

AP United States History www.laapush.org

Los Amigos High School

Syllabus

Instructor: Mr. Hawley

AP U.S. History is a college level class for high school students. Students receive college credit upon passing the AP exam. The student workload is greater than that required in regular high school U.S. history classes. The class is a two-semester survey of American history from the early exploration of the Americas to the present day. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents.

Course Objectives

1. Students will master a broad body of historical knowledge
2. Students will demonstrate an understanding of historical chronology
3. Students will interpret and apply data from original documents, including cartoons, graphs, letters, etc.
4. Students will be able to write essays that effectively analyze and evaluate historical events or trends.
5. Students will use historical data to support an argument or position.
6. Students will successfully pass the AP U.S. History Exam.

Course Texts and Readings

Kennedy, David M., The American Pageant: A History of the Republic 13th ed., Boston: Houghton Mifflin, 2006.

Kennedy, David M. and Thomas Bailey ed., The American Spirit vol. 1, Boston: Houghton Mifflin, 2006.

Kennedy, David M. and Thomas Bailey ed., The American Spirit vol. 2, Boston: Houghton Mifflin, 2006.

Henry, Michael, Threads of History, Saddle Brook New Jersey: Peoples Publishing Group, 2006.

Thoreau, Henry David, Walden, New York: Dover Publications, 1995

Steinbeck, Grapes of Wrath (Centennial Edition), New York: Penguin, 2002

Organization

Each unit is approximately 1 month in length and covers one era of American history. Additionally, each unit will focus on a limited number of themes appropriate for the era. All students are expected to complete the reading assignments within the allotted days and there will be weekly quizzes to check reading progress. In each unit, students will also interpret several primary documents. Document analysis will include an in-class DBQ essay during the second or third week of each unit.

Notebooks

All students are required to record notes in Cornell University style for all lectures and reading assignments and place them in an interactive notebook. All notebooks will conform to the interactive notebook guidelines given during the 1st week of instruction.

Tests

At the end of each unit there will be an exam. Unit exams will be a combination of objective questions and an FRQ essay. Students will be given 2-3 possible FRQs at the start of each unit. Students should be prepared to write on any one of them during the unit exam. At the end of the first semester, all students will take a comprehensive semester final exam. Approximately one week after the AP Exam in May, all students, will take a comprehensive exam covering the entire course.

Winter Reading

Students will read either Walden or Grapes of Wrath and complete the accompanying reading guide during winter break. Upon returning there will be an exam for this assignment. These books can be checked out from a library or purchased by the student.

Review

After Unit 7 has been completed, we will begin a comprehensive review for the AP Exam primarily using the notebook and flashcards developed during the year. We will also use the Threads of History book.

Unit 1: Colonial Era (September)

Readings:

American Pageant

1. Chapter 1, New World Beginnings, 33,000 B.C.-A.D. 1769, p2-14
2. Chapter 2, The Planting of English America, 1500-1733, p25-42
3. Chapter 3, Settling the Northern Colonies, 1619-1700, p43-65
4. Chapter 4, American Life in the Seventeenth Century, 1607-1692, p66-83
5. Chapter 5, Colonial Society on the Eve of Revolution, 1700-1775, p84-105
6. Chapter 6, The Duel for North America, 1608-1763, p 106-121
7. Chapter 7, The Road to Revolution, 1763-1775, p122-139

The American Spirit vol. 1

1. "Religious Strife in Maryland," p39-40
2. "Conformity in the Bay Colony," p45-50
3. "The Burden of Mercantilism," p126-129
4. "Britain at the Crossroads," p33-139

Handouts:

1. Outline Map of Chesapeake
2. Outline Map of Virginia
3. Event Map for Virginia
4. Semantic Map Comparing the Chesapeake, New England, and Middle Colonies
5. Summarizing Pyramid for the American Revolution

Themes:

1. The economic basis for sectionalism
2. Salutary neglect and its impact upon the development of American political, economic, and religious institutions
3. The diverging definitions of empire and English rights
4. A "conservative" revolution

Content:

1. Exploration
 - a. Pre-Columbian Europe and America
 - b. Spanish, English, and French exploration
 - c. Spanish and French settlements and long-term influence
 - d. American Indians
2. English Colonization
 - a. Chesapeake Bay Colonies
 - b. New England Colonies
 - c. Restoration Colonies
 - d. Mercantilism
 - e. Origins of slavery
 - f. Bacon's Rebellion
 - g. Colonial social and familial structure
 - h. Colonial economies
 - i. Great Awakening
3. The coming of the American Revolution
 - a. Anglo-French rivalries and Seven Years' War
 - b. Imperial reorganization of 1763
 - c. Stamp Act
 - d. Declaratory Act
 - e. Townshend Acts
 - f. Boston Tea Party
 - g. Philosophy of the American Revolution
 - h. Continental Congress
 - i. Declaration of Independence

FRQs:

1. In the seventeenth century, New England Puritans tried to create a model society. What were their aspirations and to what extent were those aspirations fulfilled during the seventeenth century?
2. For the period before 1750, analyze the ways in which Britain's policy of salutary neglect influenced the development of American society as illustrated in the following: legislative assemblies, commerce, and religion.
3. "The Revolution was effected before the war commenced." The Revolution was in the minds and hearts of the people. Evaluate this quote by John Adams.

DBQ:

Although New England and the Chesapeake region were both settled by people of English origin, by 1700 the regions had evolved into two distinct societies." Why did this difference in development occur?

Unit 2: Early Republic (October)**Readings:**American Pageant

1. Chapter 8, America Secedes from the Empire, 1775-1783, p140-163
2. Chapter 9, The Confederation and the Constitution, 1776-1790, p164-189
3. Chapter 10, Launching the New Ship of State, 1789-1800, p190-210
4. Chapter 11, The Triumphs and Travails of the Jeffersonian Republic, 1800-1812, p211-232
5. Chapter 12, The Second War for Independence and the Upsurge of Nationalism, 1812-1824, p233-255
6. Chapter 13, The Rise of a Mass Democracy, 1824-1840, p256-286

The American Spirit vol. 1

1. "The Formal Break with Britain," p150-159
2. "The Ratification Debate in New York," p182-187
3. "Conflict in the Infant Republic," p188-194
4. "State Debts and the National Bank," p194-199
5. "John Marshall and the Supreme Court," p217-221
6. "Launching the Monroe Doctrine," p254-262
7. "The New Spirit of Enterprise in Jacksonian America," p267-270

Handouts:

1. Western U.S. Outline Map
2. Categorization Exercise for the Age of Jackson
3. Synthesizing Exercise for the Age of Jackson

Themes:

1. The evolutionary nature of the American Revolution

2. The competing visions of Hamilton and Jefferson
3. The impact of the Marshall Court on the Constitution
4. The Turner Thesis, the impact of the frontier on American democracy and society

Content:

1. The Revolutionary War
 - a. French alliance
 - b. Revolutionary War economy
 - c. Articles of Confederation
 - d. Peace of Paris
 - e. Creating state governments
 - f. Republican Mothers
2. Shay's Rebellion
3. Philadelphia Convention: drafting the Constitution
4. Federalists versus Anti-Federalists
5. Bill of Rights
6. Washington's presidency
7. Hamilton's financial program
8. Whiskey Rebellion
9. Foreign and domestic difficulties
10. Beginnings of political parties
11. Alien and Sedition Acts
12. XYZ affair
13. Election of 1800
14. Jefferson's presidency
15. Louisiana Purchase
16. Burr conspiracy
17. The Supreme Court under John Marshall
18. Neutral rights, impressments, embargo
19. Madison
20. War of 1812
21. Nationalism and Economic Expansion
22. Era of Good Feelings
23. Panic of 1819
24. Settlement of the West
25. Missouri Compromise
26. Foreign affairs: Canada, Florida, the Monroe Doctrine
27. Early railroads and canals
28. Beginnings of factory system
29. Early labor movement; women
30. Social mobility
31. Sectionalism
32. Southern society and culture
 - a. Cotton Kingdom
 - b. Gradations of White society
 - c. Nature of slavery

