

APUS History Syllabus 2015 - 2016

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Abbreviation Key:

Curricular Requirements:

- CR1** – Course includes a college-level US history textbook
- CR2** – Syllabus includes a minimum of one student activity for each of the seven themes
- CR3** – Syllabus shows explicit evidence of instruction from all nine time periods
- CR4** – Syllabus describes at least one activity requiring students to apply detailed and specific historical knowledge
- CR5** – Syllabus describes at least two essay assignments requiring students to develop written arguments that have a thesis supported with relevant historical evidence
- CR6** – Syllabus describes at least one activity or assignment in which student evaluates a minimum of two interpretations by scholars beyond the textbook
- CR7** – Syllabus describes at least one assignment or activity requiring students to analyze primary sources for historical context, purpose and intended audience, author’s point of view or type and source or argument
- CR8** – Syllabus must describe at least one activity or assignment that addresses both multiple causes and effects of an historical event.
- CR9** – Syllabus must describe at least one activity or assignment requiring students to identify historical patterns of continuity or change over time
- CR10** – Syllabus must describe at least one activity or assignment requiring students to compare related historical events and processes across regions periods or societies.
- CR11** – Syllabus must describe at least one assignment or activity requiring students to connect historical phenomena or processes to either specific circumstances of time and place or broader regional, national, or global processes.
- CR12** – Syllabus must describe an activity or assignment in which students construct a persuasive understanding of disparate evidence.
- CR13** – Syllabus must describe an activity or assignment in which students apply insights about the past to other historical contexts.

Scoring Components:

- SC1a** – Course includes a college-level textbook
- SC1b** – Course includes diverse primary sources
- SC1c** – Syllabus assigns at least two secondary sources beyond the textbook

Themes:

- Theme 1 – Identity (**ID**)
- Theme 2 – Work, Exchange and Technology (**WXT**)
- Theme 3 – Peopling (**PEO**)
- Theme 4 – Politics and Power (**POL**)
- Theme 5 – America in the world (**WOR**)
- Theme 6 – Environment and Geography (**ENV**)
- Theme 7 – Ideas, Beliefs, and Culture (**CUL**)

Skills:

- SK1** – Historical Causation
- SK2** – Patterns of Continuity and Change Over Time
- SK3** – Periodization
- SK4** – Comparison
- SK5** – Contextualization
- SK6** – Historical Argumentation
- SK7** – Appropriate Use of Historical Evidence
- SK8** – Interpretation
- SK9** – Synthesis

Advanced Placement United States History Syllabus

This course is designed to provide a college-level experience and preparation for the Advanced Placement (AP) Examination in May 2015. An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, industrialism, Populism, Progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, The Cold War, the post-Cold War era, and the United States at the beginning of the twenty-first century. This course will fulfill the United States history graduation requirement.

In addition to the topics listed above, the course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of United States history. **The themes will include discussions of diversity and the development of a unique American identity and culture, demographic changes over the course of America's history, economic trends and transformations in technology and the workplace, issues dealing with both the physical environment and human geography, the development of political institutions and the components of citizenship, social reform movements, the role of religion in the making of the United States and its impact in a multicultural society, the history of slavery and its legacies in this hemisphere, war and diplomacy, and finally, the place of the United States in an increasingly global arena. (CR2)** The course will trace these themes throughout the year, emphasizing the ways in which they are interconnected and examining the ways in which each helps to shape the changes over time that are so important to understanding United States history.

Throughout the course, students will work on **nine specific historical skills** as they study each unit. These skills will include an understanding of historical causation, the identification of patterns of continuity and change over time, recognition of the importance of historical periodization, the ability to compare and contrast historical developments and personalities, the ability to place historical events and processes into logical contexts, the practice of constructing and analyzing historical arguments, the use of relevant historical evidence in making these evaluations, and the interpretation and synthesis of historical interpretations from different fields of inquiry or disciplines. **(CR 4,5,6,7,8,9,10,11,12,and 13)**

Textbook:

Kennedy, David M., Lizabeth Cohen and Thomas Bailey. *The American Pageant*. 13th ed. Boston, MA: Houghton Mifflin Co., 2006. **(CR1) (SC1a)**

Grading will be as follows: tests - 45%, historical essays - 35%, final exam - 20%. Document-Based Question essays (DBQs) must be typed (double-spaced) or written in ink. Essays will vary in length depending on the topic and are graded on content, use of documentary and outside supporting evidence, grammar, spelling, and evidence of critical thinking.

All of the following readings should be completed by the beginning of the week during which they will be discussed. Test dates may be rearranged so that all classes can be tested on the same day, but such changes will be announced well in advance. Each unit also utilizes discussions of and writing about related historiography: how interpretations of events have changed over time, how the issues on one time period have had an impact on the experiences and decisions of subsequent generations, and how such reevaluations of the past continue to shape the way historians see the world today. **These discussions are woven throughout the course, but several are explicitly presented below. (CR6)**

Period 1: 1491-1607 (CR3)

Key Concept 1.1 – Emphasize the diversity of native populations before the arrival of Europeans and their accommodations to the environment

Key Concept 1.2 – The impact of the Columbian Exchange on the entire Atlantic Rim

Key Concept 1.3 – Contacts among American Indians, Africans and Europeans challenge the worldviews of each group

August 3 – 7

American Pageant: Chapter 1 - New World Beginnings

Pre-Columbian cultures flourished by adapting their civilizations to the differing environments. Compare those civilizations in South and Central America with those in the southwest part of North America and in the Mississippi Valley. Some were semi-nomadic and practiced agriculture and hunting-gathering. **(PEO 1) (ENV1) (ENV2)** Early explorations led to major changes among the peoples involved on both sides of the Atlantic, particularly with the advent to the Columbian Exchange **(PEO4) (PEO5) (ENV1) (WXT4) (WOR1) (CUL1)**

Have students make a bulletin board display on the items that were a part of the Columbian Exchange, indicating which items when in the different directions. They should explain in a class presentation the importance of each transfer on the cultures involved.

Using **maps** in the textbook and others found on the Internet, chart the European trade routes goods and compare them to the routes and goods that made up the Columbian Exchange. How were the two networks interrelated and what impact would this have had on all the cultures involved?

Compare and contrast the **statuary, paintings, and ceremonial art** found at Mississippian sites in Georgia (Etowah Indian Mounds, Kolomoki Mounds) with the art and statuary illustrated in the textbook. What conclusions can be drawn about possible interaction among Indian cultures in Pre-Columbian America?

The introduction of European-style slavery and European diseases further changed the economy and demographics of the Atlantic Rim. Spanish and Portuguese slaving activities also led to changes in Africa as well. **(WOR1) (PEO1) (WXT1)**

Spanish and French colonial claims quickly came into conflict in the Americas. **(POL1) (WOR1)**

American Indians and Africans who were brought to the Americas responded to their treatment by Europeans by trying to maintain some political and cultural autonomy. Many cultural and linguistic characteristics were preserved. **(ID4) (POL1) (CUL1) (ENV2)**

The rise of mercantilism further encouraged European imperial competition **(WOR1) (WXT1)**

Primary Source Readings will include excerpts from Juan de Sepulveda's "A Second Democritus: on the just causes of war with the Indians" and Bartolome de Las Casas' "A Short Account of the Destruction of the Indians." Students will be asked to compare the attitudes and policies of different European colonizers toward the American Indian cultures based on these two documents. How might these attitudes be explained in light of European perspectives? **(CR 11) (CR 13) (CR 7) (CR8) (SK4)**

In-class essay evaluating the impact of the Columbian Exchange on Europe, Africa, and the Americas. **(CR4) (CR10) (CR12) (SK1) (SK2) SK5)**

Period 2: 1607 – 1754 (CR3)

Key Concept 2.1 – Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop different patterns of colonization

Key Concept 2.2 – European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

Key Concept 2.3 – The increasing political, economic, and cultural exchanges within the "Atlantic World" had a profound impact on the development of colonial societies in North America.

