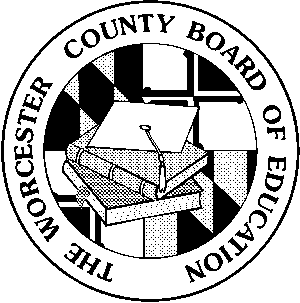
**Advanced Placement**

**U.S. History**

**Syllabus**



2014- FINAL DRAFT

**Program:** Advanced Placement U.S. History is offered to high school juniors and seniors.

**Course Design:** AP American History is a college course in the social, political, economic, and cultural history of the United States from Reconstruction to the present. This is not a college prep or honors class. It is a college level class in which the goal is to prepare students to take the AP exam in May so they may achieve college credit. As a result of this class students should develop a strong background in U.S. History; while they learn, practice, and demonstrate higher level thinking skills; and they should develop study skills and time management skills comparable to or greater than a college student taking U.S. History. The rigors of this course should put students far ahead of other students who do not take AP when you enter college.

Students will be expected to spend at least 8-10 hours a week outside of class reading, writing responses to various topics presented in class, researching historical topics, and studying information assigned in the text, as well as supplemental information that is provided. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. A research paper linking history is required. Students will be provided a study guide before each chapter/topic to assist with outlining and assigned readings. Students are expected to refer to the Skills Workbook for each unit to guide them in their studies and to provide valuable information for writing Long Essay Questions and Document Based Questions.

**Course Objectives and Requirements —** Students will:

* Study political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history.
* Use themes and/or topics as broad parameters for structuring the course.
* Analyze evidence and interpretations presented in historical scholarship.
* Analyze and interpret of a wide variety of primary sources.
* Practice writing analytical and interpretive essays such as document based questions and thematic essays.
* Master a broad body of historical knowledge
* Demonstrate an understanding of historical chronology
* Use historical data to support an argument or position
* Differentiate between historiographical schools of thought
* Interpret and apply data from original documents, including cartoons, graphs, letters, etc.
* Effectively use analytical skills of evaluation, cause and effect, compare and contrast
* Work effectively with others to produce products and solve problems
* Prepare for and successfully pass the Advanced Placement Exam

**Course Texts and Readings:**

Henry, Michael. *AP Honors US History Skillbook.* New Jersey: People’s Publishing Group, 2006.

Kennedy, David M. and Lizabeth Cohen,. *The American Pageant: Advanced Placement.* 15th Edition, Boston:

McDougal Littell/Houghton Mifflin, 2013.

Oates, Stephen. *Portrait of America Volumes I and II.* Boston: Houghton Mifflin,

2007.

Oates, Stephen. *Portraits of America Volumes II.* Boston: Houghton Mifflin,

1994.

Oates, Stephen. *Portraits of America Volumes I.* Boston: Houghton Mifflin,

1991.

Berman, Stacie and Epstein, Mark.  *Fast Track to a 5: Preparing for the AP United*

*States History Exam.*

Various other primary documents, articles and handouts.

**Units of Study**:

Each unit of study will address the concept questions as related to the time period.

|  |  |  |
| --- | --- | --- |
| **Themes** | **Concept Questions** | |
| Identity | How has the American national identity changed over time? | |
| Work, Exchange, and Technology | How have changes in markets, transportation, and technology affected American society? | |
| Peopling | How have changes in migration and population patterns affected  American life? | |
| Politics and  Power | How have various groups sought to change the federal government’s role in American political, social, and economic life? | |
| America in the  World | How has U.S. involvement in global conflicts set the stage for  domestic social changes? |
| Environment and  Geography | How did the institutions and values between the environment and  Americans shape various groups in North America? |
| Ideas, Beliefs, and Cultures | How have changes in moral, philosophical, and cultural values affected U.S. history? |

**Organization:** Unit assignment sheets will be provided every 2 to 3 weeks. Daily reading assignments and “Discussion Questions” for outlining will be included. Quiz and test dates will be noted. Students are responsible for keeping up with reading assignments and being aware of, and ready for, quizzes and tests. Class will be a combination of lecture, group work, coverage of discussion questions, and answering student questions. Periodically, student essays, reports, debates, writing or presentations will be required. All essays will be scored according to the 6-point rubric and 7-point rubric for the DBQ included in the syllabus.

**Tests:** Tests will be a combination of multiple choice, short answer questions, long essay questions, document based essays, thematic essay questions, graphs, maps, and charts.

**Discussion Questions (DQs):** Discussion questions are meant to direct students to the major themes of the units of study. Students should prepare a thesis statement and an essay outline for each question. Periodically group members will have an opportunity to share discussion question outlines among themselves or with the entire class.

**Cornell Note-Taking**: Students are to use the Cornell style of note-taking in their notebooks. This skill will be modeled and practiced the first week of school. Notebooks will also be set up around the unit time periods. Notebooks will be collected and graded the day of each chapter/unit test

**Study Techniques:** The reading load, especially in the first 7-10 weeks, is considerable. In order to cover the maximum amount of material with the least amount of stress, sharing is *definitely* encouraged. While each student is expected to *read all text material,* outlining discussion questions and supplemental readings may be shared with your group. Each student is responsible for understanding all of the material for testing. The amount of time required for homework for this class will vary with individual reading speed. Assignments vary in length. Watch the daily assignment sheet and plan ahead for long assignments, supplemental readings, take-home essays, etc. Time management is an essential skill for this class, and students must take the responsibility for budgeting their time. As students become accustomed to the course format and texts, things will fall into place and become easier. It is important ***not to get discouraged.***

**Grading:** The grading scale is as follows: A=90%; B=80%; C=70%; D=60%. This scale applies to tests, quizzes, and assignments.

**Attendance:** Attendance in this class is essential. Much of the material for success is provided through lecture/discussion. Missing class can create problems.

**Final Research Paper**: Students will be required to complete a 10 page research paper on a topic in U.S. History using MLA guidelines. Prior to writing the final draft of the paper, students will turn in an outline of their paper for teacher approval.

**Advanced Placement Exam:** The AP Exam is given in May. Registration for the exam takes place in February. Although the exam is not required, it is highly recommended and may earn college credit and/or advanced placement. Cost support for students is available through the guidance department.

**Comprehensive Class Exam:** At the end of the first half of the course, all students will take a comprehensive exam. At the end of the second half of the course students will be required to take a comprehensive exam covering the entire course.

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| **Curricular Requirements Covered in Syllabus** | |
| CR1a | The course includes a college-level U.S. history textbook. |
| CR1b | The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. |
| CR1c | The course includes secondary sources written by historians or scholars interpreting the past. |
| CR2 | Each of the course historical periods receives explicit attention. |
| CR3 | The course provides opportunities for students to apply detailed and specific knowledge  (such as names, chronology, facts, and events) to broader historical understandings. |
| CR4 | The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework. |
| CR5 | The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation |
| CR6 | The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation |
| CR7 | The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. — Appropriate use of historical evidence |
| CR8 | The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation |
| CR9 | The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of change and continuity over time |
| CR10 | The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization |
| CR11 | The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison |
| CR12 | The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization |
| CR13a | The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past. |
| CR13b | The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. |

Course Outline —

**Introduction: History and the American Identity**

In order to understand the nature of history and the development of an American identity, the students will be able to:

* Analyze the importance of studying history: the nature of history, writing history and writing about history, and interpretations of history
* Evaluate the development of the “American Identity”: the impact of geography on the American character and evaluating the creation of an “American Identity”.

**Reading Assignment:** “Why Study History?” (Peter N. Stearns)

**Class Discussion**: Discussion of the importance of understanding history. Share information on the themes of U.S. History and process for understanding concepts of history.

PERIOD 1: 1491-1607

Unit 1: Pre-Columbian History

Reading Assignments:

*The American Pageant,* Chapter 1

American Spirit, pgs 3-6

Content

* Demographics of Europe, the Americas, and West Africa;
* Meso-American culture; transatlantic commerce
* Comparison of colonies across the Americas (religion, economies, politics, cultures); and foundations of slavery.

Major Assignments and Assessments

* + Underline or annotate (highlight) the important facts.
  + Choose one idea or event that is most important.
  + Take Cornell Notes on the chapter. A summary of what was read must be included at the end of the notes.
  + Students will be divided into groups, each one given a different pre-contact native population to research. As part of an oral presentation, groups will create a visual showing the social, political, and economic structures and interaction with the environment and other groups.
  + Working in groups, students develop a class presentation that analyzes reasons for the development of different labor systems in any two of the following regions of British colonial settlement: New England, the Chesapeake, the southernmost Atlantic coast, and the British West Indies. (WXT-4)
  + Providing a copy of article, Columbus’ journal, and using *The American Spirit* readings, students will write an in-class essay, which includes a thesis statement, responding to the question, “Columbus: hero or villain?”. Using *The American Spirit* (pages 3-6) readings, students will identify the European view of Native Americans. “Juan Gines de Sepulveda Belittles the Indians”(1547) and “Bartoleme de Las Casas Defends the Indians” (1552), Howard Zinn “Historiography of Columbus”.
  + Students will complete a Semantic Features Chart comparing England, France, and Spain during the period of exploration and colonization. Once the chart is completed, students will write an essay on the following:
  + Analyze the cultural and economic responses of TWO of the following groups to the Indians of North America before 1750:

1. British
2. French
3. Spanish

**Unit Review:**

As a review for the unit, students will work in groups discussing and framing answers to the essential questions.

|  |  |
| --- | --- |
| Identity | How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas? |
| Work, Exchange, and Technology | How did the Columbian Exchange—the mutual transfer of material goods, commodities, animals, and diseases—affect interaction between Europeans and natives and among indigenous peoples in North America? |
| Peopling | Where did different groups settle in the Americas (before contact) and how and why did they move to and within the Americas (after contact)? |
| Politics and  Power | How did Spain’s early entry into colonization in the Caribbean, Mexico, and South America shape European and American developments in this period? |
| America in the  World | How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans? |
| Environment and  Geography | How did pre-contact populations of North America relate to their environments? How did contact with Europeans and Africans change these relations in North America? |
| Ideas, Beliefs, and Cultures | How did cultural contact challenge the religious and other values systems of peoples from the Americas, Africa, and Europe? |

**PERIOD 2: 1607–1754**

**Unit 2: Colonial History**

**Readings:**

American Pageant Chapters 2-6

Oates (1991), p 70-82, 54-69.

