Advanced Placement United States History

**Course Description:** AP U.S. History covers the spectrum of American history from Pre-Columbian days to the present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Class participation through seminars, discussions, debates, and object lessons is required; special emphasis is placed on critical reading and essay writing to help students prepare for the AP examination. The course structured chronologically, divided into 10 units. Each unit includes one or more of the nine periods and/or concepts outlined in the AP U.S. History curriculum framework.

**Key Themes:** the course is structured both chronologically and thematically. The themes include: Identity, Work, Exchange and Technology, Peopling, Politics and Power, America in the World, Environment and Geography, and Ideas, Beliefs, and Culture. Elements of these themes are included in most unit assignments.

**Skills Developed:** In each unit, students will get practice developing the following content-driven skills: Craft Historical Arguments from Historical Evidence (including historical argumentation and appropriate use of relevant historical evidence), Chronological reasoning (including historical causation, patterns of continuity and change over time, and periodization), Comparison and Contextualization, and historical interpreting and synthesis. In addition, class activities and assignments will address the following academic skills: Reading for comprehension and recall, improving study skills in preparation for assessments, improving formal writing skills (addressed below), improving public speaking skills in class discussion and activities, and improving skills of map reading and interpretation.

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

**Historical Interpretations:** Another key to work at the collegiate level is an understanding of basic historiography. To provide students with an introduction to this aspect of historical study, several units, beginning with the summer reading assignment (*Killer Angels* by Michael Shaara or *The Jungle* by Upton Sinclair), include “Historical Interpretations” lessons. Textbook materials are supplemented by readings from Howard Zinn, Richard Rosenfeld, James Loewen,
Art Ward, and Richard Hofstadter. These authors help students understand to recognize how historical interpretations change over time, and examine how emerging trends can influence the process of historical inquiry.

**Primary Source Analysis Activities:** to be truly meaningful, the study of history requires primary source analysis. For this reason, most units in this course provide students with the opportunity to read and interpret a diverse selection of primary source materials. The teacher introduces each document, noting the style, language, intent, and effect. These activities help students become familiar with primary sources, and develop their abilities to read, understand, and use these sources. As a result, students are prepared to respond to DBQ’s on the AP U.S. History Exam.

**Course Texts:**

**Textbook:** [CR1a]


**Supplemental Texts:** [CR1b] [CR1c]


**Unit 1: Founding the New Nation, Spanish Exploration and Colonial America (1491-1763) [CR2]**

**Texts and other materials utilized:**
Text- Goldfield, Abbot, Ch. 1-4, 1491-1763
Readings- Commager Documents: Bartoleme de las Casas, John Winthrop, William Penn, excerpts from Anne Hutchinson trial, Olaudah Equiano’s Biography, Richard Frethorne’s Letter Home [CR1b] [CR1c]

Themes:
- Ideas, Beliefs, and Culture
- Identity
- Peopling
- Politics and Power
- Environment and Geography
- Work, Exchange, and Technology

Major Topics:
- Pre-Columbian Americas
- Motives and methods of colonization for Spain, France, and England
- The magnet of the New World
- Affairs in Europe opening exploration for France and England
- Compare and contrast Southern, Middle and New England Colonies political, economic, social and religious patterns
- Cultural differences between Americans and Europeans
- Demographics and unique attributes of each of the colonies
- Relationships between colonies and England
- Debate over citizenship and representation
- Military conflicts with the French, culminating in the French and Indian War

Essential Questions:
Describe the first Americans, Describe European- African contact in the 15th century, Describe religious conflicts in Europe in the 15th century, Evaluate Spanish Colonization in North and South America, Describe French and English Attempts at colonization in the Americas (how did the differ?), Describe the set of circumstances that created the New England settlements, Describe the reasons behind the introduction of slavery, Describe the settlement of the Middle Colonies, Assess the success of the Dutch in establishing settlements in North America, Describe the policies of the Spanish, French and British toward Native Americans (How did they differ?), Describe why slavery flourished in the South and not the North?, Describe the pattern of immigration in the 17th century, Evaluate British regulation of colonial trade (Mercantilism, Navigation Acts), Describe the impact of the Glorious Revolution on the colonies and British policy toward the colonies thereafter, Assess the impact American colonies had on the balance of
power in Europe, Asses how the French and Indian War expanded into the Seven Years War and the impact of the Treaty of 1763.

