Advanced Placement United States History Syllabus

The Advanced Placement United States History (APUSH) survey course is designed to provide students with the analytical skills and factual knowledge necessary to deal with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. The APUSH survey course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Course Objectives:

Students will:

- Master a body of historical knowledge
- Demonstrate an understanding of historical chronology
- Use historical data to support an argument or position
- Differentiate between historiographical schools of thought
- Interpret and apply data from original documents, including cartoons, graphs, letters, etc.
- Effectively use analytical skills of evaluation, cause and effect, compare and contrast
- Work effectively with others to develop products and solve problems
- Prepare for and successfully pass the APUSH exam

Course Textbook: This textbook will serve as a pacing guide and initial interpretation of historical events throughout the course.


Historical Scholarship: These books will provide a different interpretation of the ideas and analysis of the historical events covered throughout the course. Excerpts from these sources will be used at key moments throughout the course in order to compare and contrast interpretations of shifts in national thought and character.


Other Sources: These websites and software will be used to supplement “Required Readings” for class and will oftentimes be used to provide a breakdown of information such as charts, graphs, or interpretations of text.


Other Readings and Visual Media.

Course Purpose

APUSH is a demanding introduction to American history and culture that assumes a high level of interest and competence. Because this course is similar to a first-year college course, students must expect that the workload will be heavier than most regular high school courses. The analytical thinking, writing, and reading skills those students develop in APUSH will equip them for college and lifelong learning. In order to succeed, students need to be motivated and keep up with the demands of a college level course. By taking the AP Exam, at the end of the course, students have the opportunity to demonstrate that they have, indeed, learned college level material and are prepared to enter advanced college courses.

Organization

APUSH integrates social, political, religious, intellectual, technological, economic, and diplomatic history in order to convey the experiences of particular groups within the broader perspective of the American past. At the same time, it connects events and issues from the past to the concerns of the present. History shows Americans continuously adapting to new developments as they shape the world in which they live. Often, ordinary Americans from a diverse range of backgrounds are thrust into extraordinary circumstances and the result is an exciting study in the “American Experiment.” APUSH prepares students to become “students of history” by including the following points of emphasis:

- Chronological organization
- Geographical literacy
- Point of view
- Political dynamics
- Economic patterns
- Social and cultural trends
- Intellectual developments
- Influences on the arts

Hence, this course is designed to provide a college level experience and preparation for the AP Exam in May 2011 (cost to be announced annually). An emphasis is placed on interpreting documents, mastering a
significant number of factual information, and writing critical essays. This course will fulfill the United States history graduation requirement.

The course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to comprehensive study of United States history. The themes will include discussions on American culture, demographic changes over the course of America’s history, economic trends and transformations, environmental issues, the development of political institutions and the components of citizenship, social reform movements, the role of religion in the making in the United States and its impact in a multicultural society, the history of slavery and its legacies in the hemisphere, war and diplomacy, and finally, the place of the United States in an increasingly global arena. 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.

**Essential Questions (EQ)**

Class discussion and response will focus around “Essential Questions” which have been created in order to help students understand “the big picture” concerning different facets of the themes pertaining to the historical eras. The essential questions will help student focus their responses with regard to discussions, writing, and interpretation of historical scholarship.

**Writing Component**

All students will respond to Document-Based Questions (DBQs) and Free-Response Questions (FRQs) in order to demonstrate their ability to analyze and interpret primary sources (documents) and key themes throughout U.S. History. These essays will prepare students for the essay section(s) of the APUSH Exam. Essays will be given in class, while timed, and in take-home format approximately every 2-3 weeks.

- **The Intellectual Diary**

  Students will be asked to respond once or twice a week to the Essential Questions (EQ) being addressed that week and listed at the top of every heading for each day. The Intellectual diary will serve as a practice tool to improve student use of historical evidence (dates, people, documents, landmark court cases, etc.) in an effort to improve their practice of the Free-Response Questions provided on the APUSH exam.

**Course Expectation and Evaluations**

Requirements for good standing in this course:

1) **READ!** – There is no substitute! You will be required to prepare for class by having read the assigned primary documents and chapters PRIOR to arriving in class. Chapter quizzes will accumulate and average out toward an exam grade for the course.

2) **Prepare for Class** – Class participation is both a requirement and necessity. Students must be prepared by having read on your own, in order to discuss material in class and be more apt to provide their individual perspective. Studying, reading, and completing regular assignments are a must.

3) **Avoid Absences** – If absent, students will fail to contribute their perspective on discourse topics and will also fail to capture different arguments/perspectives put forth in class. While Saturday classes cannot be mandatory by law, students will still be responsible for the information covered on those days when Saturday classes are provided as an option. Avoiding absences will ensure that students are up to date with the material being covered and the discussions held in class.
4) **Take Reading/Discussion Notes in Cornell Note Format** – Notes should be a regular part of the course routine. They will help students refer back to information and simultaneously give them a body of work to study and refer to on their own time, in their own words.

5) **Join a study group** – Working with classmates on assignments and readings related to class can both help a student understand material more fully and provide a different perspective on the topics being discussed, in a less-formal setting.

6) **READ!** – There is no substitute! You will be required to prepare for class by having read the assigned primary documents and chapters **PRIOR** to arriving in class. Chapter quizzes will accumulate and average out toward an exam grade for the course.

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**Course Documents, APPARTS, Blogging and Exams**

All documents used in class will be available on the [teacher’s school website](#). While you are required to complete one [APPARTS worksheet](#) per class in order to better prepare for discussion, you will be asked to look at multiple primary sources on different occasions while simultaneously reading historical scholarship pertaining to those primary sources on different occasions.

Students will have a total of **5 exam grades** per quarter.

1) Chapter Quizzes will accumulate and average into one exam. Chapter quizzes will have 5 open-ended questions based on text reading due the day it is listed on the syllabus.

2) The second exam grade will be a cumulative multiple-choice exam, with approximately 1/3 of the questions about material covered previously and 2/3 of the exam covering information from said quarter.

3) The third exam will consist of assigned Document-Based Questions (DBQ) and Free-Response Questions (FRQs) due in-class or before class begins, but assigned ahead of time.

4) The fourth exam will consist of one Document-Based Question (DBQ) timed-essay and a Free-Response Question (FRQ) timed-essay, in class. Students will be notified of the DBQ topic prior to the day of the exam and the Free-Response Essay topic will be related to the historical era being discussed in class, but will be provided the day of class. DBQs will consist of a combination of excerpts from readings assigned in class (located on the syllabus) and/or questions from previously-released AP Exams. FRQs will be assigned based on one of the Essential Questions (EQ) addressed in class.

5) The final exam grade (25% of your final grade) will consist of a class project to be assigned prior to and presented on the assigned final day.

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**Students must blog on the AP U.S. History Website** once a week regarding the issues discussed in class. Blogs will replace one APPARTS assignment on either a Thursday or Friday when the APPARTS assignment is due. Students must blog as follows:

**Weeks 1, 2, 3 of every quarter** – Team Members A  
**Weeks 4, 5, 6 of every quarter** – Team Members B  
**Weeks 7, 8, 9 of every quarter** – Team Members C
1st Quarter

August

Week 1
Students will learn to interpret and analyze historical documents and evidence through different means, including note-taking, analysis of images, organizing ideas through thinking maps and breakdown of characteristics or historical eras.

M/T 2/3 Introduction
EQ: What opportunities will be available in order to be successful in an Advanced Placement U.S. History Course?
• An Environment of Learning, Cornell Notes, the ID, and Essential Questions (EQs)
• The AP Exam – Learning about Document-Based Questions (DBQs) and Free-Response Questions (FRQs)

Additional Resources:
• Documentary: The Last Conquistador
• Movie: Apocalypto

W/R 4/5 Historical Eras and Analyzing Social Studies
EQ: How important is it to understand different strategies and content toward improving the likelihood of doing well on an AP. U.S. History exam?
• Historical Eras
• Thinking Maps
• Analyzing through Social Studies
• Evidence, Questions, Inferences, Conclusions (EQIC) method to writing

Week 2 (and Week 1 cont.)
Students will interpret and analyze primary sources listed in “Required Readings,” analyze visual representations of the Pre-Colonial and Colonial Eras, analyze historians’ interpretation of the importance of the Massacre at Mystic through documentary film, compare Smith’s Ideas that Shape a Nation with Zinn’s A People’s History and the Course Textbook’s interpretation of reasons that colonists arrived in America, and breakdown the similarities and differences between the British, Spaniards and French during early colonization.

F/M 6/9 Pre-Colonial Era
EQ: In what ways did the British, French, and Spanish colonists differ in their response to American Indians?
• Early Inhabitants of the Americas
• American Native Empires in Mesoamerica, the Southwest, and the Mississippi Valley
• American Native cultures of North America at the Time of European Contact

American Pageant, Chapter 1
American Republic, Chapter 1

Required Readings:
• 1-2 - Christopher Columbus, Letter to Ferdinand and Isabella of Spain (1494) - A
• 1-7 - Don Juan de Oñate, Plaus: A Settlement in New Mexico (1599) - B
• 1-9 - The Columbian Exchange (1590) - C

Additional Resources:
• Coursenotes.org, Chapter Outline - Chapter 1
Colonial Era: Transatlantic Encounters and Colonial Beginnings (1492-1690)

EQ: In what ways did the British, French, and Spanish colonists differ in their response to American Indians?

- First European contacts with American Indians
- Spain's empire in North America
- French colonization of Canada
- English settlement of New England, the Mid-Atlantic region, and the South

American Pageant, Chapter 2
American Republic, Chapter 2

Required Readings:

- 1-3 - Alvar Nuñez Cabeza de Vaca, "Indians of the Rio Grande" (1528-1536) - A
- 1-4 - Jacques Cartier, "First Contact with the Indians" (1534) - B
- 1-10 – Thomas Harriot, The Algonquian People of the Atlantic Coast (1588) - C
- 1-11 - Jose de Acosta, A Spanish Priest Speculates on the Origins of the Indians (1590) - A
- 2-4 - Reasons for the Plantation in New England (1629) - B

Additional Resources:

- Coursenotes.org, Chapter Outline - Chapter 2
- Handout: American Pageant – Chapter 2 – Guided Reading Questions
- Important Points to Remember: American Republic, Chapter 2
- Visuals: Out of Many; Chapter 3
- Documentary: 10 Days that Unexpectedly Changed America - Massacre at Mystic

Colonial Era: Transatlantic Encounters and Colonial Beginnings (1492-1690)

EQ: To what extent did religious beliefs determine the character of the thirteen colonies?

