

Course Description:

Welcome to AP US History. This course will provide an intensive survey of American history. Through this course, students will be provided with content, practical knowledge of US history, practice in critical thinking activities, and experience in effective writing techniques that will better prepare them for not only the AP Exam but also their future educational areas. Skill development will include, but is not limited to, the interpretation of maps, graphs, charts, political cartoons, primary documents, and other social studies tools. This course will involve both a chronological and thematic approach to historical study. Through lecture, assigned readings, and in class discussion each class will examine the basic ideas, people and events that shaped American history. This course will acquaint you with the major ideas and the chronology of American history from exploration and colonization to American in the 21st Century.

Text:

Ayers, Edward L., et al. *American Passages: A History of the United States*. Third Edition. (Wadsworth/Thomson Learning, 2007)

American Passages is the primary text for this course. There will be other, required, supplemental readings (books, book reviews, articles, etc...) announced at a later date.

*Supplemental resources are listed on the final page.

Instructor objectives:

- Prepare students for the AP U.S. History Exam
- Assist students in becoming familiar with the basics of American history
- Introduce social, economic, and political themes of American history
- Provide a basic introduction to research methods and tools
- Provide a foundation for understanding American history and America's role in a global society

Course Objectives:

- Demonstrate a mastery of a broad body of historical knowledge
- Differentiate between various schools of historical thought and interpretation
- Interpret and draw conclusions from various pieces of historical data including original documents, cartoons, graphs, etc.
- Use historical evidence to defend and support basic arguments and positions
- Demonstrate an effective use of analytical skills of evaluation, cause-and-effect relationships, and compare and contrast
- Work effectively in groups to produce products, make presentations, and solve problems
- Prepare for and receive a grade of 3 or higher on the AP U.S. History Exam

Course Themes:

These themes are woven throughout unit discussions, with assessments (quizzes, essays, and exams) being structured around them:

- Economic Transformations
- Globalization
- National Identity and Citizenship
- Political Change and Continuity
- Pluralism and Group Identity
- Reform
- Religion
- Slavery and its Legacy
- War and Diplomacy

Additional Requirements:

In addition to content mastery, students will:

- A. Write effective historical essays and reviews with a strong thesis, supporting information, and develop their writing style to reflect AP standards and expectations.
- B. Analyze historical documents for meaning, context, and relationship to historical topics issues.
- C. Develop techniques of questioning, discussion, and debate as well as the ability to critically analyze historical topics.

- D. Develop personal interpretations and opinions of historical topics and writings.
- E. Keep a reading journal, taking notes while completing reading assignments. Reading journals may be used for accountability quizzes.

A Typical Lesson:

A typical lesson will be created around five broad questions. Students are given the questions at the beginning of the new lesson and must formulate a rough written response to each question. Class discussion will be centered on the five questions. Each day will begin with a review period of the previous material. It may be in oral question and answer format, debate, or a quick activity where students must demonstrate knowledge and understanding of the material.

I use articles, PowerPoint, video clips, and lecture for instruction. Students are expected to take notes during class and add to their rough responses to the guide questions. One or all of the five questions will be included on the lesson assessment.

Course Evaluation:

Grades for each grading period will be based upon the students' accurate completion of tests, assignments and reading. The reading journal and assignment quizzes will be worth 30%. This grade will be based upon reading notes, class and outside assignments. Written assignments, including research and review projects, will be worth 30% of the class grade. Chapter and unit tests will be 40% of the grade.

Tentative Course Schedule:

What follows is a tentative course guide to help you stay track with your reading. General topics are listed with target dates and topic guides. History is a reading intensive subject and it is imperative that you do not fall behind. We have much to cover before the AP exam and it will be essential for you to complete all reading and assignments by the due dates. Again, this is a tentative schedule. We will cover the topics listed, and in this order. However, your reading may be, and should be, ahead of where we are discussing in class.

Make note of all changes and be aware of your assignments. There is much to cover before the AP Exam.

AP U.S. History Exam Date: May 08, 2009

Appropriate primary source material will be pulled from the following work when applicable to the lesson.

Beschloss, Michael R.. *Our Documents: 100 Milestone Documents from the National Archives*. Oxford University Press, 2006.

Introduce the course

Examine themes of history and their meaning. Students will supply examples of each.

- Economic Transformations
- Globalization
- National Identity and Citizenship
- Political Change and Continuity
- Pluralism and Group Identity
- Reform
- Religion
- Slavery and its Legacy
- War and Diplomacy

Become familiar with the textbook and classroom procedures

Begin reading chapter 1.

The Rise of Colonial America

Meso-American culture; transatlantic encounters; purposes of colonization (Spain, Portugal, France, England) push-pull factors for colonization; establishment of English colonies, comparison of southern, middle, and northern colonies (religion, economics, political); cultural differences between Americans, Europeans, and Africans

Written Response and Discussion:

- Explain the characteristics of the various Native American groups who occupied North America prior to contact with Europeans.
- Describe the characteristics of European society on the eve of contact.
- Trace effects of the Protestant Reformation on the exploration and colonization efforts of England and France.

- Describe the reasons for English colonization activities and be able to explain how the establishment of Jamestown in 1607 differed from the establishment of the Plymouth Colony in 1620.
- Account for the lack of permanent colonies established by New France and New Netherlands.
- Outline the events leading to the Glorious Revolution, and briefly explain its impact on the colonies.
- Trace the development of William Penn's "holy experiment," and compare Quaker relations with Native Americans with their treatment in other parts of the New World.
- Discuss the impact of the Great Awakening on colonial life and its effect on the social fabric of colonial life.

Research group:

- A. Colonial research project. Identify and explain the primary factors for the establishment of your assigned colony. Identify the founders/leaders of the colony. Briefly explain the historical development of the colony. Compare and contrast the development of your colony to that of other colonies. Prepare to present your findings.

American Independence

Mercantilism, colonial wars, French and Indian War, colonial unification, British policies after 1763, decisions for independence, military victory and provisions of the Treaty of Paris (1783)

Written response and Discussion:

- Trace the economic development of the colonies, and explain how mercantilism helped shape the social and cultural identities of New England and the Chesapeake.
- Discuss how the various insurrections against colonial administrators, as triggered by the Glorious Revolution, erupted in several colonies. What might the insurrections reveal about growing social and political tensions in British America?
- Identify the various "wars for empire" that arose between and among the Europeans and Native Americans, and between Britain and Spain.
- Describe the various revenue raising methods imposed by Britain after the French and Indian War, and give the American response.
- Explain how boycotts were used as a form of protest over British revenue raising attempts.
- Explain the division within the American colonies regarding resistance to British taxation policies.
- Explain the impact of the American Revolution on the status of women, African Americans and Native Americans.

