ADVANCED PLACEMENT/Honors U.S. HISTORY
2015-2016
Mr. Whalen
John F. Kennedy High School

COURSE DESCRIPTION

The AP course is designed as a survey of American history from the era of exploration to the present day. It is a rigorous two-semester course and is meant to fulfill the same requirement as a year of Freshman United States History at the college level. The amount of reading and writing in this class is intense, and students must be prepared to spend five hours or more a week on homework. Using a variety of tools essential to historians, the students will develop the essential skills of interpretation and evaluation to view single events from multiple perspectives, and present their own arguments based on their interpretations. The Honors course will use the AP text book, but start at Chapter 20 to follow the California State Social Science Framework. Fewer class activities will be completed in the Honors class.

THEMES

History can be viewed through different lenses at different times. We will be exploring several different lenses, or themes, sometimes simultaneously throughout the year. There are seven different lenses or themes we will be analyzing and they are indicated below.

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

HISTORICAL THINKING SKILLS

Historians analyze past events using a variety of different skills that come automatically. By the end of the year, these skills will come automatically to you as well. But first, let’s familiarize ourselves with them. Note that each question you receive, be it a multiple choice question, an essay prompt, or a Big Picture Question for the unit will be asking you to practice these very skills.

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<tr>
<th>Skill</th>
<th>Subskills</th>
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<tr>
<td>Chronological Reasoning</td>
<td>• Historical Causation</td>
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<td>• Patterns of Continuity and Change Over Time</td>
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<td>Comparison and Contextualization</td>
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CLASS MECHANICS

We will experience many different methods of learning in this class. The class will be a combination of discussion, primary and secondary source analysis, role playing activities, debates, essays, individual and group presentations, Socratic Seminars, and library and computer research. You can find the far reaching kinds of activities we will be doing below in the Course Calendar.

GRADING POLICY

Like the activities of the class, assessments will also be varied.

• Tests
• Writing Assignments (this includes Short-Answer Questions, Document-Based Questions, and Long Essay Questions)
• Quizzes
• Homework
• Classwork
• Projects

Grading Scale

I will post grades regularly in the classroom by student identification number, and these grades will also be available online through your online account on Infinite Campus. It is your responsibility to check your grade and make sure that it is correct.

A = 89.5%  B = 79.5%  C = 69.5%  D = 59.5%  F = 59.4% or below

TESTS/QUIZZES

Unit tests will be given every 3-4 chapters, usually every 3 weeks. Tests will consist of both multiple choice questions and short answer responses. Each test, with the exception of the Final, will consist of 30 multiple choice questions, and three short answer questions. Most multiple choice questions will be based on a specific stimuli (a map, political cartoon, a graph, a chart, a quote, or a picture). The short answer questions will typically have a stimulus of some sort as well, but not always. Each short answer question will require a three part answer, no more than three paragraphs for each question, and sometimes no more than three sentences will be required.

Quizzes will also be administered. These will occur on the day notes are due. Quizzes will take multiple forms. One day it might be a Socratic Seminar, and the next time it will be presenting out on a given historical figure. Unlike tests though most quizzes will be administered in groups of 3-4. Most also will require you to present out your work.

WRITING ASSIGNMENTS

Considerable time will be spent learning and practicing how to write effectively. Specific essay guidelines and expectations will be handed out at a later date. Those essay guidelines must be carefully followed. Students will usually be required to write essays every other week, starting in October. It is anticipated that all essays will be in class “timed writes.” These essays will be similar to the type given on the A.P. U.S. History exam and will be graded on the same seven point scale. Students who need to make-up an essay due to an absence should expect a different prompt. The following chart shows how the rubric’s point values will be converted into a score for both Document Based Questions (DBQs) and Long Essay Questions (LEQs). Finally, students will have an opportunity to evaluate each of the essays they write and have a partner do the same. An intimate understanding of each rubric (DBQ or LEQ) is critical.
DBQ Scoring

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LEQ Scoring

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HOMEWORK POLICIES  (Read carefully here students)

All of your work should be as thorough, thoughtful and neat as possible. We will be moving very quickly, so get all your work in on time. Late work will receive zero credit. If you are absent, you have as many days as you were absent to make up the material. You are responsible for getting any assignments you missed. If you are turning in work late because you were absent, be sure to tell me so I can check it off rather than marking it late. I will not accept work on a unit of study after we have tested. You will also need to contact me if you are late on the day of a group presentation by phone or email and get clearance from attendance for illness, without these expect a 0.

Quizzes, tests and essays can be made up Tuesdays after school. A student wishing to make up a quiz, test, or an essay must present the teacher with a readmit before being allowed to take the test. Note that the teacher may use an alternate quiz, test or essay for the makeup.

PROJECTS

1. Summer Assignments Due  September 5th
2. 1st Semester Debate Project  Groups will present at varied times throughout 1st Sem.
3. Term Paper Final Draft  March 13th
4. Final Project Presentations  May 24th-June 5th

Debate Project

This project will require groups of four to debate on an assigned historical issue. There will be one group of 2 on the Pro side, and the other pair on the Con side. Each team will be expected to turn in a Debate packet consisting of several different components the week before they are assigned to debate. As mentioned above, presentations begin late September and end mid-January. There are nine different debate topics, and each topic is listed in the Curriculum Calendar below. Each of the prompts will come from the Taking Sides: Clashing Views in United States History series. Both a hard copy and a digital copy of your debate packets will be due the day of your debate. Digital copies will be submitted to turnitin.com.

Term Paper

A 7-10 page term paper will be required 2nd semester. Unlike the written work above, it will be done nearly exclusively outside of class time. Many of the assignments will require you to turn in both a digital copy to turnitin.com as well as a hard copy on the day the assignment is due. It is required of all juniors. Relax, this is a yearlong project and there will be several checkpoints along the way to keep you on track. Each of the prompts are indicated below. Note that each are tied to a specific theme.

