

Advanced Placement U.S. History

Introduction:

Advanced Placement U.S. History in our high school is offered to high school juniors and seniors. It is a 1½ credit course that meets everyday first semester and every-other-day second semester. Each class meets for 84 minutes. The school recommends that before enrolling in this course the student earns a minimum of a B in our honors classes or an A in our regular classes. Students are required to take the Advanced Placement exam.

The objective of this course is not only to stress *what* happened in history but also *why* and *how* events happened as well as the consequences of events and actions. This course requires a commitment by the student to be highly motivated and focused, to do independent reading and to spend time learning materials not covered in class. Classes are conducted in seminar fashion two or three days each week as well as regularly using simulations, lectures and cooperative learning activities. Advanced Placement U. S. History classes are always conducted utilizing Bloom's Taxonomy.

The areas of concentration include historical, political and economic history with an intense study of cultural and intellectual institutions and their development. The list of assignments and assessments in each unit represents a menu from which each year's assignments are taken. To provide a variety from year-to-year, and due to time constraints, the majority of assignments are completed annually, but not all assignments mentioned are assigned each year.

Required Skills for Advanced Placement U.S. History:

Library / Research Skills:

Students will learn how to use and locate the following sources:

1. Abstracts
2. Dissertations
3. Primary Sources
4. Anthologies

Oral and Written Activities:

Students will learn how to communicate using the following oral and written means:

1. Oral presentations on individuals, groups, places, events and issues of the period
2. Formal debates
3. Academic journal reviews
4. Essays which 'compare and contrast' topics: a minimum of 5 essays per semester
5. DBQ's (Document Based Questions)
6. Map, geography and chart activities

Evidence that the Curricular Requirements are met in this course:

In each unit, all of the five curricular requirements are met, as can be seen in the following syllabus. The Curricular Requirements **C1** through **C5** are shown by using "boxed notes" in the first two units as such:

C1 = Political institutions, social and cultural developments, diplomacy and economic trends are studied.

C2 = Themes and broad topics are the basis of content delivery.

C3 = Historical scholarship is analyzed and interpretations are presented by the students.

C4 = Extensive instruction in analysis and interpretation of primary sources is included in this course.

C5 = Analytical and interpretive essays, including DBQ's and thematic essays are written in each unit of study.

In the following units it is assumed the reader will see the similar approach and the boxed notes are not used.

Unit 1: Colonial America (week 1)

1) Readings:

- (a) Text, the American Pageant, Chapters 1 – 4
- (b) Advanced Placement American History – Book 1
- (c) Handout #1: The Three Colonial Sections: More Similar or Different?

2) Themes: **C2**

- (a) The transference of institutions from the Old World to the New World and the modifications imposed upon these institutions by the environment of the New World.
- (b) The divergent development occurring in the Northern, Middle and Southern Colonies.

3) Content: **C1**

- (a) Compare and contrast the Jamestown and Plymouth settlements
- (b) Compare and contrast the Thirteen Colonies
- (c) Population of the different ethnic groups in the colonies by the year 1750
- (d) The period as reflected in the arts, letters, religion, education and science/technology

4) Major Assignments and Assessments:

(1) Writing Assignment:

- (a) “Compare and contrast the Jamestown and Plymouth settlements.” **C5**
 - 1. Categories:
 - a. Reasons for settlement
 - b. Geographic conditions
 - c. Background of settlers
 - d. Leadership

(2) Graph Activities:

- (a) Bar Graph: “The population of the different ethnic groups in the colonies by 1750.”
- (b) Chart Activity: “Compare and contrast the Thirteen Colonies.” **C1**
 - 1. Categories:
 - a. Name of colony
 - b. Social and cultural development
 - i. Major ethnic groups
 - ii. Major religious groups
 - c. Economic trends
 - i. Major occupations
 - ii. Major imports
 - d. Major imports
 - e. Political institutions
 - i. Government structure

(3) Research Topics for Oral Assignments: **C4**

- a. Family Life
- b. Religion
- c. Education
- d. Occupations/Professions
- e. Jonathan Edwards and the Great Awakening
- f. Peter Zenger and Freedom of the Press
- g. British Colonial Policy – Mercantilism, Salutary Neglect

(4) DBQ: (Document – Based Question) - “Dealing with Colonial America.” **C3**

Curricular Requirements Unit 1

The course includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U. S. History.

The course uses themes and/or topics as broad parameters for structuring the course.

The course teaches students to analyze evidence and interpretations presented in historical scholarship.

The course provides students with frequent practice in writing analytical and interpretative essays such as document-based questions and thematic essays.

