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Curricular Requirements

- CR1a The course includes a college-level U.S. history textbook.
- See page 2
- CR1b The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).
- See pages 3, 6, 13, 14, 16
- CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past.
- See pages 4, 8, 10, 17, 19
- CR2 Each of the course historical periods receives explicit attention.
- See pages 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
- CR3 Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.
- See pages 3, 14
- CR4 Students are provided opportunities to apply learning objectives in each of the themes throughout the course.
- See pages 3, 6, 9, 12, 13, 14, 18, 21
- CR5 Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context. — Analyzing Primary Sources
- See pages 4, 8
- CR6 Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources
- See pages 4, 10
- CR7 Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison
- See pages 5, 21
- CR8 Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization
- See page 21
- CR9 Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation
- See pages 14, 18



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- CR10 Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time
- See pages 12, 21
- CR11 Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development
- See pages 3, 9
- CR12 Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development
- See pages 3, 9

Advanced Placement U.S. History

Course Description

AP U.S. History covers the spectrum of American history from pre-Columbian days to the present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Class participation through seminar reports, discussions, debates, and role-playing activities is required; special emphasis is placed on critical reading and essay writing to help students prepare for the AP examination. The course is structured chronologically, divided into 21 units. Each unit includes one or more of the nine periods and/or key concepts outlined in the AP U.S. History Course and Exam Description.

Key Themes: The course is structured both chronologically and thematically. The seven themes are:

- American and National Identity (NAT)
- Politics and Power (POL)
- Work, Exchange, and Technology (WXT)
- Culture and Society (CUL)
- Migration and Settlement (MIG)
- Geography and the Environment (GEO)
- America in the World (WOR)

Elements of these themes are included in most unit assignments.

Skills Developed: In each unit, students will get practice developing the following **content-driven skills:** Analyzing Historical Sources and Evidence, Making Historical Connections, Chronological Reasoning, and Creating and Supporting a Historical Argument. In addition, class activities and assignments will address the following **academic skills:** Reading for comprehension and recall, improving study skills in preparation for assessments, improving formal writing skills (addressed below), improving public speaking skills in class discussions and activities, and improving skills of map reading and interpretation.

Writing Focus: Historical work at a collegiate level requires students to write proficiently. For this reason, writing is emphasized in every unit of this course. Students receive “essential questions” to frame class discussions; these are often used as writing assignments. Assessment of essays are measured by the following: the degree to which they fully and directly answer the question; the strength of thesis statement; level and effectiveness of analysis; amount and quality of supporting evidence; and organizational quality. In addition to these standards, Document-based questions (DBQs) are graded on the basis of the degree to which a significant number of the documents have been used to support the thesis, and the amount and quality of outside information included in the response.

Historical Interpretations: Another key to work at the collegiate level is an understanding of basic historiography. To provide students with an introduction to this aspect of historical study, several units, beginning with the summer reading assignment, *The Birth of the Republic, 1763-89* by Edmund Morgan (Chicago: University of Chicago Press, 2012), include “Historical Interpretations” activities. Textbook materials are supplemented by several scholarly readings. These authors help students recognize how historical interpretations change over time and examine how emerging trends can influence the process of historical inquiry.

Primary Source Analysis Activities: To be truly meaningful, the study of history requires primary source analysis. For this reason, most units in this course provide students with the opportunity to read and interpret a diverse selection of primary source materials. The teacher introduces each document, and then students (either alone or in groups) read, interpret, and discuss the document, noting the author’s point of view, author’s purpose, audience, and historical context. These activities help students become more familiar with primary sources, and develop their abilities to read, understand, and use these sources. As a result, students are better prepared to respond to DBQs on the AP U.S. History exam.

Course Texts

Textbook:

- Carnes, Mark C. and John A. Garraty. *The American Nation: A History of the United States, Combined Volume*. 14th ed. Boston: Prentice Hall, 2012. [CR1a]

[CR1a] — The course includes a college-level U.S. history textbook.

Supplemental Texts:

- Foner, Eric. *Reconstruction: America’s Unfinished Revolution, 1863-1877*. New York: Harper Perennial Modern Classics, 2014.
- Heffner, Richard D. and Alexander Heffner *A Documentary History of the United States, Expanded and Updated*. 9th ed. New York: Signet, 2013.
- Horsman, Reginald. *Race and Manifest Destiny*. Cambridge, MA: Harvard University Press, 1986.
- McGirr, Lisa. *Suburban Warriors: The Origins of the New American Right*. Princeton, NJ: Princeton University Press, 2015.
- McPherson, James. *Battle Cry of Freedom: The Civil War Era*. New York: Oxford University Press, 2003.
- Morgan, Edmund. *The Birth of the Republic, 1763-89*. 4th ed. Chicago: University of Chicago Press, 2013.
- Rostow, W. W. *The Stages of Economic Growth: A Non-Communist Manifesto*. New York: Cambridge University Press, 1991.
- Schulman, Bruce. *Lyndon B. Johnson and American Liberalism: A Brief Biography with Documents*. 2nd ed. Boston: Bedford/St. Martin’s, 2006.
- Tulloch, Hugh. *The Debate on the American Civil War Era*. Manchester, UK: Manchester University Press, 1999.
- Wood, Gordon. *The Radicalism of the American Revolution*. New York: Vintage, 1993.

Unit 1: Pre-Contact Cultures in and European Settlement of Colonial America [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapters 1-2; Mayflower Compact (1620).

