

Advanced Placement United States History

2014 – 2015

Course Description

The Advanced Placement U.S. History course is a survey covering American History from the Pre-Columbian period to the present. The class is taught in accordance with the Advanced Placement curriculum and designed to prepare students for the Advanced Placement U.S. History Exam in May. The course consists of various readings from the textbook, secondary sources, and primary sources to convey the different styles and viewpoints in the study of United States History.

Textbook

Kennedy, David, and Lizabeth Cohen, and Thomas Bailey. *The American Pageant*, 12th ed., Boston: Houghton Mifflin Company, 2002. [CR1a]

Primary and Secondary Sources

Davidson, James West and Mark Lytle. *After the Fact; The Art of Historical Detection*, New York: McGraw-Hill, 2009. [CR1c]

Digital History. <http://www.digitalhistory.uh.edu/maps/maps.cfm> [CR1b]

Franklin, John Hope and Evelyn Brooks Higginbotham, *From Slavery to Freedom; A History of African Americans*, New York: McGraw-Hill, 2010. [CR1c]

Friedman, Thomas. *The World is Flat*. New York: Picador, 2007. [CR1c]

Garraty, John A (ed.). *Quarrels That Have Shaped the Constitution*, New York: Harper Perennial, 2009. [CR1c]

Grob, Gerald N. and George Billias (eds.). *Interpretations of American History*, 2 vols. New York: The Free Press, 1991. [CR1c]

Hartshorne, Thomas (ed). *The Social Fabric*, 2 vols. London: Longman, 2005. [CR1c]

Hollitz , John and A. James Fuller. *Contending Voices: Biographical Explorations of the American Past*. 2 vols, Boston: Houghton Mifflin Company, 2003. [CR1c]

Kennedy, David and Thomas Bailey. *The American Spirit: United States History as Seen by Contemporaries*. 2 vols. Boston: Houghton Mifflin Harcourt 2002. [CR1b]

Kutler, Stanley. *The Wars of Watergate: The Last Crisis of Richard Nixon*. New York: W.W. Norton, 1990. [CR1c]

Madaras, Larry. *Taking Sides*. 2 vols. Dushkin/McGraw Hill, 2006. [CR1b]

Morison, Samuel Eliot, Henry Steele Commager, and William E. Leuchtenburg. *The Growth Of the American Republic*. 2 vols, New York: Oxford University Press, 1980. [CR1c]

Nash, Gary. *The Forgotten Fifth*. Boston: Harvard University Press, 2006.

Stanford History Education Group. <http://sheg.stanford.edu> [CR1b]

Winch, Julie. *Philadelphia's Black Elite: Activism, Accommodation, and the Struggle for Autonomy, 1787-1848*. Philadelphia: Temple University Press, 1988.

Yale Law School, The Avalon Project: Documents in Law, History, and Diplomacy.
avalon.law.yale.edu[CR1b]

Zinn, Howard. *A People's History of the United States*. New York: Harper Collins, 2003. [CR1c]

Themes and Concept Questions

Identity

1. How and why have debates over American national identity changed overtime?
2. How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?

Work, Exchange, and Technology

1. How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
2. Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?
3. How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?

Peopling

1. How have changes in migration and population patterns affected American life?
2. Why have people migrated to, from, and within North America?

Politics and Power

1. How and why have different political and social groups competed for influence over society and government in what would become the United States?
2. How have the Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?

America in the World

1. How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?

2. How have the events in North America and the United States related to contemporary developments in the rest of the world?

Environment and Geography – Physical and Human

1. How did interaction with the natural environment shape the institutions and values of various groups living on the North American continent?
2. How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?

Ideas, Beliefs, and Culture

1. How and why have moral, philosophical, and cultural values changed in what would become the United States?
2. How and why have changes in moral, philosophical, and cultural values affected U.S. history?

Readings

The main text, *The American Pageant*, provides the students with a basic overview of U.S. history and will serve as the foundation to better understand the supplemental materials. Students will read approximately one textbook chapter a week, along with relevant secondary sources and primary sources. All readings will be accompanied with notes or annotations for discussions, assessment, and review. A wide variety of readings have been selected to challenge and engage the students in the larger historical discussion of sources, bias, and interpretation of facts. Students will develop the skills and insights of a historian through their class discussions, assignments, and readings.

Activities

Each unit will contain activities and assignments that enhance a student's understanding of the material and its connection to the seven themes. Activities will challenge the students to read, research, write, and work together to complete their assignments. All units will include primary and secondary sources.

Primary Sources

Each week students will be assigned primary sources to further their understanding of the unit. Primary sources and secondary sources will focus on all aspects of history (social, religious, cultural, economic, and political – to list a few) and compliment specific topics within the unit. Through the use of primary sources, students will gain an understanding of historical empathy and a greater connection to the past.

All primary sources are deconstructed to learn the author's point of view, audience, and intent. Students will summarize the document (s) and highlight all vocabulary words, phrases, and other unknown terms for class discussion.

Papers

Students will be assigned essays, research papers, and projects throughout the school year. Each marking period will have a minimum of one paper (five paragraph essay or an assigned page limit) based on a specific essay or research topic. Papers may include material from multiple units and multiple disciplines (literature, business, sociology, etc). Papers will require evidence or citations from researched or specific primary and secondary source references.

DBQ Construction and Deconstruction

Students may work in groups or individually to examine documents from a DBQ created by the teacher, AP College Board, or students. Deconstruction will consist of students reading and reviewing the documents and discussing the prompt. Students will discuss the question and determine the best way to ANSWER the question being ask, as well as arrange and dissect the documents to support their thesis.

DBQ construction will occur in the second semester and focus on the development of a prompt and the supporting documents required. Students may incorporate multiple units and perspectives to develop their DBQ.

Examinations and quizzes

An exam will be given at the end of each unit. Exams will be conducted over the course of three days to maximize the use of time within the school and prepare the students for the time constraints of A.P. testing. Day one will consist of a DBQ, day two will consist of multiple choice questions that are based off either primary source or secondary source readings, and the final day will consist of free response questions pertaining to the unit (students will answer a minimum of two questions in five paragraphs).

All quizzes will be open notebook to assess the note taking ability of the students. The quizzes will reinforce detailed notes and organization.

Grading Criteria

Students' grades will be determined by the instructor, peers, and self-evaluations. Students are responsible for all their work and meeting the assigned deadlines. All assignments, readings, and due dates will be posted on the website. Grades will be posted in a timely fashion on the school's gradebook website. All graded work will be assigned a point value based on the level of research, studying, and preparation.

UNIT 1: 1491 – 1607 – *The American Pageant* Chapters 1 -3 [CR2]

Content: Native Americans before Columbus, Europeans and Africans, Early European explorers, ecological consequences of exploration, Spanish Empire, English, Dutch, and French settlements, Atlantic economy, conflict, and exchange.

Primary Source: *The American Spirit* Vol. 1: *Chapter 1* “Bartoleme de las Casas defends the Indians” (1552), “Juan Gines de Sepulveda belittles the Indians” (1547), and “A Young Boy is Taken into Slavery” (c. 1735). *Chapter 2* “The Starving Time” (1609), “Great Indian Uprising” (1622), and “A Missionary denounces the Treatment of the Indians in South Carolina” (1708). Digital History Map, Virginiae partis australis, et Floridae partis orientalis (1640)

Primary Source Work: Students will be assigned the primary sources listed above to read and analyze on a weekly basis. Students will deconstruct each document to identify the author, title, year, tone, audience, and the AP US History theme(s) (ID, WXT, PEO, POL, WOR, ENV, CUL). Students will work in small groups one day a week to discuss the documents and create the appropriate mental maps, charts, or diagrams connecting the ideas of the textbook and weekly secondary source readings to the primary sources selections from *The American Spirit*. At the end of each week the class will circle the desks and the class will engage in a large group discussion based on the work of the small groups. The large group discussion will be led by three pre-selected students (rotating students each week).

Activities:

1. Students will contrast the image of Columbus and the role of other European explorers based on their reading of the second chapter Morison’s *The Growth Of the American Republic* and the first chapter of Zinn’s *A People’s History of the United States*. Students will create a chart detailing the differences and discuss the possibilities for the two different perspectives. Students will explain which historical narrative they prefer and why? (ID, PEO, WXT, WOR, POL, CUL)
2. Working in small groups students will create a map of the Atlantic world and highlight the various routes of European Explorers and their attempts to find the Northwest Passage, their settlements, and the areas of conflict within the European groups and Between the Europeans and Native Americans. (PEO, WXT, WOR)
3. Students will write a brief in class essay explaining the origins and advantages of slaves in North, Central, and South America. Students will assess the impact of disease, trade, and cultural differences that increased the demand and use of African slaves. (PEO, WXT, WOR, ENV, CUL)
4. Students will be assigned a location, occupation, and social station in order to create a series of journal entries based on primary and secondary sources about English settlements in Jamestown and the New England colonies. Entries will emphasis their religion, economic class, struggle, and other relevant circumstances of their colony. (ID, WXT, WOR, PEO, ENV, CUL)

DBQ Deconstruction: Teacher generated DBQ on English colonists and Native American relations to be deconstructed by the students in small groups for discussion and explanation of reasoning. (ID, WOR, PEO, CUL)

UNIT 1 Exam: Day one, teacher created DBQ on The Spanish Empire and the Columbian Exchange - How did these motives influence Spanish attitudes toward the people living in the New World? Day two, 20 multiple choice created from excerpts from primary and secondary sources. Day three, FRQ on Columbus and Native American relations and English settlement in North America (focused on cultural and economic freedoms).

Unit 2: 1607 – 1754 – *The American Pageant* Chapters 4 – 6 [CR2]

Content: Tobacco trade, African slaves, New England Families, Puritans, Daily colonial life, Immigration, Atlantic economy, colonial education and culture, religions (Great Awakening), New France, Native American conflicts, French and Indian War, Proclamation of 1763.

Primary Sources: *The American Spirit* Vol. 1: *Chapter 3*, “Framing the Mayflower Compact” (1620), “Anne Hutchinson is banished” (1637), “John Winthrop’s Concept of Liberty” (1645), “Mary Rowlandson is captured by Indians” (1675), and “A Rhode Island Quaker Sympathizes with the Indians” (1675). *Chapter 4*: “A contract for Indentured Service” (1635), “Baconites Grievances” (1677), “Slavery is Justified” (1757), “Salem Witch Hysteria” (1692). *Chapter 5*: “Jonathan Edwards paints the horrors of Hell” (1741), “George Whitfield fascinates Franklin” (1739), “The Pattern of Colonial Commerce” (1766), and “The Epochal Zenger Trial” (1735). *Chapter 7*: “Ben Franklin characterizes General Edward Braddock” (1775) and “Francis Parkman analyzes the Conflict (French and Indian War)” (1884). Digital History Map, A Mapp of New England (1675), North America (1710), A Map of the British Empire in America (1733)

Primary Source Work: Students will be assigned the primary sources listed above to read and analyze on a weekly basis. Students will deconstruct each document to identify the author, title, year, tone, audience, and the AP US History theme(s) (ID, WXT, PEO, POL, WOR, ENV, CUL). Students will work in small groups one day a week to discuss the documents and create the appropriate mental maps, charts, or diagrams connecting the ideas of the textbook and weekly secondary source readings to the primary sources selections from *The American Spirit*. At the end of each week the class will circle the desks and the class will engage in a large group discussion based on the work of the small groups. The large group discussion will be led by three pre-selected students (rotating students each week).

Activities

1. Students will write a five paragraph essay on Anne Hutchinson, answering the question – Was Anne Hutchinson a dangerous woman? (PEO, CUL)
2. Students will read *Interpretations of American History* Vol. 1, “The Puritans: Bigots or Builders?” Working in small groups students will create a textbook style narrative,

including woodcut images, based on the opposing scholarship of Thomas Wertenbaker, Clifford Shipton and Daniel Boorstin. Students will present their textbook narrative to the class. (ID, PEO, WOR, WXT, CUL)

3. Students will create maps and charts based on the routes and goods essential to the Triangle Trade. (PEO, WXT, WOR)
4. Students will be divided into groups and assigned specific chapters from *The Social Fabric* vol. 1 (Anthony Wallace “Indian life & Culture,” Arthur Schlesinger “Social Class,” and Edmund Morgan “Colonial Women”) to read and create an original thesis based on a common theme. (ID, PEO, WXT, ENV, CUL)
5. Students will analyze three artistic representations of the French and Indian War and discuss the images in pairs. Artist include Benjamin West’s “General Johnson Saving a Wounded French Soldier from the Tomhawk of a North American Indian”(1764-1768), Benjamin West’s “The Death of General Wolfe” (1770), and Francois Louis-Joseph Watteau’s “The Death of Montcalm” (1783). (ID, PEO, WOR, CUL)

Unit 2 Exam: Day one 2010 AP US History exam DBQ on the culture and politics of the Puritans. Day two, 20 multiple choice questions created from excerpts from primary and secondary sources. Day 3, FRQ on the similarities and differences of the Enlightenment and Great Awakening (required), complete one of the two FRQ focusing on the growth and impact of the Atlantic Trade (tobacco, slavery, societal divide, etc) on the colonies or the differences between the Northern and Southern colonies concerning women, education, commerce, and religion.