Unit 2: Independence (Part 1) (1 week)

1) Readings:

- a) Text, the American Pageant, Chapters 5 - 7
- b) Documents to be examined **C4**
 - (1) Navigation Acts 1660, 1696
 - (2) Stamp Act
 - (3) Resolutions of the Stamp Act Congress
 - (4) Intolerable Acts
 - (5) Declaratory Act
 - (6) Townshend Revenue Act

2) Themes: **C2**

- a) The relationship between the colonies and Great Britain, 1607 -1763
 - i) Political
 - (1) Charters
 - (2) Representative Assemblies
 - (3) Laws
 - (4) Parliament
 - (5) The King
 - ii) Economic
 - (1) Mercantilism
 - (2) Exports
 - (3) Imports
 - (4) Triangle Trade
- b) The consequences of the French and Indian War
 - (1) Great Britain
 - (2) The British North American Colonies
- c) The Proper relationship between a mother country and her colonies

3) Content:

- a) The development of mercantilism as a system for the Empire and its long range effect on the American Colonies
- b) The growing spirit of independence resulting from the pressures from the Mother Country and the removal of the French from North America
- c) The growth of Democracy

4) Major Assignments and Assessments:

- 1) Writing Assignment: **C5**
 - a. Essay: “The system of mercantilism was viewed by the British as mutually beneficial to both the Mother Country and the colonists. The colonists viewed mercantilism in quite a different light. Write an essay which explains the differences in viewpoint and shows how these divergences led to revolution.”
- 2) Debate Topic
 - a. Resolved: “The British mercantilism system was beneficial to the colonies.”
- 3) Graph Activities:
 - a. Chart Activity: War Summary: French and Indian War
- 4) Questions for class discussion:
 - a. Examine England’s political and financial point of view 1763 – 1776. What practical alternatives were open to British politicians?
 - b. From the American point of view, what were the problems involved with Britain’s political and financial decisions from 1763 – 1776?

Curricular Requirements Unit 2

The course includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U. S. History.

The course uses themes and/or topics as broad parameters for structuring the course.

The course teaches students to analyze evidence and interpretations presented in historical scholarship.

This course includes extensive instruction in analysis and interpretation of a wide variety of primary sources.

The course provides students with frequent practice in writing analytical and interpretative essays such as document-based questions and thematic essays.

- 5) Test or DBQ: “To what extent was the demand for no taxation without representation both the primary force motivating the American revolutionary movement and a symbol of democracy?” **C5**

Unit 2: Independence (Part 2) (1 week)

1) Readings

- (a) Text – chapter 8
- (b) Documents
 - (1) Declaration of Causes and Necessity of Taking up Arms
 - (2) Common Sense
 - (3) Declaration of Independence
 - (4) Treaty of Paris
 - (5) Articles of Confederation
- (c) Handout #1: The Effects of the American Revolution
- (d) Handout #2: The Articles of Confederation: The Challenge of Sovereignty

2) Themes

- (a) The Decision to fight for Independence rather than for the rights of Englishmen.
- (b) The failure of the first constitution and the Articles of Confederation.

3) Content

- (a) The immediate and long range causes of the Revolution
 - (1) Mercantilism
 - (2) Political differences
 - (3) Religious differences
- (b) The Revolution as both a struggle against the Mother Country and an internal class struggle
- (c) How the British lost the War
- (d) Strengths and weaknesses of the Articles of Confederation
- (e) Land Ordinance of 1785
- (f) Northwest Ordinance of 1787

4) Major Assignments and Assessments

- (1) Writing assignment: Response to Thomas Paine’s “Common Sense”
- (2) Debate: Resolved: The American colonies were justified in separating from the Mother Country.
- (3) Chart – War Summary: The American Revolution
- (4) Test
- (5) Essay on Test: “Compare and contrast the background of two groups of Americans: Those who became Loyalists and those who became Patriots.”
- (6) Analyzing Documents
 - (a) King George III speech to Parliament, 1775
 - (b) James Wilson, considerations on the nature and extent of the Legislative Authority of the British Parliament, 1774

Unit 3: The Confederation and the Constitution (2 weeks)

1) Readings:

- (a) Text, the American Pageant, Chapters 9 and 10
- (b) The U. S. Constitution
- (c) Washington’s First Inaugural Address
- (d) Handout #1: The Constitution: Balancing Competing Interests

- 2) Themes:
 - (a) The creation of a nation that is economically independent from the former Mother Country
 - (b) The Philadelphia Convention
 - (c) Opponents of the Constitution and the call for a Bill of Rights
 - (d) The establishment of American Credit: Hamilton's Financial Program
 - (e) Washington's Foreign Policy

- 3) Content:
 - (a) Identify supporters and opponents of the constitution and analyze the arguments of each group
 - (b) Identify the democratic and non-democratic features of the Constitution.
 - (c) Identify the major compromises hammered out by the Constitutional Convention
 - (d) Analyze the means by which the concepts of checks and balances and separation of powers were incorporated into the Constitution
 - (e) Analyze the ways in which the Constitution formally recognizes the concept of Federalism
 - (f) Study the establishment of the government of the new nation under the Federalists and the democratization of this new government under the Jeffersonians

- 4) Major Assignments and Assessments:
 - (1) Chart Activity:
 - (a) "Compare and contrast the Articles of Confederation and the Constitution."
 - (b) Presidential elections: 1789, 1792

 - (2) Essay
 - (a) "The writing of the constitution was, as Catherine Drinker Bowen has observed, a 'Miracle in Philadelphia.' Yet, this 'miracle' was based on historical experience. Trace the intellectual origins of the Constitution from British theory and practice through the philosophy and current events of the late 1780's"

Unit 4: Age of Jefferson (1 week)

- 1) Readings:
 - (a) Text – Chapter 11
 - (b) Alien and Sedition Acts
 - (c) Virginia and Kentucky Resolutions
 - (d) Marbury v. Madison
 - (e) Jefferson's First Inaugural Address

