



AP UNITED STATES HISTORY

2020-2021

OVERVIEW

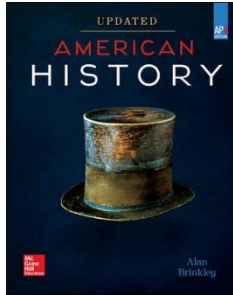
The Advanced Placement US History class is designed to provide an academically rigorous challenge that allows students to experience a college level history course. The primary purpose of the course is to provide a broad, but sophisticated understanding of the history of the United States, from the pre-colonial era through to present times. As a fundamental part of this process important historical thinking skills are taught that allow students to go beyond the mere memorization of facts and dates.

The final purpose of the class is, of course, to prepare the students to take the AP US History Exam in May 2021. This preparation will focus on the enhancing of the students' analytical and argumentative skills, in both verbal and written formats. Students will be able to write and communicate persuasively about various historical questions. They will be able to analyze complex historical events and eras, recognizing and allowing for bias in historical documents and accounts.

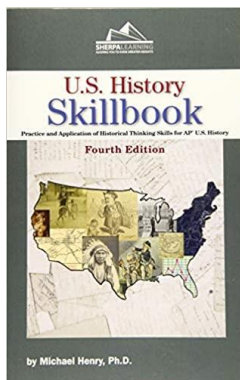
The course will follow certain overarching themes such as the degree to which Americans have been unified or conflict-ridden in various periods of history, the building of a national culture, immigration and the methods of assimilating newcomers, and the path by which the United States has developed from a relatively insular country into a major world power.



TEXTBOOKS



Brinkley, Alan, *American History: Connecting with the Past*, AP Edition. 15th ed., New York, N.Y.: McGraw Hill Co., 2017 [CR1]



Henry, Michael, *US History Skillbook*. 4th Ed., Saddle Brook, N.J.: Peoples Education, 2018

Supplemental Readings – both primary and secondary - provided through class website
[url deleted to secure anonymity]

Course Objectives:

Students will:

- Master a broad body of historical knowledge
- Demonstrate an understanding of historical chronology and critically evaluate causation
- Use historical data to support an argument or position
- Interpret and apply data from original documents
- Develop critical and historical thinking skills
- Analyze and evaluate historical patterns of continuity and change over time
- Connect patterns of change to larger historical themes or processes
- Identify and evaluate a variety of perspectives on a given historical phenomenon
- Prepare for and successfully pass the AP Exam

Historical Thinking Skills

These skills, reflecting the tasks of professional historians, will be taught throughout the course:

Skill 1 – Developments and Processes

- 1.A Identify a historical concept, development, or process.
- 1.B Explain a historical concept, development, or process.

Skill 2 – Sourcing and Situation

- 2.A Identify a source’s point of view, purpose, historical situation, and/or audience. .
- 2.B Explain the point of view, purpose, historical situation, and/ or audience of a source.
- 2.C Explain the significance of a source’s point of view, purpose, historical situation, and/ or audience, including how these might limit the use(s) of a source.

Skill 3 – Claims and Evidence in Sources

- 3.A Identify and describe a claim and/or argument in a textbased or non-text-based source.
- 3.B Identify the evidence used in a source to support an argument.
- 3.C Compare the arguments or main ideas of two sources.
- 3.D Explain how claims or evidence support, modify, or refute a source’s argument.

Skill 4 – Contextualization

- 4.A Identify and describe a historical context for a specific historical development or process.
- 4.B Explain how a specific historical development or process is situated within a broader historical context.

Skill 5 – Making Connections

- 5.A Identify patterns among or connections between historical developments and processes.
- 5.B Explain how a historical development or process relates to another historical development or process.

Skill 6 – Argumentation

- 6.A Make a historically defensible claim.
- 6.B Support an argument using specific and relevant evidence.
 - § Describe specific examples of historically relevant evidence.
 - § Explain how specific examples of historically relevant evidence support an argument.
- 6.C Use historical reasoning to explain relationships among pieces of historical evidence.
- 6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:
 - § Explain nuance of an issue by analyzing multiple variables.
 - § Explain relevant and insightful connections within and across periods.
 - § Explain the relative historical significance of a source’s credibility and limitations.
 - § Explain how or why a historical claim or argument is or is not effective

Key Themes

The course is structured both chronologically and thematically. The themes focused on in this course are:

