

# HIGH SCHOOL AP US HISTORY COURSE SYLLABUS

2015

**NOTE:** This syllabus has been annotated with the College Board’s Curriculum Requirement Numbers for the AP US History Course. CRs that are satisfied by its various elements are marked by a bold-faced “CR” followed by the number of the requirement.

## Course Description

Advanced Placement United States History is a college-level introductory course that examines the important social, cultural, economic, political, and diplomatic events of American history from around 1491 up to the present. Instruction is content-rich and marked by a collegial (that is to say teacher and student share the task of instruction and presentation) approach to learning. A college-level text is supplemented by primary and secondary source materials.

## Instructional Commonalities Across the Course of Study (CRs 3,4,5,6,7,8,9,10,11,12,13a,13b)

To assure the College Board requirements for active involvement of students in the process of learning across the cognitive domain, (See CR items 3-13b), each of the nine course units of study will include the following learning activities:

1. **Critical Analysis of Secondary Source Documents:** Students shall analyze the course text and other secondary sources for perspective and bias. They shall cite factual and/or conceptual proof in support of their posits.
2. **Critical Analysis of Primary Source Documents:** Students shall evaluate primary source documents for writer’s intent, bias, type of source, nature of argument offered and tone delivered in.
3. **Longitudinal Historic Application:** Students shall be required to compare and contrast current phenomena under review to previously studied and similar episodes (e.g. US response to maritime issues in the lead up to the War of 1812 and the First World War).
4. **Replicating Schools of Thought:** Each Unit shall witness students randomly assigned to the evaluation of some historic episode from the vantage point of various observers and evaluators. (e.g. Assess New Deal recovery measures from a Marxist, Hooverian, or socialistic perspective) Primary and secondary sources shall be used in the construction of these perspectives. They may take the form of roundtable discussion, role-playing, student presentation, debate, or DBQ.
5. **Free Response Composition:** Each unit of learning will include a free response exercise wherein students shall be confronted by an apposite question of historic inquiry (e.g. To what degree did the Constitutional amendments and the reconstruction of the social and political framework of the South during the period from 1865 to 1877 constitute a revolutionary movement in American history?)

### **Central Course Text (CR1a)**

*The American Pageant*, David M Kennedy, Lizabeth Cohen, and Thomas Bailey, 14<sup>th</sup> ed., Wadsworth/Cengage, 2010.

### **Secondary Sources in support of Course Text (CR1c)**

*A Patriot's History of the United States*, Larry Schweikart and Michael, Sentinel Trade, 2007.

*A People's History of the United States*, Howard Zinn, Harper Collins, 2003.

*America: A Narrative History, Volumes I&II*, George Brown Tindall, WW Norton and Company, 1988.

*Annual Editions: American History, Volume II, 19<sup>th</sup> Edition*, Robert Maddox, McGraw Hill, 2012.

*Battle Cry of Freedom*, James M McPherson, Oxford University Press, 1988.

*Empire of Liberty*, George Wood, Oxford University Press, 2009.

*Freedom From Fear*, David M. Kennedy, David M Kennedy, Oxford University Press, 1999.

*From Colony to Superpower: US Foreign Policy Since 1776*, George C Herring, Oxford University Press, 2008.

*The Glorious Cause*, Robert Middlekauff, Oxford University Press, 2005.

*The Glory and the Dream: A Narrative History of America 1932-1972*, William Manchester, Bantam Books, 1990.

*Grand Expectations: The United States 1945-1975*, James T Patterson, Oxford University Press, 1996.

*Restless Giant: The United States From Watergate to Bush v. Gore*, James T Patterson, Oxford University Press, 2005.

*The History of Women in America*, Carol Hymowitz and Michael Weissman, Bantam Doublday, NY, 1990.

## **Primary Sources (CR1b)**

Primary Sources for this course include (but are not confined to) the following collections:

*American Experiences: Readings in American History, Volumes I&II*, Randy Roberts and James S Olson, Pearson, 2005.

*Great Issues in American History, Volumes I, II, & III*, Richard Hofstadter, Vintage Books, 1958.

*Ideas That Shape A Nation: A Survey of Historical Ideas Important to the Development of the United States*, James L Smith, Suncrest Publications, 2000.

*Major Problems in American Foreign Relations, Volumes I&II*, Dennius Merrill and Thomas G Patterson, Houghton Mifflin Company, 2000.

*Opposing Viewpoints in American History, Volumes I&II*, William Dudley, Greehaven Press, 1996.

*Our Nation's Archive: The History of the United States in Documents*, Erik Brauun, and Jay Crosby, Black Dog and Leventhal Publishers, 1999.

*The American Reader: Words that Moved a Nation*, Diane Ravitch, Harper Perennial, 1991.

*The Federalist*, Alexander Hamilton, James Madison, and John Jay, Barnes and Noble Classics, 2006.

## **Curriculum Construct CR2**

The Course framework is assembled in conformity with the nine-period format stipulated by the College Board. Each Period contains the following information: the substance of the Period material, primary source activities, the learning activities, and devices for assessment of learning. Note that the outline of Period One is adhered to for the duration of the syllabus.

### **Period 1: 1491–1607 (American Pageant chapters 1-3) CR2**

On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

PARTICULAR CONTENT: New World Beginnings 33,000 BCE- 1769 CE...Indian life and culture...Establishing New Spain...Planting of English Colonies (1500-1733)...Jamestown...the Southern Colonies...Settling the Northern Colonies (1619-1700)...Massachusetts Bay Colony...New England Colonies...Middle Colonies (CR3)

### **Primary Source Activities (CRs 5,6,7,12,13a)**

- Identify and examine European motives for colonization in America using Richard Hakluyt's *National and Economic Reasons to Colonize America* and Adam Smith's *Of Colonies* from *Wealth of Nations*
- Consider early settler/explorer perspective via such documents as Christopher Columbus' *Letter to the King and Queen of Spain* and Samuel de Champlain's *Voyages*
- Consider colonist differences of opinion regarding the correctness of colonization via essays favoring it (Alexander Whitaker's *Virginia is an Abundant New Paradise {1613}* and Richard Ffrethorne's *Virginia is not an Abundant New Paradise {1624}*)
- Evaluate Colonial/Indian relations via a document reflecting Indian perspective (Powhatan's *Indian and Colonists Should Live in Peace 1609*) and The Virginia Company of America's documentary statement (*Indians Should Be Conquered and Exterminated 1622*)
- Consider the so-called "Captivity Narratives" to gain greater insight into colonial and Indian relations and perspectives. In this regard, make use of Mary Rowlandson's *A Puritan Captive's Account of Indians (1682)*
- Evaluate intramural disagreement among settlers in the Virginia Colony with such documents as *Disagreements Within the Virginia Colony* from the Annals of the London Company, 1623 and John White's *The Planter's Plea (1630)*

### **Learning Activities (CRs 3,4,5,6,9,12)**

To promote student learning and understanding across the cognitive spectrum, the following learning activities will be scheduled for Unit One:

A. Teacher lectures on the following topics:

- I. A consideration of Pre-Columbian America (33,000 BCE to 1491).
- II. Europe on the Eve of the Age of Exploration (1300-1521).
- III. Gold, God, and Glory—A Consideration of European nations motives and competitions in Europe and the New World .
- IV. A Narrative Account of the English Experience in Exploration and Colonization in North America.
- V. A Narrative Account of Settler and Indian interactions in North America including specific Spanish and English experiences.