- 2) Themes:
 - (a) The Federalists and the Democratic Republicans: A Study in Contrasts
 - (b) The Revolution of 1800
 - (c) British and French attitudes toward the New Nation
 - (d) The Louisiana Purchase

- 3) Content:
 - (a) The decision to purchase Louisiana
 - (b) The decision to avoid war with France
 - (c) Freedom of Speech, Freedom of the Press, and the Relationship of the States and the Federal Government

- 4) Major Assignments and Assessments:
 - (1) Writing Assignment: Compare and contrast the first two political parties
 1. Categories
 - a. Kinds of people

- b. Interpretation of the constitution
 - c. Federal Government versus states' rights
 - d. Major European ally
- (2) Chart Activity:
- (a) Presidential elections 1796, 1800, 1804

5) Test

Unit 5: Nationalism and Economic Development (2 weeks) (week 1)

1) Readings:

- (a) Text – Chapter 12
- (b) Madison's War Message
- (c) Embargo Act
- (d) The Hartford Convention
- (e) Rush-Bagot agreement
- (f) Adams-Orris Treaty
- (g) Monroe Doctrine

2) Themes:

- (a) The War of 1812
- (b) The Monroe Doctrine and the rise of Manifest Destiny
- (c) The concurrent growth of Nationalism and Sectionalism
- (d) The period as reflected in the arts, letters, education, religion and science/technology

3) Content:

- (a) The War of 1812 as the Second War for Independence
- (b) Motives behind the U.S. desire to issue the Monroe Doctrine
- (c) The close of the War of 1812 witnessed a high tide of nationalism. The tide would begin to recede with the Missouri issue
- (d) The arts, etc. and how they were a reflection of the times and how they influenced the times

4) Major Assignments and Assessments:

- (1) Writing Assignment:
 - (a) Discuss freedom of the seas from the American point of view
- (2) Chart:
 - (a) Presidential elections 1808 and 1812
 - (b) War Summary: War of 1812
- (3) Oral Assignment:
 - (a) Individuals and Groups
 - (b) Places
 - (c) Events and issues

5) Test or DBQ: "Both nationalism and sectionalism increased during the Era of Good Feelings. How did both of these beliefs develop concurrently, and did one become of greater importance in the economics and politics of the period?"

Unit 5: Nationalism and Economic Development (week 2)

1) Readings (continued):

- (a) Text – Chapter 12
- (b) McCulloch v. Maryland

- (c) Gibbons v. Ogden
- (d) Dartmouth v. Woodward

2) Themes:

- (a) The Marshall Court 1805 – 1825
- (b) The early growth of industrialism
- (c) The Transportation/Communications Revolution

3) Content:

- (a) Major developments in transportation, communications, and industry during this period
- (b) The ways these industrial developments will change the pattern of American life
- (c) The expanding powers of the national government

4) Major Assignments and Assessments:

(1) Mapping Assignment:

- (a) Develop a map of the U. S. that includes:
 - (1) Bodies of water
 - (2) Canals
 - (3) Railroads
 - (4) Roads
 - (5) Trails

(2) Chart Activity:

- (a) Presidential elections 1816 and 1820

(3) Essay: “Assess the pressures in the early part of the 19th Century to force Native Americans from their lands along the Western frontier of the United States in the context of two of the following:

- * Andrew Jackson
- * Tecumseh
- * Lewis and Clark Expedition
- * William Henry Harrison

Unit 6: Age of Jackson (2 weeks) (week 1)

1) Readings:

- (a) Text – Chapters 13 and 14
- (b) Missouri Compromise
- (c) Nationalism of President J. Q. Adams

2) Themes:

- (a) The Ante Bellum North
- (b) The Ante Bellum South
- (c) The growth of the West
- (d) Sectionalism in politics
- (e) States’ Rights Theory
- (f) Elections of 1820’s

3) Content:

- (a) The impact industrialization had on the North, South, and West
- (b) The role the West played in politics and sectional issues
- (c) The role the South played in politics and sectional issues
- (d) The role the North played in politics and sectional issues
- (e) Identify the events and policies that contributed to growing sectionalism

- (f) Analyze the South's position on slavery
- (g) The period as reflected in the arts, letters, religion, education, religion, science and technology

4) Major Assignments and Assessments:

(1) Writing Assignment:

(a) "Compare and contrast the North, South and West"

1. Categories:

- a. Political
- b. Economic
- c. Social
- d. Cultural
- e. Policy toward the Indians
- f. Policy toward the Blacks

(2) Graphing Activity:

(a) Bar Graph – "Major exports of each of the three sections of the country"

5) Test

Unit 6: Age of Jackson (week 2)

1) Readings:

- (a) Text – Chapters 13, 14 and 15
- (b) Jackson's veto of the Bank Bill
- (c) Jackson's Message on the Removal of Southern Indians
- (d) South Carolina Ordinance of Nullification
- (e) Charles River Bridge v. Warren Bridge

2) Themes:

- (a) The States' relationship to the Central Government
- (b) The decision to end central banking
- (c) The decision to crush Nullification

3) Content:

- (a) Jackson as a symbol for rising democracy and the growth of the Reform Spirit
- (b) Jackson's use of the spoils system
- (c) Jackson's position on the National Bank
- (d) Jackson's stand on Nullification
- (e) The rise of the political party system in America

4) Major Assignments and Assessments:

(1) Writing Assignment:

(a) Andrew Jackson has been called a "Symbol for an Age."

