**AP U.S. History**

**Syllabus 2017-18**

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**Overview:**

This course provides students with the analytic and interpretive skills and factual knowledge necessary to deal critically with the problems and content of US history from Pre-Columbian times through the present. It is designed to be the equivalent of a college course covering U.S. history from early colonial settlement to the present day. Most of the required factual knowledge will be obtained through your own reading and review. Class time will be spent examining analytical and interpretive issues in American history – how and why the course of history went the way it did. Emphasis will be placed on critical thinking, analytical writing and interpretation of primary and secondary sources. Students will assess historical materials – their relevance to given interpretive problems, their reliability, and significance – and evaluate the evidence and interpretations presented in historical scholarship. Emphasis will be placed on preparation for the AP exam. Considerable time will be spent in the practice of making broad generalizations regarding change over time and using specific details to support those ideas.

**Objectives:**

Students will:

• master a broad understanding of historical knowledge and chronology

• understand its principal themes (including changes in political organization, long-term trends in diplomacy and economic policy, the interaction of various ideas, cultures, and social practices, and movements in American literary and cultural expression)

• learn to write clearly and effectively

• analyze and evaluate various primary sources

• interpret multiple perspectives in historical scholarship

• prepare and compose a short analytical research paper

• work effectively with others to debate issues in American history

• prepare for and successfully pass the AP exam in May

**Textbook:**

**Primary Texts:**

*America’s History*8th Edition**,** Henretta, Edwards and Self, Boston, Bedford St. Martins

*The American Pageant*. Kennedy, Cohen and Bailey. Boston: McDougal Littell/Houghton Mifflin.

**Suggested Text**: *United States History* (2016 Edition) by Amsco Publishing (although C*racking the AP U.S. History Exam* by the Princeton Review or another review book, such as Barron’s, REA, etc. is an eligible replacement)

**Supplemental Readings:**

Readings will be selected from the following sources:

Murrin, John M. (et al) Liberty, Equality, Power: A History of the American People Thompson Learning, 2005, Fourth Edition

Davis, Kenneth, Don’t Know Much About History, Harper Collins, Newest Edition

*Taking Sides Clashing Views on Controversial Issues in American History Volumes I & II* Seventh Edition By Larry Madaras and James M. SoRelle (not required)

• *After The Fact: The Art Of Historical Detection* By James West Davidson And

Mark Hamilton Lytle (not required)

Kennedy. David and Bailey, Thomas. *The American Spirit, Volume I: To 1877.*

Houghton Mifflin Company, 2002.

Kennedy. David and Bailey, Thomas. *The American Spirit, Volume II: Since*

*1865.* Houghton Mifflin Company, 2002.

Belmonte, Laura A. *Speaking of America: Readings in U.S. History*. Belmont,

CA: Thomson Wadsworth, 2005.

Couvares, Francis G., et al, eds. *Interpretations of American History: Patterns*

*and Perspectives*. Seventh Edition. New York: The Free Press, 2000.

Dudley, William, ed. Opposing Viewpoints in American History – Volume II.

San Diego: Greenhaven Press, 1996.

Foner, Eric and John A. Garraty, eds. *The Reader’s Companion to American*

*History*. Boston: Houghton Mifflin Company, 1991.

Hyser, Raymond M. and J. Chris Arndt. *Voices of the American Past: Documents*

*in U.S. History*. Third Edition. Belmont, CA: Thomson Wadsworth, 2005.

Shi, David E. and Holly A. Mayer. *For the Record: A Documentary History of*

*America*. Second Edition. New York: W.W. Norton & Company, 2004.

Tindall, George B. and David E. Shi. *America: A Narrative History*. Sixth

Edition. New York: W.W. Norton & Company, 2003.

Zinn, Howard. *A People’s History of the United States*. New York: Harper

Collins Publishers, 2003.

Other readings and handouts as necessary

**Organization:   
Course Goals and Themes:**

Students who take AP United States History will be able to:

1. To gain knowledge of basic chronology and of major events and trends in United States history from pre-Columbian societies to the present;

2. To develop:

a. an understanding of some of the principal themes in American history,

b. an ability to analyze historical evidence, and

c. an ability to analyze and express historical understanding in writing;

3. To understand United States History in the context of major thematic categories:

a. American Diversity, American Identity and Culture,

b. Demographic Changes,

c. Economic Transformations,

d. Environment and Globalization,

e. Politics and Citizenship,

f. Reform,

g. Religion,

h. Slavery and Its Legacies in North America, and

i. War and Diplomacy.

\*\*\*(Adapted from the College Board—www.collegeboard.org)

**Course Requirements:**

1. Attendance:

Regular attendance is vital to your success in this course. Per district policy, students may only miss 10 days in a full school year. If you are absent, it is **YOUR** responsibility to ask myself or a classmate for missed assignments and/or notes. I will not have time to seek you out to coordinate make up assignments, nor will I provide you with class notes that you missed. All make up assignments (classwork, homework, quizzes, tests, etc.) are due within **FIVE** (5) class days of your return to school per CMS policy. ***Make up tests and essays are given before or after school ONLY. We cannot take class time to take make up tests and essays.*** Any work not turned in within the 5 day period will be assigned a grade of zero at the discretion of the teacher.

2. Course Grading is based on a point system:   
 Formal Assessments count for 70% / Informal Assignments count for 30% of your grade

a. Unit Assessments 100 Points

b. DBQs/FRQs 100 Points

c. Reading Quizzes 30 Points

d. Projects 100 Points

e. Notebook activities 50 Points

f. Midterm Exam 100 Points

**Course Expectations:**

This is a college-level course; therefore, I will treat it as such. Attendance and attentiveness are both mandatory for success. There will be a large amount of outside reading, and I expect you to keep up. You must be willing to put in the extra effort needed to be successful. You are expected to come to class each day fully prepared and having read the assigned material.

**Grading Information:**

1. We will have at least 8 unit tests this year. Tests are made up of multiple choice and open ended questions taken from old AP exams, AP review books, and other AP materials. The last few unit tests will be timed to better prepare you for taking the national exam in May under timed conditions. Unit tests are also cumulative. Each test will contain a certain number of review questions from previous units.

2. We will have numerous reading quizzes this semester. Reading quizzes may or may not be announced. You may have the opportunity to drop your lowest grades. I will try to make it so that every person will be able to drop at least one quiz grade. This does not mean that you may opt out of taking a reading quiz simply because you failed to read the assigned material the night before. ***No make-up reading quizzes will be given. If you are absent the date of a reading quiz, that will count as one of your dropped grades.***

3. You will have outside reading assignments over the course of the year. You may be responsible for writing a book review or paper to accompany these assignments. You will receive more information about these assignments as they are given.

4. We will have quarterly and midterm exams which occur during fall and spring semester. The dates will be announced later in the semester. They are not designed to stress you out or make you worry about your grade. They are, however, designed to help track your progress leading up to the AP exam.

