**AP US History – 2020**

M. Schiavo – contact info: [mschiavo@mainlandregional.net](mailto:mschiavo@mainlandregional.net)

Available for help during morning time, lunch, mutual free periods and after school.

In class Mods 1, 2, 3, 4, and 7

You may also message me through **Microsoft Teams** and I will respond as soon as I can. If you message me after 10 pm, you might not get a response since I will more than likely be sound asleep as I am an early riser so that I can to do my best for you the next day.

Students will be utilizing **Turnitin.com** for electronic submission of most of their at-home work as well as turning in hard copies (if we are in a non-covid situation). Since last spring I have been using Teams to communicate with each class at once but I might also email you using a variety of methods.

**Grading**

Tests – 60%, Quizzes 30%, Homework 5%, Participation 5%

As mentioned above, almost all work done at home must be turned it on Turnitin issues… 10 points (10% based on a 100 point assignment) deducted for each day late – no excuses… If not put on Turnitin student will receive a “0.”

Homework – I will collect Spirit questions 4 times a quarter – randomly… Get them done and done well! Each Spirit assignment will count as 2 homework grades. And we will also do a Current Events piece throughout the year that will count as one homework grade.

All assignments will be posted on Teams due to our virtual instruction this year.

**Website!!!** – <https://mrhsschiavo.weebly.com/> Past students have suggested it could be very handy to you! Now with Teams some of the things posted on the website will also be on Teams but there are still much to value on my website.

**Materials** -

Books – I will be giving you an **American Spirit** (paperback) that you need to take great care of. Please keep in a gallon size plastic bag when you transport to and from school to extend it’s life!

Get an AP US test prep book – the AMSCO US History book you used last year is ideal.

Folder/notebook, etc?

Organize yourself in a way that allows you to be successful

**Other Covid adjustments** will occur organically as we experience and learn together what is most effective for all of us. For example, I do believe that we will need to meet outside of our scheduled class time so that I can best help you progress in your understanding of info and process.

Please do the right thing during our virtual Team meetings.

**Syllabus for A.P. US History H512 - Mainland Regional High School, Linwood,** **NJ**

Michael Schiavo - mschiavo@mainlandregional.net

**Table of Contents:**

Curricular Requirements………………………………………………………………………………………1, 2

Course Description…………………………………………………………………………………………….3, 4

Unit 1: Origins of European expansion westward, Native interaction with European settlements and Colonial History, 1491–1754……………………………………………………………………………………………………..4

Unit 2: Revolution and Constitution (1754-1790)…………………………………………………………….6

Unit 3: Democratic Experiment Begins (1790-1824)………………………………………………………...7

Unit 4: The Rise of Mass Democracy (1824-1840) ………………………………………………………….8

Unit 5: The National Economy, Reform and the Slavery Controversy (1790-1860)..……………………….9

Unit 6 - Manifest Destiny, Sectionalism and Disunion (1841-1860) …………………………………………10

Unit 7 – Civil War and The Legacy of Reconstruction (1860-1896)………………………………………….11

Unit 8: The Gilded Age (1865-1900) ………………………………………………………………………...13

Unit 9: Progressivism (1890-1920)…………………………………………………………………………...14

Unit 10: Imperialism and World War I (1890-1920)…………………………………………………………16

Unit 11: Foreign Affairs: Between the Wars, Boom and Bust: The Roaring Twenties and The Great Depression, World War II (1920-1945)……………………………………………………………………………………………17

Unit 12: Foreign Affairs: The Cold War - Truman through Johnson, Domestic Affairs: Fair Deal to the Great Society (1945-1968), Protest, Reform and Economic Turmoil (1968-1980) ………………………………………….19

Unit 13: 1980–Present………………………………………………………………………………………….21

**Curricular Requirements:**

CR1a: The course includes a college-level U.S. history textbook. (Units 1-13)

CR1b: The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. (Units 1-13)

CR1c: The course includes secondary sources written by historians or scholars interpreting the past. (Units 1-13)

CR2: Each of the course historical periods receives explicit attention. (Units 1-13)

CR3: The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings. (Units 1-13)

CR4: The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework. (Units 1-13)

CR5: The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation (Units 1-13)

CR6: The course provides opportunities for students to identify and evaluate diverse historical

Interpretations (Units 1-13)

CR7: The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. — Appropriate use of historical evidence (Units 1-13)

CR8: The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation (Units 1-13)

CR9: The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of change and continuity over time (Units 1-13)

CR10: The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization (Units 1-13)

CR11: The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison (Units 1-13)

CR12: The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. —

Contextualization (Units 1-13)

CR13a: The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past. (Units 1-13)

CR13b: The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. (Units 1-13)

**Course Description**

AP U.S. History covers the spectrum of American history from pre-Columbian days to the present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Daily reading assignments are largely from the primary source reader *The American Spirit* as well as historian’s essays from the many sources cited below. Besides the primary sources found in the American Spirit, newspaper articles, magazine editorials, maps, graphs, charts, and artwork will be analyzed during our classes. Students will also engage in research to address many big questions throughout the year. Thought provoking discussion of questions from our reading assignments that ultimately connect to essential questions from each unit will be the basis of our daily class meetings. While there will be moments of what might be considered lecturing, a majority of our class time together is discussion based, a “Socratic seminar,” with teacher as moderator instead of lecturer. The frequent focus in class is on understanding the variety of potential responses to the question at hand. We will also utilize collaborative learning assignments, role-playing, seminar debates involving major primary source and historiography research, as well as complete at least one major project each quarter. Projects are research papers in the guise of simulation games. These projects focus on making connections across time periods and using research to come up with solutions to historical issues. Early in the year projects will be completed individually. The rest of the projects will be completed in groups or organized as teams competing against each other. Special emphasis is placed on critical reading and essay writing to help students prepare for the AP examination. The course is structured chronologically and thematically, divided into 13 units. Each unit includes one or more of the nine periods and/or key concepts outlined in the AP U.S. History curriculum framework.

**Key Themes:** The course is structured both chronologically and thematically. The themes include:

**AP US Themes (2019)**

* American and National Identity
* Work, Exchange and Technology
* Geography and the Environment
* Migration and Settlement
* Politics and Power
* America and the World
* American and Regional Culture
* Social Structures

Elements of these themes are included in most unit assignments.

**Skills Developed:** In each unit, students will get practice developing the following **content-driven skills:**

* Crafting Historical Arguments from Historical Evidence
  + (including Historical Argumentation and Appropriate Use of Relevant Historical Evidence)
* Chronological Reasoning
  + (including Historical Causation, Patterns of Continuity and Change over Time, and Periodization)
* Comparison and Contextualization
* Historical Interpretation and Synthesis.

In addition, class activities and assignments will address the following **academic skills**:

* Reading for comprehension and recall
* Improving study skills in preparation for assessments
* Improving formal writing skills (addressed below)
* Improving public speaking skills in class discussions and activities
* Improving skills of map, chart and political cartoon reading and interpretation

**Writing Focus:** Historical work at a collegiate level requires students to write proficiently. For this reason, writing is emphasized in every unit of this course. “Essential questions” are used as a basis for class discussion and “Thesis Things,” which are grander examples of essential questions, are used as writing assignments and as our basis for class discussion. Assessment of essays are measured by the following: the degree to which they fully and directly answer the question, the strength of thesis statement, level and effectiveness of analysis, amount and quality of supporting evidence, and organizational quality. In addition to these standards, DBQs are graded on the basis of the degree to which a significant number of the documents have been used to support the thesis, and the amount and quality of outside information included in the response.

**Historical Interpretations:** Another key to work at the collegiate level is an understanding of basic historiography. To provide students with an introduction to this aspect of historical study, almost every unit, beginning with the first, include “Historical Interpretations” activities. Primary source materials are supplemented by readings from historians such as Clinton Rossiter, Merrill Jensen, Charles Beard, Frederick Jackson Turner, Richard Hosfstadter, Arthur Schlesinger Jr, Kenneth Stamp, Robert William Fogel and Stanley Engerman, William Hesseltine, James McPherson, Grady McWhiney, George Mowry, Paul Boyer, David Rothman. These authors help students to recognize how historical interpretations change over time, and examine how emerging trends can influence the process of historical inquiry.

**Primary Source Analysis Activities:** To be truly meaningful, the study of history requires primary source analysis. For this reason, we utilize the American Spirit almost in its entirety. Every unit in this course provide students with the opportunity to read and interpret a diverse selection of primary source materials. Almost every primary source in the American Spirit Vol. I is read and discussed with Vol. II readings a bit more selective due to time constraints. The students read and answer the questions that introduce each primary source and the questions are used as a basis for class discussion. As part of their reading and answering of questions in The American Spirit, students interpret and discuss the document, noting the style, language, intent, and effect. These activities help students become more familiar with primary sources, and develop their abilities to read, understand, and use these sources effectively to answer historical questions.