THEME 1: AMERICAN AND NATIONAL IDENTITY (NAT)

THEME 2: WORK, EXCHANGE, AND TECHNOLOGY (WXT)

THEME 3: GEOGRAPHY AND THE ENVIRONMENT (GEO)

THEME 4: MIGRATION AND SETTLEMENT (MIG)

THEME 5: POLITICS AND POWER (PCE)

THEME 6: AMERICA IN THE WORLD (WOR)

THEME 7: AMERICAN AND REGIONAL CULTURE (ARC)

THEME 8: SOCIAL STRUCTURES (SOC)

Discussion and Participation

Your involvement in the class will be crucial to its success. The study of history, in my opinion, has little to do with the rote memorization of dates and factoids. What is most important is the construction of arguments based on analysis and interpretation. The ability to convey these arguments verbally is crucial and I hope we will have a lively discussion of America's past.

Reading and Note Taking

There is a large amount of material to be covered in the course, so staying on top of the reading is crucial. Supplemental readings and primary source materials will be provided through the class website.

It is essential and REQUIRED that you take notes both when you are reading at home and in class. There is simply too much information for you to remember and learn without taking notes. All students will be required to keep a reading notebook and a class notebook, both of which will be inspected by the instructor on a regular basis.

Homework

Aside from reading, I will also give you regular essay and essay preparation assignments. These will form an important part of your preparation for the AP exam.

Tests

We will have regular in-class tests based on the periodization set out by the College Board. These are designed to make sure you are keeping up with the reading and understanding the material. Your scores will contribute to your overall final grade in the class.

There will be an exam before winter break and another at the end of the year. This exam will follow along similar lines as the actual AP exam.



COURSE OUTLINE

FALL SEMESTER

August 21

Introduction and Overview

PERIOD 1 - 1491-1607

August 23 – August 26

American History: Connecting with the Past

Chapter One: THE COLLISION OF CULTURES

Chapter Two: TRANSPLANTATIONS AND BORDERLANDS

Online Reading:

Reading 1 - The Americas to 1620 by Christopher L. Miller

Reading 2 - The Columbian Exchange by Alfred Crosby

Reading 3 - Early Settlements by James Horn

Reading 4 - American Indians by Elliot West

Primary Source Reading:

Bartolomé De Las Casas

Excerpt from *Discourse of Western Planting* by Richard Hakluyt

Historical Skill Assignments:

Separating Fact from Fiction

Identifying Types of Essay

Essays and Assignments:

1. How does identity evolve based on race, ethnicity, and nationality? Use examples from Period 1 to prove your thesis. **[NAT] [SOC]**
2. How did the Columbian Exchange impact Native American tribes? Include information regarding at least 2 tribes discussed in class. **[WXT] [CUL] Skill 1 – Developments and Processes**
3. Secondary Source analysis assignment – Author’s point of view – Choose essay listed above from online reading list – Explain the author’s Point of View and Purpose. **Skill 2**

Test date: August 27

PERIOD 2 - 1607-1754

August 28 – September 17

American History: Connecting with the Past

Chapter Three: SOCIETY AND CULTURE IN PROVINCIAL AMERICA

Chapter Four: THE EMPIRE IN TRANSITION

Online Reading:

Reading 1 - Colonization and Settlement, 1585–1763 by John Demos

Reading 2 - Jamestown and the Founding of English America by James Horn

Reading 3 - The Puritans and Dissent: The Cases of Roger Williams and Anne Hutchinson by Francis J. Bremer

Reading 4 - The Origins of Slavery by Ira Berlin

Primary Source Readings

The Mayflower Compact

Jamestown settler describes life in Virginia in 1622

John Winthrop - A Modell of Christian Charity, 1630

The Maryland Toleration Act, 1649

Nathaniel Bacon's Declaration in the Name of the People, July 30, 1676

Governor William Berkely on Bacon's Rebellion, May 19, 1676

Cotton Mather's account of the Salem witch trials, 1693

Historical Skill Assignments:

Thinking Skill: Separating Fact from Fiction

Essay Skill: Identifying Types of Essay and Critical Words in an Essay Question

Document Skill: Determining the Purpose of a Document

Essays and Assignments

1. Empire Comparison Chart Assignment: Analyze Spanish, French, and English empire building. Analyze and compare the population and economic activity map of all three empires. **(MIG)[GEO]**
2. Class discussions on the rise of the English state, the Glorious Revolution, and the French and Indian War. **Skill 4 - Contextualization**
3. Debate on Separatists, Puritans, Quakers, and the Crown. Religious Identity and Power. **(NAT)[SOC]**
4. Document analysis activity: the Mayflower Compact. **Skill 2 - Sourcing and Situation**
5. Historical interpretations lesson: Adam Smith and the Market System **Skill 1 – Developments and Processes**
6. 1993 DBQ – Comparing societies of the Chesapeake and New England **Skill 5 - Comparison [GEO][NAT][WXT][ARC]** Essay will be assessed using the current AP rubric – **Skill 6 Argumentation**

7. Secondary Source analysis assignment – Author’s point of view – Choose essay listed above from online reading list – Explain the author’s Point of View, Purpose, and historical situation and/or audience **Skill 2**

Test date: September 18

PERIOD 3 - 1754-1800

September 19 – October 14

American History: Connecting with the Past

Chapter Five: THE AMERICAN REVOLUTION

Chapter Six: THE CONSTITUTION AND THE NEW REPUBLIC

Online Reading:

- Reading 1 - The Road to Revolution by T.H. Breen
Reading 2 - The War for Independence by Ray Raphael
Reading 3 - Ordinary Americans and the Constitution by Gary B. Nash
Reading 4 - James Madison and the Constitution by Jack Rakove
Reading 5 - Race and the American Constitution: A Struggle toward National Ideals by James O. Horton
Reading 6 - The Early Republic by Joseph J. Ellis
Reading 7 - The Presidential Election of 1800: A Story of Crisis, Controversy, and Change by Joanne B. Freeman
Reading 8 - The War for Independence Was a Social Revolution by Gordon Wood
Reading 9 - The War for Independence was Not a Social Revolution by Howard Zinn

Primary Source Documents:

Benjamin Franklin, Join or Die cartoon, 1754
Albany Plan of Union, 1754
Patrick Henry - Give me Liberty, or Give me Death!
Thomas Paine – Common Sense
Declaration of Independence, 1776
Lucy Knox on the home front during the Revolutionary War
The Articles of Confederation
Federalist No. 10
Federalist No. 51

Historical Skill Assignments:

Thinking Skill: Establishing Cause and Effect Relationships
Document Skill: Determining Credibility from a Document; Making Inferences from a Document – **Skill 3 - Claims and Evidence**

Essays and Assignments

1. Prepare annotated timeline of events leading up to Revolution **Skill 4 - Contextualization**
2. In-class debate between Federalists and Anti-Federalists
3. In-class essay – When did the Revolution begin?
4. 2005 DBQ - “To what extent did the American Revolution fundamentally change American Society?” [SOC][PCE][ARC] **Essay will be assessed using the current AP rubric – Skill 6 Argumentation**
5. When Historians Disagree: Analyze differing viewpoints of historians Gordon Wood and Howard Zinn. Read readings 9 and 10 above and prepare for class debate on the impact of the Revolution. **Skill 2 – Sourcing and Situation / Skill 3 – Claims and Evidence**
6. Comparison Chart: compare and contrast the Articles of Confederation with the Constitution – How do these documents demonstrate the competing conceptions Americans had of their national identity? [NAT]
7. Secondary Source analysis assignment – Author’s point of view – Choose essay listed above from online reading list – Explain the author’s Point of View, Purpose, and historical situation and/or audience **Skill 2**

Test Date: October 15

PERIOD 4 - 1800-1848

October 16 – November 5

American History: Connecting with the Past

Chapter Seven: THE JEFFERSONIAN ERA

Chapter Eight: VARIETIES OF AMERICAN NATIONALISM

Chapter Nine: JACKSONIAN AMERICA

Chapter Ten: AMERICA'S ECONOMIC REVOLUTION

Chapter Eleven: COTTON, SLAVERY, AND THE OLD SOUTH

Online Reading:

Reading 1 - The Age of Jefferson and Madison by Peter S. Onuf

Reading 2 - Avast! How the US Built a Navy, Sent in the Marines, and Faced Down the Barbary Pirates by Christopher L. Miller

Reading 3 - America the Newcomer: Claiming the Louisiana Purchase by Elliott West