5. Extra credit is rare, but it does exist. Like Irish Leprechauns.

6. Your attendance at school is vitally important. Do your best to limit your absences. Do not fall behind. We move quickly, and once you fall behind it is very difficult to catch up.

7. Late assignments are penalized—no exceptions. See me **BEFORE AN ASSIGNMENT IS DUE** if you have a problem or concern about a due date. Definitely see me ahead of time if you are planning on being sick or getting injured so we can schedule the illness/injury ahead of time.

8. Plan on homework each night. Assignments may not always be writing-based, but count on reading assignments every night. **It is necessary that you come to class each day having read the assigned material the night before.**

9. Take notes on your reading. Make charts, graphs, graphic organizers, and flashcards. Trust me, it matters.

10. We will begin review sessions before and/or after school and on weekends as needed. These are not required, but they are highly suggested. Review sessions will serve to further prepare you for the AP exam, and they are invaluable. Students who regularly attend review sessions almost certainly raise their AP score as a result.

11. The AP United States History exam will be on Friday, May 7th at 8 am. All students are required to take the national exam, where you will have the opportunity to earn college credit should you score a 3 or better.

**Units of Study:**This course approaches United States history chronologically and will be broken down into units of study. Each unit will focus on essential questions addressing the central themes of the course. Students will receive daily reading assignments along with discussion questions to be completed outside of class. These questions are designed to encourage students to investigate how specific events occurring within a specific time period fit into a broader trend or movement. Weekly quizzes are given to encourage students to keep up to date on the reading. Most units will include at least one Document Based Question and will culminate with a comprehensive test including multiple choice questions and free response essays. There will be additional readings and assignments incorporated into each unit.

**Projects:**

College Preparation Project: It is my hope all my students will be able to pursue college or advanced employment opportunities after leaving Northwest. With this goal in mind, students will be asked to complete a **college application** during winter break, complete with essay. Students will also complete a **scholarship application** during Spring Break. Both assignments will be graded as formal assessments and given feedback from both myself and an English teacher. You may hate it this year but you’ll appreciate it next year.

Civil War Game: A former NWSA teacher developed a game designed to match students up against each other. The game will divide classes into either Union or Confederate soldiers where they will use their knowledge to score points against their opponents. A valuable prize awaits the winning team.

Other projects: Periodically, a group or individual project may be assigned. These may include analytical writing, research, presentations and/or additional products. It will also include planting sample crops, picking cotton to demonstrate the economics of the antebellum era, etc. We are conscious of the historical legacy attached to historical events and can exempt a student from a single activity and replace it with an alternative assignment. If you or your parents have any concerns, please contact the teacher in advance.

**Evaluation:**

Grades will be comprised of total points earned on a variety of assessments each grading period. Assessments include: homework, daily discussion questions, debates, quizzes, tests and projects. Students will also take a mid-term and a final exam that will be averaged into their final grade for the course. The AP U.S. History Exam will be administered on Friday, May 11th, 2018. By passing this exam with a 3 or better, a student can potentially earn college credit depending upon the score and the specific college or university.

**AP Focus Themes to be used Throughout the Year:**

1. **IDENTITY**
2. **WORK, EXCHANGE, AND TECHNOLOGY**
3. **PEOPLING**
4. **POLITICS AND POWER**
5. **AMERICA IN THE WORLD**
6. **ENVIRONMENT AND GEOGRAPHY (PHYSICAL AND HUMAN)**
7. **IDEAS, BELIEFS, AND CULTURE**

**Examples:**

As a review for each chronological Period/Unit, students will work in groups discussing and framing answers to essential questionsutilizing the above themes**.** For example, students will address questions related to the theme in the following manner**:**

**Identity**- How has the American national identity changed over time?

**Work, Exchange, and Technology**-How have changes in markets, transportation, and technology affected American society?

**Peopling** How have changes in migration and population patterns affected American life?

**Politics and Power**- How have various groups sought to change the federal government’s role in American political, social, and economic life?

**America in the World**- How has U.S. involvement in global conflicts set the stage for domestic social changes?

**Environment and Geography-** How did the institutions and values between the environment and Americans shape various groups in North America?

**Ideas, Beliefs, and Cultures-** How have changes in moral, philosophical, and cultural values affected U.S. history?

**Historical Thinking Skills**

These skills reflect the tasks of professional historians. While learning to master these tasks, AP U.S. History students act as “apprentice historians.”

Chronological Reasoning

• Historical Causation

• Patterns of Continuity and Change Over Time

• Periodization

Comparison and Contextualization

• Comparison

• Contextualization

Crafting Historical Arguments from Historical Evidence

• Historical Argumentation

ID — Identity

WXT — Work, Exchange, and Technology

PEO — Peopling

POL — Politics and Power

WOR — America in the World

ENV — Environment and Geography

CUL — Ideas, Beliefs, and Culture

• Appropriate Use of Historical Evidence

Historical Interpretation and Synthesis

• Interpretation

• Synthesis

**Course Outline:**

**Unit 1: Period 1 (1492-1607) and Period 2 (1607-1754 (5 weeks)**

**Period 1- (1492-1607) 2 weeks** The Americas and the Encounter: On the North American continent controlled by American Indians, contact between American Indians, Europeans and Africans created a new world.

Period 1 (1492- 1607) 2 Weeks

**Potential Readings:** *Bailey* - Chapters 1-4

*Moran* - Mayflower Compact pg. 5-6

*Spirit* - Slave narrative pg. 24-26; Salem Witch Trials pg. 81 Murrin Chapters 1 & 2 [2 – 54]

Davis Pages 1 - 32

Document Comparison and Analysis – PHIA

These are some examples of the document utilized for the students

Woodcut picture of North American Economy after 1500 (ENV - 1)]

Christopher Columbus’s 4th Journal (POL - 1)

Memoir of Jacques Cartier (PEO - 1)

Images from *El Lienza de Tlaxcala* (PEO - 1)

Second letter of Hernan Cortez to Emperor Charles V (WOR - 1)

Gerard Mecators’ letter to Abraham Ortelius (WXT - 1)

Historical Scholarship Analysis

§ Legal Statement by Pedro Hildago, Soldier (ID - 4)

§ Excerpts from Spanish trial of the Pueblo Revolt (ENV - 1)

§ Podcast – Pueblo Revolt (http://www.missedinhistory.com/blog/missed-in-historythe-pueblo-revolt/) (POL-1)

Students will analyze the two excerpts and listen to the podcast and evaluate their thesis, evidence, reasoning, and respond to these in an essay focusing on the demographic and economic changes among during the Pueblo Revolt. Students will write an essay in response to the question “What events lead up to the Pueblo Revolt and was the effects of the Pueblo Revolt on the New World?”

**Topics:** Native Americans before Columbus

Spanish conquistadors

Role of geography

Jamestown

Settling of Virginia, Maryland, Carolinas and Georgia

Puritans

Development of New England

Chesapeake tobacco

Bacon’s Rebellion

Spread of slavery

Southern Society

Salem Witch Trials

Daily life in the colonies

**Additional Questions:**

1) How did the geographic setting of North America-including its relation to Asia, Europe, and Africa-affect it subsequent history?