#### Course Texts and Readings

**Textbook:**

The American Pageant, Kennedy, Cohen and Bailey 14th edition

**Primary Sources:**

*The American Spirit, volumes 1 & 2, 12th edition*  **CR1b**

DeTocqueville, Alexis – *Democracy in America* **CR1b**

Various Essays, Articles CR1b, CR1c, CR6, CR7, CR13a, CR13b

**Secondary Sources: CR1c**

**Lepore, Jill – These Truths: A History of the United States**

**Lepore, Jill – The Story of America: Essays on Origins**

Cohen, David – *Chasing the Red, White, and Blue –* Summer Reading**CR13b**

Witham, Larry *- A City Upon a Hill: How Sermons changed the course of American History* **CR1b,c**

Madaras, Larry and Sorelle, James - *Taking Sides: Clashing views on controversial issues in Am. Hist.* ***CR1c***

Davis, Allen and Woodman, Harold – *Conflict and Consensus in Early and Modern American History* ***CR1c***

Hofstadter, Richard – *The American Political Tradition* ***CR1c***

Kennan, George - *American Diplomacy* ***CR1c***

Hunt, Michael H. - *Ideology and American Foreign Policy* ***CR1c***

Schlesinger, Arthur – *The Cycles of American History* ***CR1c***

Rapson, Richard L. - *Major Interpretations of American Past* ***CR1c***

Hughes, Robert *– American Visions – The Epic History of Art in America* ***CR1c***

Fischer, Roger A. *Them Damned Pictures: Explorations in American Political Cartoon Art* ***CR1b***

Various Essays, Articles CR1b, CR1c, CR6, CR7, CR13a, CR13b

**Summer Reading assignments** are required for all AP and Honors History classes at our school. We will read Cohen’s *Chasing the Red, White and Blue* and excerpts from DeTocqueville and test those readings during the first week of classes. Students will also respond in kind to *The Atlantic Monthly’s* “American Idea” essay to be handed in the first day of class. Students will also receive an excerpt from Ralph Waldo Emerson’s essay *The American Scholar* the first week. An analytical essay will be written and Emerson’s ideas will be discussed as a foundation for our experience this year. **CR1b, CR1c, CR6, CR9, CR13a, CR13b**

The 5 **themes** the above assignments focus on: Identity, Work, Exchange, and Technology, Politics and Power, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

**Unit 1: Origins of European expansion westward, Native interaction with European settlements and Colonial History (4 weeks) Period 1: 1491–1607 & Period 2: 1607–1754**

**Readings/Resources:**

* The American Spirit, Chapters 1-5. **CR1b**
* The American Pageant Chapters 1-5 **CR1a**
* Ralph Waldo Emerson excerpt from his essay ***The American Scholar CR1b***
* Student research to complete our first three **“Thesis Things”** (as seen below in Learning Goals #2, 3 and 5)
* Intro to Taking Sides – on writing history  **CR1c**
* Taking Sides essays on: **CR1c, CR6**
  + Native Americans
  + Women in America
  + Salem Witch Trials
  + 1st Great Awakening,
* Intro to Witham’s A City Upon a Hill regarding the impact of sermons in America **CR1c**
* John Wintrop’s ***City Upon a Hill*** as intro to the Theory of American Exceptionalism **CR1b**
* Maps

**Themes –** **CR4 -** Instruction in the learning objectives in each of the seven themes, as described in the AP U.S. History curriculum framework occur most days. In this unit focus on **all 7 themes as offered by AP**: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

– **please see the activities called Thesis Things below for examples…!**

**Major concepts as offered by AP Guidelines:**

1. On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.
2. Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

**AP US Unit 1 - Colonial History - Major Topics/Essential Questions**

SWBAT thoroughly and creatively respond to the following questions:

1. What was the motivation for European expansion westward? CR3, CR4, CR5, CR7, CR8, CR9, CR10, CR11, CR12, CR13b

(Themes: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture)

2. (**1st Thesis Thing)** Early encounters between American Indians and European colonists led to a variety of relationships among the different cultures. Analyze how the actions taken by BOTH American Indians and European colonists shaped those relationships in the following regions. Confine your answer to the period prior to the French and Indian War. New England, Chesapeake, Spanish Southwest, New York and New France

CR3, CR4, CR5, CR7, CR8, CR9, CR10, CR11, CR12, CR 13a

(Themes: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture)

3. **2nd Thesis Thing** In the seventeenth century, New England Puritans tried to create a model society. What were their aspirations, and to what extent were those aspirations fulfilled prior to 1756?

CR3, CR4, CR5, CR7, CR8, CR9, CR10, CR11, CR12, CR 13a

(Themes: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture)

3a. Theory of American Exceptionalism? CR9, CR12, CR13b

(Themes: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Ideas, Beliefs and Culture)

3b. What was more important, Liberty or Order? CR9

(Themes: Identity, Politics and Power, Ideas, Beliefs and Culture)

3c. What was the impact of the Great Awakening on the colonies?

Did Democracy occur in religion prior to government in the colonies? CR8

(Themes: Identity, Politics and Power, Ideas, Beliefs and Culture)

4 Compare and contrast the Northern, Middle and Southern colonies in terms of economic and labor realities.

- What was the impact of various rebellions on treatment of laborers?

- Who was treated worse indentured servants or slaves…? CR11, CR12

(Themes: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture)

5. (**3rd Thesis Thing**) For the period before 1750, analyze the ways in which Britain’s policy of salutary neglect influenced the development of American society as illustrated in the following:

Legislative assemblies, Commerce, Religion 3rd Thesis Thing CR3, CR4, CR5, CR7, CR8, CR9, CR10, CR11, CR12, CR 13a

- Was mercantilism a benefit or a burden to the American colonies? CR9

(Themes: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture)

6. Was the colonial era a “golden age” for women? CR1c, CR6 (Readings from Taking Sides)

(Themes: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, Ideas, Beliefs and Culture)

7. The progressive school of historians suggested change occurs due to a variety of types of conflict. What are our first examples of class conflict in the colonies? CR1c, CR6

8. What is an American? (Theme: Identity)

9. Was there colonial unity prior to the French and Indian War? (Theme: Identity)

**Evaluations/Activities**:

1. Students will be required to respond to 3 essay questions, listed above. Each response will be in the form of a ***“Thesis Thing”*** - a written thesis followed by an outline of what would have been included in their response to the question. Students will research these questions objectively using any sources they would like including the Pageant, but must include information from The *American Spirit* as an introduction to document analysis and a prelude to writing DBQ’s. Students essay answers/thesis/outlines of major colonial themes will be used as a foundation for our discussion of colonial history and will also be utilized as part of our review in the spring. Discussion of major colonial themes from this time period will be the emphasis of our class time. CR3, CR4, CR5, CR7, CR8, CR9, CR10, CR11, CR12, CR 13a

**2. An introduction to Historiography** will also occur through utilizing the thematic essays regarding the question “Was the colonial era a ‘golden age’ for women in the US?” Those essays are found in the ***Taking Sides*** series above. CR1c, CR6

**Testing Options:** Will be a combination of ID/Short Answer/Essay test, a DBQ, two FRQ’s and a multiple choice quiz over a two day period.

**Unit 2: Revolution and Constitution (1754-1790) (2 weeks)**

**Readings/Resources:**

* *The American Spirit*, Chapters 6-9.**CR1b**
* *The American Pageant,* Chapters 6-9 **CR1a**

Conflict and Consensus: Davis, Allen and Woodman, Harold ***CR1c***

* + Intro
  + Two views of the Revolution: Rossiter and Jensen
  + An economic interpretation of Constitution: Beard

The American Political Tradition: Hofstadter ***CR1c***

* + Intro
  + Preface
  + Chapter 1 Age of Realism

Maps – a variety are projected connected to the topics above

**Themes -** Instruction in the learning objectives in each of the seven themes, as described in the AP U.S. History curriculum framework occur most days. In this unit focus on the following themes: Identity, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

– the activities to support discussions of these themes occur not only through our reading and discussion of the American Spirits, but also the reading and discussion of each of the historian’s essays sighted above…

**Major concepts:**

1. British imperial attempts to reassert control over its colonies, the colonial reaction to these attempts - (reconciliation vs. independence), the decision to fight for and the development of a new American republic, along with concepts like American identity and liberty vs. order.