1) To what extent has President Johnson’s Great Society led to a more prosperous society? (POL)
2) To what extent did American foreign policy at the end of World War 2 represent a turning point in U.S. relations abroad? (WOR)
3) Analyze and evaluate American geopolitical strategy between 1946 and 1991. (ENV)
4) Alice Paul began her work on pressuring Congress to pass an Equal Rights Amendment in the early twentieth century. To this day no such an amendment has passed. Evaluate the causes and consequences of this. Focus on the period between 1923 and present day. (ID)
5) Emma Lazarus, author of the sonnet on the State of Liberty, intended her poem to be a symbol of hope for outcasts everywhere. To what extent has America been a land of refuge for those in need? Focus should primarily be on immigration during the twentieth century. (PEO)
6) To what extent can the growth of labor unions in the mid twentieth century be credited with the rising prosperity of the American worker? (WXT)
7) Analyze the causes and consequences of the growth of the countercultural movement of the 1960s and evaluate its legacies. (CUL)

Final Project

This project will allow you and your group members the opportunity to teach the class for a day. The lesson you choose is up to you and your group. Your only parameters are that they must be tied to one of the seven themes and require students to practice one of the nine historical skills. Outside this, your freedom is unbounded. Want to look at code breaking during World War II, the War on Terror, or conspiracy theories go for it. Again, there will be checkpoints along the way to help ensure your success.

*Note: There will also be a number of smaller projects throughout the year, but these will not require more than 3-4 days of work.

ATTENDANCE POLICY

Every student is expected to attend every class **on time every day** unless the student is required to be absent for a valid excuse. Truancy, unverified and unexcused absences, excessive absences, and tardies affect the students’ education and increase the chances for failure. Tardies interrupt and interfere with the learning environment for all students and the teaching opportunities for teachers.

*For the rest of the school and district policy on attendance please see the JFK Handbook p.22-23.

MATERIALS

1. APUS History Binder (**I recommend one strictly for this class**). It should be divided into four sections.
   a) Quickwrites  b) Notes  c) Returned Assignments  d) Handouts  e) Project resources
2. Writing Utensils: Pens, Pencils, Highlighters.
3. Project materials, and varied unit resources from my website.
4. Textbook: *The American Journey*
5. **Every day we do class notes you must have your book.** Otherwise, you must only have it when instructed to do so. You can use your book on several of the in class quizzes, and not having it will be a serious liability for you and your group.

BEHAVIOR EXPECTATIONS  (Remember only you are responsible for the choices you make).

1. Be on time.
2. Be prepared to learn once entering the class.
3. Treat others with respect at all times.
4. Believe in your ability to succeed.
5. Conduct yourself with integrity.

PLAGIARISM/CHEATING

“Plagiarism is the attempt to pass off the ideas, research, theories, or words of others as one's own” (College Board). There are however a number of assignments throughout the year where the teacher will encourage you to talk about your responses with your classmates, but note that your work is your work and should always remain in your possession unless the teacher is currently grading it. Plagiarizing any assignment will result in a 0 for that assignment. Cheating on any quiz or test will also immediately result in a zero for that assignment. Students caught cheating will not be able to make up the points lost on these assignments. Plagiarizing or cheating the first time will also lead to an Unsatisfactory mark for Citizenship for the semester. Students found cheating or plagiarizing a second time will automatically fail the class. If you have any further questions please consult John F. Kennedy’s Academic Integrity Policy on page 24 of the student handbook.

In this class my ultimate goal is for you to develop YOUR VOICE. You may use the cited ideas and arguments of others to help support your arguments, but they still must be your arguments.

COURSE MATERIALS

Textbook

Supplementary Texts


University of California, Davis. Area 3 History and Cultures Project. Marchand Collection and Various Contributing Authors. Web.


**CURRICULUM**

**Unit 1: The New World and Colonial America (1492-1763)**

**Source Readings**

- Chapters 1-4 in Goldfield
- Gomes Eanes de Azurara. *Prince Henry and the Slave Trade* (1444)  
  From “Prince Henry and the Slave Trade,” In Documents Illustrative of the Slave Trade to America, ed. Elizabeth Donovan. (WXT-4) (WOR-1) (ENV-1)
- Map: North American Culture Areas (PEO-1) (WOR-1) (ENV-1) (ENV-2)
- Map: Colombian Exchange (WXT-1) (WOR-1) (ENV-1)
- Map: Spanish, English and French Settlements in North America in the Sixteenth Century (WOR-1) (ENV-2)
- Figure/Table: Value of New World Treasure Imported into Spain, 1506-1655
- Figure/Table: The Supply and Price of Chesapeake Tobacco, 1620-1700 (WXT-2) (WOR-1) (ENV-1)
- Figure/Table: Average Annual Value of Colonial Exports by Region, 1768-1772 (WOR-1) (ENV-1)
- *Bacon’s Rebellion*. Marchand Collection. The History and Cultures Project. University of California, Davis. (WXT-4) (PEO-1) (ENV-1)
- Fischer, David Hackett. *Albion’s Seed: Four British Folkways in America*. (PEO-1) (ENV-2) (CUL-1)
- Guide to Critical Thinking from Critical Thinking Series
- Images of Native Americans from *Not Written in Stone*
- John White drawings and Theodor de Bry engravings
Nash, Gary. *Race, Class, Politics: Essays on American Colonial Revolutionary Society* (ENV-2)
*Pequot War* from Not Written in Stone
John Winthrop, *But What Warrant Have We to Take That Land* (1629).