Major Topics:

Pre-Columbian societies with an emphasis on Pueblo, Cherokee, and Pequot nations; early contact among groups in North America, and North American societies in the context of the Atlantic World; Spanish exploration and the development of colonies in the Americas; the rise of the English as an imperial power, including the conflict with the Spanish; initial English colonial settlements, including successes, failures, and the unique attributes of each of

the colonies; the evolution of relations between the colonies and England, including the debate over citizenship and representation; and the military conflicts with the French, culminating in the French and Indian War.

Essential Questions:

Trace the rise of the English nation-state between 1492 and 1607. What important factors influenced this rise?

In what ways did later colonization efforts attempt to learn from earlier experiences?

To what extent was there religious freedom in the colonies?

Explain the causes of the conflict between the British and the Native Americans and French in 1754.

How did the war change the geopolitical standing of each group by the end of the war?

Unit Activities:

- Class discussions on the rise of the English state, the Glorious Revolution, and the French and Indian War.
- Students conduct an in-depth document analysis of the Mayflower Compact and compare the beliefs of seventeenth-century English thinkers associated with the different migrations to North America (Separatists, Puritans, Quakers, and the Crown). [CR3]
- By drawing on selections from *A Documentary History of the United States*, students write an essay that explores the evolution of identity based on race, ethnicity, and nationality. (NAT-4.0) [CR4]
- Students collaboratively work on developing a thesis statement concerning the impact of the Columbian Exchange on Native Americans in North America during the sixteenth century. Each student then individually writes an essay on that topic, developing a thesis that establishes a historically defensible and evaluative claim based on evidence. [CR11]

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

[CR11] — Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development

Assignments and Assessments:

Homework assignment on topics listed above. Multiple-choice test on topics above and maps of Native American settlements. Take-home free-response essay on the following question: To what extent was there true religious freedom in the colonies? On the essay due date, the students will engage in an in-class discussion in which they share their views on this topic. [CR12]

[CR12] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

Unit 2: Birth of the New Nation (1759-1789) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapters 3-4; *The Birth of the Republic, 1763-1789* by Edmund Morgan; *The Radicalism of the American Revolution* by Gordon Wood; and excerpts from *Common Sense* by Thomas Paine (1776); and chart of agricultural exports and imports broken down by quantity and price. [CR1b: textual and quantitative]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Major Topics:

Political and social causes of the French and Indian War; military engagements and consequences of the French and Indian War; growing tensions between the colonies and Parliament over taxation and representation; diplomatic relations between the colonies, the British Parliament, the French strategies of both sides in the Revolutionary war, and the course of the battles; origins and structure of the Articles of Confederation; political, social and economic challenges of the Critical Period; circumstances surrounding the Constitutional Convention and the structure of the Constitution; and argument over ratification and the development of the Bill of Rights.

Essential Questions:

Was the American Revolution inevitable? To what extent could either side have contributed to a peaceful resolution to their differences?

Analyze the ways in which the colonists used both legal and extra-legal means of protesting. Which tactic proved more successful and why?

Who were the greatest generals of the war and why?

In what ways was the Articles of Confederation designed to correct the perceived injustices of the Colonial Era?

What were the resulting strengths and weaknesses of the document?

Unit Activities:

- In-class debate between Federalists and Anti-Federalists.
- Students will write a two-paragraph document analysis on an excerpt from *Common Sense* in which they comment on the purpose of Thomas Paine’s argument, purpose, point of view, intended audience, the document’s historical context, and the limitations or flaws of his argument. [CR5]
- After reading *The Birth of the Republic, 1763-1789* by Edmund Morgan and *The Radicalism of the American Revolution* by Gordon Wood, students give an oral presentation explaining how the actions of specific colonial leaders did or did not influence the outcome of the American Revolution. [CR6] [CR1c]

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

[CR6] — Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. *The Birth of the Republic, 1763-1789* Test: multiple-choice, matching, and maps of the revolutionary period. Take-home essay with a thesis that establishes a historically defensible and evaluative claim based on evidence where students must argue for and defend one historian’s interpretation of the American Revolution.

Unit 3: The Early National Period (1789-1812) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapters 5-6; DBQ on the Alien and Sedition Acts (1798); and excerpt from *Marbury v. Madison* decision (1803).

Major Topics:

Birth of a new nation and struggle for identity; growing pains of the New Republic; George Washington and the development of the role of the President; the debate over the First Bank of the United States, and the emergence of political parties; foreign relations, including the Jay Treaty, the Pinckney's Treaty, the XYZ Affair, the conflict with the Barbary Pirates, and the growing tensions with Europe during the Napoleonic Wars; *Marbury v. Madison* and the development of the role of the Supreme Court; Jeffersonian Republicanism, including policies regarding the First Bank of the United States, Louisiana, Aaron Burr, and foreign relations; and elections from 1789 to 1812.

Essential Questions:

To what extent could it be said that the Anti-Federalists prevailed in the fight over ratification?

In what ways did the United States government work to achieve stability, both domestically and internationally during the 1790s?

Should the Alien and Sedition Acts be viewed as unconstitutional, or were they just an early example of hardball politics?

Is it accurate to say that the Supreme Court did not become a co-equal branch of the government until after the appointment of John Marshall?

How effective was the United States in responding to the geopolitical challenges it faced during this period?

