

COURSE DESCRIPTION: The Advanced Placement program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the issues of United States history. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college survey courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and weigh the evidence and interpretations presented in historical scholarship. As a result of this course, student will be prepared to pass the AP Examination in May 2009. Students in this course should expect to spend a significant amount of time on homework and independent study. Throughout the year, students will see improvement in their writing, critical thinking, and analytical skills. This is not intended to be a course that details “what happened”, rather this class will ask “why and how” and study the consequences of actual events and other postulated courses of action.

COURSE OBJECTIVES:

- ◆ To develop an understanding of the correct ways to use historical research.
- ◆ interpret and apply data from primary and secondary source material
- ◆ To identify people, places, and events that has influenced the identity of our nation and develops a sense of chronological order for major events.
- ◆ To develop a connection between historical events and eras and the modern world.
- ◆ Present evidence and conclusions clearly and persuasively in an essay format.
- ◆ Prepare for and successfully pass the AP Exam.

COURSE PURPOSE: This course is intended to teach students essential knowledge of U.S. history and government and to prepare students to take the AP U.S. History Exam.

COURSE OVERVIEW: Class will be a combination of lecture, group work, analytical writing, and the integration of a variety of multi-media. Periodically, student essays, reports, or presentations will be required. All essays will be scored according to the nine point AP rubric included in the syllabus. Quiz and test dates will be noted. Students are responsible for keeping up with reading assignments and being aware of, and ready for, quizzes and tests.

STUDY TECHNIQUES: The reading load, especially in the first 9 weeks, is considerable. In order to cover the maximum amount of material with the least amount of stress, sharing and working collaboratively with your classmates is *definitely* encouraged. While each student is expected to *read all text material*, outlining discussion questions and supplemental readings may be shared as a group. You are responsible for understanding all of the material for testing. The amount of time required for homework for this class will vary with your reading speed. Assignments vary in length. It is important that you plan ahead for the research paper, Document Based Questions, take-home essays, etc.

Time management is an essential skill for this class, and you must take the responsibility for budgeting your time. As you become accustomed to the course format and texts, things will fall into place and become easier. It is important to ***not get discouraged***. One of the most important grading factors in this class is consistent effort and improvement. Do not get discouraged if your grades seem low in the first grading period. What you will learn in terms of writing, thinking, and study skills will be worth the effort! Attendance in this class is essential

COURSE TEXTS AND READINGS:

Basic text: *The American Pageant* (Bailey)

Supplementary texts:

Kennedy, Cohen, and Bailey *The American Pageant*
Boyer et al. *The Enduring Vision*
Lies My Teacher Told Me (Loewen)

Primary and Secondary sources will be utilized for “handouts” to accompany daily lessons and to produce homework assignments and document based questions (DBQs) are listed below and are referred to in abbreviated form throughout the syllabus:

Stephen B. Oates and Charles J. Errico, *Portrait of America*, vols. 1-2, 8th ed.
David Kennedy and Thomas Bailey, *The American Spirit*, vols. 1-2, 10th ed.
James J. Lorence, *Enduring Voices*, vols. 1-2, 4th ed.

OUTSIDE READING:

There will be at least three major outside reading assignments throughout the year. I will notify students well in advance if any changes are made to these selections.

Looking Backward, by Edward Bellamy
The Grapes of Wrath, by John Steinbeck
Coming of Age in Mississippi, by Anne Moody
The Bluest Eye, by Toni Morrison
Catcher in the Rye, by J.D. Salinger
Cat's Cradle, by Kurt Vonnegut

WEB RESOURCES:

- ◆ <http://apcentral.collegeboard.com>
- ◆ www.dakinarchives.net
- ◆ <http://www.course-notes.org>
- ◆ www.besthistorysites.net
- ◆ <http://college.hmco.com/students>
- ◆ <http://bedfordstmartins.com/history/cap/index.htm>