B. Student Activities shall include:

- I. A debate on the nature of Settler/Indian relations including lecture notes, course text, and primary source documents by Powhatan and the Virginia Company of America cited above.
- II. A roundtable discussion on the impact of religion, economics, politics, and diplomacy as motives for nations and settlers to become part of the settlement experience
- III. View the “Rebels” episode from *America’s Story of Us* and compose a first-person narrative about conditions and hardships at Jamestown.
- IV. Student Information Presentation (SIP). SIPs are student presentations which serve as original instruction for the assigned topic. They typically originate with the course text or with one of the other assigned secondary sources. Students interact with their classmate in a “lecture/discussion” format. These take from 20-30 minutes of class time. This particular SIP concerns Queen Elizabeth and the British Settlement Initiative on pages 24-27 of the Course Text.
- V. Student Essay Presentation (SEP) SEPs involve student interaction with publications in contemporary historiography regarding matters of important historical inquiry. Students are tasked with summarizing the content and argument of the assigned essay and offering critical analysis of same. This particular SEP involves evaluation of *1491* by Charles C Mann from the March, 2002 edition of *The Atlantic Monthly*
- VI. Primary Source Document Activity (PSDA) Students will be assigned primary source document activities base on the primary source activities listed above. Some student(s) will be tasked with advocating one position and other(s) will present the contrary perspective. These will include 2 to 3 minute presentations and will include broader class question/answer/commentary.

C. Test and Measurement

I. Students shall compose a take-home essay concerned with the following task: *To what extent were each of the following important in providing impetus for European settlement of America?* **Technology Beliefs Culture and Politics and Power**

2. Students shall demonstrate content mastery of the essential factual and conceptual information of the unit via a measurement of objective competency. This may include (but is not limited to) multiple choice and short answer activity.

3. Students shall demonstrate the ability to compose essays and/or DBQs that make connections to previous material studied, while they effectively represent a variety of historic perspective regarding controversies associated with the unit material.

Period 2: 1607–1754 (*The American Pageant* Chapters 2-4) CR2,3

Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

**PARTICULAR CONTENT:** (England on the eve of empire...the expansion of Elizabethan England...The planting of Jamestown, 1607...English settlers and Native Americans...The growth of Virginia and Maryland...England in the Caribbean...Settling the Carolinas and Georgia...The Puritan faith...Plymouth colony, 1620...The Puritan commonwealth of Massachusetts Bay Colony, 1630...Rhode Island, Connecticut, New Hampshire...Puritans and Indians...The Confederation and Dominion of New England...1686-1689...New Netherland becomes New York...Pennsylvania, the Quaker colony...New Jersey and Delaware...Life and labor in the Chesapeake tobacco region...Indentured servants and Bacon's Rebellion in Virginia...The spread of slavery...African American Culture...Southern society...Families in New England...Declining Puritan Piety...The Salem witchcraft trials, 1692...Daily life in the colonies) (CR3)

**Primary Source Activities: (CRs 3,4,5,7,10,13A)**

- Evaluate the *Mayflower Compact*, as a written plan of government and assess its significance as a precedent with respect to future plans of government
- Consider *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African* to gain greater insight into the life of an enslaved African
- Evaluate John Winthrop's, *A Puritan's Reasons for Colonizing America* and compare with other European motivations for settlement in America, as discussed in unit one
- Evaluate *The Maryland Toleration Act of 1649* and Roger Williams's *Letter to the Town of Providence (1655)* to gain insight of the spread of New England settlements, as well as the motivations behind religious diversity
- Consider a *Letter from William Penn, Proprietary Governor of Pennsylvania*,
- *Advertising for British Migration to Pennsylvania (London, 1683)* as a representation of the motivations behind the founding of Pennsylvania colony as well as to gain insight into the character traits of proprietary colonies
- Assess General James Oglethorpe's *Report on General Oglethorpe's Expedition to St. Augustine 1741* to gain insight into England's motivation to guard against Spanish threats to their southern American colonies
- Compare and contrast Nathaniel Bacon's, *Bacon's Rebellion is a Justified Revolution* with William Berkeley's, *Bacon's Rebellion is a treasonous Insurrection* to gain a greater understanding with respect to competing economic, geographic, and political interests
- Evaluate Benjamin Franklin's *Albany Plan of Union* as an early attempt at colonial union while assessing the reaction of the colonial governments and British Crown

- Consider the *Journal of Major George Washington 1754* to gain further insight into the emerging conflict between France and England in America

**Learning Activities: (CRs 3,4,5,7,10,13A)**

To promote student learning and understanding across the cognitive spectrum, the following learning activities will be scheduled for Unit Two:

- A. Teacher lectures on the following topics:
- I. European motivations for colonization, as well as early attempts, failures, and lessons learned
  - II. The establishment of specific colonial settlements by region (i.e. New England, Middle, and Southern), as well as by motivation (i.e. Religious, Proprietary, etc...)
  - III. The role of charter, and various other governmental structures as precedents for future Constitutional government
  - IV. Attempts and failures to unify or consolidate and control the American colonies from within and from the Crown (i.e. New England Dominion, Albany Plan, etc...)
  - V. The clash of empires in North America on the eve of global conflict
- B. Student Activities shall include:
- I. A debate on the nature of Eastern/Western relations including lecture notes, course text, and primary source documents by Nathaniel Bacon and William Berkeley as cited above
  - II. A roundtable discussion on early attempts to consolidate or unite the American colonies from within and from the crown, making use of lecture notes, course text, and primary source documents, such as the *Albany Plan*, Franklin's *Join or Die* Cartoon and Secondary Sources, such as Maps depicting Colonial ethnic, religious, and economic diversity, as well as excerpts from *A Patriot's History* and *A People's History*
  - III. View the "Reluctant Revolutionaries" episode from *Liberty* and compose a first-person narrative about the life of an average American colonist.
  - IV. Student Information Presentation (SIP). This particular SIP concerns The Unhealthy Chesapeake, the Tobacco Economy and Colonial Slavery from pages 60-70 of the Course Text.

- V. Student Essay Presentation (SEP) This particular SEP involves evaluation of *The Devil in Salem* by Peggy Robbins, from American History Illustrated 1970
- VI. Primary Source Document Activity (PSDA) Students will be assigned primary source document activities base on the primary source activities listed above. Some student(s) will be tasked with advocating one position and other(s) will present the contrary perspective. These will include 2 to 3 minute presentations and will include broader class question/answer/commentary.