Unit Activities:

- Primary source activity with Mayflower Compact, the House of Burgesses - The General Assembly Convenes, and the Fundamental Orders of Connecticut. Students will be introduced to the Document Based Question. Students will use documents to create historical argumentation when answering the writing prompt. Students will begin to learn how to use relevant historical evidence to support their argument. [CR5] [CR7] [CR13a]
- Students will complete a Venn diagram comparing and contrasting the political, social, and economic structures between New England, the Mid-Atlantic, and Chesapeake Colonies. Students will assess the reasons for differences and similarities between two of the three regions. [CR11]

Assignments and Assessments:

Chapter questions discussing topics listed above. Multiple choice quizzes on each text chapter and a multiple choice Unit Test. Introduction to DBQ on topic, “Colonial experiences and American nationality, 17th and 18th centuries.” [CR5] [CR7] [CR13a]

Unit 2: Building the New Nation, Revolution, Confederation, Federalism, Expansionism, advent of Jeffersonian Democracy, Nationalism and Sectionalism (1763-1800) [CR2]

Texts and other materials utilized:

Text: Goldfield, Abbott, Ch. 5-8


Themes:

- Identity
- Peopling
- Politics and Power
- American in the World
- Environment and Geography
• Ideas, Beliefs, and Culture

Major Topics:

• Colonial dissatisfaction with imperial relationship
• The American Revolution as an effort for economic or social freedom
• The significance of the American Revolution in world developments
• Impact colonial experience and post-dependent government
• Development of the U.S. Constitution and the Bill of Rights
• Emergence of political parties (factions) and reasons behind
• Development of sectional specialization and interdependence
• Conflict between national power and states’ rights
• The failure of Mercantilism
• Policy changes following the Seven Years war
• Growing colonial unity and the quest for independence
• The revolution, victory and challenges
• The failures and successes of confederation
• Writing a new Constitution, a crucible of compromises: Ratification
• The challenges of Federalism and the Early Republic: Hamilton vs. Jefferson
• The French Revolution and conflict’s impact on American Politics
  o Trade
  o Diplomacy
  o Alien and Sedition Acts

Essential Questions:

Describe colonial reaction the new British taxes and regulations, Describe the Regulator Movement, Evaluate American reaction to the Townsend Crisis and the Intolerable Acts, Trace the developments between the colonies and Great Britain, 1774-1776: Why did attempts at reconciliation fail?, Evaluate the differences between American and British forces, Describe the major turning points of the war to 1779, Describe British war strategy after 1779, Evaluate the terms of the Treaty of Paris of 1783, Describe the how government functioned under the Articles of Confederation, Assess the importance of the state constitutions, Describe the key areas of debate of the confederation Congress and its most important pieces of legislation, Describe the major areas of debate at the constitutional Convention, Provide an overview of the debate in the states and the process of ratification and the importance of the Federalist Papers, Evaluate Washington’s first term as president and the changes taking place in the republic, Assess the impact of emerging political parties and the impact of the French Revolution, Evaluate the causes behind the Federalists loss of power, Evaluate the impact of the Alien and Sedition Acts.

Unit Activities:
Students will complete a Colonial Acts chart where they look at and analyze the various restrictions placed upon the colonies by the British Empire. This activity will help students to see the **continuity and change** between the colonies and the empire, as well as the **causation** of growing differences leading up to the American Revolution. [CR8] [CR9]

Students will complete a **cause and effect** chart on the American Revolution. They will be asked to identify both long-term and short-term causes and effects and rank them in order of importance. [CR8]

Students will participate in a Socratic Seminar where they will debate whether the colonies should have broken away or remained part of the empire. Students will use the British colonial acts chart as well as the cause and effect handout to help them formulate their arguments. Students will craft **historical arguments by using relevant historical evidence**. [CR5] [CR7]

Students will be given examples of short answer questions and instructed on how to formulate short answer responses. Students will demonstrate understanding by answering short answers on the Unit Test.

