

AP US HISTORY Syllabus (2017-2018)

AP United States History is a challenging course that is meant to be the equivalent of a college course and can earn students college credit. It is a two-semester survey of United States history from the colonial period to the present (1491 to the 21st Century). Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and various evaluative, historical thinking skills, essay writing, interpretation of original documents and thematic learning. In line with the newly designed AP course, we will also focus on early and recent American history. The course will include the history of the Americas from 1491 to 1607 and from 1980 to the present.

The school has made equitably access a guiding principle for APUSH by giving all willing and academically prepared students the opportunity to participate in APUSH. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

The course, in general, includes in-class lectures, writing, student presentations, and discussions using materials from the textbooks and handouts. Students will be provided numerous handouts including maps, information sheets, primary sources, historiography, along with some articles and collected materials. See details in course outline below.

Primary Textbook

Liberty, Equality, Power by Murrin, Johnson, McPherson, Fahs, Gerstle, Rosenberg and Rosenberg (Sixth Edition, Volumes I and II) is a college textbook used in this course. Throughout the course, students will be introduced to typical questions used on the AP Exam, which is administered in May. Several weeks will be spent in intensive review preparing students to take the exam. A final exam is also given at the end of the course. Practice exams will be administered prior to the actual exam.

Primary Sources

- Opposing Viewpoints, Vol. 1 & 2* by William Dudley and Thomson Gale, 2007.
- American Issues: A Documentary Reader* by Charles M. Dollar and Gary W. Reichard, 1st ed., Random House, 1988.
- For the Record, Vol. 1 and 2* by David Shi and Holly Mayer, W. W. Norton, 2004.
- The American Spirit: United States History as Seen by Contemporaries, Vol. 1 & 2*, Thomas A. Bailey and David M. Kennedy, 6th ed., D. C. Heath & Co., 1987.

Secondary Sources

- American Colonies: The Settling of North America*, Alan Taylor, Penguin Books, 2001.
- Conflict and Consensus in American History*, edited by Allen F. Davis and Harold D. Woodman, D. C. Heath and Co., 1984.
- *Passionate Declarations*, Howard Zinn
- Historical Moments: Changing Interpretations of America's Past, Vol. 1 & 2*, Jim McClellan, 1st ed., Dushkin McGraw-Hill, 2000.
- A People's History of the United States*, Howard Zinn
- History In the Making*, Kyle Ward, New Press, 2007.

-*The American Presidency*, edited by Alan Brinkley, 1st ed., Houghton Mifflin Harcourt, 2005.

Format of the AP U.S. history exam

The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 100-minute multiple-choice/short answer section and a 95-minute free-response section. Each section is divided into two parts as follows:

Section 1 Part A: 55 multiple-choice questions (55 minutes, 40%)

Part B: 4 short-answer questions (45 minutes, 20%)

Section 2 Part A: 1 Document-based question (60 minutes, 25%)

Part B: 1 Long essay question (1 question chosen from a pair, 35 minutes, 15%)

Learning Assessment:

The following are general parameters about the relationship between the components of the curriculum framework and the questions you will be asked:

- Your achievement of the thematic learning objectives will be assessed throughout the exam.
- Your use of historical thinking skills will be assessed throughout the exam.
- Your understanding of *all nine periods* (outlined below) of U.S. history will be assessed throughout the exam.
- No document-based question or long essay question will focus exclusively on events prior to 1607 or after 1980.
- You will always write at least one essay – in either the document-based question or long essay – that examines long-term developments that span historical time periods.

There will be one document-based question on the exam. The document-based question will have one of the following historical thinking skills as its main focus: causation, change and continuity over time, comparison, interpretation, or periodization. All document-based questions will also always assess the historical thinking skills of historical argumentation, appropriate use of relevant historical evidence, contextualization, and synthesis.

Throughout the course we will practice:

I) historical thinking skills: chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis.

II) Thematic learning objectives: here you will learn (seven major themes, listed below) and be able to explain the major historical understanding required by universities. You will be able to use a range of historical thinking skills to investigate the thematic learning objectives.

III) The concept outline: we will be able to draw an outline of key concepts, supporting concepts, and historical developments of particular historical periods. We will focus on some illustrative examples developing and clarify our concepts on specific events.