Week of August 10 - August 14

American Pageant: Chapter 2 - The Planting of English America

British colonization differed from French and Spanish colonization in social and economic goals and cultural assumptions, leading to different models of colonization

The Chesapeake and southern British colonies maintained ties with Caribbean economies playing a role in British mercantilism. Slavery was a part of this system, particularly in the southern colonies **(WXT2) (PEO1)**

Write a critique of French, Spanish, and British approaches to colonizing. Which would have had the greatest impact on native people and why?

Use the **maps** in the textbook illustrating the patterns of the colonial explorations of the French, Spanish, and British, and information from the previous chapter about the different Indian cultures that existed in those areas to add to the critique of how and why settlement of the different parts of North America were handled so differently.

How do the **charts** in the textbook outlining changes in the labor force in the Chesapeake in the 1600s indicate lasting changes in both the direction of agriculture and the demographics of that region? What might be the implications for this area over the next century?

Primary Source Reading: "To Be in England Again" An Indentured Servant in Virginia." What does Richard Frethorne's letter to his parents say about the life of an indentured servant?

American Pageant: Chapter 3 - Settling the Northern Colonies

New England colonies differed from others in North America due to religious emphasis, a mixed economy, and flourishing exports **(WXT2) (WXT4) (ENV2) (PEO5) (CUL4)**

Primary Source Reading: John Winthrop's "Model of Christian Charity." How are the motivations for this colony different from others being established by the British?

Using the **illustrations** in the textbook of colonial families, along with additional images from the Internet, what conclusions can be drawn about children and childhood in middle and upper class families during the colonial era? How and why would this have been different for children living closer to the frontier?

Using **images** of houses in the Chesapeake and New England, explain how climate and geography played a role in shaping life styles in those two colonial areas.

DBQ on Chesapeake and New England Colonies (due Aug 20) Students will be asked to compare and contrast the colonial areas of the Chesapeake and Massachusetts Bay and explain what accounts for differences in the ways the colonial areas developed. **(CR4) (CR7) (CR8) (CR9) (CR11) (SC1b) (SK7)**

American Pageant: Chapter 4 - American Life in the 17th Century

Environmental and geographical variations, along with other factors, contributed to regional differences in the British colonies. New England turned to small farms and shipping. Religious dissent and later the Salem Witch Trials were a part of this region's development. The Middle Colonies had a more mixed economy. Southern colonies turned to tobacco and rice, thereby joining those economies based on staple crops and the use of slave labor. **(WXT2) (WXT4) ENV-2) (ID5) (PEO5) (CUL4)**

Primary Source Readings: Read excerpts from Cotton Mather's "Wonders of the Invisible World" and the testimony of "Witnesses against Accused Witch Susanna Martin." How do these documents offer evidence of important attitudes, beliefs and behavior in seventeenth century New England?

Using the **maps** in your texts of colonial settlement and the **chart** illustrating population growth in the seventeenth century, explain why colonial development was following the patterns it was. What geographic and economic forces were shaping this pattern of growth?

August 17 – 21

American Pageant: Chapter 5 - Colonial Society on the Eve of the Revolution. Immigration and demographic change, the Atlantic economy, the Great Awakening, education and culture, colonial politics

North American colonies became a part of the Atlantic World in ways that shaped relations with native peoples, directions for economic development, and led to a reliance on the slave trade rather than the use of indentured servants. **(WXT1)) (WXT4) (WOR1) (CUL4)**

Conflicts developed among different colonies, as well as between colonists and native peoples and colonists and British officials over access to land and resources. These social and economic conflicts led to changes in all three cultures. Colonists increasingly saw themselves as able to manage their own affairs and resent British efforts to

enforce mercantilist policies. **(WXT1) (PEO1) (WOR1) (POL1) (ENV1)**

Differences developed among the colonies in terms of the role of religion, the importance of public education, and the shape of local governments **(CUL4)**

Primary Source Reading: Read Charles Woodmason, “Sermon on the Baptists and the Presbyterians, 1768.” What does this reading say about the differences between the Old Lights and the New Lights, and why did the Great awakening have such an appeal to those in the backcountry? How does this illustrate larger changes taking place in colonial society?

Essay Assignment: using an excerpt from a sermon of John Cotton (found in Thomas Hutchinson’s *The History of the Colony of Massachusetts Bay*) explain how the colony’s government was shaped by religious orthodoxy. **(SK7)**

Primary Source Reading: “The Life of Olaudah Equiano, or Gistavus Vassa, the African, Written by Himself.” How would a slave trader of the time who considered himself a good Christian answer the points made in the reading?

American Pageant - Chapter 6 - The Duel for North America

The British colonies were increasingly drawn into British imperial conflicts that often did not seem in their best interests, thereby increasing their desire for autonomy in managing their own affairs and economy. Efforts to reassert British control after the war led to stronger colonial resistance. **(WOR1) (ID1) (CUL4)**

Historiography: Students will discuss whether it was America that was “Europeanized” or if Europe was actually “Americanized” by reading excerpts from Richard White’s *The Roots of Dependency: Subsistence, Environment, and Social Change*; G.H. Elliott’s *Empires of the Atlantic World* and Richard S. Dunn’s *Sugar and Slaves*. They will be asked to evaluate and compare and contrast each historian’s view of how cross cultural influences impacts the Atlantic Rim populations and write a critique in which they offer their own evaluations of the different perspectives. **(CR2) (CR6) (CR8) (CR12) (CR13) (SC1c) (SK8)**

Unit Test – August 21 - Chapters 1-5

Test format with include both multiple choice and essay questions requiring students to address change over time during the early colonial period, comparing and contrasting different colonial areas, and placing these developments within the context of the role of these colonies within the “Atlantic World.” **(CR4) (CR5) (CR8) (CR9) (CR11) (CR12) (SK2) SK5)**

Period 3: 1754 – 1800 (CR3)

Key Concept 3.1 – Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists and American Indians, culminating in the creation of a new nation, the United States.
Key Concept 3.2 – In the late eighteenth century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.
Key Concept 3.3 – Migration within North America, cooperative interaction and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

Week of August 24- August 28

American Pageant - Chapter 6 - The Duel for North America

The end of the French and Indian War led to clear disputes between the colonists and Great Britain over economic autonomy, the right to expand west of the Appalachians, and relations with native peoples. Colonists began to think of themselves as other than simply British subjects and found themselves more willing to consider resistance. **(ID4) (POL1) (ENV4) (CUL1)**

Using the **maps** in the text, explain how the French and Indian War changed the hopes and aspirations of most American colonists. How did British decisions about the changes in this territory lead to the next step toward revolution?

American Pageant: Chapter 7 - The Road to Revolution

The end of salutary neglect pushed colonists to move toward independence, a movement supported by people from many different walks of colonial society. The ideals of the Enlightenment shaped much of the colonists' revolutionary philosophy. The traditional views of religion and politics, as well as social organization began to lead people to consider new paths. **(ID1) (WXT1) (POL1) (POL5) (WOR1) (CUL2) (CUL4)**

Primary Source Readings:

Common Sense & The Declaration of Independence (CR7)

Primary Source Readings: After reading excerpts from John Locke, "Two Treatises of Government," Rousseau, "The Social Contract," and Montesquieu, "The Spirit of the Laws," compare their ideas to the text of the *Declaration of Independence* and the essay *Common Sense*. Explain in a **short essay** how the ideals of the Enlightenment play a part in shaping the new American identity. **(SK3)**

Explain how the two **paintings** of the Boston Massacre found in the text illustrate two completely different evaluations of what happened that day? How can the differences in perspective be accounted for?