Connections- Write and Discuss:

- Examine episodes of religious revivalism in the United States. What has changed since the seventeenth century and what is the same?
- Describe how British mercantilist policies helped shape the administration of the colonies, with emphasis on colonial exposure to periods of virtual independence in light of the British policy of "salutary neglect" during the English Civil War. Explain how inconsistent British rule helped set the stage for resistance and revolution.
- Discuss the French and Indian War as the end of the American colonial era. What unresolved issues inalterably changed American/British relations and set the stage for the American Revolution?

Essay assignment: Explain and defend your position. Was the American Revolution truly a revolution?

Essay assessment-

- Definition and Opinion: Essay begins with definition of the word "revolution," and a clear statement of point of view.
- Arguments: Three clear arguments are made to support an opinion about whether or not the American Revolution was really a revolution.
- Information: Facts, details, and examples are used to support arguments.
- Organization: Essay clearly includes an opening paragraph, an organized body of information, and a conclusion.
- Writing Style: Essay is readable with varied sentence structure.
- Grammar, mechanics, spelling: Essay has been proofread.

The Republican Experiment

Effect of colonial experience on new state governments, the development of the Articles of Confederation, Shays' Rebellion, Constitutional Convention, ratification, George Washington and the first government, the advent of political parties, and foreign and domestic policy (Washington and Adams)

Written Response and Discussion:

- Discuss the Articles of Confederation, and tell what purpose they served in the earliest days of the Republic. Who was included in its language and who was left out?
- Discuss the connection between economic and political issues after the Revolution. Look at how fiscal and economic conditions in the post-war United States defined the nation's political evolution as it relates to the rise of nationalism.
- Explain the two opposing viewpoints regarding how the federal government should be structured.
- Trace the growth of the West and then briefly identify the conflicts between white settlers and Native Americans.

Connections- Discussion

Discuss on the concept of federalism, what it means and how it applies to the American political system. To what extent is the American fear of centralized power rooted in the colonial and revolutionary experience?

Discuss the Bill of Rights in light of its original intent and how it is interpreted in today's world.

Comparing parties: Hamilton and Jefferson. Characteristics of each.

Extremes activity: Give examples of policy and have students stand in a box representing Hamilton or Jefferson, based on how students believe the issue should be handled. More like Hamilton? More like Jefferson?

Lecture will be supplemented by excerpts from Alexander *Hamilton: A Biography*

McDonald, Forrest. *Alexander Hamilton: A Biography*. W. W. Norton & Company, 1982.

Face off activity:

Students will discuss Thomas Jefferson as a pragmatist or idealist. Students will form a line based on whether they think Jefferson was more pragmatic or idealistic. After line formation, the line will fold so that the individuals on the end extremes will face each other and the moderates in the middle will face off. Each side will have 30 seconds to explain their position. After side A explains, side B will be given 30 seconds to repeat what they heard. Side B will be then be given time to explain their position, with side A repeating what they heard. We will then discuss the issue as a class.

Connections- Document Review

The Federalists Read and discuss.

Have the students read some of the better known *Federalist Papers* (Nos. 10, 51, and 78, for example), and analyze them to help students learn to read important political documents.

Essays and discuss

Discuss the Whiskey Rebellion and then consider the following:

- Were the people of Western Pennsylvania justified in protesting the excise tax on whiskey?
- Was George Washington justified in using force against the rebellious farmers?
- To what extent are the people of a republic bound to support and obey the government they create?

Discuss the Alien and Sedition Acts, and whether they were justified as government policy. What connection is there between the Sedition Act and the Bill of Rights? Finally, does war, or the threat of war, justify an abridgment of civil liberties? At what point does free speech become treasonous? Does freedom of speech supersede national security?

Video: *The Presidents: The Lives and Legacies of the 43 Leaders of the United States* (portions of part 1)

Provides a review of events from Washington to Jackson

Chapters 8 and 9, pages 222-282

Jeffersonian Republicanism and the Era of Good Feelings

"The Revolution of 1800," changing political philosophies (Republicans vs. Federalists), Louisiana Purchase, diplomatic and domestic issues, War of 1812 (causes and results), foreign diplomacy (treaties, Monroe Doctrine), domestic issues (slavery and Missouri Compromise), the Supreme Court, and the Marshall Rulings

Written Response and Discussion

- Trace the events leading to the Second Great Awakening, and identify how a renewed interest in religion manifested itself in different regions.
- Explain the fundamentals of Jeffersonian democracy.

- Trace the growth of the judiciary and understand the significance of cases like *Marbury v. Madison*.
- List the reasons why Jefferson was interested in securing the Louisiana Territory and the reasons Napoleon was willing to give it up.
- Briefly list the events that led to the War of 1812.
- Define what is meant by the term “Era of Good Feelings.” Was the “era of good feelings” truly an era of good feelings? Explain.
- Briefly describe the rise in popularity of Andrew Jackson.

Connections- Write and discuss

Many historians have described Thomas Jefferson as favoring a strict construction of the Constitution. Explain whether the President’s authorization of the Louisiana Purchase was consistent or inconsistent with his view of the Constitution.

Connections- Map Activity

Using an outline map of the United States, have the students trace the route of the Lewis and Clark expedition. Fill in the area acquired in the Louisiana Purchase. What kind of inferences can be made between exploration and expansion?

Connections- Document Review and essay.

Read Monroe’s address to Congress and discuss its implications and impact on American foreign policy.

<http://www.ushistory.org/documents/monroe.htm>

Discuss the Monroe Doctrine, and explain why many consider it the most significant piece of American foreign policy to emerge from the early republic. What was Monroe’s intent in issuing this document, and what value does it have with respect to modern American foreign policy?

Reflection

Discuss the changing roles of women during the Second Great Awakening.

Discuss the expanding role of women in industry.

Supplement lecture and discussion with excerpts and review of *Women at Work* and *Out to Work*.

Dublin, Thomas. *Women at Work. The Transformation of Work and Community in Lowell, Massachusetts, 1826-1860*. New York: Columbia University Press, 1979.

Kessler-Harris, Alice. *Out to Work: A History of Wage Earning Women in the United States*. Oxford University Press: New York, 1982.

Chapters 10 and 11, pages 286-335

Jacksonian America

The election of 1824 and the corrupt bargain, the creation of Jackson’s Democratic Party, Nullification Crisis and states’ rights, battle with the Supreme Court (Cherokee Indian Removal), the bank of the United States, Jackson’s economic policies, Martin Van Buren’s domestic policies, the panic of 1837, and the election of 1840 (Hard Cider and Log Cabin Campaign)

Written response and discussion:

- This is often called the Era of the Common Man. Explain.
- Describe the rise of the Democratic Party and explain why Jackson is called the first “people’s president.”
- Describe the national mood regarding the issue of slavery in the 1820s and 1830s. Describe the role played by free blacks.
- Define the doctrine of nullification as expressed by John C. Calhoun.
- Describe the foreign relations policies of Jackson’s presidency, and explain how they impacted Native Americans.
- List the events and the consequences of the series of financial panics and depressions that plagued the U.S. economy beginning in 1837.
- Explain the connection between abolitionism and a growing women’s rights movement.