- 33. Northeast industry
- 34. Immigration
- 35. Northwest agriculture
- 36. Westward expansion
- 37. Removal of American Indian
- 38. Significance of the frontier
- 39. Democracy and the "common man"
 - a. Election of 1824
 - b. Andrew Jackson
 - c. Expansion of suffrage
 - d. Spoils System
 - e. Second party system
 - f. Democratic Party
 - g. Whig Party
 - h. Internal improvements and states' rights
 - i. The Nullification Crisis
 - j. Tariff issue
 - k. The Bank War: Jackson and Biddle
 - l. Martin Van Buren
 - m. Independent treasury system
 - n. Panic of 1837

Major Assignment:

Students will categorize terms from the age of Jackson using three categories: social, political, and economic. They will write a topic sentence for each of the three categories that clearly and directly generalizes the similarity that each name/event has in common with the other names and events in that category. When a generalization has been made, they will choose five pieces of factual information that best support the topic sentence. They will evaluate them by ranking them in descending order of importance in supporting the topic sentence. They will write one clear sentence justifying the first choice of factual information for each topic sentence. They will then rank the categories in descending order of importance and write a thesis statement that directly links the categories to some common theme.

FRQs:

1. To what extent did foreign affairs shape American domestic politics in the 1790s?
2. "Throughout our history, the Supreme Court has acted as a partisan political body rather than a neutral arbiter of constitutional principles." Assess the validity of this generalization for the period 1800-1869.
3. To what extent was Andrew Jackson the President of the "common man?"

DBQ:

How radical was the American Revolution? Consider in your answer the poor, women, Native Americans, and African-Americans.

Unit 3: Antebellum America, Civil War, and Reconstruction (November-Antebellum and December-Civil War and Reconstruction)

Readings:

American Pageant

1. Chapter 14, Forging the National Economy, 1790-1860, p87-319
2. Chapter 15, The Ferment of Reform and Culture, 1790-1860, p20-347
3. Chapter 16, The South and the Slavery Controversy, 1793-1860, p348-370
4. Chapter 17, Manifest Destiny and Its Legacy, 1841-1848, p71-389
5. Chapter 18, Renewing the Sectional Struggle, 1848-1854, p390-408
6. Chapter 19, Drifting Toward Disunion, 1854-1861, p409-433
7. Chapter 20, Girding for War: The North and the South, 1861-1865, p434-452
8. Chapter 21, The Furnace of Civil War, 1861-1865, p453-478
9. Chapter 22, The Ordeal of Reconstruction, 1865-1877, p479-503

The American Spirit vol. 1

1. "The Spread of the Factory," p291-298
2. "Steamboats and Canals," p308-312
3. "Transcendentalism and Early Utopias," p336-342
4. "Provoking War with Mexico," p386-392
5. "Abraham Lincoln Defines the Purposes of the War," p463-465
6. "The Emancipation Proclamation in England," p484-485
7. "The Uncivil War," p486-496
8. "The Legacy of Reconstruction," p533-538

Handouts:

1. "One's Self I Sing" by Whitman
2. Kansas-Nebraska Excerpt from Two Roads to Sumter

Themes:

1. Technological development increasing sectional tensions
2. Manifest destiny as a consensus for imperialism
3. The development of American art and culture
4. The Second Great Awakening as the origin of 19th Century reform
5. The failure of compromise within the context of the Constitution
6. The political and economic revolution of the Civil War and Reconstruction

Content:

1. Manifest Destiny and mission
 - a. Texas annexation, the Oregon boundary, and California
 - b. James K. Polk and the Mexican War
 - c. Wilmot Proviso
2. Cultural nationalism
3. Education reform/professionalism
4. Second Great Awakening

