

**Elmwood High School**  
**Elmwood, IL**  
**Advanced Placement US History Syllabus**

**CR1a** The course includes a college-level US history textbook. (3)

**CR1b** The course include diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. (4, 5, 7, 9, 10, 11)

**CR1c** The course includes secondary sources written by historians or scholars interpreting the past. (4, 5, 6, 8, 9, 11, 12, 13, 14)

**CR2** Each of the course historical periods receives explicit attention. (4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)

**CR3** The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings. (4, 5, 6, 7, 12)

**CR4** The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework. (4, 5, 9)

**CR5** The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation (6, 7, 8, 9)

**CR6** The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation. (7)

**CR7** The course provide opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables) , and works of art. – Appropriate use of historical evidence (4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14)

**CR8** The course provides opportunities for students to examine relationships between causes and consequences of events or processes. – Historical causation (4, 10, 11)

**CR9** The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of change and continuity over time (8, 10)

**CR10** The course provides opportunities for students to investigate and construct different models of historical periodization. – Periodization (11, 12, 13)

**CR11** The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison (4, 9)

**CR12** The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. – Contextualization (4, 10, 11,13)

**CR13a** The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past. (6, 13)

**CR13b** The course provides opportunities for students to apply insights about the past to other historical context or circumstances, including the present. (13)

## AP US History

This course is designed to provide a college-level experience and preparation for the AP Exam in May 2016 by examining the nation's political, diplomatic, intellectual, cultural, social and economic history from 1491 to the present. A variety of instructional approaches are employed and a college level textbook is supplemented by primary and secondary sources.

### Themes

In addition to the topics listed above, the course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of United States history and are woven throughout each unit of study:

1. Identity (ID)
2. Work, Exchange, and technology (WXT)
3. Peopling (PEO)
4. Politics and Power (POL)
5. America in the World (WOR)
6. Environment and Geography (ENV)
7. Ideas, Beliefs, and Culture (CUL)

The course will trace these themes throughout the year, emphasizing the ways in which they are interconnected and examining the ways in which each helps to shape the changes over time that are so important to understanding United States history.

### Historical Thinking Skills

These skills reflect the tasks of professional historians. While learning to master these tasks, AP US History students act as “apprentice historians.”

#### Chronological Reasoning

- \*Historical Causation
- \*Patterns of Continuity and Change Over Time
- \*Periodization

#### Comparison and Contextualization

- \*Comparison
- \*Contextualization

#### Crafting Historical Arguments from Historical Evidence

- \*Historical Argumentation
- \*Appropriate Use of Historical Evidence

#### Historical Interpretation and Synthesis

- \*Interpretation
- \*Synthesis

### Author's Thesis Paper

Students are provided with opposing viewpoints expressed in either primary/secondary source documents and in writing must determine the following:

- The Thesis: What is the main argument of each author?
- The Evidence: Looking at the supporting evidence, analyze if logically/clearly interpreted by the authors.
- Critical Analysis: What do the sources add to your own understanding of the topic?  
What points are strongly made and well documented?
- Final Analysis: Which of the sources makes the most convincing case and why?

## Readings

The main text *The American Pageant* provides students with a basic overview of the evolving American experience. The text is supplemented by a diverse selection of primary and secondary sources. Using secondary works, students will analyze essays by prominent historians. Throughout the year, students will be asked to write essays that are designed to develop skills in argumentation and the use of evidence and interpretation.

## Textbook:

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. *The American Pageant*. 13th ed. Boston, Mass.: Houghton Mifflin Co., 2006.

## Primary Sources:

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. *The American Spirit, Vol I and Vol II*. Boston, Mass.: Houghton Mifflin Co., 2006.

## Secondary Sources:

Madaras, Larry and James. M. SoRelle. *Taking Sides: Clashing Views on Controversial Issues in American History, Volume II*. Dubuque, IA: McGraw-Hill/Dushkin, 2005.