Unit Activities:

- Class discussions on the First Bank of the United States and the Louisiana Purchase and how both reflected arguments for a strict or loose construction of the Constitution. In-class debate on the Alien and Sedition Acts.
- In-class document analysis activity: excerpt from *Marbury v. Madison* decision.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. After writing a preparatory homework essay, students will debate the comparative merits of the economic policies of Federalists and Republicans. [CR7] Chapter multiple-choice test. Take-home DBQ essay on the political causes and consequences of the Alien and Sedition Acts.

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Unit 4: The War of 1812 and its Aftermath (1812-1828) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapters 7-8; and Supreme Court Briefs from *The Supreme Court of the United States: A Student Companion* by John J. Patrick (New York: Oxford University Press, 2006).

Major Topics:

Growing pains of the New Republic; foreign relations between the United States, France, and Britain; causes and events of the War of 1812; political, social, and economic aftermath of the War of 1812, including the death of the Federalist Party, the emergence of the Second Bank of the United States, and the conflict over internal improvements; the contested election of 1824 and the end of the Era of Good Feeling; tariffs and the specter of nullification; major decisions of the Marshall Court; the Monroe Doctrine and the growth of the United States in regional politics; and the rise of immigration and nativism.

Essential Questions:

Were the policies of the United States government new or merely a continuation of policies already in place?
How did the addition and settlement of southern and western lands contribute to the political struggle that resulted in the Civil War?

To what extent did the cotton boom fundamentally transform southern society, economically, and culturally?

In what ways was the emergence of the factory economy of the north beneficial to the region and the nation?

What were the negative aspects of the new economy?

Why is this period often considered the golden age for American transportation?

Unit Activities:

- Class discussions on the causes and consequences of the rise of the first two-party political system and the American political system. (POL-1.0) [CR4]
- Students use maps of battles of the War of 1812 in a class discussion about the western expansion. [CR1b: maps]
- Students debate the significance of the election of 1824.
- Court case mania activity: Each student will research one landmark court case and present a brief to the class.

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Multiple-choice test.

Unit 5: Jacksonian Democracy (1828-1840) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapter 9; DBQ on Jacksonian Democracy; and excerpts from Webster’s debate and Jackson’s bank veto found in *A Documentary History of the United States*. [CR1b: textual]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Major Topics:

Circumstances surrounding the elections of 1824 and 1828; rise of the Jacksonian Democratic party, including its beliefs, policies, and important members; the four main crises of the Age of Jackson; the expanding view of

democracy (spoils system, rotation in office); the Native American question (court cases and Indian removal); the nullification crisis; and economic issues of the period (Second Bank of the United States and the Panic of 1837).

Essential Questions:

To what extent were the Jacksonian democrats truly the guardians of the Constitution, political democracy, individual liberty, and equality of economic opportunity?

In what ways did Andrew Jackson differ from his predecessors and in what ways did he continue the traditions, or reflect the traditional values of the early national period?

To what extent did the Jacksonian Era live up to its characterization as the era of the "common man" in terms of economic development, politics, and expansion?

In what ways did the conflicts over nullification and the bank point to the larger sectional, economic, and political tensions in the Jacksonian Era?

Unit Activities:

- The Jackson Game: Simulation activity requiring students to research positions, write speeches, ask/answer questions from the point of view of their characters, and complete a formal reflective essay.
- In-class document analysis activity: Students will write one page each about an excerpt from Daniel Webster's debate with Robert Hayne and Andrew Jackson's bank veto (found in *A Documentary History of the United States*), describing the purpose and sectional biases within each.

Assignments and Assessments:

Homework assignment vocabulary terms listed above. In-class DBQ essay evaluating the extent of Jacksonian Democracy in this time period—measuring the mastery of material, use of documents in supporting thesis statement, sophistication of argument in response to the prompt, and quality of formal writing.

Unit 6: Reform Era Policies and Practices (1800-1850) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other materials: *The American Nation: A History of the United States*, Chapter 10; *Narrative of the Life of Frederick Douglass* by Frederick Douglass (1845), classroom set; excerpts from writings by Ralph Waldo Emerson and Henry David Thoreau; and an excerpt from "Declaration of Sentiments."

Major Topics:

Trends in immigration, urbanization, and industrialization; social and cultural reactions to the industrial age, including the Second Great Awakening, utopian movements, and reformers; reform movements involving treatment of the poor, the blind, the deaf, the insane, and criminals; the temperance movement; reform movements involving civil rights, including the status of slaves and women; and artistic and philosophical movements of the age, including the Hudson River School, romantic authors, and transcendentalists.

Essential Questions:

To what extent were the reform and utopian movements a reflection of Jacksonian ideals, and to what extent were they a reaction to those ideals?

In what ways did the philosophers, reformers, artists, and authors of this time period contribute to the development of a uniquely American identity?

What were the larger social goals of the reformers and to what extent were they successful in achieving these?

In what ways did advocates for abolitionism, temperance, and women’s rights make advances during this time? Which group made the most progress?

Unit Activities:

- Class discussions on the Second Great Awakening and utopian societies.
- Reformers checklist group activity.
- In-class document analysis activity: “Declaration of Sentiments” Seneca Falls Convention of 1848.
- Historical interpretations lesson: Walt W. Rostow’s *Stages of Economic Growth* (New York: Cambridge University Press, 1960). [CR1c]

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Students write a two-page paper about the *Narrative of the Life of Frederick Douglass*, in which they analyze the author’s point of view, author’s purpose, audience, and historical context. [CR5] Multiple-choice test: multiple-choice with a cumulative essay written with a thesis that establishes a historically defensible and evaluative claim based on evidence drawn from one of the essential questions: To what extent were the reform and utopian movements a reflection of Jacksonian ideals, and to what extent were they a reaction to those ideals?