5. Reform crusades
 - a. Abolitionism
 - b. Temperance
6. Utopian experiments: Mormons, Oneida Community
7. Transcendentalists
8. National literature, art, architecture
9. Feminism; roles of women in the nineteenth century
10. Compromise of 1850
11. Fugitive Slave Act
12. Uncle Tom's Cabin
13. Kansas-Nebraska Act and realignment of parties
14. Demise of the Whig Party
15. Emergence of the Republican Party
16. Dred Scott decision
17. Lecompton crisis
18. Lincoln-Douglas debates, 1858
19. John Brown's raid
20. The election of 1860; Abraham Lincoln
21. The secession crisis
22. Civil War
 - a. The Union
 - b. Mobilization and finance
 - c. Civil liberties
 - d. Election of 1864
 - e. Confederate constitution
 - f. Mobilization and finance
 - g. States' rights and the Confederacy
 - h. Civil War foreign affairs and diplomacy
 - i. Civil War military strategy, campaigns, and battles
 - j. The abolition of slavery
 - k. Confiscation Acts
 - l. Emancipation Proclamation
23. Reconstruction
 - a. Freedmen's Bureau
 - b. Thirteenth Amendment
 - c. Effects of war on society
 - d. Inflation and public debt
 - e. Role of women during the Civil War
 - f. Devastation of the South
 - g. Changing labor patterns
 - h. Presidential plans: Lincoln and Johnson
 - i. Radical (congressional) plans
 - j. Civil rights and the Fourteenth Amendment
 - k. Impeachment of Johnson
 - l. African American suffrage: the Fifteenth Amendment
 - m. Sharecropping

- n. Jim Crow and Segregation
- o. Compromise of 1877 and the end of Reconstruction

FRQs:

1. Although Americans perceived manifest destiny as a benevolent movement, it was in fact an aggressive imperialism pursued at the expense of others. Assess the validity of this statement with specific references to American expansionism in the 1840s.
2. By the 1850's the Constitution, originally framed as an instrument of national unity, had become a source of sectional discord and tension and ultimately led to the failure of the union it had created. Assess the validity of this statement.
3. To what extent did constitutional and social developments between 1860 and 1877 amount to a revolution?

DBQ:

To what extent did developments in technology and transportation add to sectionalism in nineteenth century America?

Unit 4: Gilded Age (January)

Readings:

American Pageant

1. Chapter 23, Political Paralysis in the Gilded Age, 1869-1896, p502-529
2. Chapter 24, Industry Comes of Age, 1865-1900, p530-557
3. Chapter 25, America Moves to the City, 1865-1900, p558-593
4. Chapter 26, The Great West and the Agricultural Revolution, 1865-1896, p594-625
5. Chapter 27, Empire and Expansion, 1890-1909, p626-653

The American Spirit vol. 2

1. "The Problem of the Railroads," p66-69
2. "Trust and Monopoly," p70-73
3. "Labor in Industrial America," p82-93
4. "The New Immigration," p105-113
5. "The Farmers' Protest Movement," p156-160
6. "The Free-Silver Mirage," p164-170

Handouts:

1. The Rising Tide of Immigration TCI 1.1 Handouts
2. Analyzing Attitudes on Immigration through Political Cartoons TCI 1.3 Handouts
3. Isolation to Imperialism: The Foreign Policy Spectrum TCI 3.1 Handouts
4. "The Editor's to Blame" Lyrics

Themes:

1. The development of a national market

2. The development of the corporate structures and monopoly markets
3. The challenges faced by workers in an industrial society
4. The impact of immigration on American society
5. The 19th Century Populist Movement

Content:

1. The West
 - a. Cattle kingdom
 - b. Open-range ranching
 - c. Railroads
 - d. Subordination of American Indians
 - e. Farming the plains; problems in agriculture
 - f. Mining bonanza
2. Industrialization and Corporate Consolidation
 - a. Industrial growth
 - b. Laissez-faire
 - c. Social Darwinism; survival of the fittest
 - d. Gospel of Wealth
 - e. Myth of the "self-made man"
 - f. Union movement
 - g. Knights of Labor and American Federation of Labor
 - h. Haymarket, Homestead, and Pullman
3. Immigration
4. City problems
 - a. Slums
 - b. Machine politics
 - c. Social legislation
 - d. Structural reforms in government
5. Intellectual and Cultural Movements
 - a. Education
 - b. Colleges and universities
 - c. Scientific advances
 - d. Professionalism and the social sciences
 - e. Realism in literature and art
 - f. Use of leisure
6. Tariff controversy
7. Railroad regulation
8. Trusts
9. Sherman Anti-Trust Act
10. Agrarian discontent
11. Crisis of 1890s
12. Populism
13. Silver question
14. Election of 1896: McKinley versus Bryan
15. Open Door Policy
16. Yellow Journalism

17. Spanish-American War
18. The American Empire

Major Assignments:

1. Analyzing Attitudes on Immigration through Political Cartoons TCI 1.3, students will analyze attitudes on immigration through 8 political cartoons from the Gilded Age. They will respond to questions on a matrix sheet and engage in class discussion on immigration.
2. Students will place nine foreign policy events on a spectrum that ranges from isolation to imperialism. All students must justify their placement in writing and in class discussion.

FRQ

1. “The reorganization and consolidation of business structures was more responsible for later nineteenth century American industrialization than was the development of new technologies.” Assess the validity of this statement with specific reference to business structures and technology between 1865 and 1900.
2. Analyze the reasons the emergence of the Populist Movement in the late nineteenth century.
3. “As a result of the Spanish American War, the United States at last ended its isolation, fulfilled its Manifest Destiny and became a world power.” Assess the validity of this statement using the documents and your knowledge of U S History.

DBQ:

Labor conditions were so abysmal in the latter years of the 19th Century that laborers had no choice but to use violence to defend themselves and to obtain their fair share of the economic pie. Assess the validity of this statement.

Unit 5: Progressive Era, New Era, & Depression (February)

Readings:

American Pageant

1. Chapter 28, Progressivism and the Republican Roosevelt, 1901-1912, p654-678
2. Chapter 29, Wilsonian Progressivism at Home and Abroad, 1912-1916, p679-719
3. Chapter 30, The War to End War, 1917-1918, p696-719
4. Chapter 31, American Life in the "Roaring Twenties," 1919-1929, p720-745
5. Chapter 32, The Politics of Boom and Bust, 1920-1932, p746-769

The American Spirit vol. 2

1. "The Heyday of Muckraking," p191-194
2. "Corruption in the Cities," p194-198
3. "The Conservation Crusade," p206-213
4. "The Crusade for Women's Suffrage," p214-221
5. "Acquiescing the British Blockade," p234-238
6. "The Propaganda Front," p247-253
7. "The Struggle over the Peace Treaty," 258-264
8. "New Goals for Women," p281-289
9. "The Depression Descends," p293-297

Handouts:

1. What is Robert (Lafollette) Saying?
2. Viewing Guide for "Iron Jawed Angels"
3. National Reform Document Lab Documents
4. Negotiating a Treaty to Secure World Peace TCI 4.4 Handouts
5. "Strange Fruit" Lyrics
6. "The Weary Blues" by Langston Hughes
7. "Over There" Lyrics
8. "Why a Duck" Scene Script from The Marx Brothers "Cocoanuts"
9. "Graphing Economic Data on the Great Depression TCI 2.3

Themes:

1. The conservative and liberal natures of progressivism
2. The impact of growth and industrialization upon the environment and the birth of the modern environmental movement
3. Free trade and America's entry into WWI
4. The changing roles of women in American society
5. Income, spending, and the origins of the Great Depression

Content:

1. Origins of Progressivism
2. Settlement houses: Jane Addams and Lillian Wald
3. Progressive attitudes and motives
4. Muckrakers
5. Social Gospel
6. Municipal, state, and national reforms
7. Political: suffrage
8. Social and economic: regulation
9. Socialism: alternatives
10. Washington, Du Bois, and Garvey
11. Urban migration
12. Civil rights organizations
13. Women's role: family, work, education, unionization, and suffrage
14. Roosevelt's Square Deal
15. Managing the trusts
16. Conservation
17. Taft
18. Pinchot-Ballinger controversy
19. Payne-Aldrich Tariff
20. Wilson's New Freedom
21. Tariffs
22. Banking reform
23. Clayton Antitrust Act
24. The First World War
 - a. Problems of neutrality
 - b. Submarines
 - c. Economic ties
 - d. Psychological and ethnic ties
 - e. Preparedness and pacifism
 - f. Mobilization
 - g. Fighting the war
 - h. Financing the war
 - i. War boards
 - j. Propaganda, public opinion, civil liberties
 - k. Wilson's Fourteen Points
 - l. Treaty of Versailles
 - m. Ratification fight
25. Postwar demobilization
 - a. Red scare
 - b. Labor strife
26. New Era
27. Republican governments
 - a. Business creed
 - b. Harding scandals
28. Economic development