We will conduct individual and group activities, open-ended research, writing assignments, and skills-based formative assessment. Students will engage in activities to investigate and formulate historical arguments about the major developments in US History. We will investigate the past in ways that reflect the discipline of history, most particularly through the exploration and interpretation of rich array of primary sources and secondary texts, and through the regular development of historical argumentation in writing.

Historical thinking practice

As you develop your **chronological reasoning**, you will think about:

A- **Historical Causation** and be able to: 1. Compare causes and/or effects, including between short- and long-term effects; 2. Analyze and evaluate the interaction of multiple causes and/or effects; 3. Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.

B- **Patterns of Continuity and Change** and you will be able to: 1. Analyze and evaluate historical patterns of continuity and change over time; 2. Connect patterns of continuity and change over time or larger historical processes or themes.

C- **Periodization** and you will be able to: 1. Explain ways that historical events and processes can be organized within blocks of time; 2. Analyze and evaluate competing models of periodization of US history.

As you focus on **Comparison and Contextualization** you will develop:

A- **comparison** skill, and be able to: 1. Compare related historical developments and processes across place, time, and/or different societies or within one society; 2. Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

B- **contextualization** skill and be able to 1. Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time; 2. Explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place.

As you learn how to **Craft Historical Arguments from Historical Evidence**, you will develop:

A- **historical argumentation** skill, and be able to: 1. Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence; 2. Construct convincing interpretations through analysis of disparate, relevant historical evidence; 3. Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.

B- **appropriate use of relevant historical evidence** skill and be able to: 1. Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered; 2. Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

As you focus on **Historical Interpretation and Synthesis**, you will develop:

A- **interpretation** skill, and be able to: 1. Analyze diverse historical interpretations; 2. Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.

B- **synthesis** skill and be able to: 1. Combine disparate, sometimes contradictory evidence from primary sources and secondary work in order to create a persuasive understanding of the past; 2. Apply insights about the past to other historical contexts or circumstances, including the present.

Tests:

A test will be given at the end of each historical period. The test will have three components: analytical multiple choice questions, analytical short answer questions, and a long essay question. DBQs will be practiced separately from the tests. Each component of the exam will emphasize the application of historical thinking skills to answer the question. Information from prior units is often a critical component of the response. These test activities are

organized around seven major themes—Identity (ID), Work, Exchange and Technology (WXT), Peopling (PEO), Politics & Power (POL), America in the World (WOR), Environment and Geography—Physical & Human (ENV), Ideas, Beliefs and Culture (CUL)—and are designed to develop the student’s historical thinking skills.

Understanding the AP History themes:

As students explore these broad thematic questions, they will be able to understand the central concepts in each theme and connect them with history.

Theme

Identity: Explore by using concept outline and corresponding chapters:

- How and why have debates over American national identity changed over time?
- How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?

Work, Exchange, and Technology:

Explore by using concept outline and corresponding chapters:

- How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
- How have different labor systems developed in British North America and the United States, and how have they affected U.S. society?
- How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?

Peopling:

Explore by using concept outline and corresponding chapters:

- Why have people migrated to, from, and within North America?
- How have changes in migration and population patterns affected American life?

Politics and Power:

Explore by using concept outline and corresponding chapters:

- How and why have different political and social groups competed for influence over society and government in what would become the United States?
- How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?

America in the World:

Explore by using concept outline and corresponding chapters:

- How have events in North America and the United States related to contemporary developments in the rest of the world?
- How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?

Environment and Geography – Physical and Human:

Explore by using concept outline and corresponding chapters:

- How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
- How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?

Ideas, Beliefs, and Culture:

Explore by using concept outline and corresponding chapters:

- How and why have moral, philosophical, and cultural values changed in what would become the United States?
- How and why have changes in moral, philosophical, and cultural values affected U.S. history?

Each of nine historical periods will contain the following activities:

Lecture and discussion of topics: In addition to lectures, students will participate in discussions based on course topics.

Primary Source Analysis: Students identify, analyze, and evaluate primary sources. They analyze the sources for the following features: historical context, purpose and intended audience, the author's point of view, type of source, argument and tone.