Lecture and discussion supplemented by excerpts from *The Jacksonian Promise* and *Manifest Design: American Exceptionalism and Empire*

Feller, Daniel. *The Jacksonian Promise*. The Johns Hopkins University Press, 1995.

Hietala, Thomas R. *Manifest Design: American Exceptionalism and Empire*. Cornell University Press, 1985.

Winter Break Work

Students will be required to study American Expansionism and complete two online quizzes created by me. The first consists of 35 matching and multiple choice questions to help them through the material. The second quiz consists of six short answer questions.

- Outline the perils and the potential of continuing westward expansion.
- Examine the other side of Manifest Destiny by examining the Mexican impression of American foreign policy during the first half of the nineteenth century. Discuss the impact of Manifest Destiny on the Mexican government and on Hispanics living in the West and Southwest.
- Examine how presidential campaigning has changed since the early days of the republic. How did the telegraph and railroad affect campaign rhetoric and campaign styles? (Radio/Television)
- Discuss the events leading to war with Mexico, and explain the war's consequences.
- Discuss the effect that the discovery of gold in California had on the nation.
- Trace the ongoing ferment for social change and self-improvement that characterized the decade of 1835 to 1845.
- Identify the various utopian communities that were founded in the 1840s. Give examples of both religious and secular societies.

Upon returning from Winter Break and reaching the deadline for quiz submission students will be grouped to discuss their answers, share answers, and improve their understanding of various topics. As a class we will discuss the questions and comments they have.

January intro- Getting back in the groove

Video and worksheets *The Mexican War* (approx 15 minutes) (Downloaded from www.unitedstreaming.com)
Watch, note, complete video quiz, and discuss.

Maps

Identify the boundary changes and territorial gains of The Mexican War victory.

The pursuit of rights for women

Writings and Discussion

- Identify influential women of American History
 - Students are to create a list of 10 women that have made an impact on American History prior to the 20th Century.
 - Students will be grouped to share their lists and elaborate on the contributions of women in America's history.
- Explain the connection between abolitionism and a growing women's rights movement.

Document review:

Students will be provided with a copy of the Declaration of Sentiments, and then shall discuss the document focusing on the following:

- Its resemblance to the Declaration of Independence. Why did women choose that document as their model? What were Stanton and Mott saying about the status of women?
- How was the Declaration of Sentiments a document of its time?

Slavery and Abolition

- Describe the lives of slaves in the 1830s as well as the attitudes of white Southerners regarding slavery.
- Explain the focus on abolitionism that dominated the late 1830s.

Using overhead projection and *The Abolitionist Movement: in Illustration and Art* we will view images depicting slavery and discuss the images. What is being portrayed? How is it being portrayed? How are the images different through time? How would the images be perceived in the North vs. the South?

Topics covered: Slavery: Reality & Myth, Runaways & Resistance, and The Abolitionist Cause

Read excerpts and reviews, then discuss *The South and the Politics of Slavery* and *Romance and Realism in Southern Politics*.

Cooper, William J. *The South and the Politics of Slavery, 1828-1856*. Baton Rouge: Louisiana State University Press, 1978.

Williams, Harry T. *Romance and Realism in Southern Politics*. Georgia: University of Georgia Press, 1961.

Chapters 12 and 13, pages 342-399

Manifest Destiny and Sectionalism

Revolution in Texas, Mexican–American War, development of third parties, popular sovereignty, Compromise of 1850, Kansas–Nebraska Act, Election of 1856, Dred Scott, John Brown, Lincoln–Douglas debates, Harper’s Ferry, Election of 1860, secession and the beginnings of the Civil War

Lecture: Build up to War. Evaluating the catalysts to the Civil War and the failure to compromise over slavery.

Resources :

- McPherson, James M. *Ordeal by Fire: The Civil War and Reconstruction*. McGraw-Hill, 2000.
- McPherson, James. *Battle Cry of Freedom*. Oxford University Press US, 1988.
- Interview notes from my opportunity to speak with James McPherson about his writings and interest in the Civil War era.

Map Activity:

Identify the states and territories prior to the Civil War and the areas of compromise and tension.

Identify the boundary between the North and the South.

Writing and discussion

- Define popular sovereignty and explain how the political parties of the mid-nineteenth century used it to shape their particular political agendas.
- Explain how events in Kansas contributed to problems for the Democratic Party.
- Describe the political issues surrounding the Dred Scott case and the significance of the subsequent Supreme Court decision.
- Briefly explain the various Southern viewpoints on the issue of slavery in the 1850s.
- Explain the political positions of Stephen A. Douglas and Abraham Lincoln on the eve of their 1858 debate series.
- Explain the significance of the 1860 presidential election.

Extra Credit Opportunity:

Read and review *Sherman’s Other War* by John Marszalek

Marszalek, John. *Sherman’s Other War: The General and the Civil War*. Kent State University Press, 1999.

Chapters 14, 15, and 16, pages 402-481

The American Civil War and Reforging the Union

Social mores of the Old South, economic development in the Old South; advantages and disadvantages of both the United States and the Confederacy; military technology; outcomes of significant battles; social aspects of the Civil War (Emancipation Proclamation, Civil War and Reconstruction Amendments); mobilization and domestic issues and policies during the war; social, economic, and political impact of the war; Reconstruction plans (presidential vs. congressional reconstruction plans); economic development of the “New South”; home rule; Compromise of 1877; Booker T. Washington vs. W.E.B. DuBois; sharecropping and tenant farming

Documents and discussion

Read the Gettysburg Address aloud. Ask students to comment on the various passages, in particular the phrase “all men are created equal.” What does Lincoln mean by it, and how is his interpretation different from Jefferson’s?

Beschloss, Michael R.. *Our Documents: 100 Milestone Documents from the National Archives*. Oxford University Press, 2006.

Research Project-

Connections: Images and primary documents

Divided into groups students will participate in one of three web quests and present their findings to the class.

Web quest one: <http://oncampus.richmond.edu/academics/education/projects/webquests/civilwar/index.html>

Examine the Civil War by looking at different perspectives of those living through the war.

Web quest Two: <http://www.todaysteacher.com/CivilWarWebquest/CivilWarWebquest.htm>

News coverage. Examine and then communicate through writing all aspects of life during the Civil War period.

Students will research aspects of life from the perspective of the North and South, as well as report on prominent battles of their assigned area.