C. Test and Measurement:

- I. Students shall compose a take-home essay concerned with the following task: *Compare and Contrast the establishment and development of the New England colonies, Middle colonies, and Southern Colonies with respect to religion, culture, and economy.*
- II. Students shall demonstrate content mastery of the essential factual and conceptual information of the unit via a measurement of objective competency. This may include (but is not limited to) multiple choice and short answer activity.
- III. Students shall demonstrate the ability to make connections to previous material studied, while they effectively represent a variety of historic perspective regarding controversies associated with the unit material.

British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

**Content:** (Immigration and growth...Colonial social and economic structure... The role or religion and The Great Awakening...Political structure...New France and Anglo-French colonial rivalries...Europe America and the first world wars...The Seven Years' War...Pontiac's Uprising and the Proclamation of 1763...Roots of revolution...The merits and menace of mercantilism...The Stamp Act crisis, 1765, The Townshend Acts, 1767..The Boston Tea Party, 1773, The Intolerable Acts and the Continental Congress, 1774, Lexington and Concord, and the gathering clouds of war, 1775...The rebel army...Early skirmishes, 1775...American "republicanism"...The Declaration of Independence, 1776...Patriots and Loyalist...The fighting fronts...The French Alliance,



1778...Yorktown, 1781...The Peace of Paris, 1783...Changing political sentiments...The new state constitutions...Economic troubles...The Articles of Confederation, 1781-1788...The Northwest Ordinance, 1787...Shays' Rebellion, 1786...The Constitutional Convention, 1787...Ratifying the Constitution, 1787-1790...Problems of the young Republic...The first Presidency, 1789-1793...The Bill of Rights, 1791...Hamilton's economic policies...The emergence of political parties...The impact of the French Revolution...Jay's Treaty, 1794, and Washington's Farewell, 1797...President Adams keeps the peace...The Alien and Sedition Acts, 1798...Federalists versus Republicans)  
(CR3)

**Primary Source Activities: (CRs 3,4,5,8,11,13B)**

- Evaluate the *Treaty of Paris 1763* to gain an understanding of British gains and French losses in North America
- Evaluate the *Resolves of the Stamp Act Congress 1765*, so as to gain further insight into the rationale behind the arguments against the Stamp Act and taxation without representation as well as the colonists' view of their rights as Englishmen
- Analyze Paul Revere's etching of the *Bloody Massacre* and compare and contrast it with *An Anonymous Account* of the Boston Massacre and *Captain Thomas Preston's Account* to gain insight into bias, propaganda and opposing viewpoints of one event
- Compare and contrast Stephen Hopkins's *Parliament is Abusing the Rights of Americans* with Martin Howard's *Parliament in Not Abusing the Rights of Americans* so as to gain insight into opposing viewpoints within Parliament
- Consider the *Declaration and Resolved of the Continental Congress* as well as the *Olive Branch Petition* as attempts to assert colonial rights while avoiding armed conflict and Independence
- Assess the *Declaration of independence* as an official declaration of war, inspiring theory of government, and American mission statement
- Evaluate Thomas Paine's *The Crisis* as a statement of America's military status and a plea for the patriot cause
- Analyze the *Treaty of Paris 1783* to understand America gains and British losses following the Revolutionary War
- Evaluate the *Articles of Confederation* in an effort to identify the strengths and weaknesses with America's first Constitution
- Analyze the *Constitution of the United States*, as well as the *Bill of Rights* to gain an understanding of the American governmental framework and protected individual liberties
- Evaluate Alexander Hamilton's *Report on Public Credit 1790*, so as to gain further insight into the origins of the American economic structure

- Consider Washington's *Proclamation of Neutrality*, as a precedent for future American Isolationism and compare to Washington's *Farewell Address*
- Evaluate the *Alien and Sedition Acts*, as well as *The Virginia and Kentucky Resolutions* as attempts to abridge American liberties and attempts to protect American liberties, respectively, while introducing the theory of nullification and compact theory

**Learning Activities: (CRs 3,4,5,8,11,13B)**

To promote student learning and understanding across the cognitive spectrum, the following learning activities will be scheduled for Unit Two:

A. Teacher lectures on the following topics:

- I. The key military events and leaders of the French and Indian War, as well as the Treaty of Paris
- II. The various methods employed by Britain to consolidate and control its American colonies, as well as its efforts to raise revenue from the colonists without representation
- III. Colonial Protest movements and reaction to British policy
- IV. The key military events and leaders of the Revolutionary War as well as the Treaty of Paris
- V. The Critical Era including the failures of the Articles government and the Calling of the Constitutional Convention
- VI. The framework of the United States Constitution and the Ratification debate
- VII. The Federalist Administrations of George Washington and John Adams
- VIII. Political, Economic, and Diplomatic, and Constitutional challenges to American stability during the Critical Period and Federalist Era

B. Student Activities shall include:

- I. A debate on America's justification for Declaring Independence including lecture notes, course text, and primary source documents such as Thomas Paine's *Common Sense*, *The Olive Branch Petition*, the arguments of Stephen Hopkins and Martin Howard, John Dickinson's *Letters from a Farmer*, Daniel Leonard's *Massachusettsensis*, and Edmund Burke's *Speech on Conciliation with America*, as well as secondary source material from *A Peoples History* and *A Patriot's History*
- II. A roundtable discussion on the system of American Checks and Balances as prescribed by the creation of Articles I, II, and III of the United States

Constitution, as well as America's system of Federalism as created by the delegated, reserved, and concurrent powers making use of the Constitution as a document, as well as secondary sources such as *From Colony to Superpower*, *A Patriot's History*, and *American Political and Social History* by Harold Underwood Faulkner

- III. View the "Join or Die" episode from the *John Adams Series* and compose a roll play as witnesses for the prosecution and defense during the trial of the accused after the Boston Massacre.

View the "Independence" episode from the *John Adams Series* and compose a roll play as members to the Continental Congress on opposing sides of the Independence movement

- IV. Student Information Presentation (SIP). This particular SIP concerns a reading and reporting of *Federalist Paper 10* with questioning and answering from classmates.

Student Information Presentation (SIP). This particular SIP concerns a reading and reporting of *Federalist Paper 51* with questioning and answering from classmates.

- V. Student Essay Presentation (SEP) This particular SEP involves evaluation of *The Best of Enemies* by Ron Chernow from Time Magazine, 2004 as an effort to compare and contrast the dominant personalities of Alexander Hamilton and Thomas Jefferson and the Rise of Political Parties

- VI. Primary Source Document Activity (PSDA) Students will be assigned primary source document activities base on the primary source activities listed above. Some student(s) will be tasked with advocating one position and other(s) will present the contrary perspective. These will include 2 to 3 minute presentations and will include broader class question/answer/commentary.