Interpretation and Thesis Writing: Students are provided with various viewpoints expressed in either primary or secondary source documents. Writing must determine: a clear *thesis* (the main argument of each viewpoint); the *evidence* (looking at the supporting evidence, analyze whether they are logically interpreted by the authors, and whether they clearly support the thesis; *critical analysis* (what do the sources add to your own understanding of the topic? What points are strongly made and well documented? And *final Analysis* (your opinion is expressed here. Which of the sources makes the most convincing case and why?)

Document Analysis: Students analyze different primary source documents on the same topic. They then compare and contrast the viewpoints expressed in the documents, and—supported by the evidence presented, and in the context of the historical period—determine which authors made the better case.

Assignments: Students will analyze and compare how the issues they are studying were covered by American history textbooks in the past. They will then assess the extent to which earlier interpretations differ from that presented in their text.

DBQ Practice: Students, working in groups, will read the documents and debate the question posed by the DBQ. Then individually they will write an essay supporting a clear thesis statement.

Making Connections: Students will be provided with a specific historical theme and will be asked to compare its past conditions with the present developments. They will be asked to identify specific events in chronological order that link the past with the present. Students will write the specific name of each selected event, and then use their knowledge of the time period to create an argument to support the events selected. Students must emphasize both cause and effect and/or demonstrate continuity or change over time in making connections. There will be at least one Making Connections assignment per historical period.

Students will also be provided with ten to twelve events to put them in chronological order and to a) identify the period in which these occur; b) identify continuity and change over time exemplified by the selections; and c) identify the theme(s) under which these events and developments might be categorized.

Course Outline

Historical Period 1: 1491-1607- *Liberty, Equality, Power*, Volume I, Chapters 1-2

Content: The early explorers, geography and environment; Native American diversity in the Americas; Spain in the Americas; conflict and exchange; English, French, and Dutch settlements; and the Atlantic economy, Jamestown.

Primary Source Analysis: Photos of Native American jewelry and pottery; exploration maps; “Letter to Luis de Santangel;” A letter describing Native Americans; a map of American Indian pre-1492 demographics; and excerpts from *Cry of the Thunderbird: The American Indian’s Own Story* by Charles Hamilton.

Interpretation and Thesis Writing: Students read an excerpt from “1491” by Charles C. Mann, an excerpt from Howard Zinn’s *A People’s History of the United States*, and an excerpt from William Bennett’s *America: The Last Best Hope*. Using evidence and analysis from these materials, students will develop a thesis and write an essay in response to the question: Were the “conquerors” immoral?

Document Analysis: Analyze and compare documents: John Marston from *Eastward Ho* vs. *The Tragical Relation of the Virginia Assembly* (1624).

Assignments: Kyle Ward’s *History in the Making*, Chapter 1 “Native American Relations with the New Colonists,” Chapter 5 “Captain John Smith and Pocahontas,” and “The Origin of the Iroquois League” in *Cry of the Thunderbird: The American Indian’s Own Story* by Charles Hamilton.

Making Connections: What influences from the ideas of Native American culture can you discover in contemporary mainstream art, architecture, literature, or other fields? Students will recognize and discuss social and cultural pluralism. (CUL) [CR4]

Period I Test: Ten multiple choice questions, two short answer questions, and one essay on Indian/settler interaction.

Historical Period 2: 1607-1754- *Liberty, Equality, Power*, Volume I, Chapters 3-4

Content: Slavery and indentured servants; growing trade; unfree labor; political differences across the colonies; Anglo-French colonial rivalries; conflict with Native Americans; immigration; early cities; role of women, education, religion and culture; and growing tensions with the British.

Primary Source Analysis: “General Historie of Virginia” by John Smith; “Sinners in the Hands of an Angry God” by Jonathan Edwards; an indentured servant’s letter home; Bacon’s Manifesto; The Maryland Toleration Act; a letter about Small Pox Inoculation; map of a Puritan town; painting of a colonial Virginia tobacco farm; and colonial export chart broken down by region and products.

Interpretation and Thesis Writing: Students read “The Puritans and Sex” by Edmund Morgan, “Persistent Localism” by T. H. Breen, and “When Cotton Mather Fought the Smallpox” by Dr. Laurence Farmer. Then, working in groups, students develop a class presentation that analyzes reasons for the development of different labor systems in any two of the following regions of British colonial settlement: New England, the Chesapeake, the southernmost Atlantic coast, and the British West Indies. (WXT) [CR4]

Document Analysis: Students compare and contrast John Winthrop from Letter to His Wife vs. Pond from Letter to His Father, and Franklin from Apology for Printers vs. Stiles from Letter to Thomas Clap.