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

Unit 7: Westward Expansion (1819-1850) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapters 11-12; Reginald Horsman, *Race and Manifest* [CR1c]; excerpt from the text of Compromise of 1850; and Joaquín de Herrera proclamation (1845), James Polk speech (1846), and John Sloat proclamation (1846).

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Major Topics:

Trends in westward expansion, specifically independence in Texas and statehood issues involving slavery; life on the trail; Oregon and California; border crisis involving Mexico and the Mexican War; and negotiation of the Treaty of Guadalupe-Hidalgo and shifting power structure in North America.

Essential Questions:

What effect did John Tyler’s presidency have upon the sectional tensions of the era?

What motivated settlers to come to Texas in the 1820s and 1830s?

How did these motives contribute to the conflict that led to Texan independence?

What were the issues in the debate over the admission of Texas to the Union?

How did the gold rush and the establishment of the Oregon Trail contribute to manifest destiny and the growing sectional crisis?

Unit Activities:

- Class discussions on Texas independence, the Wilmot Proviso, and the Compromise of 1850.

- After looking at the textbook, Reginald Horsman’s *Race and Manifest Destiny*, and speeches/proclamations of leaders (Herrera, Polk, Sloat) at the time, students have a classroom debate on the question: Was the Mexican War a justified act of self-defense or an unjustified act of imperialism? Are there comparisons to twentieth-century wars in Iraq and Afghanistan? (WOR-2.0) [CR4]
- [CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Multiple-choice test, including maps of the Mexican War. In-class 2010 AP DBQ essay with a thesis that establishes a historically defensible and evaluative claim based on evidence on the following prompt on Western Expansion: “The issue of territorial expansion sparked considerable debate in the period 1800–1855. Analyze this debate and evaluate the influence of both supporters and opponents of territorial expansion in shaping federal government policy. Use the documents and your knowledge of the years 1800–1855 in your answer.”

Students also will write an essay with a concise, analytical thesis statement on whether the Compromise of 1850 ultimately hurt or helped the arguments of southern secessionists. [CR11]

[CR11] — Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development

Unit 8: Coming of the Civil War (1830-1860) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapter 13; excerpt from the *Dred Scott Decision* found in *A Documentary History of the United States*; and excerpts from the trial of John Brown and the South Carolina secession convention.

Major Topics:

Effects of the Mexican War in terms of land acquisition, slavery, economics, and politics; *Uncle Tom’s Cabin* by Harriet Beecher Stowe (1852); the Kansas-Nebraska Act of 1854; *Dred Scott v. Sandford* (1857); John Brown’s raid on Harper’s Ferry (1859); and the secession crisis.

Essential Questions:

In what ways did the debates over immigration and expansion merely mask the conflict over slavery? At what point did secession become inevitable? Provide supporting evidence for why you believe the Civil War could have been avoided before that point—or not.

Unit Activities:

- Class discussions on the effect of *Uncle Tom’s Cabin* and John Brown’s raid at Harpers Ferry.
- In-class document analysis of the *Dred Scott v. Sandford* decision: Students will write two paragraphs describing the intent and limitations of Chief Justice Roger Brooke Taney’s opinion.
- Simulation of the Lincoln-Douglas debates.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Multiple-choice test and take-home free-response essay with a thesis that establishes a historically defensible and evaluative claim based on evidence in which students will answer the question: “Was secession constitutional?” [CR12]

[CR12] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

Unit 9: Era of the Civil War (1858-1865) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapter 14; the Gettysburg Address (1863) and Lincoln’s second inaugural address (1865); historical interpretations lesson drawn from Hugh Tulloch’s *The Debate on the American Civil War Era* (Manchester, UK: Manchester University Press, 1999) and James McPherson’s *Battle Cry of Freedom* (New York: Oxford University Press, 2003). [CR1c]

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Major Topics:

Outbreak of the military conflict between the North and South, and the course of the war; political, diplomatic, social, and economic consequences of the war, North and South; religion and the abolitionist cause; the Emancipation Proclamation and its effects on the war effort and the slave population; and generals and leadership in the North and South during the crisis.

Essential Questions:

To what extent did their generals shape the military fortunes of the North and South and their leaders shape the political fortunes?

In what ways and to what extent did the nature of warfare change as a result of the Civil War?

Who are the heroes of this time period and what makes them so?

Was it inevitable that the South would lose the Civil War? Why or why not?

Unit Activities:

- Class discussions on Union and Confederate generals, wartime diplomacy, and turning points in the war.
- Student led simulation of a joint press conference with Presidents Lincoln and Davis, June 30, 1863.
- Debate on civil liberties during wartime.
- Document analysis activity: The Gettysburg Address and Lincoln’s second inaugural address.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Take-home essay: Newspaper article covering the press conference. In-class free-response question on historical interpretations of Tulloch and McPherson cited above: Students choose and defend one interpretation of the causes of the Civil War. Multiple-choice test. [CR6]

[CR6] — Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources

Unit 10: Reconstruction (1865-1877) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapter 15; and Amendment XIV of the United States Constitution.