#### C. Test and Measurement:

- I. Students shall compose a take-home essay concerned with the following task: *Assess the Federalist Administrations of Washington and Adams on their protection of Jefferson's inspiring theory of government, as set forth in the Declaration of Independence.*

II. Students shall demonstrate content mastery of the essential factual and conceptual information of the unit via a measurement of objective competency. This may include (but is not limited to) multiple choice and short answer activity.

III. Students shall demonstrate the ability to make connections to previous material studied, while they effectively represent a variety of historic perspective regarding controversies associated with the unit material.

**Period 3: 1754–1800** (*The American Pageant Chapters 5-10*) **CR2,3**

British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s social, political, and economic identity.

**PARTICULAR CONTENT:** (Immigration and growth...Colonial social and economic structure... The role of religion and The Great Awakening...Political structure...New France and Anglo-French colonial rivalries...Europe America and the first world wars...The Seven Years’ War...Pontiac’s Uprising and the Proclamation of 1763...Roots of revolution...The merits and menace of mercantilism...The Stamp Act crisis, 1765, The Townshend Acts, 1767..The Boston Tea Party, 1773, The Intolerable Acts and the Continental Congress, 1774, Lexington and Concord, and the gathering clouds of war, 1775...The rebel army...Early skirmishes, 1775...American “republicanism”...The Declaration of Independence, 1776...Patriots and Loyalist...The fighting fronts...The French Alliance, 1778...Yorktown, 1781...The Peace of Paris, 1783...Changing political sentiments...The new state constitutions...Economic troubles...The Articles of Confederation, 1781-1788...The Northwest Ordinance, 1787...Shays’ Rebellion, 1786...The Constitutional Convention, 1787...Ratifying the Constitution, 1787-1790...Problems of the young Republic...The first Presidency, 1789-1793...The Bill of Rights, 1791...Hamilton’s economic policies...The emergence of political parties...The impact of the French Revolution...Jay’s Treaty, 1794, and Washington’s Farewell, 1797...President Adams keeps the peace...The Alien and Sedition Acts, 1798...Federalists versus Republicans)  
**(CR3)**

**Primary Source Activities: (CRs 3,4,5,8,11,13B)**

- Evaluate the *Treaty of Paris 1763* to gain an understanding of British gains and French losses in North America
- Evaluate the *Resolves of the Stamp Act Congress 1765*, so as to gain further insight into the rationale behind the arguments against the Stamp Act and taxation without representation as well as the colonists' view of their rights as Englishmen
- Analyze Paul Revere's etching of the *Bloody Massacre* and compare and contrast it with *An Anonymous Account of the Boston Massacre* and *Captain Thomas Preston's Account* to gain insight into bias, propaganda and opposing viewpoints of one event
- Compare and contrast Stephen Hopkins's *Parliament is Abusing the Rights of Americans* with Martin Howard's *Parliament in Not Abusing the Rights of Americans* so as to gain insight into opposing viewpoints within Parliament
- Consider the *Declaration and Resolved of the Continental Congress* as well as the *Olive Branch Petition* as attempts to assert colonial rights while avoiding armed conflict and Independence
- Assess the *Declaration of independence* as an official declaration of war, inspiring theory of government, and American mission statement
- Evaluate Thomas Paine's *The Crisis* as a statement of America's military status and a plea for the patriot cause
- Analyze the *Treaty of Paris 1783* to understand America gains and British losses following the Revolutionary War
- Evaluate the *Articles of Confederation* in an effort to identify the strengths and weaknesses with America's first Constitution
- Analyze the *Constitution of the United States*, as well as the *Bill of Rights* to gain an understanding of the American governmental framework and protected individual liberties
- Evaluate Alexander Hamilton's *Report on Public Credit 1790*, so as to gain further insight into the origins of the American economic structure
- Consider Washington's *Proclamation of Neutrality*, as a precedent for future American Isolationism and compare to Washington's *Farewell Address*
- Evaluate the *Alien and Sedition Acts*, as well as *The Virginia and Kentucky Resolutions* as attempts to abridge American liberties and attempts to protect American liberties, respectively, while introducing the theory of nullification and compact theory

**Learning Activities: (CRs 3,4,5,8,11,13B)**

To promote student learning and understanding across the cognitive spectrum, the following learning activities will be scheduled for Unit Two:

- A. Teacher lectures on the following topics:
  - I. The key military events and leaders of the French and Indian War, as well as the Treaty of Paris
  - II. The various methods employed by Britain to consolidate

- and control its American colonies, as well as its efforts to raise revenue from the colonists without representation
- III. Colonial Protest movements and reaction to British policy
- IV. The key military events and leaders of the Revolutionary War as well as the Treaty of Paris
- V. The Critical Era including the failures of the Articles government and the Calling of the Constitutional Convention
- VI. The framework of the United States Constitution and the Ratification debate
- VII. The Federalist Administrations of George Washington and John Adams
- VIII. Political, Economic, and Diplomatic, and Constitutional challenges to American stability during the Critical Period and Federalist Era

B. Student Activities shall include:

- I. A debate on America's justification for Declaring Independence including lecture notes, course text, and primary source documents such as Thomas Paine's *Common Sense*, *The Olive Branch Petition*, the arguments of Stephen Hopkins and Martin Howard, John Dickinson's *Letters from a Farmer*, Daniel Leonard's *Massachusettensis*, and Edmund Burke's *Speech on Conciliation with America*, as well as secondary source material from *A Peoples History* and *A Patriot's History*
- II. A roundtable discussion on the system of American Checks and Balances as prescribed by the creation of Articles I, II, and III of the United States Constitution, as well as America's system of Federalism as created by the delegated, reserved, and concurrent powers making use of the Constitution as a document, as well as secondary sources such as *From Colony to Superpower*, *A Patriot's History*, and *American Political and Social History* by Harold Underwood Faulkner
- III. View the "Join or Die" episode from the *John Adams Series* and compose a roll play as witnesses for the prosecution and defense during the trial of the accused after the Boston Massacre.

View the "Independence" episode form the *John Adams Series* and compose a roll play as members to the Continental Congress on opposing sides of the Independence movement

- IV. Student Information Presentation (SIP). This particular SIP concerns a reading and reporting of *Federalist Paper 10* with questioning and answering from classmates.

Student Information Presentation (SIP). This particular SIP concerns a reading and reporting of *Federalist Paper 51* with questioning and answering from classmates.

- V. Student Essay Presentation (SEP) This particular SEP involves evaluation of *The Best of Enemies* by Ron Chernow from Time Magazine, 2004 as an effort to compare and contrast the dominant personalities of Alexander Hamilton and Thomas Jefferson and the Rise of Political Parties

- VI. Primary Source Document Activity (PSDA) Students will be assigned primary source document activities base on the primary source activities listed above. Some student(s) will be tasked with advocating one position and other(s) will present the contrary perspective. These will include 2 to 3 minute presentations and will include broader class question/answer/commentary.