Using the **chart** of the demographics of British colonial society on the eve of the revolution, evaluate difficulties the British might face in the event that was broke out.

Week of August 31 – September 4th

American Pageant: Chapter 8 - American Secedes from the Empire

The United States had to develop a separate foreign policy as the Revolution progressed, thereby playing a greater role in the "Atlantic World." The American Revolution also brought changes to life on the home front, the role of women and the war, and questions about the future of slavery. **(WOR5) (POL2)**

Using the **political cartoons** in the text and additional examples from the Internet from the Revolutionary War period, compare and contrast different opinions expressed about the American Revolution. How can these different perspectives be explained? What do the images say about how the different sides viewed each other?

Primary Source Readings: Compare Patriot George R. T. Hewes "Memoir" about the Boston Tea Party with Loyalist Daniel Leonard's "To the Inhabitants of the Province of Massachusetts Bay, 1774-1775." What do these two accounts say about the justifications of those on each side of the fight?

American Pageant: Chapter 9 - The Confederation and the Constitution

The ideals of the Enlightenment helped shape the form of the new nation's government as well as the role of religion in that government. The *Articles of Confederation* and the *Constitution* reflect many of the ideals of the Enlightenment. Federalism, separation of powers, and the balance between liberty and order are debated.

Wartime diplomacy continues to expand the position of the US internationally. **(ID1) (POL5) (WOR1) (CUL4)**

The *Articles* did create an orderly method for the creation and admission of new states, though conflict often resulted with people already living in the newly acquired areas **(POL1) (PEO4) (WOR5)**

The limits of the *Articles of Confederation* were addressed in the new *Constitution*, though issues of states' rights vs federal power, remained unresolved. **(WXT6) (POL5) (WOR5)**

Also unaddressed were the rights of minorities, particularly women, slaves, and native people, though the revolutionary model began to have international appeal as a model for other nations seeking independence. **(ID4) (WOR1) (POL5) (CUL2)**

The new country expanded westward, leading to interactions with different groups, including native peoples and other European settlers, resulting in competition of resources, shifting alliances, and cultural blending. **(POL1) (WOR1) (WOR5) (ID5) (PEO5)**

A distinctly American culture began to emerge as the nation expanded. **(ID5) (ID6) (WXT2) (WXT4) (POL2) (CUL-2)**

Primary Source Readings:

The Articles of Confederation

The Constitution of the United States

After reading both *The Articles of Confederation* and *The Constitution*, explain how *The Constitution* solved most of the problems created by *The Articles*. How are enlightenment values reflected in both documents.

Historiography – How revolutionary was the American Revolution? Students will examine the views of different historians including the Whig view of the Revolution as almost a divinely ordained progress to those of writers like Carl Becker who saw the event in terms of class conflict. They will also read excerpt from Gary Nash and Bernard Bailyn, who stressed a more ideological resentment of British control. Students will be asked to write a position paper evaluating the different points of view and defending the one they feel is most logical. **(CR2) (CR6) (CR8) (SC1c) (SK7) (SK8)**

Week of September 7 - 11

American Pageant: Chapter 10 - Launching the New Ship of State

The Federalists provided a bridge between the Revolutionary period & the Jeffersonians & Democratic-Republicans that would follow. **(ID1)(POL2)**

Washington and Adams balanced the needs of the new country with the demands of becoming an independent part of the “Atlantic World.” **(WOR1)**

Increasing regional differences emerged despite Washington’s determination to see the new country as one entity **(ID5) (WXT4) (ENV2)**

Using the **Chart of Hamilton’s Financial Structure** in the text, explain his plans for the new nation’s economy and his need for a Bank of the United States. What might some segments of the new nation found objectionable in his plans?

Primary Source Readings:

Federalists and Republicans, the Constitutionality of the Bank

Washington’s Farewell Address

Kentucky and Virginia Resolutions

Apply Washington’s warnings and recommendations in his *Farewell Address* to the current situation of the United States. What would he have to say about today and why?

Explain the *theory of nullification* and how it is introduced by the Virginia and Kentucky Resolutions? How could its popularity be explained by experiences gained during the Revolutionary War? What are some more recent examples of this theory?

Using the **chart** in the text illustrating the similarities and differences between the Federalists and Anti-Federalists, explain which party would have appealed to the different segments of society in the new Republic and why.

DBQ on the American Revolution Students will be asked to evaluate whether or not the American Revolution fits the true definition of a “revolution.” **(CR4) (CR5) (CR7) (CR12) (SC1b) (SK7)**

Second DBQ option: Students will be asked to explain how the American Revolution helped create a new American identity. **(CR4) (CR5) (CR7) (CR12) (SC1b) (SK4) (SK5)**

Unit Test - September 14 - Chapters 6 - 10 (CR4)

Test format during class will be multiple choice. Essays will be completed at home. Students will be asked to compare and contrast the *Articles of Confederation* with the *Constitution*, evaluating each within the context of the years when each was in effect. Why were changes made?

Period 4: 1800 – 1848 (CR3)

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

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

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

Weeks of September 14- September 18 & September 21 - 25

American Pageant: Chapter 11 - Triumphs and Travails of Jeffersonian Democracy

Democracy became more participatory, although debates remained over the scope of federal power and the rights and responsibilities of individuals. **(POL2) (POL5) POL6) (ID5)**

Primary Source Reading: "The Journals of the Lewis and Clark Expedition, 1805" – What qualities of the Shoshone did the explorers admire? In what ways had the Indians already been influenced by the ways of white Americans? How might the Indians have described the explorers?

Using the **paintings** of George Catlin, who followed in the footsteps of Lewis and Clark, what can be learned about the culture of the Indians who lived along the upper Missouri? In what ways was Catlin different from many who studied and wrote of American Indian culture in his time?

Using the **map** of the Louisiana Purchase and the West, what issues could be anticipated in future United States dealings with both Indian tribes and European countries who had a presence on this continent?

Primary Source Reading:

Marbury v. Madison. Chief Marshall for the Supreme Court **(CR7)**

Supreme Court decisions asserted federal power over the states and fulfill the Constitution's vision of Court. **(POL2)** After reading the Marbury decision, write a critique of Marshall's belief in the need for a strong central government.

American Pageant: Chapter 12 - The Second War for Independence

Nationalism, The War of 1812, The Era of Good Feeling, The American System, the diplomacy of expansion, helped to forge a new national identity **(ID6) (WXT2) (POL2) (ENV4)**

Primary Source Reading: Read an excerpt from Thomas S. Woodcock's diary, "An account of a trip to the 'Falls of Niagara'" and study the **map** in the text of the route of the Erie Canal. Who might have supported the canal and who would have opposed it? How does the canal change the economy of the nation?

DBQ comparing the policies and politics of Jefferson and Madison in terms of federalist philosophy (due Sept 28) **(CR4) (CR5) (CR7) (SC1b) (SK7)**

Week of September 28 - October 2

American Pageant: Chapter 13 - The Rise of a Mass Democracy

As the nation grew politically, economically and socially, people struggled to match democratic ideals with limitations and social realities. **(CUL2) (POL6) (WOR1)**

Jacksonian democracy and the Whigs, national policy toward American Indians, the era of the "common man," expansion with the Texas revolution, slavery and sectionalism shaped the direction of the country and its increasingly diverse population **(PEO3) (POL2) (WOR5) (ENV3) (CUL5) (CUL6)**

Using **images** from the **Hudson River School of painting**, explain in a brief essay how each work illustrates new ideas about American identity.