Oates (2007) Chapter 1

U.S. Skills book Chapter 1

American Spirit pgs 47-52

**Themes**:

**1.** The emergence of American cultural traits and the factors that contributed to them.

**2.** Emerging regional patterns and how they evolved.

3. Successes and failures of Mercantilism

4. Cultural differences and relationships between colonists and Native Americans.

**Content**:

* Motives and methods of colonization: Spain, France, Britain
* Push-pull factors bringing colonists to the New World
* Comparison and contrast of Southern, Middle and New England political, economic, geographic, social, and religious patterns
* Cultural differences between Americans and Europeans
* First Great Awakening
* French and Indian War

**Major Assignments and Assessments:**

* Develop a chart explaining the financing, motivation for founding, and political, social, and economic organization of each area: (a) the plantation colonies; (b) New England; (c) the middle colonies. Include a definition of “joint stock,” “proprietary,” and “Royal” or “Charter” colonies, the degree of self-government and extent of participation, economic base, labor, opportunities for social and political mobility, education, etc. What elements did all these colonies have in common? What major differences existed? What accounts for the differences? Anticipation guide and power point presentation.
* Complete a map showing the resources and products for different regions. Describe the settlement of Northern, Middle, and Southern colonies showing motives, location, religious influences, political system, economic structure, labor source, relations with natives, etc. Discuss in small groups the environmental and geographic impact on the development of each region.
* Analyze the social impact on religion of the First Great Awakening
* Read *The American Spirit: “Conformity in the Bay Colony”* pages 47-53
* Examine the factors that contributed to the formation of an American identity after the French and Indian War. Discuss the impact of the end of salutary neglect.
* After studying colonial development and utilizing all readings, students will write an essay on the following:

*Early encounters between American Indians and European colonists led to a variety of relationships among the different cultures. Analyze how the actions taken by BOTH American Indians and European colonists shaped those* relationships in TWO of the following regions. Confine your answers to the 1600s.

*A) New England*

*B) Chesapeake*

*C) Spanish Southwest*

*D) New York and New France*

**Primary Source Analysis**:

* Mayflower Compact
* Fundamental Orders of Connecticut
* Peter Zenger Trial
* Salem Witchcraft Trials
* Journals from Jamestown
* Barbados Slave Codes
* Drawings and Artifacts
* Poor Richard’s Almanack
* Sinners in the Hands of An Angry God: Edwards

**DBQ: New England and Chesapeake Regions (1993)**

**DBQ: Puritans (2010)**

**Text DBQ #1: Transformation of Colonial Virginia or**

**Text DBQ #2: English-Indian Relations 1600-1700.**

**PERIOD 3 1754–1800**

**Unit 3: Independence**

**Readings**:

American Pageant Chapters 7-8

Skills book Chapter 2

The American Spirit pgs 114-120 and 164-169

**Themes**:

**1.** Colonists reevaluate their relationship with Great Britain and with each other.

**2.** The American Revolution as a conservative or a radical movement.

**3.** The American Revolution’s place in world developments of the time period.

**4.** End to Salutary Neglect.

**Content**:

* Mercantilism — costs and benefits for Britain and colonies British policy changes, post-1763
* British Policies/Colonial Reaction
* Emerging colonial unity and decision for independence
* Military victory and terms of the Treaty of Paris
* Role of Native Americans in American Revolution
* **Major Assignments and Assessments:**
* British Policy Chart: Create a chart detailing the various British policies enacted following the Seven Years’ War (Proclamation of 1763 through the Intolerable Acts), causes and effects. Indicate the content or provisions of these acts, the colonial response and the impact on growing colonial unity, and the impact of the experience on post-independence governance. Include the Proclamation of 1763, Grenville Acts, Townsend Duties, Committees of Correspondence, Tea Act, Boston Tea Party, Intolerable Acts, First Continental Congress, Samuel Adams, and Sons of Liberty.
* Role play loyalists and patriots to demonstrate differing perspectives of the American Revolution. Anticipation guide and power point presentation.
* Students examine two charts representing two time periods of riots and rebellions, looking for patterns of location and categories of unrest for each time period. Students will then draw conclusions based on the chart and conversation.
* Introduce the DBQ with students working in groups, reading and analyzing the documents to answer the prompt: *In what ways did the French and Indian War (1754-*1763) *alter political, economic, and ideological relations between Britain and its American colonies?*
* Students will list the 10 events that led directly to the Revolution. Students will defend their choices, then pick the one event that made the Revolution inevitable.
* Read *The American Spirit: “Pontiac’s Rebellion and Its Aftermath”* pages 114-120 and *“African Americans in the Revolutionary War”* pgs 164-169

**Primary Source Analysis:**

* Excerpts from *Common Sense, Olive Branch Petition*
* Declaration of Independence
* Political Propaganda
* Virginia Declaration of Rights

**Analyzing Art**

As an analytical tool, students—working in small groups—will examine specific works of art by Paul Revere, Joseph Blackburn, Charles Wilson Peale, John Trumbull, John Singleton Copley, and Benjamin West. Students will then discuss what the work of these artists tells us about the role of class, race, gender, and nationality in late 18th century America. **[CR1b]**

**Text DBQ #3: American Revolution**

**Long Essay**:

“The causes of the American Revolution stem from economic and political differences.” Assess the validity of this statement.

**Unit Review:**

As a review for the unit, students will work in groups discussing and framing answers to the essential questions.

|  |  |
| --- | --- |
| Identity | What were the chief similarities and differences among the development of English, Spanish, Dutch, and French colonies in America? |
| Work, Exchange, and Technology | How did distinct economic systems, most notably a slavery system based on African labor, develop in British North America? What was their effect on emerging cultural and regional differences? |
| Peopling | Why did various colonists go to the New World? How did the increasing integration of the Atlantic world affect the movement of peoples between its different regions? |
| Politics and  Power | In what ways did the British government seek to exert control over its American colonies in the 17th and 18th centuries? |
| America in the  World | How did the competition between European empires around the world affect relations among the various peoples in North America? |
| Environment and  Geography | How and why did the English North American colonies develop into distinct regions? |
| Ideas, Beliefs, and Cultures | How did the expansion of cultural contact that took place with permanent colonization alter conditions in North America and affect intellectual and religious life, the growth of trade, and the shape of political institutions? |

**Time Period 3: 1754-1800**

**Unit 4: Post-Independence and Establishment of the Government**

**Readings**:

American Pageant Chapters 9-10

Oates (1991) pg. 143-155

Skills book Chapter 3

American Spirit pgs 205-220

**Themes**:

**1.** Impact of colonial experience on Articles of Confederation and state governments

**2.** Development of the United States Constitution and the Bill of Rights

**3.** The emergence of political parties and the factors that divided them

**4.** The development of sectional specialization and interdependence

**5.** The conflict between national power and states’ rights

**6.** Legacy of George Washington Presidency

**Content**:

* Government under the Articles of Confederation — Successes and failures
* Constitutional Convention

Personalities

Compromises

Controversies

Ratification

* Hamilton v. Jefferson
* British-French conflict and its impact on American politics, trade, diplomacy
* Analyze the significance of the Land Ordinance of 1785 and Northwest Ordinance of 1787
* Success and Failures of George Washington and John Adams Presidency

**Major Assignments and Assessments:**

* Compare and Contrast Articles of Confederation and Constitution.
* Role-play political views: Federalists and Anti Federalists.
* Class debate on the constitutional negotiations and compromises reached at the constitutional convention regarding federal and state power, slavery, taxation, separation of powers, representation. Anticipation guide and power point presentation.
* Read *The American Spirit: “Conflict in the Infant Republic”* pages 205-220
* Students will create a double bubble graphic organizer comparing the Articles of Confederation with the Constitution. Students will write an essay on the prompt

Long Essay:

*Evaluate the extent to which the Articles of Confederation were effective in solving the problems of the new nation. What promises of republicanism did the Articles offer?*

* Develop a comparison chart of the Declaration of Independence and the Bill of Rights.
* Students will write an argumentative essay in support of the Alien and Sedition Acts OR in opposition to the Acts. Use constitutional issues in argument.
* Analyze the impact of the Virginia and Kentucky Resolutions.
* Students will write an essay on the following*:*

*Analyze the contributions of THREE of the following in helping establish a stable government after the adoption of the Constitution:*

*A) George Washington*

*B) John Adams*

*C) Alexander Hamilton*

*D) Thomas Jefferson*

**Analyzing Art**

Students will analyze American art by Gilbert Stuart, William Rush, Washington Allston, Samuel Morse, and Mather Brown using race, democracy, class, and nationalism, and then present their findings to the class.