Unit 3: 1754-1800 – The American Pageant Chapters 7 – 10

Content: Mercantilism, Stamp and Townshend Acts, Continental Congresses, Lexington and Concord, The Declaration of Independence, Patriots and Loyalists, Peace of Paris 1783, Abigail Adams, Articles of Confederation, Economic woes, Shay’s Rebellion, Constitutional Convention, Ratification, Presidents Washington and Adams, Virginia and Kentucky Resolutions

Primary Sources: *The American Spirit* Vol. 1, *Chapter 7*, “Adam Smith’s Balance Sheet” (1776), “Benjamin Franklin Testifies against the Stamp Act” (1766), “Philadelphia Threatens Tea Men” (1773), “Samuel Johnson urges the Iron Fist” (1775), “Two view of the British Empire” (1767, 1775), “Daniel Leonard Deplores Rebellion” (1775), Patrick Henry demands boldness” (1775), and “Why an old soldier fought” (1898). *Chapter 8*, “Thomas Paine talks Common Sense” (1776), The Declaration of Independence 1776, “An abortive slave trade indictment” (1776), “The hanging of a Loyalist” (1778). *Chapter 9*, “Daniel Gray explains the Shayites Grievances” (1786), “Thomas Jefferson favors rebellion” (1787), “An Anti-Federalist demands deliberation” (1787), “James Madison defends the New Constitution” (1787). *Chapter 10*, “Alexander Hamilton versus Thomas Jefferson on Popular Rule” (1780s -1820s), “Alexander Hamilton versus Thomas Jefferson over States’ Rights” (1780s -1820s), “Alexander Hamilton versus Thomas Jefferson on the Bank” (1791), “President Washington bids Farewell” (1796).

Digital History Map, Boston, its environs and harbour, with the rebels works raised against that town in 1775 (1775), The United States of North America (1796).

Primary Source Work: Students will be assigned the primary sources listed above to read and analyze on a weekly basis. Students will deconstruct each document to identify the author, title, year, tone, audience, and the AP US History theme(s) (ID, WXT, PEO, POL, WOR, ENV, CUL). Students will work in small groups one day a week to discuss the documents and create the appropriate mental maps, charts, or diagrams connecting the ideas of the textbook and weekly secondary source readings to the primary sources selections from *The American Spirit*. At the end of each week the class will circle the desks and the class will engage in a large group discussion based on the work of the small groups. The large group discussion will be led by three pre-selected students (rotating students each week).

Activities:

1. Students will be divided into groups to access the Avalon Project website to read James Madison's *Notes of Debates in the Federal Convention 1787*. Groups will be assigned specific days and delegates to research, read, and report on the issues important to those delegates. Students will construct a mask of their delegate and present their findings to the class as that delegate. Issues will be slavery, commerce, states' rights, executive, congressional, and judicial powers. (ID, POL, WXT, CUL)
2. Students will examine the relationship between men and women during the Revolution. Students will decide whether the relationship between John and Abigail Adams was unique to the educated elite or more common than perceived. Students may research the relationships of other Founding Fathers and compare / contrast them to John and Abigail. Students will submit a five paragraph essay that includes a minimum of two other relationships. (ID, PEO, POL, CUL)
3. Working in pairs, students will read and discuss *Contending Voices* vol. 1, chapter six between John Taylor and Alexander Hamilton concerning "Agrarians and Capitalists in the Early Republic". Students will debate the economic implications of the Revolution on farmers, laborers, and merchants. Students will identify and map centers of industry and farming in the United States during this time. In addition, students will research and graph the economic trends or demands for industry and agriculture. (ID, WXT, ENV, WOR, POL)
4. Students will read and annotate "Race and Citizenship in the Early Republic" from Gary Nash's *The Forgotten Fifth* and "The Emergence of the Elite, 1787 – 1822" from Julie Winch's *Philadelphia's Black Elite* for DBQ assignment. (ID, PEO, WXT, CUL)

DBQ Deconstruction: Teacher generated DBQ on the lives of Black Americans during the colonial period, Revolution, and Early Republic. Students will discuss the different perceptions and liberties Black Americans either enjoyed or were denied based on geography and decade. Students will incorporate the works of Nash and Winch into their small group discussions and short answers. (ID, PEO, WXT, WOR, CUL)

Unit 3 Exam: Day one, 2005 AP US History exam DBQ on the American Revolution and the economic, social, and political effects of the Revolution. Day two, 20 multiple choice questions created from excerpts from primary and secondary sources. Day three, FRQ one essay on the methods that Great Britain used to exert power over the colonists and the colonial response based on Enlightenment ideals and British law, as well as an essay on the geographical and environmental characteristics of the various colonial regions and their development of unique customs, economics, and relationships with the Native Americans.

Unit 4: 1800 - 1848 - *The American Pageant* – Chapters 11 – 17

Content: Election 1800, politics in the Early Republic, Foreign and domestic policies of the presidents, social and reform movements, development of American culture, literature, and religious revival, Immigration and cities, Women and Seneca Falls, Temperance, Slavery and King Cotton, conflicts and compromise, territorial expansion and the Mexican War.

Primary Sources: *The American Spirit* Vol. 1, *Chapter 11*, “Jefferson stretches the Constitution to Buy Louisiana” (1803), “Lewis and Clark meet a Grizzly” (1805), “A Federalist attacks the Embargo” (1808), “A Jeffersonian upholds the Embargo” (1808). *Chapter 12*, “Tecumseh challenges William Henry Harrison” (1810), “Representative Felix Grundy Demands War” (1811), “John Taylor Reviles Slavery” (1819), “Charles Pickney Upholds Slavery” (1819), “James Monroe warns the European Powers” (1823). *Chapter 13*, “Senator Robert Hayne advocates Nullification” (1830), “Senator Webster Pleads for the Union” (1830), “Andrew Jackson Denounces Nullification” (1832), “Jackson vetoes the Bank Recharter” (1832), “Jackson endorses the Indian Removal” (1829). *Chapter 14*, “The abuse of Female workers” (1836), “The Utopian Lowell Looms” (1844), “Slavers for New England Girls” (1846), “The Coming Irish” (1836), “Agitation for the Ten Hour Day” (1835), “The Impact of the Erie Canal” (1853), “Railroads link the East and West” (1849). *Chapter 15*, “Joseph Smith has a vision” (1820), “Dorothea Dix Succors the insane” (1843), “The Seneca Falls Manifesto” (1848), “Emersonisms and Thoreauisms”, “Alexis de Tocqueville Predicts the Indians Future” (1835), “John James Audubon is Pessimistic about the Indian’s Fate” (1843). *Chapter 16*, “A boy learns his lesson” (1827), “A former slave exposes slavery” (1850), “Comparing slave labor and wage labor” (1850), William Lloyd Garrison launches *The Liberator*” (1831), “Abraham Lincoln Appraises Abolitionism” (1854). *Chapter 17*, “Senator Edward Hannegan demands 54 40” (1846), “President Polk Justifies the Texas coup” (1845), “The President (Polk) Blames Mexico” (1846), Polk Submits the Trist Treaty” (1848). Digital History Map: Map of the country belonging to the Cherokee and Creek Indians (1815), Map of the United States & Texas (1839).

Primary Source Work: Students will be assigned the primary sources listed above to read and analyze on a weekly basis. Students will deconstruct each document to identify the author, title, year, tone, audience, and the AP US History theme(s) (ID, WXT, PEO, POL, WOR, ENV, CUL). Students will work in small groups one day a week to discuss the documents and create the appropriate mental maps, charts, or diagrams connecting the ideas of the textbook and

weekly secondary source readings to the primary sources selections from *The American Spirit*. At the end of each week the class will circle the desks and the class will engage in a large group discussion based on the work of the small groups. The large group discussion will be led by three pre-selected students (rotating students each week).