C. Test and Measurement:

- I. Students shall compose a take-home essay concerned with the following task: *Assess the Federalist Administrations of Washington and Adams on their protection of Jefferson's inspiring theory of government, as set forth in the Declaration of Independence.*
- II. Students shall demonstrate content mastery of the essential factual and conceptual information of the unit via a measurement of objective competency. This may include (but is not limited to) multiple choice and short answer activity.
- III. Students shall demonstrate the ability to make connections to previous material studied, while they effectively represent a variety of historic perspective regarding controversies associated with the unit material.

Period 4: 1800–1848 (*The American Pageant Chapters 11-13,17*) CR2

The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

**PARTICULAR CONTENT:** (Jefferson Administration... War of 1812... Era of Good Feeling... Jacksonian Democracy... Forging a National Economy... Ferment of Reform and Culture... territorial expansion... Manifest Destiny... Oregon-California-Texas... Polk The Purposeful... Mexican War) (CR3)

**Primary Source Activities:** (CRs 5, 6,7,12,13a)

- Re.: Louisiana Purchase, Use statements by Thomas Jefferson and Purchase opponent Samuel White to evaluate propriety of acquisition.
- Re.: Universal Manhood Suffrage, evaluate arguments made in favor of the initiative (Nathan Sanford) and contrary to the policy (James Kent).
- Re.: Indian Removal, Employ statement by Andrew Jackson in support of the policy and by the Cherokee Nation Statement in opposition
- Employ political cartoons of the Jackson Period to evaluate thematic expression of political philosophy via a graphic medium
- Re.: Women’s Rights Movement of the 1840s, Use documents by Catherine E Beecher in support of women’s status quo with opposition to it expressed by Elizabeth Cady Stanton and Sojourner Truth
- Re.: The Nullification Crisis of the Jackson Administration. Evaluate Jackson’s perspective as presented by the president in his *Proclamation to the People of South Carolina, December 20, 1832* and the nullifiers’ view as presented by JC Calhoun in his *Fort Hill Address of July 26, 1831*
- Re.: The Bank Veto Controversy. Consider the president’s *Bank Veto Message of July 10, 1832* and the reply to it by Daniel Webster in his *Speech on Jackson’s Veto of the United States Bank Bill, July 11, 1832*
- Re.: The Mexican War. Consider arguments made by President Polk regarding the necessity for war in his *War Message to Congress, May 11, 1846* and opposition to the war as expressed by Massachusetts Legislature in their *Resolutions on the War with Mexico, 1847*.

**Learning Activities** (CRs 3,4,5,6,9,12)

To promote student learning and understanding across the cognitive spectrum, the following learning activities will be scheduled for Unit Four:

A. Teacher lectures on the following topics:

- I. A Description and Evaluation of the “Revolution of 1800”
- II. Background and Causation of the War of 1812
- III. The Era of Good Feeling and the Hope of Nationalism



- IV. The Broadening of the American Electorate: Its causes and consequences
- V. Andrew Jackson's Two Identities: Nationalist and Sectionalist. Which was he?
- VI. Manifest Destiny: The Belief and the Practice

B. Student Activities shall include:

- I. A debate on the degree to which the election of Jefferson really did constitute the "revolution" his admirers have
- II. A roundtable discussion on the impact of religion, economics, politics, and diplomacy as motives for Manifest Destiny
- III. View the History Channel's biography of Andrew Jackson. Assign half of the class to argue that it is a fair and true treatment of Jackson. Have the other half argue that it is not critical enough. Impromptu speeches will be assigned and students will retain their assigned perspective throughout the subsequent question/answer/discussion.
- IV. Student Information Presentations (SIP). SIP One on Jeffersonian Foreign Policy from the Course Text (pp.210-218) SIP Two on the military history of the War of 1812 (pp. 224-228). SIP Three the view of American Democracy by de Tocqueville (pp. 252-253) SIP Four on The Panic of 1837 and its effect on the Lone Star Republic (pp. 266-270)
- V. Student Essay Presentation (SEP) SEP One is a summary of Gerald F Kreyches' essay *Lewis and Clarke: Trailblazers Who Opened the Continent*. SEP Two on Robert Wernick's essay *Chief Justice Marshall Takes the Law in Hand* Howard Zinn's account of Manifest Destiny involves evaluation of *1491* by Charles C Mann from the March, 2002 edition of *The Atlantic Monthly*
- VI. Primary Source Document Activity (PSDA) Students will be assigned primary source document activities base on the primary source activities listed above. Some student(s) will be tasked with advocating one position and other(s) will present the contrary perspective. These will include 2 to 3 minute presentations and will include broader class question/answer/commentary.
- VII. Test and Measurement:

I. Students shall compose a take-home essay concerned with the following task: Compare and Contrast the foreign policies of any TWO of the following presidents:

WASHINGTON      MADISON      JACKSON      POLK

2. Students shall demonstrate content mastery of the essential factual and conceptual information of the unit via a measurement of objective competency. This may include (but is not limited to) multiple choice and short answer activity.

3. Students shall demonstrate the ability to compose essays and/or DBQs that make connections to previous material studied, while they effectively represent a variety of historic perspective regarding controversies associated with the unit material.

**Period 5: 1844–1877 (The American Pageant Chapters 14-16, 18-21) CR2**

As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society.

**PARTICULAR CONTENT:** (European immigration...Nativism...factory system...Women and the economy...commercial agriculture...transportation developments...2<sup>nd</sup> Great Awakening...Educational advances...spirit of reform...Scientific progress...artistic expression...Antebellum southern economy and society...slave system...abolitionism...Debate over Mexican Cession...Compromise of 1850...growing antebellum political tension (1853-59)...Election of 1860...secession crisis...The American Civil War: political, social, military, economic highlights and ramifications.) **CR3**

**Primary Source Activities: (CRs 5, 6,7,12,13a)**

- Re.: Slavery. A designated student shall perform the Negro Spiritual *Let My People Go* and the class will discuss the political/social message of the song
- Re.: Compromise of 1850. Students will present speeches made by John C Calhoun, Henry Clay, and Daniel Webster and students will discuss the meaning, and implications of each.
- Re.: Dred Scott Decision. Students will all read the Supreme Court's opinion in the matter of *Dred Scott v. Sandford 1857*. A Portion of the class will defend the court's Constitutional logic and a portion will impugn it.
- Re.: Lincoln Douglass Debates. Students will be assigned the job of role playing either Lincoln or Douglas at the *Freeport Debate*. Others will make up a participating audience assigned with previous positions pro Lincoln or Douglas.
- Re.: 1861 Inaugural Addresses. Students will be assigned the task of summarizing the Constitutional arguments presented in *Lincoln's First Inaugural* or *Jefferson Davis' Message to the Confederate Congress, April 29, 1861*. Others will make up a participating audience assigned with previous positions pro Lincoln or Davis.
- Re.: Debate over Emancipation. Students will be assigned the task of presenting Horace Greeley's argument in favor of emancipation in *The Prayer of Twenty Million, August 19, 1862*, and Lincoln's reply in his Letter to the Editor of August 22, 1862. Others will make up a participating audience assigned with previous positions pro Lincoln or Greeley.
- Students shall be selected to recite Walt Whitman's poem *O Captain! My Captain!* Applying their creative twist on the intent and message of the poem. The class will interact with the presenters and each other regarding the impact of the poem and the presentations.

