**AP U.S. History**

**Syllabus 2015-16**

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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 Text:** Kennedy, David M., Lizabeth Cohen and Thomas A. Bailey. *The American*

*Pageant*. Boston: McDougal Littell/Houghton Mifflin, 2004.

**Suggested Text:** *Cracking the AP U.S. History Exam* by the Princeton Review (or another

review book, such as Barron’s, REA, etc.)

**Supplemental Readings:**

Readings will be selected from the following sources:

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 nine 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. I will not take class time to give make up tests and essays.*** Any work not turned in within the 5 day period will be assigned a grade of zero.

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 6-8 unit tests this year. Tests are made up entirely of multiple choice 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 **PER UNIT** this semester. Reading quizzes may or may not be announced. You may have the opportunity to drop a few of 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 3-4 outside reading assignments over the course of the year. You will 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 a midterm exam both fall and spring semester. These dates will be announced at a later date. 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, though not impossible. Like 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.

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.

**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 May 6th. By passing this exam can potentially earn college credit depending upon the score and the specific college or university.

**Course Outline:**

**Unit 1: Colonial Period (2 weeks)**

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

*Moran* - Mayflower Compact pg. 5-6

*Spirit* - Slave narrative pg. 24-26; Salem Witch Trials pg. 81

**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

**Essential 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?

**Assignments/Activities/Assessments:**

• Graded Fishbowl discussion – necessity of slavery

• Assignment requiring students to assess the changing role of the individual in colonial America and evaluate the contributions to Puritanism, the Great Awakening, and the Enlightenment to the political development of the nation.

**Unit 2: Revolution (2 weeks)**

**Readings:** *Bailey* - Chapters 5-7

*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

**Topics:** Immigration and population growth

The Great Awakening and role of religion

Atlantic economy

French & Indian War

Salutory Neglect

Proclamation of 1763

Mercantilism

Road to Revolution

**Essential 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 of taxation 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?

**Assignments/Activities/Assessments:**

• DBQ-French & Indian War

• Graded Fishbowl discussion – merits of diplomacy over anarchy

• Introductory Writing assignment evaluating the extent to which the American colonies had developed a distinct society by 1763

• Create chart organizing British and colonial actions prior to Revolution

**Unit 3: Establishing a New Nation (2 weeks)**

**Readings:** *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

**Topics:** 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?

**Assignments/Activities/Assessments:**

• DBQ – American identity on the eve of revolution

• In depth analysis of Constitution

• Graded Fishbowl discussion – Constitution’s significance to World history

• Create chart outlining components of Articles of Confederation and its effectiveness

**Unit 4: New Republic (2 weeks)**

**Readings:** *Bailey* - Chapters 10-12

*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

**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

**Essential 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 significance of the Jeffersonian “Revolution of 1800” in relation to the new republican experiment and the political battles of the 1790’s?

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

**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

**Unit 5: Nationalism & Economic Expansion (2 weeks)**

**Readings:** *Bailey* - Chapters 13-15

*Spirit* - Hayne/Webster Debate pg. 274-276; Declaration of Sentiments pg. 327-330

**Topics:** Election of 1824

Jacksonian Democracy

Nullification crisis

Westward movement

Immigration

Nativism

Women in the economy

Transportation

Reform

**Essential 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?

**Assignments/Activities/Assessments:**

• Graded Fishbowl discussion – Seneca Falls convention as turning point in American history

• Create chart evaluating the differences between Jeffersonian and Jacksonian democracy

• Assignment analyzing the assets and liabilities of westward expansion

**Unit 6: Sectionalism (2 weeks)**

**Readings:** *Bailey* - Chapters 16-18

*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

**Topics:** Southern social structure

Abolitionists

Manifest Destiny

War with Mexico

Popular Sovereignty

Compromise of 1850

Kansas-Nebraska

**Essential Questions:** 1)What role did plantation owners, small slaveholders, independent white farmers and free blacks each have in Southern social order?

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

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

4) Did the north, south, or west benefit most for the Compromise of 1850?