Students will look at two conflicting **historical interpretations** of the ratification of the US Constitution. Students will read an excerpt from Henry Steele Commager’s commentary on the Constitution from 1961 and an excerpt from Thomas R. Dye and Harmon Zeigler’s *The Irony of Democracy* from 1971. Students will compare and contrast the two excerpts as well as list **relevant historical evidence** that support both sides. [CR1c] [CR6] [CR7] [CR13a]

Students will look at the Declaration of Independence in the **context** in which it was written. Students will look at the influences of enlightened thinkers and how their ideas are represented in the Declaration of Independence. [CR11] [CR13b]

**Assignments and Assessments:**

Chapter questions discussing topics listed above. Multiple choice quizzes on each text chapter and a multiple choice Unit Test. Timed essay on Social Hierarchy and the American Revolution. [CR5] [CR7] [CR13a]

**Unit 3: Testing the New Nation: Jefferson Republicanism, Jacksonian Era, Industrialization, Urbanization, the Market Revolution, Social Reform, Slavery and Disunion** [CR2]

**Texts and other materials utilized:**

Text- Chapters 9-12, 1800-1850

Readings- The American Political Tradition- Chapter 3, Washington’s Farewell Address, *Marbury v. Madison*, Henry Clay’s American System, Andrew Jackson’s First Address to
Congress, Excerpts- De Tocqueville’s *Democracy in America*, Charles Finney’s “Revivalism,” “Indian Removal: The Cherokees, Jackson, and the "Trail of Tears" from the Constitutional Rights Foundation [CR1b] [CR1c]

**Themes:**

- Politics and Power
- Peopling
- America in the World
- Ideas, Beliefs, and Culture
- Environment and Geography - Physical and Human
- Identity

**Major Topics:**

- Jefferson’s “Revolution of 1800”
  - Changes in Party Positions
  - Louisiana Purchase
  - Diplomatic Problems
- War of 1812: Causes, Conduct, Consequences
  - Era of Good Feelings
  - Rise of Nationalism
  - Diplomatic Achievements
- Marshall Court rulings and precedents
- Monroe Doctrine
- Election of 1824 and the founding of Jackson’s Democratic Party
- Jackson’s Administration:
  - Spoils System
  - Nullification
  - Bank War
  - Cherokee Removal
- Manifest Destiny and the War with Mexico
- Immigration; social, political and economic developments; and reform movements, 1820-1850
- Slavery as a social and economic institution
- The politics of slavery:
  - Missouri Compromise, 1820
  - Abolitionists
  - Compromise of 1850

**Essential Questions:**
Evaluate the causes behind the Federalist loss of power, evaluate the impact of the Alien and Sedition Acts on American politics, Assess Jefferson’s approach to the presidency, assess the impact of the Embargo Act, Describe the pressure put on Madison to go to war with England, the results and the outcome, Evaluate the extent of the “Era of Good Feelings” and the major events of the Monroe presidency, Describe the key elements of the Missouri Compromise, Evaluate the impact of the Second Great Awakening, Describe the results of Jackson’s “Spoils System,” Describe the ill feelings caused by the “Tariff of Abominations,” Evaluate the importance of the “Cabinet Crisis” in Jackson’s presidency, Assess the impact of the Webster-Hayne Debate, Assess Jackson’s Indian Removal Policy, Describe the economics of slavery, Describe slavery in terms of family life and religion, Describe how slaves resisted, Evaluate the pro-slavery argument, Describe the transportation revolution and its impact, Assess Irish and German immigration in the 1800s, Review the key aspects of America’s industrial revolution, Discuss the social and economic trends developing in the 1830s and 1840s, assess the Temperance Movement and women’s role in it, Assess the impact of key utopian movements during this era, Discuss how the abolition movement impacted the women’s movement, Discuss the various ways abolitionists wanted to deal with slavery

**Unit Activities:**

- Students will work in groups to complete chart “Jefferson’s Presidency and the War of 1812.” Students assess the importance of six events from the time, including *cause and effect, chronological reasoning* and historical prominence. Students then rank the events on a scale of one to six and present their arguments to the class. This will help students understand *historical argumentation* as well as identifying counter arguments. [CR5] [CR8]
- Students will do the following activity, in partners, prior to our class discussion for that day. Students will fill in a *periodization* chart in which they identify when the Era of Good Feelings began and ended. They will look for defining characteristics and *chronological reasoning* to fill in the chart. [CR10]
- To address *Work, Exchange, and Technology*, students will read “The Market Revolution: An Introduction” by John Lauritz Larson and complete the handout “Evaluating and Annotating an Article.” The class will then discuss the importance of the Market Revolution in the development of transportation, markets, and technologies in the Northern American States. [CR1c] [CR4]
- Students will read “Indian Removal: The Cherokees, Jackson, and the "Trail of Tears" from the Constitutional Rights Foundation and answer questions for discussion. Discussion will focus around *Politics and Power* in regards to Jackson’s abuse of power and the challenging of the Supreme Court. [CR1c] [CR4]
- Students will participate in a Socratic Seminar where they will discuss the benefits and drawbacks to Manifest Destiny. They will discuss the AP Themes as they relate to Manifest Destiny, including *Ideas, Beliefs and Culture, Environment and Geography,*
Politics and Power, and Peopling. All students will participate in the discussion and will be evaluated based on their relevant historical arguments. [CR4] [CR5]