Maddox, Roberts. *Annual Editions American History: Volume I and II*. Dubuque, IA: McGraw-Hill/Dushkin, 2007.

Schweikart, Larry and Michael Allen. *A Patriot's History of the United States*. New York: Penguin Group, 2004.

Warden, Herbert W. III. *American Courage: Remarkable True Stories Exhibiting the Bravery That Has Made Our Country Great*. New York: HarperCollins, 2006.

Zinn, Howard. *A People's History of the United States*. New York: Harper Perennial Modern Classics, 2003.

## GRADING POLICY

1<sup>st</sup> Nine Weeks Grade = 45%

\* Homework 30%

\* Essays 15%

\* Tests & Quizzes 55%

2<sup>nd</sup> Nine Weeks Grade = 45%

\* Homework 30%

\* Essays 15%

\* Tests & Quizzes 55%

Semester Exam = 10%

The Advanced Placement Contract is suggested by the College Board, the organization that oversees all AP courses. The purpose of the contract is to make clear to all parties involved in U.S. History, what all is involved in an AP course.

The following list is a brief outline of the responsibilities & expectations of the AP student:

**OVERVIEW** – The AP course is designed to supplement a college course. The amount of work assigned, and the caliber of that work is expected, is to be of that level. The course is designed to allow students to pass the AP exam and receive college credit. College credit is only given if the exam is passed.

**BEHAVIOR** – Students are expected to behave properly and follow an ethical code. Cheating and plagiarism will not be tolerated. Any infraction of any kind, or degree, will result in disciplinary action, parent involvement, & a grade of F.

**PARTICIPATION** – A large part of the class will be based on participation. The students will be expected to share opinions & ideas, debate, discuss, answer questions, and critically think.

**EXAM** – While we hope all students will take the AP exam in May, it is not mandatory.

**MATERIALS** – Students will be expected to bring all materials to class every day.

**READING** – Outside reading is expected to be done when assigned. Reading will come from text book, secondary sources texts, on-line readings. The readings will be of a college level and will be of above average length. The readings will be assigned in advance and can be broken up or done in one sitting.

**WRITING** – A key component of the course, this includes applying knowledge you know, the knowledge you are given, and critical thinking skills.

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Student Name (printed)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent / guardian signature

\_\_\_\_\_  
Date

**UNIT 1: 1491-1754 Colonial Times**  
**The American Pageant Chapters 1-5 (CR2)**

**Content:** Geography and environment; Native American diversity in the Americas; Spain in the Americas; conflict and exchange; English, French and Dutch settlements; and the Atlantic economy.

**Primary Source Analysis:**

*American Spirit* “A Slave Is Taken to Barbados”

*American Spirit* “The Starving Time”

*American Spirit* “Mary Rowland is Captured by Indians”

*American Spirit* “Baconite Grievances”

*American Spirit* “Slavery is Justified”

“Sinners in the Hands of an Angry God” by Jonathan Edwards

*American Spirit* “Growth of the Colonial Population” (CR1b)

*American Spirit*, “George Whitefield Fascinate Franklin”

*American Spirit*, “Jonathan Edwards Paints the Horrors of Hell”

Map of a Puritan town; painting of a colonial Virginia tobacco farm; and colonial export chart broken down by region and products. (CR1b)

Using the SOAPStone method, students will analyze the above primary sources. (CR7)

**Historical Scholarship Analysis:** Howard Zinn, *Columbus, the Indians and Human Progress*. Students will analyze Zinn’s arguments, evaluate his thesis, evidence, reasoning, and respond to these in an essay focusing on the dismantling of Native society by the Europeans and the growth of the American colonies. Students will participate in a seminar focusing on the reading and the student responses. (WXT-1) (WXT-4) (POL-1) (WOR-1)(CUL-1) (CR1c) (CR8)

