

# AP U.S. History Syllabus

## Course Description:

Advanced Placement United States History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. It is a two-semester survey of American history from the migration of Native Americans across the Beringia to the present time. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and analytical thinking skills, essay writing, and on interpretation of primary and secondary sources.

## Course Objectives:

Student will:

- ◆ Master a broad body of historical knowledge
- ◆ Demonstrate an understanding of historical chronology
- ◆ Use historical data to support an argument or position
- ◆ Interpret and apply data from original documents
- ◆ Prepare for and successfully pass the AP Exam

## Course Texts and Readings:

Bailey, Thomas A., Cohen, Elizabeth, Kennedy, David M. *The American Pageant*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2002

Bailey, Thomas A., Kennedy, David M. *The American Spirit: Since 1865*, Volume II. 10<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2005

Bailey, Thomas A., Kennedy, David M. *The American Spirit: United States History as Seen by Contemporaries, Volume I: to 1877*. 10<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2005

Davidson, James West, Lytle, Mark Hamilton. *After the Fact: The Art of Historical Detection*. Columbus: McGraw-Hill, 1992

Dollars, Charles M., Reichard, Gary W. *American Issues: A Documentary Reader*. Columbus: McGraw-Hill/Glencoe, 1994

Maddox, Robert James. *American History Volume I: Precolonial through Reconstruction*. 13<sup>th</sup> ed. University Park: Penn State University, 1995

Other Materials:

Assortment of power point presentations, videos, and handouts.

## **Grading:**

**50% Papers and Essays** – Papers will be based on the DBQ (Document Based Questions) format that is used on the AP Exam. Some of the DBQ's will be timed in class assessments and others will be completed at home. The other writing activities will be based on the free response essays. They too will be timed and be administered both in class and outside as well.

**50% Tests** – Chapter and Unit tests will be given. The format will be objective questions – mainly multiple choice.

## **Advanced Placement Exam:**

The AP Exam is given in May. The exam is three hours and five minutes long.

### **Exam Format:**

- ◆ 80 Multiple Choice Questions (55 minutes)
- ◆ Free Response Essay Section (130 minutes)
- ◆ DBQ (60 minutes)
- ◆                   Read and analyze (15 minutes)
- ◆                   Write essay (45 minutes)
- ◆ Essay Questions – answering 2 of 4 essays (70 minutes)

*There is a cost involved with taking the test.*

## **Course Outline – Semester 1 – 18 weeks**

12 Themes to be identified, analyzed, critically thought about, written about, and discussed:

### **American Diversity**

The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

### **American Identity**

Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be American.

### **Culture**

Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

### **Demographic Changes**

Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

### **Economic Transformations**

Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

### **Environment**

Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

### **Globalization**

Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.

### **Politics and Citizenship**

Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship. Struggles for civil rights.

### **Reform**

Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.

### **Religion**

The variety of religious beliefs and practices in American from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

### **Slavery and Its Legacies in North America**

Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in Native American societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

### **War and Diplomacy**

Armed conflict from the precolonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

## **Unit 1: Colonial History (2 Weeks)**

### **Readings**

Bailey, Thomas A., Cohen, Elizabeth, Kennedy, David M. *The American Pageant*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2002

#### **Chapters 1 to 4**

Bailey, Thomas A., Kennedy, David M. *The American Spirit: United States History as Seen by Contemporaries, Volume I: to 1877*. 10<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2005

Edwards, Jonathan. *Paints the Horrors of Hell*

Maddox, Robert James. *American History Volume I: Precolonial through Reconstruction*. 13<sup>th</sup> ed. University Park: Penn State University, 1995  
**P. 6-12**, *America before Columbus*, US News & World Report, July 8, 1991  
**P. 12-17**, Fernandez-Armesto, Felipe. *Columbus – Hero or Villain?*  
**P. 26-30**, Bigham, Barbara. *Colonists in Bondage: Indentured Servants in America*. Early American Life, Oct. 1979

## Themes

1. The emergence of American cultural traits and factors that contributed to them.
2. Emerging regional patterns and how they evolved.

## Contents

- ◆ Motives and methods of colonization: Spain, France, and Britain
- ◆ Push-Pull factors bringing colonists to the New World
- ◆ Comparison and contrast of Southern, middle, and New England political, economic, social, and religious patterns
- ◆ Cultural differences between Americans and Europeans

## Assessments

1. Multiple Choice tests over the chapter information based on the format of the AP Exam.
2. Timed In-Class or out of class essays based on the Free Response Essay format (each timed essay will be 30 minutes In-class)

## Free Response Essay Topics

1. How did the Indian societies of the South and North America differ from European societies at the time the two came into contact? In what ways did Indians retain a “world view” different from that of the Europeans?
2. Examine the careers of Hernan Cortez and Francisco Pizarro and assess the reasons for their “success”.
3. What did England and the English settlers really want from colonization? National glory? Wealth? Adventure? A solution to social tensions? New sources of goods and trade? Did they get what they wanted?
4. Did the Puritans really come to America seeking religious freedom? How did they reconcile their own religious dissent from the Church of England with their persecution of dissenters like Hutchinson and Williams? Does their outlook make them hypocrites?
5. Discuss women's lives in the seventeenth century, including economic functions, religion, marriage, and child raising. The focus might be on the economic and social importance of women in agrarian colonial communities, as well as on the legal and political restrictions that kept them tied to men.