Assignments and Assessments:

Chapter questions discussing topics listed above. Multiple choice quizzes on each text chapter and a multiple choice Unit Test. Timed short answer questions will be included as part two of the Unit Test. [CR5] [CR7] [CR13a]

Unit 4: Preserving the Last Great Hope of Mankind, Westward Expansion, Rising Sectionalism, Rise of Lincoln, Civil War, Reconstruction, A New South [CR2]

Texts and other materials utilized:

Text- Chapters 13-17, 1846-1900

Readings- From these Beginnings: A Biographical Approach: Lincoln, The American Political Tradition, Chapters 4 and 5, Commaner: excerpts, Garrison; Excerpts Stowe; excerpts, Helper; excerpts, Lincoln, A Sharecrop Contract (1882), Frederick Douglass Letter to His Former Master, “The Truth about the First Thanksgiving,” from the book Lies My Teacher Told Me by James W. Loewen [CR1b] [CR1c]

Themes:

- Work, Exchange, Technology
- Peopling
- Politics and Power
- Identity
- Ideas, Beliefs, and Culture
- Environment and Geography

Major Topics:

- The Mexican War and the Wilmot Proviso
- Kansas- Nebraska Act and Bleeding Kansas
- Dred Scott decision, 1857
- Lincoln-Douglas Debates
- John Brown’s Raid
- Election of 1860
- Military strategies, strengths and weaknesses, events and outcomes
- Approaches, North and South
  - Mobilizing manpower, finances and public opinion
  - Social, economic and political impact of war
- Presidential vs. Congressional Reconstruction plans and actions
- Economic development: The New South
- 1877 Compromise and Home Rule
- Redeemer, Bourbon rule in the South
- Booker T. Washington vs. W.E.B. Du Bois’s Leadership styles and programs
- Native Americans
  - Plains Wars and reservation policy
  - Dawes Severalty Act
- Compare attitudes toward African-Americans, Native Americans and New immigrants

**Essential Questions:**

Evaluate the causes behind Westward migration, Describe the differences between the Old Southwest and the Old Northwest, Describe Westward settlements and the impact on Indians, Describe American Settlements in Oregon and Texas, Who were the “Californios” and what was the Santa Fe Trail, Assess the impact of the Texas Rebellion on American politics and sectionalism, Evaluate the issues raised by the Wilmot Proviso and its impact on popular sovereignty, Describe the key events and figures of the Mexican-American War, Assess the success of the Compromise of 1850 in settling sectional issues, Describe the political realignment of the 1850s, Describe how the Dred Scott case unraveled the Compromise of 1820 and the Compromise of 1850, Describe the election of 1860 and its aftermath, Evaluate the effectiveness of mobilization in the North and the South, Describe the key events of the early war years, Give an overview of the how the war transformed the North, Assess the impact of the confiscation Act and the Emancipation Proclamation, Describe the difference in the war strategies for the North and South before and after 1863, Compare Grant’s plan for victory to Lee’s plan for exhausting the enemy, Evaluate the North’s victory in the context of Lincoln’s assassination, Describe the condition of former slaves at the conclusion of the war, Evaluate Presidential Reconstruction, 1865-1867, Assess whether Radical Reconstruction was a success of failure, Evaluate the impact of the *Slaughterhouse cases* and *Cruikshank* on the 14th and 15th Amendments, Describe Black suppression after Reconstruction, How did African-Americans respond to second-class citizenship?

**Unit Activities:**

- Students will work in groups to review events leading up the Civil War. They will create a Top Ten list of events that caused or sparked the Civil War. They will then present their arguments to the class and argue their points amid questions from peers and teacher. This will help students understand **historical argumentation** and the use of **historical evidence.** [CR5] [CR7]
- Students will work independently on a **Change over Time** handout covering America before, during, and after the Civil War. Students will look at the changing political, economic, military, social, and cultural climate in America. They will then look for
similarities and differences between time periods to get a true idea of aspects changed and what stayed the same. [CR9]

