

ADVANCED PLACEMENT SYLLABUS

UNITED STATES HISTORY

COURSE RATIONALE: The Advanced Placement program in United States History is designed to provide students with the skills of analysis and the factual knowledge necessary to decisively understand the issues and rationale behind the formation of United States history. This course speaks specifically to the college bound student by preparing them for the analytical and thematic requirements equivalent to those of a first year college introductory survey course in United States History. This course also prepares the student for the required A.P. exam given in the spring of the year. The Broward County Board of Education strongly suggests all students taking AP classes to take this exam. This course is designed so that students achieve and succeed at becoming more competent learners and expressers of analytical and critical thought.

COURSE OBJECTIVES: Students will:

- Master a broad body of historical knowledge and interpretation
- Demonstrate an understanding of historical chronology
- Use data collection and critical analysis to support specific arguments and/or positions of historical significance.
- Interpret data from original documents, including primary sources, cartoons, graphs, letters, works of art and literature, that emphasize the economic, political, social, and democratic development of the United States.
- Effectively use skills of evaluation, cause and effect, comparison and contrast to establish positions and interpret historical viewpoints
- Study political, economic, diplomatic, and social themes prevalent throughout thematic time periods of U. S. History

COURSE PREREQUISITES: There are no prerequisites for students entering this class, other than they have to have passed their tenth grade U.S. History from Beginnings to 1877 course. However, students who are wishing to take the Advanced Placement history class in the eleventh grade are strongly encouraged, and scheduled accordingly, in a pre-AP class that will assist the

student in making the transition to a more advanced course. This pre-AP course, with emphasis on writing skills, strongly assists student development and critical understanding necessary for success in the eleventh grade AP class.

STUDENT TEXT AND SUPPLEMENTAL READINGS: The textbook for this class is The Enduring Vision, Boyer, Clark, Kett, Salisbury, Sitkoff, Woloch, editors; published by Houghton Mifflin fifth/sixth editions.

Thomas A. Bailey and David M. Kennedy, The American Spirit Reader Vol. I to 1877 Houghton Mifflin 2006.

Frederick M. Binder and David M. Reimers, The Way We Lived: Essays and Documents in American Social History, Volume II 1865-Present Sixth Edition (Houghton Mifflin, 2008)

Kevin J Fernlund, James A Henretta, David Brody, and Lynn Dumenil, Documents to Accompany America's History Volume 1 to 1877 and Volume II Since 1865 Sixth Edition

John Garraty, Historical Viewpoints (New York: Longman, 2002)

John J. Newman & John M. Schmalbach, United States History: Preparing for the Advanced Placement Examination (Amsco, 2006).

Supplemental Readings will come from Enduring Voices, Volumes 1 and 2, by James J. Lorence (Boston, Massachusetts: Houghton Mifflin and Company, 2000). These reading consist of a variety of primary and secondary sources dealing with themes and topics from U. S. History.

Additional readings consisting of primary sources, graphs, maps, charts, cartoons, and other supplemental material will come from a variety of sources. **The collateral reading is subject to change and be exchanged for other materials throughout the year.**

MATERIALS NEEDED: Students will need a notebook for taking class notes. Preferably, this should be a three-ring binder with college-ruled loose leaf paper and folders so that students will have access to paper for class essays, subjective test questioning, and folder which will allow the students to store readings for analytical use in and outside of the classroom. All

homework/classwork will be turned in a **loose-leaf paper** from said binder and is due at the required time unless otherwise noted by the instructor.

STUDENT REQUIREMENTS: Students will

(1) **Be on Time** and **bring** daily the following: their Mac book, a **black pen**, notebook, loose leaf paper, **textbook (if assigned), any other supplemental materials** all which might possibly be needed for taking notes, analyzing/processing information from, and reading from each day in class.

(2) **Turn in** all assignments in an orderly and timely fashion (what is required by the instructor's wishes) unless otherwise noted by the instructor. All homework/classwork will be turned in either written in **black ink**, or via the system using their Mac book. If you are prone to mistakes, you might want to make sure you have adequate liquid paper for written work, or if done on the Mac book, one must use spell/grammar check. If any other instrument/writing utensil is used, your assignment(s) will not be graded and you will receive a "zero."

(3) **Be present** on test days to take test in **blue ink** if written, or to turn in on the system using the Mac book. Any test missed will require a make-up test of similar material and similar intensity/strength of knowledge (see information below).

(4) **Record Assignments**: It is the student's responsibility to obtain/maintain a list of all assignments required and their due date. It is advisable that they do this in a prescribed/set aside place of their notebook. If possible, a data planner could be used for such storage.

(5) **Follow all** school/classroom rules set forth by the Board of Education and the instructor. Any deviation from those rules will result in disciplinary action by the instructor. A list of rules is placed upon the bulletin board at all times for the students to refer to if needed.

(6) **Actively** engaged at all times in learning. Sleeping in class or failure to bring ones Mac book to class will result in a zero, detention, office referral, and other consequences deemed appropriate by the teacher and/or principal. Students will not sleep in class and pass!!! Failure may not be an option, but may become a possibility if a student refuses to follow rules, complete assignments, fails to turn in work (on time), misbehave, and/or sleep in class.

ASSESSMENTS TO BE USED: Assessment methods will include objective and subject tests, essays, chapter/ material quizzes, analytical and critical projects, web-based projects, readings—biographies-as well as homework assignments. Class time is divided daily on analysis and

discussion of student reading assignments, review and quizzes to ensure their understanding of the readings, introduction of new material with major themes and topics, and student essays to improve their ability to organize thoughts and relate the information in a concise and written form. The student is expected to prepare before class with front-loading of reading materials and vocabulary, and therefore be able to enter into class with a foundational knowledge of the material to be discussed. They are also expected to be actively involved in both discussion and analysis of the material.

CLASS AND ASSESSMENT SCHEDULE: This class is not like other social studies class. It is not a repetition of information read. It is an in-depth discussion/analysis where discussions/class activities will not be based upon the covering of a single chapter at a time but unit ideas. The material will be covered in a thematic methodology, and since the students **are expected** to have read the material, the instructors' primary task will be to take the information that students have seen and build upon it with more descriptive analysis. Since the material will be covered in themes, the assessments will be thematic in nature as well. The students will be assessed with both objective and subjective questioning at the end of the units. However, occasional quizzes may/will accompany the material discussed.

The objective assessments will be ordered so as to orient the students to a method similar to those in previous A.P. exams that they might become better equipped for the exam. Those objective tests will consist of AP-style multiple choice questions which will be longer and require more thought. The subjective part of the assessments will focus primarily around analytical and ordered thoughts concerning the units and source document understanding. The students will be given two grades, one for the objective assessment and one for the subjective assessment. However, some areas of units may not necessarily lend themselves to high-quality subjective assessment. The instructor may, at his discretion due to time or other outside factors, narrow, or choose, which thematic units will be assessment in both manners. Students will be informed in a well-timed manner which units will be assessed subjectively so that they can begin arranging their thoughts and outlining ideas. The subject/essay tests will be graded on how well the student demonstrates a thorough understanding of the subject and, whether the student explained their opinion in true grammatical form following all rules for good formal writing.

GRADING PROCEDURES: Students grades will be based upon a division of categories with such percentages that follow:

Homework assessments:	5 %
Biographies/projects	10%
Class essays:	10 %
Objective tests:	45%
Subjective tests:	10%
Mid-term/Final	20%

(The teacher reserves the right to alter these percentages as the class continues on based upon the material to be covered, time frame, interruptions of class time, and the students' abilities).

MAKE-UP WORK PROCEDURES: Since this class is more oriented toward a survey style of instruction, students will have more material and less time to cover it. Therefore, more is expected and required of these students because of the very nature of this class. Students **must** accept the responsibilities/requirements that go along with such a type of class. Therefore, students **are expected** to be present when class begins, in their seats by the tardy bell, and ready to learn. Students must also know that absences **are detrimental** to their learning (if one is not present, one will miss the material covered), and they should **strive** not to be absent from class. However, the instructor recognizes that incidents do happen, and students will need to make up the work when those incidents occur. At the same time, students should not take the previous statement as a license for them to be “absent/checking-out” on a continual basis. Make-up work will be assigned based upon an **approved excuse** for the absence. Make-up work will consist of student reading, writing, and/or whatever is assigned by the instructor. Student assignments will be given within enough time that students who are absent should know what is/was required of them while they are/were absent, and what they will need to have with them by the time they return to school. Therefore, it is understood if a student knows the assignment ahead of time, the student will be expected to have the material that was due during the day of their absence with them upon the **first day of their return.**

Students are also encouraged to engage in the “buddy system” wherein they can call their “buddy” and find out what they missed while they were absent. The instructor will assist the

students in finding a buddy if they so need it. They are also strongly encouraged to call or e-mail the instructor at school for a description of the material missed. Also, if a student knows ahead of time they are going to be absent, that student **is expected** to see the teacher prior **to their absence** to get their assignments. However, any make-up work, other than tests, that is assigned will be required to be turned in within **three (3)** days after their return to school. Tests will be made up at a time designated by the instructor. Class time usually will not be used to make up missed tests or essays. They will probably, but not always, be offered for make-up after school, or during another time set and agreed upon by the instructor and the student. It is the student's responsibility to take care of any make-up work. The instructor **will not** "chase down" or search out a student to obtain make-up work. Student failure to complete make-up work in the allotted time **will result in a zero**. The teacher is **not required** to accept late work after its due date!

PROCEDURES FOR PARENTAL/GUARDIAN CONFERENCE: The students who enter this class should recognize their responsibilities and perform them accordingly. However if the need should arise, the teacher will gladly conference with parents/guardians. Those parents/guardians should simply call the school at 937-2341, speak to a counselor, and an appointment will be scheduled to meet during the teacher's planning period. However, the instructor reserves the right to have at least one to two days notice after the contact with the school that he may have the students' work put together for the parent/guardian to see.

HONOR CODE

Students will abide by the following honor code statement "I HAVE NEITHER GIVEN NOR RECEIVED HELP ON THIS ASSIGNMENT," for all assignments unless specifically exempted by the instructor. Violations of the honor code pledge will result in a zero for the assignment, a disciplinary referral to the office for action consistent with the school system policy on cheating, and potential loss of status in honor societies. Examples of violations of this policy include (but are not limited to) giving or receiving help on any in-class or take-home test, essay, or quiz, cheating through use of web-based information, "borrowing" from their friends, plagiarism of material on take-home essays, and/or discussion of any quiz, test, or essay questions with students who have not yet completed that assignment (any or all above without expressed consent from the instructor). (Borrowed with permission from James Beam, A.P. instructor Foley High School)

STUDENT/ PARENTAL UNDERSTANDING: This is a tentative syllabus. The teacher reserves the right to change this syllabus or pacing guide as circumstances may dictate.

Outline for AP United States History II

The following is a suggested pacing guide and topic outline format for this term. Student reading assignments are indicated for each unit. It is impossible to specifically discuss every topic in class. Therefore, it is imperative that students read their assignments. Many assignments are relatively short and will not require a great deal of time. Mastery of the factual information is the student's responsibility. Worksheets/handouts may be given to the students to assist them in processing the information. However, these will not always be graded and are offered solely to assist the students as they do their outside reading. Students are encouraged to outline what they read making note of important ideas, persons, documents, events, etc, as they read for referral and further class discussion. This guide is subject to change as class time may be interrupted for reasons beyond our control.

TERM OUTLINE OF UNITS/ PACING GUIDE:

Unit 1: 1492-1763 **Exploration through the French and Indian War** 1.5 weeks

Chapters 2, 3, 4, & 5.1

August 15-29

Students choice of Biography—Approval from Teacher by August 22nd.

Unit 2: 1763-1787 **Treaty of Paris of 1763 through the Constitution** 1.5 weeks

Chapters 5.2 & 6

August 30- September 15

Unit 3: 1789-1823 **Early Republic through the Era of Good Feelings** 1.5 weeks

Chapters 7, 8, & 9

September 16-

Unit 4: 1824-1860 weeks **Reform Movements, Jackson & Sectional Conflict** 2.0

Chapters 10, 11, 12, & 13

October 3-19

Unit 5: 1860-1877 **The Civil War through Reconstruction** 2.0 weeks

Chapters 14, 15, & 16

October 20- November 4

1st Term Student Biography Presentations. Due the Weeks of November 7-16

Unit 6: 1865-1900 **The Gilded Age through Populism** 2.0 weeks

Chapters 17.1-17.2, 18, 19, & 20.1-.4

November 17-December 13

Mid-Term Exams

Comprehensive exam on Units 1-5

December 14 (Review)

December 15-16

Unit 7: 1900-1920 **Expansionism, The Progressive Era/World War I** 2.0 weeks

Chapters 20.5, 21 & 22

January 3-20

Unit 8: 1920-1939 **The 1920s, The Great Depression and/ New Deal** 2.0 weeks

Chapters 23 & 24

January 23-February 6th

Unit 9: 1933-1960 **World War II and The Cold War** 1.5 weeks

Chapters 25, 26, & 27

February 7-28

2nd Term Student Oral History Presentations. Due the Week of February 29-March 16.

Unit 10: 1960-Present **Liberal Politics, Social Change, the Rise of Conservatism, the New Millennium.**

Chapters 28, 29, 30, selections of 31 & 32 2.0 weeks

March 19-April 20

Web-based projects—April 23-May 2nd

Review for A.P. Exam- April 23-May 3rd.

A.P. Exam May 4th

Current Events Discussions--May 7-23

Final Exams **Comprehensive of Units 6-10.**

May 24-25

** (The instructor reserves the right to alter this unit division/pacing guide as the term progresses.)

UNITS, READINGS AND ASSESSMENTS!

Unit 1: 1492-1763 Exploration through the French and Indian War

Organizing Principle: Between 1607 and 1763 the British colonies in North America developed experience in self-government in political, economic, religious, and social aspects of life.

Topics/themes: European exploration, colonization, development of self-government, economic development and diversity, mercantilism, salutary neglect, cultural development, colonial competition.

Readings: Boyer, Chapters 2, 3, 4, & 5.1

Lorence, Enduring Voices, Vol. 1 Chapter 2, Document Set 2: Trying Times at

Jamestown: The Early Months of the First Permanent English Colony

Lorence, Enduring Voices, Vol. 1, Chapter 3, Document Set 3: Men and Women in a Developing Society: Rights and Responsibilities in New England and the Chesapeake

Lorence, *Enduring Voices*, Vol. 1 Chapter 4, Document Set 1: The Transatlantic Slave Trade: Human Degradation for Economic Advantage

Henretta et al, *Documents to Accompany America's History Vol 1: Stono Rebellion in South Carolina*: 3-10 page 68-69

Henretta et al. *Documents to Accompany America's History Vol. 1: An Account of the Boston Massacre by Captain Thomas Preston*. 5-10; pages 112-113

Assignments and Assessment:

1. Colonizing British America: Students should research the answers to questions on how each of the original 13 British colonies developed politically, economically, and socially. Students should be able to compare and contrast the similarities and differences between the three distinct colonial divisions. Students should create a graphic organizer chart between the New England, Middle, and Southern colonies focusing on the early political leadership of each colony as to where it was heading and why, the colonies' economic strengths/weaknesses, and the social structure that made it unique. All answers must be specific, factual, and concise. The assignment must be typed and list sources for the information at the end.
2. Create a decade-by-decade chart of major events that occurred during this period.
3. Define relevant terms/ persons/ events of the period.
4. Read Lorence's *Enduring Voices*, "Crisis and Responses: The Concept of Inter-colonial Unity" and "The People's Rebellion," answer analytical questions.
4. Answer the five questions that accompany the *Enduring Voices*, Vol. 1 Chapter 4, Document Set 1: The Transatlantic Slave Trade: Human Degradation for Economic Advantage
5. Take home essay: 2-3 pages, "How did the economic, geographic, and social factors encourage the growth of slavery as an important part of the economy of the southern colonies between 1607 and 1750?" Due on August 19th or 20th (TBA later)
6. Objective test on Chapters 2-5.1
7. Essay question for test comparing and contrasting the economic, political, and social development of the New England, the Middle, and the Southern colonies.
8. Introduce Grad Exam review for those who need it.

Unit 2: 1763-1787 Treaty of Paris of 1763 through the Constitution

Organizing Principle(s): From 1763 to 1776, changing British policies toward their North American colonies led to violent, organized, successful resistance.

The Articles of Confederation provided a reasonable but inadequate transition from British unitary rule to the federal system established by the Constitution of 1787.

Topics/themes: British taxation policy, colonial response to changing British policies, inter-colonial unity and conflict, the move toward independence, revolution and The Critical Period of the 1780s, drafting and ratifying the Constitution.

Readings: Boyer, Chapters 5 & 6

Lorence, Enduring Voices, Vol. 1 Chapter 5, Document Set 1: Crises and Responses: The Concept of Inter-colonial Unity

Henretta et al, Documents to Accompany America's History Vol 1: British Perceptions of the War of Independence 6-11; Pages 149-150.

The Revolution as a Social Movement, by J. Franklin Jameson

The Federalist Papers by James Madison (Selected Readings)

Assignments and Assessment:

1. Students are to research the major events that lead to the American Revolution and complete a graphic organizer comparison chart on British Action, Rationale for the Action, Colonial Response/Reaction and the Rationale for the Action.
2. Prepare a decade-by-decade chart of major events that occurred during this period.
3. Fully answer the questions from Enduring Voices, Chapter 5, Document Set 1: Crises and Responses: The Concept of Inter-colonial Unity
4. Briefly summarize in outline form the readings from The Federalist Papers
5. Prepare an outline detailing the arguments of the Federalists and Anti-federalists during the ratification of the Constitution.
6. Objective Test on chapters 5 & 6.
7. DBQ to be written in class: Comparison/Contrast of Alexander Hamilton and Thomas Jefferson's idea of the Constitution and each's influence throughout the country.

Unit 3: 1789-1823 Early Republic through the Era of Good Feelings

Organizing Principle(s): Between 1789 and 1820 the conflict over the increasing power of the national government intensified sectional tension.

Between 1789 and 1823, geographic isolation allowed the United States to pursue a policy of selective involvement in world affairs.

Topics/themes: federalism, the emergence of the first political parties, Hamilton's economic plan, neutrality and foreign policy, Supreme Court cases, territorial expansion, War of 1812, national market system, Henry Clay's American system, internal improvements, transportation revolution, sectionalism

Readings: Boyer, Chapter 7, 8, & 9

Lorence, Enduring Voices, Vol. 1 Chapter 7, Document Set 1: Alexander Hamilton's Financial Program and Thomas Jefferson's Opposition

Lorence, Enduring Voices, Vol. 1, Chapter 8, Document Set 3: Virgin Land: The Trans Mississippi West Through the Eyes of Lewis and Clark

Lorence, Enduring Voices, Vol. 1, Chapter 9, Document Set 1: The Women of Lowell: Enslavement or Liberation?

Supreme Court Cases: (various sources)

Marbury v. Madison

McCullough v. Maryland

Gibbons v. Ogden

Assignments and Assessments:

1. Students are to research and prepare a brief outlined summary of the following landmark Supreme Court cases of the Marshall Court: Marbury v. Madison, 1803; Fletcher v. Peck, 1810; McCullough v. Maryland, 1819; Gibbons v. Ogden, 1824; Dartmouth College v. Woodward, 1819
2. Students are to research 3 of the following diplomatic events and in class interpret the significance of these events in shaping early American foreign policy. Washington's Proclamation of Neutrality, 1793; Washington's Farewell Address, 1796; XYZ Affair, 1797; Louisiana Purchase, 1803; British impressments of American sailors, 1803-1812; Embargo, 1807; Henry Clay urges war, 1810; Madison's War Message to Congress, 1812; Monroe Doctrine, 1824.
3. Prepare a decade-by-decade chart of major events that occurred during this period

4. Presidents test: Test on presidents from Washington to Monroe—be able to list them and give one-two significant events during their tenure.
5. Objective Test on chapters 7, 8, & 9
6. DBQ to be written in class: Jeffersonian Republicans and Federalists—each’s influence on the shaping of politics in America.
7. Grad Exam Review for those needing it.

Unit 4: 1824-1860 The Age of Jackson and Sectional Conflict

Organizing Principle(s): The Age of Jackson brought significant changes in America as politics became more democratic and the power of the presidency increased. Sectional issues began to divide the nation.

Topics/themes: Jacksonian Democracy, the Second American Party System, democratization, sectionalism, territorial expansion, Native Americans, the Bank War, Nullification, Manifest Destiny, slavery transcendentalism and utopian communities, reform movements of the period.

Readings: Boyer, Chapters 10, 11, 12, & 13

Lorence, *Enduring Voices*, Vol. 1, Chapter 10, Document Set 1: The New Politics of Popular Sovereignty: Andrew Jackson and the “Language of Democracy”

Lorence, *Enduring Voices*, Vol. 1, Chapter 12, Document Set 1, Life in Bondage: Voices from Below

John Thompson: A Slave named Ben (1826).

“Was Jackson Wise to Dismantle the Bank?” in *Historical Viewpoints*

Henretta et al, *Documents to Accompany America’s History Vol 1: Defending the Revival at Cane Ridge, Kentucky* 8-11; pages 224-227.

Alexis de Tocqueville in Henretta et al, *Documents to Accompany America’s History Vol 1: “What makes Religion Powerful in America?”* 8-12 pages 227-229

Assignments and Assessments:

1. Students are to research the disputed election of 1824, analyze its significance, interpret its impact on political reform, and compare the presidency of John Q. Adams with the 1828 election and the administration of Andrew Jackson.

2. Prepare a decade-by-decade chart categorizing the major events and reform movements that occurred during this period.
3. Students will select one of the prominent reforms of the period and role play as though they were a proponent of the movement. In a short classroom presentation, they will show the reasons why the reform was needed and determine the plausible success of the movement. Students should be able to assess the success or failure of these reforms through research of the proponents of the particular movement.
4. Question 2 from Enduring Voices, Vol. 1, Chapter 13, Document Set 1: Manifest Destiny and Mission: The Mexican War and the Extension of Slavery
5. Objective test on chapters 10, 11, 12, & 13
6. Subjective Essay to be written in class: The Effects of the American Industrial Revolution
7. Possible DBQ on the Age of Reform.

Unit 5: 1860-1877 The Civil War through Reconstruction

Organizing Principle(s): The Civil War was caused by historic economic, political, and social differences that were heightened by the emotional catalyst of slavery.

The Civil War effectively determined the nature of the Union, the economic direction of the United States, and political control of the country.

Topics/themes: Sectionalism, abolition, expansion of slavery, Compromise of 1850, Kansas-Nebraska Act Dred Scott decision, impact of Uncle Tom’s Cabin, the Civil War (economic, political, and social consequences), the Civil War Amendments, Reconstruction (economic, political, and social impact) Compromise of 1877

Readings: Boyer, Chapters 14, 15, & 16

Lorence, Enduring Voices, Vol. 1, Chapter 14, Document Set 1: Women and the Attack on Slavery: The “Little Lady Who Began a Big War”

Lorence, Enduring Voices, Vol. 1, Chapter 15, Document Set 1: The Road to Emancipation: Freedom as a War Aim

“Why They Impeached Andrew Johnson” by David Donald in Historical Viewpoints

Salmon P. Chase: “Defining the Constitutional Limits of Slavery.”

Frederick Grimke: “The Right of Secession.”

Assignments and Assessments:

1. Prepare a decade-by-decade chart of major events that occurred during this period.
2. Students will research the Dred Scott Decision and prepare a paper on its significance. The paper should include a brief summary of the case and its decision, the reaction to the decision (on both sides of the issue), and its impact on the sectional crisis.
3. Read primary document: “The Gettysburg Address.” Discuss in one page essay possible reasons for Lincoln’s choice of words.
4. Amendment test. Amendments 1-15 of the Constitution.
5. Presidents test: Test on presidents from John Q. Adams to James Buchannon
6. Define the roles played by prominent persons involved in “The Civil War!”
7. Objective Test on chapters 14, 15, & 16
8. Subjective essay on Slavery and Secession: “Was secession inevitable?”
9. Review for Mid-Term Comprehensive exam.

MID-TERM EXAM—UNITS 1-5.

Unit 6: 1865-1900 The Gilded Age through Populism

Organizing Principle(s): The Gilded Age encouraged the consolidation of business, the beginnings of government involvement in the economy and the organization of disadvantaged economic and social classes. The turn of the century saw a country dealing with massive immigration, urbanization, migration, and racism all at once.

Topics/themes: Grant Administration, decline of Plains Indians, cattle frontier corruption, rise of big business, early labor movement, Populism, immigration, urbanization, Social Gospel, Social Darwinism, change role of government.

Readings: Boyer, Chapters 17.1-17.2, 18, 19, & 20.1-.4

Lorence, Enduring Voices, Vol. 2, Chapter 17, Document Set 2: The Farmer’s Life: Life on the Great Plains

Lorence, Enduring Voices, Vol. 2, Chapter 18, Document Set 2: The Worker Response to Industrialism: Unionism and Labor Violence

Lorence, Enduring Voices, Vol. 2, Chapter 20, Document Set 1: The Cult of Domesticity and the Reaction: True Women and New Women

Bonnie Mitelman: “Rose Schneiderman and the Triangle Fire:” **The Way We Lived.**

Keith Medley, “The Birth of ‘Separate but Equal.’” **The Way We Lived.**

Assignments and Assessments:

1. Prepare a decade-by-decade chart of major events that occurred during this period.
2. Answer questions 1, 2, & 4 from Enduring Voices, Vol. 2, Chapter 18, Document Set 2: The Worker Response to Industrialism: Unionism and Labor Violence
3. Use the information from Enduring Voices, Vol. 2, Chapter 20, Document Set 1: The Cult of Domesticity and the Reaction: True Women and New Women to prepare a 2-3 page paper analyzing the role and perception of women in Victorian America.
4. Read AMSCO’s pages 346-347 “Industrial Statesmen or Robber Barons?” Discuss it in groups—10 minutes—give 3 reasons for agreement/disagreement with the Article.
5. Presidents test: Test on presidents Lincoln through McKinley
6. Objective test on chapters 17-20
7. DBQ to be answered in class: The Influence and Importance of Labor Unions 1875 to 1900

Unit 7: 1900-1920 Expansionism, the Progressive Era, and World War I

Organizing Principle(s): From 1890 to 1918, the United States became increasingly active in world affairs. The Progressive Movement sought to improve the quality of life for the average American, curb the power of big business, and make the government more responsive to the will of the people. The United States involvement in pre-World War I affairs and the war set the country on the path of becoming a world power.

Topics/themes: Imperialism, Spanish-American War, Big Stick Diplomacy, Dollar Diplomacy, Missionary Diplomacy, the Panama Canal, Progressive Reforms (political, social, economic), immigration, Square Deal, New Nationalism, New Freedom, World War I (political,

social, economic aspects), attack on civil liberties, the Espionage Act and the Sedition Amendment, Treaty of Versailles, Red Scare, Palmer Raids

Readings: Boyer, Chapters 20.5, 21, & 22

Lorence, *Enduring Voices*, Vol. 2, Chapter 21, Document Set 2: Expansionism and its Consequences: Developing a Strategy for Empire

"The Needless War with Spain" in *Historical Perspectives*

Lorence, *Enduring Voices*, Vol. 2, Chapter 22, Document Set 1: Muckraking: The Novel as a Force for Social Change

Walter Rauschenbusch: "The Church and the Social Movement." Henretta et al. Documents to Accompany America's History Vol. 2; 20-2 Pages 141-142.

Lorence, *Enduring Voices*, Vol. 2, Chapter 23, Document Set 2: The Social Impact of Total War: World War I as a Catalyst for Change

Glances at "The Jungle" by Upton Sinclair

Assignments and Assessment:

1. Prepare a decade-by-decade chart of major events that occurred during this period.
2. Students will define prominent persons/ actions that led the United States into the 20th century, charting their importance and listing at least one major change they brought to the country.
3. Answer the questions from *Enduring Voices*, Vol. 2, Chapter 22, Document Set 1: Muckraking: The Novel as a Force for Social Change.
4. Students will form a chart comparing/contrast changes in the United States politically, economically, and socially due to the war.
5. Students will discuss in round table forum reasons for U.S., entrance into World War I.
6. Students will research and prepare a paper tracing the emergence of the United States and a major world power in the early twentieth century.
7. Objective test on chapters 20.5, 21, & 22
8. DBQ essay to be written in class: United States involvement in World War I (Newman/Schmalbach—United States History).

Unit 8: 1920-1939 The 1920s, the Great Depression, and World War II

Organizing Principle(s): Following the dramatic changes brought about by Progressivism and World War I, Americans embraced conservatism at home and isolationism abroad.

The near collapse of the American economy during the Great Depression created a need for an expanded role for the federal government that focused on relief for the needy, economic recovery, and financial reform.

Topics/themes: fear of change and difference, “Return to Normalcy”, value conflicts, rural v. urban values, mass society, consumerism, foreign policy, technological development, arts, and entertainment, Great Depression, New Deal, elections of 1932 & 1936, relief, recovery, and reform, expanded role of government, political realignment

Readings: Boyer, Chapters 23 & 24

Lorence, Enduring Voices, Vol. 2, Chapter 24, Document Set 2: Sources of Social Conflict: Reactions to Changing Moral Values

Lorence, Enduring Voices, Vol. 2, Chapter 25, Document Set 2: Assessing the New Deal: Franklin D. Roosevelt and the Limits of Liberalism

Lorence, Enduring Voices, Vol. 2, Chapter 26, Document Set 2: Trouble on the Land: Images of the Dispossessed

Assignments and Assessments:

1. Prepare a decade-by-decade chart of major events that occurred during this period.
2. Students will research the emergence of mass society in the 1920s focusing on changes in entertainment, consumerism, the “Golden Age of Sports”, etc. and write a 2-3 page paper.
3. Students will develop a graphic organizer chart on the New Deal—organizing the major pieces of legislation as to why they were needed, who the legislative pieces focused on assisting, and their lasting effects socially, politically, and economically.
3. Students will research the 1932 and 1936 presidential elections and write a paper comparing and contrasting the significance.
4. Answer questions 1, 3, and 5 from Enduring Voices, Vol. 2, Chapter 25, Document Set 2: Assessing the New Deal: Franklin D. Roosevelt and the Limits of Liberalism
5. Objective Test on chapters 23 & 24

6. DBQ essay to be written in class: The influence and role of women during the Great Depression (Newman/Schmalbach- United States History).

Unit 9: 1933-1960 World War II and the Cold War

Organizing Principle(s): World War II ended the Great Depression, brought significant political, social, and economic changes to the country, while its conclusion set the stage for the Cold War.