## **Learning Activities (CRs 3,4,5,6,9,12)**

To promote student learning and understanding across the cognitive spectrum, the following learning activities will be scheduled for Unit Four:

### A. Teacher lectures on the following topics:

I. The Demographics of Mid-Nineteenth Century Emigration to America and its economic, political, and social effects.

II. Daniel Webster as a *Profile in Courage*: A consideration of the senator's role in the Compromise of 1850

III. The Religious Ferment of the Mid-Nineteenth Century: Democratization of Religion and Utopianism

IV. Irrepressible Conflict? Various Views on the "inevitability" of the Civil War

V. Election of 1860: The Most Crucial Political Contest in the Nation's History

### B. Student Activities shall include:

- I. An analysis of the contemporary and historic significance of the Transcendental Movement by a student. This shall include aspects of the student's English and History classes. A student convinced of its peripheral importance versus a student who holds that it is a seminal intellectual movement will hopefully be the result. Each will present their case with classmates posing informational and contentious questions to each.
- II. A roundtable discussion on the impact of religion, economics, politics, and diplomacy as being responsible for the growing sectional rift between the North and South during the decade of the 1850s.
- III. View the episode from the PBS series *The Adams Chronicles* entitled *Old Man Eloquent*. Require the class to view the film and write down three questions to pose regarding the factual aspects of the piece, three questions to ask about the bias/intent of the film, and three areas of continued inquiry that the film suggests. The period after the film presentation, a roundtable will be formed to explore this triad of inquiry areas.
- IV. Student Information Presentations (SIP). SIP One on artistic and cultural developments during the period (Course text pp. 324-332) SIP Two on background to the Compromise of 1850 (Course Text pp. 378-384) SIP Three the Young America Movement (Course Text pp. 388-392) Politics of the 1850s (Course Text pp. 400-406) SIP Four on Civil War Diplomacy and the Home Front (Course Text pp. 427-433)

- V. Student Essay Presentation (SEP) SEP One is concerned with an essay by Deborah Gray White entitled *The Lives of Slave Women*. SEP Two on John Brown in an essay by Ken Chowder entitled *The Father of American Terrorism*. SEP Three is concerned with the Home Front support of the Civil War. Stephen D Lutz essay *Coffee, Bibles, & Wooden Legs: The YMCA Goes to War* forms the basis for this exploration.
- VI. Primary Source Document Activity (PSDA) Students will be assigned primary source document activities base on the primary source activities listed above. Some student(s) will be tasked with advocating one position and other(s) will present the contrary perspective. These will include 2 to 3 minute presentations and will include broader class question/answer/commentary.

### C. Test and Measurement

1. Students shall compose a take-home essay which shall address the following task: As you evaluate the continuing struggle in American politics between the Jeffersonian and Hamiltonian wings of the body politics from 1790 to 1865, which had gained the upper hand by the end of the Civil War? In your essay be sure to cover the following: Initial world view of each school...intermediate progress each made between the years anchoring the question parameters...and your final assessment (including rationale) of the “winner”
2. Students shall demonstrate content mastery of the essential factual and conceptual information of the unit via a measurement of objective competency. This may include (but is not limited to) multiple choice and short answer activity.
  2. Students shall demonstrate the ability to compose essays and/or DBQs that make connections to previous material studied, while they effectively represent a variety of historic perspective regarding controversies associated with the unit material.

### Period 6: 1865–1898 (*The American Pageant Chapters 22-28*) CR2

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

**PARTICULAR CONTENT:** Reconstruction...Impeachment Drama...Constitutional Amendments...Military Reconstruction: 1867-1877...Jim Crow...BT Washington v. WEB DuBois...*Plessy v. Ferguson*...Gilded Age Politics...”Grantism”...Political Machines...Settling of the West...Revolt of the Farmers...Populist Movement...the Rewards and Challenges of Industrialization...the Problem of Monopoly...workers’ rights...rise of unions...the lure and the problems of cities...middle class reformers...immigration policy...Realism in literature and art...overseas

expansion...Spanish American War...America and the Pacific...America and the Caribbean...Progressivism...Square Deal...Taft Administration **CR3**

**A. Teacher Lectures on the Following Topics:**

- I. Racial Politics: Redemptionists, Black Codes, and Jim Crow (1866-1892)
- II. Gilded Age: The Base Metal of Corruption Beneath the Gold Veneer of the Reunited State
- III. The Populist Platform of 1892: Blueprint for Modern Liberal Reform
- IV. The Dual Nature of America's Diplomatic Philosophy: Isolationism and Internationalism from the Monroe Doctrine to the Anti-Imperialists to the Open Door Policy
- V. Square Deal: The Strenuous Life and TR's Domestic Policy

**B. Student Activities Shall Include:**

- I. An interested student will be required to present on the changing nature of painting, architecture, and literature during the Realistic Period in America's cultural history. Images from the Web reflective of new developments in each of the three areas together with explanatory narrative will be presented to the class. A discussion will occur during and after the activity regarding the role of art in society and the degree to which the political, social, and economic status quo of a particular period effects—or is effected by—the artists of the same time.
- II. A roundtable discussion on the extent to which the failure of Reconstruction was responsible for the consignment of African Americans to second class citizenship for the decades proceeding the 1870s. How might Reconstruction have been reconfigured to prevent what happened? Suppose Lincoln had lived. Would that have altered the course of History? If so, how and why? These are some of the issues to be explored by the panel.
- III. View the episode on the Impeachment of Andrew Johnson from the TV series *Profiles in Courage*. Assign students the task of supporting the impeachment procedure or of defending President Johnson. Students may use class notes, the course text and supporting text *Battle Cry of Freedom* to bolster the understanding the film provides them for the position they are assigned. A formal debate will conclude this activity.
- IV. SIP presentations for this unit shall include the following: SIP One: Define and Distinguish between Presidential and Congressional Reconstruction (Course Text pp. 470-480) SIP Two: 1876 Election and the End of Reconstruction (Course Text, pp. 494-498) SIP Three: The Importance of the Railroad to the New Nation (Course

Text pp. 512-521) SIP Four: The Settlement of the West (Course Text, pp. 575-590)

- V. SEP Presentations: SEP One: *The New View of Reconstruction* by Eric Foner. SEP Two: *Buffalo Soldiers* by TJ Stiles. SEP Three: *Electing the President, 1896* by Edward Ranson. SEP Four: *Lady Muckraker: Ida Tarbell*, by Paula A Treckel.
- VI. Primary Source Document Activity (PSDA) Students will be assigned primary source document activities base on the primary source activities listed above. Some student(s) will be tasked with advocating one position and other(s) will present the contrary perspective. These will include 2 to 3 minute presentations and will include broader class question/answer/commentary.