Major Topics:

Competing models for Reconstruction: presidential, congressional, and white southern; the assassination of President Lincoln and its implications for Reconstruction and the policies of Andrew Johnson; military occupation of the South; the emergence of black republican governments; impeachment of Andrew Johnson; radicalization of Reconstruction; Thirteenth, Fourteenth, and Fifteenth Amendments, white resistance, the KKK, and the spiral of violence; and readmitting southern states, the Grant scandals, the restoration of conservative white governments, and the gradual denial of black rights in the South.

Essential Questions:

To what extent did the assassination of Abraham Lincoln contribute to more harsh Reconstruction policies? Trace the ways in which Congress attempted to secure rights for freed slaves and the steps southern states took to obstruct Congressional actions.

In what ways did the impeachment of Andrew Johnson reveal the fault lines of American politics in the years following the Civil War?

How did the scandals of the Grant administration undermine the goals of Reconstruction?

To what extent was congressional Reconstruction a success?

Unit Activities:

- Class discussions of the Reconstruction Acts, and on Arthur Schlesinger’s scale of presidential greatness as it applies to Presidents Johnson and Grant.
- Class simulation of the impeachment of Andrew Johnson.
- Document analysis activity: Amendment XIV.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Students will post on the online message board about the goals and accomplishments of Reconstruction. Reading quiz on Chapter 15 and a multiple-choice test on the 1870s.

Unit 11: Westward Expansion and Industrialization (1880-1900) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapters 16-17; and an excerpt from Andrew Carnegie’s article, “The Gospel of Wealth” (1889).

Major Topics:

Social and economic effects of post-bellum industrialization in the North and the South; the expanding economic power of the United States in the world economy; impact of an unregulated economy on the development of heavy industry and the emergence of business tycoons; case studies on Rockefeller, Carnegie, Morgan, and Vanderbilt; early attempts to rein in big business by the government at the state and federal levels; westward expansion as seen in the context of the railroad industry and emerging economic interests; conflicts between Native Americans and settlers, ranchers, and miners; and military conflicts with Native Americans.

Essential Questions:

To what extent is the Gilded Age an apt description of the time period?

In what ways did the courts undermine Reconstruction efforts to bring about racial equality?

Trace the rise of American industrialization. What factors contributed to American industrialization in the late nineteenth century?

Unit Activities:

- Class discussions on materialism, Marxism, and the Indian Wars.
- Map skills exercise: Native Americans of the Great Plains.
- Student-led roundtable debate on the change and continuity in America’s westward expansion and in industrialization because of mid-to-late-nineteenth-century technological developments. [CR10] (WXT-3.0) [CR4]
- Document analysis activity: “The Gospel of Wealth” by Andrew Carnegie. Students write two paragraphs in which they discuss Carnegie’s main argument and his audience.

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Assignments and Assessments:

Homework assignment on topics listed above and message board posting on the good and negative sides of Rockefeller, Carnegie, and Morgan. Multiple-choice test, including a take-home free-response essay on Rockefeller, Carnegie, and Morgan: Robber Barons or Industrial Statesmen. FRQ: To what extent was the policy of the United States toward Native Americans a continuation of an early policy, and to what extent was it new.

Unit 12: The Gilded Age (1880-1900) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapters 18-19; Gilded Age DBQ; and an excerpt from William J. Bryan’s “Cross of Gold” speech (1896).

Major Topics:

Industrialization, urbanization, and cultural transformations; domestic and global challenges and the creation of mass culture; cultural effects of deregulation, industrialization, and westward expansion; urbanization and the competing ideals of city and rural life in America; immigration, minority rights, and a rigid class system; corruption and machine politics in state and local governments; the rise of agrarian discontent and the Populist response; and competing arguments about the proper role of government in this era, leading to an introduction of Progressive ideals.

Essential Questions:

To what extent did state and federal governments attempt to regulate big business during the last quarter of the nineteenth century?

In what ways did reform movements and organizations attempt to solve the social problems facing U.S. society?

To what extent was society “reformed” by these efforts?

Unit Activities:

- Class discussions on trends in immigration, industrialization, and the Social Gospel.
- In-class debate on the proper role of government during this era.

- In-class document analysis activity: Bryan’s “Cross of Gold” speech.
- Historical interpretations lesson: Walt Whitman Rostow’s article, “The Stages of Economic Growth” [*The Economic History Review* 12, no. 1 (1960): 1-16].

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Document-based question on the costs and benefits of industrialization during the Gilded Age. Students use census data and newspaper editorials to write an essay with a thesis that establishes a historically defensible and evaluative claim based on evidence about the rise of restrictionist immigration policies in the 1920s. [CR1b: quantitative and textual] (MIG-1.0) [CR4] Multiple-choice test.

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Unit 13: The Progressive Era (1890-1920) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapters 20-21; U.S. census and immigration charts from 1890, 1900, 1910, and 1920; Lewis Hines and Jacob Riis photos; Jane Addams statement on reform; and maps of urban growth. [CR1b: quantitative, visual, textual, and maps]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Major Topics:

Progressivism defined, goals of Progressivism, and types of Progressives; muckrakers, social reform, and the use of the media to achieve social, economic, and political goals; radical movements, the Industrial Workers of the World (IWW) and Socialist Party, and the changing role in government (including state and local); role of Presidents Roosevelt, Taft, and Wilson in promoting progressive agendas at the federal level; and successes and failures of the Progressive Era.

Essential Questions:

What were the root causes of the Progressive movement?