- 29. Prosperity and wealth
- 30. Farm and labor problems
- 31. New culture
 - a. Consumerism: automobile, radio, movies
 - b. Women, the family
 - c. Modern religion
 - d. Literature of alienation
 - e. Jazz age
 - f. Harlem Renaissance
- 32. Conflict of cultures
 - a. Prohibition, bootlegging
 - b. Nativism
 - c. Ku Klux Klan
 - d. Religious fundamentalism versus modernists
- 33. Depression, 1929-1933
 - a. Agrarian unrest
 - b. Wall Street crash
 - c. Depression economy
 - d. Moods of despair
 - e. Bonus march

Major Assignments:

1. Students will write a newspaper article muckraking some aspect of their own neighborhood in the style of Lincoln Stephens and take photo of the subject in the style of Jacob Riis.
2. Negotiating a Treaty to Secure World Peace TCI 4.4, Student pairs will renegotiate the Treaty of Versailles.

FRQs:

1. Assess the relative influence of THREE of the following in the American decision to declare war on Germany in 1917: German naval policy American economic interests Woodrow Wilson's idealism Allied propaganda America's claim to world power
2. "The economic policies of the federal government from 1921 to 1929 were responsible for the nation's depression of the 1930s." Assess the validity of this generalization.

DBQ:

"The Progressive movement of 1901 to 1917 was a triumph of conservatism rather than a victory for liberalism." Assess the validity of this statement.

Unit 6: The New Deal, WWII, and the Cold War (March)

Readings:

American Pageant

1. Chapter 33, The Great Depression and the New Deal, 1933-1939, p771-799
2. Chapter 34, Franklin D. Roosevelt and the Shadow of War, 1933-1941, p800-820
3. Chapter 35, America in World War II, 1941-1945, p821-845
4. Chapter 36, The Cold War Begins, 1945-1952, p850-881

The American Spirit vol. 2

1. "An Enigma in the White House," p312-315
2. "Voices of Protest," p315-322
3. "Conservation in the New Deal," p325-333
4. "The Struggle against Isolationism," p341-345
5. "War and American Society," p365-374
6. "Dropping the Atomic Bomb," p384-388
7. "The Truman Doctrine," p402-410
8. "The Marshall Plan," p411-415
9. "The Korean Crisis and NSC-68," p418-425

Handouts:

1. "My Deal: What should be done about the Great Depression?" TCI 4.1
2. "Discovering the Legacy of the New Deal," TCI 4.3
3. Albert Einstein's Letter to Roosevelt
4. "The Atlantic Charter"
5. "Beans to Bases, Orange County in WWII" Handouts
6. "Whether to Build an Atomic Bomb," TCI 2.2
7. "The Cold War a Conflict of Values," TCI 1.1
8. Korea Outline Map
9. "The Cuban Missile Crisis: You Make the Call," TCI 1.4

Themes:

1. The New Deal as a change in the social contract
2. The high costs of neutrality
3. The social and economic impact of WWII
4. Truman and containment as the basis for victory in the Cold War

Content:

1. New Deal
 - a. Franklin D. Roosevelt
 - b. Background, ideas
 - c. Philosophy of New Deal
 - d. 100 Days; "alphabet agencies"
 - e. Second New Deal
 - f. Critics, left and right
 - g. Rise of CIO; labor strikes