**Inner-Outer Circle Seminar:** Students will complete a Columbian Exchange Chart and participate in an Inner-Outer Circle Seminar on the Columbian Exchange. The chart includes the exchange of plants, animals, diseases and human migration with a special focus on small pox, corn, sugar slaves, horses, and religion. (PEO-4)(POL-1)(ENV-1) (CR12)

**Author’s Thesis Paper:** Students read “The Puritans and Sex” by Edmund Morgan, “Persistent Localism” by T.H. Breen, and “When Cotton Mather Fought the Smallpox” by Dr. Laurence Farmer. Then, working in groups, students develop a class presentation that analyzes reasons for the development of different labor systems in any two of the following regions of British colonial settlement: New England, the Chesapeake, the southernmost Atlantic coast, and the British West Indies. (WXT-4) (CR4)

**Witchcraft in the Colonies:** Students read and evaluate excerpts from the Tryal of Bridget Bishop and read in *American Spirit* “The Salem Witch Hysteria.” Students will document the key facts of the witchcraft trails. Students will write and argumentative essay and explain how the witchcraft trials help us understand the nature of knowledge, gender roles, and patriarchy in the colonial era. (CR3)

**Analysis:** Students will analyze the colonization of the Northern, Southern, and Chesapeake colonies by completing a colonization comparison chart. During this process, they will analyze population and economic activity maps of all three areas. (CR11)

**Unit 1 Exam:** Multiple choice questions, short answer questions and one free response on colonial development.

**Unit 2: 1754-1781 the American Revolution**  
**The American Pageant Chapter 6-8 (CR2)**

**Content:** Colonial society before the war for independence; colonial rivalries; the Seven Years War; pirates and other democrats; role of women before, during and after 1776.

**Primary Source Analysis:**

*American Spirit*, “A Frenchman Reports Braddock’s Defeat”

*American Spirit*, “The Proclamation of 1763”

*American Spirit*, “Adam Smith’s Balance Sheet”

*American Spirit*, “Adam Smith Criticizes the Empire”

*American Spirit*, “Thomas Paine Talks Common Sense”

*American Spirit*, “Vengeance on the Tories”

*American Spirit*, “Hanging of a Loyalist”

Two artists contrasting views of the Boston Massacre (CR1b)

The Declaration of Independence

Drawing on primary sources, students engage in a debate over the question, “Did the Revolution assert British rights or did it create an American national identity?” (ID-1) (CR4)

**Secondary Sources:**

**American Courage** *The Declaration of Independence – “We Must All Hang Together, or Assuredly We Shall All Hang Separately”* (CR1c)

**DBQ:** French and Indian War (CR3)

**Unit 2 Exam:** Multiple choice questions, short answer questions and one free response on the Revolutionary War.

**Unit 3: Establishing the New Republic**  
**The American Pageant Chapter 9-12 (CR2)**

**Content:** The Articles of Confederation and the Constitution; the role of the Enlightenment; slavery and religion in the political process; wartime diplomacy; The “Revolution of 1800; the Marshall Court; diplomacy of Jefferson and Madison; The War of 1812; The Era of Good Feeling; The American System; forging a new national identity.

**Primary Source Analysis:**

The Constitution of the United States  
*American Spirit*, “*The Constitutionality of the Bank*”  
*American Spirit*, “*A President Bids Farewell*”  
*American Spirit*, “*Marshall Asserts the Supremacy of the Constitution*”  
*American Spirit*, “*Jefferson Stretches the Constitution to Buy Louisiana*”  
*American Spirit*, “*Causes of the War (1812, 1813)*”

Using the SOAPStone method, students will analyze the above primary sources. **(CR7)**

**Secondary Source Analysis:** *The Hamiltonian Miracle* **(CR1c)**

**Audio-Visual Analysis:** *10 Days that Unexpectedly Changed America: Shays Rebellion*

**Author’s Thesis Paper:** Students will read *American Spirit* “A Federalist Attacks the Embargo” and “A Jeffersonian Upholds the Embargo” **(CR13a)**

**Comparison Analysis:** Students will compare and contrast the Articles of Confederation with the Constitution using a Comparison Chart. **(CR5)**