**Primary Source Analysis**:

Articles of Confederation

Federalist Papers

Constitution

Bill of Rights

Virginia and Kentucky Resolutions

George Washington Farewell Address

Alien and Sedition Acts

**DBQ: Articles of Confederation (1985)**

**Long Essay:** Analyze and evaluate the ways in which TWO of the following areas influenced United States foreign policy in the late 18th Century:

* French Revolution
* Washington’s Neutrality Proclamation
* XYZ Affair

**Unit Review:**

As a review for the unit, students will work in groups discussing and framing answers to the essential questions.

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| --- | --- |
| Identity | How did different social group identities evolve during the revolutionary struggle? How did leaders of the new United States attempt to form a national identity? |
| Work, Exchange, and Technology | How did the newly independent United States attempt to formulate a national economy? |
| Peopling | How did the revolutionary struggle and its aftermath reorient white-American Indian relations and affect subsequent population movements? |
| Politics and Power | How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups? |
| America in the  World | How did the revolution become an international conflict involving  competing European and American powers? |
| Environment and  Geography | How did the geographical and environmental characteristics of regions opened up to white settlement after 1763 affect their subsequent development? |
| Ideas, Beliefs, and Cultures | Why did the patriot cause spread so quickly among the colonists after 1763? How did the republican ideals of the revolutionary cause affect the nation’s political culture after independence? |

**PERIOD 4: 1800-1848**

**Unit 5: Jefferson’s Administration/Growth of Nationalism**

**Readings**:

American Pageant Chapters 11-12

Skills book Chapter 4

Oates (1991) pg 210-220

American Spirit pages 250-262

**Themes**:

**1.** The peaceful transfer of power from one party to another.

**2.** Changes in party positions.

**3.** National growth and the growth of nationalism.

**4**. Expansion of federal power.

**5**. Emergence of sectional discord and expansion

**Content**:

* Jefferson’s “Revolution of 1800”
* Changes in Party Positions
* Jefferson’s First Inaugural Address
* Louisiana Purchase
* Diplomatic Problems
* Henry Clay: American System
* War of 1812: Causes, Conduct, Consequences
* Era of Good Feelings
* Missouri Compromise
* Rise of Nationalism
* Diplomatic Achievements
* Examination of nationalism in the Hudson River School
* Marshall Court rulings and precedents
* Monroe Doctrine

**Major Assignments and Assessments:**

* Research themes of nationalism through foreign and domestic policy, literature, art, and Supreme Court cases.
* Write an obituary for Thomas Jefferson. Analyze Jefferson’s legacy.
* Create an organizational map to highlight the spirit of nationalism in America:

Political Nationalism, Judicial Nationalism, Economic Nationalism, and Foreign Policy Nationalism

* Develop an editorial analyzing the success and failures of Jefferson’s policy of “Peaceful Coercion”
* Create a map of the US showing expansion through 1820. How did US policy have an effect on the native populations of these new territories?
* Think Like a Historian: Analyze why the Era of Good Feelings ended so quickly.
* Read *The American Spirit: “The Resort to Economic Coercion”*  pages 250-262
* Read and analyze Knickerbocker literary styles and artistic achievements of the Hudson River School. Anticipation guide and power point presentation (Historyteacher.net).

**Primary Source Analysis**:

* *Democracy in America* by Alexis de Tocqueville
* Jefferson’s *First Inaugural Address*
* Journals of Lewis and Clarke
* Cartoon: “Snapping Turtle” Embargo Act

**Analyzing Art**

* Read and analyze Knickerbocker literary styles and artistic achievements of the Hudson River School. Anticipation guide and power point presentation (Historyteacher.net).

**Supreme Court Ruling Analysis**:

* Marbury v. Madison,
* Fletcher v. Peck,
* Dartmouth v. Woodward,
* McCulloch v. Maryland,
* Cohens v. Virginia,
* Gibbons v. Ogden

**Text DBQ #4**: Thomas Jefferson and Philosophical Consistency; 1790-1809

**Long Essay**: To what extent did Jefferson’s Presidency amount to a “Revolution”

**PERIOD 4: 1800-1848**

**Unit 6: The Age of Jackson and Reform**

**Readings**:

American Pageant Chapters 13-15, and 17

Oates (1991) p 240-250, 292-301

Skills book Chapter 5 and 6

American Spirit pgs 288-297 and 310-317, 327-332, 348-357, 357-369

**Themes**:

**1.** The emergence of the second American party system.

**2.** The emergence of the “Common Man” in American politics.

**3.** Geographical and economic expansion.

**4.** Reform movements and the American character.

**5.** Immigration Patterns

**6.** Industrialization

**Content**:

1. Election of 1824 and Corrupt Bargain
2. Founding of Jackson’s Democratic Party
3. Jackson’s Administration:

* Spoils System
* Nullification
* Bank War
* Cherokee Removal

1. Manifest Destiny and the War with Mexico
2. Immigration; social, political, and economic developments; and reform movements, 1820-1850
3. Emergence of transportation systems
4. Industrial Revolution

**Major Assignments and Assessments:**

* Trial of Andrew Jackson. Charges: Exceeding powers of Presidency and violating checks and balances & Violation of Civil Rights of Native Americans
* Groups create DBQ on one of the following social developments during the 1820s-1850s:

Scientific and technological developments

Transportation and sectional interdependence

Labor and labor organizations

Social reforms and reformers

Utopian societies

Religious developments

Immigration: Germans and Irish

* Analyze the extent to which the following statement best characterizes periodization?

The era of American expansion began NOT in 1830, but in 1803 with Jefferson’s decision to purchase the Louisiana Territory.

* Analyze political cartoons during Jacksonian Era. Students will create a political cartoon that symbolizes Jacksonian Democracy.
* Compare Jeffersonian and Jacksonian democracy. Analyze impact on US Democracy.
* Analyze the most important themes in American Literature. How do these themes reflect American Society? Use *The American Spirit:*  pages 357-365
* Create a chart comparing the Irish and German immigrants during the 1840s-1850s. Discuss the growth of nativism in America.
* Impact of inventions on American economy. Highlight 5 major inventions during the Industrial Revolution and justify your selection.
* Read Varying Viewpoints in Chapter 13 “What was Jacksonian Democracy?”
* Discussion of the growth of sectionalism: John C. Calhoun “SC Exposition”, Tariff Issue, States Rights
* Simulated debate over the war with Mexico. Anticipation guide and power point presentation.
* Impact of Treaty of Guadalupe Hidalgo and Sectionalism, Westward Movement, Treatment of Native Americans-Class Debate from northern and southern viewpoints
* Students will write an essay responding to the following question: *To what extent did* the debates about the Mexican War and its aftermath reflect the sectional interests of

*New Englanders, westerners, and southerners in the period from 1845 to 1855?*

* Read  *The American Spirit: “The Debate On Internal Improvements”*  pages 288-290 and “The *Nullification Crisis”* pages 291-297 Analyze the conflict over states rights.
* Read *The American Spirit: “The Spread of the Factory”* pages 310-317 and  *“The Transportation Revolution”* pages 327-332 \*Examine the effect of the Market Revolution on the increase in factories. Examine the effect of improvements in transportation to the growth of industry.
* Read *The American Spirit: “The Changing Role of Women”* pages 348-357
* By what means did the arrival of white pioneers transform the environment of the Trans-Alleghany West?
* Analyze the ways in which the “transportation revolution” (1820-1860) affected economic relationships among the Northeast, the South, and the West.

**Primary Source Analysis:**

* Godey’s Ladies Book
* Lowell Girls: *The Offering*
* Excerpts from: *Leaves of Grass, Scarlet Letter, Moby Dick, Walden*, *The American Scholar*
* Eli Whitney’s Patent for the Cotton Gin
* Cherokee “Phoenix”

**Analyzing Art**

* Study work of George Catlin and Catlin Journal *The American Spirit* pages 365-368
* Analyze “ Trail of Tears”

**Supreme Court Analysis**:

*Cherokee Nation v. Georgia,*

*Worcester v. Georgia,*

*Charles River Bridge v. Warren Bridge*

**DBQ:** Cherokee Removal (1980) or Jacksonian Reformers (1990)

**Text DBQ #5:** Changing Role of Women 1815-1860

**Long Essay**: Examine the changing view of the American identity during the Jacksonian Era and the effect on various groups in American society.

