

Curriculum Guide

Name of Course Number: AP US History

Written/Revised: 2009

Course Number: 221.01

Number of Credits: 5

Level of Course: Advanced Placement

Grade Level Offered: 12

Prerequisites: American Studies I Honors, American Studies II Honors or AP US Government, Students may also test into the Honors program

I. Course Description

This college-level course is designed to give students a chronological grounding in United States History and in major interpretive questions that are derived from the study of the following themes-American diversity, American identity, culture, demographic changes, economic transformation, environment, globalization, politics and citizenship, reform, religion, slavery, and war and diplomacy. Students are encouraged to think of American history conceptually and see the significance of change over time. Students examine a series of critical thinking problems through historians' specialized writing and supplementary readings, including primary source documents. Students are encouraged to view American History from multiple perspectives. Students learn to assess, interpret, and weigh historical materials before arriving at conclusions. There is significant emphasis on essay-writing in this course. Completion of the course provides students with analytical skills and factual knowledge, thus enabling them to compete on the Advanced Placement Test and at the college-level. Those who earn appropriate scores on the AP test become eligible to earn college credit. Students must be enrolled in the course to take the AP exam. In addition to the required textbook, students are given a variety of reading materials. With each chapter, students are given Key Names, Events and Terms to complete and discuss. They are also given a test with each chapter as well as a free-response question. There will be a Document-Based Question every third chapter. Quizzes will be unannounced. Students are required to keep a comprehensive binder to allow for sufficient review for the AP test in April and May. A midterm examination will cover the first 4 units. The final exam will be a survey project.

AP United States History is a fourth year-only elective. The course is designed for the student who has completed World Studies - Honors, American Studies I – Honors, and American Studies II - Honors. Students may also complete AP US Government, AP European History, or test into the Honors program to be eligible to take AP US History during their senior year. The course is designed as a chronological grounding in United States History and in the major interpretive questions that are derived from the study of selected themes. There is a strong emphasis placed on the historical interpretation of documents through specialized writing.

By the end of Grade 12, students will be required to display a mastery of the New Jersey Core Proficiency Standards, building upon knowledge and skills gained in preceding grades. *Copies of the New Jersey Core Proficiency Standards are available upon request.* Social Studies Skills will be integrated into the instruction as appropriate for each content standard.

"Students who enroll in AP courses are required to take the appropriate AP exam and must pay all AP fees due to the College Board prior to taking the exam. Students not in compliance will be referred to the school principal for appropriate disciplinary action."

II. New Jersey Core Proficiency Standards

Standard 6.1 (Social Studies) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of Civics, History, Geography, and Economics.

Standard 6.2 (Civics) All students will know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

Standard 6.3 (World History) All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.4 (United States and New Jersey History) All students will demonstrate knowledge of the United States and New Jersey history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.5 (Economics) all students will acquire an understanding of key economic principles.

Standard 6.6 (Geography) all students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

III. Course Outline

Text: **The American Pageant : A History of the Republic**, 12th Edition. Kennedy, David M., Cohen, Lizabeth, and Bailey, Thomas; Houghton Mifflin Company, New York, 2002

Part One: Founding the Nation c. 33,000 B.C. - A.D. 1783

Chapter 1: New World Beginnings 33,000 B.C. - A.D. 1769
Chapter 2 : The Planting of English America 1500 - 1733
Chapter 3 : Settling the Northern Colonies 1619 - 1700
Chapter 4 : American Life in the Seventeenth Century 1607 - 1692
Chapter 5 : Colonial Society on the Eve of the Revolution 1700 - 1775
Chapter 6 : The Duel for North America 1608 - 1763
Chapter 7 : The Road to Revolution 1763 - 1775
Chapter 8 : America Secedes from the Empire 1775 - 1783

Part Two : Building the New Nation 1776 - 1860

Chapter 9 : The Confederation and the Constitution 1776 - 1790
Chapter 10 : Launching the Ship of State 1789 - 1800
Chapter 11 : The Triumphs and Travails of the Jeffersonian Republic 1800 - 1812
Chapter 12 : The Second War for Independence and the Upsurge of Nationalism 1812 - 1824
Chapter 13 : The Rise of a Mass Democracy 1824 - 1840
Chapter 14 : Forging the National Economy 1790 - 1860
Chapter 15 : The Ferment of Reform and Culture 1790 - 1860

Part Three : Testing The New Nation 1820 - 1877

Chapter 16 : The South and Slavery Controversy 1820 - 1877
Chapter 17 : Manifest Destiny and Its Legacy 1841 - 1848
Chapter 18 : Renewing the Sectional Struggle 1848 - 1854
Chapter 19 : Drifting Toward Disunion 1854 - 1861
Chapter 20 : Girding For War : The North and the South 1861 - 1865
Chapter 21 : The Furnace of the Civil War 1861 - 1865
Chapter 22 : The Ordeal of Reconstruction 1865 - 1877

Part Four : Forging an Industrial Society 1865 - 1899

Chapter 23 : Political Paralysis in the Gilded Age 1869 - 1896
Chapter 24 : Industry Comes of Age 1865 - 1900
Chapter 25 : America Moves to the City 1865 - 1900
Chapter 26 : The Great West and the Agricultural Revolution 1865 - 1896
Chapter 27 : The Path of Empire 1890 - 1899