Why did the Progressive movement flourish in the North and West, but lack support in the South?

To what extent did state and local governments influence the Progressive movement at the national level?

Is it accurate to describe Roosevelt, Taft, and Wilson as Progressives? Who was the most progressive and why? The least?

Were the conditions of farmers, the poor, women, and African Americans improved by Progressive reforms from the Election of 1896 to the outbreak of World War I?

Unit Activities:

- Class discussions on the role of muckrakers and on third party candidacies in the Progressive Era.
- In-class debate focusing on the strengths and weaknesses of the Progressive mind set, as well as the successes and failures of Progressive programs in bringing about reform in politics, the economy, and urban culture.
- In-class document analysis: Excerpts from *The Jungle* by Upton Sinclair (1906) and *The History of the*

Standard Oil Company by Ida Tarbell (1902).

- Students use documents made by the Socialist Labor Party, Emma Goldman, and the IWW to make a verbal argument in class for the validity of the radical ideas and movements that came out of the Industrial Age. [CR3]
- Students use material from census data about immigration to make presentations on different ethnic and national groups and the creation of the Immigration Act of 1924. [CR1b: quantitative] (MIG-1.0) [CR4]

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Formal essay on the content discussed in the debates. Multiple-choice test, including a free-response essay question on industrialization.

Unit 14: From Isolation to Imperialism (1890-1914) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapter 22; DBQ on Imperialism; and the Roosevelt Corollary document (1904).

Major Topics:

Industrialization, urbanization, and cultural transformation; domestic and global challenges and the creation of mass culture; early expansionism, from the Young America movement to the Chilean and Venezuelan conflicts; Mahan, Coaling Stations, the building of the United States Navy, and initial imperialistic efforts, including Hawaii; American involvement and influence in the Spanish-American War, the Philippine Insurrection, and the Panamanian Crisis; Mexico, American involvement, the Tampico Incident, and Pancho Villa; and non-intervention in European affairs at the outbreak of the First World War.

Essential Questions:

To what extent did the domestic and international policies of Theodore Roosevelt reflect the values of his era?

What were the causes, course, and effects of the Spanish-American War?

What were the chief arguments of the imperialists and anti-imperialists? What was the particular significance of the Roosevelt Corollary?

How did the American interest in the development of a canal in Panama evolve?

Unit Activities:

- Students engage in a class debate analyzing the extent to which the Spanish-American War was a turning point in the history of U.S. foreign relations.
- Class discussion on the diplomacy surrounding status of the Panama Canal Zone, the building of the Panama Canal, and on the Philippine Insurrection.
- Simulation on the Open Door Policy.
- In-class student debate in groups on the causes, effects, and relative merits of imperialism. [CR9]

- Document analysis: The Roosevelt Corollary.

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Take-home, document-based question on American imperialism. Multiple-choice test with short-answer responses. Map skills take-home assignment: the American sphere of influence after 1898.

Unit 15: World War I and its Aftermath (1914-1932) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapter 23; *Schenck v. United States* (1919) case brief handout from *The Supreme Court of the United States: A Student Companion*; and excerpt from the Fourteen Points (1918).

Major Topics:

Domestic and global challenges, and the creation of mass culture; initial opposition to American involvement in the First World War; the Lusitania, the Sussex Pledge, the Zimmerman Telegram, and unrestricted submarine warfare; the course of the war, before and after American involvement; civil rights for Americans during and after the war; the Treaty of Versailles, and the Senate fight over ratification and the League of Nations; Warren G. Harding, normalcy, and the end of the Progressive Era; and social, political, economic, and cultural trends during the 1920s.

Essential Questions:

In what ways were American relations with Mexico a demonstration of the United States as the dominant power in the hemisphere?

How did regional relations evolve during this period?

What were the events and policies that culminated in the decision to go to war in 1917?

Assess Woodrow Wilson’s wartime leadership and explain his vision for a post-war world.

In what ways were the political disputes over proposed American entry into the League of Nations and the Red Scare emblematic of the shift in America’s worldview in the years following the Great War?

Were the major social issues and conflicts of the Twenties uniquely modern, or were they merely continuations of earlier issues and conflicts?

To what extent is the following statement valid: “The Twenties were the new Gilded Age”?

To what extent did the writers and artists of the Twenties reflect and challenge traditional American values?

Unit Activities:

- Class discussions on American diplomacy before, during, and after World War I, the role of the national government during the 1920s, and the *Schenck v. U.S.* decision.
- Simulation activity on the ratification of the Treaty of Versailles.
- Document analysis activity: Woodrow Wilson’s Fourteen Points.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Take-home essay with a thesis that establishes a historically defensible and evaluative claim based on evidence: position paper ruling on the *Schenck v. United States* case. Online message board posting on normalcy, drawn from one of the essential questions listed above. Multiple-choice test with several short-answer questions.

Unit 16: The Great Depression and the New Deal (1929-1941) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapter 26; DBQ on the New Deal; excerpts from Studs Terkel’s *Hard Times: An Oral History of the Great Depression* (New York: The New Press, 2007); and excerpts from Works Progress Administration (WPA) slave narratives found in *Born in Slavery: Slave Narratives from the Federal Writers’ Project, 1936-1938* (1941).