2) What did England & English settlers really want from colonization and did they get what they wanted?

3) How did the distinctly different outlooks of the various settlers affect the development of the colonies?

4) Why did slavery grow to be such an important institution in colonial America and what were the effects of slavery on the Africans who were brought to the New World?

***KEY CONCEPT 1.1:*** *Before the arrival of Europeans, native populations in North America developed a wide variety of social, political and economic structures based in part on interactions with the environment and each other.*

***KEY CONCEPT 1.2****: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations between societies across the Atlantic.*

***KEY CONCEPT 1.3:*** *Contacts among American Indians, Africans, and Europeans challenged the world views of each group.*

**Student Activities/ Assignments /Assessments:**

Six Degrees of Separation**:** Students will be provided with two events spanning decades, but related by their theme. They will select six events in chronological order that link the first event in the series with the last. Students will write the name of each selected event, and use their research and knowledge of the time period to create an argument to support the events selected. Students must emphasize both cause and effect and/or demonstrate continuity or change over time in their linking. There will be at least one Six Degrees assignment per unit. Some events can and will include environmental impact data. This assignment provides students with the opportunity to observe continuity and change over time.

*From 1491 to Jamestown*

Students write an essay in which they evaluate the impact of the Columbian Exchange on Native Americans in North America during the 16th century.

Working in groups, students develop a class presentation that analyzes reasons for the development of different labor systems in any two of the following regions of British colonial settlement: New England, the Chesapeake, the southernmost Atlantic coast, and the British West Indies. (WXT-4)

**Period 2 (1607-1754: (3 weeks)**

**Potential Readings:**

Bailey, Chapters 5-6

Murrin Chapters 2, 3, & 4 [54 - 145]

Davis Pages 33 – 41

Madaras and So Relle pp 44 – 62 “Was Salem Witch Craft Hysteria Caused by a Fear of

Women” (CUL-4)

Debate- Yes: Carol Karlsen No: Kai Erikson

Document Comparison and Analysis – PHIA

Examples of the document utilized for the students

Samuel de Champlain and Algonquin Allies Fighting an Iroquois Army (WXT - 1)

John Martin’s proposal for subjugating Native Americans (WXT - 4)

The Mayflower Compact (POL - 1)

A Model of Christian Charity (CUL - 4)

Captain John Mason, *A Brief History of the Pequot War* (WOR - 1)

Virginia Slave Laws (1662 – 1669) (WXT - 4)

George Washington’s Speech to Half-King and the Seneca Tribe (ID - 4)

Second Navigation Act of 1663 (WOR - 2)

John Locke, “Second Treatise on Civil Government” (CUL - 4)

John Collet “George Whitefield Preaching” (WOR - 2)

George Whitefield, “Sermon XXIII” (CUL - 4)

Franklin on George Whitefield (CUL - 4)

**Topics:** Immigration and population growth

The Great Awakening and role of religion

Atlantic economy

French & Indian War

Salutary Neglect

European Rivalries

Native American cultures and adaption

**Additional Questions:**

1) What were important sources of influence on an ordinary colonist? What shaped their thought?

2) Should the French & Indian War be considered one of the causes of the American Revolution?

3) How and why did the Americans and the British differ in their views and of the relationship of colonies to the empire?

4) What methods did the colonists use in their struggle with British authorities, and how did the British try to counteract them?

***KEY CONCEPT 2.1:*** *Differences in imperial goals, cultures and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.*

***KEY CONCEPT 2.2****: European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.*

***KEY CONCEPT 2.3:*** *The increasing political, economic and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.*

**Student Activities**

Six Degrees of Separation: From Jamestown to the French and Indian War.

Working in groups, students develop a class presentation that analyzes reasons for the development of different labor systems in any two of the following regions of British colonial settlement: New England, the Chesapeake, the southernmost Atlantic coast, and the British West Indies.

Students will complete a Semantic Features Chart comparing England, France, and Spain during the period of exploration and colonization. Once the chart is completed, students will write a short essay on the following: Choose ONE of the nationalities below and explain why your choice best represents how it impacted the Native Americans culturally and economically. Provide ONE piece of evidence to support your explanation for culture and ONE for economic.

§ British  
§ French

§ Spanish

Contrast your choice against ONE of your other options, demonstrating why that option is not a good choice

Classroom Discussion – Students will develop three main arguments and supporting evidence on “Was Salem Witch Craft Hysteria Caused by a Fear of Women?” pro and con and participate in a class discussion on the topic. The pro side - Carol F Karlsen, from *The Devil in the Shape of a Woman: Witchcraft in Colonial New England*; The con - Kai T. Erikson, from *Wayward Puritans: A Study in Sociology of Deviance* Document Comparison and Analysis – PHIA

These are some examples of the document utilized for the students:

The Mayflower Compact (POL - 1)

A Model of Christian Charity (CUL - 4)

Captain John Mason, *A Brief History of the Pequot War* (WOR - 1)

Nathaniel Bacon’s Declaration against Gov. Berkeley (POL - 1)

Virginia Slave Codes (1677 – 1705) (WXT - 4)

Colonial Pamphlet – Students will develop a stock prospectus on why an investor should invest into one of the colonial regions (Northern, Middle or Southern Colonies) and then choose one other region and explain why an investor should not invest in that region. Students will create a narrative timeline on the evolution of self-governing in colonial America from 1607 – 1754

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

**Identity**: How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas?

What were the chief similarities and differences among the development of English, Spanish, Dutch, and French colonies in America?

**Work, Exchange, and Technology**: How did the Columbian Exchange—the mutual transfer of material goods, commodities, animals, and diseases—affect interaction between Europeans and natives and among indigenous peoples in North America?

How did distinct economic systems, most notably a slavery system based on African labor, develop in British North America? What was their effect on emerging cultural and regional differences?

**Peopling** Where did different groups settle in the Americas (before contact) and how and why did they move to and within the Americas (after contact)?

Why did various colonists go to the New World? How did the increasing integration of the Atlantic world affect the movement of peoples between its different regions?

**Politics and Power**: How did Spain’s early entry into colonization in the Caribbean, Mexico, and South America shape European and American developments in this period?

In what ways did the British government seek to exert control over its American colonies in the 17th and 18th centuries?

**America in the World**: How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans?

How did the competition between European empires around the world affect relations among the various peoples in North America?

**Environment and Geography:** How did pre-contact populations of North America relate to their environments? How did contact with Europeans and Africans change these relations in North America?

How and why did the English North American colonies develop into distinct regions?

**Ideas, Beliefs, and Cultures:** How did cultural contact challenge the religious and other values systems of peoples from the Americas, Africa, and Europe?

How did the expansion of cultural contact that took place with permanent colonization alter conditions in North America and affect intellectual and religious life, the growth of trade, and the shape of political institutions?

**Unit 2: Period 3 (1754-1800) (4 weeks)** Imperial competition produced a political evolution, a republic, and a continued struggle over the new nation’s social, political, and economic identity.