Part Five : Struggling for Justice at Home and Abroad 1899 - 1945

Chapter 28 : America on the World Stage 1899 - 1909
Chapter 29 : Progressivism and the Republican Roosevelt 1901 - 1912
Chapter 30 : Wilsonian Progressivism at Home and Abroad 1912 - 1916
Chapter 31 : The War to End War 1917 - 1918
Chapter 32 : American Life in the Roaring Twenties 1919 - 1929
Chapter 33 : The Politics of Boom and Bust 1920 - 1932

- Chapter 34 : The Great Depression and the New Deal 1933 - 1939
- Chapter 35 : Franklin D. Roosevelt and the Shadow of War 1933 - 1941
- Chapter 36 : America in World War II 1941 - 1945

Part Six : Creating Modern America 1945 to the Present

- Chapter 37 : The Cold War Begins 1945 - 1952
- Chapter 38 : The Eisenhower Era 1952 - 1960
- Chapter 39 : The Stormy Sixties 1960 - 1968
- Chapter 40 : The Stalemated Seventies 1968 - 1980
- Chapter 41 : The Resurgence of Conservatism 1980 - 2000
- Chapter 42 : The American People Face a New Century

IV. Course Evaluation

It is the policy of the Social Studies Department that all assignments are to be presented in a timely manner. All assignments that are turned in after their due date will be considered late.* Assignments that are one day late or more will result in a permanent loss of credit. Study Questions, Key Names, Events and Terms, and Essays that are missing at the end of the marking period will receive no credit.

* Late grades will lose 20 points each day.

Chapter Quizzes	20 %
Unit Tests	40 %
KNET, Study Questions	10 %
Free Response /DBQ's	30 %

High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

Unit Information

Unit Name or Timeframe:

Unit One: Foundations of US History- c. 33,000 B.C.- A.D. 1783

Time= Summer Assignment, plus 2 weeks

Content and/or Skills Taught:

Goal: The student will gain an understanding of how the colonists were different from Europeans, how colonists overcame internal conflicts, and how Americans developed their own independent nation becoming an independent nation.

Part A: Chapter 1- New World Beginnings, 33000 BC-AD 1769

Objectives:

1. Describe the geographical and geological conditions that led to colonization.
2. Describe the origin and development of significant American Indian cultures.
3. Explain European and African developments that led to Columbus voyage.
4. Explain the changes that occurred upon the collision of American, African, and European cultures after 1492.

Part B: Chapter 2- The Planting of English America, 1500-1733

Objectives:

1. Explain factors that led to English colonization
2. Describe the relationship between American colonies and the British Empire
3. Describe colonial social structure and culture
4. Describe similarities and differences between southern colonies
5. Describe the roles of American Indians and slaves in the colonies.
6. Describe the early colonial economy.

Part C: Chapter 3- Settling the Northern Colonies, 1619-1700

Objectives:

1. Explain religious beliefs of northern colonists.
2. Explain governmental practices of northern colonists.
3. Describe diversity of northern colonies.
4. Describe central features of northern colonies and what separated them from England.
5. Explain northern colonists relationship with native inhabitants.

Part D: Chapter 4- American Life in the 17th Century, 1607-1692

Objectives:

1. Describe colonial social structure.
2. Compare and contrast the northern, southern, and middle colonies.
3. Describe the character of American slavery.

Part E: Chapter 5- Colonial Society on the Eve of Revolution, 1700-1775

Objectives:

1. Describe changes in the populations since the 17th century.
2. Describe colonial economic patterns in the 18th century.
3. Explain social and cultural trends of the 18th century.
4. Explain colonial politics.

Part F: Chapter 6- The Duel for North America, 1608-1763

Objectives:

1. Explain the Anglo-French rivalries over North America and the consequences of British victory.
2. Compare and contrast British and French colonies.
3. Explain British imperial reorganization after 1763
4. Explain the how British colonial policy affected the foundation of American revolutionary philosophy.

Part G: Chapter 7- The Road to Revolution, 1763-1775

Objectives:

1. Explain factors that led to American independence from Britain.
2. Describe British policy of mercantilism.
3. Describe the methods of colonial resistance to British taxation.
4. Understand Intolerable Acts and the outbreak of the Revolution.
5. Assess the balance of forces between the British and American rebels as they prepared for war.

Part H: Chapter 8- America Secedes from the Empire, 1775-1783

Objectives:

1. Describe how America came to declare its independence.
2. Explain function of the Continental Congress.
3. Explain differences between the loyalists and the patriots.
4. Explain the wars impact on society.
5. Explain the wars impact on the economy.
6. Describe the impact of Frances alliance with the colonists.
7. Describe the formation of the Articles of Confederation.
8. Explain the impact of the Treaty of Paris.

Major Assignments and/or Assessments:

Potential Essay/Discussion Questions and Projects:

1. Between 1607 and 1763, Americans gained control of their political and economic institutions. to what extent and in what ways do you agree or disagree with this statement?
2. What role did unfree labor play in colonial American society?
3. Although the thirteen American colonies were founded at different times by people with different motives and with different forms of colonial charters and political organization, the Revolution the thirteen colonies had become remarkably similar. Assess the validity of this statement.
4. Throughout the colonial period, economic concerns had more to do with the settling of British North America than did religious concerns. Assess the validity of this statement with specific reference to economic and religious concerns.
5. From 1600 1763, several European nations vied for control of the North American continent. Why did England win the struggle?
6. In the two decades before the outbreak of the American Revolutionary War, a profound shift in the way many Americans thought and felt about the British government

and their colonial governments. Assess the validity of this statement in view of the political and constitutional debates of these decades.