GRADING CATEGORIES	*GRADE PROTOCOL		
Pre - Assessment - 0%	A	90 – 100	~ P (pass)
Assessment During Learning – 25%	B	80 – 89	~ F (fail)
Guided, Independent, or Group Practice – 45%	C	71 – 79	
Summative Assessment or Assessment of Learning– 30%	D	70	
	F	Below 70	
CURRICULUM OVERVIEW			
Unit 1– “Colonization through Revolution” “Unwrapped” Priority Standard: SSUSH1 a – d Supporting Standards: SSUSH 3 - 4			
Unit 2– “Constitutional Government and the Early Republic” “Unwrapped” Priority Standard: SSUSH5 a - e Supporting Standards: SSUSH6 a - e			
Unit 3– “Manifest Destiny, Conflict, and Reconstruction”: “Unwrapped” Priority Standard: SSUSH 8 a – 3; SSUSH 10a Supporting Standards: SSUSH 7a – d; SSUSH 9 a - d			
Unit 4– “Growth & Imperialism”: “Unwrapped” Priority Standard: SSUSH a - e Supporting Standards: SSUSH 12 a – c; SSUSH 13 a – d; SSUSH 14 a, b			
Unit 5 – “Becoming a World Power: Domestic & International Challenges”: “Unwrapped” Priority Standard: SSUSH 16 a - e Supporting Standards: SSUSH 15 a – c; SSUSH 17 a – c; SSUSH 18 a – d			
Unit 6 – “A Global Superpower: Domestic and International Implications” “Unwrapped” Priority Standard: SSUSH 19 a - e Supporting Standard: SSUSH 20 a – c; SSUSH 21 a – e; SSUSH 22 a,b; SSUSH 23 a - d			

<https://apcentral.collegeboard.org/pdf/rubrics-ap-histories.pdf?course=ap-united-states-history>

AP History Document-Based Question and Long Essay Question Rubrics

The rubrics for the AP History Document-Based Question (DBQ) and Long Essay Question (LEQ) have been modified for the 2017–18 school year, using feedback received from AP teachers and Readers and in tandem with recently announced changes to the *Course and Exam Description* for each course.

Introductory notes:

- Except where otherwise noted, each point of the rubric is earned independently. For instance, a student could earn a point for evidence beyond the documents without earning a point for thesis/claim.
- **Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, a response may contain errors that do not detract from its overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described in the rubrics.

AP History DBQ Rubric (7 points)

Reporting Category	Scoring Criteria	Decision Rules		
A THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>		
B CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i>		
C EVIDENCE (0–3 pts)	Evidence from the Documents	<i>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i> <i>To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i>		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1 pt. Uses the content of at least three documents to address the topic of the prompt.</td> <td style="width: 33%; text-align: center;">OR</td> <td style="width: 33%;">2 pts. Supports an argument in response to the prompt using at least six documents.</td> </tr> </table>		1 pt. Uses the content of at least three documents to address the topic of the prompt.	OR
	1 pt. Uses the content of at least three documents to address the topic of the prompt.	OR	2 pts. Supports an argument in response to the prompt using at least six documents.	
Evidence beyond the Documents	<i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i>			
D ANALYSIS AND REASONING (0–2 pts)	1 pt. For at least three documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.	<i>To earn this point, the response must explain how or why (rather than simply identifying) the document’s point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i>		
	1 pt. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	<i>A response may demonstrate a complex understanding in a variety of ways, such as:</i> <ul style="list-style-type: none"> • <i>Explaining nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <i>This understanding must be part of the argument, not merely a phrase or reference.</i>		

AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
B CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i>
C EVIDENCE (0–2 pts)	1 pt. Provides specific examples of evidence relevant to the topic of the prompt.	<i>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i> <i>To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</i>
D ANALYSIS AND REASONING (0–2 pts)	1 pt. Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.	<i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i> <i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i> <ul style="list-style-type: none"> <i>Explaining nuance of an issue by analyzing multiple variables</i> <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> <i>Explaining relevant and insightful connections within and across periods</i> <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <i>This understanding must be part of the argument, not merely a phrase or reference.</i>

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence	Practice 2: Argument Development
Students will be assessed on their ability to ...	
<p>Primary Sources</p> <ul style="list-style-type: none"> Describe historically relevant information and/or arguments within a source. Explain how a source provides information about the broader historical setting within which it was created. Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning. Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience. Evaluate a source's credibility and/or limitations. <p>Secondary Sources</p> <ul style="list-style-type: none"> Describe the claim or argument of a secondary source, as well as the evidence used. Describe a pattern or trend in quantitative data in non-text-based sources. Explain how a historian's claim or argument is supported with evidence. Explain how a historian's context influences the claim or argument. Analyze patterns and trends in quantitative data in non-text-based sources. Evaluate the effectiveness of a historical claim or argument. 	<ul style="list-style-type: none"> Make a historically defensible claim in the form of an evaluative thesis. Support an argument using specific and relevant evidence. Use historical reasoning to explain relationships among pieces of historical evidence. Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