- Because this unit is taught around Thanksgiving time, the students are given the reading “The Truth about the First Thanksgiving,” from the book Lies My Teacher Told Me by James W. Loewen. Students will read this article over the Thanksgiving break and complete a handout where they compare and contrast what is commonly known about Thanksgiving and what is presented in the article. [CR1c] [CR6] [CR7] [CR11]
- Students will complete a Cause and Effect chart where they look at the events leading up to the civil war (in correlation to previous activity), the events of the civil war, and reconstruction (including presidential and congressional reconstruction). Students will look at the long term and short term effect of the Civil War and Reconstruction. [CR8]
- Students will read “The Lost Cause,” by Caroline E. Janney, which is a secondary source justifying the Civil War from the Southern Perspective. Students will read the article and write an analysis of the Southern Identity during this time and how it differed from the rest of the nation. [CR1b] [CR4]

Assignments and Assessments:

Chapter questions discussing topics listed above. Multiple choice quizzes on each text chapter and a multiple choice Unit Test. Timed essay on Manifest Destiny, Expansionism, Abolitionism and the end of compromise leading to the Civil War [CR5] [CR7] [CR13a]

Unit 5: Struggling for Justice at Home & Abroad: Transforming the West, Politics & Government, The Age of Progressivism [CR2]

Texts and other materials utilized:

Text- Chapters 18-21, 1800-1917
Readings- The American Political Tradition, Chapters 7-9, Commager: Excerpts: Red Cloud, Henry George, Plessy v. Ferguson, Lincoln Steffens, Populist Party Platform, “Immigrants Endanger America” from the Nativist Party, “Immigrants Do Not Endanger America” by Thomas Nichols [CR1b] [CR1c]

Themes:
- Peopling
- Politics and Power
- Work, Exchange, and Technology
- Identity
- Ideas, Beliefs, and Culture

Major Topics:
• Gilded Age politics
  o Party alignment
  o Political corruption and reform
• Industrial Growth
• Government support and actions
• Business tycoons: methods, accomplishments, and philosophies
• Rise of organized labor
• Changing conditions
• Unions, leaders, methods, successes and failures

Essential Questions:
Evaluate the salient features of the Gilded Age, Define how businesses organized during the late 19th century, Assess the roles of women and children in factories, Evaluate the impact on society of the disparity between rich and poor, Describe attempts of labor to organize, Describe the new immigrants and where they settles, Assess the impact of the new Nativism, What is meant by the New middle Class?, Describe the essential features of suburban life, Assess the various Indian polices implemented during the 19th century, Describe the major Indian wars of the 19th century, Describe the key aspects of the 19th century Western economy, Describe the society and social climate of the developing West, Describe the path of Westward Migration, Assess the role of women in developing the West, Describe party politics in the late 19th century, Define and give examples of “Associational” politics, Why was the presidency “weak” in the late 19th century?, What were the major national issues of the late 19th century?, Describe reform movements of the early 20th century, Assess the increasing hostility between labor and capital, How did Europe influence American reform movements, Describe reforms implemented to assist women and children, Describe the “moral” crusade of the late 19th century, Evaluate the “Niagara Movement,” Identify specific political reforms carried out in the early 20th century, How did Theodore Roosevelt create the modern presidency?

Unit Activities:
• Students will read two primary source articles relating to immigration in America after the Civil War (Peopling). Students will read “Immigrants Endanger America” from the Nativist Party and “Immigrants Do Not Endanger America” by Thomas Nichols. Students will then participate in a fishbowl activity where they discuss the viewpoints and arguments addressed in the articles. [CR1b] [CR4] [CR6] [CR7]
• After reading about the conditions for different groups of people (African-Americans, Immigrants, Native-Americans, frontier settlers in the west, etc.) in the post-civil war era in the textbook and after lectures based on that information. Students will be asked to answer the question “What is an American?” We will then have a class discussion over
the different ideas of what American **Identity** is and how it has changed over time. [CR4] [CR13b]

- Students will watch portions of the Ken Burns documentary “The West”. Students will learn about the Ghost Dance religion in the West and the assimilation of the Native Americans. Students will then write an extended response addressing the **ideologies, beliefs, and culture** of Native Americans of the time. [CR1c] [CR4] [CR7]

- Students will participate in a primary source activity with sources provided by PBS’s American Experience from those working on the railroads in the west. Students will assess the impact of the railroads on the **migration of people** throughout the United States and the **environmental impact** it had on lands it extended through. [CR1b] [CR4] [CR7] [CR13a]