Topics/themes: 1930s foreign policy, neutrality, political, economic, and social consequences of World War II, strategies, battles, and alliances of the war, Fair Deal, containment, Cold War, massive retaliation, consumerism, the Baby Boom, G.I. Bill of Rights, McCarthyism, Korean War, Suez Crisis, launching of Sputnik, early Civil Rights movement

Readings: Boyer, Chapters 25, 26, and 27

Lorence, Enduring Voices, Vol. 2, Chapter 27, Document Set 1: Hollywood's Foreign Policy: Interventionism in American Films, 1939-1940

Lorence, Enduring Voices, Vol. 2, Chapter 28, Document Set 2: The Great Fear Unleashed: The Cold War Comes Home

Lorence, Enduring Voices, Vol. 2, Chapter 29, Document Set 1: Changing Times: The Origins of the Modern Civil Rights Movement, 1954-1956

“Desegregating the Schools” by Liva Barker in Historical Perspectives

Assignments and Assessments:

1. Prepare a decade-by-decade chart of major events that occurred during this period.
2. Presidents test: Test on the presidents from Roosevelt to Eisenhower
3. Answer the questions from Enduring Voices, Vol. 2, Chapter 29, Document Set 1: Changing Times: The Origins of the Modern Civil Rights Movement, 1954-1956
4. Amendments test: Test on amendments 1-22 of the Constitution
5. Objective test on chapters 25, 26, & 27
6. DBQ essay to be answered in class: Foreign policy in the 1950s: Truman and Eisenhower and the policy of containment-failures and successes.

Unit 10: 1960---Present Liberal Politics, Social Change, the Rise of Conservatism, the New Millennium.

Organizing Principle(s): Disillusionment with the increasingly violent protest of the 1960s due to America’s failed foreign policy, and domestic unrest led to the resurgence of conservative ideology from 1968 to the early 1990s.

Following the collapse of the Soviet Union and the end of the Cold War, America sought a foreign policy dedicated world peace with minimal U.S. involvement.

Technological advancement between 1950 and 2000 radically altered the economic, social, and moral fiber of the nation.

Topics/themes: liberalism, The Great Society, Vietnam, the Warren Court, political activism, the Civil Rights movement, the Women’s Movement, Watergate, Richard Nixon and foreign policy, the Middle East, multiculturalism, welfare, the Reagan Revolution (foreign policy, economic policy, and social issues), technology and affluence,

Readings: Boyer, Chapters 28, 29, & 30 with selected sections of 31 & 32

Lorence, Enduring Voices, Vol. 2, Chapter 31, Document Set 1: Vietnam and the Young: “Wild in the Streets”

Lorence, Enduring Voices, Vol. 2, Chapter 32, Document Set 1: The Modern Women’s Movement: The Equal Rights Amendment and Uncertain Equality

“Letter from a Birmingham Jail, April 16, 1963.

“The Assassination of Medger Evers: An Interview with Myrlie Evers.”

Assignments and Assessments:

1. Prepare a decade-by-decade chart of major events that occurred during this period.
2. Students will watch “Eyes on the Prize” and complete a unit of worksheets on Civil Rights.
3. Develop a chart comparing ideas/ events of Dr. Martin L. King Jr. with Malcolm X.
4. Students will read Lorence’s Enduring Voices: “A Changed Army for a Changed War: A View of Vietnam from the Participants.” Answer the questions.

5. Using songs from the decades of the 1960's-1980's, choose lines from at least 3 songs and write a comparison/contrast paper discussing the importance of the youth movement. Students may use stations, parents, friends, etc. Due date TBA.
6. Chart/compare Nixon's ideas of Conservatism to those of Reagan's.
7. Amendments test: Comprehensive test on all 27 amendments to the Constitution
8. Option 1: Using information from their own research, readings, and Enduring Voices, Vol. 2, Chapter 32, Document Set 1: The Modern Women's Movement: The Equal Rights Amendment and Uncertain Equality, students will write a 2-3 page paper to explain the failure of America to ratify the Equal Rights Amendment discussing social, economic, and political issues surrounding its failure.

Option 2: Using the video set, Eyes on the Prize and the accompanying text from Juan Williams, students will write a 2-3 page paper on the evolution of Civil Rights, including prominent persons, their effectiveness of change on America society, and the continuation of the movement through current times.
9. Objective test Chapters 28-32—selective parts.
10. DBQ essay to be written in class: The Changing Tide of American Foreign policy and it's economic, political, and social effects on American Domestic Policy from 1960-present.

Review with Students regarding A.P. Exam—Question types, Free Response, and DBQ's –what to look for and how to write effectively.

Review for Final—Comprehensive—Units 6-10!

Pacing

Aug. Ch. 1

Sep. Ch. 2 – 5

Oct. Ch. 6 – 9

Nov. Ch. 10 – 13

Dec. Ch. 14 – 17

Jan. Ch. 18. – 22

Feb. Ch. 23 – 26

Mar. Ch. 27 – 30

Apr. Ch. 31 – (3 weeks of review for AP Exam)

Exam day : 5/5/16