AP History Reasoning Skills

Skill 1: Contextualization	Skill 2: Comparison	Skill 3: Causation	Skill 4: Continuity and Change over Time
Describe an accurate historical context for a specific historical development or process.	Describe similarities and/or differences between different historical developments or processes.	Describe causes or effects of a specific historical development or process.	Describe patterns of continuity and/or change over time.
Explain how a relevant context influenced a specific historical development or process.	Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the relationship between causes and effects of a specific historical development or process. Explain the difference between primary and secondary causes and between short- and long-term effects.	Explain patterns of continuity and/or change over time.
Use context to explain the relative historical significance of a specific historical development or process.	Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Explain the relative historical significance of different causes and/or effects.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

I. AP History Disciplinary Practices and Reasoning Skills

The AP history courses seek to apprentice students to the practice of history by emphasizing the development of disciplinary practices and skills while learning historical content. Students best develop these practices and skills by investigating the past through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing. This section presents the disciplinary practices and reasoning skills that students should develop in all AP history courses. The tables describe what students should be able to do with each practice or skill. **Every AP Exam question will assess one or more of these practices and skills.**

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence

Practice 2: Argument Development

Students will be assessed on their ability to ...

Primary Sources

- Describe historically relevant information and/or arguments within a source.
- Explain how a source provides information about the broader historical setting within which it was created.
- Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.
- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations.

Secondary Sources

- Describe the claim or argument of a secondary source, as well as the evidence used.
- Describe a pattern or trend in quantitative data in non-text-based sources.
- Explain how a historian's claim or argument is supported with evidence.
- Explain how a historian's context influences the claim or argument.
- Analyze patterns and trends in quantitative data in non-text-based sources.
- Evaluate the effectiveness of a historical claim or argument.

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

AP History Reasoning Skills

Skill 1: Contextualization	Skill 2: Comparison	Skill 3: Causation	Skill 4: Continuity and Change over Time
Describe an accurate historical context for a specific historical development or process.	Describe similarities and/or differences between different historical developments or processes.	Describe causes or effects of a specific historical development or process.	Describe patterns of continuity and/or change over time.
Explain how a relevant context influenced a specific historical development or process.	Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the relationship between causes and effects of a specific historical development or process. Explain the difference between primary and secondary causes and between short- and long-term effects.	Explain patterns of continuity and/or change over time.
Use context to explain the relative historical significance of a specific historical development or process.	Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Explain the relative historical significance of different causes and/or effects.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Content/Reading Schedule Fall Term 201

1) August 7th – 11th

American Pageant: Chapter 1 (New World Beginnings) & Chapter 2 (The Planting of English America)

- **Ch. 1:** Pre-Columbian cultures, early explorations, introduction of slavery, Spanish and French claims, the rise of Mercantilism
- **Ch. 2:** The Chesapeake and southern English colonies, ties with Caribbean economies, British mercantilism

Skills Focus: Breaking-Down and Digesting the DBQ; 1st class practice DBQ

2) August 14th – 18th

American Pageant: Chapter 3 (Settling the Northern Colonies) & Chapter 4 (American life in the 17th Century)

- **Ch. 3:** New England and the Puritans, religious dissent, colonial politics and conflict with British authority, the middle colonies
- **Ch. 4:** Tobacco and rice colonies, African-American culture, colonial family life, dissent in New England and the Witch trials

Skills Focus: Identifying and analyzing Primary Sources

3) August 21st – 25th

American Pageant: Chapter 5 (Colonial Society on the Eve of the Revolution) & Unit 1 Test (Multiple Choice & In-Class DBQ & Essay)

- **Ch. 5:** Immigration and demographic change, the Atlantic economy, the Great Awakening, education and culture, colonial politics

Unit #1 Test Weds August 25th – Thursday August 25th

- *Friday August 31st (review day & analyzing the DBQ)*

American Pageant: begin Chapter 6 (The Dual for North America)

- **Ch. 6:** colonial involvement in British Imperial Wars

4) August 28th – September 1st

American Pageant: Chapter 6 (The Dual for North America) & Chapter 7 (The Road to Revolution)

- **Ch. 6:** continue colonial involvement in British Imperial wars, consequences of the French and Indian War and the Proclamation of 1763
- **Ch. 7:** Roots of revolution and the role of mercantilism, end of benign neglect, failure of diplomacy, first conflicts