Activities:

1. Students will read selections from *The Social Fabric* vol. 1 (Carl Wittke “Nation of Immigrants,” David Johnson “Urban Problems,” and Norman Ware “The Industrial Worker”) and compose a five paragraph essay comparing similar themes between *The Social Fabric* and the textbook. (PEO, WXT, WOR, ENV, CUL)
2. Students will analyze three artistic representations of the Hudson River School. Students will be divided into pairs to analyze the works of a specific artist (Frederic Edwin Church, Albert Bierstadt, and Thomas Cole) and write an essay explaining the rationale for their subjects. Emphasis will be placed on the unique aspects that make their works “American.” (ID, PEO, ENV, CUL)
3. Student will read chapters four and five from *After the Fact* on the Western Frontier and the ecological concerns of Westward Expansion during the mid-nineteenth century. Students will create a tri-fold brochure either encouraging or protesting Westward Expansion. The brochure will include prominent people, Native American tribes, and chart the natural resources that may be used for a profit. Presentations will explain the positions of the students and their researched positioned. (ID, WXT, ENV, PEO, CUL)
4. Students will read selections from *Conflict or Consensus* vol. 1, “American Negro Slavery” (Kenneth Stamp, Stanley Elkins, and Eugene Genovese) and chapters 7 and 8 from John Hope Franklin’s *From Slavery to Freedom*. Students will annotate and keep notes on their readings and prepare for a large group debate on the perceptions of slavery in the United States. (ID, PEO, WXT, CUL)
5. Students will read and annotate Robert V. Remini’s “Brothers, Listen, ... You Must Submit,” and Anthony Wallace’s “The Long Bitter Trail: Andrew Jackson and the Indians.” These readings will help understand the DBQ. (PEO, POL, ENV, CUL)
6. Students will create a timeline of Westward Expansion starting with the Louisiana Purchase up until the end of the Mexican War. Students will use the timeline to create a map and map legend explaining the different routes and migration patterns of Louis and Clark, Native Americans (Trail of Tears), Immigrants, Military forces, and the admission of states from 1804 to 1848. (ID, PEO, WXT, POL, ENV, WOR, CUL)

Paper:

Students will write a five page thesis paper based on the Supreme Court rulings of John Marshall. Students will examine the impact of the Marshall Court in continuing the policies of the Federalist Party after its demise in 1816 using the work, *Quarrels That Shaped The Constitution* chapters one through five written by historians: John Garraty, Richard Current, Bray Hammond, George Dangerfield, and Henry Graff. (ID, POL, WXT, CUL)

Unit 4 Exam: Day one, 1980 AP US History exam DBQ on Jackson's Indian Removal Policy and the moral, political, constitutional, and practical concerns that shaped US Indian Policy. Day two, Day two, 20 multiple choice questions created from excerpts from primary and secondary sources. Day three, FRQ – In what ways did the newly emerging religious and utopian communities of the mid-nineteenth century contribute to America's expansion West. Select one of the following; To what extent were the democratic ideals of the United States expressed in art, literature, and culture or Explain the rise of manufacturing and industry in the North (include women, immigrants, and free blacks).

Unit 5: 1844 - 1877 - The American Pageant – Chapters 18 – 22

Content: Sectionalism, Popular Sovereignty, Kansas-Nebraska Act, Abolitionism, *Dred Scott*, Bleeding of Kansas, the Civil War, rights of freedmen and women, economic impact of the war, Gettysburg, Vicksburg, Emancipation Proclamation, Defeat of CSA, Reconstruction, Freedmen's Bureau, Black Reconstruction, Impeachment of President Johnson, Reconstruction Amendments, KKK.

Primary Source: *The American Spirit* vol. 1, Chapter 18, "Southerners threaten secession" (1849), "John Calhoun demands Southern Rights" (1850), "Daniel Webster urges Concessions" (1850), "Joshua Giddings rejects slave catching" (1850), "Stephen Douglas's Popular-Sovereignty Plea" (1854). Chapter 19, selections from *Uncle Tom's Cabin* (1852), "Charles Sumner assails the Slavocracy" (1856), "The South justifies Yankee-Beaters" (1856), "Stephen Douglas opposes Black Citizenship" (1858), "Abraham Lincoln denies Black equality" (1858), "Fire-Eaters urge Secession" (1860). Chapter 20, "Fort Sumner inflames the North" (1861), "Fort Sumner inspires the South" (1861), "Alexander Hamilton Stephen's Cornerstone Speech" (1861), "The Pinch Blockade (1861-1865), "The War to Preserve the Union" (1863), "The War to End Slavery" (1863). Chapter 21, Emancipation Proclamation (1863), "Jefferson Davis deplores Emancipation" (1863), "The Hell of Andersonville Prison" (1864), "General William Sherman Dooms Atlanta" (1864), "An Abolitionist Officer Commands Black Troops" (1869). Chapter 22, "Carl Schurz Reports Southern Defiance" (1865), "The Former Slave Confront Freedom" (1901), "The Radical Republicans take a Hard Line" (1866), "Senator Lyman Trumbull defends Johnson" (1868), "Thaddeus Stevens demands Black Suffrage" (1867), "W.E.B. Du Bois Justifies Black Legislators" (1910), "Maria Carter describes an Encounter with the Klan" (1871), "Frederick Douglass Complains" (1882). Digital History Map; The historical war map (1862), Map illustrating the operations of Gen. W.T. Sherman, in Georgia (1864).

Primary Source Work: Students will be assigned the primary sources listed above to read and analyze on a weekly basis. Students will deconstruct each document to identify the author, title, year, tone, audience, and the AP US History theme(s) (ID, WXT, PEO, POL, WOR, ENV, CUL). Students will work in small groups one day a week to discuss the documents and create the appropriate mental maps, charts, or diagrams connecting the ideas of the textbook and weekly secondary source readings to the primary sources selections from *The American Spirit*. At the end of each week the class will circle the desks and the class will engage in a large group

discussion based on the work of the small groups. The large group discussion will be led by three pre-selected students (rotating students each week).

Activities:

1. Students will read passages of the Lincoln – Douglas Debates and outline the issues that dominated the debates. Students will explain the changing language and positions of the candidates as they change their location within Illinois (North vs. South). Students will include a map of the state and the locations of the debates. (ID, PEO, POL)
2. Students will read *Interpretations of American History* Vol. 1, “The Civil War; Repressible or Irrepressible.” Working in small groups students will create a textbook style narrative, including political cartoons, based on the opposing scholarship of Frank Owsley, J.G. Randall, and Arthur Schlesinger, Jr. (ID, PEO, POL, WXT, CUL)
3. Students will create a graph and map of the Elections of 1852, 1856, 1860, and 1864. Students will highlight electoral votes, popular votes, and state break down for each election. Through the creation of graphs and maps students will be able to explain the changing demographics and voting patterns of the American public, as well as the emergence of a new Republican political party. (ID, PEO, POL)
4. Students will conduct research on the role of women in the Antebellum South and North, as well as the role women played in the Civil War from nursing to spying. Students will submit a four to six page research paper that combines a minimum of three scholarly articles, two books, and two primary sources. (PEO, POL, CUL)
5. Students will read and annotate “Promises and pitfalls of Reconstruction,” *From Slavery to Freedom* and “The View from the Bottom Rail: Oral History and the Freed people,” *After the Fact*. Students will create four journal entries from the viewpoint of a runaway slave or enslaved individual during the Civil War and Reconstruction periods, 1858 - 1875. (ID, PEO, WXT, ENV, CUL)

Unit 5 Exam: Day One, 1996 AP US History exam DBQ on the constitutional and social developments from 1860 to 1877. Day two, 20 multiple choice questions created from excerpts from primary and secondary sources. Day three, FRQ – How did the Civil War struggle shape the Americans’ beliefs about equality, democracy, and national destiny? Select one of the following: How did the manufacturing in the North and agriculture in the South change the economic system in the United States from 1848 to 1877 or what was the global impact of America’s conflict over slavery and its eventual abolition in 1865?

Unit 6: 1865 – 1898 – The American Pageant – Chapters 23 – 27

Content: President Grant, Reconstruction Amendments, The Compromise of 1877, The Gilded Age, Immigration, Corruption, “The Forgettable Presidents”, Civil Service Reform, Industry, Robber Barons or Captains of Industry, Labor and Unions, City life and environmental impact, child and women laborers, NAACP, Black-American Leaders, Nativist, Native America

assimilation and conflict, Agricultural Revolution, The Grange, Silver v. Gold, William J. Bryan v. McKinley, Latin American politics and Foreign policy, *USS Maine*, Spanish-American War, Imperialism, China and the Open Door Policy.

Primary Source: *The American Spirit* vol. 2, *Chapter 23*, “Rutherford B. Hayes believes himself defrauded” (1876), “A Southerner defends Jim Crow” (1900), “Booker T. Washington portrays the plight of Black Tenant farmers” (1889), “A Southern Black Woman Reflects on the Jim Crow System” (1902), “The Court declares that Separate is Equal” (1896), “Cleveland pleads for Tariff reduction” (1885), “Philadelphians criticize Cleveland” (1887), *Chapter 24*, “Railroad President Dillon supports stock watering” (1891), General James B. Weaver deplors stock watering” (1892), “John D. Rockefeller justifies rebates” (1909), “An oil man goes bankrupt” (1899), “Andrew Carnegie’s Gospel of Wealth” (1899), “The life of a sweatshop girl” (1902), “Knights of Labor champion reform” (1887), “Samuel Gompers condemns the Knights” (1886), “Upton Sinclair describes the Chicago Stockyards” (1906), “An engineer describes smoke pollution (1911), *Chapter 25*, “Jacob Riis goes slumming” (1890), “Political cartoon Four views of the Statue of Liberty” (1881, 1885, 1886), “The shock of Darwinism” (1896), “Frances Willard prays in a saloon” (1874), “Victoria Woodhull advocates Free Love” (1871), “Jane Addams demands the vote for woman” (1910), *Chapter 26*, “*Harpers Weekly* decries the Battle of Little Big Horn” (1876), “She Walks With Her Shaw remembers the Battle of Little Big Horn” (1876), “Chief Joseph’s Lament” (1879), “A Native American Tries to Walk the White Man’s Road” (1890s), “Sodbusters in Kansas” (1877), “A Populist condemns George Pullman” (1894), “Pullman Defends his company” (1894), “William Jennings Bryan’s Cross of Gold” (1896), *Chapter 27* “Joseph Pulitzer demands intervention” (1897), “William Randolph Hearst stages a rescue” (1897), “President McKinley submits a War Message” (1898), “Rough Times for Rough Riders” (1898). Digital History Map: 1860-1890 - The Trans-Mississippi West (Plains Wars 1890), Spanish American War Siege of Santiago (1898), Railroad Map (1898).

Primary Source Work: Students will be assigned the primary sources listed above to read and analyze on a weekly basis. Students will deconstruct each document to identify the author, title, year, tone, audience, and the AP US History theme(s) (ID, WXT, PEO, POL, WOR, ENV, CUL). Students will work in small groups one day a week to discuss the documents and create the appropriate mental maps, charts, or diagrams connecting the ideas of the textbook and weekly secondary source readings to the primary sources selections from *The American Spirit*. At the end of each week the class will circle the desks and the class will engage in a large group discussion based on the work of the small groups. The large group discussion will be led by three pre-selected students (rotating students each week).

Activities:

1. Students will read Robert Utley’s “The Reservation and Destruction of Indian Culture” in *The Social Fabric* vol. 2, along with analyzing select works of Frederic Remington’s depiction of the West and Native Americans (*The Parley*, *Indians Simulating Buffalo*, and *Ridden Down*). Students will either create a historical fiction story that connects Utley’s work with one of the painting, incorporating culture, identity, environment, and spirituality where appropriate. (ID, PEO, CUL)

2. Students will research and graph the increasing number of immigrants based on their homeland, along with a global map that illustrates the voyage immigrants endured to reach the United States. The graph will include nationality, religion, and where in the United States each group settled. (ID, PEO, WOR, CUL)
3. Students will examine the origins and obstacles of labor in the late nineteenth century through the readings of Jacquelyn Hall's "Labor in the Gilded Age" in *The Social Fabric* vol. 2, Hollitz's "Terrance Powderly and Jay Gould" in *Contending Voices* vol. 2., and Zinn's "Robber Barons and Rebels" in *A People's History of the United States*. Students will construct a five paragraph essay with an original thesis that incorporates the different viewpoints of their sources (Hollitz's chapter is edited primary sources). (ID, PEO, WXT, POL, CUL)
4. Students will research and email Thomas Nast political cartoons to the teacher depicting corrupt politicians and social issues of the late nineteenth century. A slide show will be construct for student analysis of the cartoons through short presentations. Students will create their own political cartoon based on a specific late nineteenth century president and either a scandal or accomplishment of their president. (POL, PEO, WOR, CUL)
5. Students will read excerpts from Frederick Jackson Turner's "The Significance of the American Frontier in American History 1893" and the introduction to William Appleman William's *The Tragedy of American Diplomacy*. Students will debate the question of America's expansion West and beyond, in the hopes of obtaining new markets (incorporate New Imperialism, Open Door Policy, and the Spanish American War). (ID, PEO, POL, WOR)

DBQ Construction: Students, working in groups of three to four, will research and create a DBQ based on primary and secondary sources focused on the Titans of Industry and the creation of monopolies in the late nineteenth century. DBQs must include a political cartoons, a graph, a map, two governmental records (speeches, policies, or legislation), and three societal documents (letters or diaries). Students will present their finished work to the class explaining the prompt, document selections, and ideal answer. (ID, WXT, PEO, POL, ENV, WOR, CUL)

Unit 6 Exam: Day one, 1983 AP US History exam DBQ on agrarian discontent in the late nineteenth century and the threats to this way of life. Day two, twenty multiple choice questions based on excerpts from primary and secondary sources. Day three, FRQ – In what ways did the “new” immigrants of the late nineteenth century differ from the “old” immigrants of the mid-nineteenth century (include homeland, religion, cultures, settlements). Select one of the following: To what extent was the West “opened” by eastern investments, technology, politics or In your opinion what were the three biggest political scandals of the late nineteenth century? Explain your reasoning.

Unit 7: 1890- 1945 - The American Pageant – Chapters 28 – 36

Content: TR, Wilson, FDR, Imperialism, Latin America and Asia, Progressivism, Muckrakers, Women's Rights, child labor, Inventions and inventors, Tariffs, World War I, Neutrality, Peace

of Versailles, Home front, Red Scare, Great Migration, Music, Literature, Arts, 1920s, Prohibition, Great Depression, Mexican immigration, Gangsters, Scopes Trial, automobiles and transportation, consumerism, radio, New Deal, Alphabet Legislation, Supreme Court (Packing too), World War II, Pacific and European Theaters, Home front, Women in the work force, Truman, Atomic Weapons.

Primary Sources: *The American Spirit* vol. 2, *Chapter 29*, “Exposing the meat packers” (1906), “Lincoln Steffens bares Philadelphia Bossism” (1905), “The Triangle Shirtwaist Fire Claims 146 Lives” (1911), “Theodore Roosevelt defends the forests” (1903), “John Muir damns the Hetch Hetchy Dam” (1912), “Senator Robert Owen Supports Women” (1910), “A woman assails Women’s Suffrage” (1910). *Chapter 30*, “Louis Brandeis indicts interlocking directories” (1914), “JP Morgan denies a money trust” (1913). *Chapter 31*, “President Wilson breaks diplomatic relations” (1917), “General John Pershing defines American fighting tactics” (1917-18), “Fourteen Points” (1919), “The Lodge-Hitchcock Reservations” (1919). *Chapter 32*, “Walter Lippmann Pleads for Sacco and Vanzetti” (1927), “KKK Tar Buck terror in Texas” (1921), “The WCTU Upholds Prohibition” (1926), “Margaret Sanger Campaigns for birth control” (1920), “The Supreme Court declares that women are different from men” (1908), “The Supreme Court declares that men and women are equal” (1923). *Chapter 33*, “President Harding hates his job” (1922), “Rumbles of Revolution” (1932), “Herbert Hoover and FDR Clash over Public versus Private Power” (1932), “Herbert Hoover and FDR Clash over government in business” (1932). *Chapter 34*, “A Boy in Chicago writes to President Roosevelt” (1936), “Senator Huey P. Long Wants Every Man to Be King” (1934), “Dr. Francis Townsend promotes old-age pensions” (1933), “Back-Country Poets Reflect on the CCC” (1934, 1935), “Franklin Roosevelt creates the Tennessee Valley Authority” (1933), “Harold Ickes defends his Chief” (1937). *Chapter 35*, “Charles Lindbergh argues for isolation” (1941), “Framing the Atlantic Charter” (1941), “War Warnings from Washington” (1941). *Chapter 36*, “A Japanese-American is convicted” (1943), “Eisenhower urges the earliest possible Second Front” (1942), “Stalin Resents the delay of the Second Front” (1943), “Cordell Hull opposes Unconditional Surrender” (1948), “Japan’s horrified reaction” (1945), “Harry Truman justifies the bombing” (1945). Digital History Map: Western Front Map (1918), Map European Theater World War II (1944), Population shift map 1950s (1960).

Primary Source Work: Students will be assigned the primary sources listed above to read and analyze on a weekly basis. Students will deconstruct each document to identify the author, title, year, tone, audience, and the AP US History theme(s) (ID, WXT, PEO, POL, WOR, ENV, CUL). Students will work in small groups one day a week to discuss the documents and create the appropriate mental maps, charts, or diagrams connecting the ideas of the textbook and weekly secondary source readings to the primary sources selections from *The American Spirit*. At the end of each week the class will circle the desks and the class will engage in a large group discussion based on the work of the small groups. The large group discussion will be led by three pre-selected students (rotating students each week).

Activities:

1. Students will be assigned a historical figure from the Progressive Era to research and write a persuasive essay (four to six pages in length) of their individual's contribution to the period. Students should concentrate on the contributions this person made between the years of 1890 to 1920. Tables will be set for historical figures to sit with those who share a common interests or occupation. Conversations around the tables should center on your importance to the period and be persuasive, so we can decide who is the most important at the table or tables (inventors (Edison, Ford), academics W.E.B. DuBois, Charles Beard), athletes (Knute Rockne, Christy Mathewson), writers (Henry James, Upton Sinclair), artists (Georgia O'Keefe, Thomas Eakins), and activists (Alice Paul, Mary Harris "Mother" Jones)). (ID, PEO, WXT, POL, WOR, ENV, CUL)
2. Students will work in groups of two or three to develop and create a World War I propaganda poster based on an assigned theme. All posters will be geared towards citizens of the United States and must be based on two existing World War I posters sharing the same theme. Poster themes will be divided into categories based on the Library of Congress cataloging system; enlistment, war bonds, food issues, and symbolism. Groups will deliver a presentation and submit one five page essay that explains their propaganda poster. (ID, WXT, PEO, POL, CUL)
3. Students will read and take notes on selections from *Conflict or Consensus* vol. 2, "The New Deal" (Frank Freidel, Carl N. Degler, and Edgar Robinson) and "Franklin D. Roosevelt: Patrician as Opportunist," from Richard Hofstadter's *The American Political Tradition: And the Men Who Made it*. Student will use their notes to debate the successes and failures of the New Deal and the criticisms of FDR's contemporaries and the criticisms of historians. (ID, PEO, POL)
4. Students will work in small groups to create a presentation that maps and elaborates on the Great Migration of Black Americans from the South in the early twentieth century to cities in the Mid-West and Northeast. Student groups will be divided by specific cities like Chicago, Philadelphia, or New York and must incorporate cultural (music, art, literature), economic, and political contributes Black Americans made to to each city. Students must include primary sources, music, and artistic samples for each city, as well as a map tracing their journey. Students may reference *From Slavery to Freedom* or their textbook as a point of origin for their research. (ID, WXT, PEO, WOR, CUL)
5. Students will research alumni from their high school who served in World War II. This assignment will require all students to visit the Historical Society of our town to copy three letters from three different servicemen to their Principal William "Bull" Reynolds. The letters will serve as the central point of your paper and create a research paper explaining the events or circumstances of the events described in the letters selected (students should select letters that have a similar theme – basic training, the European theater, the Pacific theater, state news, sporting events, etc.). Students will present their findings during a presentation that highlights their research (trials and tribulations of primary research at the historical society of town). Students may find Michael Bennett's "G.I. Bill of Rights," in *The Social Fabric* vol. 2, a helpful resource in understanding the time and letters. (ID, PEO, POL, WXT, ENV, CUL)

Paper:

Students will write a five page thesis paper based on the Supreme Court rulings during the FDR Administration. Students will use the *Quarrels That Have Shaped the Constitution* to determine the reasoning behind the Court's rejection of certain New Deal programs and how the Court changed over the course of FDR's tenure as president. Students will focus on the essays written by Frank Freidel about *Schechter v. U.S.*, William Leuchtenburg about *West Coast Hotel Company v. Parrish*, and Irving Dillard about *Minersville School District v. Gobitis* and *West Virginia State Board of Education v. Barnette*. (ID, PEO, POL, WXT, CUL)

Unit 7 Exam: Day one, 2003 AP US History Exam DBQ on FDR and his administration's response to the Great Depression, from 1929 to 1941. Day two, twenty multiple choice questions created from excerpts from primary and secondary sources. Day three, FRQ – Why did U.S. leaders decide to become involved in World War I and World War II? How did these actions alter US foreign policy in the twentieth century? Did the nation support these actions, if not who voiced discontent? Select one of the following: Why did reformers demand greater government oversight in the areas of natural and environmental resources? Or In what ways did the Progressive Movement shape the early twentieth century for the benefit of women, labor, and immigrants?

Unit 8: 1945 – 1980 – The American Pageant – Chapters 37 – 40

Content: Cold War origins, Baby boom, UN, NATO, Korea, China, Vietnam, Cuba, Marshall Plan, Desegregation, Affluent Society, Suburbia, Civil Rights, MLK Jr., IKE, JFK, LBJ, Nixon, Red Scare, Chicano and Native American Movements, consumerism, literature, Television, Film, Music, Nuclear Age, Space Race, 1968, cultural upheaval, trade and agreements, expanding markets, ERA, Stonewall riots, Carter, increasing Middle East importance, Soviet Invasion of Afghanistan, Ronald Reagan.

Primary Sources: *The American Spirit* vol. 2, *Chapter 37*, “Dr. Benjamin Spock advises the parents of the Baby-Boom” (1957), “A working mother lauds the New “Two-Income Family”” (1951), “Secretary Edward Stettinius Defends Yalta” (1949), “George Kennan proposes Containment” (1946), “The World through Soviet Eyes” (1946), “Secretary George Marshall speaks at Harvard” (1947), “Secretary Dean Acheson drops Jiang Jieshi” (1949), “Senator Joseph McCarthy blasts “Traitors”” (1952), “NSC-68 offers a blueprint for the Cold War” (1950), “Truman asserts Civil Supremacy” (1951), “MacArthur calls for Victory” (1951). *Chapter 38*, “Secretary Dulles warns of Massive Retaliation” (1954), “Joseph McCarthy upholds guilt by association” (1952), “The Court rejects segregation” (1954), “Eisenhower sends Federal Troops” (1957), “Martin Luther King Jr., Asks for the Ballot” (1957), “John Kenneth Galraith criticizes the Affluent Society” (1958), “Newton Minow criticizes the “Vast Wasteland” of television” (1961), “Eisenhower’s Farewell message” (1961). *Chapter 39*, “President Kennedy proclaims a “Quarantine”” (1962), Premier Krushchev proposes a swap” (1962), “Michael

Harrington discovers another America" (1962), "President Johnson declares War on Poverty" (1964), "Students Sit In for Equality" (1960), "Riders for Freedom" (1961), Martin Luther King Jr., Writes from a Birmingham Jail" (1963), "The Joint Chiefs of Staff propose a wider war" (1964), "Defense Secretary McNamara foresees a stalemate" (1965), "Secretary McNamara opposes further escalation" (1966), The Young American for Freedom make a Statement" (1960), "A War Protester decided to resist the Draft" (1966). *Chapter 40*, "Henry Kissinger dissects the dissenters" (1979), "Nixon's grand plan in foreign policy" (1968-1969), "Nixon's Address to the Nation" (1973), "The First Article of Impeachment" (1974), "Nixon incriminates himself" (1972), "Nixon accepts Presidential Pardon" (1973), "The National Organization for Women Proclaim the rebirth of Feminism" (1966), "The case for the Equal Rights Amendment" (1970). Digital History Map; Election Maps 1960, 1964, 1968, 1972, 1976, 1980

Primary Source Work: Students will be assigned the primary sources listed above to read and analyze on a weekly basis. Students will deconstruct each document to identify the author, title, year, tone, audience, and the AP US History theme(s) (ID, WXT, PEO, POL, WOR, ENV, CUL). Students will work in small groups one day a week to discuss the documents and create the appropriate mental maps, charts, or diagrams connecting the ideas of the textbook and weekly secondary source readings to the primary sources selections from *The American Spirit*. At the end of each week the class will circle the desks and the class will engage in a large group discussion based on the work of the small groups. The large group discussion will be led by three pre-selected students (rotating students each week).

Activities:

1. Students will read the "The Cold War and Beyond," in *Interpretations of American History* vol. 2 (that includes excerpts from John Lewis Gaddis and Odd Arne Westad), along with Glen Altschuler's "That Old Time Rock and Roll" and Elaine Tyler May's "Consumerism and Suburban Homes" in *The Social Fabric* vol. 2. Students will design, write, and construct a graphic non-fiction work that best describes the United States during the Cold War. The contrasting works read for this assignment will provide a balanced view that takes into account the political, world, and domestic issues within the United States during this time. (ID, WXT, POL, ENV, CUL)
2. Students will research and analyze the works of Jackson Pollock, Roy Lichtenstein, Andy Warhol, and Jean-Michel Basquiat. Student will email the instructor their selections and brief history of the painting to create a slideshow for the class to view the art and hear their colleagues discuss selected works. (ID, PEO, CUL)
3. Students will read "From Rosie to Lucy: The Mass Media and Images of Women in the 1950s" in *After the Fact*, "Has the Women's Liberation Movement been Harmful to American Women? (F. Carolyn Graglia's "Domestic Tranquility: A Brief Against Feminism" and Sara Evans "American Women in the Twentieth Century")" in *Taking Sides* vol. 2, and "From Mystique to Militancy: Betty Friedan and Gloria Steinem" from *Contending Voices* vol. 2 (primary sources). Students will debate the course of the Women's Movement in the 1960s and 1970s. Students will take notes from their readings

to support whether or not the Women's Rights Movement helped or hurt American Women? (ID, PEO, CUL)

4. Students will research the Vietnam War through maps, concentrating on the years 1954, 1960, 1964, 1968, 1972, and 1975. Students should focus on the moving borders, lines of advancement (US & North Vietnamese), expansion of the war, trails, and US bombing patterns. Students will read excerpts from *The Social Fabric* vol. 2 "Vietnam and After" by Loren Baritz, "Where Trouble Comes: History and Myth in War Films" in *After the Fact*, and chapter 18 "The Impossible Victory: Vietnam" in *A People's History of the United States*. Based on the readings and map analysis, students will discuss in small groups the course of the war and its impact on American life and culture. (ID, PEO, POL, CUL)
5. Students will examine the Watergate Scandal and the impact this event had on the nation. Did this event redefine the presidency? How did it change the media and public's opinion about politicians/power? What are some possible long terms benefits and/or setbacks for the US government due to Watergate? Students will be prepared to discuss these questions in a small group setting to try and establish a consensus and reconvene into a large class discuss about these events. Students will read "In the Shadow of Watergate" and "Richard Nixon, Watergate, and History" from Stanley Kutler's *The Wars of Watergate: The Last Crises of Richard Nixon* and "Break into Watergate: Plumbing a Presidency through Audio Tapes" from *After the Fact*. (ID, PEO, POL, CUL)

DBQ Construction: Students, working in groups of three to four, will research and create a DBQ based on primary and secondary sources focused on the Civil Rights, Chicano Civil Rights and Native American Civil Rights Movements in the 1960s and 1970s. DBQs must include two political cartoons, two graphs (based on any census, income, voting, or similar data), three governmental records (speeches, policies, or legislation), and six documents produced by the groups (letters, diaries, posters, speeches, or court documents). Students will present their finished work to the class explaining the prompt, document selections, and ideal answer. (ID, PEO, WOR, CUL)

Unit 8 Exam: Day one, 2007 AP US History exam DBQ on LBJ and his administration's response to the political, economic, and social problems between the years of 1960 and 1970. Day two, twenty multiple choice questions created from excerpts from primary and secondary sources. Day three, FRQ- In what ways did the changes in popular culture reflect or cause changes in social attitudes in the 1950s and 1960s? How did the reaction to these changes affect political and public debates? Select one of the following: To what extent did the Cold War influence domestic policies regarding race and gender in the 1960s and 1970s? Or In your opinion, what events led to the shift in the United States from liberalism to conservatism as seen in the 1960s and 1970s?