Assignment: *History in the Making*, Chapter 8, “Witchcraft in the Colonies.” Students will document the key facts of the witchcraft trials and analyze how the trials were covered in student textbooks throughout U. S. history. Students will write an argumentative essay and explain how the witchcraft trials help us understand the nature of knowledge, gender roles, and patriarchy in the colonial era.

DBQ Practice: Students will read the sources from a DBQ on the Puritans and engage in debate on the open ended question provided by the DBQ. As homework, students will write an essay with a thesis statement that focuses on the economic, political, or religious values of the Puritans.

Making Connections: Recognizing Cause and Effect: How are the diverse nationalities of explorers, settlers, and Native Americans reflected in the current shape of American social and physical environment such as traditions and place names? (PEO)[CR4]

Period 2 Test: Ten multiple choice questions, two short answer questions, and one essay question.

Historical Period 3: 1754-1800- *Liberty, Equality, Power*, Volume I, Chapters 5-7

Content: The merits and menace of mercantilism; colonial society before the war for independence; colonial rivalries; the Seven Years War; pirates and other democrats; role of women before, during, and after 1776; the Declaration of Independence, Articles and the Constitution; and early political rights and exclusions.

Primary Source Analysis: “A Colonial Plantation” and other excerpts from Hugh Johns’ *The Present State of Virginia*, Excerpts from *The Works of John Adams, Vol. I*, Speeches at Fort Pitt by Tecumseh, Declaration of Rights and Grievances, Letters from a PA Farmer, Thomas Paine’s Common Sense, The Declaration of Independence, The American Crisis, The United States Constitution, The Federalist #45, Jefferson’s First Inaugural, Washington’s Farewell Address, KY and VA Resolutions, map of Northwest Ordinance/Slavery abolition, and two artists’ contrasting views of the Boston Massacre.

Students will debate: “Did the Revolution assert British rights or did it create an American national identity?” (ID) [CR4]

Interpretation and Thesis Writing: “Women and the Revolution” by Mary Beth Norton, “A Revolution to Conserve” by Clinton Rossiter, and “The Transit of Power” by Richard Hofstadter.

Document (Comparative Analysis): Jefferson from the Kentucky Resolutions vs. Washington’s Farewell Address, Madison from The Federalist #10 vs. Henry at the VA Ratifying Convention, Hamilton from Report on Manufactures vs. Jefferson from Notes on the State of VA.

Assignment: Students will draw chronology, facts, and events from *History in the Making*, Chapter 12 (Lexington and Concord) and Chapter 14 (Women in the Revolutionary War).

Making Connections: A concept map on economic change: economic transition from mercantilism to capitalism. And/or students will explain the continuity and change in the basic civil rights concepts found in the Declaration of Independence and the Voting Rights Act of 1965.

A discussion will be guided by questions which relate to both the era and the themes of AP U.S. History.

Period 3 Test: Ten multiple choice questions, two short answer questions, and one essay question comparing and contrasting the impacts of the Articles of Confederation and the Constitution.

Historical Period 4: 1800-1848- *Liberty, Equality, Power*, Volume I, Chapters 8 - 11

Content: The rise of mass democracy; politics in the early republic, the two-party system; the War of 1812; manifest destiny; reforms and social movements; culture and religion; market capitalism and slavery; growth of immigration and cities; women and Seneca Falls; territorial expansion and the Mexican War.

Primary Source Analysis: From the Writings of Thomas Jefferson: Monticello, April 22, 1820; The Writings Letter to Mercy Otis Warren; The Indian Prophet and His Doctrine; The Monroe Doctrine; The Nullification Proclamation; The Office of the people in Art; Declaration of Sentiments and Resolutions; The Spot Resolution; Polk’s War Message, map of the spread of the 2nd Great Awakening, and contrasting illustrations of the “Trail of Tears.”

Thesis Writing: “The Cult of True Womanhood” by Barbara Welter, “Consensus and Ideology in the Age of Jackson” by Edward Pessen, and “Marbury v. Madison” by John Garraty.