6. Why did slavery grow to be such an important institution in colonial America? What were the effects of slavery on the Africans who were brought to the New World?

### **Document Based Question**

Using the Iroquois Constitution (In-Depth Resource: *The Americans*: Chapter 1, Section 2, pg. 16) and answer the following questions:

- A) The Tree of the Great Peace has both literal and figurative meanings. Discuss some of the things it might symbolize to the Iroquois.
- B) What advantages do you think the Iroquois gained by establishing the constitution? What disadvantages, if any, might there have been?
- C) Some historians claim that the Iroquois constitution had an influence on the U.S. Constitution. Look briefly at the beginning of the U.S. Constitution on pages 152-171 in your textbook and discuss some similarities and differences between the two constitutions.

## **Unit 2: Independence (2 Weeks)**

### **Readings**

Bailey, Thomas A., Cohen, Elizabeth, Kennedy, David M. *The American Pageant*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2002

#### **Chapters 5 to 8**

Bailey, Thomas A., Kennedy, David M. *The American Spirit: United States History as Seen by Contemporaries, Volume I: to 1877*. 10<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2005

Edwards, Jonathan. *Paints the Horrors of Hell*

Maddox, Robert James. *American History Volume I: Precolonial through Reconstruction*. 13<sup>th</sup> ed. University Park: Penn State University, 1995

*Declaration of Independence*, Dennis J. Mahoney Society, Nov/Dec 1986

### **Themes**

1. Colonists reevaluate their relationship with Great Britain and with each other.
2. The American Revolution as a conservative or a radical movement.
3. The American Revolution's place in world developments of the time period.

### **Contents**

- ◆ Mercantilism – costs and benefits for Britain and colonies
- ◆ British policy changes - Post-1763
- ◆ Emerging colonial corporation and decision for independence
- ◆ Military victory and terms of the Treaty of Paris

## Assessments

1. Multiple Choice tests over the chapter information based on the format of the AP Exam.
2. Timed In-Class or out of class essays based on the Free Response Essay format (each timed essay will be 30 minutes In-class)

## Free Response Essay Topics

1. What was the Revolutionary movement at its core really all about? The amount of taxation? The *right* of Parliament to tax? The political corruption of Britain and the virtue of America? The right of a king to govern America? The colonies' growing sense of national identity apart from Britain? Was the Revolution truly a radical overturning of government and society – the usual definition of a “revolution” - or something far more limited or even “conservative” in its defense of traditional rights?
2. Did the Loyalists act primarily out of conviction and feelings of patriotism toward Britain, or out of self-interest?
3. If you had been an African-American, free or slave, in 1776, would you have tried to back the Patriot cause or the Loyalist cause? Why?

## Document Based Question

Refer to the Literature from April Morning by Howard Fast (In-Depth Resources. *The Americans*: pg. 84 to 86) and choose one of the activity options below:

- A) Write an epitaph for a character who died in the Battle of Lexington.
- B) With your classmates, plan and create the April 20, 1775 edition of the *Lexington Gazette*, a fictional newspaper. Include lead stories, editorials, letters to the editor, illustrations, and political cartoons related to the Battle of Lexington. Use information from your textbook as well as from this excerpt to lend authenticity to your newspaper.

## Unit 3: Post- Independence and the Critical Period (2 Weeks)

### Readings

Bailey, Thomas A., Cohen, Elizabeth, Kennedy, David M. *The American Pageant*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2002

#### Chapters 9 to 10

Maddox, Robert James. *American History Volume I: Precolonial through Reconstruction*. 13<sup>th</sup> ed. University Park: Penn State University, 1995

P. 76-82, *Philadelphia Story*, Rakove, Jack N., *The Wilson Quarterly*, 1987

## Themes

1. Impact of colonial experience on post-independence government
2. Development of the United States Constitution and the Bill of Rights
3. The emergence of political parties and the factors that divided them
4. The development of sectional specialization and interdependence
5. The conflict between national power and states' rights

## Contents

- ◆ Government under the Articles of Confederation – Successes and failures
- ◆ Constitutional Convention
  - ◆ personalities
  - ◆ compromises
  - ◆ controversies
  - ◆ ratification
- ◆ Hamilton vs. Jefferson
- ◆ British-French conflict and its impact on American politics
  - ◆ trade
  - ◆ diplomacy
  - ◆ alien and sedition acts

## Assessments

1. Multiple Choice tests over the chapter information based on the format of the AP Exam.
2. Timed In-Class or out of class essays based on the Free Response Essay format (each timed essay will be 30 minutes In-class)

## Free Response Essay Topic

What was really at stake in the debate between Federalists and Anti-Federalists? Did the Federalists win primarily because of their superior political skills or because they had a clearer view of the meaning of the Revolution and the future of the United States?