Unit Name or Timeframe:

Unit Two: Building a New Nations and Defining Democracy, 1760-1860

Time = 6 weeks

Goal: Students will be able to understand the development that a distinctly American national character had emerged during this period.

Content and/or Skills Taught:

Part A: Chapter 7- The Road to Revolution, 1763-1775

Objectives:

1. Explain factors that led to American independence from Britain.
2. Describe British policy of mercantilism.
3. Describe the methods of colonial resistance to British taxation.
4. Understand Intolerable Acts and the outbreak of the Revolution.
5. Assess the balance of forces between the British and American rebels as they prepared for war.

Part B: Chapter 8- America Secedes from the Empire, 1775-1783

Objectives:

1. Describe how America came to declare its independence.
2. Explain function of the Continental Congress.
3. Explain differences between the loyalists and the patriots.
4. Explain the wars impact on society.
5. Explain the wars impact on the economy.
6. Describe the impact of Frances alliance with the colonists.
7. Describe the formation of the Articles of Confederation.
8. Explain the impact of the Treaty of Paris.

Part C: Chapter 9- The Confederation and the Constitution, 1776-1790

Objectives:

1. Describe the government of the Articles of Confederation.
2. Describe the creation of state governments politically and socially.
3. Understand how the Constitution was drafted.
4. Explain the debate between Federalists and Anti-federalists.
5. Describe the development of the Bill of Rights.

Part D: Chapter 10- Launching the New Ship of State, 1789-1800

Objectives:

1. Describe the new government of Washington.
2. Describe Hamilton's financial policies.
3. Explain how political parties were formed.
4. Describe the administration of Adams, paying particular attention to the Alien and Sedition Acts, XYZ Affair, the Election of 1800

Part E: Chapter 11- The Triumphs and Travails of the Jeffersonian Republic, 1800-1812

Objectives:

1. Understand the presidency of Thomas Jefferson and its impact on the American character.
2. Describe the impact of the Louisiana Purchase.
3. Describe the impact of the Burr conspiracy.
4. Understand the significance of the Marshall court.
5. Explain the problems of neutrality rights- impressments and embargo

Part F- Chapter 12- The Second War for Independence and the Upsurge of Nationalism 1812-1824

Objectives:

1. Explain the War of 1812, Causes, Invasion of Canada, Hartford Convention, Conduct of the war, Treaty of Ghent, New Orleans
2. Understand the presidency of James Madison
3. Understand the presidency of James Monroe and Era of Good Feelings
4. Explain the causes of the Panic of 1819
5. Understand the Settlement of the West- Advance of agricultural frontier, Significance of the frontier, Life on the frontier; squatters
6. Describe the significance of the Missouri Compromise
7. Analyze the course of Foreign affairs focusing on Canada, Florida, and the Monroe Doctrine

Part G- Chapter 13- The Rise of Mass Democracy 1824-1840

Objectives: Understand the Age of Jackson, 1828-1848

1. Define Democracy and the "common man"
2. Explain causes of expansion of suffrage
3. Describe Rotation in office, the spoils system
4. Second party system Democratic Party, Whig Party
5. Describe the Tariff of Abominations, the Nullification Crisis
6. Explain Jackson's policy regarding American Indians
7. Analyze Jackson's Bank War
8. Describe the significance of Ventures administration and the Depression of 1837
9. Describe Harrison's Log Cabin Campaign
10. Explain the revolution in Texas

Part H- Chapter 14- Forging the National Economy 1790-1860

Objectives:

1. Define causes and effects of the Settlement of the West
2. Explain the economic revolution in the US
3. Describe early railroads and canals
4. Describe the expansion of business and the impact of Beginnings of factory system- Early labor movement, Women, Social mobility, extremes of wealth
5. Explain the significance of the cotton revolution in the South

6. Describe the impact of Commercial agriculture
7. Describe the economy of The North, focusing on Northeast industry and agriculture
8. Define labors impact
9. Define Immigrations impact
10. Describe causes of Urban slums

Part I- Chapter 15- The Ferment of Reform and Culture

Objectives:

1. Define Cultural nationalism
2. Explain Education reform/professionalism
2. Describe changes in religion; revivalism
3. Analyze Utopian experiments: Mormons, Oneida Community
4. Explain Transcendentalists
5. Define Americas National literature, art, architecture
6. Explain the significance of Reform crusades
7. Explain impact of Feminism; roles of women in the nineteenth century- Abolitionism, Temperance, Criminals and the insane

Major Assignments and/or Assessments:

Potential Essay/Discussion Questions and Projects:

1. Analyze the degree to which the Articles of Confederation provided an effective form of government with respect to any TWO of the following:
Foreign relations Economic conditions Western lands
2. Evaluate the relative importance of domestic and foreign affairs in shaping American politics in the 1790s.
3. The Bill of Rights did not come from a desire to protect the liberties won in the American Revolution, but rather from a fear of the powers of the new federal government. Assess the validity of the statement.
4. Our prevailing passions are ambition and interest; and it will be the duty of a wise government to avail itself of those passions, in order to make them subservient to the public good.
Alexander Hamilton, 1787
How was this viewpoint manifested in Hamilton's financial program as Secretary of the Treasury?
5. There is no American history separate from the history of Europe. Test this generalization by examining the impact of European events on the domestic policies of the U.S. from 1789 to 1815
6. Andrew Jackson's election as President marked the beginning of a new age in American political history. Assess the validity of this generalization.
7. From the American Revolution to the Civil War, American writers (both fiction and non-fiction) sought to discuss a uniquely national culture. Analyze this statement for any period of approximately thirty years between 1775 and 1860.

8. In the first half of the nineteenth century, the American cultural and intellectual community contributed to the development of a distinctive American national consciousness. Assess the validity of this statement.
9. American reform movements between 1820 and 1860 reflected both optimistic and pessimistic views of human nature and society. Assess the validity of this statement in reference to reform movements of THREE of the following areas:
 Education Utopian experiments
 Temperance Penal Institutions
 Women's Rights
10. Analyze the ways in which Two of the following influenced the development of American society.
 Puritanism during the seventeenth century
 The Great Awakening during the eighteenth century
 The Second Great Awakening during the nineteenth century
11. In what ways did the early nineteenth century reform movements for abolition and women's rights illustrate both the strengths and weaknesses of democracy in the early American republic?

Unit Name or Timeframe:

Unit Three and Four: The Civil War Era and Reconstruction, Testing the New Nation-1844-1877

Time = 6 weeks

Goal: The student will gain a clear understanding of the causes of the Civil War and the impact the war had upon the nation.

Content and/or Skills Taught:

Part A- Chapter 16- The South and the Slavery Controversy, 1793-1860

Objectives: To understand the impact of the peculiar institution

1. Describe Cotton Kingdom
2. Analyze Southern trade and industry
3. Explain Southern society and culture, focus on Gradations of White society, Nature of slavery: "peculiar institution", The mind of the South
4. Explain the abolitionist crusade and white southern response

Part B- Chapter 17- Manifest Destiny and Its Legacy, 1841-1848

Objectives: To understand the impact of American expansion in the Antebellum period

1. Analyze and define Manifest Destiny and its mission
2. Explain the implications of Texas annexation, the Oregon and Maine boundaries, and California
3. Evaluate the presidencies of Tyler and Polk
4. Understand the causes and effects of the Mexican War; focus on slavery and the Wilmot Proviso
5. Examine later expansionist efforts

Part C- Chapter 18 and 19- Renewing the Sectional Struggle, 1848-1854 and Drifting Toward Disunion 1854-1861

Objective: To assess the impact of US expansionist policies on the controversy over slavery

1. Understand the implications of the Compromise of 1850
2. Evaluate the effects of the Fugitive Slave Act and Uncle Tom's Cabin
3. Examine the Kansas-Nebraska Act and realignment of parties- Demise of the Whig Party, Emergence of the Republican Party
4. Understand the implications of the Dred Scott decision and Lecompton crisis
5. Evaluate the Lincoln-Douglas debates, 1858
6. Explain John Brown's raid
7. Analyze The election of 1860; Abraham Lincoln
8. Examine the secession crisis, its causes and effects

Part D- Chapters 20 and 21- Girding for War: The North and South Split, 1861-1865 and The Furnace of Civil War, 1861-1865

Objective: To understand the causes and effects of the Civil War

1. Evaluate the Union in wartime- Mobilization and finance, Civil liberties, Election of 1864
2. Evaluate the South in wartime- Confederate constitution, Mobilization and finance, States' rights and the Confederacy, Foreign affairs and diplomacy
3. Examine Military strategy, key campaigns, and battles
4. Analyze causes and effects of the abolition of slavery- Confiscation Acts, Emancipation Proclamation, Freedmen's Bureau, Thirteenth Amendment
5. Understand Effects of war on society- Assess the impact of inflation and public debt, Analyze the role of women in the war, Examine the devastation of the South, Assess changing labor patterns
6. Examine the assassination of Lincoln and its effects

Part E- Chapter 22- The Ordeal of Reconstruction, 1865-1877

Objective: To assess the Reconstruction of the South

1. Analyze Presidential plans: Lincoln and Johnson
2. Analyze Radical (congressional) plans
3. Assess the impact of Civil rights and the Fourteenth Amendment
4. Examine the implications of Military reconstruction
5. Understand the Impeachment of Johnson
6. Explain African American suffrage: the Fifteenth Amendment
7. Evaluate Southern state governments: problems, achievements, weaknesses
8. Examine The Redeemers
9. Evaluate the lives of Whites and African Americans in the New South- Subordination of freed slaves: Jim Crow, Southern economy; colonial status of the South, Sharecropping, Industrial stirrings
10. Understand the Compromise of 1877 and the end of Reconstruction
11. Discuss the legacy of Reconstruction

Major Assignments and/or Assessments:

Potential Essay/Discussion Questions and Projects:

1. At various times between 1789 and 1861, Americans changed their positions on the constitutional question of loose construction or strict construction as best suited their economic or political interests.

Discuss this statement with reference to any TWO individuals or groups who took positions on this constitutional question.

2. Analyze the ways in which supporters of slavery in the nineteenth century used legal, religious, and economic arguments to defend the institution of slavery.

3. Assess the moral arguments and political actions of those opposed to the spread of slavery in the context of TWO of the following:

Missouri Compromise Mexican War Compromise of 1850 Kansas Nebraska Act

4. I am not, nor ever have been, in favor of bringing about in any way the social and political equality of the white and black races. How can this 1858 statement of Abraham Lincoln be reconciled with his 1862 Emancipation Proclamation?

5. How do you account for the failure of Reconstruction (1865-1877) to bring social and economic equality of opportunity to the former slaves?

6. Discuss the political, economic, and social reforms introduced in the South between 1864 and 1877. To what extent did these reforms survive the Compromise of 1877?

7. Analyze the economic consequences of the Civil War with respect to any TWO of the following in the United States between 1865 and 1880.

Agriculture Transportation Labor Industrialization

Unit Name or Timeframe:

Unit Five- Industrialization: 1875-1900

Time = 3 weeks

Goal: Students will realize the impact of industrialization as America moves from an agricultural economy and toward the 20th century

Content and/or Skills Taught:

Part A- Chapter 23- Political Paralysis in the Gilded Age, 1869-1896

Objective: To Analyze politics of the Gilded Age

1. Evaluate the presidency of Grant and the Gilded Age presidents
2. Understand the impact of corruption and reform in politics
3. Understand the impact of depression in the 70s
4. Examine the impact of political parties and partisan politics
5. Examine issues of the period

Part B- Chapter 24- Industry Comes of Age, 1865-1900

Objective: To understand the impact of industrialization on government and society and government

1. Understand the causes and effects of Industrial growth: railroads, iron, coal, electricity, steel, oil, banks
2. Evaluate Laissez-faire conservatism
3. Understand efforts at government regulation
4. Examine the Gospel of Wealth
5. Analyze the myth of the "self-made man"

6. Understand Social Darwinism; survival of the fittest- Social critics and dissenters, Effects of technological development on worker/work-place

Part C- Chapter 25- America Moves to the City, 1865-1900

Objective: To understand the implications of Americas demographic changes and its people moved out of the country and into the city

1. Examine the lure of the city
2. Understand the effects of immigration
3. Realize the causes of and responses to City problems- Slums, Machine politics
4. Evaluate awakening conscience; reforms, Social legislation, new morality, Settlement houses: Jane Addams and Lillian Wald, Structural reforms in government
5. Understand the impact of African American Leadership- Booker T. Washington, W.E.B. DuBois
6. Examine Intellectual and Cultural Movements- Education, Colleges and universities

Part D- Chapter 26- The Great West and the Agricultural Revolution, 1865-1896

Objective: To realize the impact of the frontier in the 19th century and to understand the import of its close

1. Observe the coming of the Cattle kingdom and Open-range ranching, Day of the cowboy
2. Understand the effects of the Western railroad
3. Examine the subordination of American Indians: dispersal of tribes
4. Observe the impact of farming the plains; problems in agriculture, The industrialization of agriculture
5. Understand Mining bonanza
6. Evaluate Agrarian/Worker discontent- Crisis of 1890s, Populism, The Peoples Party
7. Examine the impact of the Election of 1896: McKinley versus Bryan

Major Assignments and/or Assessments:

Potential Essay/Discussion Questions and Projects:

1. A number of writers and reformers in the period 1865-1914 discussed the growing gap between wealth and poverty in the United States. Compare and contrast THREE of the following authors explanations for this condition and their proposal for dealing with it.
Henry George : Progress and Poverty
Edward Bellamy: Looking Backwards
Andrew Carnegie: The Gospel of Wealth
William Graham Sumner: What Social Classes Owe to Each Other
Upton Sinclair: The Jungle
2. Andrew Carnegie has been viewed by some historians as the prime representative of the industrial age and by others as an industrial leader atypical of the period. Assess the validity of these views.

3. Compare and contrast the attitudes of THREE of the following toward the wealth that was created in the United States during the late nineteenth century.

Andrew Carnegie Horatio Alger Ida M. Tarbell Eugene V. Debs Booker T. Washington

4. Analyze the impact of any TWO of the following on the American industrial worker between 1865 and 1900.

Government actions Labor Unions Immigration Technology changes

5. From the 1840s through the 1890s, women's activities in the intellectual, social, economic and

political spheres effectively challenged traditional attitudes about women's place in society. Assess the validity of this statement.

6. Although the economic growth of the United States between 1860 and 1900 has been attributed to a governmental policy of laissez-faire, it was in fact encouraged and sustained by direct governmental intervention. Assess the validity of this statement.

7. Compare and contrast the goals, methods, and achievements of the National Labor Union, the

Knights of Labor, and the American Federation of Labor.