Reading 4 - Abolition and Antebellum Reform by Ronald G. Walters

Reading 5 - The Age of Jackson by Ted Widmer

Reading 6 - Andrew Jackson’s Shifting Legacy by Daniel Feller

Reading 7 - The First Age of Reform by Ronald G. Walters

Primary Source Readings:

De Tocqueville - The Sovereignty of the People

The Star Spangled Banner

Monroe Doctrine 1823

Proclamation Against the Ordinance of Nullification
Slavery a Positive Good - John C. Calhoun
The Liberator #1 - William Lloyd Garrison

Historical Skill Assignments:

Thinking Skill: Analysis of Maps, Graphs and Charts
Document Skill: Using Documents to Support an Argument; Contradictory Documents
Skill 3 – Claims and Evidence
Essay Skill: Organizing Your Answer: Writing an Outline; Writing a Strong Thesis Statement

Essays and Assignments:

1. Class discussion: The two-party political system and the American System [PCE]
2. Map skills activity: discoveries of Lewis and Clark – the Louisiana Purchase - battles of the War of 1812 – Missouri Compromise [GEO][ARC]
3. Class discussion: How were different social groups affected by the Louisiana Purchase and other efforts at Westward Expansion before 1860? Discussion will use region, race, and class as focus of analysis [SOC] [ARC] [MIG] **Skill 1 – Developments and Processes / Skill 5 Causation**
4. In-class debate: Contested election of 1824 [PCE]
5. Court Case Mania Activity: each student will research one landmark court case and present a brief to the class – **Skill 3 Claims and Evidence**
6. In-class DBQ essay on Jacksonian Democracy [NAT][PCE][GEO][WXT] – **Essay will be assessed using the current AP rubric – Skill 6 Argumentation**
7. Secondary Source analysis assignment – Author’s point of view – Choose essay listed above from online reading list – Explain the author’s Point of View, Purpose, and historical situation and/or audience **Skill 2**

Test Date: November 6

PERIOD 5 - 1844-1877

November 7 – December 4

American History: Connecting with the Past

Chapter Twelve: ANTEBELLUM CULTURE AND REFORM

Chapter Thirteen: THE IMPENDING CRISIS

Chapter Fourteen: THE CIVIL WAR

Chapter Fifteen: RECONSTRUCTION AND THE NEW SOUTH

Online Reading:

- Reading 1 - National Expansion and Reform, 1815–1860 by Joyce Appelby
Reading 2 - Abraham Lincoln and Jacksonian Democracy by Sean Wilentz
Reading 3 - Lincoln and Abolitionism by Douglas L. Wilson
Reading 4 - Lincoln at Cooper Union by Harold Holzer

Reading 5 - Lincoln's Interpretation of the Civil War by Eric Foner

Primary Source Readings:

The Seneca Falls Declaration, 1848
What to the Slave is the Fourth of July?
Lincoln - Cooper Institute Address
House Divide Speech
Dredd Scott Decision
A Proposed Thirteenth Amendment to Prevent Secession, 1861
The Gettysburg Address, 1863
The Emancipation Proclamation, 1864
The Homestead Act, 1862
Official photograph from the "Golden Spike" Ceremony, 1869

Historical Skill Assignments:

Thinking Skill: Analyzing individual points of view; Overlapping viewpoints
Essay Skill: Writing a Positive or a Negative Thesis Statement; Creating Categories to Answer Essay Questions
Document Skill: Analyzing documents for author's point of view, author's purpose, audience, and historical situation

Essays and Assignments:

1. In-class document analysis activity: "Declaration of Sentiments" Seneca Falls Convention of 1848 [NAT][SOC] **Skill 2 – Sourcing and Situation**
2. Class discussions on Texas independence, the Wilmot Proviso, and the Compromise of 1850 [PCE] **Skill 1 – Developments and Processes**
3. In-class DBQ on Manifest Destiny [MIG][NAT][GEO]
Essay will be assessed using the current AP rubric – Skill 6 Argumentation
4. Using "In the Valley of the Shadow" website resource - In-class free response question on historical interpretations: students choose and defend one interpretation of the Civil War **Skill 2 – Sourcing and Situation / Skill 3 Claims and Evidence**
5. Class discussions of the Reconstruction Acts: Why did Reconstruction fail? **Skill 5 Causation**
6. Complete Primary Source Analysis Assignment – complete analysis of all documents listed above for this period. Analysis combines all 4 key elements - author's point of view, author's purpose, audience, and historical situation. **Skill 2**
7. Secondary Source analysis assignment – Author's point of view – Choose essay listed above from online reading list – Explain the author's Point of View, Purpose, and historical situation and/or audience **Skill 2**