**Class Activities**
- Bacon’s Rebellion: Class Debate-Bacon and his followers vs. Berkeley and the elites. (Done During Summer Workshop) (PEO-4) (POL-1) (ENV-1) (ENV-4)
- Critical Thinking Mini Unit: Jigsaw Activity requiring students to become experts on a different type of reasoning, how values, assumptions affect a historian’s argument, how to evaluate evidence and witnesses. Students will then present out on the poster they have created.
- White & Native American Contact in Early American History: From College Board Curriculum Modules
- Images of Native Americans: Jigsaw Rdg. Groups and reporting out. (ID-4) (POL-1) (ENV-4)
- *Why Did Roanoke Disappear?* Critical Thinking in United States History: Book 1 (WOR-1)
- Notetaking instruction and practice
- *Pequot War* from Not Written in Stone: Jigsaw and discuss (POL-1) (ENV-1) (ENV-2)
- *Colonial Exploitation.* Center for Learning, Book 1 (WXT-4) (POL-1) (ENV-4)
- *From Authority to Individualism.* Center for Learning, Book 1 (ID-1) (POL-1) (WOR-2) (CUL-4)

**Essays/Essay Prep**
- Group prep on 2010 Puritan DBQ
- **2008:** Early encounters between American Indians and European colonists led to a variety of relationships among different cultures. Analyze how the actions taken by BOTH American Indians and European colonists shaped the relationships in TWO of the following regions. Confine your answer to the 1600s. (LEQ in class essay) (WXT-4) (POL-1) (WOR-1)
  - New England
  - Chesapeake
  - Spanish Southwest
  - New York and New France

**Quizzes/Tests**
- Ch.1 Quiz: Students will be divided into 1 of 3 larger groups of Native American nations in the pre-Columbian Southwest, the Atlantic Coast, and the Midwest. They will argue which nation dominated the Region and analyze what enabled them to do so. (POL-1) (WOR-1)
- Ch.2 Quiz: Fish Bowl quiz: Nine students will represent nine different voices during the colonial era. They will include Bartolomeo de las Casas, Christopher Columbus, John Winthrop, John Smith, George Calvert, William Penn, Samuel de Champlain, Roger Williams, Anne Hutchinson. (POL-1) (WOR-2) (ENV-2) (CUL-4)
  The question students will be focusing on will be: How will colonies in the New World best prosper?
- Ch.3 Quiz: In groups students will be presented with a blank map of North America on one side and a Venn Diagram on the other. Students will be analyzing the big three European powers: Spain, France and England on the two sides. (POL-1) (WOR-1)
Ch.4 Quiz: Six Degrees of Separation (Adapted from Sample Syllabus #3). Students will decide six different dates between 1607 and 1763 focusing on the question of: What led to the English dominance in the New World by 1763? (ENV-1)

Exam: 30 Multiple Choice (MC), 3 Short Answer (SA)

Projects
- Summer Assignment: Digital + Hard Copy
- Debate Project Prep: Breaking Down the Pro/Con Arguments
- Debate Project Prep: Pooling Resources
- Debate: Was Colonial Culture Uniquely American? (PEO-2) (CUL-1)

Unit 2: From Revolution to a Constitution (1763-1783)

Source Readings
- Chapters 5-7 in Goldfield
- John Dickinson, Letter VII From a Farmer (1768). (POL-1) (CUL-4)
- Figure/Table: American to and Imports from England, 1783-1789.
- Map: Proclamation Line of 1763
- Map: United States, 1787 (European settlements and American states)
- Map: Trouble Spots in the New Republic, 1790-1794 (Battle of Fallen Timbers, Whiskey Rebellion, Little Turtle Defeats the federal army. (POL-1) (ENV-2)
- The Declaration of Independence (CUL-4)
- Locke, John. Two Treatises on Government (WOR-2) (CUL-4)
- Painting. John Singleton Copley. Paul Revere, 1768 (WOR-2) (CUL-4)
- Philip Dawe, “Bostonians Paying the Excise-Man” (1774) (WOR-2)
- Roche, John P. The Founding Fathers: A Reform Caucus in Action.
- Shay’s Rebellion. Not Written in Stone. (POL-2)
- Women in the American Revolution. Not Written in Stone (CUL-4)
- Virginia Statute of Religious Freedom (1786) (POL-2) (WOR-2) (CUL-2) (CUL-4)

Class Activities
- From Authority to Individualism. Center for Learning. Book 1
- Close Reading of Locke and Jefferson
- Warmup with Excerpt from John Adams series on HBO:
  - Students will analyze arguments for/against the Olive Branch Petition and identify which colonies were on which side of the debate. (ENV-2) (ENV-3)
- Patriot or Loyalist: Students will analyze the backgrounds of 7 different colonial residents and try to determine what side of the conflict they will be on and why. (ENV-2) (ENV-3)
- Women in the Amer. Rev.: Jigsaw Rdg. And reporting out
- Shay’s Rebellion. Rdg and Answering Discussion questions (ENV-3)
- Balancing Competing Interests. Center For Learning, Book 1 (ENV-3) (CUL-4)
- Doc. Shuffle and Debate: Should the Founding Fathers
Have Insisted on eliminating slavery in the new democratic republic? (ENV-3) (CUL-4)

**Essays/Essay Prep**
- **2005**: To what extent did the American Revolution fundamentally change American society? In your answer be sure to address the political, social and economic effects of the Revolution in the period from 1775 to 1800. (DBQ in class essay) (POL-5) (CUL-4)
- **2005**: In what ways did the French and Indian War (1754-63) alter the political, economic and ideological relations between Britain and its American colonies. Use the documents and your knowledge of the period 1740-1766 in constructing your answer. (Essay Prep)

**Quizzes/Tests**
- Ch.5 Quiz 2005 DBQ on French and Indian War impacts: APHITS (Doc. Analysis) and presenting out in groups of 4
- Ch.6 Quiz: Short answer quiz American victory: Reasons for?
- Ch.7 Quiz: Six Degrees of Separation: 1776-1800. No theme provided
- Exam: 30 Multiple Choice (MC), 3 Short Answer (SA)

**Projects**
- Debate: Were the Founding Fathers Democratic Reformers? -Both digital and hard copies required (POL-5) (CUL-2) (ENV-3)
- Term Paper Asst. 1: Understanding the Prompt: Hard copy only required