Using the **chart** of voting results for the presidential election of 1828, explain how and why political power was shifting in the United States.

Primary Source Readings:

The Monroe Doctrine – How does this decision and policy reshape the position of the United States in this hemisphere and in the world?

Veto of the Bank Renewal Bill (CR7) – Using **political cartoons** from the text as well as from the Internet, explain the different reactions to Jackson and his Bank Veto. Which view seems most plausible given the facts surrounding his decision and the eventual impact the veto had on the American economy?

Read John Ross's address to the Senate and the House of Representatives, February 22, 1837, and his letter to Matthew Arbuckle in 1839. What arguments did he make against the Cherokee removal and why was he unable to persuade Congress? What problems did the Cherokee face as they moved west?

Historiography: Students will be asked to determine just how "Democratic" Jacksonian democracy really was. They will read excerpts from Arthur Schelsinger's *The Age of Jackson*, Richard Hofstadter's *The American Political Tradition and the Men Who Made It*, and Daniel Walker Howe's *What God Hath Wrought: The Transformation of America, 1815-1848*. They will be asked to evaluate in an essay and in a class round table the changes Jacksonian politics and the coming of the market revolution made in American society, looking at people of different class, race and gender. **(CR2) (CR6) (CR8) (CR10) (SC1c) (SK3)**

Unit Test - October 2 - Chapters 10-12

Test format will include both multiple choice and essay questions completed in class. Students will be asked to compare and contrast Jeffersonian Democracy with Jacksonian Democracy.

The second essay will ask students to place the growing debate over slavery the first half of the nineteenth century within the context of increasing sectionalism **(CR4) (CR9) (CR12) (CR13) (SC13a) (SK4) (SK5)**

Week of October 5 - October 9

American Pageant: Chapter 14 - Forging the National Economy

The rise of a global market and communication revolution along with technological changes, led to major changes in agriculture and manufacturing. **(WXT2) (WXT5) (WXT7)**

Regional specialization shaped settlement patterns and the national and international economies. **(PEO2) (PEO3) (WXT2) (WXT5) (WXT6)**

Immigration and the increase in nativism, women in the work place, the factory system, the transportation revolution and expansion west brought further change to the nation. **(WXT2) (PEO2) (WOR1) (ENV3)**

Economic changes caused by the market revolution affected migration patterns gender and family relations, and distribution of political power. **(WXT2) (PEO2) (PEO3) (ID5)**

Foreign trade and continental expansion were seen as critical to achieving an independent global presence for the United States **(WOR5) (WOR6)**

Primary Source Reading: read an excerpt from Alex de Toqueville's *Democracy in America*. Who are the "three races" he finds in America? What future does he see for Europeans, Negroes and Indians and why?

Using the **maps** in the text of "Major Rivers, Roads, and Canals" and "The Railroad Revolution," what conclusions can be drawn about the economic development of the Northeast, the West and the South? How does this translate into political power?

Next, create a **map** illustrating the spread of cotton cultivation in the United States from 1800 to 1850. Overlay that with a diagram of railroad expansion during the same time. What are the implications of both for increasing sectionalism? **(SK6)**

Week of October 12 - 16

American Pageant: Chapter 15 - The Ferment of Reform and Culture

The Second Great Awakening and the growth of reform and advances in education and the sciences led to changes in women's roles. **(CUL2) (POL3) (CUL4) (CUL6)**

Blending Old World and New World ideas and influences led to the creation of a variety of new national cultures

(ID1) (ID5) (CUL2) (CUL5)

Primary Source Reading:

The Seneca Falls Declaration of Sentiments and Resolutions **(CR7)** – Evaluate the demands of this Declaration in light of the promises in the Constitution.

Sarah Grimke, “Letters on the Equality of the Sexes, 1838.” What did she see as the status of women and how were free women impacted by the lives of women in slavery? How could equality of the sexes be promoted?

American Pageant: Chapter 16 - The South and the Slavery Controversy

Cotton culture, southern society and the impact of the plantation system became a part of the national debate over slavery and continental expansion. **(ENV3) (POL6) (ID2)**

The rise of abolitionist movements at the same time as extensive national expansion further polarized the nation on the issue of slavery. **(ID6) (POL3) (CUL5)**

Regional economic differences led to different settlement patterns and political expectations, as the country moved into both national and international world markets. **(PEO2) (PEO3) (WXT2) (WXT5) (WXT6)**

Market changes were reflected in shifting political alliances. Regional interests conflict with national concerns. **(WXT2) (PEO2) (PEO3) (ID5)**

Primary Source Readings:

David Walker’s *Appeal to the Colored Citizens of the World*, Harriet Jacobs *The Life of a Slave Girl*, and *The Liberator*, September 3, 1831. What are the arguments made by these three readings? What are the implications for American society as a whole? How would different people have reacted to both of these pieces at the times in which they were written and why?

Historiography: Students will discuss the nature of American slavery and how views of the effects it had on society have changed. They will read excerpts from U.B. Phillips’ *American Negro Slavery*, Stanley Elkins’ *Slavery*, and Kenneth Stampp’s *The Peculiar Institution: American Slavery in the South*. They will be asked to determine how interpretations of the slave experience have changed over the years since the end of the Civil War, and then to create their own ideas about how slavery has affected American society and culture today. Students will present an alternative analysis or view to the class for debate and discussion. **(CR2) (CR6) (CR9) (CR10) (CR13) (SC1c) (SC13a) (SK9)**

DBQ asking students to evaluate the impact and success and of reform movements in increasing democracy in American society (due Oct 19) **(CR4) (CR5) (CR7) (CR9) (CR10)**

Unit Test - October 16 - Test - Chapters 14-16

Test format will include both multiple choice and essay questions. An optional DBQ will be available on the Jacksonian era. Students will be asked to offer both a defense for and a condemnation of the institution of slavery within the context of the first half of the nineteenth century. **(CR3) (CR4) (CR13) (SK5)**

Period 5: 1844 – 1877 (CR3)

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

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

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

Week of October 19 - 23

American Pageant: Chapter 17 - Manifest Destiny and Its Legacy

Manifest Destiny, the push for new lands and markets, and territory acquired by war led to increased ideological and political conflict. **(ID2) (WXT2) (WOR6) (ENV3) (ENV4)**

Westward expansion increasing immigration, and the debate over slavery led to questions and conflicts over

cultural identity, citizenship, and access to and protection of individual rights. **(WXT6) (PEO2) (PEO5) (PEO6)(POL6)**

Primary Source Readings: After reading Polk's War Message and Abraham Lincoln's "Spot Resolution" have students write an editorial in which they evaluate the justifications for going to war with Mexico. **(SK8)**

Week of October 26 – October 30

American Pageant: Chapter 18 - Renewing the Sectional Struggle

The 1840s and 1850s saw increasing controversy over slavery, regional and demographic changes and territorial expansion. Lines were increasingly drawn between the North and the South as sectionalism intensified. **(ID5) (POL3) (POL5) (POL6)**

Primary Source Readings: John C. Calhoun on the "Slavery Question"

William Grayson, "The Hireling and the Slave" – what are the different views of slavery presented here and how would different parts of the American public react to these opinions.

For an additional example, read Henry Hammond's "Letter to an English Abolitionist, 1845."

American Pageant: Chapter 19 - Drifting Toward Disunion

Attempts at compromise, including popular sovereignty, the Compromise of 1850 and the Fugitive Slave Law, failed to bring about solutions, leading to the bitter election of 1860 and the secession of the southern states.

(POL2) (POL6) (PEO5) (ID5)

Using the **map** in the text of the Compromise of 1850, explain how this agreement changed the future of slavery and what its impact was on earlier national legislation.