Documentary History: Chapter 1

- *Common Sense*
- *The Declaration of Independence*

5) September 4th – September 8th

American Pageant: Chapter 8 (America Secedes from the Empire) & Chapter 9 (The Confederation and the Constitution)

- **Ch. 8:** The American Revolution, wartime diplomacy, life on the home front, women and the war, the impact of the war on the institution of slavery
- **Ch. 9:** The Articles of Confederation and the Constitution, the role of the Enlightenment, slavery and religion in the political process, wartime diplomacy

Documentary History: Chapter 2

- *The Constitution of the United States*
- *Federalist Number Ten*

DBQ #1: Take home DBQ on the American Revolution (due Friday Sept 16th)

Unit Test #2 on Chapters 6 -9 on Monday, September 14th (multiple choice & 1 in-class timed essay)

6) September 11th – September 15th

American Pageant: Chapter 10 (Launching the New Ship of State)

- **Ch. 10:** Early national politics and economics, diplomacy during the French Revolution, the making of the office of the presidency

Documentary History: Chapter 3 & 4

- *Federalists and Republicans, The Constitutionality of the Bank, & Washington's Farewell Address*

7) September 18th – September 21st

American Pageant: Chapter 11 (Triumphs and Travails of Jeffersonian Democracy) & Chapter 12 (The Second War for Independence /Nationalism)

- **Ch. 11:** The “Revolution of 1800”, the Marshall Court, diplomacy of Jefferson and Madison, the Embargo Act, acceleration of expansion west
- **Ch. 12:** The War of 1812, The Era of Good Feeling, the American System, the diplomacy of expansion, forging a new national identity

Documentary History: Chapters 5 & 6

- *Kentucky and Virginia Resolutions; Marbury vs. Madison, Chief Justice Marshall for the Supreme Court*

DBQ#2: comparing the politics and policies of Jefferson and Madison (due Friday October 5th)

Unit Test #3 Chapters 10 – 12 on Monday, September 23rd (multiple choice & 1 in-class timed essay)

8) September 26th – September 30th

American Pageant: Chapter 13(The Rise of a Mass Democracy)

- **Ch. 13:** Jacksonian Democracy and the Whigs, national policy toward American Indians, the era of the “common man”, expansion with the Texas revolution, slavery and sectionalism

Documentary History: Chapters 7 & 8

- The Monroe Doctrine
- Veto of the Bank Renewal Bill

9) October 3rd – October 7th

American Pageant: Chapter 14 (Forging the National Economy) & begin Chapter 15 (Ferment of Reform & Culture)

- **Ch. 14:** The rise of the market economy, immigration and the increase in nativism, women in the work, the factory system, the transportation revolution, expansion west
- **Ch. 15:** The Second Great Awakening and the growth of reform & women's roles in reform movements

10) October 11th – October 14th

American Pageant: Finish Chapter 15 (Ferment of Reform & Culture) & Chapter 16 (South and Slavery Controversy)

- **Ch. 15:** The creation of a national culture & advances in education and the sciences
- **Ch. 16:** Cotton culture, southern society and the impact of the plantation system, the rise of the abolitionist movements

Documentary History: Chapters 10 & 11

- The first issue of the *Liberator*
- *Seneca Falls Declaration of Sentiments and Resolutions*

DBQ#3: success of reform movements in increasing democracy (due Friday October 23rd)

Unit Test #4 Chapters 13 – 16 on Monday, October 17th (multiple choice & 1 in-class timed essay)

11) October 17th – October 21st

American Pageant: Chapter 17 (Manifest Destiny and Its Legacy)

- **Ch. 17:** Expansion under Polk, Manifest Destiny, war with Mexico

Primary Source Reading: Manifest Destiny speech by John L. O'Sullivan (1839)

12) October 24th – October 28th

American Pageant: Chapter 18 (Renewing the Sectional Struggle) & Chapter 19 (Drifting Toward Disunion)

- **Ch. 18:** Popular Sovereignty, the Compromise of 1850 and the Fugitive Slave Law, the economics of expansion
- **Ch. 19:** Abolition in the 1850's, the impact of Dred Scott, the financial panic of 1857, political crisis in the election of 1860, the coming of the Civil War

Documentary History:

- John C. Calhoun on the "Slavery Question"
- William Grayson, "The Hireling and the slave"
- *Dred Scott v. Sanford*

13) October 31st – November 4th

American Pageant: complete Chapter 19 (Drifting Toward Disunion) & Chapter 20 (Girding for War)