**Unit 3 Exam:** Multiple choice questions, short answer questions and one free response on the Revolution of 1800.

## **Unit 4: Jacksonian Democracy and Manifest Destiny** **The American Pageant Chapters 13-15, 17 (CR2)**

**Content:** Jacksonian democracy and the Whigs; national policy toward American Indians; the era of the “common man;” expansion with the Texas revolution, slavery and sectionalism; the rise of the market economy, immigration and the increase in nativism; the factory system; the transportation revolution; expansion west; The Second Great Awakening and the growth of reform; creation of a national culture; advances in education and the sciences; Manifest Destiny and its Legacy; war with Mexico. [CR4]

### **Primary Source Analysis:**

*American Spirit*, “Jackson Vetoes the Bank Recharter”

*American Spirit*, “A Boston Journal Attacks Jackson”

*American Spirit*, “Cartooning the Bank Crisis”

*American Spirit*, “Jackson Endorses the Indian Removal”

*American Spirit*, “Theodore Frelinghuysen Champions Justice”

*American Spirit*, “Impact of the Erie Canal”

Two paintings of “Manifest Destiny” (CR1b)

Using the SOAPStone method, students will analyze the above primary sources. (CR7)

**Evaluating Diverse Historical Interpretations:** Students will interpret the changing historiography of the start of the Mexican war presented in *History in the Making*, by Kyle Ward and Chapter 8 of Howard Zinn’s *A People’s History of the United States*. They will also research the effect of the war on the lives of Spanish Americans. (CR4) (CR6)

**Immigration Analysis:** Students will compare and contrast the Irish and German immigration movements. They will then write a short compare/contrast essay in order to craft a historical argument and use evidence appropriately. (CR5)

**Antebellum Reform:** Students will select one of the reform movements and prepare a short presentation on the background, people and changes the reform movement introduced. (CR3)

**Unit 4 Exam:** Multiple choice questions, short answer questions and one free response question on Manifest Destiny.



**Unit 5: Civil War**  
**The American Pageant Chapters 16, 19-22 (CR2)**

**Content:** Cotton culture, southern society and the impact of the plantation system; Popular sovereignty, the Compromise of 1850 and the Fugitive Slave Law; the impact of Dred Scott; political crisis in the election of 1860; economic changes in the North and South; women and the war; the Emancipation Proclamation; the legacy of war in both the North and South; Reconstruction; rights of freedmen and women.

**Primary Source Analysis:**

*American Spirit* “A Slave Woman’s Tale”

*American Spirit* “The Sundering of Families”

*American Spirit* “Abraham Lincoln Appraises Abolitionism”

*American Spirit* “Tom Defies Simon Legree:

*American Spirit* “The South Scorns Mrs. Stowe:

*American Spirit* “Charles Sumner Assails the Slavocracy:

*American Spirit* “The Pro-Southern Court Speaks”

*American Spirit* “Abraham Lincoln Denies Black Equality”

*American Spirit* “Grant’s Farewell Apology”

The Emancipation Proclamation

Using the SOAPStone method, students will analyze the above primary sources. (CR7)

**Secondary Source Analysis:**

Howard Zinn, “Slavery...without Freedom” (CR1c)

**Chronological Reasoning Lesson:** Students look at the evolution of public policies related to slavery and racial inequality to 1877. After making a list, students write an essay to explain the evolution and moments when change occurred and why. (CR9)

**DBQ: Civil War (CR5)**

**Unit 5 Exam:** Multiple choice questions, short answer questions and one free response on Abraham Lincoln.

**Unit 6: Modern America Emerges**  
**The American Pageant Chapter 23-26 (CR2)**

**Content:** Rise of big business and the role in politics, class and ethnic conflict; Populism; Era of the Robber Barons; the lives of the working classes and the growth of unionism; government and politics of regulation; the United States in the world economy; new waves of immigration’ renewed instances of nativism; the close of the frontier and its impact; industrialization of agriculture and political dissent among farmers.