- Students will participate in a hands-on activity to learn about the **power and politics** of the Gilded Age. Working in teams, students will be given a piece of cardboard, balloons, paper clips, and tape. Students will be told to place as many balloons on the cardboard as possible. No other instructions will be given. After students realize that they can pop other group’s balloons and steal their materials without getting in trouble, the activity gets very competitive. After the activity is over, we have a class discussion about the lack of government oversight during the Gilded Age, and how companies worked in their own self-interest. [CR4]

- Students will participate in a fishbowl discussion of elements of the Populist Party Platform. Students will argue the various sides of the Populist platform. Students will look at **Politics and Power** of the party. [CR5]

Assignments and Assessments:

Chapter questions discussing topics listed above. Multiple choice quizzes on each text chapter and a multiple choice Unit Test. Timed essay on major progressive legislation and court decisions, 1900-1920. [CR5] [CR7] [CR13a]

**Unit 6: Creating an Empire, Imperialism & World War I, the Roaring Twenties, Reactionary Politics, Consumerism, the Rise of Dictators, the Great Depression & the New Deal** [CR2]

Texts and other materials:

- **Text**- Chapters 22-25, 1865-1939
Themes:

- America in the World
- Politics and Power
- Environment and Geography
- Peopling
- Work, Exchange, and Technology

The 1920s

- Post- World War I compares to post- Civil War nativism, laissez-faire economics, labor, government, farmers, attitudes toward reform
- U. S. pursuit of “advantages without responsibilities”
- Administration policy of “nullification by administration”
- Cultural conflicts: native vs. foreign; rural vs. urban
- Revolution in manners and morals

The 1930s:

- The role of government in society and the economy
- Political realignment
- Human suffering and response to the Great Depression

Major Topics:

- Reasons for new interest in world affairs
- Spanish- American War
  - Cuban situation and U. S. reaction
  - Military preparedness and action
  - Treaty provisions
  - Philippine annexation- debate and results
- Open Door Policy, Teddy Roosevelt’s “Big Stick” Policy
  - Roosevelt Corollary and applications
  - Panama intervention and canal
  - Nobel Peace Prize
- Taft’s Dollar Diplomacy
- Wilson’s “Moral” or “Missionary” Diplomacy
  - Relations with Panama, Mexico, Haiti, Philippines
  - Neutrality, 1914-1917
  - World war I as a war to “Make the world safe for democracy”
- Various interpretations of U. S. motives in World War I
- World War I at home
Economic impact
Harassment and German Americans
Women and minorities
Espionage and sedition acts
Business and labor relations
Creel committee- Wartime propaganda
Treaty Negotiations and Senate rejection of Versailles Treaty

The 1920s:

- Post- war recession and agricultural problems
- Intolerance
- KKK
- Immigration restriction
- Sacco and Vanzetti
- Leopold and Loeb
- Prohibition and Organized Crime
- Jazz Age culture, Youth Rebellion, Literature and Disillusionment
- Business growth and consolidation, Credit, advertising
- Harding, Coolidge, Hoover administrations
  - Scandals
  - Trickle-Down Economics
  - “Business of America is Business”
  - Boom and Bust in the Stock Market
  - Foreign Policy

The 1930s:

- Hoover’s Vs. Roosevelt’s approaches to the Great Depression
- New Deal legislation- Effectiveness and Criticisms
- Supreme Court Reactions and Court Packing Plan
- Dust Bowl and Demographic Shifts
- Extremist alternatives: Coughlin, Long, Townsend
- Political Party Alignment- the new Democratic coalition
- Impact of the Great Depression on various population groups

Essential Questions:

Analyze the roots and development of American Imperialism, Trace the development of the U. S. as a Pacific power, Assess America’s involvement and purposes in the Spanish- American War, Evaluate the “Open Door” policy, Describe U. S. involvement in South America in the early 20th century, Evaluate the intent of Taft’s “Dollar Diplomacy,” Trace how America became
Entrapped in European rivalries, assess the events that led to U.S. involvement in World War I. Describe the how the U.S. managed going to war, describe the effects of war at home. How did America help win the war and attempt to win the peace? Assess the state of the economy of post-World War I economy and attempts at reform. Examine the major social changes in the 20s, describe the handling of war debt, examine and weigh the causes of the Great Depression, describe Hoover’s response to the Depression, evaluate the first year of the New Deal in implementing relief, recovery, and reform of the economy. Compare Social Security to Dr. Francis Townsend’s plans to end the Depression. Assess the impact of the New Deal on minorities and women, evaluate Roosevelt’s foreign policy and how he dealt with Neutrality laws arising out of the Nye Committee, 1933-1939. Examine the roots of fascism in Europe and how it led to World War II. Assess U.S. positioning in keeping out of World War II.