**Unit 2 Revolution and Constitution – Major Topics/Essential Questions**

SWBAT thoroughly and creatively respond to the following questions:

1. What was the impact of the French and Indian war on the decades that follow, leading up to the Revolutionary War? CR8, CR9, CR12
2. What changes in British colonial policy lead to increased tensions between American colonists and Britain?
3. How did the colonists respond to the end of Salutary Neglect? Was mercantilism a benefit or a burden to the colonies? CR8, CR9, CR12
4. What were the goals of the colonists before the Revolution… independence or reconciliation? Evolution or Revolution? Who was conservative, who was radical? British or America? (Rossiter vs. Jensen essays included) CR1c, CR6
5. Was there colonial unity prior to the Revolutionary War? How could you suggest there was a Civil War within a Civil War going on during the Revolution? Was the Revolution a minority movement? CR7, CR11
6. What trends occurred during the fighting of the Revolutionary war? CR9
7. On the basis of what goals did the leaders of the colonies piece together the Articles of Confederation?
8. How effective was the Articles of Confederation? CR8
9. Why the ongoing dispute between states’ rights and federal government authority? (Elastic Clause vs. Amendment X) CR11, CR12
10. What were the arguments for and against the Constitution during the ratification process?
11. On the basis of what goals did the leaders of the Constitutional Convention write the Constitution? (Beard vs. Commager and Hofstadter essays included) CR1c, CR6
12. How can the Constitution be seen as a “peaceful counterrevolution to the American Revolution?” CR9
13. Liberty vs. Order (part 2.)… Evaluate. CR9
14. The formation of the US was “accelerated evolution rather than outright revolution”… it was a “revolution of sentiments.” Evaluate words from Hofstadter’s essay. CR1c, CR6, CR9, CR11, CR12

**Evaluations/Activities:** The process of writing DBQ’s will be introduced during this unit. Students will the complete a topical DBQ. CR5

**Testing Options:** continue to be a combination of ID/Short Answer/Essay test, a DBQ, two FRQ’s and a multiple choice quiz over a two day period.

**Unit 3: Democratic Experiment Begins (1790-1824) (2 weeks)**

**Readings/Resources:**

*The American Spirit*, Chapters 10-12.**CR1b**

*The American Pageant*, Chapters 10-12 **CR1a**

The American Political Tradition, Hofstadter, Chapter 2 – Thomas Jefferson: The Aristocrat as Democrat ***CR1c***

Student research for 1st quarter “Time Travelers election game”

Maps

**Themes -** Instruction in the learning objectives in each of the seven themes, as described in the AP U.S. History curriculum framework occur most days. In this unit focus on **all 7 themes** themes as offered by AP: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

– the activities to support discussions of these themes occur not only through our reading and discussion of the American Spirits, but also the reading and discussion of Hofstdadter as cited above.

**Major concepts as offered by AP Guidelines:**

Struggles over the new nation’s social, political, and economic identity and trends related to our responses to foreign issues as we develop our initial foreign policy.

**AP US Unit 3 - Democratic Experiment Begins (1790-1824) - Major Topics/Essential Questions**

SWBAT thoroughly and creatively respond to the following questions:

1. Describe how the new federal government was put into place and began to function.
2. Analyze the various means Alexander Hamilton used to put the Federal Government on sound financial footing. (The Assumption of state debts and the National Bank)
3. Explain how the conflict over Hamilton’s policies led to the emergence of the first political parties. (Alexander Hamilton vs. Thomas Jefferson – how the ideals of each led to foundational arguments over the role of our government then and to this day.) CR8, CR9, CR11, CR12, CR13b
4. Describe the polarizing effects of the French Revolution on American foreign policy and politics 1790-1800. (The development of our early isolationist Foreign Policy) CR8, CR9, CR11, CR12, CR13b
5. Explain why Washington negotiated the conciliatory Jay’s Treaty with Britain and why it provoked Jeffersonian outrage.
6. Describe the causes of the undeclared war with France and explain Adam’s decision to move toward peace rather than declare war.
7. Describe the poisonous political atmosphere that produced the Alien & Sedition acts and the Kentucky and Virginia resolution. CR8, CR9, CR11, CR12, CR13b
8. Evaluate the impact of John Marshall’s decisions – further strengthening the federal government at the expense of state’s rights. CR9, CR11
9. Was there a Revolution of 1800? CR8, CR9, CR11, CR12
10. Changes in party positions – Did the Democratic Republicans out-Federalize the Federalists? CR8, CR9, CR11, CR12
11. Discuss the embargo, its rationale and its impact. CR8, CR9, CR11, CR12
12. What were the causes and results of the War of 1812? CR8
13. Describe the growing conflict between Nationalism vs. Sectionalism – the conflict between national power and states’ rights. CR8, CR9, CR11, CR12, CR13b
14. Was there an ‘Era of Good Feelings’ and what happened to the Federalists? CR9
15. What spurred the early Industrial Revolution in America?
16. Describe our national growth, the growth of nationalism and the development of sectional specialization and interdependence with the American System. CR8, CR9, CR11, CR12, CR13b
17. Analyze the causes and consequences of the Panic of 1819? CR8, CR9, CR11, CR12, CR13b
18. Missouri Compromise?
19. What were the diplomatic achievements under Secretary of State John Quincy Adams and discuss the Monroe Doctrine. CR8, CR9, CR11, CR12, CR13b

**Evaluation/Activities:** Students will complete their first “Game” of the year – the **Time Travelers election game** – which links the philosophies of Hamilton and Jefferson to whatever major national or statewide election is happening that November by asking students to decide who Hamilton and Jefferson would vote for in whatever major national or statewide election is happening that November. This assignment allows students to also understand how the nature of political issues have changed since our country’s origins. CR9, CR11, CR12, CR13b

Themes that the above ‘game’ focus on include: Identity, Politics and Power, , Environment and Geography – Physical and Human, Ideas, America in the World, Ideas, Beliefs and Culture

Students will also complete a topical DBQ. CR5

**Testing Options**: continue to be a combination of ID/Short Answer/Essay test, a DBQ, two FRQ’s and a multiple choice quiz over a two day period.

**Unit 4: The Rise of Mass Democracy (1824-1840) (1 Week)**

**Readings/Resources:**

*The American Spirit*, Chapter 13 **CR1b**

*The American Pageant*, Chapter 13 **CR1a**

*The American Political Tradition,* Hofstadter*,* Chapter 2 *-* Andrew Jackson and the Rise of Liberal Capitalism ***CR1c***

Primary and secondary source research for **Seminar Debate!!!** *chosen individually by each student* ***CR6, CR7, CR13a, CR13b***

Maps

**Themes -** Instruction in the learning objectives in each of the seven themes, as described in the AP U.S. History curriculum framework occur most days. In this unit focus on **6 themes** as offered by AP: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

– the activities to support discussions of these themes occur throughout our Seminar Debate activity for this Unit.

**Unit 4 – Jacksonian Democracy - Major Topics/Essential Questions**

SWBAT thoroughly and creatively respond to the following questions:

1. Analyze the changing voting requirements and the recent addition of new states impact the electorate as the “Common man” emerges in American politics. CR8, CR9, CR11, CR12
2. Why did mass political parties emerged during this period and what was their impact on the country? CR8, CR9, CR11, CR12
3. Explain how the ‘Corrupt Bargain’ election of 1824 fuels the fire for this ‘New Democracy.’CR8
4. What led to the emergence of the second American Party system? ’CR8
5. Explain the ‘New Democracy’ and the Spoils System.
6. Evaluate the impact of Calhoun and the Kitchen Cabinet on affairs of the time.
7. Analyze the impact of the Tariff of Abomination.CR8, CR9, CR11, CR12
8. Analyze the South Carolina Exposition, Nullification and Jackson’s response.
9. Describe Jackson’s feud with Clay and the debate on funding Internal improvements.
10. Understand the Bank of US as a political tool of the newly formed Whig Party.
11. Evaluate Jackson’s attempt to kill the bank and legislation that leads to the Panic of 1837. CR8, CR9, CR11, CR12
12. Evaluate The Indian Removal act and the Trail of Tears. CR8, CR9, CR11, CR12

**Evaluation/Activities:** Students will complete their first **Seminar Debate**!!! Class will be divided in half. Each half will take one side of a question regarding Jackson overstepping his constitutional authority, research primary sources ***and historiography***, then present in a panel like debate, complete with opening statements, rebuttals to opening statements, question and answer period and closing statements. All of their spoken offerings will be research based; meaning when they speak they are offering their research not their opinions. **CR5 (verbal!! historical argumentation), CR6, CR7, CR8, CR9, CR11, CR12, CR13a, CR13b**

Themes the above debate focus on include: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

**Testing Options:** the above debate will be our ‘test’ for this unit.

**Unit 5: The National Economy, Reform and the Slavery Controversy (1790-1860) (2 weeks)**

**Readings/Resources:**

##### *The American Spirit*, Chapter 14, 15, 16**CR1b**

The American Pageant, Chapters 14-16 **CR1a**

Research for two Thesis Things: 1. Slavery and 2. Art and Literature

Potential readings also include.:

Taking Sides – Women – ***CR1c***

1. Did Women achieve greater Autonomy in the New Nation?

2. The impact of our new society and Westward movement on Women’s roles and autonomy.

American Visions*,* Hughes *–* Excerpts and Images from Chapter 2 - *The Republic of Virtue* andChapter 3 *- The Wilderness and the West* ***CR1c***

Handouts

Maps

**Themes -** Instruction in the learning objectives in each of the seven themes, as described in the AP U.S. History curriculum framework occur most days. In this unit focus on all **7 themes** as offered by AP: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

– the activities to support discussions of these themes occur not only through our reading and discussion of the American Spirits, our reading and discussion of the Taking sides essays as cited above and the Thesis Things.