**Unit 3: A New Republic and the Rise of Parties (1789-1845)**

**Source Readings**
- Chapters 8-10 in Goldfield
- Andrew Jackson’s Bank Veto Message (1832). (POL-2) (POL-5)
- Borden, Morton. From America’s Eleven Greatest Presidents, 2nd ed.
- “Congressional Pugilists” (1798), Etching. Philadelphia, Library of Congress (POL-2)
- Figure/Table: Ethnic Breakdown of the United States in 1790, by region (PEO-1) (POL-2)
- Figure/Table: Cotton Prices and the Value of Federal Land Sales in Five Southern States, 1825-1845. (WXT-2) (PEO-1) (ENV-4)
- Voter Turnout in Presidential Elections, 1824-1840 (POL-2)
- Rush, Benjamin. The Education of Republican Women (1798) (POL-5) (CUL-2) (CUL-4)
- George Washington presiding at the Constitutional Convention at Philadelphia in 1787 (19th century)
- Thomas Jefferson Message to Congress (January 18, 1803). How to build peace with the Indians (WOR-5)
- Painting. Lewis and Clark. Hand colored half-tone (WOR-5)
- Map: State Voting Qualifications, 1828 (PEO-1)
- McDonald, Forrest. From The Presidency of Thomas Jefferson
- Wilentz, Sean. From The Rise of American Democracy: Jefferson To Lincoln. (POL-2)
• McCormick, Richard P. From New Perspectives on Jacksonian Politics.
• Alexis de Tocqueville, The Tyranny of the Majority (1831) (WOR-2) (CUL-2)
• Henry Clay. Speech on the Tariff (March 30-31, 1824). (WXT-2) (POL-2) (POL-5)

Class Activities
• Computer Lab: 1st Assignment of Term Paper
• Election of 1800 Campaigns: In groups of 4 students will represent either Adams or Jefferson. They will create attack ads, but focus on at least 4 key events in the careers of Adams or Jefferson. (POL-2) (POL-5) (ENV-3)
• From Jefferson to Jackson: Center for Learning: Book 1 (ENV-3) (CUL-5)
• The Role of the Judiciary: The Creation of the National State. The Center for Learning. Book 1 (POL-2) (POL-5)
• Evaluating Sources: Jefferson’s Character. In computer lab students will research two different sources on Jefferson and determine the ideal source in answering a specific prompt on Jefferson’s presidency

Essays/Essay Prep
• 2002b Historians have traditionally labeled the period after the War of 1812 the “Era of Good Feelings.” Evaluate the accuracy of this label, considering the emergence of nationalism and sectionalism. Use the documents and your knowledge of the period 1815-1825 to construct your answer. (DBQ: Group essay prep) (WOR-5) (CUL-2)
• 2011b Explain the ways that the participation in political campaigns and elections in the United States changed between 1815 and 1840, and analyze forces and events that led to these changes. (DBQ in class essay) (POL-2) (WOR-5) (ENV-3)

Quizzes/Tests
• Ch.8 Quiz: Short Answer Quiz: Adams presidency a failure?
• Ch.9 Quiz: Students will be provided with a thesis statement on the Era of Good Feelings prompt above and assigned one of the three topics from the thesis and write one paragraph on their assigned topic.
• Ch. 10 Quiz: Using the 1990 prompt on Jacksonian Democrats, students will determine the extent to which their assigned document supports the prompt. (POL-2) (WOR-5) (ENV-3)
• Exam: 30 Multiple Choice (MC), 3 Short Answer (SA)

Projects
• Debate: Was Thomas Jefferson a Political Compromiser? (POL-2) (ENV-3)
• Term Paper Asst.# 2 Timelines
  -Digital copy and hard copy required (All digitally submitted work should be sent to turnitin.com)
• Debate: Did the Election of 1828 Represent a Democratic Revolt? (POL-2) (CUL-5)
• Term Paper Asst.#3 CAARDS (Source Evaluation Tool)
  -Hard copy only required

Unit 4: America’s Growing Pains (1820-1850)
Source Readings

- Chapters 11-13 in Goldfield
- Figure/Table: Immigration to the United States, 1820-1860 (ID-5) (PEO-2) (PEO-5)
- Figure/Table: Growth in Wealth Inequality, 1774-1860 (PEO-3)
- Figure/Table: Overland Emigration to the West, 1840-1860 (PEO-1) (ENV-4)
- Figure/Table: The Changing Regional Pattern of Slavery in the South, 1800-1860 (WOR-5) (ENV-3) (ENV-4)
- Figure/Table: Slave, Free Black and White Population in Southern States, 1850 (WXT-4)
- Map, *The Transportation Revolution.* (From Roads and Turnpikes to Railroads. (WXT-2) (WXT-5) (PEO-3)
- Ruffin Defends Slavery (1853). Excerpts from Paul Finkleman, *Defending Slavery: Proslavery Thought in the Old South: A Brief History with Documents.* (POL-2) (POL-5) (ENV-3)
- Excerpts from *Twelve Years a Slave.* (WXT-4) (POL-3) (CUL-5) (CUL-6)
- Map: Settlement of Germans and Irish, 1860 (WXT-5) (POL-2)
- Map: The Slave Population of the South, 1860 (WXT-4) (WXT-5)
- Ruiz, Ramon Eduardo. From *Manifest Destiny and the Mexican War* (WOR-5) (ENV-3)
- Graebner, Norman A. *The Mexican War: A Study in Causation.*

Class Activities

- *Enlarging the National State.* Center for Learning: Book 1 (WXT-2) (POL-2) (WOR-5)
- *What Was It Like to Be a Slave?* Critical Thinking in United States History (CUL-5)
- Socratic Seminar on the question immediately above

Essays/Essay Prep

- **2009b** Analyze the political, economic, and religious tensions between immigrant Roman Catholics and native-born Protestants in the United States from 1830s through the 1850s. (Group essay prep) (CUL-5)
- **2008** Analyze the impact of the market revolution (1815-1860) on the economies of TWO of the following regions. (LEQ in class essay)
  - The Northeast
  - The Midwest
  - The South