Test Date: December 7

SPRING SEMESTER

PERIOD 6 - 1865-1898

January 6 - January 29

American History: Connecting with the Past

Chapter Sixteen: THE CONQUEST OF THE FAR WEST

Chapter Seventeen: INDUSTRIAL SUPREMACY

Chapter Eighteen: THE AGE OF THE CITY

Online Reading:

Reading 1 - The Rise of Industrial America by Richard White

Reading 2 - Robber Barons or Captains of Industry? by TJ Stiles

Reading 3 - Entrepreneurs and Bankers by Robert W. Cherny

Reading 4 - Getting Ready to Lead a World Economy - Enterprise in Nineteenth Century America by Joyce Appleby

Reading 5 - The Rise of an American Institution - The Stock Market by Brian Murphy

Reading 6 - Winning the Vote - History of Voting Rights by Steven Mintz

Primary Source Documents:

Andrew Carnegie, *Wealth*, June 1889

Excerpt from Edward Bellamy, *Looking Backward*, 1884

Excerpt from Henry George *Progress and Poverty* 1879

Excerpt from William Graham Sumner *The Absurd Effort to Make the World Over* 1894

Excerpt from Henry Demarest Lloyd *Wealth Against Commonwealth* 1894

Jim Crow Laws Cartoon

Plessy v. Ferguson, 1896

Chinese Exclusion Act, 1882

Populist Party Platform, 1892

Samuel Gompers letter on labor in industrial society, 1894

US v. EC Knight and Co., 1895

Munn v. Illinois, 1877

Pollock v. Farmers Loan and Trust Co., 1895

Tammany Corruption cartoon

Historical Skill Assignments:

Essay Skill: Supporting Your Thesis

Essays and Assignments:

1. FRQ: To what extent was the policy of the United States toward Native Americans a continuation of an early policy, and to what extent was it new? [PCE][MIG][NAT] **Skill 5 – Continuity and Change**
Essay will be assessed using the current AP rubric – Skill 6 Argumentation

2. Map skills exercise: Native Americans of the Great Plains [GEO][NAT]
3. In-class Debate: Social Effects of Westward Expansion and Industrialization. [WXT]
Skill 4 Contextualization
4. Document analysis activity: “Wealth” by Andrew Carnegie **Skill 3 – Claims and Evidence**
5. Take-home free response essay on Rockefeller, Carnegie and Morgan: Robber Barons or Industrial Statesmen – based on Online Readings above particularly TJ Stiles Robber Barons or Captains of Industry? **Skill 3 Claims and Evidence [PCE]**
6. Gilded Age DBQ
7. In-class debate: The proper role of government during this era – From American System to the Gilded Age [WXT][NAT][PCE][SOC]
8. Document analysis activity: Bryan’s “Cross of Gold” speech [NAT][PCE] **Skill 3 – Claims and Evidence**
9. Complete Primary Source Analysis Assignment – complete analysis of all documents listed above for this period. Analysis combines all 4 key elements - author’s point of view, author’s purpose, audience, and historical situation. **Skill 2**
10. Secondary Source analysis assignment – Author’s point of view – Choose essay listed above from online reading list – Explain the author’s Point of View, Purpose, and historical situation and/or audience **Skill 2**

Test Date: January 29

PERIOD 7 - 1890-1945

February 1 – March 4

American History: Connecting with the Past

Chapter Nineteen: FROM CRISIS TO EMPIRE

Chapter Twenty: THE PROGRESSIVES

Chapter Twenty-One: AMERICA AND THE GREAT WAR

Chapter Twenty-Two: THE "NEW ERA"

Chapter Twenty-Three: THE GREAT DEPRESSION

Chapter Twenty-Four: THE NEW DEAL

Chapter Twenty-Five: THE GLOBAL CRISIS, 1921-1941

Chapter Twenty-Six: AMERICA IN A WORLD AT WAR

Online Reading:

Reading 1 - Education In America 1860-1950 by Steven Mintz

Reading 2 - The Jungle and the Progressive Era by Robert W. Cherny

Reading 3 - The Square Deal by Kirsten Swinth

Reading 4 - Theodore Roosevelt - The Making of a Progressive Reformer by Kathleen Dalton