**Potential Readings:**

*Bailey* - Chapters 7-11

*Spirit* - "Sinners in the Hands of an Angry God" pg. 92-93;

The Proclamation of 1763 pg. 117-120;

Benjamin Franklin's testimony against the Stamp Act pg. 129-131

"Give Me Liberty or Give Me Death" Patrick Henry pg. 141-142

*Bailey* - Chapters 8-9

*Classics* - Abigail Adams' letter to John Adams pg. 3; Declaration of Independence pg. 4-7; Federalists Papers 10, 39, 51 pg. 29-33, 46-49, 244- 249; Constitution pg. 8-29

Murrin Chapters 4, 5, & 6 [145 – 228], Chapter 8 [264 – 276]

Davis Pages 41 – 100

Madaras and SoRelle pp 112 – 128 “Was the American Revolution a Conservative

Movement?”

Yes : Carl N. Degler No: Gordon S. Wood

Document Comparison and Analysis – PHIA

These are some examples of the document utilized for the students

Join or Die Cartoon (POL – 1)

Map of Proclamation of 1763 (ENV – 3)

Excerpts from Common Sense (POL – 1)

Excerpt from Declaration of Independence (ID – 1)

Excerpts from The Article of Confederation (ID – 1)

Federalist #10 (POL – 5)

Anti-Federalist #5 (POL – 5)

Abigail Adams Letters to John Adams (CUL – 2)

Diagram of Hamilton’s Financial Plan (POL – 2)

**Topics:** Proclamation of 1763

Mercantilism

Road to Revolution

Declaration of Independence

Patriots and Loyalists

Articles of Confederation

Shay’s Rebellion

Ratifying the Constitution

Early republicanism

**Essential Questions:**

1) Why did Americans choose not only to break from Britain**,** but to adopt a republican form of government in 1776? What republican ideas did they share, and what did they disagree about?

2) What role did France play in winning America’s independence?

3) Was the U.S. in a crisis under the Articles of Confederation, or was the “crisis” exaggerated by the Federalists to justify their movement? Could the U.S. have survived if the Articles had stayed in effect?

4) What were the basic features of the new Constitution, and how did they differ from the government under the Articles of Confederation?

**Additional Assignments/Activities/Assessments:**

Classroom Discussion – Students will develop three main arguments with supporting evidence on the “Was the American Revolution a Conservative Movement?” pro and con and participate in a class discussion on the topic. Pro side - Carl N. Degler from *Out of Our Past: The Forces The Shaped Modern America* The con side - Gordon S. Wood from *The Radicalism of the American Revolution*

Six Degrees of Separation: Drawing on assigned secondary sources, students will indicate the extent to which there is both continuity and change of basic civil rights from the Declaration of Independence to the Voting Rights Act of 1965.

Students will create a double bubble thinking map on Shays Rebellion versus The Whiskey Rebellion. Then the students will write an essay on --Settlers in the eighteenth century backcountry sometimes resorted to violent protest to express grievances. Analyze the causes and significant of both events. Rank which one epitomizes the quote and justify your reason for your ranking.

Students look at primary and secondary sources on the Articles of Confederation and U.S. Constitution, and then debate the degree to which the Constitution reflected an emerging sense of American national identity (ID-1)

Graded Fishbowl discussion – Constitution’s significance to World history

Read and analyze Articles of Confederation and the grade its effectiveness, weaknesses and strengths

***KEY CONCEPT 3.1:*** *Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists and American Indians, culminating in the creation of a new nation, the United States.*

***KEY CONCEPT 3.2****: In the late eighteenth century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic and cultural ideas, challenged traditional imperial systems across the Atlantic World.*

***KEY CONCEPT 3.3:*** *Migration within North America, cooperative interaction and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.*

**Unit 3: Period 4 (1800-1848) 4 weeks** The new republic struggled to define and extend democratic ideas in the face of rapid economic, territorial, and demographic change.

**Potential Readings:** *Bailey* - Chapters 11-17

*Spirit* - Jefferson/Madison debates pg. 190-194, 198-199; Washington's Farewell address pg. 206-208

*Moran* - Opinion in Marbury vs. Madison pg. 60-62

Murrin Chapters 7 [232 – 260] Chapter 8 [276 – 292] Chapters 9, 10, 11, & 12 [295 – 405]

Davis 100 - 126

Madaras and SoRelle pp 176 – 193 “Did the Bank War Cause the Panic of 1837?”

Yes: Thomas P Govan No: Peter Temin

Document Comparison and Analysis – PHIA

These are some examples of the document utilized for the students

Excerpts from Jefferson 1st Inaugural Address (ID – 5)

The Ograbme Cartoon (WXT – 2)

Monroe Doctrine (WOR – 5)

Jackson’s First Message to Congress (POL – 2)

Jackson’s Veto of Bank Bill (POL – 2)

John C. Calhoun’s Argument on Nullification (POL – 3)

John O’Sullivan on Manifest Destiny (CUL – 2)

Thomas Corwin Against the Mexican War (WOR – 6)

William B. Travis Letter from the Alamo (WOR – 6)

The Drunkard’s Progress Cartoon (CUL – 5)

Excerpts from *Ten Nights in a Barroom* (CUL – 5)

Passage’s from Autobiography of Frederick Douglas (WXT – 6)

Declaration of Sentiments (CUL – 2)

**Topics:**

Washington sets the bar

Bill of Rights

Hamilton/Jefferson emergence of political parties

Adams’ foreign and domestic policy

Early tests to the Constitution

Revolution of 1800

Marshall and the Supreme Court

Louisiana Purchase

Treaty of Ghent

The American System

Missouri Compromise

The Monroe Doctrine

Election of 1824

Jacksonian Democracy

Nullification crisis

Westward movement

Immigration

Nativism

Women in the economy

Transportation

Reform

**Additional Questions:**

1) Why did Hamilton move so quickly to create large financial commitments by the federal government?

2) What were the philosophical and political disagreements between Hamilton and Jefferson that led to the first political parties?

3) What was the long term significance of the Jeffersonian “Revolution of 1800” in relation to the new republican experiment and the political battles of the 1790’s and how did it lead to greater democracy later?

4) What were the long term ramifications of Marbury vs. Madison?

**5**)What role did plantation owners, small slaveholders, independent farmers & free blacks each have in Southern social order?

6) Why was Polk will to go to war against Mexico over Texas but not against Britain over Oregon?

7) What were the benefits and costs of the Mexican War both immediately and in the longer run of American History?

8) Would the north, south, or west benefit most from eventually seeking the Compromise of 1850?