- The Enlightenment and the Great Awakening
- Religious diversity in the American colonies
- Resistance to colonial authority: Bacon's Rebellion, the Glorious Revolution, and the Pueblo Revolt

American Pageant, Chapters 3 & 4
American Republic, Chapter 2
Ideas that Shape a Nation, New England Puritans, p. 45-54
A People's History of the United States, Chapter 1 and 2

Required Readings:

- 2-5 - John Winthrop, "A Model of Christian Charity" (1630) - C
- 2-7 - The Trial of Anne Hutchinson (1638) - A
- 2-9 - George Alsop, The Importance of Tobacco (1660) - B
- 2-13 - Gottlieb Mittleberg - The Passage of Indentured Servants (1750) - C
- 3-2 - Nathaniel Bacon's Challenge to William Berkeley and the Governor's Response (1676) - A

Additional Resources:

- Coursenotes.org, Chapter Outline - Chapter 3
Saturday

S 14 Colonial Era: Colonial North America (1690-1754)

EQ: Was migration to colonial America motivated primarily by economic, religious, or political factors?

- Population growth and immigration
- Transatlantic trade and the growth of seaports,
- The 18th Century back country

American Pageant, Chapter 5

American Republic, Chapter 2

Required Readings:

- 3-8 - Manners and Etiquette in the Eighteenth Century – B, A
- 3-7 - William Byrd II, Diary (1709) - C

Additional Resources:

- Coursenotes.org, Chapter Outline - Chapter 5
- Handout: American Pageant – Chapter 5 – Guided Reading Questions
- Important Points to Remember: American Republic, Chapter 2
- Visuals: Out of Many: Chapter 4
- Handout: Comparison of New England, Middle, and Southern Colonies
- Handout: Review of the Colonial Era

S 14 Colonial Era: Colonial North America (1690-1754)

EQ: In what ways did economic, geographic, and social factors encourage the development of slavery in the American colonies?

- Growth of plantation economies and slave societies
- From servitude to slavery in the Chesapeake region

American Pageant, Chapter 5

American Republic, Chapter 2

Required Readings:

- 3-12 - Alexander Falconbridge, The African Slave Trade (1788) - B
- 3-13 - Olaudah Equiano, The Middle Passage (1788) - C
- Peter Fontaine, "Defense of Slavery in Virginia" (1757) - A

Additional Resources:

- Important Points to Remember: American Republic, Chapter 2
- Visuals: Out of Many: Chapter 4

DBQ Assignment, due at the beginning of class Week 3: Based on historical documents provided in class thus far, was migration to colonial America motivated primarily by economic, religious, or political factors?
Week 3
Students will interpret and analyze primary sources listed in “Required Readings,” analyze visual representations of the Colonial Era and American Revolution, and compare Smith’s Ideas that Shape a Nation with Zinn’s A People’s History and the Course Textbook’s interpretation of reasons that colonists rebelled against the British.

M/T 16/17 American Revolution: The Beginnings
EQ: To what extent did changes in British policies toward American colonies after 1763 cause the American Revolution?
• The French and Indian War
• The Imperial Crisis and resistance to Britain
• Colonial governments and imperial policy in British North America
American Pageant, Chapters 6 & 7
American Republic, Chapter 3
Ideas that Shape a Nation, John Locke, p.25-34
A People’s History of the United States, Chapters 3 and 4
Required Readings:
• 3-9 - "The Storm Arising in the West" George Washington Delivers a Warning to the French (1753) - B
• 4-3 - Benjamin Franklin, Testimony Against the Stamp Act (1766) - C
• 4-6 - The Boston "Massacre" or Victims of Circumstance? (1770) - A
• 5-4 - A Freelance Writer Urges His Readers to Use Common Sense (1776) - B
Additional Resources:
• Coursenotes.org, Chapter Outline - Chapter 6
• Handout: American Pageant – Chapter 6 – Guided Reading Questions
• Coursenotes.org, Chapter Outline - Chapter 7
• Handout: American Pageant – Chapter 7 – Guided Reading Questions
• Important Points to Remember: American Republic, Chapter 3
• Handout: Road to Revolution Chart
• Visuals: Out of Many: Chapter 6

W/R 18/19 American Revolution: The War
EQ: To what extent were the American colonists united in their opposition to the British during the American Revolution?
• The War for Independence
American Pageant, Chapter 8
American Republic, Chapter 3
Required Readings:
• 5-3 - The Crisis Comes to a Head: April 19, 1775 - C
• 5-7 - Joseph Warren, "Account of the Battle of Lexington" - A
• 5-8 - Thomas Jefferson, "Original Rough Draught" of the Declaration of Independence (1776) - B
• Patrick Henry, "Give Me Liberty or Give Me Death" Speech - C
Additional Resources:
• Coursenotes.org, Chapter Outline - Chapter 8
• Handout: American Pageant – Chapter 8 – Guided Reading Questions
• Important Points to Remember: American Republic, Chapter 3
• Visuals: Out of Many: Chapter 7
Week 4 (and Week 3 cont.)
Students will interpret and analyze primary sources listed in “Required Readings,” analyze visual representations of the New Republic, analyze historians’ interpretation of the importance of Shay’s Rebellion through documentary film, compare Smith’s Ideas that Shape a Nation with Zinn’s A People’s History and the Course Textbook’s interpretation of reasons that the Constitution was developed as it was, including the conflicts that arose in its development and the creation of the two-party system.

F/M 20/23  DUE AT THE BEGINNING OF CLASS – The A.P. Review – Important Dates, Events and Documents – Colonial Era to American Revolution

Exam #1 – In-Class Multiple-Choice Exam
• Focus: Pre-Colonial Era, Colonial Era, and the American Revolution

T/W 24/25  New Republic: The Articles, States, and Shay's Rebellion
    EQ: To what extent did the American Revolution change the economic, political, and social life of the American people?
    • State Constitutions and the Articles of Confederation
    • Shay's Rebellion
    American Pageant, Chapter 9
    American Republic, Chapter 3 & 4
    Ideas that Shape a Nation, Thomas Paine, 67-76
    A People's History of the United States, Chapters 4 and 5

Required Readings:
• 5-5 - Abigail Adams and John Adams Letters; Abigail Adams Letter to Mercy Otis Warren (1776) - A
• 6-1 - Constitution of Pennsylvania (1776) - B
• 6-4 - Henry Knox, "Letter to George Washington" - C
• 6-7 - Divergent Reactions to Shay's Rebellion - A

Additional Resources:
• Coursenotes.org, Chapter Outline - Chapter 9
• Handout: American Pageant – Chapter 9 – Guided Reading Questions
• Important Points to Remember: American Republic, Chapter 3
• Documentary: 10 Days that Unexpectedly Changed America-Shays' Rebellion: America's First Civil War
• Motion Picture: John Adams

R/F 26/27  New Republic: The Constitution, the Federalists and the Anti-Federalists
    EQ: To what extent did the failures, if any, of the Articles of Confederation lead to the Constitutional Convention of 1787?
    • The federal Constitution, Federalists and Anti-Federalists
    American Pageant, Chapter 9
    American Republic, Chapter 3 & 4
    Ideas that Shape a Nation, The Federalist, The Anti-Federalists, pp. 77-86
    A People’s History of the United States, Chapters 4 and 5

Required Readings:
• 6-10 - Benjamin Banneker, Letter to Thomas Jefferson (1791) - B
• 7-1 - James Madison Defends the Constitution (1788) - C
Saturday

29 No School

Week 5
Students will interpret and analyze primary sources listed in “Required Readings,” compare Smith’s *Ideas that Shape a Nation* with Zinn’s *A People’s History* and the Course Textbook’s interpretation of reasons that the Constitution was developed as it was, including the conflicts that arose in its development and the creation of the two-party system.

M/T 30/31 **New Republic: Leadership - Washington, Hamilton and the National Bank**

EQ: Was the U.S. Constitution created primarily from compromise or consensus?

- Washington, Hamilton, the shaping of the national government and the National Bank

*American Pageant*, Chapter 10

*American Republic*, Chapter 3 and 4

*Ideas that Shape a Nation*, The Federalist, The Anti-federalists, pp. 77-86

*A People’s History of the United States*, Chapter 5

Required Readings:

- 7-2 - William Maclay, "For the Independent Gazetteer" (1790) – A, C
- 7-4 - Questions Concerning the Constitutionality of the National Bank (1791) – B

Additional Resources:

- Coursenotes.org, Chapter Outline - Chapter 10
- Handout: *American Pageant – Chapter 10 – Guided Reading Questions*
- Important Points to Remember: *American Republic*, Chapter 4

September

W/R 1/2 **New Republic: John Adams and Partisanship**

EQ: Was the creation of political parties in the 1790's caused primarily by differences over foreign or domestic issues?

- Emergence of political parties: Federalists and Republicans

*American Pageant*, Chapter 10

*American Republic*, Chapter 4

Required Readings:

- 7-8 - George Washington, "Farewell Address" (1796) – A
- 7-9 - The Alien and Sedition Acts (1798) – B
- 7-10 - Questions on Constitutionality and the Roots of Nullification (1798) – C
7-12 - Marbury vs. Madison (1803) - A

Additional Resources:
- Important Points to Remember: American Republic, Chapter 4

DUE AT THE BEGINNING OF CLASS – The A.P. Review – Important Dates, Events and Documents – New Republic

Free Response Question (FRQ) Assignment, Due In-Class End of Week 5: Was the creation of political parties in the 1790's caused primarily by differences over foreign or domestic issues?

M  6   HOLIDAY

Week 6
Students will interpret and analyze primary sources listed in “Required Readings,” analyze visual representations of the time period known as Westward Expansion, analyze the importance of the Louisiana Purchase and the War of 1812, and examine the role of equality and the rights of the minority in the early 1800s.

F/T  3/7   Westward Expansion: Jeffersonian Revolution

EQ: To what extent was Thomas Jefferson's presidency a "revolution" in regard to economic, constitutional, and social developments?