Quizzes/Tests

- Ch.11 Quiz: 2008 Prompt above on Catholics vs. Protestants Quiz will focus on categorizing facts in a clear, organized Fashion.
- Ch.12 Quiz: Six Degrees of Separation between 1800 Jefferson elected president to the Treaty of Guadalupe Hidalgo in 1848. (POL-2)
- Ch.13 Socratic Seminar: What Was It Like to Be a Slave (Historian arguments from Critical Thinking in U.S. History workbooks will provide much of the base of the discussion).
Projects

- Debate: Did the Industrial Revolution Provide More Economic Opportunities for Women in the 1830s? (CUL-5)
- Debate: Was the Mexican American War an Exercise in Imperialism? (ID-2)
- Term Paper Asst.# 4 1st Phase
  - Both digital and hard copies required.

Unit 5: The Road to War (1846-1877)

Source Readings

- Chapters 14-17 in Goldfield
- Stanton, Elizabeth Cady. *The Declaration of Sentiments* (1848). (POL-3) (CUL-5) (CUL-6)
- Guelzo, Allen C. From *Lincoln’s Emancipation Proclamation: the End Of Slavery in America*. (POL-3)
- Harding, Vincent. From *There is a River: The Black Struggle for Freedom In America*. (POL-3) (CUL-5)
- Charles B. Dew, from *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War*. (POL-3)
- Joel H. Silbey, from *The Partisan Imperative: The Dynamics of American Politics Before the Civil War*.

Class Activities

- Antebellum Reformers Press Conference Prep. Activity will be modeled from the Progressive Era Press Conference from TCI. (POL-3) (POL-5)
- *The Ideal Woman*. Critical Thinking in United States History.
- Sectionalism Simulation: Students will be divided into 3 large groups—The North, The South, and the West. Each of the members will represent Congressional representatives (POL-2) (POL-5) (ENV-3)
- Doc. Shuffle: Lincoln and Civil Liberties followed by a discussion
- OPTICS Primary Source Tool: Assessing Lincoln and Davis through Political cartoon analysis (CUL-6)
- Glory Film Clips: Focusing on scenes like their training, their difference in pay, Washington’s whipping, their forced labor by a racist commander, their first battle, conversation between Shaw and Denzel Washington’s character about their predictions once the war was over, and the common burial of both white and black Union soldiers.

Essays/Essay Prep

- 2002 “Reform movements in the United States sought to expand democratic ideals.” Assess the validity of this statement with specific reference to the years 1825-1850. (DBQ in class essay)
- 2005 To what extent did the debates about the Mexican War and its aftermath reflect the sectional interests of New Englanders, westerners, and southerners in the period from 1845 to 1855? (LEQ in class essay) (POL-2)

Quizzes/Tests
• Ch.14 Quiz: The 2002 Reform prompt will serve as fodder for a Jacksonian Era Press Conference. The conference will include reformers as varied as Frederick Douglass and Elizabeth Cady Stanton to John Calhoun and Alexis de Tocqueville.
• Ch.15 Quiz: Six Degrees of Separation: 1787 U.S. Constitution to the Beginning of the Civil War: 1861. (POL-2) (ENV-4)
• Ch.16 Quiz: Short answer quiz using docs from the 2009b DBQ on the role African Americans played during the Civil War
• Ch.17 Quiz: Compare/Contrast Union vs. Confederacy strategies during the war effort. Focus on mobilization, funding the war and diplomatic efforts. Students will respond to the question in groups and treat it as a typical essay prep exercise.
• Exam: 30 (MC), 3 Short (SA)

Projects
• Debate: Have Historians Overemphasized the Role Slavery Played in Causing the Civil War? (ENV-3)
• 2nd Phase Research Packet for Term Paper
  -Both digital and hard copies required
• Debate: Did President Lincoln Free the Slaves?

Unit 6 Reconstruction and the New South (1865-1900)
Source Readings
• Chapters 18-19 in Goldfield
• African Americans and Reconstruction. History in the Making
• The Birth of the Ku Klux Klan. History in the Making
• Figure/Table: Per Capita Income in the South as a Percentage of the U.S. Average, 1860-1920 (WXT-5) (ENV-4)
• Figure/Table: The Price of Cotton, 1869-1910 (WXT-5) (ENV-4)
• Figure/Table: Disenfranchisement and Educational Spending, 1890-1910
• George M. Fredrickson, from The Black Image in the White Mind: The Debate on Afro-American Character and Destiny, 1817-1914 (Harper & Row, 1971)
• Heather Cox Richardson, from The Death of Reconstruction: Race, Labor, and Politics in the Post Civil War North, 1865-1901.
• Map: Southern Military Districts, 1867
• David Spivey, from Schooling for the New Slavery: Black Industrial Education 1868-1915.
• President Grant Refuses to Aid Republicans in Mississippi (1875), from New York Times, 17 September 1875, 1; John Roy Lynch, The Facts of Reconstruction (New York: Neale Publishing Co., 1913), 150-3. (POL-2) (CUL-5)
• John S. Gordon, from Was There Ever Such a Business in An Empire of Wealth: The Epic History of American Economic Power.
• Thomas Nast, “This is a White Man’s Government” (1868), and “Colored Rule in a Reconstructed State” (1874) (CUL-3) (CUL-6)
Class Activities

- Assessing Accuracy on Diff. Interpretations of Reconstruction using reading above
- Assessing Accuracy on Diff. Interpretations of The Birth of the Ku Klux Klan
- View excerpt of *Birth of a Nation* and explore how different groups are portrayed to try and determine any degree of accuracy in the 1915 film. (CUL-6) (CUL-7)

Essays/Essay Prep

- A Thesis Development chart will be provided to students to help prepare them for the Final Exam

Quizzes/Tests

- Ch.18 Quiz: Six Degrees of Separation: From the 13th Amendment to Compromise of 1877.
- Ch.19 Quiz: Socratic Seminar: To what extent was the “New South” new?

Projects

- Debate: Did Reconstruction Fail Because of Racism? (POL-5)
- Debate: Did Booker T. Washington Betray African Americans? (CUL-3) (CUL-5)

Unit 7: The Gilded Age (1877-1900)

Source Readings

- Chapters 20-22 in Goldfield
- Figure/Table: Immigration to the United States, 1870-1915 (WXT-5) (PEO-2) (CUL-3)
- Figure/Table: The Growth of Western Farming, 1860-1900 (WXT-5) (POL-2) (ENV-5)
- Figure/Table: Voter Turnout in Presidential Elections, 1876-1924
- Figure/Table: Overview-Arguments in the Tariff Debates (Groups included: Industry, Employment, Wages and prices, Gov., Trade) (POL-2) (WOR-3)
- A football game between Cornell and Rochester (N.Y.), 19 Ocober 1889. Oil over a photograph. The Granger Collection, New York. (CUL-3) (CUL-6)
- American advertisement for the Edison Concert Phonograph, (1899), The Granger Collection, New York (CUL-3) (CUL-6)
- Illustration depicting the Homestead Strike of 1892. Shows Pinkertons, escorted by armed union men, leaving the barges after surrendering. Engraving by W.P. Snyder after a photograph by Dabbs. Corbbis/Bettman. (PEO-6)
- Map: Mining and Industry, 1860-1890 (WXT-3) (ENV-5)
- Map: Railroads, 1870 and 1900. (WXT-3) (POL-2) (ENV-5)
- Populist Party Platform 1892. (WXT-7)
- Responsive and Resistant Students: Ellis B. Childers. Native American Testimony p.218-221. (PEO-5)
- Debs, Eugene. Industrialization Has Created the Need for Radical Social Reform. Speech given in Girard, Kansas, May 23 1908. (WXT-6) (WXT-7) (POL-5)
- Mary Lease, *Wall Street Owns This Country* (1892). (ID-7) (WXT-6) (CUL-5)
• Sumner, William Graham. Radical Social Reform Is Unworkable And Unnecessary. From The Absurd Effort to Make the World Over. Forum, March 1894. (WXT-7) (CUL-3)
• “The Trust Giant’s Point of View.” Cartoon by Horace Taylor, from The Verdict, January 22, 1900. (WXT-6) (POL-5) (POL-6)
• William Jennings Bryan. “Cross of Gold Speech” (1896) (CUL-3) (CUL-5)

Class Activities
• Immigrants from History in the Making: Jigsaw + reporting out Determining Trends in U.S. immigration (WOR-3)
• Homestead Mock Trial. The Marchand Collection. The History and Cultures Project. University of California, Davis. Students will represent one of several players in this labor disaster and present their case before a Congressional Judiciary Committee devise reports on a range of issues of the time. (WXT-6)
• Farmer’s Plight: A simulation where students are either sharecroppers or planters subject to the same issues farmers faced during the Gilded Age.
• Native American Testimony: Jigsaw Reading and reporting out (CUL-5)
• Growing Economic Crisis of the Late 19th Cent. Center for Learning
• National Government in the Late 19th Cent.: A Sham of Democracy. Center for Learning (CUL-6)

Essays/Essay Prep
• 2012 In the post–Civil War United States, corporations grew significantly in number, size, and influence. Analyze the impact of big business on the economy and politics and the responses of Americans to these changes. Confine your answer to the period 1870 to 1900. (DBQ in class essay)

Quizzes/Tests
• Ch.20 Quiz: Short Answer quiz on rising nativism
• Ch.21 Quiz: Assessing the Turner Thesis from 9 different perspectives
• Ch.22 Quiz: from the Great Uprising of 1877 to the Election of 1896 Trace the rising resistance to the increasing exploitation of the laborer and the farmer and their eventual demise.
• Exam: 30 (MC), 3 Short (SA)

Projects
• Gilded Age News Reports: In groups of four students will present out on a range of different issues during the period

Unit 8: America Emerges as a Global Empire (1900-1920)

Source Readings
• Chapter 23-25 in Goldfield
• Advertisement, Pictures from Home. Eastman Kodak Company, Rochester, N.Y. The Kodak City. (WXT-3)
• Figure/Table: Child Labor, 1870-1930 (WXT-5) (WXT-8) (POL-6) (CUL-7)
• Map: The Panama Canal Shortcut, 1914 (WXT-3) (WOR-3)
• Map: The League of Nations, 1919 (POL-6) (POL-7)
• Margaret Sanger, “The Case for Birth Control” (ID-7) (POL-7) (CUL-5)
• Progressivism and Compulsory Sterilization (1907) (ID-6) (WXT-8 (POL-7)
• “Sweeping Back the Flood,” Hetch Hetchy Project and John Muir political cartoon.
• The Debate Over The Phillipines, 1898-1900. Marchand Collection History and Cultures Project. UCD (WOR-3) (WOR-6)
• The Philippine American War. History in the Making
• U.S. Interventions in Latin America. History in the Making (WOR-7)
• George Norris, America Should Not Enter World War I (1917) (WOR-6) (CUL-5)
• Wilson, Woodrow. The United States Must Declare War Against Germany. Reprinted from War Message to Congress, April 2, 1917, 65th Congress1st Session, S. Doc.5. (ID-3) (POL-6) (WOR-3)

Class Activities
• Progressive Era Press Conference. Adapted from TCI. (WXT-7) (POL-5) (ENV-5)
• Phil-American War: Hist. in Making. Jigsaw Rdg and reporting out focusing on the degree of justice in US actions there (POL-6)
• Debate Over the Phillipines: Doc. Analysis
• Socratic Seminar on America’s rising empire.
• Political Cartoon Analysis: Pro/Anti Imp. Arguments Using OPTICS as primary source tool
• Why Did We Join World War I. Critical Thinking in U.S. History (WOR-4) (WOR-7)