Documents Analysis: Students analyze Andrew Jackson’s Letter to Robert Hayne, February 8, 1831; Hayne from Speech in the Senate vs. Webster from Reply to Hayne; Boston Daily Advertiser from Defense of the Bank vs. Jackson from Veto of the Bank Bill.

Assignment: Compare and assess *History in the Making*, Chapter 18 (The Trail of Tears) and Chapter 21 (The Start of the Mexican War).

Students read Sarah M Grimke’s *Letters on the Equality of the Sexes and the Condition of Women, 1837* and debate the changes and continuity of those conditions.

DBQ Practice: Students write a DBQ essay on Territorial Expansion.

Making Connections: In his letter to Abigail Adams, Jefferson writes that the two political parties (his own and the Federalists) both want “the public good” but differ in how to achieve it. Students will draw inferences about the way political differences affect personal relationships. .

Period 4 Test: Ten multiple choice questions, two short answer questions, and one long essay on Antebellum Reform.

Historical Period 5: 1844-1877- *Liberty, Equality, Power*, Volume I, Chapters 12-17

Content: Renewed sectional struggle; tensions over slavery; reform movements; politics and the economy; cultural trends; Transcendentalism and Utopianism; Lincoln-Douglas debates; the Civil War, rights of freedmen and women; freedmen’s bureau and the freed slaves; white supremacy before and after the Civil War; the ordeal of Reconstruction

Primary Source Analysis: The Underground Railroad from Levi Coffin’s *Reminiscence*; Narrative of the Life of Frederick Douglass; Accounts about Poor Whites; Fugitive Slave Law; Dred Scott v. Sanford; Selections from the Lincoln-Douglas Debates from *Complete Works of Abraham Lincoln*; The Impending Crisis in the South, Hospital Sketches, the Lincoln-Douglas Debates, map delineating southern secession, and two paintings of “Manifest Destiny.”

Interpretation and Thesis Writing: Students look at several works by Transcendental writers including “Black Slaveowners” by Philip Burnham and “John Brown: Father of American Terrorism” by Ken Chowder, and discuss the ways their ideas both reflected mainstream values and offered up a “counterculture.” Develop a thesis and explore ideas, beliefs, and culture. (CUL)[CR4]

Document Analysis: Students compare and analyze Fitzhugh from *Cannibals All vs. Weld from Slavery As It Is*; Webster from *Seventh of March Speech vs. Calhoun from 3/4/1850 Speech in the Senate*; Whitman from *Leaves of Grass vs. Hawthorne from American Notebooks*; Lincoln from *Speech at Alton, Ill., vs. Douglas vs. Speech at Alton, Ill.*

Assignment: Students will compare and assess *History in the Making*, Chapter 22 (Slavery in America), Chapter 24 (John Brown at Harper’s Ferry), and Chapter 28 (Birth of the Ku Klux Klan).

DBQ Practice: A DBQ essay on Reform Movements.

Making Connections: Students will reflect on Seneca Falls—in what ways was it a consequence of pre-1848 reform activities and what did it contribute to the movement for women’s rights afterwards? Students will write an essay evaluating multiple causes and effects of Seneca Falls. (POL)[CR4]

Period 5 Test: Ten multiple choice questions, two short answer questions, and one essay on the evolution of public policies related to slavery and racial inequality to 1877.

Historical Period 6: 1865-1900- *Liberty, Equality, Power*, Volume II, Chapters 17- 19

Content: The Gilded Age; the rights of freedmen and women; Reconstruction; the railroad boon; freedmen’s bureau, the Pullman Strike and the 1877 Railroad strike; rise of labor unions and the Populist Party; general themes of industrialization, urbanization, immigration, and imperialism; and Indian wars, the Spanish American War, and conquests in the Pacific.

Primary Source Analysis: Postwar Plantation Life from *The Great South*; Present Aspects of the Problem; The New South; The New South Investigated; The Atlanta Compromise; A Century of Dishonor; The Frontier in American History, Report on the Chicago Strike of June-July 1894; Wealth; Organizing Women Workers, Our Country; The Lure of the City, Chinese Exclusion Act, A Black Woman’s Appeal for Civil Rights, Populist Party Platform, The Money Question, The Cross of Gold, The March of the Flag, The Open Door in China, map of the overseas possessions of the U.S., and a variety of Thomas Nast political cartoons; The Tenement House Blight.