**Long Essay**: Explain and analyze the impact of TWO of the following on the social and political life during much of the first half of the 19th Century:

* Education
* Immigration
* Religion

**Unit Review:**

Students will frame answers to the essential questions for the time period of 1800 to 1860:

|  |  |
| --- | --- |
| Identity | How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity? |
| Work, Exchange, and Technology | How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked? How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life? |
| Peopling | How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities? |
| Politics and Power | How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse? |
| America in the  World | How did the United States use diplomatic and economic means  to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation? |
| Environment and  Geography | How did environmental and geographic factors affect the development of sectional economics and identities? |
| Ideas, Beliefs, and  Culture | How did idea of democratization effect American culture and beliefs? |

**PERIOD 5: 1844-1877**

**Unit 7: Slavery and Sectionalism**

**Readings**:

American Pageant Text, Chapters 16, 18-19

Oates (2007) Chapter 16

American Spirit pages 381-471

**Themes**:

**1.** Sectionalism

**2.** Slavery and causes of the Civil War

**Content**:

Slavery as a social and economic institution The politics of slavery:

* Missouri Compromise
* Abolitionists
* Compromise of 1850
* Kansas-Nebraska Act and Bleeding Kansas
* Dred Scott Decision
* Lincoln-Douglas Debates
* John Brown’s Raid
* Election of 1860

**Major Assignments and Assessments:**

* Character Journals and Essay: Students identify a persona and maintain a journal from 1850 through Reconstruction.
* Final activity is to write an essay evaluating whether the problems between the sectional regions could have been solved by compromise or whether the Civil War was a necessary step in American history. They will use their experiences as their persona when writing their journals. This assignment is due at the end of the Reconstruction unit.
* Compare and contrast Douglass, Garrison, Helper, and Fitzhugh. Anticipation guide and power point presentation.
* Utilizing information from presentations, articles, and textbooks, students will write an essay addressing the question: *Assess the moral arguments and political actions of those opposed to the expansion of slavery in the context of TWO of the following:*

*A) Missouri Compromise*

*B) Mexican War*

*C) Compromise of 1850*

*D) Kansas-Nebraska Act*

* Read *The American Spirit*: “*White Southern Views of Slavery*”, pgs 381-390. A favorite argument of the South was that the black slave was better off than the wage slave of the North. In what respects was this true or false?
* It has been said that cotton was the king that enslaved its subjects. Comment.
* Read *The American Spirit: “The Abolitionist Crusade*”, pgs. 390-396. Why did so many people in the North deplore the tactics of the Abolitionists?
* Read *The American Spirit: “Compromise Debates of 1850*”, pgs. 426-431. Analyze who had the strongest argument concerning states’ rights, Webster or Hayne?
* Read *The* *American Spirit:* “*The Impact of Uncle Tom’s Cabin”,* pgs. 451-456. To what extent to you agree or disagree with the quote by Lincoln to Stowe, “So you’re the little lady that started this war?” Compare the reaction of both the North and the South to *Uncle Tom’s Cabin*.
* Read *The American Spirit: “Lincoln-Douglas Debates”,* pages 462-463. Why are these debates considered to be a factor in the cause of the Civil War?
* Read *The American Spirit: “John Brown at Harper’s Ferry*”, pgs. 464-469. Explain how John Brown contributed to the fear of slave revolts in the South resulting in the passage of stricter slave codes. Is it justified for Abolitionists to have used radical measures, even theft and murder, to further their cause?
* Historiography: “Midnight Ride” by L. Horowitz (John Brown)
* Read *The American Spirit: “Presidential Campaign of 1860”,* pgs 469-471. Was Lincoln’s election an excuse or a reason for secession? Analyze political map of election and demographic factors to Lincoln’s election.
* Develop a map showing expansion in the US prior to the Civil War.
* Research the topic of slave rebellions prior to the Civil War: Effectiveness?
* In small groups, students create and perform the Northern News Network program about the events from Gold Rush through the 1860 election that led to the Civil War. Students must present the information from a northern perspective.
* Analyze the meaning of Lincoln’s quote: “A house divided against itself cannot stand. I believe the government cannot endure permanently half slave and half free”, 1858
* Collapse of the Whig Party and formation of Republicans. Examine Republican Party platform.

**Analyzing Art**

John Gast, *American Progress* 1872

Explain the point of view reflected in the Gast painting regarding migration, technology, and American Indians.

**Supreme Court Analysis**:

* *Dred Scott* Decision

**Primary Source Analysis**:

* Excerpt from William Lloyd Garrison’s *The Liberator*
* Excerpts from Frederick Douglass’s *North Star* and the *Autobiography of Frederick Douglass*
* Excerpts from Hinton Helper’s  *Impending Crisis of the South*
* Excerpts from Harriet Beecher Stowe’s *Uncle Tom’s Cabin*
* Photography: Images of slavery in the South and Women in the Lowell Mills in the North

**DBQ:** 1850’s Prelude to Civil War (1987) ,John Browns Raid (1982), and/or Crittenden Compromise (1974)

**Text DBQ #6:** Slavery and Sectional Attitudes, 1830-1860

**PERIOD 5: 1844-1877**

**Unit 8: Civil War and Reconstruction**

**Readings**:

American Pageant Chapters 20-22

Oates (1994) pg. 2-11

Skills book Chapter 8

American Spirit pages 500-507

**Themes**:

**1.** Secession and war

**2.** Reconstruction issues and plans

**3.** The struggle for equality

**4.** Native American relations

**Content**:

* Military strategies, strengths and weaknesses, events and outcomes The home front, North and South
* Mobilizing manpower, finances, public opinion
* Social, economic, and political impact of war
* Presidential v. Congressional Reconstruction plans and actions
* Impeachment of Andrew Johnson
* Economic development: The New South
* 1877 Compromise and Home Rule
* Comparison of reform attitudes towards African-Americans and Native Americans in late 19th century

**Major Assignments and Assessments:**

* Civil War Era Journals: Create a journal using the name of a fictional soldier to describe events as they too place at Antietam and at the Battle of Gettysburg. Split class-half portray North and half portray the South
* Essays: Students, in groups, consider options and create a reconstruction policy to answer questions regarding issues confronting reconstruction policy.

Anticipation guide and power point presentation.

* Film analysis of *Glory* and writing assessment analyzing the role of African Americans in the Civil War.
* Research The Gettysburg Address and Lincoln’s Second Inaugural Address, both are inscribed on the Lincoln Memorial in Washington, DC. In what ways do they constitute a fitting summation of Lincoln’s views on the war?
* Read *The American Spirit: “The Proclaiming of Emancipation*” pgs 500-507. Why was the Emancipation Proclamation significant during the Civil War?
* Research Civil War strategy of the North in the Eastern and Western Campaigns. Compare and contrast the leadership, goals, and success of both campaigns
* Read “The Era of Nationalism” in the text on pages 458-459. Discuss the adverse effects of nativism on minority populations
* To what extent did the constitutional amendments ratified during Reconstruction (13, 14, 15) bring political and economic equality to the former slaves by 1900?
* Imagine you were at the impeachment trial of Andrew Johnson. Write a news editorial of this event. Did the Senate do the right thing?
* Develop a chart comparing and contrasting the Reconstruction Plan of Lincoln, Johnson, and Congress.
* Synthesize documents: Declaration of Independence and Gettysburg Address

**Supreme Court Analysis:**

* Ex parte Milligan,
* Civil Rights Cases,
* Slaughterhouse Cases

**Primary Source Analysis**

* Lincoln Inaugural Address
* 13th, 14th, 15th amendments.
* Emancipation Proclamation
* Gettysburg Address
* Matthew Brady photographs

**Text DBQ #7:** Abraham Lincoln and the Struggle for Union and Emancipation, 1861-1865

**Long Essay:** Justify Lincoln’s expansion of presidential powers during the Civil War.

**Long Essay:** To what extent was Reconstruction a success in bringing civil rights for African Americans and in uniting the union?

**Unit Review:**

Students will answer the following essential questions:

|  |  |
| --- | --- |
| Identity | How did migration to the United States change popular ideas of American Identity and citizenship as well as regional and racial identities? How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period? |
| Work, Exchange, and Technology | How did the maturing of northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877? |
| Peopling | How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities and the West? |
| Politics and Power | Why did attempts at compromise before the war fail to prevent  the conflict? To what extent, and in what ways, did the Civil  War and Reconstruction transform American political and social relationships? |
| America in the  World | How was the American conflict over slavery part of larger global events? |
| Environment and  Geography | How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West? |
| Ideas, Beliefs, and Cultures | How did territorial expansionism and the Mexican War contributed to the debate of slavery and sectional differences? How did the Civil War struggle shape Americans’ beliefs about equality, democracy, and national destiny? |

**END OF SEMESTER: FINAL EXAM**

**PRE-COLUMBIAN – RECONSTRUCTION**

**PERIOD 6: 1865-1898**

**Unit 9: Gilded Age**

**Readings**:

American Pageant Chapters 23-26

Oates (1994) pg114-129

Oates (2007) Chapter 3

Skills book Chapter 9, 10

American Spirit pgs 42-49, 66-70, 99-109, 114-123

**Themes**:

**1.** Political alignment and corruption in the Gilded Age.

**2.** Role of government in economic growth and regulation.

**3.** Social, economic, and political impact of industrialization.

4. Plains wars and Reservation Policy

5. Agrarian myth and Agrarian revolt

6. Labor Unions

**Content**:

* Gilded Age politics
* Party alignment
* Political corruption and reform
* Civil Rights: DuBois and Washington
* Industrial growth and technological innovations
* Social Darwinism Government support and actions
* Business tycoons: methods, accomplishments, philosophies Rise of organized labor, successes, and failures
* Unions, leaders, methods, successes and failures
* Literary movements
* Agrarian Revolt
* Post-war problems
* Election of 1896
* Native Americans
* Plains Wars and Reservation Policy
* Dawes Act

**Major Assignments and Assessments:**

* Group Newspaper Assignment — required elements:

Report of news articles on incidents or events during the late 1800s

Biographical feature story on an important personality of the period

Editorial

Political cartoons

Period appropriate advertisements

* Photo analysis and writing assessment that evaluates Lewes Hine and child labor.
* Historiography: Stephen Ambrose book on Transcontinental Railroad and H.W. Brounds book on Gilded Age.
* Research Vanderbilt, Rockefeller, Moran, and Carnegie

Free response essay, “Robber Barons or Captains of Industry”. Anticipation guide and power point presentation.

