

AP United States History Syllabus

The Advanced Placement Program (AP) offers a course and exam in AP United States History to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in U.S. history.

While we encourage the student participants in this program to challenge themselves by taking the AP exam, it is not a requirement. Additionally, this course does fulfill the United States history graduation requirement and the C.S.U. / U.C. admissions requirement.

The Course

The AP U.S. History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Curricular Requirements

- The course includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history.
- The course uses themes and topics listed in the AP United States Course Description for structuring the course. The themes are designed to encourage students to think conceptually about the American past and to focus on historical change over time.
- The course teaches students to analyze evidence and interpretations presented in historical scholarship.
- The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.
- The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays.

Course Texts, Readings, and Resources

David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant: Advance Placement Edition* (Boston: McDougal Littell/Houghton Mifflin, 2006)

David M. Kennedy and Thomas A. Bailey. *The American Spirit – Volume I* (Boston: McDougal Littell/Houghton Mifflin, 2006)

David M. Kennedy and Thomas A. Bailey. *The American Spirit – Volume II* (Boston: McDougal Littell/Houghton Mifflin, 2006)

Stephen Hess and Sandy Northrop. *Drawn and Quartered – The History of American Political Cartoons* (Montgomery: Elliott & Clark, 1996)

Richard G. Tansey and Fred S. Kleiner. *Gardner's Art Through the Ages II Renaissance and Modern Art – Tenth Edition* (New York: Harcourt Brace College Publishers)

The History Channel: *The Presidents – The Lives and Legacies of the 43 Leaders of the United States*

Various Articles and Handouts

Grading

- | | |
|---|-----|
| • Objective Assessments | 30% |
| • Historical Essays (DBQ / Free Response) | 25% |
| • Class work / Homework | 35% |
| • Final Exam | 10% |

The course's objective assessments consist of multiple choice tests. The historical essays consist of DBQ and free response analytical and interpretive essays. Both types of assessments are meant to duplicate the structure and organization of the AP Exam.

Essays are graded on content, use of documentary and outside supporting evidence, and evidence of critical thinking. Document-Based Question and Free Response essays must be typed (double-spaced), in size 12 font, with margins no larger than one inch.

The semester one final exam will be cumulative of the semester. The semester two final will be cumulative of the entire school year.

Electing to take the AP United States History exam will not replace taking the semester two final.

Course Outline – Semester 1

Unit 1: Exploration and Colonization (2 Weeks)

Readings:

The American Pageant: Chapters 1-5
The American Spirit: Michel-Guillaume Jean de Crevecoeur Discovers a New Man, Pg. 88

Themes:

- Spanish and Portuguese explorers come into contact and conflict with the indigenous peoples of the new world which deeply affects the Atlantic societies.
- England joins the race to colonize the new world by settling the Chesapeake and growing the labor intensive crop tobacco thus setting up the future social relations between whites, the Indians, and Africans.
- The Protestant Reformation and the ideals of the Separatists and Quakers help create the unique qualities that make up the northern and middle colonies and the beginnings of self-rule.
- Both the geography and socio-religious aspects of the colonies help to create unique social, economic, and political characteristics for each of the three colonial regions.
- Colonial society becomes more uniquely American exerting its economic and political power thus coming into conflict with the will of the British Empire.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit's themes
- Students read The American Pageant – Ch. 1-5
- Complete Student Study Packet: Ch. 1-5
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete "Checking Your Progress"
- Class discussion and lecture to support Ch. 1-5
- Students read the American Spirit (Michel-Guillaume Jean de Crevecoeur)
 - Write answers to questions and in-class discussion
- Complete Mapping Activities – How has our country changed over time? What happened when three worlds met? and Where did the English and other Europeans Settle?
- Unit 1 Test: 40 multiple choice questions and one short-answer essay
- Discuss the A.P.P.A.R.T.S. approach to document analysis
- Discuss the concepts of thesis, body, conclusion, and critical thinking and analysis as they apply to the DBQ

DBQ: "Doing the DBQ" – Pg. 7, English Colonies, North and South (1993 DBQ)

Unit 2: The American Revolution (2 Weeks)

Readings:

The American Pageant: Chapters 6-8
The American Spirit: The Proclamation of 1763, Pg. 117
Drawn and Quartered: Introduction, pg. 8-23
The Declaration of Independence