### C. Test and Measurement

1. Students shall compose a take-home essay which shall address the following task: American diplomacy and war. To what extent has the US remained consistent in establishing a default process by which she declares war upon other nations? Carefully consider the following conflicts and establish your response to this question. What points of agreement and disagreement do you find as you ponder the reasons and motives for US entrance to each?

QUASI WAR    WAR OF 1812    MEXICAN WAR  
SPANISH-AMERICAN WAR

2. Students shall demonstrate content mastery of the essential factual and conceptual information of the unit via a measurement of objective competency. This may include (but is not limited to) multiple choice and short- answer activity.
  2. Students shall demonstrate the ability to compose essays and/or DBQs that make connections to previous material studied, while they effectively represent a variety of historic perspective regarding controversies associated with the unit material.

### Period 7: 1890–1945 (*The American Pageant Chapters 29-35*) CR2

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

**PARTICULAR CONTENT:**(Great West and Agricultural Revolution... Populists...Granger Laws...Progressivism...Wisconsin Idea...Theodore

Roosevelt...Square Deal ...Muckrakers...women's rights... Trusts... Consumer Protection...Conservation...Dollar Diplomacy... Environmentalism...1912 election...Wilsonian Progressivism...New Freedom...New Nationalism...tariff...Federal Reserve...Latin America...1916 election...WWI...Moral diplomacy...14 Points...propaganda...civil liberties...Home front...Draft...war in Europe...Versailles...League of Nations...Senate debate... Roaring Twenties... Red scare... KKK... Immigration restriction... Prohibition and gangsterism... Scopes trial... Mass consumption economy... Credit... Automobile... Radio and film... Harlem Renaissance... Jazz age...modernism...economic boom and bust...Republican decade...isolation and disarmament...debt...Republican Decade...Great Crash...Good Neighbor policy...Depression...FDR...New Deal programs... 100 days...3 R's...women in public life...demagogues... agriculture...dust bowl...Supreme Court...European and Asian aggression...Neutrality Acts...Spanish Civil War... Isolation and appeasement... Holocaust ... Lend-Lease...Atlantic Charter...Pearl Harbor ... Internment... Mobilization... Rosie the Riveter... Effects on African Americans, Native Americans, Mexican Americans...Economic impact...D-Day...Atomic Bomb) (CR 3)

**Primary Source Activities: (CRs 5, 6,7,12,13a)**

- Identify and examine the key points of William Jennings Bryan's *Cross of Gold* Speech
- Identify and examine key points of the *Omaha Platform*
- Consider Robert Louis Stevenson's *Transcontinental Journey* to gain greater insight to the American West
- Consider excerpts of *The Jungle* to gain greater insight to working conditions of the Industrial and Progressive eras
- Examine the Decision *Muller v Oregon* to better understanding the viewpoints of women in the work force
- Examine and identify each of the *14 Points*
- Examine and analyze Propaganda related to WWI; compare and contrast propaganda of Central powers to Allies
- Evaluate the *League of Nations Charter*
- View selected scenes of the *Jazz Singer and Birth of a Nation*
- Read selections of Langston Hughes to gain greater insight of the Harlem Renaissance
- Listen and analyze songs of Duke Ellington and Bessie Smith
- Read letters from the American public to FDR and Lorena Hickok to gain insight to the plight of Depression Era Americans
- Examine the Geography of Dust Bowl using web-based maps on sites such as [www.history.com](http://www.history.com)
- Analyze the painting ‘*Guernica*’ for understanding of Blitzkrieg and the Spanish Civil War
- Examine Geography of WWII using web-based maps on sites such as [www.history.com](http://www.history.com)

### **Learning Activities (CRs 3,4,5,6,9,12)**

To promote student learning and understanding across the cognitive spectrum, the following learning activities will be scheduled for Unit 7:

- A. Teacher lectures on the following topics
  - I. The Progress of Labor Unions in American Society from 1789 to 1917
  - II. Roots of Progressivism and its influence from 1890-1920
  - III. Causes and effects of WWI 1900-1939
  - IV. The Deep Importance of the Roaring Twenties to Modern American Culture
  - V. Recovery: The Achilles Heel of the New Deal
  - VI. World War II Diplomacy: The Fragile Unity in the Grand Alliance
  
- B. Student activities shall include
  - I. A debate on the effectiveness of the New Deal and the role of government in the US
  - II. A roundtable discussion on the impact of the Progressive Era on modern American society
  - III. DBQ: Students will complete DBQs on Progressivism, Red Scare, Great Depression/New Deal, and American entrance to WWII
  - IV. View: Select clips of Disc 2 of Ultimate Guide to the Presidents
  - V. Simulation: Students will take the role of Muckrakers to examine problems in Urban America; Students will take the role of journalists examining problems of the Depression; Students will attend a Roaring Twenties Party to “meet” celebrities and politicians of the decade.
  - VI. SIPs SIP One: Workers, Blacks, and Women on the WWI Home Front (Course Text pp. 681-687). SIP Two: Mass Media and Popular Entertainment and Culture in the 1920s (Course Text, pp. 715-720). SIP Three: Hoover and the Depression (Course Text, pp. 740-747. SIP Four: Election of 1932 (Course Text, pp. 752-755) SIP Five: New Deal Diplomacy 1933-1939 (Course Text, pp. 779-785) SIP Six: WWII Home Front (Course Text, pp. 802-807)
  - VII. Primary Source Document Activity (PSDA) Students will be assigned primary source document activities base on the primary source activities listed above. Some student(s) will be tasked with advocating one position and other(s) will present the contrary perspective. These will include 2 to 3 minute presentations and will include broader class question/answer/commentary.

### C. Test and Measurement

1. Students shall compose a take-home essay concerned with the following task: *To what extent were each of the following important in providing impetus for American intervention throughout the globe?* **America in the World, Politics and Power, Ideas, Beliefs and Culture**



2. Students shall demonstrate content mastery of the essential factual and conceptual information of the unit via a measurement of objective competency. This may include (but is not limited to) multiple choice and short answer activity.

3. Students shall demonstrate the ability to make connections to previous material studied, while they effectively represent a variety of historic perspective regarding controversies associated with the unit material.

### Period 8: 1945–1980 (*The American Pageant Chapters 36-39*) CR2

After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.