**Assignments/Activities/Assessments:**

• DBQ – Sectionalism

• Class project addressing compromises and conflicts that led to the Civil War. Groups will be preparing a lesson for the class covering different themes.

**Unit 7: Civil War (3 weeks)**

**Readings:** *Bailey* - Chapters 19-21

*Spirit* - Opposing viewpoints on the Dredd Scott decision pg. 435-438; Clement Vanlandingham'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

**Topics:** Harriet Beecher Stowe

Dredd Scott

Abraham Lincoln

Secession

Border States

European intervention

Lincoln and civil liberties

Economic impact

Emancipation Proclamation

Legacy of war

**Essential Questions:** 1) What were the implications of the Dredd Scott decision for –the status of free blacks in the U.S.-the concept of popular sovereignty-the future of slavery in America?

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

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

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

**Assignments/Activities/Assessments:**

• 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 on research- students will conduct primary research in preparation for their analytical paper and present their findings to the class

**Unit 8: Reconstruction & Gilded Age (2 weeks)**

**Readings:** *Bailey* - Chapters 22-23

*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

**Topics:** Reconstruction debates

Black Codes

Impeachment of Johnson

Legacy of Reconstruction

Corruption in government

Compromise of 1877

Jim Crow

Populism

Mark Twain

**Essential Questions:** 1) How truly “radical” was “radical reconstruction”?

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

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

4) Is “gilded” a correct description of the time period?

**Assignments/Activities/Assessments:**

• Graded Fishbowl discussion – better solutions to Reconstruction

• Short writing task requiring students to research a particular plan for Reconstruction and analyze its effectiveness

• Practice in analytical writing culminating in the completion of the rough draft of their analytical portfolio piece

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**Unit 9: Industrialization & Urbanization (2 weeks)**

**Readings:** *Bailey* - Chapters 24-26

*Spirit vol. 2* – Gospel of Wealth pg. 73-75; Life in a Southern Mill pg. 80-82; excerpt from The Promised Land pg. 105; oath of the American Protective Association pg. 106; a pioneer woman describes the overland trail pg. 148-150

**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

**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?

**Assignments/Activities/Assessments:**

• DBQ – Organized labor

• Graded Fishbowl discussion – “passing of the frontier” as cause of imperialism

• Document and political cartoon analysis to assess the methods and motives of the industrialists. Students will analyze the sources and formulate an opinion to create the basic framework of a journal article

**Unit 10: Progressivism (2 weeks)**

**Readings:** *Bailey* - Chapters 27-29

*Spirit vol. 2*– Roosevelt Corollary pg. 185-186; excerpt from Shame of the Cities pg. 194-196; speech by Woodrow Wilson pg. 224-226

**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

**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?

**Assignments/Activities/Assessments:**

• Graded Fishbowl discussion – How has role of media evolved from Progressive muckrakers to present day?

• Identification of the various foreign policies of the era and discussion of various interpretations of each

• Individual presentations of the contributions and legacies of the various Progressive reformers

• Discussion of The Jungle as social and political propaganda(summer reading assignment)

**Unit 11: World War I & Roaring Twenties (3 weeks)**

**Readings:** *Bailey* - Chapters 30-32

*Spirit vol. 2* - Article X and Wilson's testimony pg. 258-260; testimony before a House committee pg. 293-295

*Moran* - "Rugged Individualsim" pg. 185-186

**Topics:** 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

**Essential Questions:** 1) What caused American entry into World War I, and how did Wilson turn the war into an ideological crusade?

2) 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?

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

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

**Assignments/Activities/Assessments:**

• Graded Fishbowl discussion – could World War II been avoided if U.S. had joined the League of Nations

• Assignment reviewing the road to women’s suffrage

• Primary and secondary research in groups to prepare for roundtable discussion on the crucial significance of the Twenties

**Unit 12: Great Depression & World War II (3 weeks)**

**Readings:** *Bailey* - Chapters 33-35

*Spirit vol. 2* - Eleanor Roosevelt and Frances Perkins on FDR pg. 312- 313; Huey P. Long speech pg. 315-317; political cartoons on isolationism

pg. 341-343; Roosevelt speech to Congress pg. 343-344; reactions to the bombing pg. 384-388

**Topics:** 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 did the early New Deal legislation attempt to achieve the three goals of relief, recovery and reform?