Themes:

- Great Britain and France fight over colonial control of the continent during the Seven Years War. Britain's victory sets the stage for future political conflict with its colonies.
- Colonial autonomy and self-government come into conflict with Britain's desire for more control over her colonies.
- As hostilities increase, Americans declare their independence and through superior leadership and with the support of the French, England recognizes the newly formed American government.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit's themes
- Students read The American Pageant – Ch. 6-8
- Complete Student Study Packet: Ch. 6-8
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete "Checking Your Progress"
- Class discussion and lecture to support Ch. 6-8
- Complete Mapping Activities: Which colonies became the United States? and Where did slaves work in the Thirteen Colonies?
- Students read the American Spirit (The Proclamation of 1763)
 - Write answers to questions and in-class discussion
- Students read Drawn and Quartered, Pg. 8-23
 - Analyze and discuss how political cartoons have changed over time in regards to appearance, political and social arguments, and overall sophistication
- Read the Declaration of Independence
 - Divide into its three component parts
 - Relate to the Enlightenment and debate the validity of the colonists' justifications for revolution
- Unit 2 Test: 40 multiple choice questions and one short-answer essay

DBQ: None

Unit 3: The Articles of Confederation and the Constitution (2 Weeks)

Readings:

The American Pageant: Chapters 9-10
The American Spirit: Shays' Rebellion
George Washington Expresses Alarm, Pg. 168
The United States Constitution

Themes:

- With the Revolution won, Americans create a confederation wholly unable to deal with the realities of everyday life. Thus, in response, America creates a new constitution with a strong central government tied to liberty with a bill of rights.
- Under the leadership of Washington and Hamilton the new country deals with issues of economics and foreign affairs leading to the formation of political differences and the first political parties.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit's themes
- Students read The American Pageant – Ch. 9-10
- Complete Student Study Packet: Ch. 9-10
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete "Checking Your Progress"
- Class discussion and lecture to support Ch. 9-10
- Complete Mapping Activity: How did the United States get its start?
- Students read the American Spirit (Shays' Rebellion: Washington)
 - Write answers to questions and in-class discussion
- Read American History (Feb. 2004): George Washington as Slave Master (Dennis J. Pogue)
 - Debate: Should schools be named after the founding fathers?
- Read the United States Constitution
 - Identify each article and its principle objectives
 - Identify the principle powers enumerated in articles 1-3
 - Complete chart relating the deficiencies in the Articles of Confederation and how they were addressed in the Constitution
- Great Debates in American History (Pg. 55, Instructor's Resource Guide)
 - Assume the role of Hamilton or Jefferson
 - Debate: Loose v. strict construction and Industry v. agriculture
- View The Presidents (Washington – Adams)
- Unit 3 Test: 40 multiple choice questions and one short-answer essay
- Further discuss the A.P.P.A.R.T.S. approach to document analysis
- Discuss the concepts of thesis, body, conclusion, and critical thinking and analysis as they apply to the DBQ

DBQ: "Doing the DBQ" – Pg. 38, The Alien and Sedition Acts (1977 DBQ)

Unit 4: Jeffersonian Democracy and the Growth of Nationalism (1 Week)

Readings:

The American Pageant: Chapters 11-12
The American Spirit: Marshall Asserts the Supremacy of the Constitution, Pg. 219
Article: Marbury v. Madison, McCulloch v. Maryland, Gibbons v. Ogden, and Dartmouth College v. Woodward
Drawn and Quartered: Chapter 1 – The Birth of a National Identity, pg. 24-28

Themes:

- Under the leadership of Jefferson republican government is strengthened while Jefferson himself is responsible for a failed embargo and a monumental Louisiana purchase.
- Madison and the Western War Hawks promote war with England in 1812. Left with a stalemated peace the country grows more nationalistic as sectionalism grows and the Court exerts its authority.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit's themes
- Students read The American Pageant – Ch. 11-12
- Complete Student Study Packet: Ch. 11-12
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete "Checking Your Progress"
- Class discussion and lecture to support Ch. 11-12
- Read Historic Supreme Court Cases – Marbury v. Madison
- Students read the American Spirit (Marshall Asserts the Supremacy of the Constitution)
 - Write answers to questions and in-class discussion
- Read Historic Supreme Court Cases – McCulloch v. Maryland, Gibbons v. Ogden, Dartmouth College v. Woodward
 - Write answers to questions and in-class debate
- Complete Mapping Activity – Who explored the Far West?
- Read American History (Aug. 2003) – Thomas Jefferson's Empire of Liberty, Pg. 76 (Douglas Brinkley)
- Read Drawn and Quartered Pg. 24-28
 - Create political cartoon based upon Jefferson's strict constructionism and the Louisiana Purchase controversy
- Read Presidential Elections Handbook – Jefferson Leads a Change of Party in 1800
 - Complete Compare and Contrast activity
- View The Presidents (Jefferson – Monroe)
- Unit 4 Test: 40 multiple choice questions and one short-answer essay