Primary Readings:

Dred Scott v. Sanford – read this decision and evaluate the four main points made in the majority opinion. Explain how different people might have reacted at the time: a northern factory worker, an abolitionist, a southern planter, a free black living in New Orleans, a farmer on the frontier, a Chinese immigrant in California, a yeoman farmer in North Carolina.

Week of November 2 - 6

American Pageant: Complete Chapter 19

In-class DBQ : Students will be asked to explain and evaluate the role of the Constitution in the crisis of the 1850s **(CR7) (CR10) (SC1b)**

Unit Test- November 7 will include multiple choice and short essay. Students will be asked to determine and explain why political compromise was possible in the 1820s but not so in the 1850s. **(CR4) (CR5) (CR9) (SK6)**

Week of November 9 - 13

American Pageant: Chapter 20 - Girding for War

Repeated attempts at compromise ultimately fail and sectional tension took over political parties and the election of 1860. **(POL2) (POL6) (PEO5) (ID5)**

Using the **charts** in the text of "Manufacturing by Sections in 1860" and "Immigration to the United States, 1860-1866" make an argument for why the North could have been expected to win the Civil War.

Primary Source Documents: Abraham Lincoln's *First Inaugural Address*. What are the points Lincoln stresses and what does this say about his feelings about the coming war?

Compare the **speech** of Robert Toombs to the Georgia Legislature on November 13, 1860 to that of Alexander H. Stephens on November 14, 1860. How do these two men represent differing views of the coming Civil War in the state of Georgia? What might account for these differences?

Using the **photographs** in the “Visual Portfolio,” evaluate the different views presented of free blacks and slaves. How can the differences be accounted for and what do these images say about the nature of the arguments both sides of the controversy made about the morality of slavery?

Chapter 21 - The Furnace of the Civil War

Lincoln’s election ended attempts at compromise and the country moved on to war. **(POL-20 (POL6) (PEO5) (ID5)** Wartime diplomacy and economic changes in both the North and South resulted in new global connections for the country at the war’s end. The position of women and issues of civil liberties in wartime reshaped domestic politics and views of personal rights. **(POL5) (CUL2) (ENV3) (WOR5)**

The North won through greater resources, strong leadership, the moral push for emancipation, and failure of European countries to come to the aid of the South. **(POL5) (CUL2) (ENV3)**

The War changed the relationship between state and federal governments, through social and economic powers remained largely unchanged **(CR9)**

Primary Source Readings

The Emancipation Proclamation & *The Gettysburg Address*

How do these two documents illustrate both changes in the aims of the war and attempts to bring the nation back together? Read “Three days of Terror” The New York City Draft Riots” – what challenges did the ideals of Abraham Lincoln face even in the North and why?

Using a **map of Georgia**, trace the route of Sherman's March to the Sea through the state. What were the long term effects of this campaign on the people and the development of this part of the state?

Using a **map of the city of Atlanta**, trace the major engagements of the fight for control of the city. What signs of this campaign can still be seen today?

In-class DBQ on a topic that has been studied earlier in the year. **(CR4) (CR6) (SK7)** An alternative would be to use the DBQ on the impact of the Civil War through the rest of the nineteenth century.

Week of November 16- 20

American Pageant: Chapter 22 - The Ordeal of Reconstruction

The Civil War and Reconstruction altered the balance of power between states and the federal government, as well as the balance among the three branches of government. Many social and economic patterns remained unchanged although much change was promised. **(POL5) (POL6) (ID5) (SK20) (SK8) (SK9)**

Constitutional changes involving citizenship, particularly for African-Americans, women, and other minorities, led to new political and social conflicts. **(POL6)**

Lincoln’s Second Inaugural Address **(CR7)** – What happened to Abraham Lincoln’s hopes for a smooth and harmonious return to a united country at the end of the war? Why did things happen as they did?

Using the Internet, assemble a **portfolio of political cartoons** about Reconstruction from both northern and southern newspapers. Evaluate the different views expressed.

Period 6: 1865 – 1898 (CR3)

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

Key Concept 6.2: The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.

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

Week of November 23 - 27

American Pageant: Chapter 22 - The Ordeal of Reconstruction

Chapter 23 - Political Paralysis in the Gilded Age

The rise of big business along with massive migration and urbanization led to efforts to reshape both the economy and the environment of the country. The “Gilded Age” brought mass marketing, increased consumption, and the creation of monopolies **(WXT3) (WXT6) (WOR3) (CUL3) (CUL5)**

November 30 - Unit Test - Chapters 20-22

Test format will include both multiple choice and essay questions to be completed in class. Students will be asked to assess the success of Reconstruction policies in terms of bringing about constitutional and social change. **(CR4) (SK6)**

Week of November 30 – December 1st

American Pageant - Chapter 23 - Political Paralysis in the Gilded Age

Technological changes, large-scale production, and pro-business government policies led to a “Gilded Age” that was also marked by corruption, the growth of monopolies, and the expansion of both domestic and international markets. **(WXT3) (WXT6) (WOR3) (CUL3) (CUL5)**

Primary Source Reading: Mark Twain, *The Gilded Age, A Tale of Today*. Explain what Twain meant in his essay about American society at this point in history? Was he correct? Why or why not?

Using the **political cartoons** of Thomas Nast, compile a chronology of the career of Samuel Marcy “Boss” Tweed. Why were these cartoons such an effective weapon in bringing Tweed down?

Week of December 7 - 11

American Pageant: Chapter 24 - Industry Comes of Age

The late-nineteenth century was the era of the Robber Barons, with increasing distance between the lives of the rich and the working classes. The growth of unionism, of government and politics of regulation, and the expansion of the United States in the world economy characterized this period. **(WXT5) (WXT6) (PEO6) (ID5)** Gilded Age politics and corruption ultimately led to the beginnings of reform efforts both in government and in addressing social concerns. **(ID2) (ID6) (POL6)**

Cultural and intellectual movements both supported & challenged social order of the Gilded Age **(ID6) (CUL3) (CUL5)** Big business was challenged by groups representing regional interests as well as new labor organizations. **(WXT5) (WXT6) (PEO6) (ID5)**

Primary Source Readings

Andrew Carnegie, *Wealth* and William Graham Sumner, *What Social Classes Owe Each Other*. Read and compare the writings of these two “Robber Barons.” How are they different in the beliefs and how might that difference be explained? Which view had the most influence during this period of history?

Read “A Textile Worker Explains the labor Market.” Based on this account, what was the plight of the factory worker in the late-nineteenth century? How sympathetic might the Senate committee have been and why?

Using the **chart** of “Federal Land Grants to Railroads” in the text, explain how this policy affected the development of the west and the lives of those who chose to settle there.

Using the Internet, **assemble statistics** on what American workers were able to join labor unions and what segments of the economy these workers represented. Using that data and the history of the Knights of Labor and the American Federation of Labor, how much success could labor organizations claim during this period and why?

Primary Source Reading: Samuel Gompers, *Letter on Labor in Industrial Society*. Evaluate Gompers’ arguments. How successful was he and why?