**Major concepts as offered by AP Guidelines:**

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

**AP US Unit 5 - The National Economy, Reform and the Slavery Controversy (1790-1860)**

**Major Topics/Essential Questions**

SWBAT thoroughly and creatively respond to the following questions:

1. Explain the factors in early American economic expansion and industrialization.CR9

2. Describe the “Push and Pull” Factors of Immigration. CR11

3. In what ways did ‘native born’ Americans respond to immigration?

4. Describe the Labor Unrest of the early nineteenth century.

5. Were the rich of the 1830’s really exploiting the workers, or were they providing them with job opportunities? CR6, CR7, CR8

6. Would you rather have been a black slave in the south or a “wage slave” in a New England factory? CR6, CR7, CR8

7. Describe the impact of Canals, Steamboats and Railroads on America in the early 19th century. CR9, CR12

8. Describe the 2nd Great Awakening and its impact on American society and culture. CR8, CR9

9. Describe the various social and humanitarian reform movements of the early 19th century and the developing American character.

10. Temperance movement: Legislate or Educate? CR5 (verbal), CR13b

11. Describe the changing role of women. What were the arguments for and against women’s rights in the early 19th century? CR8, CR9, CR11, CR12, CR13b

12. What is Transcendentalism? How did it impact American society and culture? CR8

13. Describe the goals of various Utopian Societies. How successful were they? CR8

14. Understand American Art and Literature of the early 19th century (slide show?)

15. What were the realities of slavery during the 1st half of the 19th century?

16. Explain the change in the South’s argument that slavery, which they once described as a “necessary evil,” became, in the eyes of the South, a “beneficial good.” CR8, CR11, CR12,

17. Describe the growing Abolition movement. Did it do more harm than good? CR8, CR11, CR12,

**Evaluation/Activities:** Students will complete two **thesis things:** one on Slavery where students will be allowed to make their own essay question giving consideration to the many themes regarding slavery we’ve discussed. In their responses to the question they make, they are to effectively include as many primary sources as they can from our American Spirit. This Thesis Thing focuses on the following **themes**: Identity, Work, Exchange, and Technology, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

Students will also complete a thesis thing on Art and Literature of America during this time commenting on how the art and literature of this time was a reflection of the events of the antebellum US.

The above Thesis Thing focuses on the following **themes**: Identity, Beliefs and Culture

**Testing Options:** continue to be a combination of ID/Short Answer/Essay test, a DBQ, two FRQ’s and a multiple choice quiz over a two day period.

**Unit 6: Manifest Destiny, Sectionalism and Disunion (1841-1860) (2 weeks)**

**Readings/Resources:**

*The American Spirit*, Chapter 17, 18, 19**CR1b**

The American Pageant, Chapters 17-19 **CR1a**

Potential readings also include:

The American Political Tradition, Hofstadter, Chapter 4 – John C. Calhoun: The Marx of the Master Class ***CR1c***

Conflict and Consensus on slavery: Stampp, Fogel, and Engerman ***CR1c***

Maps

**Themes -** Instruction in the learning objectives in each of the seven themes, as described in the AP U.S. History curriculum framework occur most days. In this unit focus on all 7 themes as offered by AP: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

– the activities to support discussions of these themes occur not only through our reading and discussion of the American Spirits, but also the reading and discussion of historiography as cited above.

**Major concepts as offered by AP Guidelines:**

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

**AP US Unit 6 - Manifest Destiny, Sectionalism and Disunion (1841-1860)**

**Major Topics/Essential Questions**

SWBAT thoroughly and creatively respond to the following questions:

1. What is Manifest Destiny? CR9, CR11, CR12, CR13b

2. Explain early 19th century settlement realities in Texas, New Mexico, Utah, and Oregon.

2a. Discuss Texas’ road to independence from Mexico. CR8, CR9, CR10, CR11, CR12

3. What were Polk’s goals as president?

4. Did Polk provoke war with Mexico? CR6, CR7, CR8

5. What was the impact of the Treaty of Guadalupe Hidalgo on slavery issue? CR8, CR9, CR11, CR12

6. How could it be argued that the aftermath of the war with Mexico was a major cause of the Civil War? CR8, CR9, CR11, CR12

7. Explain the connection of the Wilmot Proviso to the Compromise of 1850. CR8

8. What issues led to the Compromise of 1850? What are its components?

9. How did Stephen Douglas get the Compromise of 1850 passed?

10. Describe the last actions of the ‘big three.’

10 a. Who “won” the Compromise of 1850? CR13b

11. What were the reactions to Fugitive Slave Law?

12. How did the Kansas-Nebraska Act come about, what was it and what impact did it have on the country? CR8, CR9, CR11, CR12, CR13b

13. What was Popular Sovereignty?

14. Describe Bleeding Kansas and Bully Brooks’ beating of Sumner.

15. What was the Lecompton Constitution?

16. Trace the evolution of America’s party system up to the birth of the Republican Party. CR7, CR8, CR9, CR10, CR11, CR12, CR13b

17. Explain the impact of Uncle Tom’s Cabin on our country.

18. What was decided in the Dred Scott case?

19. Explain the impact of the Lincoln-Douglass debates and Douglass’ “Freeport Doctrine” on national politics? CR8, CR9, CR11, CR12

20. Describe Harpers Ferry and its impact on our country.

21. What were the results of the Election of 1860 and what was the immediate reaction?

22. Was the Civil War inevitable? CR6, CR7, CR8, CR9, CR11, CR12, CR13a, CR13b

**Evaluation/Activities:** Students, in teams, will also complete a survey of the key issues, platform of all parties, and major events facing the newly elected officials of the presidential elections between 1840 and 1856

**Testing Options:** continue to be a combination of ID/Short Answer/Essay test ID/Essay test, a DBQ, two FRQ’s and a multiple choice quiz.

**Unit 7: Civil War and The Legacy of Reconstruction (1860-1896) (2 weeks)**

**Readings/Resources:**

*The American Spirit*, Chapter 20, 21, 22, 23**CR1b**

*The American Pageant*, Chapters 20-23 **CR1a**

*Conflict and Consensus****:*** Chapter on Reconstruction – ***CR1c***

William B. Hesseltine – Reconstruction: Changing Revolutionary Tactics,

James M. McPherson – Reconstruction: A Revolution Manque and

Grady McWhiney: Reconstruction: Index of Americanism.

Handout – “Text of ex-slave’s letter to his master” **CR1b**

Maps

**Themes -** Instruction in the learning objectives in each of the seven themes, as described in the AP U.S. History curriculum framework occur most days. . In this unit focus on all **7 themes** as offered by AP: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

– the activities to support discussions of these themes occur not only through our reading and discussion of the American Spirits, the reading and discussion of Conflict and Consensus essays as cited above and student development of their own plan for Reconstruction (see activity below)

**Major concepts as offered by AP Guidelines:**

The course and aftermath of the Civil War transforms American society.