In what ways does Jackson serve as a symbol for the years 1820 – 1848?

(2) Chart Activity:

(a) Presidential elections 1832, 1836, 1840

(3) Essay: "Compare and contrast Thomas Jefferson and Andrew Jackson."

- (4) Debate Topic:
(a) Resolved: “The 1828 Tariff of Abominations was good for the nation as a whole.”

Unit 7: Reform, Culture, and Manifest Destiny (2 weeks)

- 1) Readings:
(a) Text – Chapters 16, 17 ad 18
(b) Seneca Falls Declaration and Resolutions
(c) Compromise of 1850
(d) Constitution of Brook Farm Association
(e) The McGuffey Reader
- 2) Themes:
(a) The growth of the reform spirit
(b) The Monroe Doctrine and the Rise of Manifest Destiny
(c) The period as reflected in the arts, letters, religion, education and science/technology
- 3) Content:
(a) The decision to go to war with Mexico
(b) The cross wiring of Manifest Destiny and slavery expansion
(c) The philosophy of transcendentalism

(d) The search for utopia led to a number of experimental communities
- 4) Major Assignments and Assessments:
(1) Present Oral Reports:
(a) Examples: Horace Mann, William Lloyd Garrison, Elizabeth Cady Stanton, Henry David Thoreau

(2) Debate Topic:
(a) Resolved: “The U. S. was justified in going to war with Mexico in 1846.”

(3) Group Work:
(a) Group Presentations based on one of the following topics:
(1) Temperance
(2) Rights of women – Seneca Falls Convention, 1848
(3) Reform of the criminal
(4) Education
(5) New Religions/ Religious Thought
(4) Documents and Readings:
(1) Horace Mann, “Tenth Annual Report as Secretary of the Massachusetts State Board of Education”

- 5) Test

Unit 8: Slavery and Sectionalism (1 week)

- 1) Readings:
(a) Text – Chapters 19 and 20
(b) Kansas – Nebraska Act
(c) South Carolina Ordinance of Secession
(d) Dred Scott v. Sandford

- 2) Themes:
 - (a) The issues of slavery and States' Rights
 - (b) The suicide of the Whigs and the birth of the Republican Party
 - (c) The election of 1860
 - (d) Secession

- 3) Content:
 - (a) During the 1850's what developments occurred in the debate over the "Peculiar Institution"
 - (b) The problem of slavery in the Territories
 - (c) The Constitutional implications of the Dred Scott decision
 - (d) Lincoln- Douglas Debates
 - (e) The impact of "Uncle Tom's Cabin"
 - (f) John Brown's raid

- 4) Major Assignments and Assessments:
 - (1) Writing Assignment:
 - (a) The Election of 1860
 - (2) Chart Activity:
 - (a) Presidential Elections of 1856, 1860

- 5) DBQ (Document-Based Question)
 - (1) "The Civil War was not inevitable; it was the result of extremism and failures of leadership on both sides."

Unit 9: The Civil War and Reconstruction (3 weeks)

- 1) Readings:
 - (a) Text – Chapters 21,22 and 23
 - (b) Lincoln's First Inaugural address
 - (c) Jefferson Davis' Inaugural Address
 - (d) Emancipation Proclamation

- 2) Themes:
 - (a) The decision to preserve the Union
 - (b) The decision to free the slaves
 - (c) War Aims and War Strategy
 - (d) Confederate search for Allies

- 3) Content:
 - (a) Why the South's war aims destined it to failure, and why the North's 2nd war aim led it to success
 - (b) Evaluate the impact of the Emancipation Proclamation at both home and abroad
 - (c) What evidence was there of internal dissension among the people within both the Union and the Confederacy

- 4) Major Assignments and Assessments:
 - (1) Debate:
 - (a) Resolved: "William T. Sherman's idea of total war was justified."

- (2) Map Activity:
 - (a) Map of U.S
 - 1) Locate Free states/ slave states
 - 2) First seven states to secede
 - 3) Second four states to secede
 - 4) Border states
 - 5) Capitol cities of the Union and Confederacy
- (3) Chart:
 - (a) The Union and the Confederacy
 - 1) Railroad Mileage
 - 2) Industrial output
 - 3) Population
 - 4) Available money supply
 - 5) Armaments
 - 6) Navy
 - 7) Military leaders

Unit 9: The Civil War and Reconstruction (week 2)

- 1) Readings:
 - (a) Text – Chapters 21, 22 and 23
 - (b) Constitution of the Confederate States of America
 - (c) Ex Parte Merryman
 - (d) Ex Parte Milligan
 - (e) Gettysburg Address
- 2) Themes:
 - (a) Internal troubles within the North and the South
 - (b) Constitutional problems under Lincoln
 - (c) Lincoln’s Assassination
 - (d) The Southern Defeat
 - (e) The Northern Victory
- 3) Content:
 - (a) How did the doctrine of states rights ultimately prove fatal to the Confederate cause?
 - (b) The North’s war of attrition
 - (c) Mary Surratt and the plot surrounding Abraham Lincoln
- 4) Major Assignments and Assessments:
 - (1) Writing Assignment:
 - (a) Essay: “Compare and contrast the Confederate Constitution and the United States Constitution.”
 - OR** (b) Essay: “Lincoln was one of the most democratic and also one of the most autocratic of Presidents.” Explain what is meant by this statement and then give reasons for either agreeing or disagreeing with it.
 - (2) Chart:
 - (a) War Summary: The Civil War
 - (2) Timeline
- 5) Test