Web quest Three: <http://www.stonewall.fcps.net/wg/cwwebquest/civilwar.htm>

Personal perspective web quest where students will research the lives of soldiers and specific battles of the war. In

addition to the web quest requirements students will be asked to research journal entries from the Civil War period.

Writing and Discussion

- Do an analysis of the strengths and weaknesses of the North and South on the eve of the Civil War. Examine the changes in the North and South in the post war period.
- Discuss the significance of the Border States to both the North and the South, focusing on how they influenced Union strategy.
- Discuss the various ways the war transformed northern and southern society.
- Look at the participation of women on both sides of the war effort. Try to include how they participated not only as nurses, but also as spies and soldiers.
- Discuss the effect of emancipation on the Southern economy. Trace the rise of sharecropping, and describe how it differed from slavery.
- Discuss the observation that “the North won the Civil War, but the South won Reconstruction.”

Read excerpts and reviews, then discuss. Compare the various viewpoints and portrayals of the South.

Cooper, William J. *The South and the Politics of Slavery, 1828-1856*. Baton Rouge: Louisiana State University Press, 1978.

Williams, Harry T. *Romance and Realism in Southern Politics*. Georgia: University of Georgia Press, 1961.

Wiebe, Robert H. *The Search for Order, 1877-1920*. New York: Hill and Wang, 1967.

Doyle, Don H. *New Men, New Cities, New South: Atlanta, Nashville, Charleston, Mobile, 1860-1910*. Chapel Hill: University of North Carolina Press, 1990.

Billington, Monroe. *Southern Politics Since the Civil War*. Florida: Robert E. Krieger Publishing, 1984.

Video: *Reconstruction: The Second Civil War*

Maps and graphs

Identify population changes and patterns in the post war period.

Chapters 17-20, pages 499-600

The Trans-Mississippi West, American Industrialization, the Gilded Age, and the Advent of Urban and Rural America During the Gilded Age

Native American wars, Dawes Act, Reservation System, Gilded Age Politics, the Robber Barons (methods, accomplishments, and philosophies), the rise of labor unions (leaders, methods, successes, and failures), the Pendleton Act, the GAR, William Jennings Bryan, Populist Party, the Grange, gold standard vs. silver standard

Writing and Discussion:

- Trace the rise of big business in the late 1800s, and be able to identify Andrew Carnegie, John D. Rockefeller, and Cornelius Vanderbilt.
- Describe some of the dangers employees encountered in the workplace, and explain why unions became important.
- Discuss the early development of American labor organizations. Compare and contrast the Knights of Labor with the American Federation of Labor. Explore reasons why one movement was more successful than the other.
- Discuss what is meant by the term New South, and what that description means to southerners in the postwar period. Do we make a distinction between the South of the Civil War and the South at the turn of the twenty-first century?
- Describe the functions of the political boss in urban politics.
- Identify the various reform movements of the late 1880s.
- Briefly explain the agenda of the Populist Party.
- Discuss the impact of immigration on American public education. What role was education supposed to play in the assimilation of the new immigrant into American society?
- Explain the significance of *Plessy v. Ferguson*.

Supreme Court Cases:

Read the majority and dissenting opinion of *Plessy v. Ferguson*. Discuss.

Glencoe workbook: Civics Today- Supreme Court Case Studies

Essay assignments:

A. Write an essay addressing the following:

- State definitions of the terms "robber baron" and "captain of industry."
- List some of the actions, both positive and negative, of one or more captains of industry/robber barons.
- Take a stand as to whether a particular financier/industrialist is or is not a robber baron and support that stand with evidence.

B. Frederick Jackson Turner used his frontier thesis to explain the development of a uniquely American character. Thus, when the director of the census announced the closing of the frontier in 1890, Turner felt that America's best years were behind her. Without a frontier, Americans would become ever more like their European counterparts. Turner recognized only a *physical* frontier. Write a brief essay in which you agree or disagree with Turner. What other kinds of frontiers can there be besides land? How valid is his theory today?

Connections: compare to today

Have students look at some of the popular magazines of the day, such as *Ladies' Home Journal* and *Good Housekeeping*. What kinds of articles are included and what kinds of advertisements? How do they compare to their modern counterparts? What do they say about women's roles?

Lecture Supplements:

McMath Jr., Robert C. *American Populism: A Social History: 1877-1898*. New York: Hill and Wang, 1993.

Wiebe, Robert H. *The Search for Order, 1877-1920*. New York: Hill and Wang, 1967.

Robertson, David Brian. *Capital, Labor, and the State: The Battle for American Labor Markets from the Civil War to the New Deal*. Rowman and Littlefield, 2000.

Chapters 21-22, pages 610-670

American Progressives and American Foreign Policy

Local and state progressive reforms (types of municipal governments, mayors, state governors and representatives), national progressivism plans and programs (Roosevelt, Taft, Wilson), The Square Deal, New Freedom, muckrakers, women's issues, consumer protection, political corruption, environmental protection, business and labor issues, American imperialism (Asia, Central, and South America), long-term causes for American imperialism, causes and results of the Spanish-American War, neutrality during World War I (WWI), causes of American entry into WWI, Wilson's 14 points, negotiations of the Treaty of Versailles, conflict between Wilson and Congress over the treaty, and the League of Nations

Writing and discussion:

- Identify some of the various responses by the courts and by women to economic difficulties of the 1890s.
- Briefly describe American foreign policy in Hawaii, the Pacific, and Latin America.
- Describe the reasons the United States became involved in the Spanish-American War.
- Discuss the short- and long-term implications of the Panama Canal project for American foreign policy.
- Outline the major provisions of Roosevelt's Square Deal.
- Briefly describe some of the reform goals of the progressives at the local, state and national levels.
- Briefly describe Theodore Roosevelt's foreign policy in his second term.
- Discuss whether Theodore Roosevelt should be viewed as a radical, liberal, moderate or conservative president.
- Distinguish between the progressive programs of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson.
- Briefly describe the provisions of Woodrow Wilson's New Freedom and Roosevelt's New Nationalism Briefly
- Describe the Wilsonian approach to foreign affairs.
- Define in general terms the official United States policy in 1914 toward the war in Europe.
- Describe the various social changes in the United States during the period of neutrality.
- Explain the state of reform, especially its impact on women's suffrage, temperance, and immigration policies.
- List the steps that led the United States to intervene in World War I.
- Describe Woodrow Wilson's plan for peace in the post-World War I world.

- Discuss the roles of African Americans in World War I. Examine how their combat experiences led many African Americans to begin actively challenging their country's racial outlook.

Charting and comparisons

Make a chart showing the similarities and differences between the political ideals, policies and programs of Theodore Roosevelt and Woodrow Wilson.