- h. Supreme Court fight
 - i. Recession of 1938
- 2. American people in the Depression
 - a. Social values, women, ethnic groups
 - b. Indian Reorganization Act
 - c. Mexican American deportation
 - d. The racial issue
- 3. Diplomacy in the 1920's and 1930's
 - a. Myth of isolation
 - b. Replacing the League of Nations
 - c. Business and diplomacy
 - d. Good Neighbor Policy: Montevideo, Buenos Aires
 - e. London Economic Conference
 - f. Disarmament
 - g. Hoover-Stimson diplomacy; Japan
 - h. Isolationism: neutrality legislation
 - i. Aggressors: Japan, Italy, and Germany
 - j. Appeasement
- 4. Rearmament; Blitzkrieg; Lend-Lease
- 5. Atlantic Charter
- 6. Pearl Harbor
- 7. The Second World War
 - a. Organizing for war
 - b. Mobilizing production
 - c. Propaganda
 - d. Internment of Japanese Americans
 - e. The war in Europe, Africa, and the Mediterranean;
 - f. D-Day
 - g. The war in the Pacific: Hiroshima, Nagasaki
 - h. Diplomacy
 - i. War aims
- 8. Wartime conferences: Teheran, Yalta, Potsdam
- 9. United Nations
- 10. Truman and the Cold War
- 11. Postwar domestic adjustments
 - a. The Taft-Hartley Act
 - b. Civil Rights and the election of 1948
- 12. Containment in Europe and the Middle East
- 13. Truman Doctrine
- 14. Marshall Plan
- 15. Berlin crisis
- 16. NATO
- 17. Revolution in China
- 18. Limited war: Korea, MacArthur
- 19. Eisenhower and Modern Republicanism
- 20. Domestic frustrations; McCarthyism

21. John Foster Dulles' foreign policy
22. Crisis in Southeast Asia
23. Massive retaliation
24. Nationalism in Southeast Asia, the Middle East, Latin America
25. Khrushchev and Berlin
26. Foreign Policy
27. Bay of Pigs
28. Cuban missile crisis

Major Assignments:

1. "My Deal: What should be done about the Great Depression?" TCI 4.1
2. "Discovering the Legacy of the New Deal" TCI 4.3
3. "Beans to Bases, Orange County in WWII," Map Interpretation
4. "Whether to Build an Atomic Bomb" TCI 2.2
5. "The Cold War a Conflict of Values," TCI 1.1
6. "The Cuban Missile Crisis: You Make the Call," TCI 1.4

FRQs:

1. To what extent did Franklin D. Roosevelt's administration change the role of the federal government?
2. "The United States' decision to drop an atomic bomb on Hiroshima was a diplomatic measure calculated to intimidate the Soviet Union in the post-Second-World-War era rather than a strictly military measure designed to force Japan's unconditional surrender" Assess the validity of this statement.
3. Analyze the influence of the following on American-Soviet relations in the decade following the Second World War. Yalta Conference Communist Revolution in China Korean War McCarthyism

DBQ:

To what extent and why did the United States adopt an isolationist policy in the 1920s and 1930s?

Unit 7: Post-World War II America (April)

Readings:

American Pageant

1. Chapter 37, The Eisenhower Era, 1952-1960, p882-908
2. Chapter 38, The Stormy Sixties, 1960-1968, p909-937
3. Chapter 39, The Stalemated Seventies, 1968-1980, p938-965
4. Chapter 40, The Resurgence of Conservatism, 1980-1992, p966-988

The American Spirit vol. 2

1. "The Supreme Court and the Black Revolution," p441-450
2. "The Promise and Problems of a Consumer Society," p450-457
3. "The Black Revolution Erupts," p474-491

4. "Vietnam Troubles," p491-501
5. "The Move to Impeach Nixon," p530-538
6. "The Reagan 'Revolution' in Economic Policy," p550-556
7. "Reagan's Foreign Policy," p556-573

Handouts:

1. "The Suburbs: the New American Dream" excerpted from "The Mass-Produced Suburbs" by Harry Henderson, Harper's Magazine, November 1953.
2. "The Suburbs: the New American Nightmare" Excerpted from The Crack in the Picture Window by John C. Keats; 1956
3. Tootle, a children's story by Gertrude Crampton
4. The Feminine Mystique excerpt
5. Vietnam Outline Map
6. "Crisis of Confidence" Speech by Jimmy Carter

Themes:

1. The Civil Rights Movement as a model for social and political change
2. Pent-up demand and the expansion of consumer culture
3. The Vietnam War, Watergate, and the challenge to American exceptionalism
4. The conservative challenge to the New Deal consensus