Unit 9: Reconstruction (week 3)

1) Readings:

- (e) Text – Chapters 21, 22 and 23
- (f) Black Code of Mississippi
- (g) Wade – Davis Bill
- (h) 13th, 14th, 15th Amendments

2) Themes:

- (a) The Freedmen of the South
- (b) Southern response to Presidential reconstruction
- (c) Congressional reconstruction
- (d) The Impeachment of Andrew Johnson
- (e) Compromise of 1877 and the Legacy of Reconstruction

3) Content:

- (a) Presidential powers versus Congressional powers and the decision to preserve the Presidency
- (b) Evaluate the motives of the Radical Republicans
- (c) How northern industrialists reach a bargain with the Southerners after the election of 1876. Why were these industrialists so willing to sell out the blacks?
- (d) Examine the position of the Freedmen. Were the freed slaves really free?

4) Major Assignments and Assessments:

(1) Presentation of Oral Reports on:

- (a) Individuals and groups - e.g. KKK, Boss Tweed
- (b) Places - e.g. Atlanta
- (c) Events and issues – Force Acts (1870, 1871)

(2) Chart Activities:

- (a) Compare and contrast Presidential and Congressional Reconstruction
- (b) Presidential elections: 1864, 1868, 1872 and 1876

(3) Essay:

“What political, economic and social changes were implemented by Republican governments in the Southern states between 1865 and 1877?”

5) Test

Unit 10: Rise of Big business and Labor (2 weeks)

1) Readings:

- (a) Text – Chapters 25 and 26
- (b) Interstate Commerce Act
- (c) Sherman Anti-Trust Act
- (d) Altgeld – Cleveland Controversy
- (e) Preamble of the Constitution of the Knights of Labor
- (f) Plessy v. Ferguson

2) Themes:

- (a) The three frontiers and their impact on American life
- (b) “A Century of Dishonor”

- (c) The beginning of Jim Crow
- (d) The closing of the Frontier
- (e) The Rise of Industrialism
- (f) The Rise and Consciousness of Labor
- (g) The new Immigrants

3) Content:

- (a) What gave rise to the mining, ranching and farming frontiers of the West?
- (b) Evaluate the government's policy toward the Indians
- (c) What were the implications of the closing of the frontier both domestically and in terms of America's foreign policy?
- (d) In what ways did the rise of industrialism represent a break with America's historic past?
- (e) What factors led to the rise of the labor movement?
- (f) How did the "new" immigrants differ from the old immigrants? What problems did these differences create?

4) Major Assignments and Assessments:

(1) Writing Activity:

- (a) Essay: "Analyze the impact of the frontier on American life from 1607 to 1890."

(2) Debate Topic:

- (a) Resolved: "In the long run, the late 19th century industrial leaders harmed American society."

(2) Graph Activity:

- (a) Gross National Product of the U. S. from 1865 to 1890.
- (b) Immigration by country of origin from 1850 to 1890.
Select ten appropriate countries.

(2) Presentation of Oral Reports:

- 1) Individuals and groups
- 2) Places
- 3) Events and issues

5) Test

- 6) **OR** Essay: "To what extent is it justified to characterize the Industrial Leaders of the 1865 – 1900 era as either "robber barons" or "industrial statesmen"?"

Unit 11: Politics of the Post Civil War Era (1 week)

1) Readings:

- (i) Text – Chapter 24
- (j) Pendleton Act
- (k) Sherman Silver Purchase Act

2) Themes:

- (a) The nature of Political Parties
- (b) Corruption and mediocrity in Government
- (c) Third Party Movement

3) Content:

- (a) Analyze why so few first-rate men were active in politics in the late 19th Century

- (b) Evaluate the significant issues that divided the two major parties
- (c) Identify why third parties come into existence and then analyze how they fared in American politics up to the year 1980.

4) Major Assignments and Assessments:

- (1) Written or Oral Reports- Research Topics:
 - (a) Individuals and groups: e.g. Roscoe Conklin and the Stalwarts
 - (b) Places: e.g. Washington, D.C.
 - (c) Events and issues: e.g. The Bloody Shirt
- (3) Chart Activity:
 - (a) Presidential Elections – 1880, 1884, 1888 and 1892

5) Test

Unit 12: Populist and Progressive Movement (2 weeks)

1) Readings:

- (a) Text – Chapters 28 and 31
- (b) Populist Party Platform of 1892
- (c) Bryan’s Cross of Gold Speech
- (d) Roosevelt’s New Nationalism Speech
- (e) Platform of the Socialist Party
- (f) Muckraker articles

2) Themes:

- (a) Agrarian problems and the call for Reform
- (b) Election of 1896
- (c) Forerunners of Progressive Thought
- (d) The Progressive Program

3) Content:

- (a) Analyze and evaluate the basic political, economic, and social program of the Populists. Discuss which parts of the program were considered radical by many Americans.
- (b) Identify how the Populists may have changed the character of the Democratic Party in 1896
- (c) The impact of the Progressive Movement on politics, economics, and American society
- (d) The period as reflected in the arts, letters, education, religion and science/technology

4) Major Assignments and Assessments:

- (1) Writing Activity:
 - (a) Essay: “The social, political and economic program of the Populists.”
- (2) Chart Activity:
 - (a) The Presidential elections of 1896, 1904, 1908 and 1912
- (3) Judgment:
 - (a) “Rank the Presidents, T. Roosevelt, W.H. Taft and Woodrow Wilson in terms of political effectiveness, and administrative accomplishments.”
- (4) Supreme Court Cases:
 - 1) Northern Securities v. United States

2) Muller v. Oregon

(5) DBQ (Document-Based Question)

- (a) Progressive Movement: “To what extent did the Progressive Movement represent a unified effort by all groups in society to correct abuses in society and government?”

Unit 13: Imperialism and World War I (3 weeks)

1) Readings:

- (a) Text – Chapters 29, 30, 32 and 33
- (b) Alfred T. Mahan on Sea Power
- (c) McKinley’s War Message
- (d) Platform of American Anti-Imperialist League
- (e) Senator Albert Beveridge’s Salute to Imperialism
- (f) Open door Note
- (g) The Zimmerman Telegraph
- (h) Woodrow Wilson’s War Message
- (i) The Fourteen Points

2) Themes:

- (a) Reasons why the United States abandoned isolationism and stepped onto the world stage
- (b) The Failure of the Great Crusade

3) Content:

- (a) Underlying causes for the Spanish-American War
- (b) The Presidential decision to intervene in Cuba
- (c) Why the United States was initially reluctant to annex Hawaii and what brought about the change of heart
- (d) During the years from 1890 – 1917 the United States frequently invoked the Monroe doctrine and even expanded it in the Roosevelt Corollary. On what occasions did this expanded Monroe Doctrine result in action, and what was the nature of this action?
- (e) Analyze and evaluate the arguments of the American imperialists and anti-imperialists
- (f) Examine the publicly stated reasons for entering the Great War and the evaluate the real reasons
- (g) The changing role of the federal government
- (h) Given the idealism and war aims of Woodrow Wilson the Treaty of Versailles was almost certainly doomed to failure. Identify these war aims and explain why they were almost impossible to fulfill.

4) Major Assignments and Assessments:

(1) Writing Assignment:

- (a) Essay: “In the 1890’s, America abandoned isolationism for the new Manifest Destiny. Evaluate the reasons for this change in America’s foreign policy.”

(2) Chart Activity:

- (a) War Summary of the Spanish-American War

(3) Debate:

- (a) Resolved: “Theodore Roosevelt should have extended American influence in Latin America.”

(4) Geography Activity:

- (a) Map
 - 1) Diplomatic actions, 1890 - 1906
 - 2) Military Actions, 1890 - 1906
- (5) Compare and Contrast:
 - 1) The Big Stick Policy
 - 2) Dollar Diplomacy
 - 3) Moral Diplomacy
- (6) Writing Assignment:
 - (a) Senate rejection of the Treaty of Versailles
- (7) Debate:
 - (a) Resolved: "The United States should have entered the Great War in 1917."
- (8) Geography Activity:
 - (a) Map of Europe in 1914
 - (b) Map of Europe in 1919
- (9) Chart Activity:
 - (a) War Summary: World War I
 - (b) Presidential Election 1916

6) Test

Unit 14: The 1920's to 1930's (3 weeks)

- 1) Readings:
 - (a) Text – Chapters 34, 35 and 36
 - (b) Immigration Act of 1924
 - (c) Hoover's Rugged Individualism Speech
 - (d) F.D. Roosevelt's First Inaugural address
 - (e) United States v. Butler
 - (f) Social Security Act
- 2) Themes:
 - (a) A return to normalcy
 - (b) The growth of nativism and intolerance
 - (c) The Twenties: fun, fads and fading dreams
 - (d) The Harlem Renaissance and the continued growth of black awareness
 - (e) Changing position of women from 1915 to 1925
 - (f) The period as reflected in the arts, letters, education, religion, and science/technology
 - (g) Economic instability and the stock market crash
 - (h) The Depression and Hoover's belief in Rugged Individualism
 - (i) The First New Deal
 - (j) The Second New Deal
- 3) Content:
 - (a) The meaning of "normalcy"
 - (b) Politics, politicians and issues of the 1920's
 - (c) Rural versus urban – a conflict in values
 - (d) The businessman, the farmer and the laborer

- (e) Examine the changes prohibition made in the way Americans lived and then evaluate why prohibition failed
- (f) How the lack of regulation of banks and other financial institutions contributed to the stock market crash and the depression
- (g) How did Hoover respond to the Depression and how effective was this response?
- (h) To what extent was the election of 1932 a repudiation of Herbert Hoover, and a reflection of enthusiasm for Franklin Roosevelt
- (I) What were the basic purposes and programs of the First and Second New Deal?
- (j) Evaluate whether Roosevelt's New Deals represent a continuation of the American tradition or a radical break with the past
- (k) In the late 1930's both world events and the political climate made it necessary for Franklin Delano Roosevelt to bring the New Deal to a pause. Why did President Roosevelt feel he had to take this action?