- Significance of Jefferson's presidency
- Expansion into the trans-Appalachian West; American Indian Resistance

American Pageant, Chapter 11
American Republic, Chapter 4

Required Readings:
- 8-2 - Thomas Jefferson, "First Inaugural Address" (1801) - B
- 8-3 - Margaret Bayard Smith Meets Thomas Jefferson (1801) - C
- 8-4 - Constitutionality of the Louisiana Purchase (1803) - A
- 8-7 - Fisher Ames - The Republican No. II (1804) - B
- 8-8 - Sacagawea Interprets for Lewis and Clark (1804) - C

Additional Resources:
- Coursenotes.org, Chapter Outline - Chapter 11
- Handout: American Pageant – Chapter 11 – Guided Reading Questions
- Important Points to Remember: American Republic, Chapter 4
- Visuals: Out of Many: Chapter 9
- Handout: Jeffersonian Era Outline

W/R  8/9   Westward Expansion: The War of 1812

EQ: To what extent did the War of 1812 influence the role of government and society during Westward Expansion?

- The War of 1812 and its consequences

American Pageant, Chapter 12
American Republic, Chapter 5

Required Readings:
- 8-9 - An "Uncommon Genius" Advocates Indian Unity (1809) - A
- 8-10 - Indian Hostilities (1812) - B
- 8-11 - The British Attack Baltimore (1814) - C
Saturday

S 11 Westward Expansion: Social and Economic Change After 1812 - Part 1

EQ: To what extent did the War of 1812 influence the role of government and society during Westward Expansion?

- Political and Social Changes After the War of 1812

American Pageant, Chapter 14
American Republic, Chapter 5

Required Readings:

- 9-1 - "The Western Country" Extracts from Letters Published in Niles Weekly Register (1816) - B
- 9-2 - The Cherokee Treaty of 1817 - C
- 9-3 - The Case for the Erie Canal - A
- 9-4 - John Marshall Affirms the Power of the Federal Government - B

Additional Resources:

- Coursenotes.org, Chapter Outline - Chapter 14
- Handout: American Pageant – Chapter 14 – Guided Reading Questions
- Important Points to Remember: American Republic, Chapter 5
- Handout: Growth of Sectionalism and Nationalism
- Handout: The Legacy of the Marshall Court Outline

S 11 Westward Expansion: Social and Economic Change After 1812 - Part 2

EQ: To what extent did the War of 1812 influence the economic changes brought about through industrialization?

- Economic Changes After the War of 1812
- Immigration and nativist reaction

American Pageant, Chapter 14
American Republic, Chapter 5

Required Readings:

- 9-5 - Thomas Jefferson Reacts to the Missouri Question (1820) - A
- 9-6 - The Monroe Doctrine and a Reaction (1823) - B
- 9-7 - Henry Clay, "Defense of the American System" (1832) - C
- 9-8 - Imminent Dangers to the Free Institutions of the United States through Foreign Immigration (1835) - A

Additional Resources:

- Important Points to Remember: American Republic, Chapter 5
Week 7 (and Week 6 cont.)

Students will interpret and analyze primary sources listed in “Required Readings,” analyze visual representations of the time period known as Westward Expansion, compare Smith’s Ideas that Shape a Nation with Zinn’s A People’s History and the Course Textbook’s interpretation of the role and importance of Andrew Jackson and Black Communities, and examine the role of equality and their rights of the minority in the early 1800s.

F/M 10/13 Exam – In-Class, Timed Document Based Question (DBQ) Exam

- DBQ Topic: Based on excerpts from readings we’ve analyzed in class thus far (which will be provided the day of the exam), to what extent was Thomas Jefferson's presidency a "revolution" in regard to economic, constitutional, and social developments?

T/W 14/15 Westward Expansion: Jacksonian Democracy

EQ: To what extent did the reforms of the Jacksonian Era (1824-1848) amount to a victory for "common" Americans?
- Federal authority and its opponents: judicial federalism, the Bank War, tariff controversy, and states' rights debates
- Jacksonian democracy and its successes and limitations
- Forced removal of American Indians to the trans-Mississippi West

American Pageant, Chapter 13

American Republic, Chapter 5

A People’s History of the United States, Chapter 7

Required Readings:
- 10-2 - A "Corrupt Bargain" or Politics as Usual? (1824) – B
- 10-4 - A Commoner Takes Office (1828) - C
- 10-5 - Andrew Jackson, First Annual Message to Congress (1829) - A
- 10-6 - Memorial of the Cherokee Nation (1830) - B
- 10-7 - Andrew Jackson, "Veto of the Bank Bill (1832) - C
- 10-9 - The Force Bill (1833) - A

Additional Resources:
- Courseresources.org, Chapter Outline - Chapter 13
- Handout: American Pageant – Chapter 13 – Guided Reading Questions
- Important Points to Remember: American Republic, Chapter 5
- Handout: Andrew Jackson, Our Federal Union, It Must Be Preserved
- Visuals: Out of Many: Chapter 11
- Documentary: Trail of Tears

R/F 16/17 Westward Expansion: Slavery and Free Black Communities

EQ: To what extent did slavery and slave societies impact relations, culture and the economy in the early 19th century?
- Growth of plantation economies, slave societies, and free Black communities
- Planters, yeoman farmers, and slaves in the cotton South

American Pageant, Chapter 14

American Republic, Chapter 5

Ideas that Shape a Nation, Frederick Douglas, pp. 189-200

A People’s History of the United States, Chapters 7 and 8
Required Readings:
- 8-1 - "Memoirs of a Monticello Slave, as Dictated to Charles Campbell by Isaac" (1847) - A
- 9-12 - The Trials of a Slave Girl - B
- Swing Low, Sweet Chariot - C

Additional Resources:
- Important Points to Remember: American Republic, Chapter 5
- Visuals: Out of Many: Chapter 10
- Handout: "The Peculiar Institution of American Slavery" Outline

Week 8
Students will interpret and analyze primary sources listed in “Required Readings,” analyze visual representations of the time period known as Westward Expansion, analyze the importance of the Early Women’s Movement and Gold Rush, analyze historians’ interpretation of the importance of the Gold Rush through documentary film, compare Smith’s Ideas that Shape a Nation with Zinn’s A People’s History and the Course Textbook’s interpretation of reasons that Manifest Destiny played an important role in American history and examine the role of equality and the rights of the minority in the early 1800s.

M/T 20/21 Westward Expansion: Reform; Women, Women's Rights and Factories
EQ: To what extent did the reform movements of the 1810-1848 period (e.g. public education, temperance, women's rights, utopian socialism, mental illness, and the abolition of slavery) bring about changes in American society and politics?
- Social Reforms
- Ideals of domesticity, transcendentalism and utopian communities
American Pageant, Chapter 15
American Republic, Chapter 5
Ideas that Shape a Nation, Henry David Thoreau, Elizabeth Cady Stanton, pp. 159-168
A People’s History of the United States, Chapters 6, 7 and 8

Required Readings:
- 9-9 - The Harbinger - Female Workers of Lowell (1836) - A
- 11-1 - Joshua and Sally Wilson Letters to George Wilson (1823) - B
- 11-10 - Declaration of the Sentiments and Resolutions, Women's Rights Convention, Seneca Falls, New York (1848) - C
- A Description of Factory Life in 1846 - A
- A Frontier Lady - B

Additional Resources:
- CourseNotes.org, Chapter Outline - Chapter 15
- Handout: American Pageant – Chapter 15 – Guided Reading Questions
- Important Points to Remember: American Republic, Chapter 5
- Handout: Reform Movements in 19th Century America
- Handout: Westward Expansion - Growth, Progress, Reform, Manifest Destiny, and Industrialization
- Visuals: Out of Many: Chapter 12
- Documentary: 10 Days that Unexpectedly Changed America- Gold Rush

W/R 22/23 Westward Expansion: Reform; Religion, Renaissance, Government and Economy
EQ: To what extent did the reform movements of the 1810-1848 period (e.g. public education, temperance, women's rights, utopian socialism, mental illness, and the abolition of slavery) bring about changes in American society and politics?
• Evangelical Protestant revivalism and the Second Great Awakening
• American Renaissance: literary and artistic expressions

*American Pageant*, Chapter 15
*American Republic*, Chapter 5

**Required Readings:**
- 9-11 - Resolutions of the Boston Carpenter's Strike (1848) - C
- 10-1 - John Smith and the Beginnings of Mormonism (1823) - A
- 11-8 - Ralph Waldo Emerson, "Self-Reliance" (1841) - B
- 11-11 - Horace Mann on Education and National Welfare - C
- Henry David Thoreau, "Civil Disobedience" – A, B, C

**Additional Resources:**
- Important Points to Remember: *American Republic*, Chapter 5
- Visuals: *Out of Many*: Chapter 13

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**Saturday**

**25** Westward Expansion: Manifest Destiny, Territorial Expansion, Abolitionism, and Sectionalism

**EQ:** To what extent did the reform movements of the 1810-1848 period (e.g. public education, temperance, women's rights, utopian socialism, mental illness, and the abolition of slavery) bring about changes in American society and politics?

- Manifest Destiny
- Territorial Expansion
- Abolitionism and Sectionalism
- Sectionalism

*American Pageant*, Chapter 16 & Chapter 17
*American Republic*, Chapter 5

**Required Readings:**
- 9-10 - James Cooper, *Notions of Americans* (1840) - A
- 12-2 - The Aroostook War (1839) - B
- 12-4 - John O'Sullivan, The Great Nation of Futurity (1845) - C
- 12-5 - Thomas Corwin, Against the Mexican War (1847) - A
- 13-2 - A Black Abolitionist Speaks Out (1829) - B
- 13-6 - Benjamin Drew, Narratives of Escaped Slaves (1855) - C

**Additional Resources:**
- Coursenotes.org, Chapter Outline - Chapter 16
- Handout: *American Pageant* – Chapter 16 – Guided Reading Questions
- Coursenotes.org, Chapter Outline - Chapter 17
- Handout: *American Pageant* – Chapter 17 – Guided Reading Questions
- Important Points to Remember: *American Republic*, Chapter 5
- Handout: "Reforms and Reformers in Antebellum America" Chart

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**S 25** Westward Expansion: Territorial Expansion and Sectionalism

**EQ:** Was territorial expansion of the United States between 1803 and 1848 motivated primarily by economic, political, or ideological factors?