2) 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?

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

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

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

**Assignments/Activities/Assessments:**

• DBQ – Roosevelt and the New Deal

• Graded Fishbowl discussion – costs/benefits of dropping the bomb immediately and in the long term

• Create a time line of events(as causes) of the Great Depression and then rank causes of Great Depression and create thesis showing how top causes are related. Write short essay identifying and defending points at which the Great Depression might have been halted or altered with specific intervention

• Create chart of alphabet agencies and their intended purpose

**Unit 13: Eisenhower Era & Cold War (2 weeks)**

**Readings:** *Bailey* - Chapters 36-38

*Spirit vol.2*– Truman’s appeal to Congress pg. 405-406; Soviet view of American Foreign Policy pg. 408-410; Eisenhower speech concerning the Little Rock incident pg. 441-442; Newton Minow Criticizes Television pg. 455-457; President Johnson calls for a War on Poverty pg. 471-473;

memoirs of civil rights activists pg. 474-483; King’s letter from a Birmingham jail pg. 483-486

**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

**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 compliment 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?

**Assignments/Activities/Assessments:**

• DBQ – Society in the 1950s

• Graded Fishbowl discussion – role of television and media in social and political developments in 1950s and 1960s

• Create chart of post World War II events relative to the Cold War, the action taken by U.S. and the action called for according to the Truman Doctrine

• Group research on various Civil Rights leaders in preparation for a roundtable discussion of the best direction for the movement to take

• Assignment comparing the New Frontier and the Great Society

**Unit 14: Recent Decades (2 weeks)**

**Readings:** *Bailey* - Chapters 39-42

1. Kennedy Ch. 41-42

The Reagan Years - Ch. 41

Bush, Clinton, Bush - Ch. 42

*Spirit vol. 2* – Nixon’s address to the nation pg. 520-521; transcript of recorded meeting in the oval office concerning Watergate pg. 532-535; case for the Equal Rights Amendment pg. 540-541; four views on the end of the cold war pg. 567-573; James T. Patterson on Ronald Reagan pg. 580-582; majority and minority opinion on election of 2000 pg. 601-604

**Topics:** Nixon's foreign policy

Watergate

Feminism

Energy Crisis

Iran hostage crisis

Reagan and the Cold War

Conservatism

Reagan's economic legacy

The First Gulf War

Post Cold War economics

**Essential Questions:** 1) How did Nixon fall from the political heights of 1972 to his forced resignation in 1974? What were the political consequences of Watergate?

2) 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?

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?

**Assignments/Activities/Assessments:**

• Graded Fishbowl discussion – implications of Watergate on subsequent presidential administrations

• Assignment identifying the charges faced by Nixon as a result of Watergate

• Conduct research to define conservatism and find evidence of its return during the 1980s. Create thesis and outline for position paper arguing for or against proof of the return of conservatism in recent decades

• “Presidential Bracketology” – individual project requiring students to complete a tournament bracket of the presidents to determine the “champion” or best president. A short writing assignment will accompany to allow students to give a rationale for their decisions.

**Historical Readings:**

*New York Times* “The Cold War is Over”

Falwell *On the Moral Majority*

Reagan *The ‘Evil Empire’*

*The Iran-Contra Affair*

Huntley *Who Won the Cold War?*

*The Starr Report*

G.W. Bush *Address to the Nation (2001)*

**Assessments:**

Reading Quizzes

Test - 80 multiple choice questions taken from old AP exams, AP review books, etc. (timed - 55 minutes)

FRQ - American Presidency between 1960 and 1975 (2003 – Form B)

FRQ - Patterns of Immigration (2005)

\* Note - FRQs/DBQs may be changed and/or added as necessary