## Document Based Questions

1. Refer to the discussion questions from Patrick Henry's Anti-Federalist Speech (In-Depth Resources. *The Americans*: Chapter 5, pg. 12) and answer the following questions:
  - A) What kind of government did Patrick Henry fear would develop out of the new Constitution?
  - B) Why did Patrick Henry feel that a king would be preferable to a president under the new Constitution?
  - C) How would you counteract Patrick Henry's objections?
  - D) Explain why you agree or disagree with Patrick Henry's opinions.

2. Refer to the Anti-Jefferson political cartoon (In-Depth Resources. *The Americans*: Chapter 5, pg. 14) and answer the following questions:
  - A) How is Thomas Jefferson portrayed in the cartoon?
  - B) Why do you think the Federalists wanted to portray Thomas Jefferson in this way?
  - C) How do you think the Federalists and the Anti-Federalists at the time felt about the cartoon's depiction of Thomas Jefferson?
  - D) What do you think of the cartoon?

## **Unit 4: Jefferson's Administration/Growth of Nationalism (2 Weeks)**

### **Readings**

Bailey, Thomas A., Cohen, Lizabeth, Kennedy, David M. *The American Pageant*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2002

#### **Chapters 11 to 12**

Bailey, Thomas A., Kennedy, David M. *The American Spirit: United States History as Seen by Contemporaries, Volume I: to 1877*. 10<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2005

**P. 240-241**, President James Madison's Fateful War Message

### **Themes**

1. The peaceful transfer of power from one party to another.
2. Changes in party positions
3. National growth and the growth of nationalism

### **Contents**

- ◆ Jefferson's "Revolution of 1800"
  - ◆ Changes in Party Positions
  - ◆ Louisiana Purchase
  - ◆ Diplomatic Problems
- ◆ War of 1812: Causes, Conduct, and Consequences
  - ◆ Era of Good Feelings
  - ◆ Rise of Nationalism
  - ◆ Diplomatic Achievements
- ◆ Marshall Court rulings and precedents
- ◆ Monroe Doctrine

## Assessments

1. Multiple Choice tests over the chapter information based on the format of the AP Exam.
2. Timed In-Class or out of class essays based on the Free Response Essay format (each timed essay will be 30 minutes In-class)

## Free Response Essay Topics

1. Write your definition of *isolationism*. Use this definition to argue that the Monroe Doctrine was or was not an isolationist document.
2. Write your definition of *democracy*. Use this definition to argue that Jefferson or Hamilton was the better spokesperson for democratic government in the 1790's.
3. Before 1790, American leaders denounced political parties. Explain why, nonetheless, political parties came into existence and what function they performed in the early Republic.

## Document Based Question

Refer to the literature selection Burr by Gore Vidal (In-Depth Resources. *The Americans*: Chapter 6, pg. 50) and complete the research activities below:

- A) Use print and on-line resources to research Aaron Burr's political and personal life. Then write a brief biographical sketch about him. After you finish your research, discuss with your classmates whether the information given in this excerpt is historically accurate.
- B) This excerpt focuses on one event in Burr's life – his duel with Alexander Hamilton. Why were the two men such bitter rivals? Research the cause and effects of the duel. Then discuss with classmates ways that Burr and Hamilton might have resolved their problems without resorting to violence.

## Unit 5: The Age of Jackson (2 Weeks)

### Readings

Bailey, Thomas A., Cohen, Lizabeth, Kennedy, David M. *The American Pageant*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2002

#### Chapters 13 to 15

Bailey, Thomas A., Kennedy, David M. *The American Spirit: United States History as Seen by Contemporaries, Volume I: to 1877*. 10<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2005  
Andrew Jackson Biographical Handout and 1<sup>st</sup> Annual message to Congress

## Themes

1. The emergence of the second American party system
2. The emergence of the “Common Man” in American politics
3. Geographical and economic expansion
4. Reform movements and the American character.