- Western migration and cultural interactions
- Territorial acquisitions
- Early U.S. imperialism: the Mexican War
• Pro-and antislavery arguments and conflicts

*American Pageant*, Chapter 16 & Chapter 17

*American Republic*, Chapter 5

**Required Readings:**

- 12-6 - *Chief Seattle, Oration (1854)* - A
- 13-7 - *George Fitzhugh, "The Blessings of Slavery" (1857)* - B
- 14-1 - *William Lloyd Garrison, from The Liberator (1831)* - C
- 14-2 - *Harriet Beecher Stowe, from Uncle Tom's Cabin (1852)* - A
- 14-4 - *A Dying Statesman Speaks Out Against the Compromise of 1850* - B

**Additional Resources:**

- [Important Points to Remember: American Republic, Chapter 5](#)
- [Visuals: Out of Many: Chapter 14](#)
- "1850's: A Decade of Controversy Outline"
- [Handout: Significant Antebellum Events](#)
- [Handout: Southern Society at 1860 Chart](#)

**Week 9**

Students will interpret and analyze primary sources listed in “Required Readings,” analyze visual representations of the time period known as Westward Expansion, analyze the importance of Sectionalism, and examine the role of legality and policy in the tensions rising between North and South.

**F/M 24/27 Westward Expansion: The Crisis of the Union; Sectionalism**

EQ: Were sectional disagreements after 1848 more difficult to compromise due to economic differences, a fight for political control of the nation, or differences over the morality of slavery?

- The Kansas-Nebraska Act and the emergence of the Republican Party
- Compromise of 1850 and popular sovereignty

*American Pageant*, Chapter 18

*American Republic*, Chapter 5

**Required Readings:**

- 14-3 - *National Convention of Colored People, Report on Abolition (1847)* - C
- 14-5 - *Frederick Douglass, Independence Day Speech (1852)* - A
- 14-8 - *Dred Scott v. Sanford (1857)* - B
- 14-9 - *Abraham Lincoln, "A House Divided"* - C

**Additional Resources:**

- [Coursenotes.org, Chapter Outline - Chapter 18](#)
- [Handout: American Pageant – Chapter 18 – Guided Reading Questions](#)
- [Important Points to Remember: American Republic, Chapter 5](#)
T/W 28/29 Threading


October

R/F 30/ October 1 Final Exam- Project: Understanding the Links in History - ThreadingThematically, Social, Political, Religious, Intellectual, Technological, and Economic Ties in American History
Requirements include: In-class presentation, typed 2-3 page document-supported essay, and an outline of thesis, supporting details, historical evidence, and primary and/or secondary source textual evidence.
2nd Quarter

October

Week 1
Students will interpret and analyze primary sources listed in “Required Readings,” analyze visual representations of the Civil War and Reconstruction Eras, compare Smith’s *Ideas that Shape a Nation* with Zinn’s *A People’s History* and the Course Textbook’s interpretation of reasons that the Civil War came to fruition, and breakdown the strengths and weaknesses for the Union and Confederate States.

M/T 18/19  Review - Threading
SEQ: Were sectional disagreements after 1848 more difficult to compromise due to economic differences, a fight for political control of the nation, or differences over the morality of slavery?
Additional Resources:
- **Visuals**: *Out of Many*: Chapter 15

W/R 20/21  Civil War: The War
SEQ: To what extent was slavery the main cause of the Civil War?
- Two societies at war: mobilization, resources, and internal dissent
  - *American Pageant*, Chapter 19 - Drifting Toward Disunion
  - *American Republic*, Chapters 6 and 7
  - *Ideas that Shape a Nation*, Abraham Lincoln, pp. 201-212
  - *A People’s History of the United States*, Chapter 9
  - Required Readings:
    - 15-1 - Jefferson Davis, Address to the Provisional Congress of the Confederate States of America (1861) - A
    - 15-6 - Charles Harvey Brewster, Three Letters from the Civil War Front (1862) - B
    - 15-7 - Clara Barton, Medical Life at the Battlefield (1862) - C
    - 15-9 - Abraham Lincoln, Gettysburg Address (1863) - A
  - Additional Resources:
    - Coursenotes.org, Chapter Outline - Chapter 19
    - Handout: *American Pageant* – Chapter 19 – Guided Reading Questions
    - Important Points to Remember: *American Republic*, Chapters 6 & 7
    - Movie: *Glory*
    - Handout: Secession and the Civil War
    - Handout: Key Events and Battles of the Civil War

Week 2 (and Week 1 cont.)

Students will interpret and analyze primary sources listed in “Required Readings,” analyze visual representations of the Civil War and Reconstruction Eras, analyze historians’ interpretation of the importance of the Battle of Antietam through documentary film, and examine the role of African Americans during the Civil War.

F/M 22/25  Civil War: Military Reactions
EQ: To what extent was a northern victory in the Civil War inevitable?
- Military strategies and foreign diplomacy

*American Pageant*, Chapter 20 - Girding of War; the North and the South and Chapter 21 - The Furnace of Civil War
*American Republic*, Chapters 6 and 7

Required Readings:
- 15-5 - A Confederate General Assesses First Bull Run (1861) – B, A
- 15-13 - General William Tecumseh Sherman on War (1864) – C

Additional Resources:
- Coursenotes.org, Chapter Outline - Chapter 20
- Handout: *American Pageant* – Chapter 20 – Guided Reading Questions
- Coursenotes.org, Chapter Outline - Chapter 21
- Handout: *American Pageant* – Chapter 21 – Guided Reading Questions
- Important Points to Remember: *American Republic*, Chapters 6 & 7
- Visuals: *Out of Many*: Chapter 16

T/W 26/27 Civil War: African Americans

EQ: To what extent was a northern victory in the Civil War inevitable?
- Emancipation and the role of African Americans in the war

*American Pageant*, Chapter 20 - Girding of War; the North and the South and Chapter 21 - The Furnace of Civil War
*American Republic*, Chapters 6 and 7

Required Readings:
- 15-8 - James Henry Gooding, Letter to President Lincoln (1863) – B, A
- 15-12 - Susie King Taylor - Reminiscences of an Army Laundress (1902) - C

Additional Resources:
- Important Points to Remember: *American Republic*, Chapters 6 & 7

R/F 28/29 Civil War: The Effects of the War

EQ: To what extent did the Civil War and Reconstruction change American economics, politics, and society?
- Social, political, and economic effects of war in the North, South, and West

*American Pageant*, Chapter 20 - Girding of War; the North and the South and Chapter 21 - The Furnace of Civil War
*American Republic*, Chapters 6 and 7

Required Readings:
- 15-3 - Mary Boykin Chestnut, A Confederate Lady's Diary (1861) - B
- 15-4 - Why They Fought (1861) - C
- 15-11 - A Firsthand Account of the New York Draft Riots (1863) - A
- 16-7 - The Fourteenth Amendment - B

Additional Resources:
- Important Points to Remember: *American Republic*, Chapters 6 & 7
- Movie: *Gangs of New York*

Week 3

Students will interpret and analyze primary sources listed in “Required Readings,” analyze visual representations of the Civil War and Reconstruction Eras, analyze historians’ interpretation of the importance of the Battle of Antietam through documentary film, and examine the role of African Americans during the Civil War.

M/T 1/2 Civil War: Reconstruction

EQ: To what extent did the Civil War and Reconstruction change American economics, politics, and society?
- Presidential and Radical Reconstruction
- Southern state governments: aspirations, achievements, and failures
W/R 3/4  Civil War: Reconstruction Effect on Society

EQ: To what extent did the Civil War and Reconstruction change American
economics, politics, and society?
- Role of African Americans in politics, education, and the economy
- Impact of Reconstruction

Required Readings:
- 16-1 - "Address from the Colored Citizens of Norfolk, Virginia, to the People of the United States" (1865) - A
- 16-3 - Clinton B. Fisk, Plain Counsels for Freedmen (1865) - B
- 16-8 - Albion W. Tourgee, Letter on Ku Klux Klan Activities (1870) - C
- 16-10 - Susan B. Anthony and the "New Departure" for Women (1873) - A

Additional Resources:
- Important Points to Remember: American Republic, Chapters 6 & 7
- Handout: American Pageant – Chapter 22 – Guided Reading Questions
- Handout: Reconstruction Outline
- Visuals: Out of Many: Chapter 17
- Documentary: 10 Days that Unexpectedly Changed America – The Battle of Antietam

Saturday

S 6  Gilded Age: Politics and Government

EQ: To what extent were Americans divided over changes brought about by the
growth of industry in the late 1800s?
- National politics and the influence of corporate power
- Compromise of 1877

Required Readings:
- 18-2 - Progress and Poverty (1879) - B
- 18-3 - The Gilded Age (1880) - C
- 18-7 - The Assassination of President Garfield (1889) - A

Additional Resources:
- Important Points to Remember: American Republic, Chapters 8-11
- Handout: American Pageant – Chapter 23 – Guided Reading Questions
- Handout: Gilded Age Politics
- Visuals: Out of Many: Chapter 18
Gilded Age: Politics and Government

EQ: To what extent did the policies of the U.S. government after 1865 lead to the mistreatment of Native Americans?

- The politics of segregation: Jim Crow and disenfranchisement
- Government policy toward American Indians
- Gender, race, and ethnicity in the far West

American Pageant, Chapter 23 - Political Paralysis in the Gilded Age
American Republic, Chapter 11
Ideas that Shape a Nation, Karl Marx, William Graham Sumner, pp. 223-242
A People's History of the United States, Chapters 11 and 12

Required Readings:
- 17-6 - Congressional Report on Indian Affairs (1887) - B
- 17-7 - Tragedy at Wounded Knee (1890) - C
- 17-10 - Plessy v. Ferguson (1896) - A
- 17-11 - W.E.B. Du Bois, from "Of Booker T. Washington and Others" (1903) - B
- 18-9 - Booker T. Washington, Atlanta Exposition Address (1895) - C
- 18-8 - Ida B. Wells-Barnett, from A Red Record (1895) - A

Additional Resources:
- Important Points to Remember: American Republic, Chapters 8-11
- Movie: Geronimo: An American Legend
- Documentary: The Way West: How the West was Won and Lost
- Handout: The Frontier West Outline
- Handout: Federal Government Land Policy

Free Response Question (FRQ) due at the beginning of class Week 4 –
Topic: To what extent was a northern victory in the Civil War inevitable?