**Primary Source Analysis:**

*American Spirit* “A Southern Senator Defends Jim Crow”

*American Spirit* “Booker T. Washington Portrays the Plight of Black Tenant Farmers”

*American Spirit* “The Supreme Court Declares that Separate is Equal”

*American Spirit* “A Cartoonist Criticizes the Tariff”

*American Spirit* “Cleaning Up New York”

*American Spirit* “Jacob Riis Goes Slumming”

*American Spirit* “Four Views of the Statue of Liberty”

*American Spirit* “Harper’s Weekly Decries the Battle of the Little Bighorn”

*American Spirit* “Chief Joseph’s Lament”

*American Spirit* “Theodore Roosevelt Downgrades the Indians”

*American Spirit* “Sodbusters in Kansas”

*American Spirit* “Starvation at Pullman”

*American Spirit* “William Jennings Bryan’s Cross of Gold”

Excerpt from Frederick Jackson Turner: The Significance of the American Frontier In American History

Jacob Riis Photos, Thomas Nast political cartoons (**CR1b**)

Using the SOAPStone method, students will analyze the above primary sources. (**CR7**)

**Secondary Source Analysis:**

Howard Zinn and the Robber Barons (**CR1c**)

**Author’s Thesis Paper:** Students write an FRQ on the role the acquisition of natural resources has played in the US foreign policy decisions since the late 19<sup>th</sup> century. Were resources the driving force in this expansion? (ENV-5) (**CR4**) (**CR5**)

**Gilded Age Scavenger Hunt:** Students will collage a variety of mediums – photos, political cartoons, excerpts from famous speeches, excerpts from famous books/muckrakers to accurately portray the Gilded Age and Closing of the Frontier. (**CR11**)

**Unit 6 Exam:** Multiple choice questions, short answer questions and one free response question.

**Unit 7: Saving the World and America**  
**The American Pageant Chapters 27-30 (CR2)**

**Content:** American expansion overseas; The Spanish-American War; the Open Door; America on the world stage; Progressive reform and the trusts; urbanization and the resulting political impact; “Dollar Diplomacy;” environmental issues; WWI; propaganda and civil liberties; Treaty of Versailles.

**Primary Source Analysis:**

Zimmerman Note

World War I Posters

*American Spirit* “Joseph Pulitzer Demands Intervention”

*American Spirit* “Roosevelt Launches a Corollary”

*American Spirit* “The Gentlemen’s Agreement”

*American Spirit* “Exposing the Meatpackers”

*American Spirit* “The Triangle Shirtwaist Company Fire Claims 146 lives”

*American Spirit* “Beauty as Against Use”

*American Spirit* “Senator Roberts Owen Supports Women”

*American Spirit* “A Woman Assails Woman Suffrage”

*American Spirit* “Images of the Suffrage Campaign”

*American Spirit* “George Creel Spreads Fear Propaganda”

*American Spirit* “Woodrow Wilson versus Theodore Roosevelt on the Fourteen Points”

*American Spirit* “Lodge Blames Wilson”

Map of overseas possessions of the US and a variety of Thomas Nast political cartoons (**CR1b**)

Zimmerman Note

WWI Posters (**CR1b**)

Using the SOAPStone method, students will analyze the above primary sources. (**CR7**)

**Audio-Visual Analysis:** *10 Days that Unexpectedly Changed America: the Assassination of President William McKinley*

**Chronological Reasoning Lesson:** Students look at the evolution of events leading to US involvement in WWI and its aftermath. After making a list, students will write an essay to explain the evolution and moments when change occurred and why. (**CR9**)

**DBQ: the Progressives (CR12) and WWI (CR8)**

**Unit 7 Exam:** Multiple choice questions, short answer questions and one free response on WWI.

**Unit 8: Boom, Bust, War**  
**The American Pageant Chapters 31-34 (CR2)**

**Content:** The “Red Scare” and immigration; a mass-consumption economy; the Jazz Age and the Harlem Renaissance; Isolationism in the 1920s; the coming of the Great Depression; New Deal; the Supreme Court and the balance of political power in government; attempts at neutrality and isolation; diplomacy and economics of the prewar years; the move to war following Pearl Harbor.