**Additional Assignments/Activities/Assessments:**

Graded Fishbowl discussion – emergence of political parties and long term benefit/consequence

Assignment evaluating the Supreme Court under John Marshall and its application of Federalist principles

Group project and presentation on emerging nationalism in the United States in the first half of the nineteenth century – emphasis on political, economic and cultural developments

Students will complete a concept map on the following four Marshall Court Decisions:

Marbury V. Madison;

McCulloch V. Maryland;

Dartmouth College V. Woodward;

Gibbons V Ogden

Classroom Discussion – Students will develop three main arguments with supporting evidence on the “Did the Bank War Cause the Panic of 1837?” pro or con and participate in a class discussion on the topic. The pro side will read Thomas P. Govan, from *Fundamental Issues of the Bank War,* The Pennsylvania Magazine of History. The con side will read Peter Temin, from *The Jacksonian Economy*

Students are given an assignment to research one antebellum reform movement and explain how it fit into broader patterns of antebellum reform. (POL-3)

Six Degrees of Separation: From Jefferson to the Reform Era. Students will reflect on Seneca Falls—in what ways was it a consequence of pre-1848 reform activities and what did it contribute to the movement for women’s rights afterwards? Write an essay that makes an argument in response to this double-sided question.

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

**Identity** How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?

**Work, Exchange, and Technology**: How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked? How did the continuing dominance of agriculture and the slave system affect Southern social, political, and economic life?

**Peopling:** How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities?

**Politics and Power:**

How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse?

**America in the World**: How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation?

**Environment & Geography:** How did environmental and geographic factors affect the development of sectional economics and identities?

**Ideas, Beliefs, and Cultures:** How did the idea of democratization shape and reflect American arts, literature, ideals, and culture?

***KEY CONCEPT 4.1:*** *The United States developed the world’s first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and to reform its institutions to match them.*

***KEY CONCEPT 4.2****: Developments in technology, agriculture and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.*

***KEY CONCEPT 4.3:*** *U.S. interest in increasing foreign trade, expanding its national borders and isolating itself from European conflicts shaped the nation’s foreign policy and spurred government and private initiatives.*

**Unit 4: Period 5 (1844-1877) 4 weeks** 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.

**Potential Readings:** *Bailey* - Chapters 17-22

*Spirit* - Hayne/Webster Debate pg. 274-276;

Declaration of Sentiments pg. 327-330

*Spirit* - Douglass on Slavery pg. 352-354; the "blessings" of the Slave pg. 364-366; excerpt from Hinton Helper's banned book pg. 376-377; John Calhoun debates Compromise of 1850 pg. 403-404

*Bailey* - Chapters 19-21

*Spirit* - Opposing viewpoints on the Dredd Scott decision pg. 435-438; Clement Van Landingham's speech opposing suspension of the writ of habeas corpus pg. 459-461; Gettysburg Address pg. 463; Lincoln's second inaugural address pg. 463-465; A "Colored Man's" reflections on the War pg. 472-473

Murrin Chapters 14 – 17 [434 – 560]

Davis 127 – 165, 181 – 189

Madaras and SoRelle pp 344 – 364 “Was Reconstruction a Success”

Yes: Kenneth Stampp No: Eric Froner

Document Comparison and Analysis – PHIA

These are some examples of the document utilized for the students

John O’Sullivan Annexation (WOR – 6)

Thomas Corwin Against the Mexican War (WOR – 6)

Lincoln’s Spot Resolutions (WOR – 6)

Handbill for California Goldrush (ENV – 4)

Wilmot Proviso Cartoon (WOR – 6)

Excerpts from Narrative of the Life of Frederick Douglas (ID – 2)

Whitman’s “O Captain My Captain” (ID – 5)

Mississippi Black Codes (CUL – 2)

A Sharecrop Contract (ENV – 4)

Lincoln Speech at New Haven, March 6,1860

Letter to AH Stevens, December 22, 1860

Letter to WH Seward, February 1861

Letter to Horace Greeley, August 22, 1862

Emancipation Proclamation, January 1, 1863

Gettysburg Address, November 19, 1863

Second Inaugural Address, March 4, 1864

African Americans

William Henry Singleton, Recollections of My Slavery Days

Lincoln's Letter to Horace Greeley, August 22, 1862

General Benjamin Butler's letter to Winfield Scott, May 27, 1861

"African Americans in the Civil War"

Frederick Douglass, "Men of Color to Arms," March 2, 1863

T. W. Higginson, Letter to NY Times, February 14, 1864

E. W. Hyde, Farewell Address to the Troops, February 9, 1866

Congress

Proposed Amendment to the Constitution, March 2, 1861

First Confiscation Act, August 6, 1861

Second Confiscation Act, July 17, 1862

Militia Act, July 17, 1862

Senator Charles Sumner argues for emancipation , May 1862

13th Amendment, ratified January 31, 1865

Military

General Benjamin Butler to General in Chief Winfield Scott May 27, 1861

Annual Report of Secretary of War Simon Cameron, December 1, 1861

Company E, 4th United States Colored Infantry , c. 1864

David Hunter's General Orders May 9, 1862

Abraham Lincoln to General Hunter May 19, 1862

Testimony by the Superintendent of Contrabands at Fortress, MO, May 9, 1863

**Topics:**

Southern social structure

Abolitionists

Manifest Destiny

War with Mexico

Popular Sovereignty

Compromise of 1850

Kansas-Nebraska Act

Bloody Kansas

Political developments

Advantages of North and South

Black Codes

Impeachment of Johnson

Legacy of Reconstruction

Corruption in government

Compromise of 1877

Jim Crow

Populism

Mark Twain

Key Battles of Civil War

Emancipation efforts

Industrialization of war effort

Compromises of Reconstruction

Politics of Reconstruction

Economic development of the South and West

**Additional Questions:**

1) Why did Calhoun and the South see the Tariff of 1828 as such an “abomination” and raise threats of nullification over it?

2) How did the existence of a vast western frontier shape American’s values and society in the period 1790-1860?

3) How did the new transportation systems create a commercially linked national economy and a specialized division of labor?

4) How did the first American feminists propose altering the condition of women and what successes did they have?

5) How did Jacksonian Democracy affect the participation of everyday Americans in the political process?

6) What were the implications of the Dred Scott decision for the status of free blacks in the U.S.?

7) When confronted with Southern secession in 1861, why didn’t Lincoln simply allow the South to separate in peace?

8) Why did the South confidently anticipate European intervention on their behalf and why didn’t it materialize?

9) Did the Civil War slow the U.S. Industrial Revolution or did it help usher in modern America?

10) How truly “radical” was “radical reconstruction”?

11) What caused the end of Reconstruction and what did each side gain from the Compromise of 1877?

12) How did Southern and Northern racial attitudes shape Reconstruction and what effect did Reconstruction have on race relations?

**Assignments/Activities/Assessments:**

Classroom Discussion – Students will develop three main arguments with supporting evidence on the “Was Reconstruction a Success” pro or con and participate in a class discussion on the topic.

Who Freed the Slaves – Students will present their viewpoint on who freed the slaves from one of the following groups: Congress, Lincoln, Military, or African-Americans. In addition the students will explain why the other three groups were not as effective as their group All students will do a close read of the article “Who Freed the Slaves?” by Barbara J. Fields, and complete a concept map. Each group will get a series of primary and secondary sources to support their claims.