## Contents

- ◆ Election of 1824 and the founding of Jackson's Democratic Party
- ◆ Jackson's Administration
  - ◆ Spoils System
  - ◆ Nullification
  - ◆ Bank War
  - ◆ Cherokee Removal
- ◆ Manifest Destiny and the War with Mexico
- ◆ Immigration; social, political, and economic developments, and reform movements, 1820-1850

## Assessments

1. Multiple Choice tests over the chapter information based on the format of the AP Exam.
2. Timed In-Class or out of class essays based on the Free Response Essay format (each timed essay will be 30 minutes In-class)

## Free Response Essay Topics

1. Write your definition of *common man*. Use this definition to argue that Andrew Jackson was or was not a common man in the presidency.
2. Write your definition of *tyrant*. Use this definition to argue that Andrew Jackson was or was not a presidential tyrant riding roughshod over the Constitution.
3. Write your definition of *great president*. Use this definition to argue that Andrew Jackson was or was not a great president.
4. Summarize the impact of the industrial revolution on American labor, on the rich and poor, and on families and home life.
5. Write your definition of *revolution*. Use this definition to argue that the industrial revolution was or was not a revolutionary event.
6. List the five most important inventions of the early nineteenth century and rank them in order of importance. Justify your ranking.
7. If America is indeed a “nation of immigrants”, why does it have a history of native prejudice toward new immigrant groups.

8. It has been claimed that the frontier acted as a “safety valve” for the East, allowing the discontented to begin an alternative life on the frontier. To what extent does this seem to have been true?
9. Why were women prominent in the reform crusades of the early nineteenth century? What contribution did they make to social reform?
10. What was the relationship between industrialization and the women's rights movement? What did women reformers want?
11. Explain why the Mormons became a target for religious intolerance in America.

## **Document Based Questions**

Questions from DBQ Strategies and Practice, McDougal & Littel, pg. 16-23

## **Unit 6: Slavery and Sectionalism (2 Weeks)**

### **Readings**

Bailey, Thomas A., Cohen, Lizabeth, Kennedy, David M. *The American Pageant*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2002

### **Chapters 16 to 19**

Frederick Douglass Biographical: Analysis.

Uncle Tom's Cabin: Secondary Source Analysis.

### **Themes**

1. Sectionalism
2. Slavery and causes of the Civil War

### **Contents**

- ◆ Slavery as a social and economic institution
- ◆ The politics of slavery:
  - ◆ Missouri Compromise
  - ◆ Abolitionists
  - ◆ Compromise of 1850
  - ◆ Kansas-Nebraska Act and Bleeding Kansas
  - ◆ Dred Scott Decision
  - ◆ Lincoln-Douglass Debates
  - ◆ John Brown's Raid
  - ◆ Election of 1860

## Assessments

1. Multiple Choice tests over the chapter information based on the format of the AP Exam.
2. Timed In-Class or out of class essays based on the Free Response Essay format (each timed essay will be 30 minutes In-class)

## Free Response Essay Topics

1. It was argued by some that the slaves were better off than both wage earners in northern industry and free blacks back in Africa . Do you agree? Why or why not?
2. Elaborate on the text authors' comment that with the invention of the cotton gin, “the slave [was]...chained to the gin and the planter to the slave”.
3. Did extreme abolitionists do more harm than good? In what ways? How would you have solved the slavery problem?
4. Write your definition of *national interest*. Use this definition to argue that the Webster-Ashburton Treaty or the Treaty of Guadalupe-Hidalgo did or did not serve the national interests of the United States.
5. Write your definition of *imperialism*. Use this definition to argue that the United States was or was not an imperialistic nation in the 1840s.
6. Explain the widespread popularity of the concept of popular sovereignty as a way to resolve the issue of slavery in the territories. Then explain why it ultimately failed.
7. Why might it be argued that the building of the first transcontinental railroad to link the East and the West contributed to the wrenching apart of the North and the South?
8. The authors argue that the North “got the better of the Compromise of 1850”. Do you agree? Why or why not?
9. What was responsible for the violence in “Bleeding Kansas”? Why might the violence be viewed as a “prelude to Civil War”?
10. Compare and contrast the criticism in Stowe's *Uncle Tom's Cabin* to Helper's *The Impending Crisis of the South*. Which had the more dramatic effect on public opinion? Why?
11. Do you think that President Lincoln was justified in his violations of ordinary civil liberties during the Civil War? Why or why not?
12. During the Civil War many poor Southerners complained that it was a rich man's war, but a poor man's fight. On what basis did they make this complaint? Could Northerners have made the same accusation for the same reason? Explain.