**Primary Source Analysis:**

*American Spirit* “Theodore Roosevelt Preaches ‘Americanism’”  
*American Spirit* “The Plague of Plenty”  
*American Spirit* “Hoover Defends His Record”  
*American Spirit* “Roosevelt Indicts Hoover”  
*American Spirit* “Senator Huey P. Long Wants Every Man to Be a King”  
*American Spirit* “A Daughter of the Plains Struggles with Dust Storms”  
*American Spirit* “Charles Lindbergh Argues for Isolation”  
*American Spirit* “Framing the Atlantic Charter”  
*American Spirit* “Admiral H.E. Kimmel Defends Himself”  
Photos and Political sayings depicting Prohibition and its advocates/adversaries **(CR1b)**

Using the SOAPSTone method, students will analyze the above primary sources. **(CR7)**

**Secondary Source Analysis: (CR1c)**

*A Patriots’ History: The Roaring Twenties*  
*A Patriot’s History: The New Deal*  
*Annual Editions: American History: Evolution on Trial*  
*Annual Editions: American History: A Promise Denied*  
*Annual Editions: American History: Brother Can You Spare A Dime*  
*Annual Editions: American History: A Monumental Man*

**Audio-Visual Analysis:** *10 Days that Unexpectedly Changed America: Scopes Monkey Trial*

**Crafting Historical Arguments from Historical Evidence:** Students will use analyze which Cause of the Great Depression was the most important. They will then pair with another student of the same mind and debate other groups with different reasoning. **(CR8)**

**Historical Interpretation and Synthesis:** Students will interpret and synthesize the government’s responses to the Great Depression thru a graphic organizer of the New Deal agencies. **(CR12)**

**DBQ:** Great Depression **(CR10)**

**Unit 8 Exam:** Multiple choice questions, short answer questions and one free response question.

## **Unit 9: War, Hot and Cold** **The American Pageant Chapters 35-37 (CR2)**

**Content:** WWII; the home front, changes for women and minorities; atomic bomb and its consequences; postwar prosperity and the Baby Boom; communism and containment; the Marshall Plan; the Korean War; consumer culture in the 1950s; the civil rights revolution; McCarthyism; the Cold War; postwar literature and culture.

### **Primary Source Analysis:**

*American Spirit* “The Move to Suburbia”  
*American Spirit* “George Kennan Proposes Containment”  
*American Spirit* “Harry Truman Appeals to Congress”  
*American Spirit* “The World Through Soviet Eyes”  
*American Spirit* “Secretary George Marshall Speaks at Harvard”  
*American Spirit* “Moscow’s Misrepresentations”  
*American Spirit* “Truman Accepts the Korean Challenge”  
*American Spirit* “NSC-68 Offers a Blueprint for the Cold War”  
*American Spirit* “Truman Asserts Civil Supremacy”  
*American Spirit* “MacArthur Calls for Victory”  
*American Spirit* “Truman Looks Beyond Victory”  
*American Spirit* “Secretary John Foster Dulles Warns of Massive Retaliation”  
*American Spirit* “President Eisenhower Calls for ‘Open Skies’”  
*American Spirit* “Eisenhower Sends Federal Troops”

Using the SOAPStone method, students will analyze the above primary sources. **(CR7)**

### **Secondary Source Analysis: (CR1c)**

**American Courage.** “Jimmy Doolittle’s Daylight Raid over Tokyo”  
**American Courage.** “Wanted: An Elegant Female Spy to Bribe or Seduce Top Officials at Nazi-Controlled, Vichy French Embassy”  
**American Courage.** “D-Day: WWII”  
**American Courage.** “Sniper Fight on Okinawa”