Students read the sources in a document-based question on the Mexican-American War and engage in a classroom debate on President Polk’s motives for entering the war. (WOR-5)

Six Degrees of Separation: From The Liberator to the Compromise of 1877

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

**Identity**: How did migration to the United States change popular ideas of American Identity and citizenship as well as regional and racial identities? How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period?

**Work, Exchange, and Technology**- How did the maturing of northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877?

**Peopling** How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities and the West?

**Politics and Power** -Why did attempts at compromise before the war fail to prevent the

conflict? To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships?

**America in the World**: How was the American conflict over slavery part of larger global

events?

**Environment and Geography**: How did the end of slavery and technological and military

developments transform the environment and settlement patterns in the South and the West?

**Ideas, Beliefs, and Cultures**- How did the doctrine of Manifest Destiny affect debates over

territorial expansionism and the Mexican War?

How did the Civil War struggle shape Americans’ beliefs about equality, democracy, and national destiny?

***KEY CONCEPT 5.1****: The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.*

***KEY CONCEPT 5.2:*** *Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural and political issues led the nation into civil war.*

***KEY CONCEPT 5.3:*** *The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about federal government power and citizenship rights.*

**Unit 5: Period 6 (1865-1914) 4 weeks** 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 change.

**Potential Readings:**

*Bailey* - Chapters 22-30

*Spirit vol.2* - excerpts from the Report of the Joint Committee on Reconstruction pg. 512-513; Andrew Johnson's veto of the Reconstruction Act pg. 513-514; Opinion in Plessy v. Ferguson pg. 58-60

Murrin Chapters 18 – 23 [564 – 728]

Davis Pages 257 – 283, 289 - 303

Madaras and SoRelle pp 72 – 97 “Did the Progressives Fail”

Yes: Richard M Abrams No: Arthur Link and Richard L. McCormick

Document Comparison and Analysis – PHIA

These are some examples of the document utilized for the students

Red Cloud’s Speech (PEO - 4)

Excerpts from *Huck Finn* (ID – 5)

Dawes Act (PEO – 6)

Bosses of the Senate Cartoon (POL – 6)

Images from *How the Other Half Lives* (PEO – 6)

Petition to the Ohio state legislature against women suffrage (POL – 6)

Andrew Carnegie’s Gospel of Wealth (WXT – 6)

Jane Addams Twenty Years at Hull House (CUL – 3)

Excerpts from *The Jungle* (WXT – 6)

**Topics:**

The Gospel of Wealth

Industry in the South

Railroads

"New immigrants"

Booker T. Washington

W.E.B. Du Bois

Urban America

Women's changing role

Frontier

Spanish American War

Theodore Roosevelt

Big Stick Policy

United States on a World stage

Muckrakers

Progressivism

Dollar Diplomacy

New Freedom

Wilson and the Triple Wall of Privilege

Isolationism

**Essential Questions:**

1) What was the impact of the transcontinental rail system on the American economy and society in the late 19th century?

2) What was the effect of the new industrial revolution on American laborers, and how did various labor organizations attempt to respond to the new condition?

3) How did the “New Immigration” differ from the “Old Immigration” and how did Americans respond to it?

4) Why was the “passing of the frontier” in 1890 a disturbing development for many Americans and was the frontier more important as a particular place or an idea?

5) How was U.S. overseas imperialism in 1898 similar to and different from earlier American continental expansion, or “Manifest Destiny”?

6) What did the Progressive Movement accomplish at the local, state and national levels?

7) What were the essential principles of Theodore Roosevelt’s foreign policy, and how did he apply them to specific situations?

8) What were the results of Wilson’s great reform assault on the “triple wall of privilege” – the tariff, the banks, and the trusts?

**Assignments/Activities/Assessments:**

Classroom Discussion – Students will develop three main arguments with supporting evidence on the “Did the Progressives Fail” pro or con and participate in a class discussion on the topic.

Six Degrees of Separation: From The Homestead Act to the Battle of Wounded Knee. Populist Party Speech - Students will deliver a Populist Party Speech on why they should be the Populist Party Presidential nominee in 1892. Students in groups of 3 – 4 will analyze various documents on the Populist Party and create their speech.

Pullman Strike Lesson – Student will analyze two accounts of the Pullman Strike, one from the Chicago Times and the other from the Chicago Tribune. The student will do a close reading of the article and conclude which newspaper supported the workers and which supported Pullman.

Progressive Social Reformers Attitudes Toward Immigrants Lesson – Reading excerpts from Jane Addams (2), Louise de Koven Bowen and Hilda Satt Polacheck students will decide if the progressive social reformers were generous and helpful or condescending and judgmental towards immigrants. Students will list 3 main points and evidence their support for each side.

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

**Identity:** How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity?

**Work, Exchange, and Technology**: How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of working people?

**Peopling**: How and why did the sources of migration to the United States change dramatically during this period?

**Politics and Power:** How did the political culture of the Gilded Age reflect the emergence of new corporate power?

How successful were the challenges to this power?

Why did challenges to this power fail?

**America in the World:** How did the search for new global markets affect American foreign policy and territorial ambitions?

**Environment and Geography**: In what ways, and to what extent, was the West “opened” for

further settlement through connection to eastern political, financial, and transportation systems?

**Ideas, Beliefs, and Cultures**: How did artistic and intellectual movements both reflect and

challenge the emerging corporate order?

***KEY CONCEPT 6.1***: *The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.*

***KEY CONCEPT 6.2****: The rise of big business and an industrial culture in the United States led to both greater opportunities for and restrictions on immigrants, minorities, and women.*

***KEY CONCEPT 6.3****: The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.*

**Unit 6: Period 7 (1890-1945) 6 weeks** 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.

**Potential Readings**:

Bailey, Chapters 31-36

Murrin Chapters 24 – 26 [732 - 834]

Davis Pages 323 – 368, 388 – 396, 400 – 410, and 418 – 436

Madaras and SoRelle pp 198 – 218 “were the 1920s an Era of Social and Cultural Rebellion?”