DBQ: None

Unit 5: Jackson, the Economy, and the American Identity (2 Weeks)

Readings:

The American Pageant: Chapters 13-15
Drawn and Quartered: Chapter 1 – The Birth of a National Identity, pg. 29-42
Article: Worcester v. Georgia

Themes:

- The election of Andrew Jackson signaled the rise of the common man while at the same time his political enemies began to create the Whig party. Meanwhile, the country's economic and sectional problems continued to get worse.
- While a growing American population moves steadily westward, German and Irish immigrants join the melting pot as the country starts to slowly industrialize.
- Due to the Second Great Awakening women become more involved in social issues and politics, most notably abolitionism.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit's themes
- Students read The American Pageant – Ch. 13-15
- Complete Student Study Packet: Ch. 13-15
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete "Checking Your Progress"
- Class discussion and lecture to support Ch. 13-15
- Read Presidential Elections Handbook – Jackson Leads Democrats to Victory in 1828
 - Complete Compare and Contrast activity
- Read Drawn and Quartered: Chapter 1 – The Birth of a National Identity, pg. 24-28
 - Create political cartoon comparing and contrasting how both Republicans and Democrats saw Andrew Jackson
- Read Historic Supreme Court Cases – Worcester v. Georgia
 - Write answers to questions and in-class debate
- View The Presidents (Adams – Jackson)
- Unit 5 Test: 40 multiple choice questions and one short-answer essay
- Further discuss the A.P.P.A.R.T.S. approach to document analysis
- Discuss the concepts of thesis, body, conclusion, and critical thinking and analysis as they apply to the DBQ

DBQ: "Doing the DBQ" – Pg. 49, Jacksonian Democracy, (1990 DBQ)

Unit 6: Slavery and Sectionalism (2 Weeks)

Readings:

The American Pageant: Chapters 16-19
The American Spirit: The South Scorns Mrs. Stowe, Pg. 429
Article: Dred Scott v. Sanford

Themes:

- The economics of cotton and slavery create a social order in the South that is uniquely different from the North which eventually drives abolitionism.
- The acquisition of Oregon and Texas and the war with Mexico leaves the country further divided on the issue of slavery.
- The Compromise of 1850 and the Kansas-Nebraska Act create further divisions in an American society that is steadily becoming more sectional and violent.
- The election of Republican Abraham Lincoln causes seven southern states to secede forming the Confederate States of America.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit's themes
- Students read The American Pageant – Ch. 16-19
- Complete Student Study Packet: Ch. 16-19
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete "Checking Your Progress"
- Class discussion and lecture to support Ch. 16-19
- Read Presidential Elections Handbook – Lincoln Leads a Divided Nation in 1860 (Lincoln v. three Democrats)
 - Complete Compare and Contrast activity
- Read Historic Supreme Court Cases – Dred Scott v. Sanford
 - Write answers to questions and in-class debate
- Complete Mapping Activity – How did the United States grow in the mid-1800s? and How did slavery divide the nation?
- Students read the American Spirit (The South Scorns Mrs. Stowe)
 - Write answers to questions and in-class discussion
- Great Debates in American History (Pg. 91, Instructor's Resource Guide)
 - Slavery: Is slavery an intolerable institution?
- View The Presidents (Van Buren - Buchanan)
- Unit 6 Test: 40 multiple choice questions and one short-answer essay
- Further discuss the A.P.P.A.R.T.S. approach to document analysis
- Discuss the concepts of thesis, body, conclusion, and critical thinking and analysis as they apply to the DBQ

DBQ: "Doing the DBQ" – Pg. 84, The 1850s: Prelude to Civil War (1987 DBQ)

Unit 7: Civil War and Reconstruction (2 Weeks)

Readings:

The American Pageant: Chapters 20-22
The American Spirit: Maria Carter Describes an Encounter with the Klan, Pg. 529
Drawn and Quartered: Chapter 1 – The Birth of a National Identity, pg. 43-51

Themes:

- Under Lincoln's leadership the North uses its industrial might and overwhelming numerical advantage to fight and win the Civil War.
- Upon Lincoln's assassination Southerner Andrew Johnson takes over the presidency and locks horns with the congressional Republicans over reconstruction.
- Republican advantages lead to the passing of several important amendments to the constitution while many Southerners rally around the Ku Klux Klan.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit's themes
- Students read The American Pageant – Ch. 20-22
- Complete Student Study Packet: Ch. 20-22
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete "Checking Your Progress"
- Class discussion and lecture to support Ch. 20-22
- Read American History (Aug. 2003) – Gettysburg in the American Mind, Pg. 58 (Glenn W. LaFantasie)
- Read Drawn and Quartered: Chapter 1 – The Birth of a National Identity, pg. 43-51
 - Create political cartoon depicting Abraham Lincoln as either a savior or conqueror – include religious overtones
- Read American History (June 2003): 1871 War on Terror – The KKK (David Everitt)
 - Debate: The Klan – Terrorists or Protectors of the South
- Students read the American Spirit (Maria Carter Describes an Encounter with the Klan - 1871)
 - Write answers to questions and in-class discussion
- View The Presidents (Lincoln – Hayes)
- Unit 7 Test: 40 multiple choice questions and one short-answer essay

DBQ: None

Unit 8: The West, Industrialization, Immigration, and Urbanization (2 Weeks)

Readings:

The American Pageant: Chapters 23-25
Drawn and Quartered: Chapter 2 – The Rise of the American Cartoon: 1865-1896, pg. 52-67
Article: United States v. E.C. Knight, Lochner v. New York, and Plessy v. Ferguson

Themes:

- Post-Civil War America is gripped by corruption and the Compromise of 1877 leaves the South to its own devices once again.
- Due to the growth of railroad, farmers and “Robber Barons” confront each other in the Great Plains leading to the growth of the Populist Party.
- American industry comes of age leading to the development of “big business” which demands cheap labor.
- Massive immigration fuels the character of the country which leads to urbanization, social problems, and the eventual progressive response.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit’s themes
- Students read The American Pageant – Ch. 23-25
- Complete Student Study Packet: Ch. 23-25
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete “Checking Your Progress”
- Class discussion and lecture to support Ch. 23-25
- Read Drawn and Quartered: Chapter 2 – The Rise of the American Cartoon: 1865-1896, pg. 52-67
 - Create political cartoon depicting political corruption v. the American dream
- Read Historic Supreme Court Cases – United States v. E.C. Knight, Lochner v. New York, and Plessy v. Ferguson
 - Write answers to questions and in-class debate
- Complete Mapping Activities – How did railroads change the West? How did the lives of Indians change in the late 1800s? and How did a growing population change U.S. industry?
- View The Presidents (Garfield – Cleveland)
- Unit 8 Test: 40 multiple choice questions and one short-answer essay
- Further discuss the A.P.P.A.R.T.S. approach to document analysis
- Discuss the concepts of thesis, body, conclusion, and critical thinking and analysis as they apply to the DBQ

DBQ: “Doing the DBQ” – Pg. 118, The Federal Government and Laissez-Faire (1979 DBQ)

Unit 9: The Populists and Progressives (2 Weeks)

Readings:

The American Pageant: Chapters 26, 28-29

Themes:

- Mid-west farmers and the railroads begin to compete for political power which leads to the pivotal election of 1896.
- The progressive movement succeeds in demanding government take on more responsibility for society's ills while restraining the growth of trusts.
- America becomes more involved in the economics and political stability of Latin America and Mexico.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit's themes
- Students read The American Pageant – Ch. 26, 28-29
- Complete Student Study Packet: Ch. 26, 28-29
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete "Checking Your Progress"
- Class discussion and lecture to support Ch. 26, 28-29
- Read Presidential Elections Handbook – McKinley, War Hero from Ohio, Wins in 1896 (McKinley v. Bryan)
 - Complete Compare and Contrast activity
- Read Presidential Elections Handbook – Wilson Promises a New Freedom in 1912 (Wilson v. Taft v. Roosevelt)
 - Complete Compare and Contrast activity
- Read American History (Aug. 2003) – A Day to Remember, January 5, 1914, Pg. 18 (Douglas Brinkley)
 - In groups of two discuss significance of event and why today the same thing would be overlooked
- Read American History (Oct. 2003): Suffragists' Storm Over Washington
 - Debate the validity of the following statements: "Some saw no point in women voting; with no understanding of politics, they would only vote as their menfolk told them." And, "...women would take over the government?"
- Unit 9 Test: 40 multiple choice questions and one short-answer essay
- Further discuss the A.P.P.A.R.T.S. approach to document analysis
- Discuss the concepts of thesis, body, conclusion, and critical thinking and analysis as they apply to the DBQ

DBQ: "Doing the DBQ" – Pg. 130, The Populists (1983 DBQ)

Unit 10: Imperialism and World War I (1 Week)

Readings:

The American Pageant: Chapters 27,30
Drawn and Quartered: Chapter 3 – The Cartoon Comes of Age, Pg. 68-87
Article: Schenck v. United States

Themes:

- Driven by economics and politics America becomes an imperial power and enforces the Monroe Doctrine against Spain.
- America enters WWI full of idealism but turns once again to isolationism with the failure to ratify the Treaty of Versailles.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit's themes
- Students read The American Pageant – Ch. 27,30
- Complete Student Study Packet: Ch. 27,30
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete "Checking Your Progress"
- Class discussion and lecture to support Ch. 27,30
- Read Drawn and Quartered: Chapter 3 – The Cartoon Comes of Age: 1896-1918, Pg. 68-87
 - Create political cartoon depicting the conflict in American Imperialism or World War I
- Read Historic Supreme Court Cases – Schenck v. United States
 - Write answers to questions and in-class debate
- Complete Mapping Activity – How did immigration and war change the United States?
- Read American History (Feb. 2004): T.R.'s Virtuoso Performance
 - Debate: Should America instigate revolution for the "better good"?
- Great Debates in American History (Pg. 152, Instructor's Resource Guide)
 - American Imperialism: Should the United States become an imperialist power by keeping the Philippine Islands?
- View The Presidents (McKinley – Wilson)

Semester One Final

- 50 multiple choice questions
- 2 Free Response
- "Doing the DBQ" – Pg. 149, Expansionism, Old and New (1994 DBQ)

Course Outline – Semester 2

Unit 11: The Roaring Twenties (2 Weeks)

Readings:

The American Pageant: Chapters 31-32
The American Spirit: On Public Versus Private Power, Pg. 297
Drawn and Quartered: Chapter 4 – The Art of Uncertainty, Pg. 88-93

Themes:

- Draped in isolationism American society struggles with social change while enjoying an increase in the overall standard of living.
- Conservative economic policies lead the country to make fundamental economic mistakes which lead to the great crash of 1929 and the Great Depression.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit's themes
- Students read The American Pageant – Ch. 31-32
- Complete Student Study Packet: Ch. 31-32
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete "Checking Your Progress"
- Class discussion and lecture to support Ch. 31-32
- Read Drawn and Quartered: Chapter 4 – The Art of Uncertainty, Pg. 88-93
 - Create a political cartoon depicting the rise and fall of the American economy
- Complete Mapping Activity – How did America change in the early 1900s?
- View The Presidents (Harding – Hoover)
- Students read the American Spirit (On Public Versus Private Power)
 - Write answers to questions and in-class discussion
- Unit 11 Test: 40 multiple choice questions and one short-answer essay
- Further discuss the A.P.P.A.R.T.S. approach to document analysis
- Discuss the concepts of thesis, body, conclusion, and critical thinking and analysis as they apply to the DBQ

DBQ: "Doing the DBQ" – Pg. 189, The 1920s (1986 DBQ)

Unit 12: The Great Depression and the New Deal (1 Week)

Readings:

The American Pageant: Chapter 33
Drawn and Quartered: Chapter 4 – The Art of Uncertainty, Pg. 94-100
Article: Schechter Poultry Corp. v. United States

Themes:

- With the election of Democrat Franklin D. Roosevelt, the country suffers through the depression with hope that the New Deal will revive the economy.
- The New Deal creates new bureaucracies that attempt to respond to the depression which in the end creates a new lasting relationship between the federal government, state governments, and the American public.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit's themes
- Students read The American Pageant – Ch. 33
- Complete Student Study Packet: Ch. 33
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete "Checking Your Progress"
- Class discussion and lecture to support Ch. 33
- Read Presidential Elections Handbook – F.D.R. Pledges a New Deal in 1932
 - Complete Compare and Contrast activity
- Read Drawn and Quartered: Chapter 4 – The Art of Uncertainty, Pg. 94-100
 - Create political cartoon depicting the New Deal v. American rugged individualism
- Read Historic Supreme Court Cases – Schechter Poultry Corp. v. United States
 - Write answers to questions and in-class debate
- View The Presidents (Roosevelt)
- Unit 12 Test: 40 multiple choice questions and one short-answer essay
- Further discuss the A.P.P.A.R.T.S. approach to document analysis
- Discuss the concepts of thesis, body, conclusion, and critical thinking and analysis as they apply to the DBQ

DBQ: "Doing the DBQ" – Pg. 211, Hoover and Roosevelt: Liberal or Conservative?
(1984 DBQ)

Unit 13: The Shadow of War and America in World War II (2 Weeks)

Readings:

The American Pageant:	Chapters 34-35
The American Spirit:	A Japanese American is Convicted, Pg. 368
Drawn and Quartered:	Chapter 4 – The Art of Uncertainty, Pg. 100-103
Article:	Betts v. Brady and Korematsu v. United States

Themes:

- As a worldwide depression grips the industrialized world, totalitarian governments in Europe and Asia gain power.
- After the bombing of Pearl Harbor America is once again thrust into a global conflict causing it to become more engaged in world affairs.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit's themes
- Students read The American Pageant – Ch. 34-35
- Complete Student Study Packet: Ch. 34-35
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete "Checking Your Progress"
- Class discussion and lecture to support Ch. 34-35
- Read Drawn and Quartered: Chapter 4 – The Art of Uncertainty, Pg. 100-103
 - Create political cartoon depicting the rise of fascism v. democracy in Europe
- Read Historic Supreme Court Cases – Betts v. Brady and Korematsu v. United States
 - Write answers to questions and in-class debate
- Students read the American Spirit (A Japanese American is Convicted)
 - Write answers to questions and in-class discussion
- Complete Mapping Activity – Who fought in World War II?
- Unit 13 Test: 40 multiple choice questions and one short-answer essay
- Further discuss the A.P.P.A.R.T.S. approach to document analysis
- Discuss the concepts of thesis, body, conclusion, and critical thinking and analysis as they apply to the DBQ

DBQ: "Doing the DBQ" – Pg. 221, The Decision to Drop the Atomic Bomb (1988 DBQ)

Unit 14: The Cold War Begins and An Evolving American Culture (1 Weeks)

Readings:

The American Pageant: Chapters 36-37
Drawn and Quartered: Chapter 5 – The Cartoonist Versus the Television,
Pg. 104-110
Article: Brown v. Board of Education

Themes:

- At the end of WWII America becomes embroiled in the Cold War with the Soviet Union forcing America to come to grips with its perceived global responsibilities as the world's strongest democracy.
- During the 1950s America continues to battle to Cold War both militarily and politically while African Americans struggle for their civil rights in both the North and South.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit's themes
- Students read The American Pageant – Ch. 36-37
- Complete Student Study Packet: Ch. 36-37
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete "Checking Your Progress"
- Class discussion and lecture to support Ch. 36-37
- Read American History (Aug. 2003) – Creative and Conflicted Witness: Rosa Parks (David Brinkley)
- Read Drawn and Quartered: Chapter 5 – The Cartoonist Versus the Television, Pg. 104-110
 - Create political cartoon depicting the spread of communism and/or nuclear weapons
- Read Historic Supreme Court Cases – Brown v. Board of Education
 - Write answers to questions and in-class debate
- Read Brown v. Board of Education (NEA Today May 2004)
 - Debate: Do some kids learn better in segregated schools?
- Complete Mapping Activities – Where did the Cold War turn hot? Where did struggles for equal rights occur?
- View The Presidents (Truman – Eisenhower)
- Unit 14 Test: 40 multiple choice questions and one short-answer essay
- Further discuss the A.P.P.A.R.T.S. approach to document analysis
- Discuss the concepts of thesis, body, conclusion, and critical thinking and analysis as they apply to the DBQ