4) Major Assignments and Assessments:

- (1) Writing Assignments:
 - (a) Essay: Intolerance and Nativism in American Society
- (2) Oral and written reports
 - (a) Class Presentations on people, places, events and issues
- (3) Simulation: Stock Market Game
- (4) Debate:
 - (a) Resolved: "The U. S. congress should have passes the Social Security Act."
- (5) Chart Activity:
 - (a) Map of U.S
 - 1) Locate Free states/ slave states
 - 2) First seven states to secede
 - 3) Second four states to secede
 - 4) Border states
 - 5) Capitol cities of the Union and Confederacy
- (6) Chart:
 - (a) New Deal Programs
 - 1) Farmers
 - 2) Laborers
 - 3) The Elderly
 - 4) Minorities
 - 5) Unemployment
- (7) Essay: In the First and Second New Deals, America moved away from a strict laissez-faire policy and moved toward government intervention into the lives of individuals and groups. Analyze how the New Deal affected various groups in the United States.

Unit 15: World War II (1 week)

1) Readings:

- (a) Text – Chapters 37 and 38
- (b) Five, Four and Nine Power Treaties

- (c) Stimson Doctrine
- (d) Neutrality Acts of 1937
- (e) Roosevelt’s Four Freedoms Speech
- (f) Lend – Lease Act
- (g) Atlantic Charter
- (h) Yalta Conference
- (i) Japanese Relocation Order

2) Themes:

- (a) From “Big Stick” to “Good Neighbor”
- (b) Neutrality and reluctant preparedness
- (c) World War II: The test of American will and might

3) Content:

- (a) America’s retreat from World Affairs
- (b) A changing attitude toward Latin America
- (c) The road to war, 1935 – 1941
- (d) The Second Great War
 - (1) Diplomacy of the War
 - (2) The Atlantic Theater
 - (3) The Pacific Theater
 - (4) The Home Front
 - (5) Civil Liberties in Wartime

4) Major Assignments and Assessments:

- (1) Written or Oral Reports- Research Topics:
 - (a) Individuals and groups: e.g. Eisenhower, Marshall
 - (b) Places:
 - (c) Events and issues: e.g. Pearl Harbor, Hiroshima, wartime conferences
- (2) Writing Assignment:
 - (a) Compare and contrast America’s entries into World Wars I and II
- (3) Debates:
 - (a) Resolved: “The U. S. forced the Japanese into a position of war.”
 - (b) Resolved: “The U. S. should have dropped the atomic bomb on Hiroshima and Nagasaki.”
- (3) Geography Activity:
 - (a) War in the Pacific: Island hopping
 - (b) War in Europe: The three-prong attack
 - (c) World War II conference sites

5) Test

- 6) **OR** Essay: “To a greater or lesser extent, three factors were involved in explaining U.S. response to Japanese and German aggression:
- (a) Economics
 - (b) National security
 - (c) Democratic values
- Write an essay explaining how these factors influenced FDR’s foreign policy from 1937 to 1941.”

Unit 16: Post-World War II- Domestic Issues (2 weeks)

1) Readings:

- (a) Text – Chapters 40, 41, 43 and 44
- (b) Taft – Hartley Act
- (c) Senate Censure of Senator McCarthy
- (d) John F. Kennedy’s Inaugural Address
- (e) The Warren Report
- (f) Brown v. Board of Education of Topeka
- (g) Gideon v. Wainwright
- (h) Roe v. Wade

2) Themes:

- (a) Truman’s Fair Deal and the election of 1948
- (b) The Second Red Scare
- (c) The changing American society: its life and culture
- (d) The 1952 election and the Eisenhower Administration
- (e) The call for a New Frontier and a Great Society
- (f) The Nixon Pardon
- (g) The election of 1976
- (h) The conservative Resurgence

3) Content:

- (a) In what ways did the Fair Deal extend and make permanent the New Deal?
- (b) The “witch hunt” of Joseph McCarthy: To what extent was the communist threat from within real?
- (c) The Supreme Court’s involvement in the struggle for civil rights
- (d) The marches, rides and protests of the civil Rights movement
- (e) The Women’s Movement and the Native American Movement
- (f) The Kennedy-Johnson Administration and the high tide of hope
- (g) Watergate: The undoing of a President and weakening of the Presidency
- (h) Jimmy Carter and the failure of good intentions
- (i) Ronald Reagan and the Triumph of conservatism

4) Major Assignments and Assessments:

- (1) Chart Activity:
 - (a) Presidential Elections: 1948 – 1980
- (2) Debate:
 - (a) Resolved: “There is a difference between conscientious dissent and disloyalty.”
- (3) Written or Oral Reports- Research Topics:
 - (a) Individuals and groups
 - (b) Places
 - (c) Events and issues
- (4) Writing Assignments:
 - (a) Essay: By what methods did some Americans seek to implement the Brown v. The Board of Education of Topeka decision, and by what methods did some seek to thwart this implementation?
 - (b) Essay: How did Johnson in the Great Society extend Franklin Roosevelt’s New Deal?

- (c) Essay: How did President Reagan handle the domestic problems such as inflation and unemployment he inherited from his predecessor? In what ways did Reagan seek to reverse the trend of government activism?