**Content:** (Post War Prosperity...Sunbelt and suburbs...Baby boom...Truman...Fair Deal...Origins of Cold War...United Nations...Communism and containment...Truman Doctrine...Marshall Plan...NATO...HUAC and fighting communism at home...Korean War...Affluence...feminism...consumerism...Eisenhower...McCarthyism...Segregation...*Brown v BOE*...Civil Rights revolution...Cold War crises...space race and arms race...JFK...Postwar writers, painters, architects...Beatniks...Rock n Roll...Vietnam...Bay of Pigs...Cuban Missile Crisis...Assassination...LBJ...Great Society...Nixon...Detente...counterculture...Woodstock...stagnation...China and USSR...Supreme Court...silent majority...Israel...OPEC...Watergate...feminism...desegregation and affirmative action...Ford...Jimmy Carter...energy crisis...Iranian hostage crisis...Election of 1980) (CR 3)

#### **Primary Source Activities: (CRs 5, 6,7,12,13a)**

- *Truman Doctrine* and evaluate its use in Europe
- Evaluate the *Marshall Plan* expenditures and its effects on European recovery
- Identify geography in relation to the Cold War and containment
- Consider NATO's statement of purpose and evaluate its effectiveness during the Cold War
- Examine select excerpts of the *Feminine Mystique* to gain further insight into the women's rights movement
- Evaluate the *Brown v BOE* decision and read excerpt by Melba Patillo-Beals reconstructing the immediate reaction of whites to the decision and integration
- Consider *JFK's inaugural speech* and its effect on American political and cultural participation
- Analyze tapes and memos related to the Cuban Missile Crisis to gain greater insight to the foreign policy decisions of the Kennedy Administration
- Read select excerpts from Jack Kerouac's *On the Road* and examine the use of stream of consciousness and its reflection of culture of the time, especially music
- Listen to selections of early Rock N Roll music, including but not limited to Chuck Berry
- Evaluate JFK's *Berlin Wall Speech*

### **Learning Activities (CRs 3,4,5,7,10,13a)**

To promote student learning and understanding across the cognitive spectrum, the following learning activities will be scheduled for Unit 8:

- A. Teacher lectures on the following topics
  - I. Post-War prosperity and consumer culture including the baby boom 1945-1980
  - II. American Foreign Policy from 1945-1980
  - III. Civil Rights Movement 1945-1980
  - IV. Second Red Scare and fighting communism at home 1945-1980
  - V. Vietnam War 1956-1975
  - VI. Culture and counterculture in America 1945-1980
  
- B. Student activities shall include
  - I. A DBQ on the effective of John F. Kennedy as President
  - II. A counterculture debate on the topics of family, music, clothing, freedom of expression, free love, marriage, and public service
  - III. View: Letters Home from Vietnam
  - IV. Roundtable discussion on the merits of the domino theory and America's role in the world
  - V. Simulation: Students will take the role of CIA agents to deal with foreign policy crises (including events in Europe, Latin America, and Asia, with an emphasis on Bay of Pigs)
  - VI. SIP on the Civil Rights Movement (Topics: CORE, SCLC, Black Panthers, Grey Panthers, SNCC, SDS, NOW, AIM, UFW, JACL)
  - VII. Primary Source Document Activity (PSDA) Students will be assigned primary source document activities base on the primary source activities listed above. Some student(s) will be tasked with advocating one position and other(s) will present the contrary perspective. These will include 2 to 3 minute presentations and will include broader class question/answer/commentary.
  - VIII. Test and Measurement

1. Students shall compose a take-home essay concerned with the following task: *To what extent were each of the following important in inspiring the American civil rights movements in America?* **Identity, Technology, Beliefs, Culture and Politics and Power, America in the World**

2. Students shall demonstrate content mastery of the essential factual and conceptual information of the unit via a measurement of objective competency. This may include (but is not limited to) multiple choice and short answer activity.

3. Students shall demonstrate the ability to make connections to previous material studied, while they effectively represent a variety of historic perspective regarding controversies associated with the unit material.

## Period 9:1980–PRESENT (*The American Pageant* Chapters 40-42) CR2

As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

**PARTICULAR CONTENT:** (New right...conservatism...budget battles...tax cuts...Reagan and USSR...Gorbachev...thawing Cold War...Iran-Contra Affair...economy...religious right...Bush...End of Cold War...Persian Gulf War...Bush domestic policy...Clinton...Post Cold War foreign policy...impeachment...2000 election...George W. Bush...9/11...Iraq and Afghanistan...Great Recession... Obama... polarization... technology... inequality... feminism...changing American family...immigration and assimilation...cities and suburbs...multiculturalism...postmodern culture...new media) (CR 3)

### **Primary Source Activities: (CRs 5, 6,7,12,13a)**

- Election Maps of 1980, 1984, 1988, 1992, 1996, 2000, 2004, 2008 (compare and contrast in relation to voting patterns and regionalism) Evaluate changing demographics using population and demographic maps and census data and make inferences concerning local, state and national elections
- Evaluate US manufacturing data, union membership, and wages in relation to the economy and American GDP
- Examine the NAFTA agreement and evaluate
- Listen to selections of appropriate rock, alternative and rap songs and identify issues concerning America, urban and suburban

### **Learning Activities (CRs 3,4,5,8,11,13b)**

To promote student learning and understanding across the cognitive spectrum, the following learning activities will be scheduled for Unit 9:

- A. Teacher lectures on the following topics
  - I. Election of 1980 and Conservative Revolution (Reagan, Bush)
  - II. Clinton era and domestic policy
  - III. George W. Bush era and domestic policy
  - IV. American Foreign Policy 1980-Present
  - V. American culture 1980-Present
- B. Student activities shall include
  - I. Debate: budget, healthcare, SDI, Iraq, Afghanistan, social safety nets, supply side economics
  - II. Consider the political response of America to the rise of the automobile, radio and television and its effect on politics, culture and economics (i.e. You Tube debates)
  - III. SIPs: Sip One: The Election of 1980 (Course Text, pp. 942-945). SIP Two: The Election of 2000 (Course Text, pp. 971-976 SIP Three: Demographics of Modern America (Course Text, pp. 992-1007)

- IV. Primary Source Document Activity (PSDA) Students will be assigned primary source document activities base on the primary source activities listed above. Some student(s) will be tasked with advocating one position and other(s) will present the contrary perspective. These will include 2 to 3 minute presentations and will include broader class question/answer/commentary.
- V. Test and Measurement

I. Students shall compose a take-home essay concerned with the following task: *To what extent were each of the following important to Americans at the turn of the millennium?*

**Peopling, Identity, Beliefs , Culture and Politics and Power, work exchange and technology**

2. Students shall demonstrate content mastery of the essential factual and conceptual information of the unit via a measurement of objective competency. This may include (but is not limited to) multiple choice and short answer activity.

3. Students shall demonstrate the ability to make connections to previous material studied, while they effectively represent a variety of historic perspective regarding controversies associated with the unit material.