Unit 9: 1980 – Present – *The American Pageant* – Chapters 41 – 42

Content: Reagan's domestic and foreign policies, rise of conservatism and the religious right, Bush Sr. and the end of the Cold War, The Middle East (Iraq, Afghanistan), Economics and the middle class, recession, Bill Clinton, poverty, feminist revolution, post-industrial society, Clinton's foreign policy, terrorism, Election 2000, G.W. Bush, 9/11, Neo-conservatism, Recession 2007, President Obama's domestic and foreign policies, Affordable Care Act, Tea Party, Immigration, Latinos, War on Terror, Global Warming.

Primary Sources: *The American Spirit* vol. 2, *Chapter 41*, "The Supply-Side Gospel" (1984), "President Reagan asks for a Tax Cut" (1981), "Reagan sees Red in Nicaragua" (1986), "An Editor analyzes the Iran-Contra Affair" (1987), "Four views on the End of the Cold War" (1994), "The Agonizing debate over Abortion" (1984), "Editor Irving Kristol defines Neoconservatism" (1983), "The Reagan Revolution in Historical Context" (1982). *Chapter 42*, "Lester Thurow decries growing inequality" (1995), "Michael Walzer sees Danger for democracy" (1996), "Women assault The Citadel" (1995), "The 'Gender Gap' in politics" (1996), "The *National Review* urges privatization of Social Security" (1996), "A Younger Generation looks to the Future" (1996), "The puzzling economics of immigration" (1996), "Clamping down on immigrants in California" (1994), "Affirmative Action on the rocks" (1996), "Californians trash Affirmative Action" (1996). Internet sources, Reagan's Evil Empire Speech (1983), Reagan's "Tear Down This Wall" Speech (1987), "Don't Ask Don't Tell" (1994), Hillary Clinton's "Remarks to the UN 4th Women Plenary Conference" (1995), "The Unabomber Manifesto" (1995), Cesar Chavez "Origins of National Farm Workers Union" (1997), Excerpts from Kenneth Starr Report (1997), G.W. Bush Address to Congress (September 20, 2001), Excerpts from the Patriot Act (2001), Al Gore Nobel Peace Prize Speech (2007), Senator Obama "Race Speech" (2008), President Obama's Inaugural (2009). Map End of Cold War (1992), Map Iraq War (1992), Map Afghanistan War (2003).

Primary Source Work: Students will be assigned the primary sources listed above to read and analyze on a weekly basis. Students will deconstruct each document to identify the author, title, year, tone, audience, and the AP US History theme(s) (ID, WXT, PEO, POL, WOR, ENV, CUL). Students will work in small groups one day a week to discuss the documents and create the appropriate mental maps, charts, or diagrams connecting the ideas of the textbook and weekly secondary source readings to the primary sources selections from *The American Spirit*. At the end of each week the class will circle the desks and the class will engage in a large group discussion based on the work of the small groups. The large group discussion will be led by three pre-selected students (rotating students each week).

Activities:

1. Students will research and write a five to seven page essay on the evolution of the Lesbian, Gay, Bisexual, and Transgender Movement from the Stonewall Riots (1968) to the Supreme Court ruling in *Hollingsworth v. Perry* (2013). Student must address the legislative, political, and social transformation that the United States has undergone in the last forty years. Students must dedicate a paragraph to the current controversy over Gay

marriage. Students should consult Michael Bronski's *A Queer History of the United States* (2012). (ID, PEO, CUL)

2. Students will read "Conservatism and the limits of Consumer Capitalism: Irving Kristol and Ralph Nader (Primary Sources)" in *Contending Voices* vol. 2 and William Martin's "Culture War" in *The Social Fabric* vol. 2. Students will trace the rise of Conservatism and its embodiment in the Reagan years of the 1980s and its attempted rebirth with G.W. Bush. Students should outline the demographics behind the movement and include the economic and social philosophy of American Conservatism in the late twentieth and early twenty-first centuries. (POL, PEO)
3. Students will view Al Gore's *Inconvenient Truth* and research the debate on global warming. In addition, students will read "America and the Flat World: America and Free Trade" in Thomas Friedman's *The World is Flat* (2007). Based on their reading and research students will debate the responsibilities of the United States in the early twenty-first century. Students need to emphasize the economic and environmental aspect of the United States policies and the lifestyle of its people. Students will create graphs and charts to help emphasize their argument. (ENV, WOR, WXT)
4. Students will create a map and chart based on the immigration patterns of people into the United States in from the 1980s to 2008. Compare and contrast the map with immigration patterns in the United States in the nineteenth and twentieth centuries. Discuss the similar difficulties and prejudices immigrants faced over the course of United States history. (ID, PEO, WOR)

DBQ Construction: Students, working in groups of three to four, will research and create a DBQ based on primary and secondary sources focused on the rise of terrorism and its impact on the United States from 1979 to 2010. DBQs must include three political cartoons, two graphs (based on intelligence reports, military and civilian casualties, government expenditures, or similar data), three governmental records (speeches, policies, or legislation), and four documents that illustrate public opinion (protest movements, letters, diaries, posters, speeches, film, or music). Students will present their finished work to the class explaining the prompt, document selections, and ideal answer. (ID, PEO, WOR)

Unit 9 Exam: Day one, teacher created DBQ based on "The End of History" by Francis Fukuyama (1989) and "The Clash of Civilizations?" by Samuel Huntington (1993) and the events that supported their thesis and later events that may challenge their assumptions. Day two, Day two, twenty multiple choice questions created from excerpts from primary and secondary sources. Day three, FRQ- How did technological and scientific innovations affect American society, popular culture, and public discourse? Select one of the following: How did immigration issues in the late twentieth and early twenty-first centuries affect the United States in terms of national identity? Or How did the election of 2008 inspire a new generations of Americans to vote and participate in civic life? Can the election be credit with new movements for the disenfranchised throughout the US? Was the reactionary element to the election? Explain.

A.P. U.S. History Test Prep

The course will review the material covered through timelines, simulations, games, and pre-testing to strengthen and improve their reading comprehension, writing, and organizational skills for the A.P. Exam.