## Document Based Questions

Questions from DBQ Strategies and Practice, McDougal & Littel, pg. 30-37

## Unit 7: Civil War and Reconstruction (4 Weeks)

### Readings

Bailey, Thomas A., Cohen, Elizabeth, Kennedy, David M. *The American Pageant*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2002

#### Chapters 20 to 22

Abraham Lincoln: Analysis

Ulysses Grant: Analysis

Robert E. Lee: Analysis

Jim Crow Laws: Analysis

KKK: Analysis

### Themes

1. Secession and war
2. Reconstruction issues and plans
3. The struggle for equality
4. Native American relations

### Contents

- ◆ Military strategies, strengths and weaknesses, events and outcomes
- ◆ The home front, North and South
  - ◆ mobilizing manpower, finances, public opinion
  - ◆ social, economic, and political impact of war
- ◆ Presidential vs. congressional Reconstruction plans and actions
- ◆ Economic development: The New South?
- ◆ 1877 Compromise and Home Rule
- ◆ Booker T. Washington's and W.E.B. Du Bois's leadership styles and programs

### Assessments

1. Multiple Choice tests over the chapter information based on the format of the AP Exam.
2. Timed In-Class or out of class essays based on the Free Response Essay format (each timed essay will be 30 minutes In-class)

### Free Response Essay Topics

1. Historians usually rank the “Great Emancipator”, Abraham Lincoln, as the “greatest” of American presidents. Do you agree? Why or why not?

2. The Fourteenth Amendment is commonly referred to as one of the most important additions to the Constitution. Why?
3. Compare and contrast Lincoln's, Johnson's, and Congress's plans for Reconstruction. Cite what was included and what was omitted. Which program do you think was the best. Why?
4. Why was President Johnson impeached? Why didn't the Senate convict him of “high crimes and misdemeanors”? What do you think his conviction in the Senate might have meant for our system of government?

## Document Based Question

Analysis of Jim Crow Laws

## Unit 8: Rise of Business and Labor (2 Weeks)

### Readings

Bailey, Thomas A., Cohen, Elizabeth, Kennedy, David M. *The American Pageant*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2002

### Chapters 23 to 25

Gilded Age Video: Analysis

Andrew Carnegie: Analysis

### Themes [cr5]

1. Political alignment and corruption in the Gilded Age
2. Role of government in economic growth and regulation
3. Social, economic, and political impact of industrialization

### Contents

- ◆ Gilded Age politics
  - ◆ party alignment
  - ◆ political corruption and reform
- ◆ Industrial growth
- ◆ Government support and actions
- ◆ Business tycoons: methods, accomplishments, philosophies
- ◆ Rise of organized labor
- ◆ Changing conditions
- ◆ Unions, leaders, methods, successes and failures

### Assessments

1. Multiple Choice tests over the chapter information based on the format of the AP Exam.

2. Timed In-Class or out of class essays based on the Free Response Essay format (each timed essay will be 30 minutes In-class)

### **Free Response Essay Topics**

1. The presidents of the late nineteenth century have been referred to as merely “custodial” - that is, nonassertive. Is this true? If so, why?
2. Who do you think was the best president in the Gilded Age? Why?
3. How did racial issues – including Chinese immigration - affect economic and political developments of the Gilded Age?
4. What explains the rise of the Populist Party in the 1890s? Were the Populists reflecting only farmers' discontent, or did they express a deeper disaffection with the weaknesses of the two-party system?
5. Why did labor unions find it difficult to organize industrial workers in the late nineteenth century?
6. Write your definition of the *gospel of wealth*. Do you agree with its assumptions? Why or why not?
7. Make a list of the combination of factors that produced the growth and industrialization of the American economy in the late nineteenth century. Pick two factors that you think were especially important and explain your choices.
8. Business leaders of the late nineteenth century have been characterized both as greedy and unscrupulous “robber barons” and as great “captains of industry” whose entrepreneurial skill and tactics produced economic growth. Which view do you find more persuasive? Why?
9. Explain the ultimate defeat of the Plains Indians by whites. Select and discuss at least three major reasons for the decline of the Plains culture; then tell which you think was the most important and why.
10. What do you think was the major technological innovation that influenced life on the Great Plains frontier? Why?

### **Document Based Questions**

Questions from DBQ Strategies and Practice, McDougal & Littel, pg. 42-50

**Historical Context:** The period from 1865 to 1920 was marked by rapid industrial growth in the United States. A few people grew extremely wealthy. Many people, however, worked long hours and still lived in poverty.

**Tasks:** Using information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers to the questions will help you

write the Part B essay in which you will be asked to:

- ◆ describe the relationship between business and government in the late 1800s and early 1900s
- ◆ discuss the conflict that developed between the working class and the upper class during this time period.

## **Unit 9: Populists and Progressives (2 Weeks)**

### **Readings**

Bailey, Thomas A., Cohen, Elizabeth, Kennedy, David M. *The American Pageant*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2002

#### **Chapters 26, 29, and 30**

Theodore Roosevelt Biographical: Analysis  
Progressive Era Video: Analysis  
The Jungle: Analysis

### **Themes**

1. Inflation/Deflation – Role of government in the economy
2. Role and effectiveness of third parties
3. [CR2] Immigration and urbanization
4. Patrician reformers
5. Bryan and Wilson: “Jeffersonian goals in Hamiltonian form” (Conflict and Consensus)
6. Teddy Roosevelt/Taft/Wilson: Conservatives as Progressives (reform to preserve)

### **Contents**

- ◆ Agrarian Revolt
  - ◆ Post-War problems
  - ◆ Attempts to organize
  - ◆ Election of 1896
- ◆ Immigration and urbanization in the late 19<sup>th</sup> century
- ◆ Social and cultural developments of the late 19<sup>th</sup> century
- ◆ Urban middle-class reformers lead a call for change
  - ◆ Muckrakers
  - ◆ Women's issues and roles
  - ◆ Political corruption and reforms
  - ◆ Consumer and environmental protection
  - ◆ Business and labor issues
- ◆ Teddy Roosevelt, Taft, and Wilson administrations respond to Progressive movement

## Assessments

1. Multiple Choice tests over the chapter information based on the format of the AP Exam.
2. Timed In-Class or out of class essays based on the Free Response Essay format (each timed essay will be 30 minutes In-class)

## Free Response Essay Topics

1. In the view of progressives, what was wrong with American society? What solutions did they try to use? Be specific.
2. List the five most outstanding achievements of Roosevelt's presidency. Rank these five according to your assessment of their importance. Justify your ranking.
3. What were the most important of Wilson's progressive reforms? Was Wilson actually a more effective progressive than Theodore Roosevelt? Why or why not?

## Document Based Questions

Questions from DBQ Strategies and Practice, McDougal & Littel, pg. 56-63

## Unit 10: Imperialism and World War I (3 Weeks)

### Readings

Bailey, Thomas A., Cohen, Lizabeth, Kennedy, David M. *The American Pageant*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2002

### Chapters 27, 28, and 31

World War I Video: Analysis

Spanish-American War: Analysis

### Themes

1. The changing role of the U.S. In world affairs – from isolationism to world power
2. U.S. Motives in World War I and post-war agreements
3. Presidential and congressional roles in policy management

### Contents

- ◆ Reasons for new interest in world affairs
- ◆ Spanish-American War
  - ◆ Cuban situation and U.S. Reaction
  - ◆ Military preparedness and action
  - ◆ Treaty provisions
  - ◆ Philippine annexation – debate and results
- ◆ Open Door Policy, Teddy Roosevelt's “Big Stick” Diplomacy

- ◆ Roosevelt Corollary and applications
- ◆ Panama intervention and canal building
- ◆ Nobel Peace Prize
- ◆ Taft's Dollar Diplomacy
- ◆ Wilson's "Moral" or "Missionary" Diplomacy
  - ◆ Relations with Panama, Mexico, Haiti, Philippines
  - ◆ Neutrality, 1914-1917
  - ◆ World War I as a war to "make the world safe for democracy"
- ◆ Various interpretations of U.S. Motives in World War I
- ◆ World War I at home
  - ◆ Economic impact
  - ◆ Harassment of German Americans
  - ◆ Women and minorities
  - ◆ Espionage and Sedition Acts
  - ◆ Business and Labor relations
  - ◆ Creel Committee – wartime propaganda
- ◆ Treaty negotiations and Senate rejection of Versailles Treaty

## Assessments

1. Multiple Choice tests over the chapter information based on the format of the AP Exam.
2. Timed In-Class or out of class essays based on the Free Response Essay format (each timed essay will be 30 minutes In-class)

## Free Response Essay Topics

1. Consider each of the following as a cause of war in 1898:
  - a) public opinion
  - b) yellow journalism
  - c) business interests
  - d) strategic interests
 Which do you consider the key cause of war? Why?
2. Write your definition of *imperialism*. Use this definition to argue that the conduct of America foreign relations between 1890 and 1900 was or was not imperialistic.
3. Summarize the impact of American participation in World War I on
  - a) the national economy
  - b) civil liberties
  - c) public attitudes
4. Assess America's contribution to the Allied victory in World War I. Do you think that the United States' involvement was crucial to victory? Why or why not?

## Document Based Questions

Questions from DBQ Strategies and Practice, McDougal & Littel, pg. 68-76 and Immigration Policy from late 19<sup>th</sup> century to mid-20<sup>th</sup> century.

## Unit 11: 1920's to 1930's (3 Weeks)

### Readings

Bailey, Thomas A., Cohen, Elizabeth, Kennedy, David M. *The American Pageant*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2002

#### Chapters 32 to 35

1920's Video: Analysis

1930's Video: Analysis

Great Depression: Analysis

F.D.R.: Analysis

Margaret Sanger: Analysis

### Themes

The 1920's:

1. Post-World War I compared to post-Civil War nativism, laissez-faire, labor government, farmers, and attitudes toward reform
2. U.S. Pursuit of “advantages without responsibilities”
3. Administration policy of “nullification by administration”
4. Cultural conflicts: native vs. foreign; rural vs. urban
5. Revolution in manners and morals

The 1930's:

1. The role of government in society and the economy
2. Political realignment
3. Human suffering and response to the Great Depression

### Contents

The 1920's:

- ◆ Post-war recession and agricultural problems
- ◆ Intolerance
- ◆ KKK
- ◆ Immigration restriction
- ◆ Sacco and Vanzetti
- ◆ Prohibition and organized crime
- ◆ Jazz Age culture, Youth Rebellion, Literature of Disillusionment
- ◆ Business growth and consolidation, credit, advertising
- ◆ Harding, Coolidge, Hoover administrations
  - ◆ Scandals
  - ◆ Trickle-Down Economics
  - ◆ “Business of America is Business”
  - ◆ Boom and Bust in the Stock Market
  - ◆ Foreign Policy

## The 1930's

- ◆ Hoover's vs. Roosevelt's approaches to the Depression
- ◆ New Deal Legislation – Effectiveness and Criticisms
- ◆ Supreme Court Reactions and Court Packing Plan
- ◆ Dust Bowl and Demographic Shifts
- ◆ Extremist alternatives: Coughlin, Long, Townsend
- ◆ Political Party Alignment – the new Democratic Coalition
- ◆ Impact of the Great Depression on various population groups

## Assessments

1. Multiple Choice tests over the chapter information based on the format of the AP Exam.
2. Timed In-Class or out of class essays based on the Free Response Essay format (each timed essay will be 30 minutes In-class)

## Free Response Essay Topics

1. The 1920's was a time of “heroes”. Why? Explain why Charles Lindbergh and Henry Ford were so greatly admired in this decade.
2. Do you think that the 1920's should be most noted as a decade of anxiety and intolerance, hedonism and liberation, or both? Cite specific features of life in the 1920's to explain your view.
3. Do you think that the “noble experiment” of prohibition did more harm than good or vice versa? Explain your view by citing specific consequences of the prohibition amendment.
4. Explain how the automobile industry in the 1920's had an impact on the national economy similar to that of the railroad industry in the 1870's and the 1880's.
5. Compare the personal characteristics of Harding, Coolidge, and Hoover. What did they have in common? How do their personal qualities help to explain their political success in the 1920's.
6. What did Herbert Hoover do to combat the Great Depression? What more do you think he should have done? Why didn't he? Justify the text authors' description of Hoover as the “Pioneer of the New Deal”.
7. Select the three most important programs of the New Deal, explain what they did, and tell why you chose these three.

## Document Based Questions

Cultural conflicts in the 1920's on Hoover and Roosevelt as conservatives or liberals

## Unit 12: World War II and Origins of the Cold War (2 Weeks)

### Readings

Bailey, Thomas A., Cohen, Elizabeth, Kennedy, David M. *The American Pageant*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2002

#### Chapters 35 to 37

1940's Video: Analysis

General George Patton: Analysis

Pearl Harbor: Analysis

D-Day: Analysis

Bombing of Hiroshima: Analysis

Truman: Analysis

### Themes

1. Comparison of Wilson and Roosevelt as neutrals, wartime leaders, Allied partners, and post-war planners
2. U.S. Adopts new role as peacetime leader in post-war world
3. Home front conduct during World War I and World War II

### Contents

- ◆ U.S. Response to aggression – neutrality legislation, Lend-Lease Act
- ◆ Pearl Harbor and U.S. Response
- ◆ Military Strategy
  - ◆ Germany First
  - ◆ Second Front Debate
  - ◆ Island Hopping
  - ◆ Atomic Bomb
- ◆ Home Front
  - ◆ Relocation of Japanese Americans
  - ◆ Women and Minorities in the Workplace
  - ◆ Demographic Impact
- ◆ Wartime Diplomacy and Cooperation
  - ◆ Atlantic Charter (Compare to Fourteen Points)
  - ◆ Wartime Conferences
  - ◆ United Nations Founding and Participation
- ◆ Splintering of Wartime Alliance and Adoption of Containment
  - ◆ Berlin and German Division
  - ◆ Truman Doctrine
  - ◆ Marshall Plan
- ◆ NATO
- ◆ Korea

## Assessments

1. Multiple Choice tests over the chapter information based on the format of the AP Exam.
2. Timed In-Class or out of class essays based on the Free Response Essay format (each timed essay will be 30 minutes In-class)