Essays/Essay Prep
• 2003 Evaluate the effectiveness of Progressive Era reformers and the federal government in bringing about reform at the national level. In your answer be sure to analyze the successes and limitations of these efforts in the period 1900-1920. (DBQ Group prep)
• 2009 Analyze the extent to which the Spanish American War was a turning point in American foreign policy. (LEQ in class essay) (WOR-3)
• 2007 Analyze ways in which the federal government sought support on the home front for the war effort during World War I. (LEQ in class essay) (WXT-8) (POL-7) (WOR-3)

Quizzes/Tests
• Ch.23 Quiz: 2003 DBQ prompt to provide evidence for student position on the prompt (WXT-3)
• Ch.24 Quiz: Socratic Seminar: To what extent was America justified in creating an empire? (WXT-6) (POL-6) (WOR-7)
• Ch.25 Quiz: Six Degrees of Separation: From Europe’s Entry into WWI, to the Senate Rejection of entry into the League of Nations in 1919. (POL-7) (WOR-3) (WOR-4)
• Exam: 30 (MC), 3 Short (SA)

Projects
• Progressive Era Press Conference. TCI.
• Term Paper Asst. 5: Outlines for Term Papers
Unit 9: From the Roaring 20s to the Greatest Generation (1920-1945)

Source Readings

- Chapter 26-28 in Goldfield
- Aspiration (1936), Aaron Douglas. Oil on canvas. Evans-Tibbs Collection. (PEO-3) (CUL-5) (CUL-7)
- Atomic Bomb From History Lessons
- Figure/Table: Growing Income Inequality in the 1920s (WXT-8)
- Figure/Table: Distribution of Income in the United States, 1929-1946
- Figure/Table: Unemployment, 1925-1945
- Figure/Table: Making War: The United States Mobilizes, 1939-1945 (WXT-8) (WOR-3)
- Map: Unemployment, 1930-1931
- The Migrants Arrived in Great Numbers. Panel 40 from the Migration Series (1940-1941), text and title revised by the artist, Jacob Lawrence, 1993. Tempera on gesso on composition board, 12’x18.’ The Museum of Modern Art, New York (PEO-3) (CUL-5) (CUL-7)
- Photo, Navajo Code Talkers. © Corbis. (CUL-5)
- Franklin Roosevelt, Four Freedoms Speech (ID-3) (POL-6) (POL-7) (WOR-7)
- Rosie the Riveter. From History in the Making (CUL-5)
- Transcript of the Scopes Trial (1925).

Class Activities

- Business of America. Center for Learning Book 3 (WXT-3)
- 1920s Skits: Adapted from TCI Learning Materials ([ID-7])
- Debating the Benefits of Diversity: Adapted from TCI Learning Materials (PEO-6) (PEO-7) (POL-6)
- Stock Market Crash Simulation: Students are either brokers or investors in this rousing reenactment of the troubling fall
- Graphing Economic Data: Adapted from TCI Learning Materials. Interpreting economic data (charts, graphs, tables) leading up to and just past the crash of 1929. (WXT-3)
- Shirley Boskey, Bretton Woods Recalled (1957) (WXT-3) (CUL-7)
- Rosie the Riveter-Assessing Her Contributions
- Roosevelt’s 2nd Inaugural Address Speech Analysis: Speech Analysis (POL-4) (POL-5)
- Atom Bomb from History Lessons: Was it necessary? (POL-6)

Essays/Essay Prep

- **2012** Analyze the origins and outcomes of the intense cultural conflicts of the 1920s. In your response, focus on TWO of the following. (DBQ in class essay) (WOR-4)
  - Immigration
  - Prohibition
  - Religion
- **2003** Analyze the responses of Franklin D. Roosevelt’s administration to the problems of the Great Depression. How effective were these responses? How did they change the role of the federal government?
Use the documents and your knowledge of the period 1929-1941 to construct your essay. (Group Prep for class act.) (POL-4) (POL-7) (ENV-5)

- 2004 Compare and contrast the programs and policies designed by reformers of the Progressive era to those designed by reformers of the New Deal period. Confine your answer to programs and policies that addressed the needs of those living in poverty. (LEQ in class essay) (POL-7) (ENV-5)

**Quizzes/Tests**

- Ch.26 Quiz: Press Conference will serve as quiz
- Ch.27 Quiz Socratic Seminar: To what extent did the New Deal provide the Relief, Recovery and Reform it sought to provide?
- Ch.28 Quiz: From the Senate Rejection of the League of Nations to U.S. entry into World War II. The second component of the quiz will require students to rank the events based on when it was essential to stop fascist aggression before it got too far, but didn’t (WOR-7)
- Exam: 30 (MC), 3 Short (SA) (WOR-4)

**Projects**

- Rough Draft of Term Papers
- Exam
- Term Paper Final Drafts

**Unit 10: Containment at Any Cost (1946-1980)**

**Source Readings**

- Chapters 29-31 in Goldfield
- 1965 Nationalization and Immigration Act (PEO-7) (POL-3) (POL-4)
- Barry Goldwater Campaign Ad. Do You Know Where Your Tax Dollars Are Going?” (POL-5) (POL-7)
- Figure/Table: Defense Spending as a Percentage of Gross Domestic Product, 1950-1997 (PEO-3) (WOR-7) (WOR-8)
- Figure/Table: Poverty Rate, 1960-2010 (POL-3)
- Figure/Table: The United States Troops in Vietnam (Troops vs. Deaths) (WOR-4) (WOR-7) (WOR-8)
- Figure/Table: Changes in the Consumer Price Index and Energy Prices, (WOR-7)
- Lyndon B. Johnson. Flower Girl Campaign Ad (CUL-7)
- Cuban Missile Crisis: From History Lessons (WOR-4) (WOR-7) (WOR-8)
- Students for a Democratic Society, Port Huron Statement (1962). (POL-3) (CUL-5)
- Malcolm X and Yusuf Iman, Black Nationalism (1964) (ID-8) (POL-3) (WOR-4) (CUL-7)