Major Topics:

Economic trends in the wake of the First World War and the collapse of the world economy; the Stock Market Crash of 1929, crop failures, and the collapse of the banking industry by 1932; the Bonus Army, Hoovervilles, and the social crisis surrounding the election of 1932; FDR, the Hundred Days (FDR’s first 100 days in office), the First and Second New Deals, and the recasting of the role of government; court challenges to the New Deal programs, and other dissenting voices, including economic and religious critics; the overall effects of the New Deal programs on the economy, politics, and the popular understanding of the role of government in American society.

Essential Questions:

What were the underlying causes of the Great Depression and the initial attempts by the Hoover administration to mitigate its effects?

To what extent did the reforms of the New Deal truly transform the role of government, and to what extent did they merely build upon an earlier foundation?

What was the evolution of the conflict between FDR and the Supreme Court from the beginning of his first term to the beginning of the Second World War?

What were the major arguments made by New Deal critics?

To what extent did Americans accept and approve of the changes wrought by New Deal policies and legislation?

How did FDR reconcile his own beliefs about intervention with the isolationist mood of the country at the time?

Unit Activities:

- Class discussions on the origins of the Great Depression, the Hundred Days, and New Deal critics.
- Student-directed role-playing activity about the Judicial Procedures Reform Bill of 1937, also known as the court-packing plan.
- Document analysis activity: Photos of the Great Depression and the New Deal. [CR1b: visual]
- Using the SOAPSTone handout, students analyze and contrast oral histories from the Great Depression, such as Studs Terkel’s *Hard Times: An Oral History of the Great Depression* and WPA slave narratives found in *Born in Slavery: Slave Narratives from the Federal Writers’ Project, 1936-1938*.

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. In-class 2003 AP DBQ on the New Deal. Multiple-choice test. Students write an essay that examines to what extent was the New Deal a continuation of the earlier reforms of the Populist and Progressive movements? To what extent did the New Deal change from the reform movements?

Unit 17: America and the Second World War (1935-1945) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapter 27; excerpt from Franklin D. Roosevelt’s Four Freedoms Speech (1941) found in *A Documentary History of the United States*; and historical perspectives lesson drawn from *The Second World War: A Complete History* by Martin Gilbert (New York: Holt Paperbacks, 2004). [CR1c]

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Major Topics:

American isolationism in the 1930s, the Neutrality Acts, and the slow drift toward intervention by 1941; Pearl Harbor, involvement in the war, mobilization, and its effects on American economy, society, and politics; civil liberties during the war, especially the status of Japanese Americans; the course of the war in the Pacific and in Europe, including the dropping of the atomic bomb and the end of the war; and diplomacy during the war, from the Atlantic Charter to the Potsdam Conference.

Essential Questions:

Citing leaders, battles, and other events, what were the high points, low points, and turning points of the war in Europe?

Citing leaders, battles, and events, what were the high points, low points, and turning points of the war in the Pacific?

To what extent can the two wars be compared in terms of: (a) treatment of minorities, (b) opportunities for women, (c) civil liberties, and (d) plans for the post-war order?

Trace the course of diplomatic relations between allies from the beginning of the war to the end. How did the goals and strategies change over time? What were the arguments for and against dropping the atomic bomb in 1945?

Unit Activities:

- Class discussions on Pearl Harbor, the two fronts of the war, and wartime diplomacy.
- Debate on the decision to drop the atomic bomb.
- Document analysis activity: FDR’s Four Freedoms speech (also known as the 1941 State of the Union address).
- Map skills lesson: European and Pacific Ocean theaters of World War II.
- Historical perspectives lesson: Japanese internment.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Take-home essay on U.S. strategy and diplomacy during World War II. Multiple-choice test on World War II.

Unit 18: Origins of the Cold War (1945-1968) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapters 28-29; George Kennan’s article, “The Sources of Soviet Conduct” [*Foreign Affairs* (July 1947)].

Major Topics:

The emergence of two opposing superpowers; containment, the Marshall Plan, NSC-68, and the growing military and economic burden of the Cold War; initial conflicts in Greece and Turkey produce the Truman Doctrine as a cornerstone of U.S. foreign policy; division of Korea, the invasion of the south in 1950 and the course of the Korean War; the role of the United States in Cold War conflicts in Egypt, Hungary, French Indochina, and Cuba; and Kennedy and the Cold War: Bay of Pigs, Berlin, and the Space Race.

Essential Questions:

In what ways was the Marshall Plan an attempt to avoid the mistakes that had been made after the Treaty of Versailles?

To what extent did relations break down between the United States and the Soviet Union in the wake of the Second World War?

In what ways did the containment policy and the fallout from the Chinese Revolution contribute to the culture of fear and conservatism during the 1950s?

In what ways were the Bay of Pigs, the Space Race, and the Cuban Missile Crisis related?

Unit Activities:

- Class discussions on the Korea War and the Cuban Missile Crisis.
- The McCarthy Project: Student-directed simulation activity examining the fear and suspicion during the Red Scare.
- In-class document analysis: Excerpt from “The Sources of Soviet Conduct” by George Kennan.
- Students working in small groups compare the similarities and differences of the underlying causes of World War I, World War II, and the Cold War and make an argument that U.S. foreign policy in the twentieth century that emerged from these wars did or did not promote democratic governments around the world. (WOR-1.0) [CR4] [CR9]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. McCarthy project formal essay.

Unit 19: Cold War Culture and Society (1950-1970) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapters 29-30; excerpt from “Letter From a Birmingham Jail” by Martin Luther King, Jr. (1963).