Interpretation and Thesis Writing: After reading “Reconstruction” by McPherson, “The Robber Barons” by Josephson, and “The Robber Barons Bum Rap” by Klein, students write an essay arguing for or against annexation of Cuba after the Spanish-American War and create a thesis paragraph.

Students write an essay on the role the acquisition of natural resources has played in U.S. foreign policy decisions since the late 19th century. Were resources the driving force in this expansion? (ENV)[CR4]

Document Analysis: Students compare report from Joint Committee on Reconstruction vs. Johnson from Veto of Reconstruction, and E. Merton Coulter from *The South During Reconstruction vs. Carl N. Degler from Out of Our Past*.

Assignment: Students prepare arguments to engage in class debate analyzing the extent to which the Spanish-American War was a turning point in the history of U.S. foreign relations. (WOR) [CR4].

Also, students assess *History in the Making*, Chapter 29 (Eugene V. Debs and the Pullman Strike) and Chapter 30 (Immigration).

DBQ Practice: DBQ essay on African Americans in the Civil War demonstration a persuasive understanding.

Making Connections: It has often been true that ideas originally supported by minority parties are later adopted by the two main parties. Recognizing cause and effect, discuss which of the ideas of the Populists mentioned in their party platform have in fact become part of present-day government.

Period 6 Test: Ten multiple choice questions, two short answer questions, and one long essay on late 19th century immigration.

Historical Period 7: 1890-1945- *Liberty, Equality, Power*, Volume II, Chapters 20-26

Content: The sources of American expansionism; the formation of the Industrial Workers of the World and the AFL; the New Freedom vs. New Nationalism; industrialization and technology, WWI; mass production and mass consumerism, and radio and movies; Harlem Renaissance; Native American culture and boarding schools; political parties and the transition from classical liberalism to New Deal liberalism with the capitalist crisis of the 1930s; WW II; demographic shifts; the role of women and minorities; and battles for economic rights.

Primary Source Analysis: Arguments Against Imperialism; Jacob Riis photos; Jane Addams statements; the History of the Standard Oil Company; Scientific Management; The Jungle; Muller v. Oregon; The Zimmermann Note; The War and the Intellectuals; The Sacco and Vanzetti Case; The Great Black Migration; Government and Business; FDR's 1st Inaugural; Roosevelt's Court Packing Plan; The Four Freedoms; The League of Peace, Senate Document; The Atomic Bombing of Hiroshima-The Public Explanation; New Deal political cartoons (pro and con), and graph showing economic cycles during the Great Depression through WW II; The Roosevelt I Knew.

Interpretation and Thesis Writing: Critical analysis and thesis development after reading "Theodore Roosevelt" by Morris, "Upton Sinclair on the Chicago Stockyards" by Sinclair, "The Most Scandalous President" by Anthony, and "The Big Picture of the Great Depression" by Garraty.

Document Analysis: Students read and use documents by the Socialist Labor Party and the IWW and make an argument for the validity of the radical socio-economic ideas and movements and the government responses that came out of the industrial age. (WXT)[CR4] Also, compare and contrast documents: Plessy v. Ferguson vs. Harlan from Dissent on Plessy v. Ferguson, Grady from The New South vs. Washington from The Race Problem, Turner from The Significance of the Frontier vs. MacDonald from Rugged Individualism, and Lloyd from Wealth Against Commonwealth vs. Nevins from John D. Rockefeller.

Assignment: Compare and assess *History in the Making*, Chapter 32 (The Sinking of the USS Maine), Chapter 36 (Causes of the Stock Market Crash), and Chapter 39 (Japanese Internment).

DBQ Practice: DBQ on how the different policies of FDR and Hoover toward the proper role of government reflected five decades of debates about citizenship, economic rights, and the public good. Students will indicate how specific policies reflect the global economic crisis of the 1930s.

Making Connections: F. D. Roosevelt exhibited strong political leadership during his terms in office. Compare Roosevelt's leadership qualities, including experience and abilities, to that of our current president.

Period 7 Test: Ten multiple choice questions, two short answer questions, and one long essay question on the Progressive Movement.