**AP US Unit 7 – Civil War and The Legacy of Reconstruction (1860-1896)**

**Major Topics/Essential Questions**

SWBAT thoroughly and creatively respond to the following questions:

1. Explain the events and rationale behind Secession. CR6, CR7, CR8, CR9, CR11, CR12, CR13a, CR13b
2. What were the Advantages and Disadvantages of North and South?
3. What were some of the more important battles and why?
4. What were battlefield conditions like during the war?
5. Describe foreign affairs during the Civil War.
6. What were the economic realities on the home front?
7. In what ways were civil liberties curtailed during the Civil War?
8. What was the purpose of the war? CR13b
9. Describe life for both free and enslaved blacks during the war.
10. Why did Lincoln decide on emancipation? CR8, CR9, CR12
11. Describe Lincoln’s reelection and assassination.
12. Define the major problems facing the South and the nation after the Civil War.
13. Describe the conditions of the newly freed slaves and indicate what efforts were made to assist them.
14. Analyze the difference between Presidential and Congressional approach to Reconstruction.
15. Explain how the blunders of President Johnson and the white south opened the door to more radical congressional Reconstruction policies.
16. Explain why the Radical Republicans impeached Johnson but failed to convict him.
17. Describe the 13th, 14th, and 15th Amendments.
18. Describe the actual effects of Congressional Reconstruction in the South.
19. Indicate how militant white opposition gradually undermined the Republican attempt to empower Southern blacks.
20. What was the early struggle for equality like for freed blacks?
21. Describe the Compromise election of 1876.
22. Explain Redemption and why Reconstruction failed and why it left such a bitter legacy for the future. CR13a, CR13b

**Evaluation/Activities:** Students will answer and present their answers in class to a series of questions regarding the major Civil War themes as seen below…

Civil War game modified 2013… (Now it’s just called **“The Civil War diversion**.”)

Understand the following topics as related to the Civil War:

1. Northern and Southern advantages and disadvantages
2. Battlefield conditions and specific battles.
3. Opinions of various political leaders.
4. Dissent (Please ask if you are not sure what this means…)
5. Foreign policy issues.
6. Attitudes toward blacks including the Emancipation Proclamation.
7. Home-front realities – including women’s roles and the economy
8. Why the Confederacy failed.
9. Anything else of personal interest to be shared?

Students will also engage in their 2nd quarter game… “Rethinking Reconstruction” as seen below…

**APUSH - Rethinking Reconstruction Game –** CR5, CR6, CR7, CR8, CR9,CR10, CR11, CR12, CR13a, CR13b

After considering the post-Civil War realities, please offer your own plans that would have better met the many goals and obstacles of Reconstruction. What could have been done so that the Legacy of Reconstruction would not be considered a failure?

Please consider the following questions:

1. Who should be in charge of Reconstruction? Why?

2. What is the primary goal of Reconstruction? Reunification, punishment, civil rights, other? How would you prioritize each of those?

3. What should be done to aid the freedmen adjust to freedom and responsibility?

4. What should be done to ex-Confederate leaders/citizens?

5. Who should be able to vote and hold office in the new Southern state governments?

6. Should there have been requirements before African-Americans would be allowed to hold office so as not to be ‘taken advantage of’? If so why not have requirements for everyone that wants to hold office?

7. What requirements must be met before states regain full rights and representation?

8. How should the Southern economy be restored?

9. What role should Union troops play in policing, governing, or rebuilding the South?

10. What would have helped African-Americans develop not just full civil rights that met the conditions of the 13th, 14th and 15th amendments, but enjoy the respect and dignity all humans deserve no matter their race, religion, gender or previous condition of servitude?

In considering the above questions in your plan, please make sure you read and include analysis of the primary sources found in the Reconstruction chapter of our Spirit as well as the essays from Conflict and Consensus: On Reconstruction – William B. Hesseltine – Reconstruction: Changing Revolutionary Tactics, James M. McPherson – Reconstruction: A Revolution Manque and Grady McWhiney: Reconstruction: Index of Americanism.

**Testing Options:** continue to be a combination of ID/Short Answer/Essay test, a DBQ, two FRQ’s and a multiple choice quiz over a two day period.

**Unit 8: The Gilded Age (1865-1900) (2 weeks)**

**Readings/Resources:**

*The American Spirit*, Chapters 23, 24, 25, 26**CR1b**

*The American Pageant,* Chapters 23-26 **CR1a**

Student research to **make their own DBQ** on a topic during the Gilded Age

Conflict and Consensus in Modern American History: Introductions to chapters 2-5, Business in an Industrial Age, Farmers in an Industrial Age, Workers in an Industrial Age and Migrants to an Urban America. ***CR1c***

Frederick Jackson Turner – The Significance of the Frontier in American History

American Visions*,* Hughes – Excerpts from Chapter 4 – *The American Renaissance* and Chapter 5 *The Gritty Cities*

Handouts ***CR1c***

Maps

**Themes -** Instruction in the learning objectives in each of the seven themes, as described in the AP U.S. History curriculum framework occur most days. In this unit focus on all **7 themes** as offered by AP: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

– the activities to support discussions of these themes occur not only through our reading and discussion of the American Spirits, our reading and discussion of the Conflict and Consensus essays as cited above and each student **making** his or her own DBQ.

**Major concepts as offered by AP Guidelines:**

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

**APUSH Unit 8 - The Gilded Age (1865-1900) Major Topics/Essential Questions**

SWBAT thoroughly and creatively respond to the following questions:

1. Explain the factors that lead to new developments in industrialization in the late 19th century. CR8, CR9, CR11, CR12, CR13b

2. What was the Impact of Railroads on the late 19th century? CR9, CR11, CR12

3. Describe the tactics used by and regulation of – (Interstate Commerce Act) Railroads.

4. Discuss the impact of Rockefeller, Carnegie, etc.

5. Were figures like the above Captains of Industry vs. Robber Barons? CR9, CR13b

6. What was the Sherman Anti-Trust Act? Why needed? How successful was it?

7. Describe the Social philosophies that impacted the late 19th century – (Gospel of Wealth, Social Darwinism, Laissez-Faire).

8. Why has it be described as “The New South?”

9. Describe the Labor issues and the origins, goals and impact of Labor Unions of the late 19th century. CR8, CR9, CR11, CR12, CR13b

10. Describe the goals, tactics and differences of African American Leadership during the late 19th century.

11. What was Plessy v. Ferguson?

12. What was the reality the New Immigrants faced in the late 19th century?

13. What was the attraction to life in the city and what issues did those living in the city face?

14. Discuss Women’s issues and leadership goals of the late 19th century. CR8, R9, CR11, CR12, CR13b

15. Explain the realities settlers faced as our country embarked in Westward expansion.

16. What trends can be found in late 19th century Native American relations? CR8, R9, CR11, CR12, CR13b

17. Describe Mining, Cattle, and Women’s realities in west

18. What Farmers issues become the basis of Populism in the late 19th century.

19. Explain trends in our government’s Monetary Policy, keeping in mind the cycle of Panics and the Gold and Silver issue. CR8, R9, CR11, CR12, CR13b

20. Discuss Political alignment and corruption in the Gilded Age.

21. Understand the Election’s 1868 – 1896 – Corruption, Civil Service Reform, Tariffs.

22. What was the impact of the election of 1896? CR8, R9, CR11, CR12, CR13b

23. What role did the Populists and their Omaha Platform play in the origins of the Progressive reform movement of the early 20th century? CR8, R9, CR11, CR12, CR13b

24. What were the trends of late 19th century art and literature in America? What impact did it have on our culture and society? CR8, R9, CR11, CR12, CR13b

**Evaluation/Activities**: Students will **design their own DBQ** covering one of the above topics from the Gilded Age.

CR5, CR6, CR7, CR8, CR9, CR10, CR11, CR12, CR13a, CR13b

**Testing Options:** continue to be a combination of ID/Short Answer/Essay test, a DBQ, two FRQ’s and a multiple choice quiz over a two day period.

**Unit 9: Progressivism (1890-1920) (1 week)**

**Readings/Resources:**

*The American Spirit* 23, 26, 29, 30**CR1b**

*The American Pageant, Chapters 23, 26, 29, 30* **CR1a**

Conflict and Consensus, vol. 2, Chapter 6 – The Progressive Movement (3 essays below) ***CR1c***

George Mowry – *Progressivism: Middle-Class Disillusionment*

Paul Boyer – *Battling the Saloon and the Brothel: The Great Coercive Crusades*

David J. Rothman – *The State as Parent*

Student research to complete “Election of 1912 game”

Maps

**Themes -** Instruction in the learning objectives in each of the seven themes, as described in the AP U.S. History curriculum framework occur most days. In this unit focus **on 6 themes** as offered by AP: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

– the activities to support discussions of these themes occur not only through our reading and discussion of the American Spirits, our reading and discussion of the Conflict and Consensus essays as cited above, and the Election of 1912 game.

**Major concepts as offered by AP Guidelines:**

An increasingly pluralistic United States faced profound domestic and debated the proper degree of government activism.

**APUSH Unit 9 - The Progressive Era (1896-1920) Major Topics/Essential Questions**

SWBAT thoroughly and creatively respond to the following questions:

1. Describe the roots of the Progressive era? CR8, CR9, CR11, CR12, CR13b
2. What were the areas targeted for reform?
3. Who were the major leaders of reform?
4. What reform legislation and amendments were passed?
5. What Progressive reforms happened under each president in this time period? CR8, CR9, CR11, CR12, CR13b
6. Describe TR’s attempts at reforming the 3 C’s.
7. Describe Taft’s progressive reforms – trust busting
8. Describe Wilson’s attempts to tackle the Triple Wall of Privilege

**More Themes**

- “Jeffersonian goals in Hamiltonian form?” CR9, CR11, CR12, CR13b

- First major government efforts on the behalf of the common man?

- Conservatives as Progressives (reform to preserve?)

- Was the era of Progressive reform a middle class movement?

**The introduction to Progressive era essays in Conflict and Consensus:**

The problems arising in an industrialized America could be solved only by expanding democracy and social justice.

- To solve the problems of democracy we needed more democracy.

- Unlike the socialist movements gaining ground throughout the world at this point, Progressives did not want to introduce a new system of government, they believed problems could be solved by reforming rather than abandoning the American system.

**CR1c Historian’s interpretations include:**

1. The progressive era is a time of conflict between reformers on one side and businessmen and political bosses on the other.
2. The movement was a “status revolution.” – Middle class, well-educated citizens frustrated by their loss of status and power trying to hold on to a society they deemed good but disappearing.
3. Progressive reformers rejected old solutions and proposed changes that would solve problems created by new economic and social order without giving up its benefits.

**The three historian’s whose essays appear in Conflict and Consensus…**

**Mowry** – No real link between populists and progressive reformers.

1. Progressive leaders were an “economically secure, well-educated, **middle class** group who had been conservatives during the hard times of the 1890’s but progressive reformers during the relatively prosperous times of the 1st decade of 20th century because they found it difficult to adjust to the vast change of the industrial age.
2. They were motivated by a combination of fear and confidence – fear of the “new collectivism” of big business and organized labor (getting squashed from above and below) and confident they had the skills and insight necessary to lead the nation.
3. Intensely individualistic, they considered themselves to be above the class conflict and selfishness that divided the general population and could then solve the problems the nation faced.
4. Progressives were divided in their goals, some looking backward to conditions that were disappearing, others looking forward to a highly centralized government which, under their leadership, could institute needed changes.

**Boyer** – Progressivism was a moral crusade against sin and evil.

1. The progressives battled for social justice, and against corporate wrongdoing, corruption in government and immorality of all kinds.
2. They relied on a new group of experts – social scientists.
3. They did not deem the system to be fundamentally evil; rather they insisted that the system required adjustment to correct those evils.

***\* Both Mowry and Boyer find a coercive strain in progressivism – people have to be forced to give up improper ways. What implications does this have for democracy? Is it not undemocratic to coerce people to behave in a manner deemed to be correct, not by the people themselves, but by experts who claim to know what is best?***

**Rothman** – The progressives were liberal reformers who sought to ameliorate the wrongs but in the process often trampled on the rights of those they were helping.

1. Using the power of the state they sought to impose a middle-class consensus – like parents who think they know best for their children.

Where the liberal reformers illiberal in their goals?

- Did they, in seeking their goals, infringe upon the rights of those they were supposed to be helping?

- Or does such a view do injustice to a group of people trying to help others in distress?

* Did progressive reform introduce undemocratic features into American life by taking decisions from the people and putting them into the hands of experts?
* Does Democracy require that people who are wrong-headed and might act in a manner that would injure themselves and perhaps, even indirectly, others, be allowed to continue such behavior?
* Who should decide?

**Evaluation/Activities:** Students will complete a project that ties progressive reforms/reformers to the 1912 election.

**Testing Options:** The above game and individual class contributions to our class discussion will be considered our ‘test’ for this unit.

**Unit 10: Imperialism and World War I (1890-1920) (2 weeks)**

**Readings/Resources:**

*The American Spirit*, Chapter 27, 28, 30, 31**CR1b**

*The American Pageant, Chapters 27, 28, 30, 31* **CR1a**

Primary and secondary source research for **Seminar Debate!!!** *chosen individually by each student*

*Amercian Diplomacy* - George Kennan: “Spanish-American War”, “World War I” ***CR1c***

*The Tragedy of American Diplomacy* – William Appelton Williams, Chapter 1 – Imperial Anti-Colonialism ***CR1c***

*Ideology and US Foreign Policy* – Michael Hunt – Chapter 2 – Visions of National Greatness ***CR1c***

Maps

**Themes -** Instruction in the learning objectives in each of the seven themes, as described in the AP U.S. History curriculum framework occur most days. In this unit focus on all **7 themes** as offered by AP: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

– the activities to support discussions of these themes occur through our reading of the above historians and our Seminar Debate.

**Major concepts as offered by AP Guidelines:**

An increasingly pluralistic United States faced profound global challenges and sought to define its international role.

**APUSH Unit 10 – Imperialism (1890-1920)** **Major Topics/Essential Questions**

SWBAT thoroughly and creatively respond to the following questions:

SWBATU…

1. The changing role of the US in world affairs CR8, CR9, CR10, CR11, CR12, CR13b
2. Reasons for new interest in world affairs
3. Yellow Journalism
4. American involvement in Hawaii, eventual annexation and reaction to
5. Cuban independence
6. Spanish-American War
7. American involvement in the Philippines
8. Open-Door Policy
9. Big-Stick
10. American involvement in Panama
11. Roosevelt Corollary
12. Gentleman’s Agreement
13. Taft’s Dollar Diplomacy
14. Wilson’s Moral Diplomacy
15. Mexico
16. Causes of WWI CR8
17. Neutrality at the beginning of WWI
18. Reasons for US declaration of War
19. Wilson’s 14 points - US motives in WWI and goals for a post-war world
20. World War I at home – mobilization
21. Treaty of Versailles and League of Nations – Presidential and congressional roles in policy management
22. Wilson’s responses to the Lodge reservations and the ultimate failure of Wilson’s diplomatic goals
23. The reasons why the Treaty of Versailles may be said to have led to WWII CR8, CR9, CR10, CR11, CR12, CR13b

**Evaluation/Activities**: Students will complete their second **Seminar Debate**. Class will be divided in half. Each half will take one side of a question regarding reasons for Imperialist efforts “Was Imperialism American.” In responding to the question both sides need to conclude whether or not this time period was a continuation or a departure from past foreign policy and whether or not it meets the standards set concerning US intellectual history regarding “What is American?” Their primary and secondary source research will take into consideration all of the regions we were involved in, the reasons why according to our leadership at the time, the responses against our efforts overseas, past precedent and definitions of what the American character – US Intellectual history – from the theory of American Exceptionalism to Turner’s Frontier thesis to Wilson’s Moral Diplomacy. Students will present their findings in a panel like debate, complete with opening statements, rebuttals to opening statements, question and answer period and closing statements. All of their spoken offerings will be research based.

The above activity focus on Curricular requirements CR5, CR6, CR7, CR8, CR9, CR10, CR11, CR12, CR13a, CR13b

**Testing Options:** the above debate will be our ‘test’ for this unit. A multiple choice quiz will also be offered for this unit and the unit prior at this time.

**Unit 11: Foreign Affairs: Between the Wars, Boom and Bust: The Roaring Twenties and The Great Depression, World War II (1920-1945 (2 weeks)**

**Readings/Resources:**

*The American Spirit* Chapters 34, 35, 36 **CR1b**

*The American Pageant,* Chapters 34-36 **CR1a**

Research to complete “Between Wars – from Isolationism to Interventionism – Foreign events and our response to them.”

Maps of European and Asian Fronts of WWII

Student research for Thesis Things offered below.

Reading of Hofstadter’s essay: *Herbert Hoover and the Crisis of American Individualism* ***CR1c***

Maps

**Themes -** Instruction in the learning objectives in each of the seven themes, as described in the AP U.S. History curriculum framework occur most days. In this unit focus on all **7 themes** as offered by AP: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

– the activities to support discussions of these themes occur not only through our reading and discussion of the American Spirits, our reading and discussion of the Hofstadter essay as cited above and our Thesis Thing described below.