Unit 17: U. S. foreign Policy: 1945 to the Present (2 weeks)

1) Readings:

- (a) Text – Chapters 39, 40, 41, 42, 43 and 44
- (b) The Truman Doctrine
- (c) The Marshall Plan
- (d) The North Atlantic Treaty
- (e) The Cuban Missile Crisis
- (f) The Tonkin Gulf Resolution
- (g) The Panama Canal Treaty
- (h) Camp David Accords

2) Themes:

- (a) The Policy of Containment: 1945 – 1960
 - (1) Europe
 - (2) Asia
 - (3) Middle East
 - (4) Latin America
- (b) The United States in Korea
- (c) The Vietnam War
 - (1) Fighting in Southeast Asia
 - (2) The Reaction at Home
 - (3) The Withdrawal
- (d) The Arab-Israeli Wars and the American response
- (e) Reagan and Star Wars

3) Content:

- (a) Where was the containment policy put into practice and how did the United States do it? How successful was it in each of the areas?
- (b) America's entry into the Korean War demonstrated America's role as the world's policeman. What lessons did Americans learn? What lessons should Americans have learned?
- (c) Cold War to Detente: What have been the identifiable stages in the United States relationship with the Soviet Union since World War II?
- (d) Did the abrogation of the Roosevelt Corollary in the 1930's mean the end of the United States' intervention in Latin America? If not, where has the United States intervened and under what pretext?
- (e) The period as reflected in the arts, letters, education, religion, and science/technology
- (f) What basic policy led the United states into its initial involvement in Vietnam?
- (g) Americans were divided over America's role in Vietnam. How did these divisions manifest themselves and how effective in shaping American policy were these manifestations?
- (h) What had been the policy of the United states toward China from 1949 to 1972?
- (i) Middle Eastern oil and the new American policy
- (j) What has been President Reagan's stance in foreign affairs, and how effective was he in dealing with both America's friends and enemies?

- 4) Major Assignments and Assessments:
 - (1) Presentation of Oral Reports on:
 - (a) Individuals and groups
 - (b) Places
 - (c) Events and issues
 - (2) Constitutional Issue: Civilian control of the military.
The removal of General Douglas MacArthur
 - (3) Debate:
 - (a) Resolved: “The United states was correct in sending air, naval and ground forces to support the government of South Vietnam.”
 - (4) Chart Activities:
 - (a) War summary: The Korean War
 - (b) War Summary: The Vietnam War
 - (5) Debate:
 - (a) Resolved: “President Carter acted correctly in advocating the acceptance of the Panama Canal Treaty.”

5) Test

Review for A. P. Exam (2 weeks)

- 1) Turning Points in History (1763 – 1994)
- 2) Political Parties (Federalist – Republican Conservative)
- 3) Immigration (Chinese exclusion, Quotas)
- 4) Labor (Knights of Labor – Taft Hartley)
- 5) Agriculture (Indentured servants, subsidy)
- 6) Colonial Period (Jamestown - Treaty of Paris)
- 7) American Revolution (Treaty of Paris – Yorktown)
- 8) Confederation to Constitution (Articles of Confederation – Bill of Rights)
- 9) National Period (Constitution – Andrew Jackson)
- 10) Sectionalism – Civil War – Reconstruction (Missouri Compromise – 1877 end of Reconstruction)
- 11) Intolerance (Alien and Sedition Acts – McCarthyism)
- 12) Business (1st Bank of U.S. – Fair Labor Standards Act)
- 13) People who left their mark on America:
 - Architects
 - Artists
 - Afro-Americans
 - Women
 - Writers
 - Native Americans
 - Religious Leaders
 - Politicians

Course Text and Readings

Bailey, Thomas, David M. Kennedy and Lizabeth Cohen. *The American Pageant, 11th edition*. New York: Houghton-Mifflin, 1988. *

Boorstin, Daniel J., and Brooks Mather Kelley. *A History of the United States*. Prentice Hall, 2002. **

Caliguire, Augustine and Roberta J. Leach. *Advanced Placement U.S. History Book I*, The Center for Learning, 1994. ***

Dollar, Charles M. and Gary W. Reichard. *American Issues – A Documentary Reader*. Random House School Division, 1988.

Feder, Bernard. *Viewpoints: U.S.A.* New York: American Book Company, 1972.

Kovacs, Mary Anne, Douglas E. Miller and John C. Ritter. *Advanced Placement U. S. History, II: Twentieth Century Challenges*. The Center for Learning, 1995.

Newman, John J. and John M. Schmalbach. *United States History: Preparing for the Advanced Placement Examination*. Amsco School Publications, 2004. ****

Starr, Isadore, Lewis Paul Todd and Merle Curti. *Living American Documents*. New York: Harcourt, Brace and World, 1961.

* = Support material is provided with textbooks.

** = Includes computer test banks, overhead transparencies, student guides, workbooks, videos, etc.

*** = Source of primary and secondary resources.

**** = Document-based questions come primarily from this source.

The following websites are commonly used by students when doing on-line research:

<http://school.discovery.com/schrockguide/history/hista.html>

www.academicinfo.net/histus.html

www.memory.loc.gov

www.georgetown.edu/crossroads/asw

www.aye.org (Supreme Court website)

www.americanpresident.org/history/h_home.shtml