* Political cartoons of immigration and nativism by Thomas Nast
* Compare and contrast the Omaha Platform of the Populists with the Republican and Democratic Parties
* “Reading Like a Historian” lesson: Students examine a political cartoon, a muckraker text, and the defense of a political boss to determine the extent to which political bosses were corrupt. Students will discuss the arguments in small groups and then individually write a response to the question.
* Examine the growth of labor unions during the Gilded Age. Analyze speeches of Samuel Gompers and Eugene Debs regarding the rights of workers.

• Interpret statistics: Using data from the Digital History website on agriculture/farming in the Gilded Age, students will discuss their findings in small groups and report their conclusions to the class.

* Create a timeline of Native American Policy during the Gilded Age. Categorize the events according to concentration, reservation, and assimilation. Emphasize: Sioux, Apache, Comanche, Nez Perce tribes
* Compare and contrast the New Immigrants of the Gilded Age to the Irish and German immigrants in the Antebellum Era.
* Read *The American Spirit: “Race Divides the South”,* pages 42-49. Examine the tactics used by African American leaders to address segregation and civil rights during the Gilded Age.
* Read *The American Spirit: “The Trust and the Monopoly*”, pages 66-70.
* Read *The American Spirit: “The New Immigration”,* pages 99-109. Examine the reaction of Americans and the government towards the new immigrants of the Gilded Age.
* Read *The American Spirit: “The Changing Role of Women*”, pages 114-123. What was new about the “new woman”? Compare and contrast the leaders, methods, and goals of the Women’s Rights Movement of the Gilded Age to the movement of Seneca Falls.

**Primary Source Analysis:** Excerpts from the following

* Helen Hunt Jackson, *A Century of Dishonor*
* Fredrick Jackson Turner’s Thesis
* Booker T. Washington: Atlanta Compromise
* W.E.B. DuBois: *The Soul of Black Folk* and Niagara Movement
* Andrew Carnegie, *Gospel of Wealth*
* William Jennings Bryan “Cross of Gold” speech
* Literary themes of: Mark Twain, Stephen Crane, Jack London, Paul Laurence Dunbar, Charles Chestnutt, Ida Wells

**Supreme Court Analysis:**

* *Plessy v. Ferguson*
* *Jim Crow Laws*

**Analyzing Art**

Examine the artistic works of the Gilded Age concentrating on the themes of realism and regionalism.

**DBQ:** Laissez-faire violations in the 1800s (1979)

**DBQ:** Booker T. Washington and W.E.B. DuBois (1989)

**Text DBQ #8** Role of Capitalists,1875-1900

**Text DBQ #9** Farmers Movement, 1870-1900

**Long Essay:** Analyze and evaluate the ways the impact of industrialization and expanding markets on the development of TWO of the following regions between 1865-1900:

**\***African Americans

\*Native Americans

\*Women

**Unit Review:** Students will complete the following essential questions:

|  |  |
| --- | --- |
| Identity | How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity? |
| Work, Exchange, and Technology | How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of working people? |
| Peopling | How and why did the sources of migration to the United States change dramatically during this period? |
| Politics and  Power | How did the political culture of the Gilded Age reflect the emergence of new corporate power? How successful were the challenges to this power? Why did challenges to this power fail? |
| America in the  World | How did the search for new global markets affect American foreign policy and territorial ambitions? |
| Environment and Geography | In what ways, and to what extent, was the West “opened” for further settlement through connection to eastern political, financial, and transportation systems? |
| Ideas, Beliefs, and Cultures | How did artistic and intellectual movements both reflect and  challenge the emerging corporate order? |

**TIME PERIOD 7: 1890-1945**

**Unit 10: Progressives**

**Readings**:

American Pageant Chapters 28-29

Oates (1994) pg 114-129

Skills book Chapter 11

American Spirit pgs; 197-207, 208-214, 223-230

**Themes**:

**1.** Inflation/Deflation — Role of government in the economy

**2.** Role and effectiveness of third parties

**3.** Immigration and urbanization

**4.** Corporate and Consumer Reform

**5.** Limitations on Trusts

**6.** Teddy Roosevelt/Taft/Wilson: Conservatives as Progressives (reform to preserve)

**Content**:

* Immigration and urbanization in the late 19th century Social and cultural developments of the late 19th century Urban middle-class reformers lead a call for change
* Muckrakers
* Women’s issues and roles, suffrage movement, temperance movement
* Political corruption and reforms
* Consumer and environmental protection
* Business and labor issues
* Teddy Roosevelt, Taft, and Wilson administrations respond to Progressive movement. Anticipation guide and power point presentation.

**Major Assignments and Assessments:**

* Bioboards — Reform Leaders “60 Minutes” — “muckraking” presentation on a period issue.
* Analyze political cartoons of the Progressive Era to compare and contrast the viewpoint of cartoonists concerning major issues of the era. i.e. “Standard Oil Company, The Octopus”
* Change from conservative reaction of the Gilded Age to liberal reform of the Progressive Era.
* Read Makers of America “The Environmentalists” in text , pages 652-653. Analyze the changes in the environmental movement in the 1900s and identify the new environmental groups that emerged.
* Create a newspaper/magazine from a year in the Progressive Era: Include news stories, political leaders, movements, sports, entertainment, advertisements of the period.
* Create a political platform for TR, Taft, or Wilson to address the following issues:

Conservation

Corporate Reform

Factory Safety

Consumer Protection

Child Labor Laws

Women’s Rights

Prohibition

* Examine the dispute between Ballinger and Pinchot….Determine who had the strongest argument and why. Read *The American Spirit “The Conservation Crusade*” pages 208-214 for background information
* Read *The American Spirit “Corruption in the Cities” and “Plight of Labor*” pages 197-207 to construct a letter to a political leader addressing the problems of the cities and workers at the turn of the century. Offer solutions to the problems.
* “Reading Like a Historian” lesson: Students examine Jacob Riis’s photographs and his written descriptions and explore the context of his work. In PowerPoint presentations, students must provide evidence to support or refute the validity of his depictions of urban life.
* Students will write a response to the following FRQ: *Analyze the roles that women* played in Progressive Era reforms from the 1880s through 1920. Focus your essay on TWO *of the following: Politics; social conditions; labor and working conditions.*
* Read The American Spirit “The Election 19 12” pages 223-230. Debate: New Freedom v. New Nationalism
* Read Varying Viewpoints in the text on pages 675-676: “Who were the Progressives?”
* Create a student DBQ of the Progressive Era. Develop a question and include 10 documents to address your question. Create a rubric for scoring.

**Primary Source Analysis:**

* Excerpts from *The Jungle*  and write an essay about the impact the book had on American industrial society and passage of the Pure Food and Drug Act.
* 16th, 17th, 18th, 19th Amendments
* Excerpts from publications of : Lincoln Steffens & Ida Tarbell
* Jacob Riis *How the Other Half Lives* and Riis photographs

**Supreme Court Analysis:**

* *Lochner v. New York*
* *Muller v. Oregon*

**DBQ Text #10:** Progressivism and Its Antecedents, 1880-1920

**DBQ:** Effectiveness of Progressive Reformers (2003)

**Long Question**: Evaluate the administrations of Roosevelt, Taft, and Wilson in relation to their records as progressive presidents.