Unit Activities:

- Students will read two primary source articles relating to the United States taking over the Philippines and America in the World. Albert J. Beveridge “America Should Retain the Philippines” and Joseph Henry Cooker “America Should Not Rule the Philippines”. They will answer guided reading questions as they read. Students will then participate in a class discussion over whether or not the United States should annex the Philippines. [CR4] [CR6] [CR7] [CR13a]
- Students will complete a continuity and change over time handout for their study of the 1920’s and the 1930’s. Students will look at the political, social, and cultural aspects of America and discern what changed between the two time periods and what stayed the same. [CR9] [CR11]
- Students will participate in a fishbowl activity where they will discuss America’s Role in the World and how it changed from the late 19th century through the mid-20th century. [CR3] [CR4]
- Students will look at a series of maps regarding the settling of farmers, the dust bowl, and the migration of farmers west for a primary source activity. Students will assess the environment and geography of the region as well as the peopling of the west. [CR4] [CR7]
- Students will discuss the New Deal and how the president wielded power during the Great Depression. Students will then compare our current economic situation and evaluating what role the president should play in times of economic trouble in America. [CR3] [CR4] [CR11] [CR13b]

Assignments and Assessments:

Chapter questions discussing topics listed above. Multiple choice quizzes on each text chapter and a multiple choice Unit Test. Timed essay on social change in the 1920s, Roosevelt’s New Deal, or American foreign policy. [CR5] [CR7] [CR13a]

Texts and other materials utilized:

Text- Chapters 26-28, 1939-1963
Readings- Document Package: Einstein, Lindbergh, Roosevelt’s Four Freedoms, Executive Order 9066, George Kennan’s Long Telegram, The Truman Doctrine, NSC 68, McCarthy’s Wheeling Speech, Kennedy’s Cuban Missile Address, The American Political Tradition- Chapter 11 [CR1b] [CR1c]

Themes:

- Work, Exchange, and Technology
- Ideas, Beliefs, and Culture
- America in the World
- Politics and Power

Major Topics:

- U. S. response to aggression- neutrality legislation, Lend- Lease Act
- Pearl Harbor and U. S. response
- Military Strategy
  - Germany First
  - Second Front Debate
  - Islanding
  - Atomic Bomb
- Home Front
  - Relocation of Japanese Americans
  - Women and Minorities in the Workplace
  - Demographic Impact
- Wartime Diplomacy and Cooperation
  - Atlantic Charter (compare to 14 points)
  - Wartime Conferences
  - United Nations Founding and Participation
- Splintering of Wartime Alliance and Adoption of Containment Policy
  - Berlin and German Division
  - Truman Doctrine
  - Marshall Plan
  - NATO
Essential Questions:

- Identify the key causes of World War II, Evaluate Japanese reasoning behind attacking Pearl Harbor, Assess the necessity for internment camps for Japanese citizens, Assess U. S. success in negotiating war policies without allies, Describe allied war strategy, Describe changes in the post-war U. S. / Evaluate how U. S. /Soviet confrontation developed and the resultant foreign policy, Assess the importance of NSC-68 and Korea, Evaluate the Second Red Scare, Describe conformity and consensus in the Fifties and underlying unrest, Describe changes in American society in the 1950s, Evaluate the success of Kennedy’s domestic and foreign policies, What was the Kennedy Mystique?
Unit Activities:

- Students will read the Marshall Plan and evaluate its need and effectiveness by looking at the context in which it was written. Students will then discuss their findings in small groups. \[\text{CR12 \ [CR13b]}\]

- Students will be divided into groups of four and work on an activity that includes “nation building” in the context of 1947 and the Marshall Plan and compares with other American efforts of nation building in one of the following nations: Somalia, Haiti, The Balkans, Guatemala, Cuba, Vietnam, and Grenada. Students organize each country by the type of nation building that occurred, economic, government, cultural etc… Students will also evaluate whether the efforts were successful, what the costs of the programs were to the U.S. and were goals met. Each group will share its findings and the class will compare and contrast the varied nation building efforts. \[\text{CR13b}\]

Assignments and Assessments:

Chapter questions discussing topics listed above. Multiple choice quizzes on each text chapter and a multiple choice Unit Test. Extended response essays on McCarthyism and the policy of containment. \[\text{CR5 \ [CR7 \ [CR13a]}\]