**Class Activities**
• Origins of the Cold War: Who’s to Blame: Students assume roles of several different historians in answering the question. (Lesson adapted from Columbia History Online-Lesson Database) (POL-6) (WOR-7) (WOR-8)
• Figure/Table: Working Women as a Percentage of All Women, 1950-2000 (ID-7)
• Film Clips from Moles in High Places, and Guilty by Suspicion Students will try and assess the degree to which communist spies represented a threat to U.S. security during the 1950s and evaluate how effectively those in power dealt with those threats
• Lyndon B. Johnson. Great Society Speech (1964). (WXT-8) (POL-4)
• Cuban Missile Crisis: Jigsaw Activity. Assessing blame.
• View From the Nation/View From the Trenches: Lesson Adapted from a lesson created by Kevin Williams who presented it for the UCD History and Cultures Project. With this lesson students will evaluate the legacy of several different civil rights leaders and events (POL-3) (POL-4) (POL-7)
• Withdrawal with Honor? DBQ Doc Shuffle Adapted from a lesson from Columbia History Online Lesson Database (POL-6) (WOR-7)

Essays/Essay Prep
• 2002 How did the African American Civil Right movement of the 1950’s and 1960’s address the failures of Reconstruction? (LEQ in class essay)

Quizzes/Tests
• Ch.29 Quiz: In groups of 4 students will answer the prompt above on the Origins of the Cold War from the perspective of their assigned historian.
• Ch.30 Quiz: Student presentation on their View projects will serve as their quiz score for Ch.30
• Ch. 31 Quiz: Six Degrees of Separation: From Ho Chi Minh’s Declaration of Independence in 1945 to the Gulf of Tonkin Resolution in 1964. (WOR-8)
• Exam: 30 (MC), 3 Short (SA)

Projects
• View from the Nation/View from the Trenches: A Unit Developed By Kevin Williams of Davis High School working in conjunction with The History and Cultures Project with UC Davis. The unit requires students to assess the significance of different civil rights leaders and events. (CUL-7)

Unit 11: Contemporary America (1965-Present)
Source Readings
• Chapters 32-33 in Goldfield
• Figure/Table: Median Salary of Women and Men, 1960-2000
• Figure/Table: Minorities and Women in Congress, 1869-1999 (CUL-7)
• Figure/Table: Women as a Percentage of Initial High Level Presidential Appointments: Johnson to Clinton
• Myra Wolfgang, An Equal Rights Amendment Would Be Harmful (1970). (POL-3)
• Map: States Reject the Equal Rights Amendment, 1972-1973 (POL-3) (POL-5) (CUL-7)
• Map: U.S. Troops Around the World, 1975 (WOR-3) (WOR-4) (WOR-7)
• Map: Cold War Ends, 1989-1990 (Depicts new independent nations, and their date of origin) (WOR-8)

Class Activities
• This unit is effectively two days long and includes only the two quizzes below

Essays/Essay Prep
• 2014 Explain the social, economic and foreign policy goals of the New Right conservatives from the 1960s to the 1980s and assess the degree to which the Reagan administration succeeded in implementing these goals in the 1980s. (Essay Prep) (POL-3) (POL-4) (POL-7)

Quizzes/Tests
• Ch.32 Quiz: Assessing the progress women have made economically, politically and socially. (Modified Socratic Seminar). The documents provided will include a wide range of material from the Equal Rights Amendment to the NFL’s policy on domestic abuse. (CUL-5) (CUL-7)
• Ch.33 Quiz: To what extent did Reagan help restore economic prosperity and American global leadership. (Documents Driven Socratic Seminar) (WXT-8) (POL-4) (POL-6) (ENV-5)

Projects
• N/A

Unit 12: Reviewing for the AP Exam
Source Readings
• Interactive Immigration Map: New York Times (CUL-7)
• Map: U.S. Troop Presence Globally

Class Activities
• Post-It’s Review: Ten time periods on ten white posters, and students determine where a variety of different events on their post-its (10+) properly go.
• Post-It’s Review: Who’s Who in American History. The time period posters are still up, but now students have to figure out who said which quote and when they said them.
• LEQ Essay Prep on 3 prompts: Discuss responses
• DBQ Essay Prep: Discuss responses
• Presidential Ranking Activity: We’ll decide on a criteria and ten presidents.

Essays/Essay Prep
• 2005 Describe the patterns of immigration in TWO periods listed below. Compare and contrast the responses of Americans to immigrants in these periods. (Essay Prep) (PEO-7)
  1820 1860
  1880 1924
  1965 to 2000
2005b Analyze the ways in which TWO of the following contributed to the changes in women’s lives in the United States in the mid-twentieth century. (Essay Prep) (CUL-6)
- Wars
- Literature and/or popular culture
- Medical and/or technological advances

Quizzes/Tests
- Released Exam (Full)

Projects
- N/A

Unit 13:
**Source Readings**
- *The Middle East* From History Lessons (WOR-8)
- Map: The United States Receives OPEC Oil, 1970 (WOR-8)

**Class Activities**
- Forrest Gump: Unwinding after the AP Exam (CUL-7)
- Illustrated Timelines of the 7 AP US History Themes
- Students will represent one of several nations in explaining the reasons of the current strife in the Middle East and the necessary solutions. Ideas will come from The Middle East reading above.
- Students will also get time to prep for their Final Project presentations both in the computer lab and in class

**Essays/Essay Prep**
- TBA

**Quizzes/Tests**
- TBA

**Projects**
- Final Project Presentations

**ISSEUES OF FAIRNESS**

Issues of fairness: These are my rights to a fully functioning classroom, but you too have rights, and among those is your right to speak with me regarding course work or class expectations. I may not be able to speak with you regarding your concerns right when you wish, but I will be available outside of regular class time.