- **Ch. 19:** political crisis in the election of 1860 & the coming of the Civil War
- **Ch. 20:** Fort Sumter, Border States, Economic Impact of the War, and the role of women

Documentary History: Chapter 11-12

Unit Test #5 Chapters 17 – 20 on Friday November 13th (multiple choice & 1 in-class timed essay)

14) November 7th – November 11th

American Pageant: Chapter 21 (The Furnace of the Civil War) & begin Chapter 22 (The Ordeal of Reconstruction)

- **Ch. 21:** The Union and total war; Emancipation Proclamation, Gettysburg, Sherman's March, and the legacy of war
- **Ch. 22:** Presidential vs. Congressional Reconstruction, Black Codes, Military Reconstruction, the impeachment of Pres. Johnson, and the legacy of Reconstruction

Documentary History: Chapter 14

15) November 14th – November 18th

American Pageant: complete Chapter 22 (The Ordeal of Reconstruction) & Chapter 23 (Political Paralysis in the Gilded Age)

- **Ch. 22:** Military Reconstruction, the impeachment of Pres. Johnson, and the legacy of Reconstruction
- **Ch. 23:** Grant's Presidency, Corruption and reform, and the depression of the 1870s

Documentary History: Chapter 15

Looking Backward by Edward Bellamy (due December 4th)

16) November 21st – November 23rd

American Pageant: complete Chapter 23 (Political Paralysis in the Gilded Age) & Chapter 24 (Industry Comes of Age)

- **Ch. 23:** The Compromise of 1877 and the end of Reconstruction, Jim Crow, and the Populists
- **Ch. 24:** Railroads, The Gospel of Wealth, Industry in the South, Labor and the rise of unions

Documentary History: Chapter 16

17) November 28th – December 2nd

Unit Test #6 on Chapters 21 – 24 on Wednesday, December 7th

In-Class DBQ #4 on Thursday, December 8th (Industrial Revolution DBQ)

Looking Backward essay Test on Friday December 9th

18) December 5th to December 9th

Mid-year review week: practice multiple choice tests, in-class essays, and In-class DBQ

Spring Term 2017

19) January 5th – January 6th

American Pageant: Chapter 25 (American Moves to the City) & begin Chapter 26 (The Great West and the Agricultural Revolution)

- **Ch. 25:** Rise of the City, New Immigrants, Nativism, Booker T. Washington & W.E.B. DuBois, and the rise of Urban America
- **Ch. 26:** Conquest of the Indians and Free lands and fraud Industrialization of Agriculture, & People's Party

Documentary History: chapter 17

20) January 9th – January 13^h

American Pageant: complete Chapter 26 (The Great West and the Agricultural Revolution) & Chapter 27 (Empire and Expansion)

- **Ch. 26:** Industrialization of Agriculture, & People's Party
- **Ch. 27:** The Spanish-American War & invasion of Cuba, & Open Door in China,

Unit Test #6 on Chapters 25 – 27 Friday, January 13th (multiple choice & 1 in-class timed essay)

21) January 16th – January 20th

American Pageant: complete Chapter 27 (Empire & Expansion)

- **Ch. 27:** Panama Canal, Roosevelt's Presidency & Big Stick Policy

Documentary History: Chapters 18 & 19

In-class DBQ #5 on Friday, January 22nd (Imperialism DBQ)

22) January 23rd – January 27th

American Pageant: Chapter 28 (Progressivism and the Republican Roosevelt) & Chapter 29 (Wilsonian Progressivism at Home and Abroad)

- **Ch. 28:** Muckrakers, Politics of Progressivism, Roosevelt & The Trusts, and Dollar Diplomacy
- **Ch. 29:** New Freedom vs. New Nationalism, WWI and American neutrality

Documentary History: Chapters 20 & 21

23) January 30th – February 3rd

American Pageant: Chapter 30 (The War to End War)

- **Ch. 30:** America goes to War, Wilson & the 14 Points *Primary Source*: The Zimmerman Telegram

24) February 6th – 10th

American Pageant: complete Chapter 30 (The War to End War) & Chapter 31 (American life in the Roaring Twenties)

- **Ch. 30:** The League of Nations, and the rejection of Versailles by US Senate
- **Ch. 31:** The Red Scare, Prohibition, and Mass Consumption Economy

Documentary History: Chapter 22

25) February 13th – February 17th

American Pageant: complete Chapter 31 (American life in the Roaring Twenties) & Chapter 32 (Politics of Boom and Bust)