DBQ on business in the late-nineteenth century (due Dec. 12) (Students will be asked to evaluate whether or not governmental policies toward big business in the late-nineteenth century constituted laissez-faire. **SK5) (SK7) (CR4) (CR5) (CR6) (CR10) (SC1b)**

December 11 - Unit Test - Chapters 23-24

Test format will include both multiple choice and essay questions to be completed in class. Students will be asked to evaluate the degree of success or failure of labor unions in the late-nineteenth century. **(CR4) (SK2) (SK3)**

Week of December 14 - 18

American Pageant: Chapter 25 - America Moves to the City

The late-nineteenth century was characterized by urbanization, new waves of immigration, renewed instances of nativism, cultural life in urban America, the “New Woman,” African-American push for expanded civil rights **(PEO2) (PEO3) (PEO6) (POL3)**

Movement of both internal and international populations changed the makeup of America, early reformers try to address some of the concerns associated with urbanization and immigration **(PEO2) (PEO3) (PEO-6) (PEO3)**

Big business faced increasing challenges from labor movements and those supporting regional concerns **(WXT5) (WXT6) (PEO6) (ID5)**

As migration both within the United States and from overseas increased rural and urban populations, reformers began to try to address gender, racial, ethnic, religious, and socioeconomic equalities **(PEO2) (PEO3) (PEO6) (POL3)**

Examine the **chart** in the text illustrating “Annual Immigration to the United States, 1860-2010.” What political issues and world events account for the peaks and valleys in the chart for the years of the late-nineteenth century?

Assemble a sample of **photographs** of Jacob Riis from New York City during these years. What is the picture he portrays of the lives of immigrants in that city. What political and economic factors would account for what he found?

Primary Source Readings: read excerpts from Booker T. Washington’s *Atlanta Compromise Address* given in 1895 and the excerpt from W.E.B. DuBois *The Souls of Black Folk*. What are the different arguments made by these men and what accounts for their different perspectives?

American Pageant: Chapter 26 - The Great West and the Agricultural Revolution

Westward migration, the close of the frontier and its impact, industrialization of agriculture new forms of transportation, and political dissent among farmers led to political and popular conflicts. **(ENV5) (WXT5) (POL3) (PEO3) (PEO5) (WXT7)**

Primary Source Readings

Frederick J. Turner, *The Significance of the Frontier in American History*. What argument does Turner make about the importance of the frontier in American development? What are the implications for future expansion?

Populist Party Platform – Be able to identify and evaluate the major components of the Populist Platform. Which did they achieve? Which were the unable to achieve and why? Which became realities over a decade later and why at that time rather than sooner?

William Jennings Bryan, *Cross of Gold Speech*. What made Bryan the standard bearer for both the Democrats and the Populists at this time? Why, in spite of this appeal, was he never successful politically?

Week of January 4 - 8

American Pageant: Chapter 26 - The Great West- Agricultural Revolution

Transcontinental railroads and the destruction of the buffalo and the Plains Indian culture pushed a government policy of increased reservations and assimilation **(PEO4) (ENV5) (POL6)**

Create a **timeline** illustrating diminishing Indian lands from 1864 until 1892. At each point along the way, indicate which treaties were put into effect by the United States government.

Compile a picture of American society at the end of the nineteenth century using the **Columbian Exhibition of 1893** as the source. What were the parts of America the Exhibit celebrated? What was built? What was showcased? What was new? Who came? Collect as many images as possible of the Exhibit and make a classroom display. How

did the United States want to be seen by the rest of the world?

In-class DBQ on Populism and the West, the Impact of Big Business on American society, or Washington and DuBois.

January 8 - Unit Test - Chapters 25-26

Test format will include both multiple choice and essay questions to be completed in class. Essays will include evaluation of the impact of the close of the frontier and of growing industrialization on the spread of urbanization. Also students will be asked to account for the rise of nativism during this time both in terms of dealing with native people and the influx of immigrants coming to the United States. How do all of these changes lead to the coming of the Progressive movement? **(CR4) (CR10) (CR12) (SK1) (SK2)**

Period 7: 1890 – 1945 (CR3)

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

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

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

Week of January 11 - 15

American Pageant: Chapter 27 - Empire and Expansion

Many Americans began to advocate overseas expansionism in the late nineteenth century, leading to new territorial annexations and acquisitions in the Western Hemisphere and the Pacific. **(WOR6) (WOR7) (ENV5) (POL6)**

Primary Source Readings:

Alfred T. Mahan, *The United States Looking Outward*

Theodore Roosevelt, *Corollary to the Monroe Doctrine*

How did both of these men change the direction of American expansion?

Also read “Letters from the Battlefield and the Home Front, Debating War in the Philippines.” How does this present a different picture of imperialism from the two readings above?

Assemble a collection of **political cartoons** from the era that deal with American Imperialism. What are the dominant images? What role does the concept of the “White Man’s Burden” play in these images? What are the conflicts between these images and the role the United States traditionally played as the champion of the colonized?

In-class DBQ on Imperialism January 15

Students will be asked to compare and contrast expansionism in the early nineteenth century with that of the late nineteenth century and explain the motivations. Also they will be expected to evaluate the implications of these changes for the future of the United States. **(CR4) (CR6) (CR8) (CR9) (CR11) (SC1b) (SK3) (SK5) (SK7)**

January 15 - Unit Test - Chapters 26-27 (CR4) Test format will be multiple choice.

Week of January 19 - 22

American Pageant: Chapter 28 - Progressivism and the Republican Roosevelt

Growth and consolidation of industries promoted urbanization and economic growth. Business cycles continued to fluctuate **(WOR3) (ID7) (WXT5) (POL3)** Progressive reformers called for government intervention in the economy, greater social justice, and conservation of natural resources. **(WXT6) (WXT7) (WXT8) (POL3) (ENV5) (CUL5)**

T. Roosevelt added executive clout to the efforts of Progressive reformers. **(POL6)**

Use **photographs** from Jacob Riis' *How the Other Half Lives* to illustrate a letter to the editor explaining the need for urban reform in the 1890s.

Primary Source Readings: Pauline Newman et al. "Conditions at the Triangle Shirtwaist Company" and Hilda Satt Polacheck "I Came a Stranger: The Story of a Hull-House Girl." What pictures do these readings give of the working classes during the Progressive Era. What was being done to change these images?

American Pageant: Chapter 29 - Wilsonian Progressivism at Home and Abroad

Taft and Wilson continued to support Progressive reform and pursue the diplomacy of neutrality as Europe moved closer to war. **(WXT6) (WXT7) (WXT8) (POL3) ENV-5) (CUL5) (WOR7)**

Primary Source Readings

Theodore Roosevelt, *The New Nationalism*

Woodrow Wilson, *The Old Order Changeth*

How did the Progressive presidents change the direction of American politics and society?

Using charts in the text of "Principle Foreign elements in the United States, Census of 1910" and "United States exports to Belligerents, 1914-1916," explain why President Wilson faced such a difficult situation as the world went to war in 1914.

Historiography: The students will be responsible for reading the preassigned Upton Sinclair's *The Jungle*. In addition students will be required to find TWO scholarly historical analyses of *The Jungle*. The students will use the primary source and the scholarly analyses to analyze the major implications that works such as *The Jungle* had on the Gilded Age and the Muckrakers of the time. In a brief essay, explain which are the best arguments for reform and why. **(CR2) (CR6) (CR13) (SC1c) (SC13a) (SK6) (SK8) (SK9)**

Week of January 25 – January 29

American Pageant: Chapter 30 - The War to End War

The United States found itself entering World War I in spite of Wilson's efforts at Neutrality **(WOR7)**

The national and global impact of World War I, including the push for increased immigration, led to restrictive legislation, limiting rights to come to the US, particularly for those from Asia and Southern and eastern Europe **(WOR4) (PEO2) (PEO6) (PEO7) (POL7)**

Primary Source Readings

Woodrow Wilson, *War Message to Congress*

Woodrow Wilson, *The Fourteen Points*

Evaluate Wilson's reasons for going to war and his hopes for what US involvement would bring about at the war's conclusion. Was he a realist or an idealist and why?