Week 4 (and week 3 cont.)
Students will interpret and analyze primary sources listed in “Required Readings,” analyze visual representations of the Gilded Age, analyze historians’ interpretation of the importance of The Homestead Strike through documentary film, compare Smith’s Ideas that Shape a Nation with Zinn’s A People’s History and the Course Textbook’s interpretation about the growth of industry, urbanization, and its influence on politics.

F/M 5/8 DUE AT THE BEGINNING OF CLASS – The A.P. Review – Important Dates, Events and Documents – Civil War

Exam #1- Multiple Choice Exam
○ The Civil War

T/W 9/10 Gilded Age: Industrialization

EQ: Was the growth of industry in the late 1800s primarily detrimental or beneficial to American politics, economics, and society?

- Expansion of manufacturing and industrialization
- Corporate consolidation of industry

American Pageant, Chapter 24 - Industry Comes of Age
American Republic, Chapter 9

Required Readings:
- 18-13 - Scientific Management (1919) – B, C, A

Additional Resources:
R 11 HOLIDAY - Veterans Day – No School

Saturday

S 13 Gilded Age: Urbanization - Part 1
EQ: To what extent did the labor unions of the late 1800s and early 1900s improve the lives of average workers?
- Effects of technological development on the worker and workplace
- Labor and unions
- Proponents and opponents of the new order: Social Darwinism and Social Gospel

American Pageant, Chapter 25 - America Moves to the City
American Republic, Chapter 10

Required Readings:
- 18-4 - Richard K. Fox, from Coney Island Frolics (1883) – B, A
- 18-5 - Address by George Engel, Condemned Haymarket Anarchist (1886) - C

Additional Resources:
- Coursenotes.org, Chapter Outline - Chapter 25
- Handout: American Pageant – Chapter 25 – Guided Reading Questions
- Important Points to Remember: American Republic, Chapters 8-11
- Movie: The Wizard of Oz
- Handout: The Wizard of Oz as Allegory for Populism
- Handout: The Wizard of Oz; A Lesson on the Interpretation of Text
- Handout: The Rise of the American City
- Documentary: 10 Days that Unexpectedly Changed America: The Homestead Strike

S 13 Gilded Age: Urbanization - Part 2
EQ: Was the growth of industry in the late 1800s primarily detrimental or beneficial to American politics, economics, and society?
- Urbanization and the lure of the city
- City problems and machine politics
- Intellectual and cultural movements and popular entertainment

American Pageant, Chapter 25 - America Moves to the City
American Republic, Chapter 10

Required Readings:
- 18-10 - United States Sanitary Commission, Sketch of Its Purposes (1864) - B
- 18-11 - Lincoln Steffens, from The Shame of the Cities (1904) - C
- 19-11 - John Spargo, From The Bitter Cry of Children (1906) - A
- 19-12 - Mary Antin, The Promised Land - B

Additional Resources:
- Important Points to Remember: American Republic, Chapters 8-11

Week 5 (and Week 4 cont.)
Students will interpret and analyze primary sources listed in “Required Readings,” identify the conflicts that arose during the Gilded Age, and determine which perspectives were most inviting to their ideals when pertaining to their vision of American character though in-class debates.

F/M 12/15 Gilded Age: Westward Farming
EQ: Was the westward migration of Americans after 1865 brought about primarily by developments in transportation, economics, or government policy?
• Environmental impacts of western settlement
• Competitors for the West: miners, ranchers, homesteaders, and American Indians

_American Pageant_, Chapter 26 - The Great West and the Agricultural Revolution
_American Republic_, Chapter 8

Required Readings:
• 17-1 - Edward Gould Buffum, Six Months in the Gold Mines (1850) - A
• 17-2 - Lydia Allen Rudd, Diary of Westward Travel (1852) - B
• 17-4 - Joseph G. McCoy, Historic Sketches of the Cattle Trade of the West and Southwest (1874) - C
• 17-9 - The Omaha Platform of the Populist Party (1892) - A

Additional Resources:
• Coursernotes.org, Chapter Outline - Chapter 26
• Handout: _American Pageant_ – Chapter 26 – Guided Reading Questions
• Important Points to Remember: _American Republic_, Chapters 8-11

**T/W 16/17 Gilded Age: Westward Farming**

EQ: To what extent did the farmer's protest movements of the late 1800s improve the lives of average American farmers?
• Reconfiguration of southern agriculture: sharecropping and crop-lien system
• Expansion and development of western railroads

_American Pageant_, Chapter 26 - The Great West and the Agricultural Revolution
_American Republic_, Chapter 8

Required Readings:
• 16-11 - James T. Rapier, Testimony Before U.S. Senate Regarding the Agricultural Labor Force in the South (1880) - B
• 16-12 - A Sharecrop Contract - C
• 17-3 - Horace Greeley, An Overland Journey (1860) - A
• 19-1 - Memorial of the Chinese Six Companies to U.S. Grant, President of the United States (1876) - B

Additional Resources:
• Important Points to Remember: _American Republic_, Chapters 8-11

**R/F 18/19 DUE AT THE BEGINNING OF CLASS – The A.P. Review – Important Dates, Events and Documents – Gilded Age**

Exam #2-In-Class, Timed Document-Based Question (DBQ) and Free-Response Question
• Focus of Topics: The Gilded Age
• Document-Based Question: Based on some of the excerpts from some of the readings we have had in class thus far (to be provided the day of the exam), was the growth of industry in the late 1800s primarily detrimental or beneficial to American politics, economics, and society?

**M-F 22-26 HOLIDAY - Thanksgiving Break**

**S 27 No School**

**Week 6**
Students will interpret and analyze primary sources listed in “Required Readings,” analyze visual representations of the Progressive Era, and analyze historians’ interpretation of the importance of the Spanish-American War through documentary film.
M/T  29/30  Progressive Era: Imperialism

EQ: To what extent did American economic and ideological interests benefit from territorial expansion and imperialism of the late 1800s and early 1900s?

- American imperialism: political and economic expansion

_American Pageant_, Chapter 27 - Empire and Expansion

_American Republic_, Chapter 12

Required Readings:

- 20-2 - Henry Cabot Lodge - "The Business World vs. the Politicians" (1895) – C, B
- 20-3 - Albert Beveridge, "The March of the Flag" (1898) - A

Additional Resources:

- CourseNotes.org, Chapter Outline - Chapter 27
- Handout: _American Pageant_ – Chapter 27 – Guided Reading Questions
- Important Points to Remember: _American Republic_, Chapters 12 and 13
- Handout: American Imperialism
- Visuals: _Out of Many_: Chapter 20

December

W/R  1/2  Progressive Era: Imperialism

EQ: To what extent did American economic and ideological interests benefit from territorial expansion and imperialism of the late 1800s and early 1900s?

- American imperialism: political and economic expansion

_American Pageant_, Chapter 27 - Empire and Expansion

_American Republic_, Chapter 12

Required Readings:

- 20-4 - The Spanish-American War (1898) - C
- 20-5 - William McKinley, "Decision on the Philippines" (1900) - A
- 20-6 - The Boxer Rebellion (1900) - B
- 20-7 - Theodore Roosevelt - Third Annual Message to Congress (1903) - A
- 20-8 - Mark Twain, "Incident in the Philippines" (1924) - A

Additional Resources:

- Important Points to Remember: _American Republic_, Chapters 12 and 13
- Documentary: _Crucible of Empire: The Spanish-American War_
- Handout: Key Events and Battles - Spanish American War

Free Response Question (FRQ) – Due at the Beginning of Class Week 7 – Topic: To what extent did American economic and ideological interests benefit from territorial expansion and imperialism of the late 1800s and early 1900s?

Week 7 (and Week 6 cont.)

Students will interpret and analyze primary sources listed in “Required Readings,” analyze visual representations of the Progressive Era, analyze historians’ interpretation of the importance of the Assassination of President McKinley through documentary film, compare Smith’s _Ideas that Shape a Nation_ with Zinn’s _A People’s History_ and the Course Textbook’s interpretation of reasons that Progressivist and Imperialist ideas took hold during the Progressive Era, and evaluate the differences between Roosevelt, Taft, and Wilson as progressive presidents.

F/M  3/6  Progressive Era: Agrarian Issues, Migration and Immigration

EQ: To what extent did immigration to the United States in the late 1800s and early 1900s change American economics, politics, and society?

- Agrarian discontent and political issues of the late Nineteenth century
- Migration and immigration: the changing face of the nation

_American Pageant_, Chapter 28 - Progressivism and the Republican Roosevelt

_American Republic_, Chapter 13
Required Readings:
- 19-3 - Anglo-Saxon Culture Under Siege (1885) - B
- 19-4 - How the Other Half Lives (1890) - C
- 19-5 - The People's Party Platform (1892) - A
- 19-8 - Lee Chew - Life of a Chinese Immigrant (1903) - B
- 21-5 - James H. Patten, Chairman of the National Legislative Committee of the American Purity Federation, Testimony Before Congress (1909) - C

Additional Resources:
- Coursenotes.org, Chapter Outline - Chapter 28
- Handout: American Pageant – Chapter 28 – Guided Reading Questions
- Important Points to Remember: American Republic, Chapters 12 and 13
- Handout: The Progressive Era Outline
- Documentary: 10 Days that Unexpectedly Changed America- Murder at the Fair: The Assassination of President McKinley

T/W 7/8  Progressive Era: Issues from the Local to the National Levels
EQ: To what extent did the Progressive reforms of 1901-1917 effectively address problems created by the growth of American industry?
- Origins of Progressive Reform: Municipal, State, and National
  American Pageant, Chapter 28 - Progressivism and the Republican Roosevelt
  American Republic, Chapter 13
- Ideas that Shape a Nation, Eugene Debs, Woodrow Wilson, pp. 263-274, pp. 297-306
- A People’s History of the United States, Chapters 12 and 13

Required Readings:
- 19-10 - William T. Riordon, from Plunkitt of Tammany Hall (1905) - A
- 21-1 - Frederick Winslow Taylor, "A Piece-Rate System" (1896) - B
- 21-2 - William Graham Sumner, What the Social Classes Owe to Each Other (1883) - C
- 21-3 - Eugene V. Debs, "The Outlook for Socialism in the United States" (1900) - A
- 21-8 - Walker Percy, "Birmingham under the Commission Plan" (1911) - B

Additional Resources:
- Important Points to Remember: American Republic, Chapters 12 and 13
- Visuals: Out of Many: Chapter 21