News and images

Have students look at newspaper accounts of the sinking of the *Lusitania* to understand how "neutral" the American press was. Editorial pages and cartoons help suggest American sympathies.

Review American Leaders

We have spent a tremendous amount of time discussing leaders of our nation. Some have been Presidents, some have been advisors to the President, and some have been prominent figures who made a difference in society.

- Using two-sides and four-sides method:
Students will be given a historical event and asked to stand in the square of the individual they most identify with regarding the policy/nature of the event.
- Using center to extreme (agree or disagree- center of the circle method) :
Students will be given a policy and asked to what extent a historical figure would agree or disagree with the policy.

After this activity, discuss the scenarios and policies and why students made the choices they did.

Writing activity with comparison with today

Have students examine one issue or social problem that concerned Americans during this period (child labor, alcoholism, prostitution, political corruption, etc.) and have them prepare a brief exposé of the problem in the style of the muckraker journalists. Review many of the top stories today. Compare and contrast journalism of today with that of the early 1900s.

Compare U.S. foreign policy of the early 20th Century with U.S. foreign policy of today. What has changed? To what do you attribute change? Would earlier forms of American foreign policy work in the 21st Century? Explain. (Be prepared to discuss this topic in class.)

Lecture Supplements:

- Wilson, Harold S. *McClure's Magazine and the Muckrakers*. Princeton, New Jersey: Princeton University Press, 1970.
- Regier, Cornelius C. *The Era of the Muckrakers*. North Carolina: The University of North Carolina Press, 1932.
- Zeiger, Robert H. *America's Great War: World War I and The American Experience*. Rowman and Littlefield, 2000.

Chapters 23 and 24, pages 670-718

The Roaring 20s and the Great Depression

Agricultural and economic recession (minor), intolerance, KKK, immigration restrictions, Sacco and Vanzetti, prohibition, organized crime, jazz, Harlem Renaissance, changing roles of women, stock market (boom and bust), Harding administration (foreign policy, prosperity, and scandals), Coolidge administration (business of America is business), Hoover (stock market crash and response), election of 1932, New Deal legislation, FDR vs. Supreme Court (court packing plan), critics of the New Deal, impact of the Depression

Writing and discussion:

- Describe in general terms the social attitudes of post-World War I America.
- Name some of the technological developments that shaped society and the economy in the postwar period.
- Describe the presidential styles and administrations of Warren G. Harding and Calvin Coolidge.
- Identify some of the artists in music, literature, art, and film who contributed to the cultural explosion of the 1920s.
- Describe the effect of prohibition on the social and cultural makeup of the United States.
- Describe the expanding roles of women in the 1920s.

- Describe the presidential election of 1928, and briefly outline the strengths and weaknesses of candidates Herbert Hoover and Al Smith.
- Provide some of the reasons for the stock market crash of 1929.
- Give some of the reasons for the onset of the Great Depression and list some of Hoover's efforts to fight it.
- Briefly describe the effects of the worldwide depression in the 1930s on American foreign policy.
- Explain in general terms why the Democratic party was successful in capturing the presidency in 1932.
- Look at Marcus Garvey as a proponent of black separatism. Ask students to think about American efforts to resolve racial problems in the twentieth century. What is the difference between racial integration and racial segregation? How are these different from racial separatism?
- Review Harding, Coolidge and Hoover. Discuss the widely held opinion that these three were among the least effective presidents in our history. Is this opinion justified?

Connections through time:

Group research and discussion: Compare and contrast the various economic crises in American history. Address the causes, conditions, and results. How do they compare to our current economic turmoil?

- Each member of the group will research an economic crisis and present their findings. The groups are to discuss the similarities and differences of their research findings.
- Each member should be prepared to write an essay based upon the research and discussion.

Connections: Using art and image to analyze historical events

View images of the Great Depression. Discuss. View *Migrant Mother* and read an accompanying article of the 2008 interview of the then 4 year old child in the photo.

<http://www.cnn.com/2008/LIVING/12/02/dustbowl.photo/index.html>

The New Deal:

Group discussion activity. Assign each discussion point to a group member. Students should research their assigned objective and prepare to present to their group. Each group member should consult with members of other groups who have the same objective and fill in any gaps of information, then report back to their original group.

Writing and discussion:

- Compare and contrast the first two years of the New Deal with the New Deal after 1934.
- Evaluate the significant changes brought about by the New Deal and understand how different the nation became because of it.
- Explain how the Social Security Act and the Works Progress Administration were examples of the move of the second New Deal toward goals of social reform and justice.
- Describe the economic and political impact of the New Deal on women and minorities.
- Explain Roosevelt's "court packing scheme."
- Describe the long-term legacy of the New Deal for American politics and life.

Chapters 25 and 26, pages 728-781

The Second World War

U.S. neutrality during Nazi, Italian, and Japanese aggression; events leading to Pearl Harbor; mobilization for war; military strategy (Germany first, second Front, island hopping, atomic bomb); home front (Japanese internment camps, women and minorities in the workplace and the military); diplomacy (Atlantic Charter [compare to 14 Points], Yalta, Tehran, Potsdam, United Nations); seeds of the Cold War (Berlin and the partition of Germany)

Writing and discussion:

- Briefly explain Adolf Hitler's rise to power.
- Define the term *blitzkrieg* and explain its relevance to German military strategy.
- Briefly explain the shift from neutrality to active military support by the American government.
- Describe the impact of World War II on the American family, women and minorities.
- Explain the reasons for the internment of Japanese-Americans, and contrast this policy with the treatment of Italian- and German-Americans during the same period.
- Briefly outline the factors which influenced the American decision to use the atomic bomb.
- Discuss the impact of the war on American women, focusing on the significant movement of females into the workplace. How did this experience affect their self-perception? How did their wartime experiences set the stage for changes in the status of women during the 1950s?

- Comparisons will be made with WWI

Lecture Supplement:

- Greenwald, Maurine Weiner. *Women, War and Work: The Impact of World War I on Women Workers in the United States*. Greenwood Press: Westport, Connecticut, 1980.
- <http://www.teacheroz.com/WWIIHomefront.htm>

Class Debate

- A. Have students debate the American decision to use the atomic bomb against Japan in 1945. Ask them to consider the strategic, military, and political ramifications on both sides of the issue.
- B. Discuss the arguments for and against the Japanese-American relocation camps of World War II. Compare the Japanese-American internment experience with the experiences of Jews in the Holocaust. To what extent are the two incidents similar? Ask students to consider how each government rationalized targeting specific groups of people for unique treatment.

