeches.

In class debate on the necessity of imperialism. One side must use Social Darwinism as a defense for imperialism, the other side present the view that imperialism was anti-American.

**Assignments and Assessment:**

Homework on vocabulary terms. Map assignment of mapping out territorial acquisitions during this period and why they were necessary. 25 question multiple choice test with 1 short answer and 1 essay. Take home DBQ on US imperialism

## Unit I4: World War I and the 1920's (1914-1929)

### Texts and other materials:

*The American Pageant* chapter 30, *United States History Preparing for the Advanced Placement Examination* Chapter 22. Wilson's Declaration of War. Excerpt from the 14 Points. *Schenck* case brief handout from *The Supreme Court of the United States, A Student Companion*. Excerpts from court documents in Trial of Sacco and Vanzetti

Themes: WXT, PEO, POL, CUL, WOR

### Major Topics:

Initial opposition to US involvement in WWI; The Lusitania, The Sussex, The Zimmerman Telegram, unrestricted submarine warfare; Civil rights issues before, during, and after the war; the battle over the League of Nations, and the senate's rejection of the Treaty of Versailles; The end of Progressivism, The Red Scare and the founding of the FBI; Harding and the return to normalcy, Coolidge, and Hoover's administrations; the social, political, and economic changes of the 1920's.

### Essential Questions to be answered:

What were the events and policies that led to American involvement in WWI? Critique Wilson on his leadership during the war, as well as his post-war plan for world peace. Examine the post-war Red Scare and how it reflected a new era in American foreign policy and view of immigration. Were the major social conflicts of the 1920's uniquely modern? Or were they simple continuations of conflicts that had begun by the end of the 19<sup>th</sup> century? To what extent did the artists and writers of the 1920's not only reflect the new ideals of the time, but challenge time honored American values?

### Unit Activities:

In class discussion on American diplomacy before, during, and after WWI, the role of the national government during the 1920's, and the resulting prosperity of the 1920's. Document analysis on the Supreme Court decision on *Schenck v. United States*, and analysis of Wilson's 14 points. In class simulation on the Treaty of Versailles.

In class debate on the trial and execution of Sacco and Vanzetti using primary sources, students will then debate on their guilt or innocence.

### Assignments and Assessments:

Homework on vocabulary terms. In class essay taking a position on the effect that the Red Scare hysteria had on not only the arrest, but the verdict and execution in the Sacco and Vanzetti case. 35 Question multiple choice test, 2 short answer, and 1 essay.

## Unit I5: The Great Depression (1929-1941)

### Texts and other materials:

*The American Pageant* Chapter 33, *United States History Preparing for the Advanced Placement Examination* Chapter 24. Excerpts from Franklin D. Roosevelt Inaugural Address as well speeches by Huey Long and Charles Coughlin. DBQ on the New Deal; and Stud Terkel's *Hard Times*, and the WPA Slave Narratives.

Themes: ID, WXT, POL, CUL, ENV

### Major topics:

Economic trends post-WWI and the eventual collapse of the American economic system; The stock market crash, crop failures, and collapse of the banking industry; The Bonus Army, Hoovervilles, and social and economic issues surrounding the election of 1932; Hoover's response to the Depression, Roosevelt's New Deal (First and Second), Banking holiday, and reassessment of the role of the President and the government; Dissenting voices against the New Deal policies such as

Huey Long, Charles Coughlin, and The American Liberty League; overall effects of the New Deal on social, economic, and political landscape of the US both then and now.

**Essential questions to be answered:**

What were the causes of the Great Depression and what were the initial responses to the Depression by Hoover and the Federal Reserve? How did the New Deal policies and actions taken by FDR truly change the role of the President? What was the background of the fight between Roosevelt and The Supreme Court? What were the major critiques of the New Deal by people such as Huey Long? To what extent the New Deal policies actually contribute to the end of the Great Depression? Or did they do anything? What effect did events like the Dust Bowl have on migration patterns inside the United States?

**Unit Activities:**

Class discussion on causes of the Great Depression, the role that Hoover played in trying to fight the Depression, the hundred days, and the New Deal Critics. Document analysis on FDR's first inaugural address.

Student simulation on court packing plan by FDR. Document analysis activity; Images of the Great Depression and the New Deal.

Using the SOAPStone handout, students 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.

**Assignments and assessment:**

Homework on vocabulary terms. 35 question multiple choice test, 2 short answer and 1 essay. In class free response essay on success of the New Deal based on topics covered in class

## Unit 16: World War II (1935-1945)

**Texts and other materials:**

*The American Pageant Chapters 34-35, United States History Preparing for the Advanced Placement Examination Chapter 25.* Excerpts from Franklin Roosevelt's 4 Freedom's Speech, The Atlantic Charter, *Korematsu v. United States* decision, and Truman on dropping the Atomic bomb. *A Documentary History of the United States*; and historical perspectives lesson drawn from *The Second World War: A Complete History*, by Marvin Gilbert.