In-class DBQ on Progressivism – January 30 Students will be asked to evaluate the effectiveness of Progressive reform and the federal government in bringing about national reform. **(CR4) (CR7) (CR9) (SC1b)**

Week of February 1 - 5

American Pageant: Chapter 30 - The War to End War

War in Europe and the impact of war on the home front involved issues of propaganda and civil liberties. Wilson faced the political frustrations of helping to create the Treaty of Versailles and then seeing its rejection by the US Senate. **(WOR4) (WOR6) (WOR7) (POL6)**

World War I and its aftermath led to further questions about the nation's role in the world and how to achieve national security and pursue national interests. **(WOR4) (WOR7) (ID-30 (ID6) (POL6)**

Collect samples of US propaganda posters produced during World War I. What emotions were predominant? What classical images were used and why? How did these images reflect American values?

Primary Source Reading: *Emmett Schott, et al. Letters from the Great Migration.* What finally leads many African-Americans to leave the Deep South for other parts of the country?

American Pageant: Chapter 31 - American Life in the Roaring Twenties

The “Red Scare” and immigration issues, a mass-consumption economy, the Jazz Age and the Harlem Renaissance, traditionalism versus modernism; economic dislocations caused by World War I led to migration both to and within the United States **(ID8) (PEO3) (WOR4)(CUL7)**

New technologies led to social transformations and changed the lives of many, while at the same time contributing to increasing political and cultural conflicts. **(ID8) (WXT3) (WXT5) (CUL3) (CUL6)**

Xenophobia swept the United States as the global impact of World War I became evident through social tensions over immigration issues involving Europe and Asia and the restrictive legislation that resulted. **(WOR4) (PEO2) (PEO6) (PEO7) (POL7)**

Primary Source Readings: Lucy Burns and Alice Paul, “Prison Notes” – trace the development of the modern women’s movement through the experiences of these two women. Assemble a **portfolio of pictures** from this period of women’s history. What conclusions can be drawn about women in the 1920s from these images and the writings of women involved in the fight for the vote and an Equal Rights Amendment?

Langston Hughes, excerpts from *The Weary Blues*; **Alain Locke**, excerpts from *The New Negro*: what does the writing of these two men illustrate about the period known as the Harlem Renaissance?

In-Class DBQ of the 1920s as a decade of tension between the forces of traditionalism and modernism.

February 5: Unit Test Chapters 28, 29, 30. Test format will be multiple choice and short essay to be completed in class. Students will be to evaluate the causes of tensions in the 1920s between traditionalism and modernism **(CR4) (CR9) (CR10) (SK1) (SK5)**

Week of February 8 - 12

American Pageant: Chapter 32 - The Politics of Boom and Bust

Isolationism in the 1920s, foreign debt and diplomacy, the coming of the Great Depression, and a new role for technology brought changes to the United States.

Did the economic and political decisions made in the 1920s make the Depression of the 1930s inevitable? **(ID8) (WXT3) (WXT5) (CUL3) (CUL6) (CUL7) (SK6)** The United States must reassess its new role in the world as the country sought national security and tried to safe-guard American interests **(WOR4) (WOR7) (ID3) (ID6) (POL6)**

Primary Source Reading

Herbert Hoover, *Rugged Individualism*. What was Herbert Hoover’s formula for the recovery of the country and why was he unsuccessful?

Using the **charts** in the text and additional sources from the Internet, explain how both domestic economic policies and US involvement with the global economy worked together to send the country into the Great Depression.

Week of February 15 – 19 & 22 - 26

American Pageant: Chapter 33 - The Great Depression and the New Deal

Franklin Roosevelt and the New Deal transformed the United States into a limited welfare state. **(WXT8) (POL2) (POL4) (ID3) (CUL5)** Economic dislocations from the war led to greater migration within the United States as well as from elsewhere in the Western Hemisphere **(ID8) (PEO3) (WOR4)**

“Recovery, relief, reform,” demographic changes associated with the Depression, cultural changes in the 1930s, the Supreme Court and the balance of political power in government were all a part of Roosevelt’s program in the 1930s.

Examine the **photographs** of migrant workers that were taken by the Federal Writers Project. Do these constitute propaganda for the new Deal? In a short essay, explain why or why not.

Primary Source Readings

Franklin Roosevelt’s *First Inaugural Address*. How does Roosevelt change the nation’s attitude toward the Great Depression with this address? How does what he proposes differ from the course Hoover had followed?

Public Art: Using the Internet, assemble a collection of public murals commissioned during the Great Depression by the New Deal. What are the subjects of these murals and who were the intended audiences? What messages were these murals intended to send?

Historiography: Students will read and discuss excerpts from the following historians' views on Franklin Roosevelt and the New Deal: Arthur Schlesinger's *The Vital Center*, Carl Degler's *Out of Our Past: The Forces that Shaped Modern America*, and William Leuchtenburg's *Franklin Roosevelt and the New Deal*. They will be asked to evaluate each historian's view point on the impact of the New Deal on modern society and each will write a short essay choosing the one they feel is most correct. **(CR2) (CR6) (CR13) (SC1c) (SC13a) (Sk8) (SK9)**

February 26 - Unit Test - Chapters 31-32

Test format will include both multiple choice and essay questions to be completed in class. Students will be asked to evaluate the success of Franklin Roosevelt's New Deal in addressing the Depression and assess the impact of his programs and reforms on the United States in subsequent decades. **(CR4) (CR5) (CR8) (CR9) (SK2) (SK3) (SK6)**

Week of Feb. 29 – March 4 and 7 - 11

American Pageant: Chapter 34 - FDR and the Shadow of War

Attempts at neutrality and isolation, diplomacy and economics of the pre-war years illustrated the move to war that ended with the Japanese attack on with Pearl Harbor **(WOR4) (WOR7) (ID3) (ID6) (POL6)**

Primary Source readings

Franklin Roosevelt, *The Quarantine Speech, The Four Freedoms Speech & The Atlantic Charter*

How did Franklin Roosevelt slowly maneuver the country toward involvement in World War II, even before the events of Pearl Harbor? What were his goals for US involvement in the event that the country did become a part of the war?

American Pageant: Chapter 35 - America in World War II

The United States' involvement in World War II vaulted the country into global political and military prominence. America's relationship with the rest of the world was transformed. **(WOR4) (WOR7) (ID3) (ID6) (POL5)**

Primary Source Readings: Fanny Christina Hill, "Rosie the Riveter" – her account of her work in the munitions industry during the War.

Ben Yorita and Philip Hayasaka, "Memories of the Internment Camp." – two accounts of life in a Japanese internment camp during the War.

Grant Hirabayashi, "A Japanese war Hero Recalls Pearl Harbor."

Using these three documents, evaluate the changes that World War II brought to some segments of society in the United States.

Using the **chart** of "Internal Migration in the United states during World War II," evaluate the impact of the war on American society. Why did people move as they did and what were the lasting effects of those decisions?

Compare the government **propaganda posters** for World War II with those of World War I. What are the similarities and what are the differences? What do they tell you about the different times?

Primary Source Reading: Robert Oppenheimer, To Build an Atomic Bomb. One of the scientists involved in the Manhattan Project recalls the effort to complete the bomb and the moral dilemma faced by many who were involved in the work.