DBQ: "Document-Based Questions Practice" – to accompany the American Pageant Pg. 25, DBQ 13, Values in the 1950s

Unit 15: The Stormy Sixties and the Stalelated Seventies (2 Week)

Readings:

The American Pageant: Chapters 38-39
Drawn and Quartered: Chapter 5 – The Cartoonist Versus the Television,
Pg. 111-125
Article: Gideon v. Wainwright, Escobedo v. Illinois,
Miranda v. Arizona, United States v. Nixon, Baker v. Carr
Roe v. Wade

Themes:

- Under youthful leadership America continues the Cold War while attempting to confront the issues of poverty and race.
- With America still in turmoil due to Vietnam, the America is forced to confront the issues of presidential power, a growing recession, and the Middle-east.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit's themes
- Students read The American Pageant – Ch. 38-39
- Complete Student Study Packet: Ch. 38-39
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete "Checking Your Progress"
- Class discussion and lecture to support Ch. 38-39
- Read Presidential Elections Handbook – Kennedy Pursues a New Frontier in 1960
 - Complete Compare and Contrast activity
- Read Presidential Elections Handbook – Carter Leads the South to Victory in 1976
 - Complete Compare and Contrast activity
- Drawn and Quartered: Chapter 5 – The Cartoonist Versus the Television, Pg. 111-125
 - Create political cartoon depicting Abraham Lincoln, Martin Luther King, and Malcolm X and the civil rights movement of the 1950s or 1960s
- Read Historic Supreme Court Cases – Gideon v. Wainwright, Escobedo v. Illinois, and Miranda v. Arizona, Baker v. Carr, United States v. Nixon, Roe v. Wade
 - Write answers to questions and in-class debate
- View The Presidents (Kennedy – Carter)
- Unit 15 Test: 40 multiple choice questions and one short-answer essay
- Further discuss the A.P.P.A.R.T.S. approach to document analysis
- Discuss the concepts of thesis, body, conclusion, and critical thinking and analysis as they apply to the DBQ

DBQ: "The American Pageant" – Pg. A127, DBQ 11: Conformity and Turbulence, 1950 - 1970

Unit 16: The Reagan Revolution and Post-Cold War America (2 Weeks)

Readings:

The American Pageant: Chapters 40-42
Drawn and Quartered: Chapter 6 – Coming Full Circle, Pg. 126-153

Themes:

- Under the leadership of Ronald Reagan American economic and social conservatism is reborn with the assistance of the so-called Moral Majority.
- The Cold War is renewed as tensions rise leading to the eventual economic and political collapse of the Soviet Union.
- As the first baby-boomers are elected president the country enjoys a booming economy yet struggles with its place in the post-Cold War world of globalization and terror.

Major Assignments and Assessments:

- Introduce the unit by discussing the unit's themes
- Students read The American Pageant – Ch. 40-42
- Complete Student Study Packet: Ch. 40-42
 - Answer objective questions
 - Define and use glossary and people, places, and events terms
 - Complete "Checking Your Progress"
- Class discussion and lecture to support Ch. 40-42
- Drawn and Quartered: Chapter 6 – Coming Full Circle, Pg. 126-153
 - Create political cartoon depicting the crisis in the Middle-East or the rise of conservatism and Ronald Reagan
- Complete Mapping Activity – How is America's population changing?
- Read American History (Oct. 2003): How the East was Won: Why Ronald Reagan Won the Cold War (Dinesh D'Souza)
 - Debate: How could one man have ended the Cold War?
- View The Presidents (Reagan – Bush)
- Unit 16 Test: 40 multiple choice questions and one short-answer essay
- Further discuss the A.P.P.A.R.T.S. approach to document analysis
- Discuss the concepts of thesis, body, conclusion, and critical thinking and analysis as they apply to the DBQ

DBQ: "The American Pageant" – Pg. A130, DBQ 12: The Resurgence of Conservatism, 1964 – 2000

Unit 17: Review for both the California Standards Test and the A.P. Exam

Resource:

Fast Track to a “5” – Preparing for the AP United States History Examination and other miscellaneous articles

Semester Two Final

- 50 multiple choice questions
- 2 Free Response