**Themes:** ID, WXT, PEO, POL, WOR

**Major topics:**

American isolationism after WWI; The passage of the neutrality acts as unrest begins in Europe; the evolution of American foreign policy from isolation to intervention such as the four freedoms speech, and the Atlantic Charter; The attack on Pearl Harbor, American entry into the war, mobilizing for war, the effects of the war on the home front: socially, racially, economically, and politically; the internment of the Japanese Americans; civil rights violations; the dropping of the atomic bomb and its consequences; the major conferences during the war and post war: Casablanca, Tehran, Yalta, and Potsdam.

**Essential questions to be answered:**

To what extent do the two world wars compare in terms of treatment of minorities, women, civil liberties, and the treaties that end the wars? Examine the course of foreign relations throughout the war by FDR, analyzing his ability to slowly turn the nation towards intervening on behalf of Britain and China. Trace the war strategies on both fronts, how did the fighting on the two fronts differ? Debate the arguments for and against dropping the Atomic bomb, and the reasons behind using it on Japan. Analyze the role of the Yalta conference in bringing about the Cold War, and the setting up of the United Nations.

**Unit Activities:**

Class debate on how FDR foreign policy, the attack on Pearl Harbor, and the decisions made at the major conferences between the big 3. Philosophical chairs debate on whether dropping the bomb was the correct course of action. Document

analysis on FDR four freedoms speech, and Atlantic Charter. Map skills lesson: European and Pacific Theaters of war. Historical Perspectives lesson on the Japanese Internment.

**Assignments and assessment:**

Homework on vocabulary terms. Take home essay on FDR's diplomacy and his ability to turn the US into a country ready for war when the people were against the war. 40 question multiple choice exam with 2 short answer, and one DBQ.

## Unit 17: Cold War (1945-1975)

**Texts and other materials:**

*The American Pageant Chapters 36-38, United States History Preparing for the Advanced Placement Examination Chapter 26-28.* Churchill Iron Curtain speech. Video of the Army-McCarthy hearings. Kennedy inaugural address. Gulf of Tonkin Resolution. "The Sources of Soviet Conduct."

**Themes:** WXT, POL, WOR, CUL

**Major topics:**

The emergence of the US and USSR as the two superpowers after WWII; Containment, The Marshall Plan, and the growing economic and military intervention of the US around the globe; the initial conflicts in Greece, Turkey, and Berlin; Containment and the Berlin Airlift, division of Korea and Vietnam, as well as intervention in Cuba and South America; The Korean War, conflicts in Egypt and Hungary; Presidential foreign policies of the time: containment, MAD, the domino theory, and flexible response; the resulting changes at home from 1945-1968 in civil rights (McCarthyism)

**Essential questions to be answered:**

In what ways was the Marshall Plan an extension of the Containment policy, and an attempt to assure that the mistakes of WWI did not repeat themselves after WWII? Examine the breakdown of the relations between the US and the USSR at the end of WWII. How did allies become enemies? What role did the leaders or change in leadership play in the coming of the cold war? In what ways did the Chinese Revolution and containment play in the culture of fear that communism may spread here in the US? In what ways were the Korean conflict and the Vietnam War similar? How did they differ? Examine the role of the US in helping create Cuba as a communist country just south of our own border. Analyze the handling of the Cold War by the various Presidents during the time period as to their strengths and weaknesses. Analyze the handling of the Cold War here at home by the various Presidents as to how they handled the events here in the US that were closely related to Cold War issues. Who was very good, who was very bad?

**Unit Activities:**

Class discussions on the various conflicts around the globe between the US and the USSR, such as the Berlin airlift, the Korean War, Cuban missile crisis, and the Vietnam War. Examination of the fear of communism in the Red scare and McCarthyism through a class project. In class document analysis on Kennedy inaugural speech, as well as his Cuban Missile Crisis televised announcement in 1963.

In class document analysis on excerpt from "The Sources of Soviet Conduct," by George Kennan. Working in small groups, students will compare the underlying causes of WWI, WWII, and the Cold War and make an argument as that US foreign policy in the 20<sup>th</sup> century did or did not promote democratic governments around the world. (WOR-7)

In group project determining the role that the Cold War, specifically the Korean and Vietnam war, played in creating a sense of distrust between the US government and its people.

## Assignments and assessment:

Homework on vocabulary terms. In class Cold War DBQ, and a 35 question multiple choice exam with 2 short answer. Take home free response on how America changed during the cold war period up until 1968.