March 11 - Unit Test - Chapters 33-35

Test format will include both m/c and essay questions to be completed in class. Students will be asked to evaluate Truman's decision to use the atomic bomb in terms of military or political reasons. **(CR4) (CR5) (CR12) (SK5)**

Period 8: 1945 1980 (CR3)

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

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

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

Weeks of March 14 - 18 and 21 - 25

American Pageant: Chapter 36 - The Cold War Begins

The United States emerged as a major world power and had to deal with the domestic and international consequences of this reality. Postwar prosperity and the Baby Boom followed but so did an era of the expansion of communism and subsequent containment policies **(WOR4) (WOR7) (WOR8)**

Foreign policy issues in addition to containing communism were further complicated by nationalist movements around the world, shifting international alliances, regional conflicts, and global economic and environmental changes. **(ENV5) (WOR3) (WOR7) (WOR8)**

Primary Source Reading

George F. Kennan. "The Long Telegram." Kennan outlines containment

NSC-68: US Objectives and Programs for National Security, 1950

Joseph McCarthy, Speech delivered in Wheeling, West Virginia, February 9, 1950.

Evaluate these three documents in light of the Cold War. What were the nation's fears, and were those fears justified? How do these documents change American society?

American Pageant: Chapter 37 - The Eisenhower Era

The Cold War led to debates over the proper power of the federal government and the proper balance between personal liberty and maintaining order. **(POL7) (ID3) (CUL5) (WOR-4)**

Civil rights activists and political leaders had some success in bringing an end to segregation, though actual implementation of their gains came slowly. **(ID6) (POL3) (POL4)**

Primary Source Readings

Brown v. the Board of education decision. What is to be the fate of the traditional Jim Crow system in the American South?

Create a picture portfolio of images from the civil rights struggle in the 1950s – the Montgomery bus boycott, the attempts to desegregate southern schools. The early lunch counter sit-ins. These images will be compared to a similar portfolio for the 1960s.

In-class DBQ on America in the 1950s

Students will be asked how successful Eisenhower's policies were in addressing national fears stemming from the Cold War. **(CR7) (CR12) (SC1b) (SK7)**

Week of March 28 – April 1

American Pageant: Chapter 37 - The Eisenhower Era

Rapid economic and social changes in American society led to a sense of optimism in the postwar years though there were also underlying concerns about how these changes were affecting American society. **(WXT3) (WXT5) (CUL5) (CUL6) (CUL7) (PEO3)**

Unit Test – April 1 – Chapters 36-37 Test format will include both multiple choice and essay questions to be completed in class. Students will be asked to compare and contrast the efforts of civil rights workers from the beginning of the 20th century through the 1950s. **(CR4) (CR9) (CR10)**

After the test is returned, students will make a **timeline** on a class bulletin board of the major milestones in the Civil Rights Movement from 1890 through the 1950s. This timeline will be added to as the course continues. **(SK2)**

Week of April 11 - 15

American Pageant: Chapter 38 - The Stormy Sixties

The Cold War continued, expansion of the war in Vietnam, the civil rights revolution and evolution, Johnson's Great Society was a highwater mark for liberalism, immigration and demographic changes continued at a rapid pace **(POL2) (POL5) (POL7) (CUL6)**

Growing awareness of inequalities in American society highlighted by the Civil Rights movement spread to other groups who worked to promote equality and social justice. **(POL3) (ID8) (CR11)**

As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the growing demand on natural resources. **(PEO2)) (PEO3) (PEO7) (ENV5) (WXT8)**

Primary Source Readings:

John Kennedy, *Inaugural Address* – How does this speech chart a new course for the country? What was the “New Frontier” about which he spoke?

Martin Luther King, Jr., *Letter from a Birmingham Jail*; Martin Luther King, Jr, *I have a Dream* speech. How do these two documents sum up King's vision for the civil rights movement in the United States?

Lyndon Johnson, *The Great Society* speech. In what ways did Johnson set out to complete the work begun by Franklin Roosevelt with the New Deal?

Using the **voting statistics** in the text from the presidential elections of 1960 and 1968, evaluate the work done by the workers in the civil rights movement in terms of voter registration and participation. What was there still much work left to do?

In-class DBQ on civil rights in the 1960s Students will evaluate changes in the Civil Rights Movement of the 1960s. How did these changes reflect events and issues in that decade. **(CR4) (CR5) (CR7) (CR8) (CR9) (SC1b) (SK3) (SK5)**

American Pageant: Chapter 39 - The Stalelated Seventies

Many liberal principles that dominated postwar politics and court decisions come under attack from the left as well as from resurgent conservative movements. **(POL2) (POL5) (POL7) (CUL6)**

American Pageant: Chapter 39 - The Stalelated Seventies

Some began to question the direction of the country's rapid social and economic change. Political and moral debates began to divide the nation. **(ID7) (WXT7) (POL5) (CUL6) (CUL7)**

Some began to question the ways in which the United States was using natural resources to support the rapid growth of economic prosperity. **(PEO2) (PEO7) (ENV5) (WXT8)**

New demographic and social issues led to significant political and moral debates that sharply divided the nation. **(ID7) (WXT7) (POL5) (CUL6) (CUL7)**

Primary Source Readings:

NOW Statement of Purpose

Roe v. Wade, US Supreme Court decisions

Kate Sarachild, "Feminism and Consciousness Raising"

Phyllis Schlafly, "The Limits of the Women's Movement"

Using the four documents above, discuss the various sides of the women's movement during the 1970s. How did these viewpoints grow out of the women's history of the 1950s and 1960s?

Using the **Visual Portfolio** of photographs from the 1960s and 1970s, discuss the main areas of social protest in these decades. Which were most successful if achieving their aims and why? What role did the media play in these movements?

Period 9: 1980 – Present (CR3)

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

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

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

American Pageant: Chapter 40 - The Resurgence of Conservatism

The Reagan administration pursued a reinvigorated anticommunist and interventionist foreign policy that set the tone for future administrations. **(WOR7) (WOR8)**

Reduced public faith in the government's ability to solve social and economic problems, new religious fundamentalism and neoconservatism challenged the liberalism of the previous decades **(POL3)**

Reaganomics, politics and the Supreme Court brought some conservative Changes to the United States political scene **(WXT8) (POL4)**

Conservative gains were limited by the popularity and institutional strength of some government programs and also by public support for cultural trends of recent decades. **(WXT8) (POL4)**

Primary Source Reading:

Ronald Reagan, *Inaugural Addresses 1981, 1985*. How do Reagan's speeches set the course of the neoconservative movement in the last decades of the twentieth century?

Historiography: Students will explain how the 1960s was both a constructive and destructive era in American history. They will read excerpts from Todd Gilpin's *The Sixties: Years of Hope and Days of Rage*, William O'Neill's *Coming Apart*, and Sara Evans *Personal Politics*. They will be asked to evaluate the radicalism of the 1960s in terms of its impact on political issues, as well as gender and minority issues. **(CR2) (CR6) (CR10) (CR13) (SC1c) (SC13a)**

In-class DBQ on Vietnam Students will be asked to evaluate how the Vietnam conflict impacted American society socially, politically, and economically. **(CR4) (CR7) (SC1b) (SK10) (SK8) (SK9)**

Week of April 18 - 22

American Pageant: Chapter 41 - American Confronts the Post-Cold War Era

In the Clinton era, post-Cold War politics and foreign policy were complicated by economic instability and political, social, and environmental challenges **(WXT3) (WOR3) (ENV5) (CUL7)** The increasing integration of the United States into the world economy also led to economic instability and major social, environmental, and policy changes. **(WXT3) (WOR3) (ENV5) (CUL7)**

The attack on the World Trade Center and America post-9/11 led America to focus on a war of terrorism, leading to questions about civil rights and homeland security **(POL7) (WOR7)**

April 22 – Final Unit Test – Students will complete an in-class essay evaluating the forces that led to the neoconservative movement in the last decades of the 20th century and the beginning of the 21st century. **(CR4) (CR8) (CR10) (SK3)**

April 25 through May 5th – Using practice tests and other activities, review for the APUSH exam.

Friday, May 6, 2016 – APUSH Exam Day!