Texts and other materials utilized:

**Text:** Chapters 29-31, 1960-2003  

Themes:

- America in the World  
- Politics and Power  
- Work, Exchange, and Technology

Major Themes:

- Johnson Administration  
  - War on Poverty  
  - Vietnam  
  - Civil Rights, Voting Rights Acts
• Race Riots/ Watts
  • Black Power
  • 1968: Year of the Gun
• Nixon/Ford Administration
  • Vietnamization
  • Nixon Doctrine
  • China Card
  • Détente
  • Moon Landing
  • Roe v. Wade
  • Kent State
  • OPEC
  • Environment
  • Watergate
  • Nixon Pardon
  • Whip Inflation Now
  • Helsinki
• Carter Administration
  • Human rights policies
  • Camp David Accords
  • Panama Canal Treaties
  • Salt II, Afghanistan, Olympic boycott
  • Iran revolution and hostage crisis
• Reagan Administration
  • Conservatism reigns
  • “The Evil Empire”
  • Strategic Defense Initiative (SDI)
  • Economic Recovery and Tax Act
  • Homelessness/poverty
  • End of the Cold War
• GHW Bush Administration
  • Fall of Berlin Wall
  • Fall of Soviet Union
  • First Persian Gulf War
  • Culture Wars
• Clinton Administration
  • Neo-liberalism
  • Bosnia
  • National Health Care
  • Gays in the military
- Contract with America
- Whitewater
- The New Service Economy
- Internet
- NAFTA
- WTO
- GW Bush Administration
  - Election of 2000
  - Tax Cuts
  - World Trade Center
  - Afghanistan
  - Weapons of Mass Destruction
  - Iraq War
  - Terrorism
  - PATRIOT ACT
  - Guantanamo
  - Abu Ghraib

Essential Questions:
Describe U. S. military strategy and tactics in Vietnam, Who were the New Left?, Assess the condition of America cities in the 1960s, Evaluate the New Minorities and their attitudes, Why was 1968 the year if the Gun?, Describe Nixon’s Vietnamization policy and evaluate its success, Assess President Nixon’s second term, Examine the Watergate Scandal, Examine the pros and cons of the Nixon pardon, What were the reasons behind Jimmy Carter’s election?, Evaluate the success or failure of the Carter presidency, Evaluate the essential features of “Reaganomics,” Assess the successes and failures of the Reagan presidency, Describe Reagan-Bush foreign policies, Evaluate the reasons for engaging in the First Persian Gulf War, Assess demographic changes in U. S., 1900-2000, What are the essentials of the new civil rights movements, Describe the key features, Events and figures of the Clinton Presidency, How did the U. S. economy change in the 1990s?, Evaluate the position of minorities in the U. S. in 2000, Assess the outcome of the election of 2000, Assess the governments stated reasons to go to war with Afghanistan & Iraq. Asses the success of the invasions & occupations.

Unit Activities:
- As an end of study activity, students will work in small groups to try and break United States history down into nine time periods. They will use their knowledge of US history to identify key events that signify changing time periods. The class will then look at how other historians have broken up U.S. History. We will look at various textbooks to identify similarities and differences with their own periodization. [CR7] [CR10] [CR13b]
• Students will evaluate our involvement in Korea and Vietnam and discuss*** Americas Role in the World.*** We will discuss the positives and negatives as well as our role in the world today. [CR3] [CR4] [CR7] [CR13b]

• Students will complete a ***continuity and change*** handout looking at civil rights over the past 100 years. Students will look for the changing ***Ideas, culture, and beliefs*** in America regarding civil rights issues over time. [CR4] [CR9] [CR13b]

• Students will evaluate the Reagan Revolution and “Reaganomics”. Students will evaluate the ***Power and Politics*** of the time period and contemplate why many Americans identified as Republican in the 1980’s. [CR4]

• Students will complete a ***Compare and Contrast*** chart where they evaluate the last four presidents of the United States (George Bush, Bill Clinton, George W. Bush, and Barack Obama). They will compare and contrast the political, economic, social, and international policies of the presidents while looking for policies that changed, and those that stayed the same. [CR9] [CR11]

**Assignments and Assessments:**

Chapter questions discussing topics listed above. Multiple choice quizzes on each text chapter and a multiple choice Unit Test. Extended response essays on salient elements of Reagan’s foreign and domestic policies and social changes of the ‘60s and ‘70s. [CR5] [CR7] [CR13a]