Content:

1. American people: homogenized society
2. Prosperity: economic consolidation
3. Consumer culture
4. Consensus of values
5. Civil rights movement
 - a. The Warren Court and Brown v. Board of Education
 - b. Montgomery bus boycott
 - c. Greensboro sit-in
 - d. The leadership of Martin Luther King, Jr.
 - e. Emergence of the Republican Party in the South
6. Kennedy's New Frontier; Johnson's Great Society
 - a. New domestic programs
 - b. Tax cut
 - c. War on poverty
 - d. Affirmative action
 - e. Civil rights and civil liberties
 - f. Space race
7. Resurgence of feminism
8. The New Left and the Counterculture
9. Vietnam: escalation and pullout
10. Vietnam quagmire
11. Nixon
12. Election of 1968
13. Nixon-Kissinger foreign policy

14. China: restoring relations
15. Soviet Union: detente
16. New Federalism
17. Watergate crisis and resignation
18. The Supreme Court and the Miranda decision
19. Supreme Court and Roe v. Wade
20. The New Right and the conservative social agenda
21. Ford and Rockefeller
22. Carter
23. Deregulation
24. Energy and inflation
25. Camp David accords
26. Iranian hostage crisis
27. Reagan
28. Tax cuts and budget deficits
29. Defense buildup
30. New disarmament treaties
31. Foreign crises: the Persian Gulf and Central America
32. Asian and Hispanic immigrants
33. Resurgent fundamentalism

Major Assignments:

1. Simulation of the Nashville Lunch Counter Sit-in, Interact
2. Mississippi Freedom Summer Document Lab
3. Voting on the Gulf of Tonkin Resolution

FRQs:

1. “Although the 1960s are usually considered the decade of greatest achievement for black civil rights, the 1940s and 1950s were periods of equally important gains.” Assess the validity of this statement.
2. How did the Vietnam War change American society politically, socially, and culturally?
3. How effective were the Nixon, Ford, and Carter administrations in managing the economic affairs of the nation?

DBQ:

To what extent did the 1950s deserve its reputation as an age of conformity?

Class Expectations

1. **All students are expected to take the A.P. examination in AP U.S. History.** Taking this examination will exempt a student from writing a major research paper.
2. All students are expected to read approximately 1½ chapters in the textbook each week.

3. All students will write essays throughout the class.
4. All students are expected to keep a notebook and take notes for all lectures.
5. All students are expected to make flashcards for all key terms, formulas, and policies.

Classroom Policies

1. Everyone will be treated with respect.
2. No one will disrupt the learning process of others.
3. The school tardy policy will be strictly enforced.
4. **No eating** while you are in the classroom.
5. All students must come prepared to class with the necessary materials.
6. All assignments must be ready to be presented at the **beginning of the period** in which they are due.
7. Following an absence, it is the **student's responsibility** to find out about any assignments that they may have missed. Work not turned in because of truancies or unexcused absences will not be accepted.
8. If work was assigned before your absence, it is due upon your return. If work was assigned during your absence, it is due the day after your return. **Late work will otherwise not be accepted.**
9. The textbook must be covered at all times.
10. Students will remain seated until they are dismissed. **No one may leave early.**
11. **Cheating of any kind will not be tolerated.** Any student caught cheating will receive a zero score on the assignment in question, a "U" in citizenship, and lose all extra credit points for the entire semester. The school cheating policy will also be observed.

Grading

Grades will be determined on a standard percentage scale. If you obtain 90-100 percent of all possible regular points you will receive an "A," 80-89 = "B," 70-79 = "C," 60-69 = "D," 59 > "F."

Return this portion.

I have read this syllabus.

Parent signature _____

Date _____

Student signature _____

Print your Name _____

Date _____

Class Assignments will consist of notes, worksheets, pop quizzes, group activities, and video questions. Students who miss pop quizzes, group activities, and video questions cannot make these up directly due to the difficulty of recreating these assignments for individual students. However, students who miss these events due to excused absences can make up the points through extra credit that will be offered throughout the course.