Historical Period 8: 1945-1989- *Liberty, Equality, Power*, Volume II, Chapters 27-29

Content: The Cold War begins; The atomic age; the affluent society and suburbs; discrimination, the Other America, and the African American Civil Rights movement; Vietnam and U.S. imperial policies in Latin America and Africa; the Beats and the student, counterculture, feminist movement; American Indian, and gay and lesbian movements; the

Vietnam quagmire; LBJ's Great Society and the rise of the New Right; Ronald Reagan and the rise of poverty; the Cold War and U.S. role in the world.

Primary Source Analysis: Containment or Liberation: Hearing Before the Committee on Foreign Relations; The Marshall Plan; Massive Retaliation; Brown v. Board of Education of Topeka; The Other America, Letter from Birmingham Jail; Black Power; The Cuban Missile Crisis: A Memoir of the Cuban Missile Crisis; The War Powers Act; The Port Huron Statement; The Sharon Statement; chart illustrating the statistics of the draft during the Vietnam War and the casualty rate; and political cartoons (pro and con) of the "Reagan Revolution."

Class Debate, Origins and strategies of the Cold War: Some scholars argue that the Cold War started with the Russian Revolution. Examine primary and secondary sources and make a case for the Cold War starting in 1945 or 1917 and analyze the US strategies. (WOR)[CR4]

Interpretation and Thesis Writing: The origins of the Cold War and the end of the Cold War; the main argument and analysis in "The Internment of the Japanese" by Rehnquist.

Document Analysis: Compare and contrast: Truman from The Truman Doctrine vs. Reagan from Tear Down This Wall speech, and Betty Friedan from The Feminine Mystique vs. Phillis Schlafly from A Choice Not An Echo.

Assignment: Assess Chapter 44 (McCarthyism) and Chapter 45 (Desegregation and the Civil Rights Movement).

DBQ Practice: DBQ on the Cold War.

Making Connections: While only a few presidents in the 1800s were strong leaders, the manner in which successive presidents have used the power of the office has increased steadily during the twentieth century. Discuss the changes in the world as a whole – and the United States in particular – that may have been responsible for these changes.

Also, using notes and primary sources, students construct a time line of the civil rights movement from Reconstruction to the 1970s and annotate key turning points in the movement. (POL)[CR4]

Period 8 Test: Ten multiple choice questions, two short answer questions, and one long essay on the rise of the second wave of feminism.

Historical Period 9: 1980-present- *Liberty, Equality, Power*, Volume II, Chapters 30-32

Content: The "New Right" and Reagan's election; Reagan's domestic and foreign policies; the Iran-Contra scandal; Bush Sr. and the Persian Gulf War; the election of Bill Clinton; the high-tech economy; bubbles and recessions, race relations, the third wave of feminist movement; changing demographics and the return of poverty; rise of the prison industrial complex and the war on drugs; 9/11 and the domestic and foreign policies that followed; and Obama: social media, change and continuity.

Primary Source Analysis: Daniel Fogel's, Vital Speeches of the Day; Listen America; The Evil empire; The Cold War is Over; The Axis of Evil; The New Segregation; Beyond Gender; Bowling Alone; Couch Potato Democracy; Setting Right a Dangerous World; Forty Years of Nonsense Time Magazine; and political cartoons (pro and con) on the Patriot Act.

Interpretation and Thesis Writing: "The Man Who Broke the Evil Empire" by Peter Schweizer and "E Pluribus Unum" by Arthur Schlesinger.

Document Analysis: Analyze The Patriot Act vs. Amendment IV of the Constitution, and Obamacare Verdict vs. Dissent to the Obama ruling.

Assignment: Compare and analyze *History in the Making*, Chapter 51 (The Modern Feminist Movement) and Chapter 53.

Also, students use a graphic organizer to compare and contrast the causes and goals of (excerpts from) Immigration Acts of 1924, 1965, and 1990. (PEO)[CR4]

DBQ Practice: A DBQ essay on the U.S. government response to the Reagan's domestic policies.

Making Connections: Cause and effect: What events and upheavals in Asia and Central America have led to the increase in immigration from these countries? How is Obama administration responding to this?

Period 9 Test: Ten multiple choice questions, two short answer questions, and one long essay question on the energy crisis.