8. Explain how THREE of the following helped bring about a shift from an agricultural to an industrial economy in the United States in the early 1800s. COMMERCIAL

FARMING, FACTORY SYSTEM, INVENTIONS, LABOR, TRANSPORTATION

9. Compare and contrast the experience of two immigrant groups, the Irish and the Germans, in the 1840s and 1850s.

10. Riis Photo project

11. "Cross of Gold" speech project

12. Labor Union DBQ

Unit Name or Timeframe:

Unit Six, Seven, Eight- Struggling for Justice at Home and Abroad, 1895-1945

Time = 10 weeks

Goal: Students will be able to understand the impact of Americas new policy of expansionism as the nation moved away from isolationism

Content and/or Skills Taught:

Part A- Chapter 27- The Path of Empire, 1890-1899

Objectives:

1. Realize the effect of Seward's foreign policy and the purchase of Alaska
2. Understand The new imperialism
3. Examine the impact of Blaine and his Latin America policy
4. Evaluate International Darwinism: missionaries, politicians, and naval expansionists
5. Realize the causes and effects Spanish-American War
6. Evaluate Cuban independence
7. Understand the Debate on Philippines and the Filipino Insurrection

Part B- Chapter 28- America on the World Stage, 1899-1909

Objectives:

1. Understand The Far East: John Hay and the Open Door

2. Evaluate the foreign policy of Theodore Roosevelt
3. Examine the construction of The Panama Canal

Part C- Chapter 29- Progressivism and the Republican Roosevelt, 1901-1912

Objectives:

1. Understand Taft and dollar diplomacy
2. Realize the Origins of Progressivism
3. Examine Progressive attitudes and motives- Muckrakers, Social Gospel
4. Understand Municipal, state, and national reforms
5. Evaluate the impact of Political Movements- Suffrage, Social and economic: regulation, Socialism: alternatives
6. Understand Women's role: family, work, education, unionization, and suffrage
7. Evaluate Roosevelt's Square Deal
8. Understand the impact of trusts and government attempt to regulate them
9. Understand the Conservation movement
10. Evaluate the presidency of Taft- Pinchot-Ballinger controversy, Payne-Aldrich Tariff

Part D- Chapter 30- Wilsonian Progressivism at Home and Abroad, 1912-1916

Objectives:

1. Understand Wilson's New Freedom- Tariffs, Banking reform
2. Evaluate Wilson's diplomacy in Mexico
3. Realize Wilson's approach to the war in Europe
4. Examine Wilson's re-election in 1916

Part E- Chapter 31- The War to End All War, 1917-1918

Objectives:

1. Realize problems of neutrality- Submarines, Economic ties, Psychological and ethnic ties
2. Understand preparedness and pacifism- Mobilization
3. Examine how the US fought the war
4. Examine how the US Financed the war- War boards, Propaganda, public opinion, civil liberties
5. Realize the impact of the war on minority groups
6. Evaluate Wilson's Fourteen Points
7. Examine the Treaty of Versailles- Ratification fight, Postwar demobilization

Part F- Chapter 32- American Life in the Roaring Twenties, 1919-1929

Objectives:

1. Understand the Red scare
2. Understand new restrictions on immigration
3. Evaluate postwar Economic development
4. Define causes of Prosperity and wealth
5. Examine Farm and labor problems

6. Describe New culture- Consumerism: automobile, radio, movies, women, the family, Modern religion, Literature of alienation, Jazz age, Harlem Renaissance, Automobiles
7. Realize implications of the conflict of cultures- Prohibition, bootlegging, Nativism, Ku Klux Klan, Religious fundamentalism versus modernists, Scopes Trial

Part G- Chapter 33- The Politics of Boom and Bust, 1920-1932

Objectives:

1. Understand the return of Republican governments- Business creed, Harding scandals
2. Realize the implications of Economic development- Prosperity and wealth, Farm and labor problems
3. Examine the politics of disarmament and isolation
4. Examine the problems of international debt
5. Describe the causes and effects of the Great Crash of 1929
6. Evaluate Hoovers response to the Depression and Wall Street crash
7. Understand the impact of the Depression economy

Part H- Chapter 34- The Great Depression and the New Deal, 1933-1939

Objectives:

1. Understand the presidency of Franklin D. Roosevelt- Background, ideas, Philosophy of New Deal
2. Realize the significance of the 100 Days; "alphabet agencies"
3. Examine the Second New Deal
4. Evaluate Critics, left and right
5. Understand the Rise of CIO; labor strikes
6. Describe the Supreme Court fight
7. Examine the impact of the Recession of 1938
8. Comprehend the plight of the American people in the Depression
9. Evaluate the impact of the Depression on social values, women, ethnic groups- Indian Reorganization Act, Mexican American deportation, The racial issues
10. Assess the successes and failures of the New Deal

Part I- Chapter 35- Franklin D. Roosevelt and the Shadow of War, 1933-1941

Objectives:

1. Analyze Hoover-Stimson diplomacy; Japan
2. Evaluate the Good Neighbor Policy in Latin America, Montevideo, Buenos Aires
3. Examine the importance of the London Economic Conference
4. Assess the concept of Disarmament
5. Understand the impact of Isolationism: neutrality legislation
6. Evaluate the actions of the Aggressors: Japan, Italy, and Germany
7. Understand the concept of Appeasement
8. Determine the causes and effects of Rearmament; Blitzkrieg; Lend-Lease
9. Understand the importance of the Atlantic Charter

10. Examine events at Pearl Harbor

Part J- Chapter 36- America in World War II, 1941-1945

Objectives:

1. Understand US Organization for war
2. Examine Mobilizing and wartime production
3. Evaluate wartime Propaganda
4. Understand the Internment of Japanese Americans
5. Determine the social economic and social impact of WWII on all groups in society
6. Study The war in Europe, Africa, and the Mediterranean; D Day
7. Study The war in the Pacific: Hiroshima, Nagasaki

Major Assignments and/or Assessments:

Potential Essay/Discussion Questions and Projects:

1. Analyze and evaluate Booker T. Washington's program for American Blacks and W.E.B. Dubois challenge to that program.
2. Discuss the development of the women's suffrage movement and account for its success.
3. The Progressive movement of 1901 to 1917 was a triumph of conservatism rather than a victory for liberalism. Assess the validity of this generalization.
4. Analyze the ways in which state and federal legislation and judicial decisions, including those of the Supreme Court, affected the efforts of any TWO of the following groups to improve their position in society between 1880 and 1920.
African Americans
Farmers
Workers (93)
5. The United States entered the First World War not to make the world safe for democracy as President Wilson claimed, but to safeguard American economic interests. Assess the validity of this statement.
6. Assess the relative influence of THREE of the following in the American decision to declare war on Germany in 1917.
German naval policy
Allied propaganda
American economic interests
Americas claim to world power
Woodrow Wilson's idealism
7. To what extent did the United States achieve the objectives that led it to enter the First World War?
8. In what ways did economic conditions and developments in the arts and entertainment help create the reputation of the 1920s as the
9. How do you account for the onset of the Great Depression of the 1930s?
10. Major American writers have been indifferent to the social problems of their day. State whether you agree or disagree with generalization and defend your position with reference to THREE novelists/ or poets.
11. During the past four decades, historians have consistently have rated Washington, Lincoln, and FDR as the greatest presidents. Assess the greatness of any TWO of these, making clear the criteria on which you base your judgment.

12. Why did socialism fail to become a major force in American politics between 1900 and 1940 despite widespread dissatisfaction with the social and economic order and significant support for radical movements during that time period?
13. Analyze the ways in which the Great Depression altered the American social fabric in the 1930s.
14. Identify Three of the following New Deal measures and analyze the ways in which each of the three attempted to fashion a more stable economy and a more equitable society.
 Agricultural Adjustment Act Wagner National Labor relations Act
 Securities and Exchange Commission Social Security Act
15. Although American writers of the 1920s and 1930s criticized American society, the nature of their criticisms differed markedly in the two decades. Assess the validity of this statement with specific reference to writers in both decades.
16. To what extent and why did the United States adopt an isolationist policy in the 1920s and 1930s?
17. Franklin D. Roosevelt was in fact Hamiltonian in his espousal of big government, but Jeffersonian in his concern for the forgotten man. Assess the validity of this statement.
18. Select THREE New Deal agencies or commissions and assess how well each satisfied the three Rs of relief, recovery, and reform.
19. Progressives believed that greater democracy was the key to solving society's problems. Identify THREE problems that the Progressives addressed and, for each, describe a democratic reform that was designed to deal with the problem.
20. Assess the importance of three of the following in the US decision to declare war against Spain in 1898. Yellow Journalism Sinking of the Maine US business interests Naval Strategists the Cuban Revolution

Unit Name or Timeframe:

Unit Nine- Creating Modern America, 1945 to the Present

Time = 3 weeks

Goal: Student will understand how US involvement in WWII and the post-war peace ushered the nation into a new, modern era

Content and/or Skills Taught:

Part A- Chapter 37- The Cold War Begins, 1945-1952

Objectives:

1. Understand importance of Diplomacy
2. Examine participants war aims
3. Evaluate wartime conferences: Teheran, Yalta, Potsdam
4. Assess postwar atmosphere; the United Nations
5. Study the importance of President Truman and the Cold War
6. Realize the impact of postwar domestic adjustments
7. Analyze the Taft-Hartley Act
8. Understand the importance of Civil Rights and the election of 1948

9. Analyze the concept of Containment in Europe and the Middle East
10. Evaluate the Truman Doctrine
11. Understand the Marshall Plan
12. Understand the impact of the Berlin crisis
13. Examine the creation of NATO
14. Analyze the Revolution in China
15. Understand the Limited war: Korea, Macarthur

Part B- Chapter 38- The Eisenhower Era, 1952-1960

Objective:

1. Understand Domestic frustrations; McCarthyism
2. Evaluate the Civil rights movement- The Warren Court and Brown v. Board of Education, Montgomery bus boycott, Greensboro sit-in
3. Evaluate John Foster Dulles' foreign policy
4. Understand the Crisis in Southeast Asia
5. Examine the policy of Massive retaliation
6. Realize the impact of Nationalism in Southeast Asia, the Middle East, Latin America
7. Understand Khrushchev and Berlin
8. Assess the situation of the American people: homogenized society- Prosperity: economic consolidation, Consumer culture, Consensus of values
9. Understand the importance of the Space race

Part C- Chapter 39- The Stormy Sixties, 1960-1968

Objectives:

1. Understand New domestic programs
2. Examine the impact of JFKs assassination
3. Realize the effects of Tax cuts
4. Examine the implications of the War on poverty
5. Understand Affirmative action
6. Assess the impact of Civil rights and civil liberties movements
7. Evaluate African Americans: political, cultural, and economic roles
8. Examine The leadership of Martin Luther King, Jr.
9. Analyze the Resurgence of feminism
10. Understand The New Left and the Counterculture
11. Evaluate the Emergence of the Republican Party in the South
12. Discuss The Supreme Court and the Miranda decision
13. Evaluate Foreign Policy- Bay of Pigs, Cuban missile crisis, Vietnam quagmire
14. Realize the impact of cultural upheavals
15. Analyze the Election of Nixon in 1968

Part D- Chapter 40- The Stalemated Seventies, 1968-1980

Objectives:

1. Understand the postwar economic situation
2. Evaluate Nixon's role in Vietnam
3. Examine new policies toward China and USSR

4. Assess Nixon's relationship to the Supreme Court
5. Understand the Election of 1972
6. Assess Watergates implications, Nixon's resignation
7. Understand relations in the Mideast
8. Assess the Ford presidency
9. Evaluate the Carter presidency
10. Understand the energy crisis and inflation
11. Examine the Iran hostage situation

Part E- Chapter 41 and 42- The Resurgence of Conservatism, 1980-2000 and The American People Face a New Century

Objectives:

1. Evaluate the Reagan presidency
2. Understand implications of tax cuts and budget deficits
3. Examine defense buildup
4. Assess new disarmament treaties
5. Understand foreign crises: the Persian Gulf and Central America
6. See changes in society
7. Understand impact of old and new urban problems
8. Examine Asian and Hispanic immigrant groups
9. Assess Resurgent fundamentalism
10. Understand African Americans and local, state, and national politics

Major Assignments and/or Assessments:

Potential Essay/Discussion Questions and Projects:

2. Harry S. Truman was a realistic, pragmatic President who skillfully led the American people against the menace posed by the Soviet Union. Assess the validity of this generalization for President Truman's foreign policy.
4. In 1945 Winston Churchill said that the United States stood at the summit of the world. Discuss the developments in the thirty years following Churchill's speech which called the global preeminence of the United States into question.
5. Analyze the influence of TWO of the following on American-Soviet relations in the decade following the Second World War.
Yalta Conference Communist Revolution in China Korean War McCarthyism
6. To what extent did the decade of the 1950s deserve its reputation as an age of political, social, and cultural conformity?
7. How do you account for the appeal of McCarthyism in the United States in the era following the Second World War?
8. Although the 1960s are usually considered the decade of the greatest achievement for Black civil rights, the 1940s and 1950s were periods of equally important gains. Assess the validity of this statement.
14. The principal cause of the expansion of the American presidential power in the twentieth century has been war and diplomacy rather than domestic growth and crisis. Assess the validity of this statement.

16. Vice -Presidents who have succeeded to the presidency on the death of the President have been less effective in their conduct of domestic AND foreign policy than the men they have replaced.

Assess the validity of this statement for any TWO of the following pairs.

William McKinley and Theodore Roosevelt, Franklin D. Roosevelt and Harry S. Truman
John F. Kennedy and Lyndon B. Johnson

19. 1968 was a turning point for the United States. To what extent is this a valid assessment? In your answer, discuss TWO of the following: National Politics Vietnam War Civil Rights

20. In what ways did the Great Society resemble the New Deal in its origins, goals, and social and

political legacy? Cite specific programs and policies in support of your arguments.

21. Foreign affairs rather than domestic issues shaped presidential politics in the Election year 1968. Assess the validity of this statement with specific reference to foreign and

domestic issues.

22. Assess the success of the United States policy of containment in Asia between 1945 and 1975.

23. Discuss with respect to Two of the following, the view that the 1960s represented a period of profound cultural change.

Education Gender roles

Music Race Relations

Textbooks

Title: The American Pageant: A History of the Republic, 1

Publisher: Houghton Mifflin Company

Published Date: July, 2001

Author: Thomas Bailey

Second Author: David Kennedy

Description:

Title: The American Spirit, Volumes 1 and 2

Publisher: Houghton Mifflin Company

Published Date: 2002

Author: Thomas Bailey

Second Author: Kennedy David

Description:

Both volumes offer a set of primary source readings in American History compiled to accompany The

American Pageant Textbook.

Title: Why Freedom Matters: The Spirit of the Declaration

Publisher: Workman

Published Date: 2003

Author: Daniel Katz

Second Author: Norman Lear

Description:

Collection of various primary source materials celebrating the spirit embodied by the Declaration of Independence

Other Course Materials

Material Type: Primary Source

Description:

The Declaration of Independence

Material Type: Primary Source

Description:

Martin Luther King's "I have a Dream Speech"

Material Type: Primary Source

Description:

Franklin Roosevelt's "Four Freedoms Speech"

Material Type: Primary Source

Description:

Declaration of Rights and Sentiments

Material Type: Primary Source

Description:

Lincoln's 2nd Inaugural Address

Websites

URL: <http://www.worldwar1.com/>

URL: www.pbs.org

URL: www.history.com

URL: <http://www.loc.gov/index.html>

Periodicals

Title: Letter from Archibald MacLeish about Relocating Ch

Title: The WPA Slave Narratives: Teaching with Oral History

Title: Images and Generations- JFK's Death Through the Pr