**Long Question**: Discuss the role government played in reforming American social, economic, and political life in the early twentieth century. In your response include TWO of the following:

1. Reforms in banking
2. Reforms in government
3. Reforms in business/labor

**TIME PERIOD 7: 1890-1945**

**Unit 11: Imperialism and World War I**

**Readings**:

American Pageant Chapters 27, 29, 30

Skills book Chapter 11

American Spirit pgs. 168-169, 171-177,184-192, 255-259

**Themes**:

**1.** The changing role of the U.S. in world affairs — from isolationism to world power.

**2**. Imperialism and Spanish-American War

**3.** U.S. motives in World War I and post-war agreements.

**4.** Presidential and congressional roles in policy management.

**5.**  New Manifest Destiny

**6.** Foreign Policy of Roosevelt, Taft, and Wilson

**Content**:

* 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” Diplomacy
* Roosevelt Corollary and applications
* Panama intervention and canal building
* 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 of 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

**Major Assignments and Assessments:**

* Simulated debate over Philippine annexation
* Read *The American Spirit “Yellow Journalism in Flower”* pages 166-168 and the “ *Debate over Imperialism”* pages 171-177 to determine the outside factors surrounding US involvement in the Spanish-American War.
* Political Cartoons: Students create one cartoon representing pro-­annexation sentiment and one representing anti-annexation sentiment.
* Read *the American Spirit “Tensions with Asia”* pages 184-192 How did reactions at the state level in California towards Asian immigration escalate into a national issue?
* World War I Position Statement: Students evaluate documents and develop position statements on whether the U.S. claim to be fighting a war to “make the world safe for democracy” was a valid claim. Groups evaluate the following sets of documents and reactions: **1.** U.S. neutrality statements, submarine warfare experiences, Zimmerman Note

**2.** U.S. trade and loan figures, Nye Commission report

**3.** Fourteen Points, Wilson War Message, Versailles Treaty negotiations (U.S. positions)

**4.** U.S. home front: gains and opportunities for women and minorities, treatment of German- Americans, Espionage and Sedition Acts

* Read in text, Varying Viewpoints, “Woodrow Wilson: Realist or Idealist?, pages 697-698.
* Read *The American Spirit “The Face of War”,* pages 255-259.Analyze the diaries of “doughboys” to compare their expectations upon entering the war with the reality of war.
* Student newspaper: World War I on the home front

Students represent major developments on the home front by producing a newspaper consisting of: editorials, advertisements, reports of information, political cartoons, feature articles.

• World War I simulation focusing on the U.S. entrance into the War. Students working in small groups will answer the following: “Was World War I an extension of the Progressive

Movement?”

• Students will write an essay comparing Wilson’s Neutrality document to George Washington’s, and discuss the changes, if any, in the context in which U.S. foreign policy was made.

**Primary Source Analysis**

* Alfred Mayan **“***The Influence of Sea Power Among Upon History***”**
* Monroe Doctrine compared to the Roosevelt Corollary
* Zimmerman Note
* Wilson’s 14 Points
* Treaty of Versailles
* World War I Posters
* Map Analysis: US territorial expansion

**Supreme Court Analysis**

* *Insular Case*

**DBQ:** The Treaty of Paris of 1899 (1975)

**or**

**DBQ:** The Fight over the Treaty of Versailles (1991)

**DBQ Text #11:** The United States as World Power, 1895-1920

**Long Essay:** Analyze how TWO of the following helped to shape the national identity of the 20th Century:

1. Spanish-American War
2. World War I
3. Panama Canal

**TIME PERIOD 7: 1890-1945**

**Unit 12: 1920s-1930s**

**Readings**:

American Pageant Chapters 31-33

Oates (1994) pg224-241

American Spirit pgs 282-289, 293-301, 310-316, 324-333, 351-355

Howard Zinn: A People’s History of the United States

**Themes**:

The 1920s:

**1.** Post-World War I compared to post-Civil War: nativism, laissez-faire, labor, government, farmers, attitudes toward reform.

**2.** Prosperity of 1920s

**3.** Big Business and government policies

**4.** Effects of Prohibition

**5.** Cultural conflicts: native v. foreign; rural v. urban, conservative v. liberal, Wets v. Drys, Fundamentalist v. Modernists.

**6.** Revolution in manners and morals.

**7.** Literature (including Harlem Renaissance), Arts, Movies, Radio

The 1930s:

**1.** The role of government in society and the economy.

**2.** FDR and alphabet agencies

**3.** Human suffering during the Great Depression.

**Content**:

The 1920s:

* Post-war recession and agricultural problems
* Intolerance
* KKK
* Immigration restriction
* Sacco and Vanzetti
* Prohibition and Organized Crime
* Harlem Renaissance, Jazz Age culture, Youth Rebellion, Literature of 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 v. Roosevelt’s approaches to the 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

**Major Assignments and Assessments:**

* Character Journals and Essay: Students adopt a persona and maintain journals on teacher-assigned essay topics reflecting major domestic and foreign policy developments of 1920s and 1930s. Final essay evaluates the proper role of the government in American society.
* Stockmarket Simulation adapted from “Panic”
* Political Action/Policy Letter: Students identify one economic problem in the U.S. today. They research how the government dealt with that same or a similar problem during the 1920s or 1930s. They then write a letter to a local, state, or national political leader suggesting a course of action on the problem, citing evidence to support a suggested action based on their evaluation of the 1920s or 1930s policy.
* Create a DBQ: Choose an issue or development in the 1920s or 1930s. Develop a question, and select and arrange documents relevant to answering the question. Score is determined by significance of the issue, clarity of the question, and relevance of the documents in answering the question.
* Anticipation guide and power point about differences between presidential policies of Hoover and Roosevelt.
* Read *The American Spirit*: “New Goals for Women” pgs 282-289. Examine the changing role of women in the 1920s by analyzing the goals of Margaret Sanger and the Supreme Court rulings of *Muller* and *Adkins*.
* Read *The American Spirit:* “Cultural Upheaval in the Roaring 20s*”* pgs 293-301. Examine the changes in culture: Consumerism, women and economic independence, Flappers, and changing role of African Americans
* Research: Compare and contrast the Ku Klux Klan of the Reconstruction Era to the KKK of the 1920s. How did the KKK reflect Nativist fears?
* Independent Research: Find 3 primary sources documents to symbolize the 1920s. Consider advertisements, photographs, art, lyrics of music, authors to name a few. With each document explain how it reflects the era of the “Roaring Twenties”.
* Read *The American Spirit*: “Herbert Hoover Clashes with Franklin Roosevelt”, pgs 310-316. Analyze conflicting goals and strategies of Hoover and FDR. Analyze documents of 1984 DBQ. Account for the differences of both presidents.
* Digital History: The Great Depression Statistics in maps—maps include data from

1920, 1930, and 1940 that focus on wealth and income broken down by race and gender. What do the numbers say? Not say? In small groups, students will draw conclusions and share results with the large group

* Research: Examine role of Eleanor Roosevelt on the New Deal and towards the rights of minorities.
* Create a chart of the New Deal Legislation: Relief, Recovery, or Reform. Divide the legislation into the time period of the First New Deal and Second New Deal.
* Read *The American Spirit*: “The Face of the Great Depression”, pgs 324-333.What were the greatest hardships Americans suffered during the Great Depression? Why was there not more radical protests against the “hard times”? How did the Great Depression affect Women, Farmers, Labor Unions, African-Americans, and American Indians?
* Debate Topic: *The New Deal was an effective answer to the Great Depression.*
* Examine Howard Zinn*, A People’s History of the United States*. What was Zinn’s assessment of FDR and the New Deal?
* Read *The American Spirit*”: “The Supreme Court Fight and After” pgs 351-355. As a speech writer for FDR, defend his decision to “pack the Supreme Court”.

**Primary Source Analysis**:

* Langston Hughes and Claude McKay and others of Harlem Renaissance
* Writings of the “Lost Generation”: Hemingway, Lewis, Eliot, Faulkner
* Duke Ellington and other Jazz musicians
* Film Clips: Jazz Singer
* Excerpts from Birth of a Nation
* Analysis of Sacco-Vanzetti Trial
* Excerpts from the Scopes Trial
* Excerpts from *Great Gatsby* and *Grapes of Wrath*
* Dorothea Lange *Photos of the Great Depression*
* Political Cartoons
* Speeches of Franklin Roosevelt: Campaign Speech in 1932 and First Inaugural Address

**Supreme Court Analysis**:

* *Adkins v. Children’s Hospital*
* *Schechter Case*
* Roosevelt’s Court Packing Plan

**DBQ:** Cultural conflicts in the 1920s (1986)

**DBQ:** Hoover and Roosevelt: Liberal or Conservative? (1984)

**DBQ:** Prohibition 1900-1919 (1978)

**DBQ:** The Immigration Restriction Law of 1924 (1973)

**DBQ:** Franklin Roosevelt and the Great Depression

**Text DBQ #12:** Analyzing the Causes and Effects of the Great Depression, 1919-1939

**Long Essay:** Analyze the long-term significance of the New Deal for THREE of the following groups:

Industrial Workers

Retired Workers

Women

Farmers and farm workers

**TIME PERIOD 7: 1890-1945**

**Unit 13: World War II**

**Readings**:

American Pageant Chapters 34 & 35

Skills book Chapter 12

American Spirit pgs. 377-381, 395-402, 419-423

**Themes**:

**1.** Comparison of Wilson and Roosevelt as neutrals, wartime leaders, Allied partners, post-war planners.

**2.** U.S. adopts new role as peacetime leader in post-war world.

**3.** Comparison of World War I and World War II.

**Content**:

* U.S. response to aggression — Neutrality legislation, Lend-Lease Act
* Pearl Harbor and U.S. response
* Military Strategy-Europe and Pacific
* Germany First
* Second Front Debate
* Island Hopping
* Atomic Bomb
* Home Front
* Relocation of Japanese-Americans
* Women and Minorities In the Workplace
* Demographic Impact
* Wartime Diplomacy and Cooperation
* Atlantic Charter (Compare to Fourteen Points)
* Wartime Conferences
* United Nations Founding and Participation

**Major Assignments and Assessments:**

* Group or individual presentation on comparisons and contrasts of aspects of World War I &

World War II: (Reports, Powerpoint, Webpage creation)

Neutrality policies

Home front developments and regulations

Economic controls

Labor relations

Women and minorities

Civil liberties

Demographic changes

Manpower and financial mobilization efforts

Relations with Allies — wartime and communications

Wartime Goals — Fourteen Points and Atlantic Charter/League and U.N. post-war role in world affairs

* Take a Stand —

Group debate and position statements on:

Reasons for Japanese relocation — national security or racism?