Yes: William E. Leuchtenburg No: David A. Shannon Madaras and SoRelle “Was the New Deal an Effective Answer to the Great Depression” Yes: Roger Biles No: Gary Dean Best

Document Comparison and Analysis – PHIA

Excerpt from Lincoln Steffens, *The Shame of the Cities* (POL – 3)

Eulogy of Susan B Anthony (ID – 7)

Early 1900s new transportation advertisements (WXT – 3)

1920s Advertisements (CUL – 3)

FDR’s Message to Congress about the CCC (ENV – 5)

Dear Mrs. Roosevelt Letter (POL – 4)

Espionage Act of 1917 (POL – 7)

Sedition Act of 1917 (POL – 7)

Eugene Deb’s Speech Condemning Espionage Act and Sedition Act (POL – 7)

Various Langston Hughes Poems (ID – 8)

US Diplomatic Cable to Spanish ambassador (WOR – 7)

Platform of the American Anti-Imperialist League (WOR – 6)

HJ Buffington Friendly Words to the Foreign Born (ID – 3)

Arguments for and against the League of Nations (WOR – 7)

FDR’s Quarantine Speech (WOR – 7)

FDR’s Day of Infamy Speech (WOR – 7)

Walter Lippman on Japanese Internment (ID – 6)

Excerpts from Korematsu v United States (ID – 6)

Kenji by Fort Minor (ID – 6)

Truman’s The Decision to Drop the Atomic Bomb (WOR – 7)

**Topics:**

Spanish American War

Theodore Roosevelt

Big Stick Policy

United States on a World stage

Muckrakers

Progressivism

Dollar Diplomacy

New Freedom

Wilson and the Triple Wall of Privilege

Isolationism

World War I

Fourteen Points

Home front

Treaty of Versailles

Red Scare

Prohibition

Liberal/Conservative clash

Immigration restrictions

Mass consumption

Economic boom

Cultural Revolution

Warren G. Harding

Isolationism

Herbert Hoover

The stock market crash

Franklin D. Roosevelt

The Hundred Days Congress

New Deal agencies

Roosevelt's foreign policy

Isolation and Appeasement

Attack on Pearl Harbor

Internment of Japanese Americans

Women during WW II

Economic impact of war

Atomic Bomb

Legacy of war

**Essential Questions:**

1) How was U.S. overseas imperialism in 1898 similar to and different from earlier American continental expansion, or “Manifest Destiny”?

2) What did the Progressive Movement accomplish at the local, state and national levels?

3) What were the essential principles of Theodore Roosevelt’s foreign policy, and how did he apply them to specific situations?

4) What were the results of Wilson’s great reform assault on the “triple wall of privilege” – the tariff, the banks, and the trusts?

5) What caused American entry into World War I, and how did Wilson turn the war into an ideological crusade?

6) How was Wilson forced to compromise during the peace negotiations, and why did America in the end refuse to ratify the treaty and join the League of Nations?

7) How did some of the events of the 1920’s reflect national conflicts over social, cultural, and religious values?

8) What weaknesses existed beneath the surface of the general 1920’s prosperity, and how did these weaknesses help cause the Great Depression?

9) How did the early New Deal legislation attempt to achieve the three goals of relief, recovery and reform?

10) Was the New Deal essentially a conservative attempt to save American capitalism from collapse, a radical change in traditional American anti-government beliefs, or a moderate liberal response to a unique crisis?

11) How did Roosevelt manage to move the United States toward providing effective aid to Britain while slowly undercutting isolationist opposition?

12) What effects did World War II have on the American economy? What role did American industry and agriculture play in the war?

13) What was the significance of the dropping of the atomic bomb then and now?

**Additional Activities**: Six Degrees of Separation: From The Sinking of the Maine to Hiroshima.

Classroom Discussion – Students will develop three main arguments with supporting evidence on the “Was the New Deal an Effective Answer to the Great Depression” pro or con and participate in a class discussion on the topic.

Students will construct a classroom presentation that argues one trial of the 1920s (Scopes, Leopold & Loeb, or Sacco & Vanzetti) that epitomizes the 1920s. In addition, the students will explain why the other two trials do not reflect the essence of the 1920s.

Stock Market Crash – Students will be involved in an operating stock market in which they have an opportunity to make decisions based on stock data that will cause them to succeed or fail.

Japanese Interment: Students will develop arguments on "Why were Japanese

Americans interned during World War II?" Students will analyze the following: Part I-A

US Government clip on Japanese Interment

(http://www.archive.org/details/Japanese1943), Part II- The Munson Report and Harry Paxton Howard, “Americans in Concentration Camps,” The Crisis, Part III- The Korematsu Supreme Court Ruling and “Personal Justice Denied: The Report of the Commission on Wartime Relocation and Internment of Civilians” on February 24, 1983.For each document, the students will complete the following: 1) Reasons for internment suggested by this document and 2) Evidence from document to support these reasons and for each round develop a hypothesis on "Why were Japanese Americans interned during World War II?"

Historical Analysis – short research paper analyzing the influence a particular individual has had on American history (this will be submitted as a possible selection for Senior Portfolios). This will be long term assignment that will be completed over the course of several units.

Presentations of student research- students will conduct primary research in preparation for their analytical paper and present their findings to the class

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

**Identity:** How did continuing debates over immigration and assimilation reflect changing ideals of national and ethnic identity?

How did class identities change in this period?

**Work, Exchange, and Technology**: How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals?

**Peopling:** Why did public attitudes towards immigration become negative during this time period?

How and why did people migrate within the U.S. during this time period?

**Politics and Power:** How did reformist ideals change as reformers took them up in different time periods?

Why did opposition emerge to various reform programs?

**America in the World:** Why did U.S. leaders decide to become involved in global conflicts such as the Spanish American War, World War I, and World War II?

How did debates over intervention reflect public views of America’s role in the world?

**Environment and Geography**: Why did reformers seek for the government to wrest control of

the environment and national resources from commercial interests?

**Ideas, Beliefs, and Cultures**: How did “modern” cultural values evolve in response to developments in technology? How did debates over the role of women in American public life reflect changing social realities?

***Key Concept 7.1:*** *Government, political and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.*

***Key Concept 7.2:*** *A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflict between groups increased under the pressure of migration, world wars, and economic distress.*

***Key Concept 7.3:*** *Global conflicts over resources, territories and ideologies renewed debates over the nation’s values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.*

**Unit 7: Period 8 (1945-1980) 6 weeks & Period 9 (1980-Current) 4 weeks** After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.

**Potential Readings:**

Bailey Chapters 35-38

Murrin Chapters 27 – 29 [838 – 934]

Davis Pages 418 – 463, 441 – 463, 483 – 507

Madaras and SoRelle pp 294 – 316 “Were the 1950s America’s “Happy Days”? Yes: Melvyn Dubofsky and Athan Theoharis No: Douglas Miller and Marion Nowak

Document Comparison and Analysis – PHIA

George Kennan’ Long Telegram (WOR – 7)

Truman Doctrine (WOR – 8)

Interrogation of Peter Seger by HUAC

Tonkin Gulf Resolutions (WOR – 7)

**Topics:**

Post war prosperity

Sunbelt

Baby Boom

Truman Doctrine

Origins of Cold War

Communism and containment

Korean War

Consumerism in 1950s

Dwight D. Eisenhower

Brown vs. Board of Education

Civil Rights

Space Race

Modern Republicanism

Election of John F. Kennedy

Television culture

Kennedy and the Cold War

New Frontier

Great Society

Vietnam

Counter culture

Nixon's foreign policy

Watergate

Feminism

Energy Crisis

Iran hostage crisis

Reagan and the Cold War

Growth of Conservatism

**Essential Questions:**

1) What were the immediate conflicts and deeper causes that led the United States and the Soviet Union to go from being allies to bitter Cold War rivals?

2) How did television and other innovations of the “consumer age” affect American politics and culture in the 1950’s?

3) Did the presidential styles of John F. Kennedy and Lyndon B. Johnson clash or complement one another?