- Reading 5 - World War I by Jennifer D. Keene
- Reading 6 - Prohibition and its Effects by Lisa Andersen
- Reading 7 - Graft and Oil - How Teapot Dome Became the Greatest Political Scandal of Its Time by Robert W. Cherny
- Reading 8 - The Great Depression- An Overview by David M. Kennedy
- Reading 9 - Are Artists “Workers”? Art and the New Deal by Elizabeth Broun
- Reading 10 - FDR’s Court-Packing Plan: A Study in Irony by Richard G. Menaker
- Reading 11 - The WPA: Antidote to the Great Depression? by Nick Taylor
- Reading 12 - The World War II Home Front by Allan M. Winkler

Primary Source Documents:

- Disfranchisement of African American Voters in Virginia 1901
- W.E.B. Du Bois - The Talented Tenth
- Carrie Chapman Catt - Do you know?
- Open Door Note, 1899
- March of the Flag
- The Fourteen Points
- First Inaugural of FDR
- Atlantic Charter, 1941

Historical Skill Assignments:

- Thinking Skill: Analyzing Bias and its effect on Points of View; Developing Generalizations to expand your answers; Using Inductive Reasoning
- Document Skill: Arranging Sources into Categories; Using Dissenting Documents to form a paragraph; Organizing the DBQ
- Essay Skill: The Introductory Paragraph; The Concluding Paragraph

Essays and Assignments:

1. Graph Assignment – interpretation of immigration charts [NAT] [MIG]
2. Class discussion: The role of muckrakers and on third party candidacies in the Progressive Era.
3. Exploring the Readings: In-class debate: The successes and failures of Progressive programs – Does the Progressive Agenda still live on today? Based on Online Readings for Period 7 – **Skill 3 – Claims and Evidence**
4. In class debate: Was the Spanish-American War a turning point in the history of U.S. foreign relations? [WOR]
5. Discussion on the causes, effects, and relative merits of imperialism. How did American imperialism compare with that of the nation’s European competitors? **Skill 5 - Causation**
6. Document analysis activity: Woodrow Wilson’s Fourteen Points [WOR] [PCE] [NAT]
7. Simulation activity on the ratification of the Treaty of Versailles -**Skill 1 – Developments and Processes**
8. Discussion on the role of the national government during the 1920s – Was “less” more? [PCE][SOC]
9. FRQ essay on interwar diplomacy [WOR]
10. Discussion on the origins of the Great Depression [WXT]

11. In-class DBQ comparing the environmental policies of the Progressive Era and the New Deal Era [GEO] **Essay will be assessed using the current AP rubric – Skill 6 Argumentation**
12. Document Analysis: Atlantic Charter, 1941 – [WOR]
13. Map skills: European and Pacific Theaters of War. [GEO]
14. Historical perspectives lesson: Japanese Internment
15. Complete Primary Source Analysis Assignment – complete analysis of all documents listed above for this period. Analysis combines all 4 key elements - author's point of view, author's purpose, audience, and historical situation. **Skill 2**
16. Secondary Source analysis assignment – Author's point of view – Choose essay listed above from online reading list – Explain the author's Point of View, Purpose, and historical situation and/or audience **Skill 2**

Test Date: March 5

PERIOD 8 - 1945-1980

March 8 – April 15

American History: Connecting with the Past

Chapter Twenty-Seven: THE COLD WAR

Chapter Twenty-Eight: THE AFFLUENT SOCIETY

Chapter Twenty-Nine: CIVIL RIGHTS, VIETNAM, AND THE ORDEAL OF LIBERALISM

Chapter Thirty: THE CRISIS OF AUTHORITY

Chapter Thirty-One: FROM THE "AGE OF LIMITS" TO THE AGE OF REAGAN

Online Reading:

Reading 1 - The Fifties by Alan Brinkley

Reading 2 - The Korean War by Allan R. Millett

Reading 3 - Anti-Communism in the 1950s by Wendy Wall

Reading 4 - The Sixties and Protest Music by Kerry Candaele

Reading 5 - The Civil Rights Movement: Major Events and Legacies by James T. Patterson

Reading 6 - The Vietnam War and the My Lai Massacre *by George Herring*

Reading 7 - Henry Kissinger and American Foreign Policy

Reading 8 - Iran and the United States in the Cold War by Malcolm Byrne

Primary Source Documents:

Truman Doctrine

NSC-68

George Kennan – Sources of Soviet Conduct

Duck and Cover - The Cold War in the Classroom, 1952

President John F. Kennedy's Inaugural Address, 1961

Gulf of Tonkin Incident, 1964

LBJ: Why We Are in Vietnam

War Powers Resolution

Joseph McCarthy, Communists in Government Service

Supreme Court Cases: *Roe v. Wade*, *Miranda v. Arizona*, *Gideon v. Wainwright*, *Brown v. Board of Education*

Martin Luther King - I Have a Dream and Letter from a Birmingham Jail

Historical Skill Assignments:

Thinking Skill: Evaluating and Prioritizing Facts in Planning Your Essay; Sequencing of Evidence

Essay Skill: Creating Free-Response Rubric

Document Skill: Creating DBQ Rubric

Essays and Assignments:

1. In-class document analysis: “The Sources of Soviet Conduct” and NSC-68 [WOR] **Skill 3 – Sources and Evidence**
2. Video Analysis: Duck and Cover
3. In-Class FRQ – Cold War Culture [PCE][NAT] **Essay will be assessed using the current AP rubric – Skill 6 Argumentation**
4. Document Analysis – JFK’s Inaugural Address [WOR]
5. Changes in Time Activity: Students compare NAACP materials from the 1920s and 1930s on lynching and civil rights with 1950s civil rights materials. Presentations on why there were differences and similarities to the class [WOR] **Skill 4 Contextualization / Skill 5 Comparison**
6. In-class document analysis: “I have a Dream” and “Letter from Birmingham Jail.”
7. In-Class Debate: Do we still need the Civil Rights Movement? [PCE][NAT]
8. Class discussion: The counterculture movement, the Cambodian Incursion, and the Kent State killings [NAT][WOR]
9. Debate : The Gulf of Tonkin Resolution. A Prudent and Necessary Response?
10. Map skills lesson: the Tet Offensive. [WOR][GEO]
11. Students analyze and contrast political cartoons found in major American publications (i.e., The Washington Post, The Nation, National Review) from the perspectives of hawks and doves on the Vietnam War. Additionally, students will describe the historical context of the cartoons and the points of view of the cartoonists.
12. Debate on Ford’s pardon of Nixon – The Wrong Choice for the Right Reasons? [PCE]
13. In-class essay: The cultural malaise of the 1970s [NAT]
14. Complete Primary Source Analysis Assignment – complete analysis of all documents listed above for this period. Analysis combines all 4 key elements - author’s point of view, author’s purpose, audience, and historical situation. **Skill 2**
15. Secondary Source analysis assignment – Author’s point of view – Choose essay listed above from online reading list – Explain the author’s Point of View, Purpose, and historical situation and/or audience **Skill 2**

Test Date: April 16

PERIOD 9 - 1980-PRESENT

April 19 – April 23

American History: Connecting with the Past

Chapter Thirty-One: FROM THE "AGE OF LIMITS" TO THE AGE OF REAGAN

Chapter Thirty-Two: THE AGE OF GLOBALIZATION

Online Reading:

Reading 1 - The Age of Reagan by Gil Troy

Reading 2 - Ronald Reagan and the End of the Cold War: The Debate Continues by Michael Cox

Reading 3 - Hanging by a Chad—or Not: The 2000 Presidential Election by James Gormly

Reading 4 - Facing the New Millennium by Michael Flamm

Reading 5 – 9/11 and Bruce Springsteen by Craig Werner

Primary Source Documents

Contract With America

Executive Summary of the 9/11 Commission Report

Essays and Assignments:

1. Class discussion on: the Reagan Revolution
2. Class discussion on: the collapse of communism
3. Class discussion on: modern immigration. [MIG]
4. Document analysis activity: Contract with America Skills 3 – Sources and Evidence
5. Essay: 9/11 – The event that changed everything? [NAT][WOR]
6. Class discussion: Obama’s America – Read Facing the New Millennium by Michael Flamm - **Skill 3 Sources and Evidence [PCE]**
7. Secondary Source analysis assignment – Author’s point of view – Choose essay listed above from online reading list – Explain the author’s Point of View, Purpose, and historical situation and/or audience **Skill 2**

Test Date: April 26