## Free Response Essay Topics

1. Explain in what way
  - a) the fall of France
  - b) Hitler's invasion of the Soviet Union
  - c) the attack on Pearl Harbormark the most important turning points in American foreign policy between 1935 and 1942.
2. Do you think the argument that “one should not change horses in the middle of the stream” is sufficient to justify Franklin Roosevelt's breaking two-term tradition in 1940? Do you think anyone should be allowed to serve more than two terms in the presidency? Why or why not?
3. How did World War II affect
  - a) the role of the national government in American life?
  - b) The relationship between government and the economy
  - c) minority groups in America
4. Present arguments for and against using the A-bombs on Hiroshima and Nagasaki in 1945. Had it been your decision, what would you have done? Why?
5. What are the arguments for and against the Japanese-American relocation camps used in World War II? Do you agree with the text authors that these camps were “unnecessary and unfair”? Why or why not?
6. Why did President Truman relieve General MacArthur of his command in Korea? Do you think that it was a wise decision? Why or why not?
7. Identify the factors that produced the anti-communist “witch hunt” after World War II. List some of its most important short- and long-term consequences.
8. To what degree do you think each of the following contributed to the Cold War?
  - a) President Truman
  - b) the Soviet Union's security interests
  - c) American expectations for the postwar world
9. Though he was decidedly unpopular when he left the presidency, President Truman, has since come to be viewed as one of America's ten “greatest” presidents. Explain
  - a) why his popularity was so low in 1952
  - b) why he is so well rated in retrospect

## Document Based Questions

analysis of Japanese Relocation Centers

## Unit 13: Foreign Policy (4 Weeks)

### Readings

Bailey, Thomas A., Cohen, Elizabeth, Kennedy, David M. *The American Pageant*. 12<sup>th</sup> ed. Boston: Houghton Mifflin Company, 2002

**Chapters 38 to 42**

Handouts

1950's Video: Analysis

1960's Video: Analysis

1970's Video: Analysis

Richard Nixon: Analysis

Ronald Reagan: Analysis

M. L. King: Analysis

Malcolm X: Analysis

Bill Clinton: Analysis

### Themes

1. Cycles of freezes and thaws in East-West relations
2. The “Vietnam Syndrome” in post-war foreign policy
3. Human rights vs. strategic self-interest in policy formulation
4. Interrelationship of foreign policy and economic stability

### Contents

- ◆
- ◆ Eisenhower
- ◆ Liberation, not containment
  - ◆ John Foster Dulles
  - ◆ Massive retaliation
- ◆ Asia policies
  - ◆ Korea
  - ◆ Southeast Asia – Geneva Accords and aid to South Vietnam
- ◆ Peaceful Coexistence – Khrushchev's visit
- ◆ U-2 Incident
- ◆ Kennedy
  - ◆ Flexible response
  - ◆ Aid for social and economic development
  - ◆ Peace Corps
  - ◆ Alliance for Progress
  - ◆ Southeast Asia military and economic aid

- ◆ Bay of Pigs and Cuban Missile Crisis
- ◆ Johnson
  - ◆ Vietnam War
- ◆ Nixon/Ford
  - ◆ Vietnamization
  - ◆ Nixon Doctrine
  - ◆ China Card
  - ◆ Detente
- ◆ Carter
  - ◆ Human rights policies
  - ◆ Camp David Accords
  - ◆ Panama Canal Treaties
  - ◆ SALT II, Afghanistan, Olympic boycott
  - ◆ Iran Revolution and hostage crisis
- ◆ Reagan
  - ◆ “The Evil Empire”
  - ◆ Strategic Defense Initiative (SDI)
  - ◆ End of the Cold War

## Assessments

1. Multiple Choice tests over the chapter information based on the format of the AP Exam.
2. Timed In-Class or out of class essays based on the Free Response Essay format (each timed essay will be 30 minutes In-class)

## Free Response Essay Topics

1. Do you think that you would have liked “Ike” in the 1950's? Why or why not? Which of his
  - a) personal qualities
  - b) domestic programs
  - c) foreign-policy decisions
 do you most admire? For what may he be criticized? Why?
2. How did the Cold War shape American *domestic* life in the 1950's?
3. What explains the widespread affluence of the 1950's? What was the specific impact of television on American values and lifestyles?
4. Do you think that President Kennedy handled the Cuban missile crisis as well as he could have? Why or why not? Evaluate the consequences of the crisis. Was it worth the enormous risk of nuclear war?
5. Evaluate President Johnson's Great Society program. Do you think that its goals were realistic? Admirable? Why did it receive such heavy support in Congress?
6. What was the impact of the 1960's cultural rebellions on education, religion, and the family?

7. What do you think lay at the root of the Watergate scandal? Who was responsible? Explain why it ballooned into a national crisis.
8. Why did conservatism gain such strength in the 1980's and 1990's? Where did modern American conservatism come from?
9. What were Ronald Reagan's goals as he entered the presidency in 1981? How successful was he in implementing them? In what ways did he fail to achieve his goals? Why?
10. What were Clinton's greatest successes and failures in his first term? Do you agree with the text that he reached too far without trying to accommodate the Republican Congress?
11. What were Clinton's greatest personal strengths and weaknesses as president? Was his impeachment largely a political effort to highlight his personal failings, or did the charges reflect genuine constitutional issues?

### **Document Based Questions**

analysis over Watergate