## Unit 18: Cold War Culture and American Society (1950-1970)

### Texts and other materials:

*The American Pageant Chapters 38-39 United States History Preparing for the Advanced Placement Examination Chapter 28-29.* Emmett Till Documentary. The Century, America's Time: Happy Daze, and Unpinned. Martin Luther King's *I have a Dream* speech and *Letter From a Birmingham Jail*

Themes: ID, WXT, POL, PEO, CUL, ENV

### Major topics:

Media and culture of the 50's and 60's; The pressure of conformity and the backlash against that conformity in the 60's; The modern Civil Rights movement such as *Brown v. Board of Education*, Emmett Till, the Montgomery Bus Boycott, sit ins, civil and voting rights acts; Civil Rights leaders such as; Dr. Martin Luther King Jr, Malcolm X, Huey Newton, Stokely Carmichael, and The Black Panthers; civil rights spreading to other groups such as: women, Mexican-Americans, and Native Americans; Effect of the Kennedy Assassination; war protests, and counter culture movement.

### Essential questions to be answered:

Examine the counter culture movement as to its origins and the effect it had on Americans. What role did the media play in creating culture in the 1950's and 60's? How did it happen? To what extent was the sexual revolution of the 60's an actual revolution? To what extent was the Civil Rights movement of the 50's and 60's really an extension of the work of African-Americans of the last 100 years? Why were they more successful at this time than in previous years? How did the role of young people change in the 50's and 60's in helping to create change? What effect did the African- American Civil Rights Movement have on other minority groups in the US? How did the lives of minorities actually change over the 2 decades?

Students will do a group project analyzing the evolution of the Civil Rights movement being able to map out specific events that led to the making of a national, more organized group to protest for their rights and the effect this had on other groups.

### Unit Activities:

In class document analysis of Martin Luther King's Letter from a Birmingham Jail, as well as the I have a Dream Speech. Comparing King's speeches to those of interviews with Malcolm X and Stokely Carmichael. In class discussion of the changing culture of America during the 50's and 60's and the effects that music, literature, and TV had on changing the nation.

Students compare NAACP materials from the 1920's and the 1930's on lynching and civil rights with the 1950's civil rights materials. Students will present on why there were differences and similarities to class.

Student group activity on comparison between women's movement in the 1920's and the movement in the late 60's. Creating a presentation for the class choosing a side on which movement had the biggest effect on women and the country defending their position.

### **Assignments and assessments:**

Homework on vocabulary terms. Creation of a montage of 1960's culture. 25 Question Multiple choice with 2 short answer and one essay. Free response on Protest movements during the 1960's.

## **Unit 19: End of the Cold War and the Modern USA (1970-Today)**

### **Texts and other materials:**

*The American Pageant Chapters 39-42, United States History Preparing for the Advanced Placement Examination* Chapter 26-28. Excerpts from *All the President's Men*, *Rachel Carson Silent Spring*, Carter on Iran in his own words. Selected Excerpts from speeches of Ronald Reagan. Bush speech after 9/11

**Themes:** ID, WXT, WOR, CUL, PEO, POL, ENV

### **Major topics:**

End of the war in Vietnam; increasing prosperity and global role of the US at the end of the Cold War; movement to save the environment; Watergate and Nixon resignation; OPEC and Oil crisis, Carter and Iran; expanding role of popular media; religion and social change; Reagonism and Reaganomics; Iran-Contra affair; Gulf War; Republican Revolution 1994; Bill Clinton's presidency; 2000 Election, 9/11 terrorist attacks, War in Afghanistan and Iraq; Civil Rights questions; Election of 2008; immigration trends in the new century

### **Essential questions to be answered:**

How did the Watergate scandal add to the already burgeoning distrust of the Federal Government since the assassination of Kennedy? To what extent was the coming home of the soldiers from Vietnam a stark contrast to the homecoming after WWII? To what extent did conflicts in the Middle East replace the former conflicts of the Cold War era? Why was Carter unable to get the hostages in Iran released, but Reagan was successful quickly? In what ways did the policies of the 80's change the previous policies and programs set forth in the New Deal? To what extent was America transformed by societal changes? Such as: TV, race relations, drugs, and AIDS. To what extent has the role of the President changed since the Watergate scandal to today? What effect did the terrorist attacks of September 11, 2001 have on American beliefs of security, immigration, and civil rights?

### **Unit Activities:**

Class discussions on Ford's pardon of Nixon, comparing the Presidency of Carter with that of Reagan, the collapse of communism and the Cold War. In depth analysis of the presidency of Clinton compared to Reagan, defending which President was the most successful.

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

Students write a six to eight–page essay that examines the evolution of ideas and policies related to the environment from 1900 to 1975. The essay must use at least six secondary sources and make an argument about why the environment became worthy of regulation by 1970 (ENV-5)

## **Assignments and assessment**

Homework on vocabulary terms. 35 question multiple choice assessment with 2 short answer and one essay. One take home free response essay answering any question listed previously.