R/F 9/10  Progressive Era: Roosevelt, Taft, Wilson and National Politics
EQ: To what extent did the Progressive reforms of 1901-1917 effectively address problems created by the growth of American industry?
- Roosevelt, Taft, and Wilson as Progressive presidents
  American Pageant, Chapter 29 - Wilsonian Progressivism at Home and Abroad
  American Republic, Chapter 13

Required Readings:
- 21-7 - Theodore Roosevelt - from the New Nationalism (1910) - C
- 21-11 - Woodrow Wilson, from the New Freedom (1913) - A
- 21-12 - Herbert Croly, Progressive Democracy (1914) - B

Additional Resources:
- Coursenotes.org, Chapter Outline - Chapter 29
- Handout: American Pageant – Chapter 29 – Guided Reading Questions
- Handout: The Progressive Era Presidents
- Handout: The Progressive Presidents – Roosevelt, Taft and Wilson – A Comparison Chart
- Important Points to Remember: American Republic, Chapters 12 and 13
Saturday

S 11 Progressive Era: Women's Issues and Issues Facing African Americans
   EQ: To what extent were the lives of American women affected by the economic, political and ideological developments between 1890 and 1920?
   • Women's roles: family, workplace, education, politics, and reform
   • Black America: urban migration and civil rights initiatives
   *American Pageant*, Chapter 29 - Wilsonian Progressivism at Home and Abroad
   *American Republic*, Chapter 13
   Required Readings:
   • 21-4 - Platform Adopted by the National Negro Committee (1909) - C
   • 21-6 - Jane Addams, Twenty Years at Hull House (1910) - A
   • 21-9 - Helen M. Todd, "Getting Out the Vote" (1911) - B
   Additional Resources:
   • Important Points to Remember: *American Republic*, Chapters 12 and 13

S 11 Progressive Era: The War to End All Wars and American Involvement
   EQ: To what extent did the United States enter World War I to protect its economic and ideological interests?
   • War in Europe and American neutrality
   Required Readings:
   • 22-1 - The Great War (1920) – C, B, A
   Additional Resources:
   • Important Points to Remember: *American Republic*, Chapters 12 and 13

Week 8
Students will review information necessary in order to complete their final project wherein students will link information learned thus far based on a social, political, or economic links that will help them review text and historical evidence in order to prove a thesis based on prompts to be provided in class.

M/T 13/14 Threading


Final Exam – Threading Historical Concepts of Leadership and Policies Through Social, Political, or Economic Influence and its Impact on Progressive Reform
   • Requirements include: In-class presentation, typed 2-3 page document-supported essay, and an outline of thesis, supporting details, historical evidence, and primary and/or secondary source textual evidence.

F 17 Early Release
Week 20th – Dec. 31st -  HOLIDAY - Winter Break

3rd Quarter

January

Week 1
Students will review information pertaining to historical events, dates, people, laws, concepts, academic language, etc. and link them thematically in class. Students will review historical eras and outline characteristics for each historical era.

M/T 3/4  Threading - Review
  • Politics

W/R 5/6  Threading - Review
  • Economics and Society

Week 2 (and Week 1 cont.)
Students will interpret and analyze primary sources listed in “Required Readings,” analyze visual representations of the World War I and Roaring 20’s Era, and compare Zinn’s *A People’s History* with the Course Textbook’s interpretation of reasons for American involvement in World War I and the cultural developments after World War I in the United States.

F/M 7/10  World War I- The War at Home
  EQ: To what extent did the United States enter World War I to protect its economic and ideological interests?
  • The First World War at Home
    *American Pageant*, Chapter 30 - The War to End Wars
    *American Republic*, Chapter 14
    *A People’s History of the United States*, Chapter 14
  Required Readings:
  • 22-2 - Boy Scots of America from, "Boy Scouts Support the War Effort" (1917) - B
  • 22-3 - Letters from the Great Migration (1917) - A
  • 22-6 - Newton D. Baker, "The Treatment of German-Americans" (1918) - C
  • Zimmerman Telegram – A, B, C
  Additional Resources:
  • Coursesnotes.org, Chapter Outline - Chapter 30
  • Handout: *American Pageant* – Chapter 30 – Guided Reading Questions
  • Visuals: *Out of Many*: Chapter 22
  • Handout: U.S. Involvement in World War I Chart

T/W 11/12  World War I- The War Abroad
  EQ: To what extent did the United States enter World War I to protect its economic and ideological interests?
  • The First World War Abroad
    *American Pageant*, Chapter 30 - The War to End Wars
    *American Republic*, Chapter 14
    *A People’s History of the United States*, Chapter 14
  Required Readings:
• 22-4 - American Troops in the Trenches (1918) - A
• 22-5 - Eugene Kennedy, A "Doughboy" Describes the Fighting Front (1918) - B
• 22-7 - An Official Report - C

R/F 13/14 World War I- The Outcomes
EQ: To what extent did the United States successfully meet its objectives in World War I?
• Treaty of Versailles
American Pageant, Chapter 31 - American Life in the Roaring 20's
American Republic, Chapters 14 and 15
Required Readings:
• 22-8 - Woodrow Wilson, The Fourteen Points(1918) - A
• 22-9 - Warren G. Harding, Campaign Speech at Boston (1920) - B
• 22-10 - Edward Earle Purinton, "Big Ideas from Big Business" (1921) - C
Additional Resources:
• CourseNotes.org, Chapter Outline - Chapter 31
• Handout: American Pageant – Chapter 31 – Guided Reading Questions
• Handout: World War I Aftermath Outline

Saturday

S 15 Roaring 20's – A Clash of Values 1
EQ: To what extent did the urban-rural conflict over social values, both real and imagined, bring about changes in American politics and society in the 1920s?
• The culture of Modernism: science, the arts, and entertainment
• The culture of Modernism: Religious fundamentalism, nativism, and Prohibition
American Pageant, Chapter 31 - American Life in the Roaring 20's
American Republic, Chapters 15 and 16
A People’s History of the United States, Chapter 15
Required Readings:
• 23-2 - The Sahara of the Bozart (1920) - A
• 23-3 - National Origins Quota Act, 1924 - B
• 23-6 - Bartolomeo Vanzetti, Court Statement (1927) - C
Additional Resources:
• Visuals: Out of Many: Chapter 23
• The Roaring 20's Outline
• Motion Picture: The Untouchables

S 15 Roaring 20's – A Clash of Values 2
EQ: To what extent did the urban-rural conflict over social values, both real and imagined, bring about changes in American politics and society in the 1920s?
• Society and economy in the postwar years
• The ongoing struggle for equality: African Americans and women
American Pageant, Chapter 31 - American Life in the Roaring 20's
American Republic, Chapters 15 and 16
A People’s History of the United States, Chapter 15
Required Readings:
• 23-1 - F.J. Grimke, "Addres of Welcome to the Men Who Have Returned from the Battlefront" (1919) – A, C
• 24-5 - The Victims of the Ku Klux Klan (1935) - B
Additional Resources:
• Handout: Cultural Tensions of the 1920s
Free-Response Question (FRQ) Assignment – Due at the Beginning of Class Week 3, Topic:
To what extent did the United States effectively meet the objectives of World War I?

Week 3
Students will interpret and analyze primary sources listed in “Required Readings,” and compare Zinn’s *A People’s History* with the Course Textbook’s interpretation of the reasons that the economy failed in the late 1920s and the initial causes of the Great Depression.

M 17  HOLIDAY

T/W 18/19  Roaring 20's – Boom and Bust – Politics and Economy
EQ: To what extent were the laissez-faire policies of the U.S. government in the 1920s responsible for the Great Depression of the 1930s?
- The Business of America and the consumer economy
- Republican politics: Harding, Coolidge, and Hoover
- The Hoover administration's response

*American Pageant*, Chapter 32 - The Politics of Boom and Bust

Required Readings:
- 23-4 - Advertisements (1925, 1927) – A, C
- 24-1 - Herbert Hoover, Speech at New York City (1932) - B

Additional Resources:
- Coursenotes.org, Chapter Outline - Chapter 32
- Handout: *American Pageant* – Chapter 32 – Guided Reading Questions


Exam #1 - Multiple Choice Cumulative Exam
- Focus: World War I and The Roaring 20's

Week 4
Students will interpret and analyze primary sources listed in “Required Readings,” interpret visual representations of the Great Depression Era, compare Smith’s *Ideas that Shape a Nation* with Zinn’s *A People’s History* and the Course Textbook’s interpretation of the reasons that the economy failed in the late 1920s and the initial causes of the Great Depression, and discuss some of the social welfare reforms that developed through Franklin Roosevelt’s New Deal.

M/T 24/25  Great Depression- The Causes
EQ: To what extent were the laissez-faire policies of the U.S. government in the 1920s responsible for the Great Depression of the 1930s?
- Causes of the Great Depression

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

*American Republic*, Chapters 17 and 18

*Ideas that Shape a Nation*, Franklin Roosevelt, John Maynard Keynes, 297-308

*A People’s History of the United States*, Chapter 15

Required Readings:
- 24-3 - Franklin Delano Roosevelt, Speech at San Francisco (1932) – A, B, C
W/R 26/27  **Great Depression- FDR and the New Deal**

**EQ:** To what extent was the federally-sponsored social welfare introduced in the 1930s an inevitable outcome of the industrial revolution of the 1920s?

- Franklin D. Roosevelt and the New Deal
- The New Deal Coalition and its critics from the Right and the Left

*American Pageant*, Chapter 34 - Franklin D. Roosevelt and the Shadow of War

*American Republic*, Chapters 17 and 18

*Ideas that Shape a Nation*, Franklin Roosevelt, John Maynard Keynes, 297-308

*A People's History of the United States*, Chapter 15

**Required Readings:**

- 24-2 - FDR's First Inauguration Speech (1932) - A
- 24-4 - Share the Wealth - B
- 24-6 - Father Charles E. Coughlin, "A Third Party" (1936) - C

**Additional Resources:**

- Coursernotes.org, Chapter Outline - Chapter 34
- Handout: *American Pageant* – Chapter 34 – Guided Reading Questions
- Handout: New Deal Programs

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**Saturday**

S 29  **Great Depression- The Effect at Home**

**EQ:** To what extent was the federally-sponsored social welfare introduced in the 1930s an inevitable outcome of the industrial revolution of the 1920s?

- Surviving hard times: American society during the Great Depression
- Labor and Union Recognition

*American Pageant*, Chapter 34 - Franklin D. Roosevelt and the Shadow of War

*American Republic*, Chapters 17 and 18

*Ideas that Shape a Nation*, Franklin Roosevelt, John Maynard Keynes, 297-308

*A People's History of the United States*, Chapter 15

**Required Readings:**

- 24-7 - Mrs. Henry Weddington, Letter to President Roosevelt (1938) – A, B, C

**Additional Resources:**

- Motion Picture: *Cinderella Man*

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S 29  **Great Depression – Leaning Toward War I**

**EQ:** To what extent was an Allied victory over Axis powers an inevitable outcome of World War II?

- The rise of fascism and militarism in Japan, Italy, and Germany
- Prelude to war: policy of neutrality

*American Pageant*, Chapter 34 - Franklin D. Roosevelt and the Shadow of War

*American Republic*, Chapters 17 and 18

*Ideas that Shape a Nation*, Franklin Roosevelt, John Maynard Keynes, 297-308

*A People's History of the United States*, Chapter 15

**Required Readings:**

- 25-1 - Albert Einstein, Letter to President Roosevelt (1939) – A, C
- 25-2 - Charles Lindbergh, Radio Address (1941) - B

**Additional Resources:**
Week 5 (and Week 4 cont.)

Students will interpret and analyze primary sources listed in “Required Readings,” interpret visual representations of the World War II Eras, compare Smith’s *Ideas that Shape a Nation* with Zinn’s *A People’s History* and the Course Textbook’s interpretation of the reasons for the United States’ involvement in World War II, and identify key events, people, and outcomes related to World War II.

**F/M 28/31**

DUE AT THE BEGINNING OF CLASS – The A.P. Review – Important Dates, Events and Documents – The Great Depression

Free-Response Question (FRQ) Assignment - Due at the Beginning of Class Week 5, Topic: To what extent was the federally-sponsored social welfare introduced in the 1930s an inevitable outcome of the industrial revolution of the 1920s?

**World War II – Leaning Toward War 2**

EQ: To what extent was an Allied victory over Axis powers an inevitable outcome of World War II?

- The attack on Pearl harbor and U.S. declaration of war
- Fighting a multifront war

*American Pageant*, Chapter 35 - America in World War II
*American Republic*, Chapters 19 and 20

*Ideas that Shape a Nation*, John Maynard Keynes, pp. 307-316
*A People’s History of the United States*, Chapter 16

**Required Readings:**

- 25-3 - Franklin D. Roosevelt, *The Four Freedoms* (1941) – A, C
- 25-4 - Franklin Delano Roosevelt, *Annual Message to Congress* (1941) - B

**Additional Resources:**

- Coursenotes.org, Chapter Outline - Chapter 35
- Handout: *American Pageant* – Chapter 35 – Guided Reading Questions
- Visuals: *Out of Many*: Chapter 25
- Handout: U.S. Involvement in World War II

**February**

**T/W 1/2**

**World War II – The War at Home**

EQ: To what extent did World War II change the U.S. economic system and society?

- Wartime mobilization of the economy
- Urban migration and demographic changes
- Women, work, and family during the war

*American Pageant*, Chapter 35 - America in World War II
*American Republic*, Chapters 19 and 20

*Ideas that Shape a Nation*, John Maynard Keynes, pp. 307-316
*A People’s History of the United States*, Chapter 16

**Required Readings:**

- 25-5 - A. Philip Randolph, "Why Should We March?" (1942) – A, B, C
Additional Resources:
- Handout: The Homefront During World War II
- Motion Picture: Flags of Our Fathers

R/F 3/4 World War II – Civil Liberties and Civil Rights

EQ: To what extent did World War II change the U.S. economic system and society?
- Civil liberties and civil rights during wartime
- Expansion of government power

American Pageant, Chapter 35 - America in World War II
American Republic, Chapters 19 and 20
Ideas that Shape a Nation, John Maynard Keynes, pp. 307-316
A People’s History of the United States, Chapter 16

Required Readings:
- 25-6 - Japanese Relocation Order February 19, 1942 – A, C
- 25-7 - Sterling A. Brown, "Out of Their Mouths" - B

Week 6
Students will interpret and analyze primary sources listed in “Required Readings,” interpret visual representations of the World War II and Cold War Eras, evaluate historians’ interpretation of the importance of Albert Einstein’s letter to Franklin D. Roosevelt through documentary film, compare Smith’s Ideas that Shape a Nation with Zinn’s A People’s History and the Course Textbook’s interpretation of the United States’ involvement in World War II, and identify key events, people, and outcomes related to World War II and the Cold War.

M/T 7/8 World War II – Effect on the Economy

EQ: To what extent did World War II change the U.S. economic system and society?
- War and regional development

American Pageant, Chapter 35 - America in World War II
American Republic, Chapters 19 and 20
Ideas that Shape a Nation, Ronald Reagan, pp. 317-327
A People’s History of the United States, Chapter 16

Required Readings:
- 26-2 - Kenneth MacFarland, "The Unfinished Work" (1946) – A, B, C

W/R 9/10 World War II - Diplomacy

EQ: To what extent did World War II change the U.S. economic system and society?
- Diplomacy, war aims, and wartime conferences
- The U.S. as a global power in the Atomic Age

American Pageant, Chapter 36 - The Cold War Begins
American Republic, Chapters 19 and 20

Required Readings:
- 26-1 - George F. Kenna, "Long Telegram" (1946) – A, B, C

Additional Resources:
- Coursenotes.org, Chapter Outline - Chapter 36
- Handout: American Pageant – Chapter 36 – Guided Reading Questions
- Handout: World War II Conferences and Treaties
- Handout: Arguments for Dropping the Bomb
- Motion Picture: Letters from Iwo Jima
- Documentary: 10 Days that Unexpectedly Changed America – Einstein’s Letter
Saturday

S 12 Cold War - Containment

EQ: To what extent did the policies of the U.S. government in the 1945-1961 period successfully address the communist threat, both foreign and domestic?
- Origins of the Cold War
- Truman and Containment

American Pageant, Chapter 36 - The Cold War Begins
American Republic, Chapters 21 and 22
Ideas that Shape a Nation, Ronald Reagan, pp. 317-327
A People’s History of the United States, Chapter 17

Required Readings:
- 26-3 - George Marshall, The Marshall Plan (1947) - A
- 26-4 - Containment - B
- 26-5 - Harry S. Truman, The Truman Doctrine - C

Additional Resources:
- Visuals: Out of Many: Chapter 26
- Handout: The Origins of the Cold War Outline

S 12 Cold War- The Red Scare at Home

EQ: Was MacCarthyism primarily a product of demogoguery or a real domestic communist threat?
- Impact of the Cold War on American society
- The Red Scare and McCarthyism

American Pageant, Chapter 36 - The Cold War Begins
American Republic, Chapters 21 and 22

Required Readings:
- 26-6 - Ronald Reagan, "Testimony Before the House Un-American Activities Committee (1947)" - A
- 26-7 - Joseph R. McCarthy, from Speech Delivered to the Women's Club of Wheeling, West Virginia (1950) - B
- 26-9 - Senator Joseph McCarthy's telegram to President Truman following the 'Wheeling, (W.Va.) Speech,' February 11, 1950 - C

Additional Resources:
- Handout: The Second Red Scare Chart

Week 7

Students will interpret and analyze primary sources listed in “Required Readings,” compare and contrast Zinn’s A People’s History and the Course Textbook with regard to America’s role in Vietnam and the outcomes that resulted, and discuss the similarities and differences in diplomatic approaches toward the threats brought about by the Cold War.


Exam – In-Class, Timed Document-Based Question (DBQ) and Free Response Question (FRQ) Exam
Focus: World War II and the Cold War

DBQ Topic: Based on excerpts from readings we’ve analyzed in class thus far (which will be provided the day of the exam), to what extent did World War II change the U.S. economic system and society?

T/W 15/16 Cold War- Diplomacy in Asia

EQ: To what extent did the policies of the U.S. government in the 1945-1961 period successfully address the communist threat, both foreign and domestic?

- Diplomatic strategies and policies of the Eisenhower and Kennedy administrations
- Cold War in Asia: China, Korea, Vietnam, and Japan

*American Pageant*, Chapter 37 - The Eisenhower Era

*American Republic*, Chapters 21, 22, and 25

*A People’s History of the United States*, Chapter 18

Required Readings:

- 26-8 - National Security Council Memorandum Number 68 (1950) - A
- 28-1 - Dwight D. Eisenhower, Decision Not to Intervene at Dien Bien Phu (1954) - B
- 28-7 - The Tonkin Gulf Incident (1964) - C

Additional Resources:

- CourseNotes.org, Chapter Outline - Chapter 37
- Handout: *American Pageant* – Chapter 37 – Guided Reading Questions
- Handout: Key Events of the Korean War

R/F 17/18 Cold War – Diplomacy in Latin America

EQ: To what extent did the policies of the U.S. government in the 1945-1961 period successfully address the communist threat, both foreign and domestic?

- Cold War confrontations in the 1960's - Asia, Latin America and Europe
- The Antiwar movement and the counterculture

*American Pageant*, Chapter 37 - The Eisenhower Era

*American Republic*, Chapters 21, 22, and 23

Required Readings:

- 28-3 - John F. Kennedy, Cuban Missile Address (1962) – A, C
- 28-4 - Students for a Democratic Society, The Port Huron Statement (1962) - B

Additional Resources:

- Motion Picture: *13 Days*

Week 8

Students will interpret and analyze primary sources listed in “Required Readings,” interpret visual representations of the Stormy Sixties Era, evaluate historians’ interpretation of the importance of Elvis Presley’s appearance on the Ed Sullivan Show and the murder of three Civil Rights Workers by members of the Ku Klux Klan through documentary film, compare Smith’s *Ideas that Shape a Nation* with Zinn’s *A People’s History* and the Course Textbook’s interpretation of the counterculture of the 1960s, and identify key events, people, and outcomes related to the Civil Rights Movement and other social movements of the 1960s.

M/T 21/22 DUE AT THE BEGINNING OF CLASS – The A.P. Review – Important Dates, Events and Documents – Truman/Eisenhower

The Stormy 60's- Conformity vs. Criticism

EQ: To what extent was the 1950s an age of conformity in regard to politics, society, and culture?