**Major concepts as offered by AP Guidelines:**

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

**APUSH Unit 11**

**Foreign Affairs: Between the Wars and World War II**

**Domestic: Boom and Bust: The Roaring Twenties and The Great Depression (1920-1945)**

**Major Topics/Essential Questions**

SWBAT thoroughly and creatively respond to the following questions:

**Foreign Affairs between the Wars** CR8, CR9, CR10, CR11, CR12, CR13b

SWBATU:

1. The return to Isolationism in the early to mid ‘30’s,
2. International Diplomacy and the US response to aggression
3. from Isolationism to Interventionism

**World War II**

SWBATU:

1. Pearl Harbor : What did we know?
2. Wartime Conferences: FDR’s goals
3. Military Strategy: Why did we develop the strategy we did and was it effective?
4. Home Front: What did it take to mobilize the war effort?
5. Women and Minorities in Workplace: What impact did the war have on them and what impact did they have on the country? CR7, CR8, CR9, CR10, CR11, CR12, CR13a, CR13b
6. Relocation of Japanese Americans: Necessary curtailment of American Civil Liberties? CR7, CR8, CR9, CR10, CR11, CR12, CR13a, CR13b
7. Demographic Impact of War: How did the population shifts during and after WWII change our country? CR7, CR8, CR9, CR10, CR11, CR12, CR13a, CR13b
8. Atomic Bomb: Necessary? Moral? CR7, CR8, CR9, CR11, CR12, CR13a, CR13b

**Themes of the 1920’s**

1. Intolerance CR7, CR8, CR9, CR10, CR11, CR12, CR13a, CR13b
   1. Red Scare, Palmer raids, unions, Sacco and Vanzetti, KKK, Immigration quotas, Scopes Trial, Prohibition, organized crime
2. Consumer Economy CR7, CR8, CR9, CR10, CR11, CR12, CR13a, CR13b
   1. Master production focus on consumption, Advertising and Credit, Impact of Auto’s on society, complimentary and supporting industries
3. Standardization of Tastes and Styles CR7, CR8, CR9, CR10, CR11, CR12, CR13a, CR13b
   1. Inventions, auto, radio, movies, literature, music, architecture
4. Rebellion
   1. Symbols – Car, Flappers, Jazz Age, literature
5. Politics, Scandal and Economic Theory
   1. Mellon, debt, trickle-down tax cuts, Harding, Scandals, Laissez-Faire?, Tariffs, Coolidge, Frustrated farmers, Hoover
6. Speculation leading to Great Depression
   1. Causes?

**The Great Depression:**

1. **Thesis Thing** – How revolutionary was the New Deal? Evaluate past actions of our government, (think about government responses to recessions/panics throughout our history, Progressive reforms and Hoover), the changes the New Deal wrought and determine how different the nation became because of it. (Please cite Hofstadter as part of your discussion of Hoover) CR7, CR8, CR9, CR10, CR11, CR12, CR13a, CR13b

In responding to the above question and through our class discussions, SWBATU

1. The role of government in society and economy (pre and post New Deal)
2. Could government efforts to combat depression diminish classic American characteristics?
3. Hoover’s vs. Roosevelt’s responses to Depression
4. Did Hoover attempt to do more to combat Depression that is given credit for?
5. Political realignment
6. New Deal legislation – effectiveness vs. criticism
7. What was its impact on labor?
8. Extreme alternatives and why they failed to hold sway
9. Supreme Court packing and the response to it
10. Dust bowl and demographic shifts
11. Was the New Deal successful?

**Evaluation/Activities:**

1. Students will research and reflect upon foreign affairs of the 1920’s and ‘30’s and our reaction to each as we move from isolationism to interventionism through a guided list of events and topics offered by the instructor. CR8, CR9, CR10, CR11, CR12, CR13b
2. Thesis Thing: How “revolutionary” was the New Deal? **Evaluate past actions of our government** – (think about government responses to recessions/panics throughout our history, Progressive reforms and Hoover), the changes the New Deal wrought and determine how different the nation became because of it. (Please cite Hofstadter as part of your discussion of Hoover)

The above activity focus on Curricular requirements CR5, CR6, CR7, CR8, CR9, CR10, CR11, CR12, CR13a, CR13b

**Testing Options:** continue to be a combination of ID/Short Answer/Essay test, a DBQ, two FRQ’s and a multiple choice quiz over a two day period..

**Unit 12: Foreign Affairs: The Cold War - Truman through Johnson (1945-1968)**

**Domestic Affairs: Fair Deal to the Great Society (1945-1968)**

**Protest, Reform and Economic Turmoil (1968-1980) (2 weeks)**

**Readings/Resources:**

*The American Spirit*, Chapter 37, 38, 39, 40, 41**CR1b**

*The American Pageant,* Chapters 37-41 **CR1a**

Student based research for topical Thesis Things listed below

***CR1c:***

Major Interpretations of American Past – Webb – *The Great Frontier* and critical commentaries by Hexter, Hicks, Smith, Handlin, Potter

Major Interpretations of American Past - Potter – *The People of Plenty* and critical commentaries by Deutsch, Shannon, Mills, Shafer

Major Interpretations of American Past – Riesman – *The Lonely Crowd* and critical commentaries by Mead, Handlin, Johnson, Howe, Krutch, Degler, Strout

Major Interpretations of American Past – Higham – *The Cult of the “American Consensus”*

Major Interpretations of American Past – Hofstadter – *The Progressive Historian* with critical commentary by Potter

Major Interpretations of American Past – Bernstein – Toward a New Past – and critical commentaries by Sokolov, Plumb

Student based research for Essay Thesis

Handouts

Maps

**Themes -** Instruction in the learning objectives in each of the seven themes, as described in the AP U.S. History curriculum framework occur most days. In this unit focus on all **7 themes** as offered by AP: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

– the activities to support discussions of these themes occur not only through our reading and discussion of the American Spirits, our reading and discussion of the Historians as cited above and our Thesis Thing described below.

**Themes and Topics for discussion as offered by AP Guidelines include:**

**PERIOD 8: 1945–1980:** After World War II, the United States grappled with prosperity andunfamiliar international responsibilities, while struggling to live upto its ideals.

**APUSH Unit 12**

Foreign Affairs: The Cold War - Truman through Johnson (1945-1968)

Domestic Affairs: Fair Deal to the Great Society (1945-1968)

**Major Topics**

SWBAT thoroughly and creatively respond to the following questions:

1. **Foreign Affairs…**
2. Comparison of Wilson and Roosevelt as neutrals, wartime leaders, Allied partners, post-war planners CR8, CR9, CR10, CR11, CR12, CR13b
3. US adopts new role as peacetime leader in post-war world
4. Origins of Cold War and Cycles of Freezes and Thaws in East-West Relations CR8, CR9, CR10, CR11, CR12, CR13b
5. Yalta
6. UN – Early Successes and Failures CR8, CR9, CR10, CR11, CR12, CR13b
7. Spreading of Soviets
8. Containment
9. Truman Doctrine, Marshall Plan, Point 4, NSC-68
10. Korea and MacArthur
11. Chinese Revolution
12. Massive Retaliation
13. Middle East – Eisenhower Doctrine
14. Kruschev’s visit
15. Open Skies, U-2 Incident
16. Latin America Alliance for Progress
17. Eisenhower’s Farewell Address – Military Industrial Complex CR8, CR9, CR10, CR11, CR12, CR13b
18. Kennedy’s Flexible Response
19. Bay of Pigs, Cuban Missile Crisis
20. Peace Corp
21. Origins of Vietnam through election of 1968 CR8, CR9, CR10, CR11, CR12, CR13b
22. Johnson and Gulf of Tonkin Resolution, Escalation, Rolling Thunder, Credibility Gap, Tet, Demonstrations
23. Nixon and Vietnam?
24. Ford and Vietnam?
25. **Domestic Affairs..**
26. Continued impact of New Deal on government’s role in Postwar society CR8, CR9, CR10, CR11, CR12, CR13b
27. Impact of Massive Military spending (NSC-68)
28. Truman’s Fair Deal CR8, CR9, CR10, CR11, CR12, CR13b
29. GI Bill
30. Taft-Hartley Act
31. 1948 election – 3rd parties – Dixiecrats and Progressives
32. Eisenhower’s administration
33. Red Scare and McCarthy hysteria
34. Demographic shifts (Sun Belt) and Modern Republicanism CR8, CR9, CR10, CR11, CR12, CR13
35. Highway construction
36. Dynamic Conservatism and Guarding against “Creeping Socialism?” CR8, CR9, CR10, CR11, CR12, CR13b
37. Labor realities CR8, CR9, CR10, CR11, CR12, CR13b
38. Race for Space
39. Changing Economic Patterns, Consumerism, and Culture of 1950’s CR8, CR9, CR10, CR11, CR12, CR13b
40. Kennedy/Nixon election of 1960
41. Economic Issues – Tax cuts from a Democrat!
42. Johnson/Goldwater 1964
43. Johnson’s Great Society and War on Poverty – Medicare/Medicaid CR8, CR9, CR10, CR11, CR12, CR13b
44. Immigration Reform CR8, CR9, CR10, CR11, CR12, CR13b
45. **Civil rights** from Truman – Johnson CR8, CR9, CR10, CR11, CR12, CR13b
46. Desegregating Armed Forces, Warren Court and Judicial Activism, Little Rock,

Univ. of Miss. Bus Boycotts, Sit-ins

1. Efforts of African American Orgs and Leadership – NAACP, SCLC, SNCC, Black Panthers
2. Voting Rights act
3. Movement toward violence toward the back half of decade, assassinations
4. Election of 1968 – 3rd party – Am. Independence party – Segregation now, tomorrow, forever

Evaluation/Activities: Students will complete two Thesis Things - **CR10, CR13a**

1. Analyze the successes and failures of the US Cold War policy of containment as it developed in the following regions of the world during the period of 1945 to 1975:

East and Southeast Asia, Europe, Latin America, Middle East

1. Compare and contrast the goals and effectiveness of Truman’s Fair Deal, Kennedy’s New Frontier and Johnson’s Great Society programs. What actions did Eisenhower take in his efforts to guard us from “creeping socialism?” Did his wishes come true?