Chapters 27 and 28, pages 784-833

The Cold War and 1950s Prosperity

Election of 1948, Truman, Truman Doctrine, Containment Policy, NATO, Warsaw Pact, Red China, Korea, Baby Boom, GI Bill of Rights, election of 1952, peaceful coexistence, HUAC, McCarthyism, modern media, advertising, cultural development (appliances, housing, suburbia, jobs, television, fast food, hotel chains, cars, etc.), interstate highways, Beatniks and the beginning of counterculture, the beginning of the modern civil rights movement, the Warren Court, *Brown vs. Board of Education* and societal changes after WWII

Writing and discussion:

- Assess the position of the United States on the world stage in the immediate post-war period.
- Identify some of the problems faced by soldiers returning to civilian life.
- Explain the implications of the post-war baby boom on modern America.
 - What is the 21st Century concern for baby boomers?
- Comment on how war's end impacted the roles of women in the workplace and in higher education.
- Identify Harry S. Truman, George C. Marshall, and Dwight D. Eisenhower.
- Look at the phenomena of Senator McCarthy's anticommunist crusade in the early 1950s. Was there a legitimate concern, or was his crusade a product of Cold War jitters?
- Briefly explain President Eisenhower's approach to both domestic and foreign policy.
- Describe in general terms what "brinkmanship" meant, and explain how that concept shaped American foreign policy in the 1950s.
- Explain the broader implications of *Brown v. the Board of Education of Topeka*.
- Briefly describe the impact of television on American culture.
- Describe how the launching of the Soviet satellite Sputnik challenged America's technological and military superiority.
- Describe the major candidates for the presidential election of 1960.
- Trace the rise of anticommunist rhetoric. Explain its effect on American domestic and foreign policy.

Listening to History: (Guest speaker)

Lecture on the emergence of the youth culture during the 1950s. Bring samples of '50s popular music, particularly rock and roll. Discuss how early rock music was referred to as "race music" and why the white community responded by producing "cover records" recorded by white artists.

- Have students examine the 1950s as a breeding ground for the social changes of the 1960s. How did rock and roll and 1950s affluence play a role in creation of the counterculture?

Chapters 29-30, pages 844-901

The 1960s and the Civil Rights Movement, Counterculture, and Vietnam

U2 incident, civil rights and civil liberties, public and government responses to social changes, election of 1960, Kennedy's New Frontier, Kennedy assassination, the election of 1968, Johnson's Great Society programs, War on Poverty, election of 1968, Freedom Summer, SNCC, CORE, SCLC, sit-ins, Black Panthers, Martin Luther King Jr., March on Washington, Malcolm X, Civil Rights Act of 1964, and changing social mores

Writing and discussion:

- Define the meaning of John F. Kennedy's "New Frontier," and describe the successes and failures of his administration.
- Describe the events surrounding the Cuban Missile Crisis of 1962.
- Explain the historical significance of the 1963 March on Washington.
- Briefly describe the presidency of Lyndon Johnson, and identify some of the domestic programs that comprised his "Great Society."
- Briefly explain the shift from conciliation to confrontation in the civil rights movement of the mid-1960s.
- Describe some of the reasons for the shift in the national mood from hopeful and optimistic to angry and suspicious by the end of 1968.

Essay

Compare the civil rights movement of the 1960s to Reconstruction following the Civil War. To what extent was the federal agenda in the 1960s similar to the federal agenda in the 1950s regarding civil rights?

Chapter 31, pages 904-927

The 1970s: Caution in a Crazy World

Vietnamization, Watergate, Nixon and resignation, Ford administration, WIN, inflation and stagflation, OPEC, election of 1976, Carter administration (domestic and foreign policies), Camp David Accords, Iran Hostage Crisis, election of 1980

Writing and discussion:

- Explain the significance of Vietnamization as a cornerstone of Nixon's foreign policy.
- Describe the agendas of minority and women's rights activists at the start of the 1970s.
- List the major accomplishments of the Nixon administration in foreign affairs outside of Vietnam.
- Briefly outline the events that culminated in the Watergate scandal.
- Explain the reasons for the oil crisis of the early 1970s.
- Identify some of the policies promoted by Jimmy Carter when he became president in 1976.

Chapter 32, pages 930-952

The 1980s and Beyond: Conservatism Triumphant

Election of 1980, Reaganomics, the Strategic Détente Initiative, perestroika/glasnost, end of the Cold War, Iran-Contra Affair, election of 1988, Bush and economic policies, fall of Communism, Operation Desert Shield, Operation Desert Storm, election of 1992, Clinton Administration, Somalia, Kosovo, terrorist hijackings and bombings, scandals, health care system, election of 2000, Bush II, 9-11, "war on terror," foreign policy, civil liberties, globalization, new world role

Writing and discussion:

- Identify and briefly explain the major elements of the Reagan domestic and foreign policy agenda.
- Identify and explain the historical significance of the Strategic Defense Initiative (SDI).
- Identify the candidates and key issues of the 1984 presidential election, and describe the outcome.
- Explain the circumstances surrounding the Iran-Contra affair.
- Identify two significant pieces of legislation passed during the Bush administration.
- Briefly identify the three major contenders for the presidency in 1992.
- Describe the Clinton domestic agenda.
- Identify at least three foreign policy challenges faced by Clinton in his first term.
- Describe some of the reasons for the resurgence of the Republican Party in 1994.
- Briefly explain the status of civil rights in the United States in the 1990s.
- Name the candidates for president in the year 2004.

Evaluate ways in which the conservative administrations of Reagan and Bush represented a shift away from the liberal domestic policies in place since the New Deal. Discuss the effectiveness of this new agenda on the economic, political and social needs of the American people. Compare to policies of Clinton and GW Bush. Review the proposed policies of the upcoming administration. How do they compare and contrast? Offer your own opinion as well.

Look at the Gulf War and explore American attitudes towards war in the late 1980s and '90s. Examine why this war generated such

popular support, when twenty years earlier the nation had nearly come apart over the war in Vietnam. Compare to the wars in Afghanistan and Iraq and the post 9/11 world. How have attitudes changed and to what do you attribute this change?

March 30- May 7: WRAP UP and REVIEW FOR AP U.S. HISTORY EXAM May 08, 2009

Landmark cases of American history

Read majority and dissenting opinions of several landmark Supreme Court Cases. As we review each case we will also review the history of the period.

Resources:

Milestone Cases <http://www.infoplease.com/ipa/A0101289.html>

Glencoe workbook: Civics Today- Supreme Court Case Studies

Landmark Cases <http://www.landmarkcases.org/>

Document Based and Free Response Questions: Several will be used from:

<http://www.mury.k12.ut.us/MHS/apus/dbq/default.htm> and

http://www.collegeboard.com/student/testing/ap/prep_free.html#us_hist

DBQ Example from above websites.

Directions: the following question is based on the accompanying documents (1- 8). Some of these documents have been edited for the purposes of these exercises. This question is designed to test your ability to work with historic documents. As you analyze the documents, take into account both the sources of the document and the author's point of view.

Historic Context

The industrialization, which followed the Civil War, had a great impact on many different area of life in the United States. One of the groups most affected by the growth of industry was the worker.

Question: Discuss the impact of industrialization on workers in the United States form 1865 to 1914 and evaluate the ways that individuals and government responded to the problems created by industrialization.

After reading the documents, complete part A

Part A: Short answer

Document 1

The opportunity to get rich, to attain great wealth is here...now within the reach of almost every man and woman.... You have no right to be poor. It is your duty to be rich.... I sympathize with the poor, but the number of poor who are to be sympathized with is very small... let us remember, there is not a poor person in the United States who was not made poor by his own shortcomings... *Russell Cornwell, Acres of Diamonds, 1900*

What was the attitude of Russell Conwell toward the poor?

Document 2

It is true that wealth has been greatly increased, and that the average comfort, leisure, and refinement have been raised, but these gains are not general. In them the lowest class do not share...There is a vague but general feeling of disappointment; and increases bitterness among the working classes; a widespread feeling of unrest and brooding revolution. *Henry George, Progress and Poverty, 1905.*

Why did Henry George warn against dissatisfaction among the working classes?

Document 3

The employer desires to reduce wages and lengthen the hours of labor, while the desire of employees is to obtain shorter hours of labor and better wages, and better surroundings. Strikes establish or maintain the rights of unionism; that is, to establish and maintain the organization by which the rights of worker can be better protected. *Samuel Gompers*

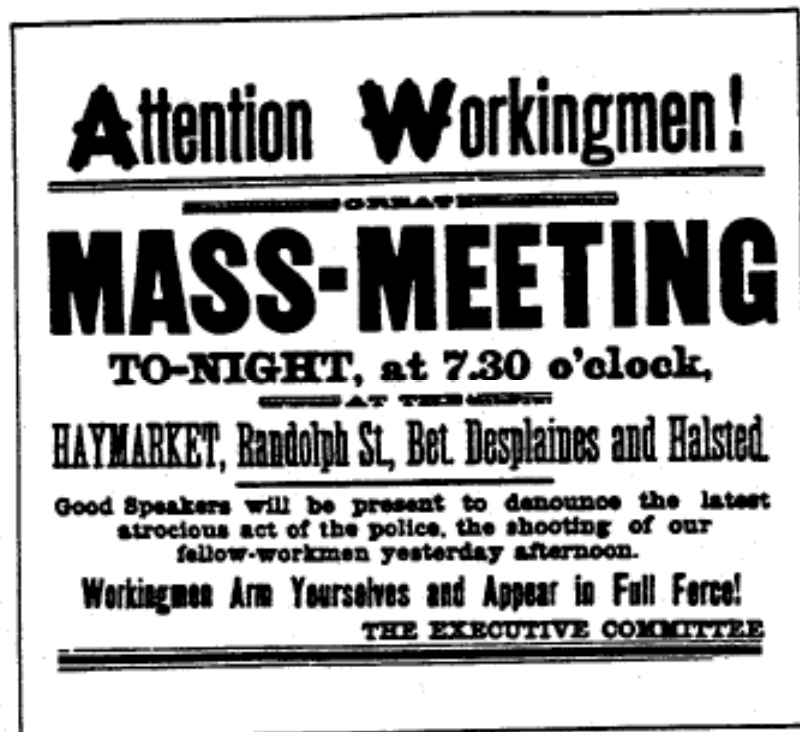
According to Samuel Gompers, what are the differences between the goals of employers and employees?

Document 4

I am going to fight... If it takes all summer and all winter, and all next summer and all next winter. Yes, even life itself. I will fight this to the bitter end. I will never recognize the union, never, never. *HC Frick, President, Carnegie Steel, 1892*

What was the attitude of many "captains of industry" toward unions?

Document 5



What does this poster show about the government response to the Haymarket affair?

**Killed, Injured, and Arrested in
Strikes in the Selected States Between
January 1, 1902 and June 30, 1904**

State	Killed	Injured	Arrested
California	6	34	31
Colorado	42	112	1,345
Illinois	35	447	1,353
Louisiana	1	38	79
Massachusetts		3	19
Mississippi			1
Missouri	8	40	69
New Jersey	3	76	125
New York	4	123	1,010
Pennsylvania	35	486	678
Utah		41	223
West Virginia	13	19	192

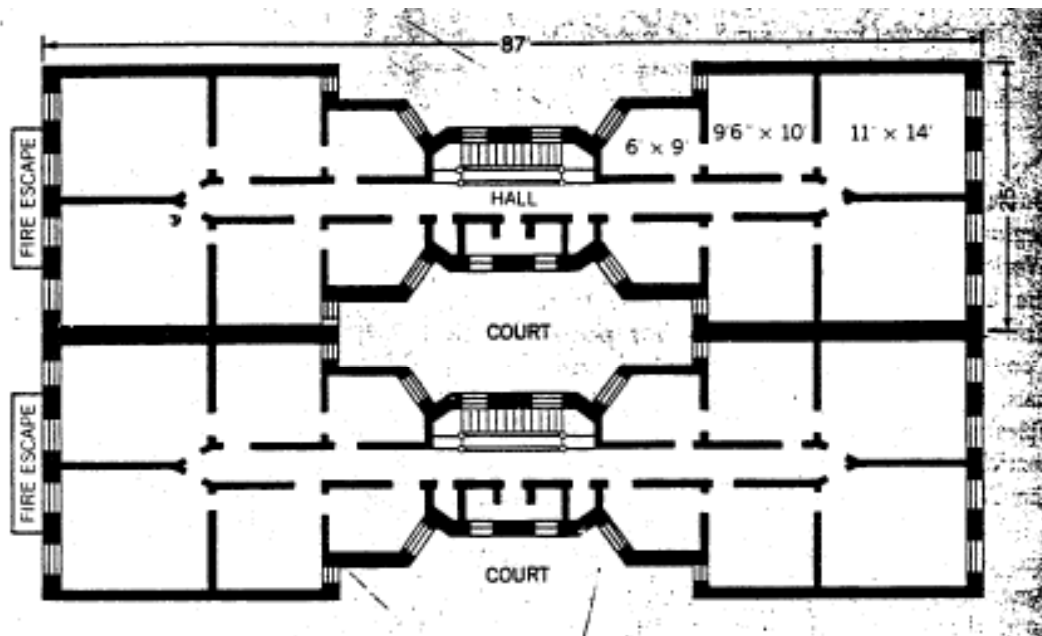
How did government and management respond to strikes between 1902 and 1904?



What does this cartoon show about working conditions?

Document 8

The Dumbbell Tenement Plan



Sometimes a whole family was crowded into a single room.

What does this floor plan show about living conditions in the tenements that housed immigrant workers?