Decision to drop the atomic bombs — military necessity, nationalism, or Cold War diplomacy?

* Research the effect of World War II on: African Americans and the Great Migration, Women, Bracero Program, Native Americans, and Japanese Americans
* Examine the role of A. Philip Randolph in gaining rights for African Americans
* Examine the importance of the Tuskegee Airmen to the war effort as well as their impact on civil rights for African Americans (Double V)
* Compare and contrast the success of Wartime mobilization during World War I and World War II
* Study World War II propaganda: Posters, Music, Movies, Radio
* Read *The American Spirit*: “The Blame for Pearl Harbor” pgs 377-381. Why were the defenders at Pearl Harbor caught by surprise? Who deserves the most blame for the surprise?
* Read *The American Spirit*: “The Second Front Controversy” pgs 395-402. How did the Soviet experience in World War II shape Stalin’s desire for a second front?
* Read *The AmericanSpirit:* “Dropping the Atomic Bomb” pgs 419-423. Was Truman shortsighted in establishing a precedent that might one day be used against the U.S.? Comment on Secretary Stimson’s view that the dropping of the bomb would prove war to be so horrible that there could never be another.
* Read “Varying Viewpoints” in text, page 825. Develop a thesis statement to the prompt: The Atomic Bombs: Were they Justified?

**Primary Source Analysis:**

* FDR Speech: Day That Will Live in Infamy
* Executive Order No. 9066
* Journals from Japanese Internment Camps
* Perspectives on dropping the bomb
* Rosie the Riveter
* Photography: Flag Raising at Iwo Jima and other photos

**Analyzing Art:**

Analysis of Norman Rockwell: How did Norman Rockwell reflect the American identity and ideals of the World War II era? (Particularly Four Freedoms)

**Supreme Court Analysis:**

* *Korematsu v. U.S.*

**DBQ**: The Decision to Drop the Atomic Bomb (1988)

**Long Essay**:

* Analyze how women’s identity was influenced by both peacetime and wartime experiences in the period from 1900 to 1945.
* Some historians have argued that the greatest threat to civil liberties came during wartime. Support, modify, or refute this statement using specific evidence from the period of 1898-1945

**Period 8: 1945-1980**

**Unit 14: Early Cold War: Truman and Eisenhower, 1945-1960**

**Readings:**

American Pageant Chapters 36 & 37

Skills book Chapter 14

American Spirit: pgs. 426-431, 437-445, 445-449, 453-460, 471-481, 481-492, 492-494

**Themes**:

**1.** Continued impact of New Deal in government’s role in society.

**2.** Struggle for civil liberties and civil rights.

**3.** Conservatism, Conformity, and Complacency of 1950s

**4.** Struggle to contain communism

**Content**:

Truman’s Administration

* Fair Deal
* GI Bill of Rights
* Taft-Hartley Act
* 22nd Amendment
* 1948 Election
* Loyalty Program, HUAC

Eisenhower’s Administration

* McCarthyism
* Modern Republicanism
* Highway Construction
* *Brown v. Board of Education of Topeka*
* Earl Warren Court

Truman and Eisenhower: Foreign Policy

* Splintering of Wartime Alliance and Adoption of Containment
* Berlin and German Division, Blockade, Airlift
* Truman Doctrine
* Marshall Plan
* NATO
* Korean War
* John Foster Dulles
* Massive retaliation
* Asia Policies:

Korean War

Southeast Asia — Geneva Accords and aid to South Vietnam

* Khrushchev’s visit
* U-2 Incident

**Major Assignments and Assessments**

* Case Study: McCarthyism. Analyze the roots of the Second Red Scare, the effect on American life, culture, and the military. How did both Truman and Eisenhower respond to McCarthy? Examine how fear can manifest itself ultimately violating American civil liberties.
* Complete a map highlighting Cold War hot spots. Identify specific locations/events on all continents and include the U.S. president involved. Write an essay on the following: Analyze the successes and failures of the U.S. Cold War policy of containmentas it developed in TWO of the following regions during the period 1945 to 1960:

A) Europe

B) Asia and Southeast Asia

C) Latin America

D) Middle East

* Make a DBQ to reflect the ideals of the 1950s: Conformity, Complacency, and Conservatism. Develop a question to address the topic and include at least 10 primary source documents. Include: Television, Technology, Music, Dress, Family Roles, Suburbia
* Read *The American Spirit*: “The New Shape of Postwar Society” pgs. 426-431. Did the baby-boom generation have a unique upbringing and thus a historically unique set of values? What was distinctive about the condition of the American family in the early Cold War Era? What forces worked most powerfully to change the role of women?
* Read *The* *American Spirit*: “The Truman Doctrine” pgs. 437-445 and “The Marshall Plan” pgs. 445-449. Why did George Kennan’s views of Soviet behavior prove so influential? To what extent were the Truman Doctrine and Marshall Plan an appropriate response to the crisis Truman faced in the 1940s?
* Read *The American Spirit*: “The Korean Crisis and NSC-68” pgs. 453-460. “NSC-68 has been called perhaps the single most important document of the Cold War.” To what extent do you agree with this statement. Write an essay in support or in opposition to US involvement in Korea in the 1950s.
* Analyze the growth of the Civil Rights Movement from the 1940s through the 1950s.
* Research: Analyze the success of the GI Bill in assisting veterans returning from World War II.
* Explore the themes portrayed through literature and other means by the Beat Generation. Examine the role of Allen Ginsberg, Neal Cassidy, and Jack Kerouac as a part of the Beat Generation. How did they challenge the conformist lifestyle of the 1950s? Text pages 884-885.
* Class Debate: Who was to Blame for The Cold War?
* Read *The American Spirit*: “The Supreme Court and The Black Revolution” pgs. 471-481. To what extent did Earl Warren and the Supreme Court contribute to the success of civil rights in the 1950s?
* Read *The American Spirit*: “The Promise and Problems of a Consumer Society” pgs. 481-492. What drove the changes in society towards consumerism and what impact did this have on the economy and changing role of women?
* Read *The American Spirit*: “Eisenhower Says Farewell” pgs. 492-494. How prophetic was Eisenhower’s warning about the “military-industrial complex”?
* Write an essay on the following: Compare and contrast the United States policy after World War I and World War II. What would account for these changes?

**Primary Source Analysis:**

* Betty Friedan: *The Feminine Mystique*
* Richard Nixon’s “Checkers Speech”
* Televised Debates: Kennedy and Nixon, 1960
* Literature of the 1950s: *Old Man and the Sea, From Here to Eternity, Cat on a Hot Tin Roof, The Crucible, Invisible Man, The Affluent Society*
* Authors, Poets, Playwrights: Kurt Vonnegut, John Steinbeck, Ezra Pound, Sylvia Plath, Tennessee Williams, John Cheever, Gore Vidal, William Faulkner, Richard Wright, J.D. Salinger, Arthur Miller, Ralph Ellison

**Art Analysis:**

Study the changing style of modern art known as “abstract expressionism” pioneered by Jackson Pollock. How did society after World War II influence this style of art?

**Supreme Court Analysis:**

* *Brown v. Board of Education*

**DBQ Text #13:** The Cold War, 1941-1953

**Long Essay:** Assess the role played by television in shaping political events between 1950-1960. Include analysis of its significance in each of the following events:

* “Checker’s speech (1952)
* Army-McCarthy hearings (1954)
* Presidential election debates (1960)

**Long Essay**: Analyze the effectiveness of the foreign policy of Truman (containment) and Eisenhower (massive retaliation) in dealing with the Soviet Union and other global conflicts in the early Cold War Era.

**Time period 8: 1945-1980**

**Unit 15: 1960-1980 — Kennedy-Carter**

**Readings**:

American Pageant Chapters 38-39

Skills book Chapter 14

American Spirit pgs. 506-524, 524-536, 537-546, 567-574

**Themes**:

**1.** Cycles of freezes and thaws in East-West relations.

**2.** The “Vietnam Syndrome” in post-war foreign policy.

**3.** Human rights v. strategic self-interest in policy formulation.

**4.** Interrelationship of foreign policy and economic stability.

**Content**:

Kennedy: New Frontier

Civil Rights Movement: Actions and Government Response

LBJ: War on Poverty and Great Society Programs

Counterculture and Anti-establishment Movements

Watergate

Environmental Movement

Women’s Rights Movement

Gas Crisis and Economic problems in the 1970s

Foreign Policy:

Kennedy:

Flexible Response

Aid for Social and Economic Development

Peace Corps

Alliance for Progress

Southeast Asia military and economic aid

Bay of Pigs and Cuban Missile Crisis

Johnson:

Vietnam War

Nixon/Ford:

Vietnamization

Nixon Doctrine

China Card

Détente

Carter:

Camp David Accords

Iran Hostage Crisis

**Major Assignments and Assessments:**

* Group Work Cold War Chart: Compare presidential policies, Truman-Carter, on:

Nature of the Cold War — ideological v. power struggle

Containment in Europe

Asia

Middle East

Latin America

Bay of Pigs

Cuban Missile Crisis

Vietnam

* By looking at various primary sources, students debate the global implications of the

Atomic Age.