**Round Table Discussion:** Students will read *Warriors Don’t Cry* by Melba Pattillo Beals and discuss the impact of the Little Rock 9 on Little Rock, the students, the United States and the civil rights movement in general. Students will use their background knowledge as well as understanding of the book. **(CR3)**

### **DBQ: The Cold War (CR10)**

**Unit 9 Exam:** Multiple choice questions, short answer questions and one free response Foreign Policy 1920 vs. 1945.

**Unit 10: Eruption and the Return of Conservatism**  
**The American Pageant Chapter 38, 39, 40 (CR2)**

**Content:** Vietnam; the civil rights evolution; LBJ and the Great Society, rise of conservatism; economic stagnation; environmental issues; feminism; affirmative action; foreign policy and the issue of oil; Reagan and the “New Right”; the end of the Cold War; Reaganomics; globalization; war and diplomacy in the Middle East.

**Primary Source Analysis:**

*American Spirit* “Kennedy Proclaims a ‘Quarantine’”  
*American Spirit* “The Soviets Save Face”  
*American Spirit* “President Johnson Declares a War on Poverty”  
*American Spirit* “Riders for Freedom”  
*American Spirit* “Martin Luther King, Jr. Writes from a Birmingham Jail”  
*American Spirit* “President Johnson Asserts His War Aims”  
*American Spirit* “The Soldier’s War”  
*American Spirit* “Nixon’s Grand Plan in Foreign Policy”  
*American Spirit* “First Article of Impeachment”  
*American Spirit* “Nixon Incriminates Himself”  
*American Spirit* “The Supply Side Gospel”  
*American Spirit* “An Editor Analyzes the Iran-Contra Affair”  
*American Spirit* “Editor Irving Kristol Defines Neoconservatism”  
*John Kennedy, Inaugural Address*  
*Martin Luther King, Jr., “I Have a Dream” speech*  
*Ronald Reagan, Inaugural Addresses 1981, 1985*

Using the SOAPStone method, students will analyze the above primary sources. **(CR7)**

**Compare/Contrast:** Students will compare/contrast public criticism of the Vietnam War with criticism of the war efforts in WWI and WWII. Drawing on Young Americans for Freedom, SDS, folk music, and MY Times editorials, write an essay that argues which of the sources best represented US values. (POL-6) (WOR-7) (CUL-6) **(CR13a) (CR13b)**

**Secondary Source Analysis: (CR1c)**

*American Courage* “Roy Benavidez: Vietnam Superman”

**Chronological Reasoning:** From Containment to “Tear Down This Wall.” Using notes and primary sources, students construct a time line of US foreign policy from 1945 to 1990 and annotate key turning points. **(CR10) (CR12)**

**Unit 10 Exam:** Multiple choice questions, short answer questions and one DBQ on the Civil Rights Movement.

**Unit 11: Modern World**  
**The American Pageant Chapter 41-42 (CR2)**

**Content:** the Clinton era; post-Cold War politics and foreign policy; the contested election of 2000, the attack on the World Trade Center and America post-9/11; demographic changes; changes in the family; immigration and related issues; a multicultural society; the high-tech economy; America in a global context.

**Primary Source Analysis:**

George W. Bush, Joint Session of Congress, September 2001  
The Patriot Act  
Political Cartoons on “The Patriot Act”  
Excerpts from the Affordable Healthcare Act (Obamacare)  
Affordable Healthcare Act (Obamacare) Verdict

**Secondary Source Analysis: (CR1c)**

**American Courage** “September 11, 2001: The Passengers Counterattack the Hijackers on United Flight 93”

**Unit 11 Exam:** Multiple choice questions, short answer questions and one free response.

**AP Exam Review Period:** The second semester concludes with a period of review for the Advanced Placement US History Exam. Students will then take a practice exam.

**Post AP Exam Period:** Following the AP Exam, the course concludes with a historical film festival in which the students compare documentary and feature films about historical events.