- **Ch. 31:** The Automobile Age, Radio & Movies, Jazz Age, and the Roaring 20's
- **Ch. 32:** Disarmament and Isolation, Harding & Coolidge, and Presidency of Hoover

Unit Test #7 on Chapters 28 – 30 on Friday, February 19th (multiple choice & 1 in-class timed essay)

26) February 20th – February 24th

American Pageant: complete Chapter 32 (The Politics of Boom and Bust) & Chapter 33 (The Great Depression and the New Deal)

- **Ch. 32:** Crash of 1929, Hoover and the Great Depression, aggression in Asia, “Good Neighbors”
- **Ch. 33:** FDR’s 1st 100 days; Relief, Recovery, & Reform; The NRA; Election of 1836, and Supreme Court battle of 1937

Documentary History: Chapter 24

Primary Source: 1) FDR’s 1932 Inauguration Address 2) FDR’s Fireside chat speech on the Recovery Program

Unit Test #8 on Chapters 31 – 33 on Friday, February 26th (multiple choice & 1 in-class timed essay)

27) February 27th – March 3rd

American Pageant: Chapter 34 (FDR and the Shadow of War)

- **Ch. 34:** Roosevelt’s foreign policy, Neutrality Acts, Lend-Lease Act and Atlantic Charter, and the attack on Pearl Harbor

In-class DBQ #6 on Wednesday, March 3rd on the New Deal

28) March 6th – March 10th

American Pageant: Chapter 35 (American in World War II)

- **Ch. 35:** Internment of Japanese Americans, Mobilizing the Economic impact of war, WWII Atlantic and Pacific strategies, & bombing of Hiroshima and Nagasaki

Documentary History: Chapter 24

29) March 13th – March 17th

American Pageant: Chapter 36 (The Cold War Begins)

- **Ch. 36:** Postwar posterity & Baby Boom; Origins of the Cold War; UN; Communism & containment; Marshall Plan; Truman Doctrine; and NATO

Documentary History: Chapter 25

Primary Source: 1) Kennan Long Telegram 2) Churchill’s Iron Curtain Speech

30) March 20th – March 24th

American Pageant: complete Chapter 37 (The Eisenhower Era) & Chapter 38 (The Stormy Sixties)

- **Ch. 37:** Consumerism in the 1950’s; Eisenhower’s Presidency; McCarthyism, Brown vs. Board of Education, The Space Race & Arms Race, Election of 1960
- **Ch. 38:** Kennedy and the Cold War; Cuban Missile Crisis; Kennedy’s Assassination;

Documentary History: Chapters 26 & 27

Unit Test #9 on Chapters 33 – 37 on Wednesday, March 24th (multiple choice & 1 in-class timed essay)

31) March 27th – March 31st

American Pageant: complete Chapter 38 (The Stormy Sixties) & Chapter 39 (The Stalemated Seventies)

- **Ch. 38:** the Great Society; Vietnam; Election of 1968, and cultural crisis of the 1960’s
- **Ch. 39:** Nixon & Vietnam War; New policies w/China & Soviet Union; Election of 1972

Documentary History: Chapter 28

32) April 10th – April 14th

American Pageant: complete Chapter 39 (The Stalemated Seventies) & Chapter 40 (The Resurgence of Conservatism)

- **Ch. 39:** Watergate scandal; Nixon resigns; Election of 1976; Energy Crisis; Iranian hostages
- **Ch. 40:** The “New Right” and election of 1980; thawing of the cold-war; Iran-Contra, Gulf War I

Documentary History: Chapters 28 & 29

33) April 19th – April 23rd

American Pageant: Chapter 41 (America Confronts the Post Cold War Era) & Chapter 42 (The American People Face A New Century)

- **Ch. 41:** Election of 1992 & Bill Clinton; Post-Cold War foreign policy; Clinton's Impeachment; election of 2000, terror attacks of 9/11; War in Iraq
- **Ch. 42:** High tech economy; Changing American family; Immigration, and America at the century's turn

Unit Test #10 on Chapters 38 – 42 on Friday, April 23rd (multiple choice & 1 in-class timed essay)

34) April 17th – April 21st

- **AP US History Review Exam #1 & 2**

35) May 3rd

- Review AP Review Exams #1 & #2

36) May 4th

- **AP US History Review Exam #3**

37) Friday May 5th – AP US History Examination

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____