* Civil Rights Leaders and Tactics: Students read position statements by various civil rights leaders including Booker T. Washington, W. E. B. DuBois, Marcus Garvey, Martin Luther King, Jr., Jesse Jackson, Malcolm X, Stokely Carmichael, and Elijah Muhammad. Then describe their philosophies, programs, and strategies for action and evaluate which policies were most effective and why.
* Read *The American Spirit*: “Black Revolution Erupts” pgs. 506-524. What motivated the sit-ins and Freedom Rides? Why did some African Americans reject King’s call for nonviolence in the civil rights movement? Who deserves more credit for advances in civil rights during this era, Martin Luther King or Lyndon B. Johnson?
* Read *The American Spirit*: “Vietnam Troubles” pgs. 524-536. Why did the United States become involved in the Vietnam War? What distinguished the Vietnam War from previous American interventions abroad?
* Read: *The American Spirit:* “The Politics of Protest” pgs. 537-546. Why did a radical movements develop in the 1960s? What legacy did these movements leave behind?
* Compare and contrast the philosophies, tactics, leaders, and organizations of the feminist movement from the time periods of 1815-1920 and 1921 to 2000. Text pages 934-935 and *The American Spirit*, pages 567-574.
* The Trial of Richard Nixon: What if Nixon did not resign??? Students will assume the roles of key figures of the Watergate Scandal and members of Congress. Students will research the individual they are portraying for a fictional trial that will be conducted in class. In the end, the “Senate” will vote on impeachment and in an essay justify their vote based on the trial.
* Essay: Write an essay to examine the factors, both domestic and foreign, that contributed to Jimmy Carter’s defeat in 1980.

**Supreme Court Analysis:**

* *Miranda v. Arizona*
* *Gideon V. Wainwright*
* *New York Times v. Sullivan*
* *Engel v. Vitale*
* *Reynolds v. Simms*
* *Roe v. Wade*
* *United States v. Wheeler*
* *Bakke v. University of California*

**Primary Source Analysis**

* John F. Kennedy’s Inaugural Address
* Rachel Carson’s *Silent Spring*
* Martin Luther King-Letters from a Birmingham Jail and I Have a Dream Speech
* Civil Rights Act 1964
* Voting Rights Act 1965
* Excerpts from *Eyes on the Prize*
* Gulf of Tonkin Resolution
* Zapruder Film
* “Smoking Gun” Tape
* Excerpts from The Pentagon Papers
* Richard Nixon’s resignation speech
* Excerpts from selected lyrics from music of the 1960 and 1970s

**Analyzing Art**

Examine the artwork of Andy Warhol and the pop art movement.

**DBQ Text #13:** Conformity and Turbulence 1950-70

**DBQ:** Vietnam, 2008 Exam

**Long Essay:** Analyze three events or developments that had a significant impact on race relations in the United States in the period from 1945-1980.

**Long Essay:** In analyzing the presidency of Richard Nixon, was he more successful in domestic or foreign affairs? Justify your response with at least three events or specific policies.

**Unit Review:** Students will work in groups to formulate answers to the following essential questions.

|  |  |
| --- | --- |
| Identity | How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups in American society? How did American involvement in the Cold War affect debates over American national identity? |
| Work, Exchange, and Technology | How did the rise of American manufacturing and global economic dominance in the years after World War II affect standards of living among and opportunities for different social groups? |
| Peopling | How did the growth of migration to and within the United States  influence demographic change and social attitudes in the nation? |
| Politics and Power | How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power? |
| America in the  World | Why did Americans endorse a new engagement in international  affairs during the Cold War? How did this belief change over time in response to particular events? |
| Environment and Geography | Why did public concern about the state of the natural environment grow during this period, and what major changes in public policy did this create? |
| Ideas, Beliefs, and Cultures | How did changes in popular culture reflect or cause changes in social  attitudes? How did the reaction to these changes affect  political and public debates? |

**TIME PERIOD 9: 1980 TO PRESENT**

**UNIT 16: Reagan Years to Present**

American Pageant- Chapters 40-42

Skills Book: Chapter 15

American Spirit pgs: 583-596, 607-610,692-641, 618-622

**Themes:**

* Conservatism
* End of Cold War
* Middle East Policy & Oil Crisis
* Growth of High Tech Economy

**Content:**

Reagan

* The New Right
* Reaganomics
* Sandra Day O’Conner
* Iran-Contra Scandal
* “The Evil Empire”
* Strategic Defense Initiative (SDI) and Star Wars
* End of the Cold War

George H. W. Bush

* Persian Gulf War
* Americans with Disabilities Act

Clinton

* High Tech Economy
* NAFTA
* Oklahoma City Bombing
* Middle East Peace Plan
* Impeachment

George W. Bush

* 2000 Election
* September 11, 2001 and Patriot Act
* War on Terror (Iraq)

Barack Obama

* Middle East Policy
* First minority president
* Patient Protection and Affordable Care Act

**Major Assignments and Assessments:**

* Comparison chart of presidential policies and events. Anticipation guide and power point presentation. Comparison of Reagan and Eisenhower’s domestic and foreign policies.
* Read *The America Spirit*: “Reagan’s Foreign Policies” pgs. 583-596. Did Reagan’s massive military buildup make the world a safer place? To what degree was US foreign policy responsible for changes in Russia and Eastern Europe in the late 1980s and early 1990s?
* Write an essay assessing the extent of Reagan’s involvement in the Iran Contra Scandal.
* Read *The American Spirit*: “ George H.W. Bush and the First Gulf War” pgs. 607-610. What made Operation Desert Storm so successful in the field and at home? Why did it fail to ensure George H.W. Bush’s reelection in 1992?
* Read *The American Spirit*: “ The Iraq War” pgs. 692-641. Was the American invasion of Iraq in 2003 justified? What impact did Saddam Hussein’s removal have on the security of the US? What long lasting effect did the Iraqi invasion have on US relations in the Middle East?
* Read The American Spirit: “The Deadlocked Election of 2000” pgs. 618-622. What did the controversies surrounding the 2000 presidential election-especially the contested results in Florida and the US Supreme Court intervention-say about the health of American democracy?
* Create a DBQ on one of the following: Foreign Policy, Conservatism, or U.S. Domestic policy during the Reagan years.
* Students use a graphic organizer to compare and contrast the causes and goals of each act as described in excerpts from the 1924, 1965, and 1990 Immigration Acts.
* Students write an essay that compares technological developments from 1800 to 2013, noting the impact of technology on culture and politics.
* Looking at economic data about employment, compensation, and household data broken down by race, gender, and education from the 1970s to 2010, each student will write an essay that makes an argument about whether or not the American Dream existed
* Students break into groups to examine different genres of music (punk, folk, country, rock and roll, rap, etc.) and then present to the class how their music helps us understand national political and cultural changes and continuities.
* In a five-page, double-spaced essay, students compare analysis and evidence from research and

*The American Pageant.* The essay should assess the goals and accomplishments of the Reagan; Bush, Sr.; Clinton; and Bush, Jr. administrations. Students must bring in evidence from the text and outside resources to make an argument about which administration did the most for democracy

**Primary Source Analysis:**

* Ronald Reagan Inaugural Speech 1981
* Excerpts from Clinton Impeachment
* Patriot Act
* Bush: “Axis of Evil” and “Read my lips, no new taxes”
* News excerpts: 2000 Election night
* Excerpts from Clarence Thomas Supreme Court hearings on sexual harassment

**Supreme Court Case Analysis**:

* *Webster v. Reproductive Health Services*
* *Planned Parenthood v. Casey*

**DBQ Text #15**: Assessing Ronald Reagan’s Presidency, 1980-1989

**Long Essay**: Compare and Contrast the chief successes and failures of TWO of the following presidential administrations:

George H.W. Bush

Bill Clinton

George W. Bush

Barack Obama

**Unit Review:**

Students will formulate responses to the following essential questions:

|  |  |
| --- | --- |
| Identity | How did demographic and economic changes in American society affect popular debates over American national identity? |
| Work, Exchange, and Technology | How did the shift to a global economy affect American economic life? How did scientific and technological developments in these years change how Americans lived and worked? |
| Peopling | How did increased migration raise questions about American identity and affect the nation demographically, culturally, and politically? |
| Politics and  Power | How successful were conservatives in achieving their goals? To what  extent did liberalism remain influential politically and culturally? |
| America in the  World | How did the end of the Cold War affect American foreign policy? How did the terrorist attacks of September 11, 2001 impact America’s role in the world? |
| Environment and Geography | How did debates over climate change and energy policy affect broader social and political movements? |
| Ideas, Beliefs, and Cultures | How did technological and scientific innovations in areas such as electronics, biology, medicine, and communications affect society, popular culture, and public discourse? How did a more demographically diverse population shape popular culture? |

**REVIEW FOR A.P. EXAM**

**A.P. EXAM**

**FINAL 10 PAGE RESEARCH DUE**

**COUNTY FINAL EXAM 20% OF FINAL GRADE**