- Consensus and conformity: suburbia and the middle class America
- Social critics, nonconformists, and cultural rebels

*American Pageant*, Chapter 38 - The Stormy Sixties

*American Republic*, Chapters 23, 24, and 26
**Ideas that Shape a Nation**, William O. Douglas, pp. 328-338

*A People's History of the United States*, Chapter 17

**Required Readings:**
- 27-1 - The Kinsey Report (1948) - A
- 27-2 - Brown *v.* Board of Education (1954) - B
- 27-3 - Ladies Home Journal, "Young Mother" (1956) - C
- 27-4 - Student Nonviolent Coordinating Committee, Statement of Purpose (1960) - A
- 29-6 - Swann *v.* Charlotte-Mecklenburg Board of Education (1971) - B
- 29-8 - Ione Malloy, Southie Won't Go (1975) - C

**Additional Resources:**
- Courseresources.org, Chapter Outline - Chapter 38
- Handout: *American Pageant* – Chapter 38 – Guided Reading Questions
- Visuals: *Out of Many*: Chapter 27
- Handout: The Tumultuous 60s Outline
- Documentary: 10 Days that Unexpectedly Changed America – When America Was Rocked
- Motion Picture: Rebel Without a Cause

**W/R 23/24 The Stormy 60's – The Civil Rights Movement**

**EQ:** To what extent did the Civil Rights Movement of the 1950s and 1960s successfully address the failures of Reconstruction?

- Emergence of the modern civil rights movement
- Expanding movements for civil rights
- Politics in a multicultural society

*American Pageant*, Chapter 38 - The Stormy Sixties

*American Republic*, Chapters 23, 24, and 26

**Ideas that Shape a Nation**, Martin Luther King, Jr., Malcolm X, pp. 339-358

*A People's History of the United States*, Chapter 17

**Required Readings:**
- 28-2 Charles Sherrod, Student Nonviolent Coordinating Committee Memorandum (1961) - A
- 28-6 - The Civil Rights Act of 1964 - B
- 28-9 - Stokely Carmichael and Charles Hamilton, from *Black Power* (1976) - C
- 28-10 - Donald Wheeldin, "The Situation in Watts Today" (1967) - A

**Additional Resources:**
- Visuals: *Out of Many*: Chapter 28
- Handout: Key Events of the Civil Rights Movement
- Motion Picture: Malcolm X
- Documentary: 10 Days that Unexpectedly Changed America – Freedom Summer

**Saturday**

**S 26 The Stormy 60's – The New Frontier and the Great Society**

**EQ:** To what extent was LBJ's Great Society a continuation of FDR's New Deal?
- The affluent society and "the other America"
- From the New Frontier to the Great Society

*American Pageant*, Chapter 38 - The Stormy Sixties

*American Republic*, Chapters 23, 24, and 26

**Required Readings:**
- 29-1 - John F. Kennedy, Inaugural Address (1961) - B
- 29-3 - Lyndon Johnson, The War on Poverty (1964) - C
- 28-5 - John Lewis, Address at the March on Washington (1963) - A
- 28-8 - Lyndon B. Johnson, Commencement Address at Howard University (1965) - B

*Page 35 of 39*
Additional Resources:
• Documentary: *Mexican-Americans*

S 26  *The Stormy 60's- Changing Demographics and the New Women's Movement*

**EQ:** Was the social unrest of the 1960s caused primarily by foreign or domestic issues?
- Demographic changes: surge of immigration after 1965, Sunbelt migration, and the graying of America
- The Emergence of the New Women's Movement
  *American Pageant*, Chapter 38 - The Stormy Sixties
  *American Republic*, Chapters 23, 24, and 26
  *Ideas that Shape a Nation*, Betty Friedan, pp. 359-3688

**Required Readings:**
- 29-2 - The Feminist Mystique (1963) - C
- 29-4 - National Organization for Women, Statement of Purpose (1966) - A
- 29-7 - *Roe v. Wade* (1973) - B

**Week 9**

Students will interpret and analyze primary sources listed in “Required Readings,” interpret visual representations of the Seventies and Eighties Eras, compare Smith’s *Ideas that Shape a Nation* with Zinn’s *A People’s History* and the Course Textbook’s interpretation of the importance of Nixon, Carter, and Reagan in determining the modern American identity, and identify key events, people, and outcomes related to the 1970s and 1980s.


**DUE AT THE BEGINNING OF CLASS – The A.P. Review – Important Dates, Events and Documents – Kennedy and Johnson**

**The 70's – Nixon, Watergate, and Carter**

**EQ:** Was the Watergate crisis caused primarily by the political turmoil and social unrest or corruption of members of the Nixon Administration?
- The Election of 1968 and the "Silent Majority"
- Nixon's challenges: Vietnam, China and Watergate
- Changes in American economy: the energy crisis, deindustrialization and the service economy
  *American Pageant*, Chapter 39 - The Stalemated Seventies
  *American Republic*, Chapters 27 and 28
  *Ideas that Shape a Nation*, Rachel Carson and Alvin Toffler, pp. 391-410
  *A People's History of the United States*, Chapters 20 and 21

**Required Readings:**
- 28-11 - Vietnamization (1969) - C
- 30-1 - House Judiciary Committee, Conclusion of Impeachment Resolution (1974) - A
- 29-9 - Jimmy Carter, The "Malaise" Speech (1979) - B

**Additional Resources:**
- Coursesnotes.org, Chapter Outline - Chapter 39
- Handout: *American Pageant* – Chapter 39 – Guided Reading Questions
- Visuals: *Out of Many*: Chapter 29
- Handout: The Vietnam War
- Handout: A Chronology of the Watergate Crisis
- Motion Picture: *Frost/Nixon*

March
The 80's – Reagan and the New Conservatism

EQ: To what extent did the policies of the Reagan Administration constitute a "revolution" in American government and economics?

- The New Right and the Reagan Revolution
- End of the Cold War
- Demographic changes: surge of immigration after 1965, Sunbelt migration, and the graying of America
- Globalization and the American Economy

*American Pageant*, Chapter 40 – The Resurgence of Conservatism

*American Republic*, Chapters 27 and 28

*Ideas that Shape a Nation*, Rachel Carson and Alvin Toffler, pp. 391-410

*A People's History of the United States*, Chapters 20 and 21

**Required Readings:**
- 30-2 - Ronald Reagan, First Inaugural Address (1981) - C
- 30-3 - Ronald Reagan, Speech to the House of Commons (1982) - A
- 30-5 - T. Boone Pickens, "My Case for Reagan" (1984) - B
- 30-6 - Paul Craig Roberts, The Supply-Side Revolution (1984) - C

**Additional Resources:**
- Coursenotes.org, Chapter Outline - Chapter 40
- Handout: *American Pageant* – Chapter 40 – Guided Reading Questions

**Week 10**

**M/T 7/8**

**Threading**

**R/F 9/10**

**Final Exam – Threading Historical Concepts of Social Movements and International Conflicts Through Social, Political, or Economic Influence and its Impact on Modern America**

Requirements include: In-class presentation, typed 2-3 page document-supported essay, and an outline of thesis, supporting details, historical evidence, and primary and/or secondary source textual evidence.

**F 12**

**Early Release**
# 4th Quarter – Review for Advanced Placement Exam

APUSH Review

**March**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>28</td>
<td>General Review</td>
<td></td>
</tr>
<tr>
<td>T/W</td>
<td>29/30</td>
<td>Colonial Era and American Revolution</td>
<td>DBQ - Colonial Slavery</td>
</tr>
</tbody>
</table>

**April**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>R/F</td>
<td>31/1</td>
<td>New Republic</td>
<td>DBQ - Articles of Confederation v. the U.S. Constitution</td>
</tr>
<tr>
<td>M/T</td>
<td>4/5</td>
<td>New Republic</td>
<td>DBQ - Thomas Jefferson v. His Republican Party</td>
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<tr>
<td>W/R</td>
<td>6/7</td>
<td>Westward Expansion</td>
<td>DBQ - Reforms - 2nd Great Awakening</td>
</tr>
<tr>
<td>F/S</td>
<td>8/9</td>
<td>Westward Expansion</td>
<td>DBQ - Slavery as Cause of Civil War</td>
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<tr>
<td>S/M</td>
<td>9/11</td>
<td>Civil War and Reconstruction</td>
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<tr>
<td>T/W</td>
<td>12/13</td>
<td>Civil War and Reconstruction</td>
<td>DBQ - Reconstruction and African Americans</td>
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<tr>
<td>R/F</td>
<td>14/15</td>
<td>Gilded Age</td>
<td>DBQ - Women's Rights - American Revolution to the Gilded Age</td>
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<tr>
<td>S</td>
<td>16</td>
<td>Gilded Age</td>
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<tr>
<td>S</td>
<td>16</td>
<td>Progressive Era and Imperialism</td>
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<tr>
<td>M/T</td>
<td>18/29</td>
<td>World War I and the Roaring 20s</td>
<td>DBQ - African American Civil Rights - Progressive Era to WWI</td>
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<td>DBQ - Social Turmoil - Progressive Era up to the 1920s</td>
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<tr>
<td>W/R</td>
<td>20/21</td>
<td>Great Depression</td>
<td>DBQ - Government Responsibilities during the Great Depression</td>
</tr>
</tbody>
</table>

*Page 38 of 39*
F 22  Good Friday – No School
S 23  World War II

S 23  1950s - Truman and Eisenhower
•  DBQ - Political Rights - 1920s, WWII, and the 1950s

M/T 25/26  1960s - Civil Rights Movement
•  DBQ - Credibility Gap of Vietnam War

W/R 27/28  Exit Level Math and Science - 1960s - Kennedy and Johnson
•  DBQ - Warren Court Decisions Up to the 1960s

F/S 29/30  1970s - Nixon, Watergate and Carter
•  DBQ - Womens Rights - From the American Revolution until the Nixon Administration

Social Studies TAKS
Lock In - 8:00PM - 8:00AM

May
M 3  General Review
F 7  TEST DAY!

Reagan, New Conservativism, End of the Cold War and Modern History

Tree Maps of Eras in U.S. History

Multi-Flow Map - U.S. Historical Conflicts

U.S. History Brace Maps

Jim Smith's Thematic Review of U.S. History