4) How was the cultural upheaval of the 1960s related to the political and social changes of the decade? Was it a response to immediate events or a consequence of long term forces?

5) How did Nixon fall from the political heights of 1972 to his forced resignation in 1974? What were the political consequences of Watergate?

6) To what extent was the election of Reagan an endorsement of his conservative ideology, and to what extent was it a repudiation of the perceived failures of government policies of the stalemated 1970s?

**Assignments/Activities/Assessments:**

Six Degrees of Separation: From Containment to “Tear Down This Wall.”

Classroom Discussion – Students will develop three main arguments with supporting evidence on the “Were the 1950s America’s “Happy Days”? pro or con and participate in a class discussion on the topic.

Coffee House – after reading and discussing beatnik poetry (Allen Ginsberg, Lawrence Ferlinghetti, Gregory Corso, and Gary Snyder), students will write their own beatnik poetry on an issue of the 1950s

Origins of the Cold War class debate: Some scholars argue that the Cold War started with the Russian Revolution. Examine primary and secondary sources and make a case for the Cold War starting in 1945 or 1917.

Shootings at Kent State: Students will close read "The Shooting at Kent State" by Tom Grace and listen to the pod cast "What Really Happened at Kent State" (<http://www.missedinhistory.com/podcasts/what-really-happened-at-kent-state/>). The students will write two editorials; the first editorial will address why the government had the right to allow the National Guard to fire on the students; the second will address why the firing was wrong.

Students write an essay debating the role of popular music in affecting public attitudes toward the Vietnam War. (CUL-6)

Graded Fishbowl discussion – Conformity vs. Beatniks

Demographic Map Analysis: Analyzing four maps of changing US cities population (1920, 1940, 1960, and 1980) students will hypothesize why the Frostbelt-Sunbelt phenomenon transpired.

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

**Identity** How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups in American society?

How did American involvement in the Cold War affect debates over American national identity?

**Work, Exchange, and Technology**: How did the rise of American manufacturing and global economic dominance in the years after World War II affect standards of living among and opportunities for different social groups?

**Peopling**: How did the growth of migration to and within the United States influence demographic change and social attitudes in the nation?

**Politics and Power:** How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power?

**America in the World:** Why did Americans endorse a new engagement in international affairs during the Cold War? How did this belief change over time in response to particular events?

**Environment and Geography:** Why did public concern about the state of the natural environment grow during this period, and what major changes in public policy did this create?

**Ideas, Beliefs, and Cultures:** How did changes in popular culture reflect or cause changes in social attitudes? How did the reaction to these changes affect political and public debates?

**Key Concept 8.1:** *The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.*

**Key Concept 8.2:** *Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses.*

**Key Concept 8.3:** *Postwar economic, demographic and technological changes had far-reaching impacts on American society, politics, and the environment*

**Period 9: (1980-Current) 4 weeks** 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.

**Potential Readings:**

Bailey Chapters 38-41

Murrin Chapters 30 - 31 [938 – 1007]

Davis pp 510 – 587

Madaras and SoRelle pp 382 – 396 ‘Were the 1980s a Decade of Greed?

Yes: Kevin Phillips No: Alan Reynolds

Jimmy Carter Crisis in America (WOR – 8)

1980s Car advertisements (WXT – 3)

Ronald Reagan Air Traffic Controllers’ Strike (WXT – 3)

Bill Clinton’s First Inaugural Speech (POL – 4)

George W Bush Republican Nomination Acceptance Speech (WOR – 8)

Ronald Reagan Evil Empire Speech (WOR – 8)

Ronald Reagan Support of the Contras (WOR – 8)

George W Bush September 20 Address to Congress (WOR – 8)

Creation of Homeland Security Department (POL – 7)

Bill Clinton Address on Health Care Reform (WXT – 8)

Barack Obama Address on Health Care (WXT – 8)

**Topics:**

Nixon's foreign policy implications in the Modern World

Modern Feminism

Energy and water scarcity

Iran-Contra

End of the Cold War

Active Conservatism

Supply-Side Economic legacy

The First and Second Gulf Wars

Post Cold War economics

Tech Boom

Post-Cold War Diplomacy

Free Trade/Nafta

Terrorism

E**ssential Questions:**

1) How did Nixon fall from the political heights lead to a weakening of the office of Presidency today?

2) How did the popularity of Reagan shift the electorate SINCE THE 1980’S

3) What was the real cause of the end of the Cold War? Did America win or did the Soviets lose? Is there a difference?

4) What economic developments fueled the free trade movement behind GATT and NAFTA?

5) How has terrorism altered American’s attitude to trade, diplomacy and politics?

**Additional Activities:**

Looking at economic data about employment, compensation, and household data broken down by race, gender, and education from the 1970s to 2010, each student will write an essay that makes an argument about whether or not the American Dream existed.

Students use a graphic organizer to compare and contrast the causes and goals of each act as described in excerpts from the 1924, 1965, and 1990 Immigration Acts. (PEO-7)

Iconic Moments: The entire class composes a list of iconic moments or events associated with US History in the period 1980 to the Present. Students can begin with moments or events that occurred within their own lifetimes, but also must include moments/events that cover the entire chronological span,

1980-Present. The purpose of this exercise is to deepen the students’ awareness of specific content within Period 9. Then the students will categorize the moments using the seven themes of AP US History discussed above.

Politics and Partisanship - Students will evaluate the presidents (Clinton, Bush, Obama) with a T-Chart citing positive and negative aspects of their presidency, assign each president a grade with a brief explanation of their criteria. Next, for each president the student will pick one event listed and compare it to an event from the 20th century. Then the student will compare each president with another president prior to 1992. Finally, they will chart how the three presidents view the following topics: Civil Rights, Immigration, Technology, the Economy, and the Environment.

Students write a mock op-ed article for or against drilling for oil in the Arctic National Wildlife Refuge that cites precedents in U.S. law and history to justify their position. (ENV-5)

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

**Identity** How did demographic and economic changes in American society affect popular debates over American national identity?

**Work, Exchange, and Technology:** How did the shift to a global economy affect American economic life?

How did scientific and technological developments in these years change how Americans lived and worked?

**Peopling:** How did increased migration raise questions about American identity and affect the nation demographically, culturally, and politically?

**Politics and Power:** How successful were conservatives in achieving their goals?

To what extent did liberalism remain influential politically and culturally?

**America in the World:** How did the end of the Cold War affect American foreign policy? How did the terrorist attacks of September 11, 2001 impact America’s role in the world?

**Environment and Geography:** How did debates over climate change and energy policy affect broader social and political movements?

**Ideas, Beliefs, and Cultures:** How did technological and scientific innovations in areas such as electronics, biology, medicine, and communications affect society, popular culture, and public discourse? How did a more demographically diverse population shape popular culture?

**Key Concept 9.1:** *A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.*

**Key Concept 9.2:** *The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.*

**Key Concept 9.3:** *Moving into the 21st century, the nation continued to experience challenges stemming from social, economic and demographic changes*