The above activities allows students to focus on Curricular Requirements **CR7, CR8, CR9, CR10, CR11, CR12, CR13b**

**Testing Options:** continue to be a combination of ID/Short Answer/Essay test, a DBQ, two FRQ’s and a multiple choice quiz over a two day period.

**Unit 13: Neo-Conservatives, Post-Cold War Politics and Foreign Policy (1980-present) (5 days)**

**Readings/Resources:**

American Spirit and American Pageant **CR1a,****CR1b**

Student research on Thesis Thing

Maps

**Themes -** Instruction in the learning objectives in each of the seven themes, as described in the AP U.S. History curriculum framework occur most days. In this unit focus on all **7 themes** as offered by AP: Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography – Physical and Human, Ideas, Beliefs and Culture

– the activities to support discussions of these themes occur not only through our reading and discussion of our Thesis Thing described below.

**PERIOD 9: 1980–Present**: As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

**The topics discussed below allow for students to engage in the following Curricular Requirements:**

**CR7, CR8, CR9, CR10, CR11, CR12, CR13b**

**Themes and Topics for discussion as offered by AP Guidelines include**

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

I. Reduced public faith in the government’s ability to solve social and economic problems, the growth of religious fundamentalism, and the dissemination of neoconservative thought all combined to invigorate conservatism. (POL-3)

A. Public confidence and trust in government declined in the 1970s in the wake of economic challenges, political scandals, foreign policy “failures,” and a sense of social and moral decay.

• OPEC oil embargo, 1970s inflation, Iranian hostage crisis

B. The rapid and substantial growth of evangelical and fundamentalist Christian churches and organizations, as well as increased political participation by some of those groups, encouraged significant opposition to liberal social and political trends.

• Moral Majority, Focus on the Family

II. Conservatives achieved some of their political and policy goals, but their success was limited by the enduring popularity and institutional strength of some government programs and public support for cultural trends of recent decades. (WXT-8) (POL-4)

A. Conservatives enjoyed significant victories related to taxation and deregulation of many industries, but many conservative efforts to advance moral ideals through politics met inertia and opposition.

• tax cuts passed under Ronald Reagan and George W. Bush, Contract with America, *Planned Parenthood v. Casey*

B. Although Republicans continued to denounce “big government,” the size and scope of the federal government continued to grow after 1980, as many programs remained popular with voters and difficult to reform or eliminate.

• expansion of Medicare and Medicaid, growth of the budget deficit

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

I. The Reagan administration pursued a reinvigorated anti-Communist and interventionist foreign policy that set the tone for later administrations.

A. President Ronald Reagan, who initially rejected détente with increased defense spending, military action, and bellicose rhetoric, later developed a friendly relationship with Soviet leader Mikhail Gorbachev, leading to significant arms reductions by both countries.

• “Star Wars” missile defense system, Start I

B. The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as debates over the nature and extent of American power in the world.

II. Following the attacks of September 11, 2001, U.S. foreign policy and military involvement focused on a war on terrorism, which also generated debates about domestic security and civil rights. (POL-7) (WOR-7) (WOR-8)

A. In the wake of attacks on the World Trade Center and the Pentagon, U.S. decision-makers launched foreign policy and military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.

B. The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.

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

I. The increasing integration of the U.S. into the world economy was accompanied by economic instability and major policy, social, and environmental challenges.

A. Economic inequality increased after 1980 as U.S. manufacturing jobs were eliminated, union membership declined, and real wages stagnated for the middle class.

B. Policy debates intensified over free trade agreements, the size and scope of the government social safety net, and calls to reform the U.S. financial system.

• North American Free Trade Agreement, debates over health car e reform, debates over Social Security reform

C. Conflict in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.

D. The spread of computer technology and the Internet into daily life increased access to information and led to new social behaviors and networks.

II. The U.S. population continued to undergo significant demographic shifts that had profound cultural and political consequences.

A. After 1980, the political, economic, and cultural influences of the American South and West continued to increase as population shifted to those areas, fueled in part by a surge in migration from regions that had not been heavily represented in earlier migrations, especially Latin America and Asia.

B. The new migrants affected U.S. culture in many ways and supplied the economy with an important labor force, but they also became the focus of intense political, economic, and cultural debates.

C. Demographic changes intensified debates about gender roles, family structures, and racial and national identity.

• Immigration Reform and Control Act of 1986, Don’t Ask, Don’t Tell debate

**Major Topics**

SWBAT thoroughly and creatively respond to the following questions:

1. Foreign Affairs under Nixon
2. Conclusion of Vietnam, Nixon Doctrine, Détente, Oil embargo and the energy crisis
3. Supreme Court – rights of criminals and race issues
4. Feminism
5. Environment
6. Watergate, impeachment and resignation
7. Ford – Pardon, Helsinki and WIN
8. Carter’s Humanitarian Diplomacy
9. Energy crisis, OPEC, inflation
10. Panama, Camp David, SALT, Iran Hostages
11. Economic Issues of 1970’s
12. Stagflation and Presidents’ efforts to improve the economy
13. Reagan and Foreign Affairs
14. “Evil Empire,” SDI, End of Cold War, Iran-Contra, Soviet Diplomacy and treaties
15. Reagan’s Supply Side Economics – goals of cutting budget and taxes
16. Social Issues and Impact of Neo-Conservatism
17. “The religious right is neither”
18. Conservatism in the Courts
19. George Bush and Foreign Affairs
20. Tiananmen Square, Collapse of Soviets, Nationalism in Yugoslavia, Persian Gulf Crisis
21. George Bush and domestic issues
22. Bill Clinton – Diversity in leadership of country/cabinet
23. Clinton’s Foreign and Domestic Highlights
24. Election of 2000
25. War on Terror

**Evaluation/Activities:** Students will complete the following Thesis Thing:

Looking back through the 20th century, it seems between 1960 and 1975, there was great progress in the struggle for political and social equality.” Asses the validity of this statement with respect to the following: African Americans, Asian Americans, Latin Americans, Native Americans, Women, Gay Rights.

The above activities focus on curricular requirements CR5, CR6, CR7, CR8, CR9, CR10, CR11, CR12, CR13a, CR13b

# Review game:

1. Divide US History into 6 time periods… Name the period and describe why you chose those times…

2. Develop one essay question for each time period.

3. When you develop your own essay question for each time period, attempt to ask questions that demonstrate your understanding of the different categories of Historical study. Try to develop at least one question from each category… (AP Themes of Identity, Work, Exchange and Technology, Peopling, Politics and Power, America in the World, Environment and Geography, and Ideas, Beliefs, and Culture.)

4. Write a thesis – just an opening paragraph, not a full outline!! - to each of your questions – suggesting what you would emphasize in your answer to each question.

5. Develop one more essay question that traces a theme across multiple time periods or compares/contrasts something between two time periods…

After the AP test…

**Future History game:**

Your final task… You have been selected to write the next chapter in the American Pageant… The next 25 years of American history. Please take into consideration the themes we focused on this year: Identity; Work, Exchange, and Technology; Peopling; Politics and Power; America in the World; Environment and Geography – Physical and Human; Ideas, Beliefs and Culture.

While you are writing your own rendition of a history chapter there are many more specific areas that you might want to keep in mind as you contribute to your chapter(s)… Who are our present leaders steering us through what issues around the world…? What countries are world powers, where is political turmoil, revolutions, war(s)? What economic issues and new technologies, industries, businesses have developed? Has our or the world’s economic foundation changed? What’s going on with energy issues? What region(s) of the US are dominant politically, industrially, culturally…? What are the big political issues nationally, major scandals, crimes? Social issues? – what remains, has changed, been added to, the social programs introduced by our government in the 20th century? What is new with cultural, ethnic, immigration issues, \_\_\_\_\_\_\_ rights, Supreme Court trends and decisions? What about education issues, labor concerns, transportation, architecture, art, literature, popular trends? What major disasters have occurred and where have humanitarian efforts been successful? What ideas have shaped the last 25 years? What positive has occurred over the past 25 years?

**The above activity focuses on all of the curricular requirements CR 1 - CR13b**