Part B: Essay response

Write an essay that discuss the impact of industrialization on workers in the United States from 1865 to 1914 and evaluate the ways that individuals and government responded to the problems created by industrialization.

Your essay should be well organized with an introductory paragraph that states your position on the question. Develop your position in the next paragraphs and write a conclusion. In your essay, include specific historical details and refer to the specific documents you analyzed in Part A. you may include additional information from your knowledge of American History.

Classroom Civility: Be respectful. Be responsible. Be resourceful.

Your cooperation is essential to build and maintain a positive learning environment in the classroom. Questions and academic discussion are welcomed and encouraged. Please do not disrupt lecture and instruction by talking out of turn. When participating in discussion and asking questions respect yourself, your classmates, and your instructor. Students are expected to act in a polite manner at all times. Insults, disrespectful comments, and derogatory statements will not be tolerated. Take responsibility for yourself. Arrive to class on time, and bring all necessary materials. Use the resources available to you. Students are given textbooks and have access to school and local research facilities. Students failing to follow class guidelines will receive a discipline notification that is to be taken home, signed, and returned to me the next day. After receiving a warning and discipline notification, a student will be referred to the appropriate administrator.

Make-up Policy:

Students who miss class are responsible for checking the website and asking for missed assignments. Credit will be given if, and only if, the absence was excused.

Website:

I maintain a website for students and those responsible for them. Visiting the website you will find class guidelines and expectations, course objectives, lesson plans and assignments, and links to many helpful websites. To receive automated updates and certain aspects of the site it will be necessary to register. It is recommended, but not required.

Required supplies:

- 1" or 2" Binder with dividers
- **College** ruled paper
- Pen and pencil
 - Blue or black ink
- Highlighters
- Dictionary/Thesaurus

Supplemental Resources:

The following resources will be used to supplement lecture and class discussion. It is not an all inclusive list. New resources are discovered as preparation takes place for the upcoming weeks.

Books-

Beschloss, Michael R.. *Our Documents: 100 Milestone Documents from the National Archives*. Oxford University Press, 2006.

Billington, Monroe. *Southern Politics Since the Civil War*. Florida: Robert E. Krieger Publishing, 1984.

Bodnar, John. *The Transplanted: A History of Immigrants in Urban America*. Bloomington: Indiana University Press, 1985.

Cooper, William J. *The South and the Politics of Slavery, 1828-1856*. Baton Rouge: Louisiana State University Press, 1978.

Doyle, Don H. *New Men, New Cities, New South: Atlanta, Nashville, Charleston, Mobile, 1860-1910*. Chapel Hill: University of North Carolina Press, 1990.

Dublin, Thomas. *Women at Work. The Transformation of Work and Community in Lowell, Massachusetts, 1826-1860*. New York: Columbia University Press, 1979.

Feller, Daniel. *The Jacksonian Promise*. The Johns Hopkins University Press, 1995.

Gould, Lewis L. *America in the Progressive Era, 1890-1914*. Seminar Studies in History. New York and Harlow: Pearson Education Limited, 2001.

Greenwald, Maurine Weiner. *Women, War and Work: The Impact of World War I on Women Workers in the United States*. Greenwood Press: Westport, Connecticut, 1980.

Hamby, Alonzo L. *Liberalism and Its Challengers: FDR to Reagan*. New York: Oxford University Press. 1992.

Hietala, Thomas R. *Manifest Design: American Exceptionalism and Empire*. Cornell University Press, 1985.

Johnson, Paul E. *A Shopkeeper's Millennium: Society and Revivals in Rochester, New York, 1815-1837*. New York: Hill and Wang, 2004.

Kessler-Harris, Alice. *Out to Work: A History of Wage Earning Women in the United States*. Oxford University Press: New York, 1982.

Marszalek, John. *Sherman's Other War: The General and the Civil War*. Kent State University Press, 1999.

McDonald, Forrest. *Alexander Hamilton: A Biography*. W. W. Norton & Company, 1982.

McMath Jr., Robert C. *American Populism: A Social History: 1877-1898*. New York: Hill and Wang, 1993.

McPherson, James M. *Ordeal by Fire: The Civil War and Reconstruction*. McGraw-Hill, 2000.

McPherson, James. *Battle Cry of Freedom*. Oxford University Press US, 1988.

Neth, Mary. *Preserving the Family Farm: Women, Community, and the Foundation of Agribusiness in the Midwest, 1900-1940*. Baltimore: Johns Hopkins University Press, 1995.

Regier, Cornelius C. *The Era of the Muckrakers*. North Carolina: The University of North Carolina Press, 1932.

Robertson, David Brian. *Capital, Labor, and the State: The Battle for American Labor Markets from the Civil War to the New Deal*. Rowman and Littlefield, 2000.

Wiebe, Robert H. *The Search for Order, 1877-1920*. New York: Hill and Wang, 1967.

Williams, Harry T. *Romance and Realism in Southern Politics*. Georgia: University of Georgia Press, 1961.

Wilson, Harold S. *McClure's Magazine and the Muckrakers*. Princeton, New Jersey: Princeton University Press, 1970.

Zeiger, Robert H. *America's Great War: World War I and The American Experience*. Rowman and Littlefield, 2000.

Websites-

<http://www.besthistorysites.net/LessonPlans.shtml>

Lesson plans for history. Includes links to helpful sites for research and review.

http://college.cengage.com/history/us/ayers/am_passages/3e/resources.html

Textbook, quizzes, and other preparation resources. Includes lectures and slideshows.

http://historynow.org/12_2007/index.html

Resources for research and review.

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

Library of Congress

<http://mshistory.k12.ms.us/>

Resources for southern history

<http://usinfo.state.gov/products/pubs/historyotln/>

Timeline and essays for a review of American history.

<http://www.loc.gov/rr/program/bib/ourdocs/PrimDocsHome.html>

Primary sources for classroom use

http://www.collegeboard.com/student/testing/ap/prep_free.html#us_hist

Free response questions

<http://www.mury.k12.ut.us/MHS/apus/dbq/default.htm>

Document based questions

Articles, reviews, and essays will be used from JSTOR, findarticles.com, and

Videos:

The History Channel Presents: The Presidents ©2005

Free At Last: Civil Rights Heroes Vol. I & II ©2005

Dear America: Letters Home From Vietnam ©1988

The Remarkable 20th Century ©2004

Video clips found online at UnitedStreaming.com and HowStuffWorks.com will also be used.

Other:

Glencoe workbook: Civics Today- Supreme Court Case Studies

The Federalist Papers #'s 23, 47, 51, 72, 78

****Syllabus adapted from example syllabi found at AP Central online at***

http://apcentral.collegeboard.com/apc/public/repository/US_History_Syllabus_1.pdf