Major Topics:

Trends in popular media and culture during the 1950s and 1960s; the Red Scare and its impact on cultural conformity, and the backlash against that conformity during the 1960s; the modern civil rights movement, including *Brown v. Board*, the Montgomery bus boycott, sit-ins, the Civil Rights Act and Voting Rights Act, Dr. Martin Luther King, Malcolm X, Huey Newton, the Black Panthers; civil rights movements by other groups, including women, Native Americans, and gays; post-war religious trends; youth and farm workers; and baby boomers and the emergence of anti-institutionalism.

Essential Questions:

Who were the great figures in post-war art and literature? Specifically, what did their work say about the post-war society and values?

To what extent was the sexual revolution revolutionary? To what extent was it a continuation of past movements?

What were the high and low points of the civil rights movement, from 1954 to 1968, and to what extent were the civil rights of African Americans extended? How did the role of students evolve during this period?

Unit Activities:

- Student-directed roundtable debate on the subject of the modern civil rights movement.
- In-class document analysis: “Letter from a Birmingham Jail” by Martin Luther King, Jr.
- Students write an essay that compares the women’s movement of the 1960s with the women’s movement at the turn of the twentieth century. Students must make an argument about the nature of the ideas, strategies, and accomplishments of women from both eras. Were they similar or different?
- Students compare the similarities and differences of the National Association for the Advancement of Colored People (NAACP) materials from the 1920s and 1930s on lynching and civil rights with 1950s civil rights materials. Students must make a presentation on why there were differences and similarities to the class.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Message board posting on the culture of the 1960s. Multiple-choice test, including several short-answer questions about the social movements of the 1960s.

Unit 20: The Vietnam War and its Aftermath (1961-1975) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapters 29-30; DBQ on post-war America; Bruce Schulman’s *Lyndon B. Johnson and American Liberalism: A Brief Biography with Documents* (Boston: Bedford/St. Martin’s, 2007). [CR1c]

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Major Topics:

Dien Bien Phu, Ho Chi Minh, the assassination of Diem, and the growth of American involvement in French Indochina; the Gulf of Tonkin incident and the expansion of American involvement in the war; the course of the war from 1964 to 1975, including bombing campaigns of the North, the Tet Offensive, the incursion into Cambodia, the Paris Peace Accords, and the Fall of Saigon; and American support for and opposition to the war in Vietnam, and its effects on the political, economic, and social situation in the United States during this time.

Essential Questions:

In what ways did the war in Vietnam reflect the geopolitical struggles of the Cold War?

To what extent did growing discontent with the war influence changes in American policy between 1968 and 1975?

How effective were the tactics used by opponents of the war?

To what extent was the counterculture movement driven by opposition to the war, and to what extent were other contributing factors at work?

Unit Activities:

- Class discussion on the counterculture movement, the Cambodian Incursion and Kent State killings.
- Debate on the Gulf of Tonkin Resolution.
- Map skills lesson: The Tet Offensive.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Take-home DBQ on the post-World War II period.

Multiple-choice test, including in-class essay drawn from the essential questions listed above.

Unit 21: Sound Bite Society (1970-Present) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Texts and other Materials: *The American Nation: A History of the United States*, Chapters 31-32; a document released by the United States Republican Party during the 1994 Congressional election campaign, the Contract with America.

Major Topics:

Increasing prosperity and global responsibilities after World War II; globalization and redefining national identity; creation of the Environmental Protection Agency; Watergate, the resignation of President Nixon, and the emerging distrust of government; expanding role of the popular media; modern religion and political activism; Reaganism: deregulation, increase in military spending, and the Iran-contra scandal; liberalism on the wane: the Republican Revolution of 1994, the impeachment of President Clinton; Rodney King and Anita Hill; Welfare Reform Act of 1996; the election of 2000, terrorism and the wars in Afghanistan and Iraq, and emerging questions about civil liberties and the role of the federal government during a time of war; trends in immigration; and the election of 2008.

Essential Questions:

What ways did the various Middle Eastern conflicts first symbolize and later replace the major conflicts of the Cold War?

To what extent were the Reagan/Bush presidencies successful in rolling back reforms of the New Deal and Great Society and in reshaping the role of government?

To what extent was America transformed by societal changes—from television to race relations to AIDS and crack cocaine?

How did the role of the President change in the years from the Watergate scandal through the terrorist attacks of September 11th?

Unit Activities:

- Class discussions on the Reagan Revolution, the collapse of communism, and modern immigration.
- Debate on Ford’s pardon of Nixon, and the rise of the New Right.
- Document analysis activity: Newt Gingrich and Dick Armey, *The Contract with America* (Republican National Convention, 1994).
- Using Lisa McGirr’s *Suburban Warriors* (Princeton, NJ: Princeton University Press, 2015), students develop a chart on the religious ideas and strategies of the New Right and compare this movement to earlier moments (1880s, 1920s, 1950s) of conservative activism. What values remained constant over this long period of time? (CUL-1.0) [CR4] [CR7]
- Students write a six- to eight-page essay that examines the evolution of ideas and policies related to the environment from 1900 to 1975. The essay must use at least six secondary sources and make an argument about why the environment became worthy of regulation by 1970. (GEO-1.0) [CR4] [CR10]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. In 1975 what ideas and policies were a continuation of previous ones and which policies were changed? Why did the environment become worthy of regulation by 1970? Use at least six secondary sources to support a historically defensible argument. [CR8] Multiple-choice test, including take-home essay from essential questions listed above.

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization