AP United States History
Syllabus

Official Course Description

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>APUSH 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE TITLE</td>
<td>AP United States History</td>
</tr>
<tr>
<td>COURSE CREDIT</td>
<td>1 Credits</td>
</tr>
<tr>
<td>MEETING TIME</td>
<td>Monday-Friday</td>
</tr>
</tbody>
</table>

Instructor: Eduardo J. Hinojos  
Telephone Number: (915) 937-2156

e-mail: ehinoj04@sisd.net

Advanced Placement United States History Syllabus

The Advanced Placement United States History (APUSH) survey course is designed to provide students with the analytical skills and factual knowledge necessary to deal 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 will 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. The APUSH survey course will 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.

Course Objectives:
Students will:

- Mastery body of historical knowledge
- Demonstrate an understanding of historical chronology
- Use historical data to support an argument or position
- Differentiate between historiographical schools of thought
- Interpret and apply data from original documents, including cartoons, graphs, letters, etc.
- Effectively use analytical skills of evaluation, cause and effect, compare and contrast
- Work effectively with others to develop products and solve problems
• Prepare for and successfully pass the APUSH exam

Course Textbook: This textbook will serve as a pacing guide and initial interpretation of historical events throughout the course.


Historical Scholarship: These books will provide a different interpretation of the ideas and analysis of the historical events covered throughout the course. Excerpts from these sources will be used at key moments throughout the course in order to compare and contrast interpretations of shifts in national thought and character.


Other Sources: These websites and software will be used to supplement" Required Readings" for class and will oftentimes be used to provide a breakdown of information such as charts, graphs, or interpretations of text.


Other Readings and Visual Media.

Course Purpose

APUSH is demanding introduction to American history and culture that assumes a high-level of interest and competence. Because this course is similar to a first-year college course, students must expect that the workload will be heavier than most regular high school courses. The analytical thinking, writing, and reading skills those students develop in APUSH will equip them for college and lifelong learning. In order to succeed, students need to be motivated and keep up with the demands of college level course. By taking the AP Exam, at the end of the course, students have the opportunity to demonstrate that they
have, indeed, learned college level material and are prepared to enter advanced college courses.

**Organization**
APUSH integrates social, political, religious, international, technological, and economic history in order to convey the experiences of particular groups within the broader perspective of the American past. At the same time, it connects events and issues from the past to the concerns of the present. History shows Americans continuously adapting to new developments as they shape the world in which they live. Often, ordinary Americans from a diverse range of backgrounds are thrust into extraordinary circumstances and the result is an exciting study in the “American Experiment.” APUSH prepares students to become “students of history” by including the following points of emphasis:

- Chronological organization
- Geographical literacy
- Point of view
- Political dynamics
- Economic patterns
- Social and cultural trends
- Intellectual developments
- Influence on the arts

Hence, this course is designed to provide a college level experience and preparation for the AP Exam in May 2012 (cost to be announced annually). An emphasis is placed on interpreting documents, mastering a significant number of factual information, and writing critical essays. This course will fulfill the United States history graduation requirement. The course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to comprehensive study of United States history. The themes will include discussions on American culture, demographic changes over the course of America’s history, economic trends and transformations, environmental issues, the development of political institutions and the components of citizenship, social reform movements, the role of religion in the making of the United States and its impact in a multicultural society, the history of slavery and its legacies in the hemisphere, war and diplomacy, and finally, the place of the United States in an increasingly global arena. 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.

**Essential Questions (EQ)**
Class discussion and response will focus around “Essential Questions” which have been created in order to help students understand “the big picture” concerning different facets of the themes pertaining to the historical eras. The essential questions will help students focus their responses with regard to discussions, writing, and interpretation of historical scholarship.
Writing Component
All students will respond to Document-Based Questions (Dabs) and Free-Response Questions (FRS) in order to demonstrate their ability to analyze and interpret primary sources (documents) and key themes throughout U.S. History. These essays will prepare students for the essay section(s) of the APUSH Exam. Essays will be given in class, while timed, and in take-home format approximately every 2-3 weeks.

• The Intellectual Diary
  Students will be asked to respond once or twice a week to the Essential Questions (EQ) being addressed that week and listed at the top of every heading for each day. The Intellectual diary will serve as practice tool to improve student use of historical evidence (dates, people, documents, landmark court cases, etc.) in an effort to improve their practice of the Free-Response Questions provided on the APUSH exam.

Course Expectation and Evaluations
Requirements for good standing in this course:
1) READ! – There is no substitute! You will be required to prepare for class by having read the assigned primary documents and chapters PRIOR to arriving in class. Chapter quizzes will accumulate and average out toward an exam grade for the course.
2) Prepare for Class – Class participation is both requirement and necessity. Students must be prepared by having read on your own, in order to discuss material in class and be more apt to provide their individual perspective. Studying, reading, and completing regular assignments are a must.
3) Avoid Absences – If absent, students will fail to contribute their perspective on discourse topics and will also fail to capture different arguments/perspectives put forth in class. While Saturday classes cannot be mandatory by law, students will still be responsible for the information covered on those days when Saturday classes are provided as adoption. Avoiding absences will ensure that students are up to date with the material being covered and the discussions held in class.
4) Take Reading/Discussion Notes in Cornell Note Format – Notes should be a regular part of the course routine. They will help students refer back to information and simultaneously give them a body of work to study and refer to on their own time, in their own words.
5) Join a study group – Working with classmates on assignments and readings related to class can both help a student understand material more fully and provide a different perspective on the topics being discussed, in a less-formal setting.
6) READ! – There is no substitute! You will be required to prepare for class by having read the assigned primary documents and chapters PRIOR to arriving in class. Chapter quizzes will accumulate and average out toward an exam grade for the course.

Course Documents, APPARTS, Blogging and Exams
All documents used in class will be available on my school website. While you are required to complete one APPARTSworksheet, MISworksheet, or MISPworksheet per
week in order to better prepare for discussion, you will be asked to look at multiple primary sources on different occasions while simultaneously reading historical scholarship pertaining to those primary source on different occasions.

Students will have total of 5 exam grades per quarter.

1) Chapter Quizzes will accumulate and average into one exam. Chapter quizzes will have 1 or 2 open-ended questions or multiple-choice questions on text reading due the day it is listed on the syllabus.

2) The second exam grade will be accumulative multiple-choice exam, with approximately 1/3 of the questions about material covered previously and 2/3 of the exam covering information from said quarter.

3) The third exam will consist of assigned Document-Based Questions (DBQ) and/or Free-Response Questions (FRQs) due in-class or before class begins, but assigned ahead of time.

4) The fourth exam will consist of one Document-Based Question (DBQ) timed-essay and a Free-Response Question (FRQ) timed-essay, in class. Students will be notified of the DBQ topic prior to the day of the exam and the Free-Response Essay topic will be related to the historical era being discussed in class, but will be provided the day of class. DBQs will consist of a combination of excerpts from readings assigned in class (located on the syllabus) and/or questions from previously-released AP Exams. FRQs will be assigned based on one of the Essential Questions (EQ) addressed in class.

5) The final exam grade (25% of your final grade) will consist of a class project to be assigned prior to and presented on the assigned final day.

Students must participate in the discussion board once a week regarding the issues discussed in class. Students must blog as follows:

Weeks 1, 2, 3 of every quarter – Team Members A
Weeks 4, 5, 6 of every quarter – Team Members B
Weeks 7, 8, 9 of every quarter – Team Members C
1st Quarter

July/August
Week 1
Students will learn to interpret and analyze historical documents. Learned skills include sourcing, documentation, point of view, bias, and experimentation.

M/T 30/31 Introduction – Days 1 and 2
EQ: What must I do to be successful in an Advanced Placement U.S. History Course?
- An Environment of Learning, Note-taking methods, the ID, and Essential Questions (EQs)
- The AP Exam – Learning about Document-Based Questions (DBQs) and Free-Response Questions (FRQs)
Additional Resources:
- Documentary: The Last Conquistador
  - Movie: Apocalypto
  - Blog: Youtube and Question

W/R 1/2 Historical Eras and Analyzing Social Studies – Days 3 and 4
EQ: What is History? How is History written? What are the tools a historian uses to write history? Can you write history?
- Philosophy
- Sourcing and Questions
- Documentation
- Point of View, Bias, and Experimentation "Oh My!"

F 3 Pre-Colonial Era – Part 1 - Day 5
EQ: In what ways did the colonization practices of the British, French, and Spanish colonists differ? Include Native American treatment by colonizers, religion, and "Motherland" history.
- Early Inhabitants of the Americas
- American Native Empires in Mesoamerica, the Southwest, and the Mississippi Valley
- American Native cultures of North America at the Time of European Contact
American Pageant, Chapter 1
American Republic, Chapter 1
Required Readings:
- 1-2- Christopher Columbus, Letter to Ferdinand and Isabella of Spain (1494) - A
- 1-7- Don Juan de Oñate, Plaus: A Settlement in New Mexico (1599) - B
- 1-9- The Columbian Exchange (1590) - C
Additional Resources:
- Visuals: Out of Many: Chapter 2
- Handout: Table on British, Spanish, and French During Early Colonization

Week 2
Students will begin to develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.

M 6 Pre-Colonial Era – Part 2 – Day 6
EQ: In what ways did the colonization practices of the British, French, and Spanish colonists differ? Include Native American treatment by colonizers, religion, and "Motherland" history.

- Early Inhabitants of the Americas
- American Native Empires in Mesoamerica, the Southwest, and the Mississippi Valley
- American Native cultures of North America at the Time of European Contact

American Pageant, Chapter 1
American Republic, Chapter 1

Required Readings:
- 1-2- Christopher Columbus, Letter to Ferdinand and Isabella of Spain (1494) - A
- 1-7- Don Juan de Oñate, Plasus: A Settlement in New Mexico (1599) - B
- 1-9- The Columbian Exchange (1590) - C

Additional Resources:
- Visuals: Out of Many: Chapter 2
- Handout: Table on British, Spanish, and French During Early Colonization

T/W 7/8 Colonial Era: Transatlantic Encounters and Colonial Beginnings
(1492-1690)– Days 7 and 8

EQ: In many ways, North Carolina was the least typical of the five plantation colonies. Describe the unique features of Colonial North Carolina and explain why this colony was so unlike its southern neighbors.

- Documentary: 10 Days that Unexpectedly Changed America– Massacre at Mystic
- First European contacts with American Indians
- Spain's empire in North America
- French colonization of Canada
- English settlement of New England, the Mid-Atlantic region, and the South

American Pageant, Chapter 2
American Republic, Chapter 2

Required Readings:
- 1-3- Alvar Nuñez Cabeza de Vaca, "Indians of the Rio Grande" (1528-1536) - A
- 1-4- Jacques Cartier, "First Contact with the Indians" (1534) - B
- 1-10- Thomas Harriot - The Algonquian Peoples... C
- 1-11- Jose de Acosta, A Spanish Priest Speculates on the Origins of the Indians (1590) - A
- 2-4- Reasons for the Plantation in New England (1629) - B

Additional Resources:
- Visuals: Out of Many: Chapter 3

R/F 9/10 Colonial Era: Transatlantic Encounters and Colonial Beginnings
(1492-1690) – Days 9 and 10

EQ: Identify the major factors shaping the individual character of the 3 main colonial regions (high, middle, low). To what extent did religion play a role in shaping the colonial ethos of each British colonial region?

- Motion Picture Clips: The Crucible
- The Enlightenment and the Great Awakening
- Religious diversity in the American colonies
- Resistance to colonial authority: Bacon's Rebellion, the Glorious Revolution, and the Pueblo Revolt

American Pageant, Chapters 3 & 4
American Republic, Chapter 2
Ideas that Shape a Nation, New England Puritans, p. 45-54
A People's History of the United States, Chapter 1 and 2
Required Readings:
- 2-5- John Winthrop, "A Model of Christian Charity" (1630) - C
- 2-7- The Trial of Anne Hutchinson (1638) - A
- 2-9- George Alsop, The Importance of Tobacco (1660) - B
- 2-13- Gottlieb Mittleberg - The Passage of Indentured Servants (1750) - C
- 3-2- Nathaniel Bacon's Challenge to William Berkeley and the Governor's Response (1676) - A
- Mayflower Compact – B, C, A

Additional Resources:
- Motion Picture: The Crucible

Saturday
S 11 Colonial Era: Colonial North America (1690-1754) – AP Days

EQ: Was migration to colonial America motivated primarily by economic, religious, or political factors?
- Population growth and immigration
- Transatlantic trade and the growth of seaports,
- The 18th Century backcountry
American Pageant, Chapter 5
American Republic, Chapter 2
Required Readings:
- 3-8- Manners and Etiquette in the Eighteenth Century – B, A
- 3-7- William Byrd II, Diary (1709) - C

Additional Resources:
- Visuals: Out of Many: Chapter 5
- “Ship’s List of Emigrants Bound for New England” and “Ship's List of Emigrants Bound for Virginia” handouts
- Handout: Comparison of New England, Middle, and Southern Colonies

S 11 Colonial Era: Colonial North America (1690-1754) – AP Days

EQ: To what extent did economic, geographic, and social factors encourage the development of slavery in the American colonies?
- Growth of plantation economies and slave societies
- From servitude to slavery in the Chesapeake region
American Pageant, Chapter 5
American Republic, Chapter 2
Required Readings:
- 3-12- Alexander Falconbridge, The African Slave Trade (1788) - B
- 3-13- Olaudah Equiano, The Middle Passage (1788) - C
- Peter Fontaine, "Defense of Slavery in Virginia" (1757) - A

Additional Resources:
- Important Points to Remember: American Republic, Chapter 2
- Visuals: Out of Many: Chapter 4

Week 3
Students will begin to develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.
M/T 13/14 American Revolution: The Beginnings – Days 11 and 12
EQ: What has the Revolution meant to later generations of Americans, including your own? Do we still think of the United States as a revolutionary nation? Why or why not?

- Film clips: *The Patriot*
- The French and Indian War
- The Imperial Crisis and resistance to Britain
- Colonial governments and imperial policy in British North America

*American Pageant*, Chapters 6 & 7
*American Republic*, Chapter 3
*Ideas that Shape a Nation*, John Locke, p.25-34
*Ideas that Shape a Nation*, Thomas Paine, 67-76
*A People’s History of the United States*, Chapters 3 and 4

Required Readings:

- 3-9- "The Storm Arising in the West" George Washington Delivers a Warning to the French (1753) - B
- 4-3- Benjamin Franklin, Testimony Against the Stamp Act (1766) - C
- 4-6- The Boston "Massacre" or Victims of Circumstance? (1770) - A
- 5-4- A Freelance Writer Urges His Readers to Use Common Sense (1776) - B

Additional Resources:

- Handout: Road to Revolution Chart
- Visuals: *Out of Many*: Chapter 6
  - Film clips: *The Patriot*

W/R 15/16 American Revolution: The War – Days 13 and 14
EQ: To what extent were colonists united in their opposition to the British during the American Revolution?

- The War for Independence
  - Film clips: *The Patriot*

*American Pageant*, Chapter 8
*American Republic*, Chapter 3

Required Readings:

- 5-3- The Crisis Comes to a Head: April 19, 1775 - C
- 5-7- Joseph Warren, "Account of the Battle of Lexington" - A
- 5-8- Thomas Jefferson, "Original Rough Draught" of the Declaration of Independence (1776) - B
- Patrick Henry, "Give Me Liberty or Give Me Death" Speech - C

Additional Resources:

- Visuals: *Out of Many*: Chapter 7
  - Film clips: *The Patriot*

F 17 EXAM –Day 15

Exam #1 – In-Class Multiple-Choice Exam + DBQ and FRQ -

- Focus: Pre-Colonial Era, Colonial Era, and the American Revolution
  - DBQ
  - FRQ

Week 4

Students will begin to develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed
are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.

M 20 Review 3-Week Exam and Responses – Day 16

T/W 21/22 New Republic: The Articles, States, and Shays' Rebellion – Days 17 and 18

EQ: To what extent did the American Revolution change the economic, political, and social life of the American people?

- Documentary: "10 Days that Unexpectedly Changed America - Shays' Rebellion: America's First Civil War"
- Motion Picture clips: "John Adams"
- State Constitutions and the Articles of Confederation
- Shays' Rebellion
  - American Pageant, Chapter 9
  - American Republic, Chapter 3 & 4
- A People's History of the United States, Chapters 4 and 5

Required Readings:
- 5-5- Abigail Adams and John Adams Letters; Abigail Adams Letter to Mercy Otis Warren (1776) - A
- 6-1- Constitution of Pennsylvania (1776) - B
- 6-4- Henry Knox, "Letter to George Washington" - C
- 6-7- Divergent Reactions to Shay's Rebellion - A

Additional Resources:
- Documentary: "10 Days that Unexpectedly Changed America - Shays' Rebellion: America's First Civil War"
- Motion Picture: "John Adams"

R/F 23/24 New Republic: The Constitution, the Federalists and the Anti-Federalists – Days 19 and 20

EQ: Was the United States in a crisis under the Articles of Confederation, or was the "crisis" exaggerated by the Federalists to justify their movement? Could the United States have survived if the Articles had stayed in effect?

- Motion Picture clips: "John Adams"
- The federal Constitution, Federalists and Anti-Federalists
  - American Pageant, Chapter 9
  - American Republic, Chapter 3 & 4
  - Ideas that Shape a Nation, The Federalist, The Anti-Federalists, pp. 77-86
  - A People's History of the United States, Chapters 4 and 5

Required Readings:
- 6-10- Benjamin Banneker, Letter to Thomas Jefferson (1791) - B
- 7-1- James Madison Defends the Constitution (1788) - C
- 7-5- Opposing Visions for the New Nation (1791) - A
- 7-6- An African American Calls for an End to Slavery (1791) – B
- George Mason, Objections to the Constitution - C

Additional Resources:
- Visuals: Out of Many: Chapter 8
- Handout: Federalist Party vs. Democrat-Republican Handout
- Handout: The Articles of Confederation vs. the Constitution Handout
Students will begin to develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.


EQ: Why did Hamilton move so rapidly to create large financial commitments by the federal government? Since we normally think of the “federal debt” as something bad, why did Hamilton think of it as something good and necessary for the national welfare?

- Motion Picture clips: John Adams
- Washington, Hamilton, the shaping of the national government and the National Bank
  *American Pageant*, Chapter 10
  *American Republic*, Chapter 3 and 4
- Ideas that Shape a Nation, The Federalist, The Anti-federalists, pp. 77-86
- *A People's History of the United States*, Chapter 5

Required Readings:
- 7-2- William Maclay, "For the Independent Gazetteer" (1790) – A, C
- 7-4- Questions Concerning the Constitutionality of the National Bank (1791) – B

Additional Resources:
- Motion Picture clips: John Adams

**W/R 29/30 New Republic: John Adams and Partisanship – Days 23 and 24**

EQ: Why were political parties viewed as so dangerous by the Founding Fathers? Why did parties come into being at all, and why did they come to be accepted as legitimate ways to express political disagreement?

- Emergence of political parties: Federalists and Republicans
  *American Pageant*, Chapter 10
  *American Republic*, Chapter 4

Required Readings:
- 7-8- George Washington, "Farewell Address" (1796) – A
- 7-9- The Alien and Sedition Acts (1798) – B
- 7-10- Questions on Constitutionality and the Roots of Nullification (1798) – C
- 7-12- Marbury vs. Madison (1803) – A

Additional Resources:
- Motion Picture clips: John Adams

**F 31 The Triumphs and Travails of the Jeffersonian Republic, 1800-1812 – Day 25**

EQ: Focus on Jefferson as a political philosopher, practical political leader, and enduring symbol of American democracy. Examine the elements of Jefferson’s political ideals, and compare them with his actual performance in office
• Significance of Jefferson's presidency
• Expansion into the trans-Appalachian West; American Indian Resistance

*American Pageant*, Chapter 11
*American Republic*, Chapter 4

Required Readings:
• 8-2- Thomas Jefferson, "First Inaugural Address" (1801) - A
• 8-3- Margaret Bayard Smith Meets Thomas Jefferson (1801) - B
• 8-4- Constitutionality of the Louisiana Purchase (1803) - C
• 8-7- Fisher Ames - The Republican No. II (1804) - B
• 8-8- Sacagawea Interprets for Lewis and Clark (1804) - C

Additional Resources:
• *Visuals: Out of Many*: Chapter 9

September
M  3   HOLIDAY – LABOR DAY – NO CLASS

Week 6

Students will begin to develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.*

T  4   The Triumphs and Travails of the Jeffersonian Republic, 1800-1812

Part 2 – Day 26

EQ: How does the period 1800-1812 look if viewed through American Indian eyes? Could the attempt of Tecumseh and Prophet to unite western Indians against American expansion have created a different dynamic in white-Indian relations?

* • Significance of Jefferson's presidency
• Expansion into the trans-Appalachian West; American Indian Resistance

*American Pageant*, Chapter 11
*American Republic*, Chapter 4

Required Readings:
• 8-2- Thomas Jefferson, "First Inaugural Address" (1801) - A
• 8-3- Margaret Bayard Smith Meets Thomas Jefferson (1801) - B
• 8-4- Constitutionality of the Louisiana Purchase (1803) - C
• 8-7- Fisher Ames - The Republican No. II (1804) - B
• 8-8- Sacagawea Interprets for Lewis and Clark (1804) - C

Additional Resources:
• *Visuals: Out of Many*: Chapter 9

W/R  5/6   The Second War for Independence and the Upsurge of Nationalism, 1812-1824 – Days 27 and 28

EQ: Is it valid to call the War of 1812 “America’s worst fought war”? Was the cause of the failure essentially military, or was it an inevitable result of the political disunity over the war’s purposes?

* • The War of 1812 and its consequences

*American Pageant*, Chapter 12
*American Republic*, Chapter 5

Required Readings:
8-9. An "Uncommon Genius" Advocates Indian Unity (1809) - A
8-10. Indian Hostilities (1812) - B
8-11. The British Attack Baltimore (1814) - C
8-12. Report and Resolutions of the Hartford Convention (1814) - A

Additional Resources:
- Handout: “Key Events and Causes of the War of 1812”
- Handout: The War of 1812 Outline

F 7 Exam – In-Class, Timed Document Based Question (DBQ) Exam – Day 29


DBQ Topic: Based on excerpts from readings we’ve analyzed in class thus far (which will be provided the day of the exam), to what extent was Thomas Jefferson’s presidency a “revolution” in regard to economic, constitutional, and social developments?

Week 7
Students will begin to develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.

M 10 Reviewing the (DBQ) Exam – Day 30
T/W 11/12 The Rise of a Mass Democracy, 1824-1840 Days 31 and 32

EQ: Explain Andrew Jackson’s philosophy of government and his impact on the presidency.

- Documentary: Trail of Tears
- Federal authority and its opponents: judicial federalism, the Bank War, tariff controversy, and states’ rights debates
- Jacksonian democracy and its successes and limitations
- Forced removal of American Indians to the trans-Mississippi West

American Pageant, Chapter 13
American Republic, Chapter 5
A People’s History of the United States, Chapter 7

Required Readings:
- 10-2. A "Corrupt Bargain" or Politics as Usual? (1824) – B
- 10-4. A Commoner Takes Office (1828) – C
- 10-5. Andrew Jackson, First Annual Message to Congress (1829) – A
- 10-6. Memorial of the Cherokee Nation (1830) – B
- 10-7. Andrew Jackson, "Veto of the Bank Bill (1832) – C
- 10-9. The Force Bill (1833) – A

Additional Resources:
- Handout: Andrew Jackson, Our Federal Union, It Must Be Preserved
- Visuals: Out of Many: Chapter 11
- Documentary: Trail of Tears

R/F 13/14 Forging the National Economy, 1790-1860, Days 33 and 34

EQ: Identify the major social and economic changes between 1790-1860

- Political and Social Changes After the War of 1812

American Pageant, Chapter 14
American Republic, Chapter 5

Required Readings:
• 9-1- "The Western Country" Extracts from Letters Published in Niles Weekly Register (1816) - B
• 9-2- The Cherokee Treaty of 1817 - C
• 9-3- The Case for the Erie Canal - A
• 9-4- John Marshall Affirms the Power of the Federal Government - B

Additional Resources:
• Handout: Growth of Sectionalism and Nationalism
• Handout: The Legacy of the Marshall Court Outline

Saturday

S 17 The Ferment of Reform and Culture, 1790-1860 – AP Days

EQ: Was the Monroe Doctrine a valuable assertion of the principles of liberty and self determination in the Americas against potential European and monarchical intrusion, or was it in effect an early manifestation of a patronizing and potentially imperialistic attitude by the United States toward Latin America?

• Economic Changes After the War of 1812
• Immigration and nativist reaction

American Pageant, Chapter 15
American Republic, Chapter 5

Required Readings:
• 9-5- Thomas Jefferson Reacts to the Missouri Question (1820) - A
• 9-6- The Monroe Doctrine and a Reaction (1823) - B
• 9-7- Henry Clay, "Defense of the American System" (1832) - C
• 9-8- Imminent Dangers to the Free Institutions of the United States through Foreign Immigration (1835) - A

Additional Resources:
N/A

S 17 The Ferment of Reform and Culture, 1790-1860

EQ: To what extent did the reform movements between 1790-1860 bring about social changes? Be sure to include the following in your discussion: public education, temperance, women's rights, utopian socialism, mental illness, and the abolition of slavery.

• Social Reforms
• Ideals of domesticity, transcendentalism and utopian communities

American Pageant, Chapter 15
American Republic, Chapter 5

Ideas that Shape a Nation, Elizabeth Cady Stanton, pp. 159-168

A People’s History of the United States, Chapters 6, 7, and 8

Required Readings:
• 9-9- The Harbinger - Female Workers of Lowell (1836) - A
• 11-1- Joshua and Sally Wilson Letters to George Wilson (1823) - B
• 11-10- Declaration of the Sentiments and Resolutions, Women's Rights Convention, Seneca Falls, New York (1848) - C

ADescription of Factory Life in 1846 - A
A Frontier Lady - B

Additional Resources:
• Handout: Reform Movements in 19th Century America
• Handout: Westward Expansion - Growth, Progress, Reform, Manifest Destiny, and Industrialization

Visuals: Out of Many: Chapter 12

Week 8

Students will begin to develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed
are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.

M/T 17/18  **The Ferment of Reform and Culture, 1790-1860 Days 35 and 36**
EQ: To what extent did the reform movements between 1790-1860 bring about social changes? Be sure to include the following in your discussion: public education, temperance, women's rights, utopian socialism, mental illness, and the abolition of slavery.

- Evangelical Protestant revivalism and the Second Great Awakening
- American Renaissance: literary and artistic expressions
  *American Pageant*, Chapter 15
  *American Republic*, Chapter 5

Required Readings:
- 9-11- Resolutions of the Boston Carpenter's Strike (1848) - C
- 10-1- John Smith and the Beginnings of Mormonism (1823) - A
- 11-8- Ralph Waldo Emerson, "Self-Reliance" (1841) - B
- 11-11- Horace Mann on Education and National Welfare - C
- Henry David Thoreau, "Civil Disobedience" - A, B, C

Additional Resources:
- Important Points to Remember: *American Republic*, Chapter 5
- Visuals: *Out of Many*: Chapter 13

W/R 19/20  **The South and the Slavery Controversy, 1793-1860– Days 37 and 38**
EQ: How effective were abolitionists in achieving their goals?

- Growth of plantation economies, slave societies, and free Black communities
- Planters, yeoman farmers, and slaves in the cotton South
  *American Pageant*, Chapter 16
  *American Republic*, Chapter 5

Required Readings:
- 8-1- "Memoirs of a Monticello Slave, as Dictated to Charles Campbell by Isaac" (1847) - A
- 9-12- The Trials of a Slave Girl - B
- Swing Low, Sweet Chariot - C

Additional Resources:
- Visuals: *Out of Many*: Chapter 10
- Handout: "The Peculiar Institution of American Slavery" Outline

F 21  **The South and the Slavery Controversy, 1793-1860– Day 39**
EQ: How did slavery affect whites—those who owned slaves and those who did not?

- Western migration and cultural interactions
- Territorial acquisitions
- Early U.S. imperialism: the Mexican War
- Pro-and antislavery arguments and conflicts
  *American Pageant*, Chapter 17
  *American Republic*, Chapter 5

Required Readings:
- 12-6- Chief Seattle, Oration (1854) - A
- 13-7- George Fitzhugh, "The Blessings of Slavery" (1857) - B
- 14-1- William Lloyd Garrison, *from The Liberator* (1831) - C
- 14-2- Harriet Beecher Stowe, *from Uncle Tom's Cabin* (1852) - A
- 14-4- A Dying Statesman Speaks Out Against the Compromise of 1850 - B
Saturday

**Manifest Destiny and Its Legacy, 1841-1848 – AP Days**

EQ: To what extent did western expansion "worsen" or "better" discussions and compromises concerning over slavery?
- Manifest Destiny
- Territorial Expansion
- Abolitionism and Sectionalism
- Sectionalism

*American Pageant*, Chapter 17

*American Republic*, Chapter 5

**Required Readings:**
- 9-10- James Cooper, *Notions of Americans* (1840) - A
- 12-2- The Aroostook War (1839) - B
- 12-4- John O'Sullivan, *The Great Nation of Futurity* (1845) - C
- 12-5- Thomas Corwin, *Against the Mexican War* (1847) - A
- 13-2- A Black Abolitionist Speaks Out (1829) - B
- 13-6- Benjamin Drew, *Narratives of Escaped Slaves* (1855) - C

**Additional Resources:**
- Handout: "Reforms and Reformers in Antebellum America" Chart

---

**Week 9**

Students will begin to develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.*

**M 24 Renewing the Sectional Struggle, 1848-1854– Day 40**

EQ: Why did the South move from proclaiming slavery as a "necessary evil" to a "necessary good"?
- Film clips: *Uncle Tom's Cabin*
- The Kansas-Nebraska Act and the emergence of the Republican Party
- Compromise of 1850 and popular sovereignty

*American Pageant*, Chapter 18

*American Republic*, Chapter 5

**Required Readings:**
- 14-3- National Convention of Colored People, Report on Abolition (1847) - C
- 14-5- Frederick Douglass, *Independence Day Speech* (1852) - A
- 14-8- *Dred Scott v. Sanford* (1857) - B
- 14-9- Abraham Lincoln, "A House Divided" - C

**Additional Resources:**
- Film clips: *Uncle Tom's Cabin*
American Pageant, Chapter 18
American Republic, Chapter 5

Required Readings:
- 14-3- National Convention of Colored People, Report on Abolition (1847) - C
- 14-5- Frederick Douglass, Independence Day Speech (1852) - A
- 14-8- Dred Scott v. Sanford (1857) - B
- 14-9- Abraham Lincoln, "A House Divided" - C

Additional Resources:
  - Film clips: Uncle Tom's Cabin

T/W  25/26  Threading – Days 41 and 42
R/F  29/30  1st Quarter Final Exam-Project
2nd Quarter

October
Week 1
Students will begin to develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.

M/T 15/16 Review – Threading – Days 45 and 46
EQ: Were sectional disagreements after 1848 more difficult to compromise due to economic differences, a fight for political control of the nation, or differences over the morality of slavery?
Additional Resources:
• Visuals: Out of Many: Chapter 15

W/R 17/18 Civil War: The War – Days 47 and 48
EQ: To what extent was slavery the main cause of the Civil War?
• Movie clips: Glory
• Two societies at war: mobilization, resources, and internal dissent
American Pageant, Chapter 19 - Drifting Toward Disunion
American Republic, Chapters 6 and 7
Ideas that Shape a Nation, Abraham Lincoln, pp. 201-212
A People’s History of the United States, Chapter 9
Required Readings:
• 15-1- Jefferson Davis, Address to the Provisional Congress of the Confederate States of America (1861) – A
• 15-6- Charles Harvey Brewster, Three Letters from the Civil War Front (1862) – B
• 15-7- Clara Barton, Medical Life at the Battlefield (1862) – C
• 15-9- Abraham Lincoln, Gettysburg Address (1863) – A
Additional Resources:
• Movie clips: Glory
• Handout: Secession and the Civil War
• Handout: Key Events and Battles of the Civil War

F 19 Civil War: Military Reactions – Day 49
EQ: To what extent was a northern victory in the Civil War inevitable?
• Military strategies and foreign diplomacy
American Pageant, Chapter 20 - Girding of War; the North and the South and Chapter 21 - The Furnace of Civil War
American Republic, Chapters 6 and 7
Required Readings:
• 15-5- A Confederate General Assesses First Bull Run (1861) – B, A
• 15-13- General William Tecumseh Sherman on War (1864) – C
Additional Resources:
• Visuals: Out of Many: Chapter 16
Week 2
Students will interpret and analyze primary sources listed in “Required Readings,” analyze visual representations of the Civil War and Reconstruction Eras, analyze historians’ interpretation of the importance of the Battle of Antietam through documentary film, and examine the role of African Americans during the Civil War. Students will also develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.

M 22 Civil War: Military Reactions – Day 50
EQ: To what extent was a northern victory in the Civil War inevitable?
- Military strategies and foreign diplomacy
  *American Pageant*, Chapter 20 - Girding of War; the North and the South and
  Chapter 21 - The Furnace of Civil War
  *American Republic*, Chapters 6 and 7
Required Readings:
- 15-5- A Confederate General Assesses First Bull Run (1861) – B, A
- 15-13- General William Tecumseh Sherman on War (1864) – C
Additional Resources:
- Visuals: *Out of Many*: Chapter 16

T/W 23/24 Civil War: African Americans – Days 51 and 52
EQ: To what extent was a northern victory in the Civil War inevitable?
- Documentary Clips: Ken Burns’ *The Civil War*
- Emancipation and the role of African Americans in the war
  *American Pageant*, Chapter 20 - Girding of War; the North and the South
  and Chapter 21 - The Furnace of Civil War
  *American Republic*, Chapters 6 and 7
Required Readings:
- 15-8- James Henry Gooding, Letter to President Lincoln (1863) – B, A
- 15-12- Susie King Taylor - Reminiscences of an Army Laundress (1902) - C
Additional Resources:
- Important Points to Remember: *American Republic*, Chapters 6 & 7
- Documentary Clips: Ken Burns’ *The Civil War*

R/F 25/26 Civil War: The Effects of the War – Days 53 and 54
EQ: Why do we commemorate wars? How is it important to a country and to its veterans?
- Documentary Clips: Ken Burns’ *The Civil War*
- Documentary: *10 Days that Unexpectedly Changed America – The Battle of Antietam*
- Social, political, and economic effects of war in the North, South, and West
  *American Pageant*, Chapter 20 - Girding of War; the North and the South
  and Chapter 21 - The Furnace of Civil War
  *American Republic*, Chapters 6 and 7
Required Readings:
- 15-3- Mary Boykin Chestnut, A Confederate Lady's Diary (1861) - B
- 15-4- Why They Fought (1861)- C
October/November
Week 3
Students will develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.

M/T 29/30  The Ordeal of Reconstruction, 1865-1877 – Days 55 and 56

EQ: Where did the phrase "reconstruction" come from? What were the purposes of the Fourteenth and Fifteenth Amendments?

- Presidential and Radical Reconstruction
- Southern state governments: aspirations, achievements, and failures

American Pageant, Chapter 22 - The Ordeal of Reconstruction
American Republic, Chapters 6 and 7

Required Readings:

- 16-2- Carl Schurz, Report on the Condition of the South (1865) - C
- 16-4- Mississippi Black Code - A
- 16-5- James C. Beecher, Report on Land Reform in the South Carolina Islands (1865, 1866) - B
- 16-9- The Nation, "The State of the South" (1872) - C

Additional Resources:
- Handout: Reconstruction Outline
- Visuals: Out of Many, Chapter 17

W/R 31/1  The Ordeal of Reconstruction, 1865-1877 – Days 57 and 58

EQ: Some historians have suggested that had Lincoln not been assassinated, Radical Republicans in the House might have impeached him instead of Andrew Johnson. Defend this argument

- Role of African Americans in politics, education, and the economy
- Impact of Reconstruction

American Pageant, Chapter 22 - The Ordeal of Reconstruction
American Republic, Chapters 6 and 7

Required Readings:

- 16-1- "Address from the Colored Citizens of Norfolk, Virginia, to the People of the United States" (1865) - A
- 16-3- Clinton B. Fisk, Plain Counsels for Freedmen (1865) - B
- 16-8- Albion W. Tourgee, Letter on Ku Klux Klan Activities (1870) - C
- 16-10- Susan B. Anthony and the "New Departure" for Women (1873) - A

Additional Resources:
Political Paralysis in the Gilded Age, 1869-1896

EQ: Why did the politics in the Gilded Age seemingly sink to such a low level? Did the Gilded Age party system have any strengths to compensate for its weaknesses?

- National politics and the influence of corporate power
- Compromise of 1877
  - *American Pageant*, Chapter 23 - Political Paralysis in the Gilded Age
  - *American Republic*, Chapter 11
  - *Ideas that Shape a Nation*, Adam Smith, pp. 213-222
  - *A People’s History of the United States*, Chapter 10

**Required Readings:**
- 18-2- Progress and Poverty (1879) - B
- 18-3- The Gilded Age (1880) - C
- 18-7- The Assassination of President Garfield (1889) - A

**Additional Resources:**
- Handout: Gilded Age Politics
- Visuals: *Out of Many*: Chapter 18

Political Paralysis in the Gilded Age, 1869-1896 – AP Days

EQ: Identify the policies of the U.S. government concerning Native Americans. Which, in your opinion, had the most profound effect on Native American culture and living space?

- Movie Clips: *Geronimo: An American Legend*
- The politics of segregation: Jim Crow and disenfranchisement
- Government policy toward American Indians
- Gender, race, and ethnicity in the far West
  - *American Pageant*, Chapter 23 - Political Paralysis in the Gilded Age
  - *American Republic*, Chapter 11
  - *Ideas that Shape a Nation*, Karl Marx, William Graham Sumner, pp. 223-242
  - *A People’s History of the United States*, Chapters 11 and 12

**Required Readings:**
- 17-6- Congressional Report on Indian Affairs (1887) - B
- 17-7- Tragedy at Wounded Knee (1890) - C
- 17-10- From *Plessy v. Ferguson* (1896) - A

**Additional Resources:**
- Movie Clips: *Geronimo: An American Legend*
- Handout: *The Frontier West Outline*
- Handout: Federal Government Land Policy

**Week 4**

Students will develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.*
Gilded Age: Politics and Government – Day 60

EQ: What were the short-term and long-term results of the “Jim Crow” system in the South? Why was the sharecropping system so hard to overcome?

- Movie Clips: DUMBO
- The politics of segregation: Jim Crow and disenfranchisement
- Government policy toward American Indians
- Gender, race, and ethnicity in the far West

American Pageant, Chapter 23 - Political Paralysis in the Gilded Age
American Republic, Chapter 11
Ideas that Shape a Nation, Karl Marx, William Graham Sumner, pp. 223-242
A People’s History of the United States, Chapters 11 and 12

Required Readings:
- 17-11- W.E.B. Dubois, from "Of Booker T. Washington and Others" (1903) - B
- 18-9- Booker T. Washington, Atlanta Exposition Address (1895) - C
- 18-8- Ida B. Wells-Barnett, from A Red Record (1895) - A

Additional Resources:
- Important Points to Remember: American Republic, Chapters 8-11
- Movie Clips: DUMBO
- Handout: The Frontier West Outline
- Handout: Federal Government Land Policy

Industry Comes of Age, 1865-1900 – Days 61 and 62

EQ: Was the growth of industry in the late 1800s primarily detrimental or beneficial to American society?

- Expansion of manufacturing and industrialization
- Corporate consolidation of industry

American Pageant, Chapter 24 - Industry Comes of Age
American Republic, Chapter 9

Required Readings:
- 18-13- Scientific Management (1919) – B, C, A

Additional Resources:
- Important Points to Remember: American Republic, Chapters 8-11
- Handout: American Industrialization
- Visuals: Out of Many: Chapter 19

America Moves to the City: 1865-1900 – Days 63 and 64

EQ: To what extent did the labor unions of the late 1800s and early 1900s improve the lives of average workers?

- Effects of technological development on the worker and workplace
- Labor and unions
- Proponents and opponents of the new order: Social Darwinism and Social Gospel

American Pageant, Chapter 25 - America Moves to the City
American Republic, Chapter 10

Required Readings:
- 18-4- Richard K. Fox, from Coney Island Frolics (1883) – B, A
Saturday

S 10 America Moves to the City: 1865-1900 – AP Days

EQ: Compare the “heroic” story of immigration, as illustrated in the Statue of Liberty, with the historical reality.

- Urbanization and the lure of the city
- City problems and machine politics
- Intellectual and cultural movements and popular entertainment

American Pageant, Chapter 25 - America Moves to the City
American Republic, Chapter 10

Required Readings:
- 18-10- United States Sanitary Commission, Sketch of Its Purposes (1864) - B
- 18-11- Lincoln Steffens, from The Shame of the Cities (1904) - C
- 19-11- John Spargo, From The Bitter Cry of Children (1906) - A
- 19-12- Mary Antin, The Promised Land - B

Additional Resources:

S 10 Great West and the Agricultural Revolution, 1865-1896 – AP Days

EQ: Why was the “passing of the frontier” in 1890 a disturbing development for many Americans? Was the frontier more important as a particular place or an idea?

- Environmental impacts of western settlement
- Competitors for the West: miners, ranchers, homesteaders, and American Indians

American Pageant, Chapter 26 - The Great West and the Agricultural Revolution
American Republic, Chapter 8

Required Readings:
- 17-1- Edward Gould Buffum, Six Months in the Gold Mines (1850) - A
- 17-2- Lydia Allen Rudd, Diary of Westward Travel (1852) - B
- 17-4- Joseph G. McCoy, Historic Sketches of the Cattle Trade of the West and Southwest (1874) - C
- 17-9- The Omaha Platform of the Populist Party(1892) - A

Additional Resources:

N/A

Week 5

Students will develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.
M 12 HOLIDAY - Veteran’s Day - No School

T/W 13/14 The Great West and the Agricultural Revolution, 1865-1896 - Days 65 and 66

EQ: To what extend did the farmer protest movements of the late 1800s improve the lives of average American farmers?

- Reconfiguration of southern agriculture: sharecropping and crop-lien system
- Expansion and development of western railroads

American Pageant, Chapter 26 - The Great West and the Agricultural Revolution
American Republic, Chapter 8

Required Readings:
- 16-11-James T. Rapier, Testimony Before U.S. Senate Regarding the Agricultural LaborForce in the South (1880) - B
- 16-12- A Sharecrop Contract - C
- 17-3- Horace Greeley, An Overland Journey (1860) - A
- 19-1- Memorial of the Chinese Six Companies to U.S. Grant, President of the UnitedStates (1876) - B

Additional Resources:
N/A

R/F 15/16 Events and Documents – The West – Days 67 and 68

Exam#2-In-Class, Timed Document-Based Question (DBQ)

Focus of Topics: Native Americans

Document-Based Question: Why has the Plains Indians’ resistance to white encroachment played such a large part in the popular American view of the West? How is that mythical past related to the Indians’ actual history?

M-F 19-23 HOLIDAY -Thanksgiving Break

Saturday

S 24 No School

Week 6

Students will develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.

M/T 26/27 Empire and Expansion, 1890-1909 – Days 69 and 70

EQ: How was American expansionism overseas similar to previous continental expansion westward, and how was it different?

- American imperialism: territorial and economic expansion

American Pageant, Chapter 27 - Empire and Expansion
American Republic, Chapter 12

Required Readings:
W/R 28/29 Empire and Expansion, 1890-1909 – Days 71 and 72

EQ: What were the cause and consequence of the Spanish American War? Did the results of the war (particularly the acquisition of the Philippines) flow from the nature of the war, or were they unexpected?

- Documentary Clips: Crucible of Empire: The Spanish-American War
- American imperialism: political and economic expansion
  
  American Pageant, Chapter 27 - Empire and Expansion
  American Republic, Chapter 12

Required Readings:
- 20-4- The Spanish-American War (1898) - C
- 20-5- William McKinley, "Decision on the Philippines" (1900) - A
- 20-6- The Boxer Rebellion (1900) - B
- 20-7- Theodore Roosevelt - Third Annual Message to Congress (1903) - C
- 20-8- Mark Twain, "Incident in the Philippines" (1924) - A

Additional Resources:
- Documentary: Crucible of Empire: The Spanish-American War
- Handout: Key Events and Battles - Spanish American War

F 30 Progressivism and the Republican Roosevelt, 1901-1912 – Day 73

EQ: How did the Roosevelt Corollary distort the Monroe Doctrine? What were the consequences of the Roosevelt Corollary for American Relations with Latin America?

- Agrarian discontent and political issues of the late Nineteenth century
- Migration and immigration: the changing face of the nation
  
  American Pageant, Chapter 28 - Progressivism and the Republican Roosevelt
  American Republic, Chapter 13

Required Readings:
- 19-3- Anglo-Saxon Culture Under Siege (1885) - B
- 19-4- How the Other Half Lives (1890)- C
- 19-5- The People's Party Platform (1892)- A
- 19-8- Lee Chew - Life of a Chinese Immigrant (1903) - B
- 21-5- James H. Patten, Chairman of the National Legislative Committee of the American Purity Federation, Testimony Before Congress (1909)- C

Additional Resources:
- Important Points to Remember: American Republic, Chapters 12 and 13
- Handout: The Progressive Era Outline
DECEMBER
Week 7
Students will develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.

M 3
Progressivism and the Republican Roosevelt, 1901-1912 – Day 74
EQ: Was the United States essentially acting as a “white, Western Imperialist” power, or did American democratic ideals substantially restrain the imperialist impulse?

• Agrarian discontent and political issues of the late Nineteenth century
• Migration and immigration: the changing face of the nation
AmericanPageant, Chapter 28 - Progressivism and the Republican Roosevelt
American Republic, Chapter 13
Required Readings:
• 19-3- Anglo-Saxon Culture Under Siege (1885) - B
• 19-4- How the Other Half Lives (1890) - C
• 19-5- The People's Party Platform (1892) - A
• 19-8- Lee Chew - Life of a Chinese Immigrant (1903) - B
• 21-5- James H. Patten, Chairman of the National Legislative Committee of the American Purity Federation, TestimonyBefore Congress (1909) - C

Additional Resources:
• Handout: The Progressive Era Outline
• Documentary: 10 Days that Unexpectedly Changed America-Murder at the Fair: The Assassination of President McKinley

T/W 4/5
Wilsonian Progressivism at Home and Abroad, 1912-1916 – Days 75 and 76
EQ: To what extent did the Progressive reforms of 1901-1917 effectively address problems created by the growth of American industry?

• Origins of Progressive Reform: Municipal, State, and National
AmericanPageant, Chapter 28 - Progressivism and the Republican Roosevelt
American Republic, Chapter 13
Ideas that Shape a Nation, Eugene Debs, Woodrow Wilson, pp. 263-274, pp. 297-306
A People’s History of the United States, Chapters 12 and 13
Required Readings:
• 19-10- William T. Riordon, from Plunkitt of Tammany Hall (1905) - A
• 21-1- Frederick Winslow Taylor, "A Piece-Rate System" (1896) - B
• 21-2- William Graham Sumner, What the Social Classes Owe to Each Other (1883) - C
• 21-3- Eugene V. Debs, "The Outlook for Socialism in the United States" (1900) - A
• 21-8- Walker Percy, "Birmingham under the Commission Plan" (1911) - B
Additional Resources:
• Visuals: Out of Many: Chapter 21
R/F 6/7 Progressive Era: Roosevelt, Taft, Wilson and National Politics – Days 77 and 78

EQ: Compare and Contrast Wilson’s and Roosevelt’s policies in Latin America. Consider how each policy might have looked from a Latin American perspective.

• Roosevelt, Taft, and Wilson as Progressive presidents

American Pageant, Chapter 29 - Wilsonian Progressivism at Home and Abroad
American Republic, Chapter 13

Required Readings:
• 21-7- Theodore Roosevelt - from the New Nationalism (1910) - C
• 21-11- Woodrow Wilson, from the New Freedom (1913) - A
• 21-12- Herbert Croly, Progressive Democracy (1914) - B

Additional Resources:
• Handout: The Progressive Era Presidents
• Handout: The Progressive Presidents – Roosevelt, Taft and Wilson – A Comparison Chart

Week 8
Students will develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.

M/T 10/11 Wilsonian Progressivism at Home and Abroad, 1912-1916 – Days 79 and 80

EQ: Consider women’s issues in relation to Roosevelt’s and Wilson’s progressivism, especially prominent figures like Jane Addams and Lillian Wald.

• Women’s roles: family, workplace, education, politics, and reform
• Black America: urban migration and civil rights initiatives

American Pageant, Chapter 29 - Wilsonian Progressivism at Home and Abroad
American Republic, Chapter 13

Required Readings:
• 21-4- Platform Adopted by the National Negro Committee (1909) - C
• 21-6- Jane Addams, Twenty Years at Hull House (1910) - A
• 21-9- Helen M. Todd, "Getting Out the Vote" (1911) - B

Additional Resources:
• N/A

W/R 12/13 The War to End War, 1917-1918 – Days 81 and 82

EQ: Examine the events in Europe before and after the outbreak of WWI, and discuss how both Germany and the Allies tried to influence the United States.

• War in Europe and American neutrality

Required Readings:
• 22-1- The Great War (1920) – C, B, A

Additional Resources:
• Study Guide

F 14 Threading – Day 83

Week 9
Students will review information necessary in order to complete their final project wherein students will link information learned thus far based. The class to this point will plateau with a culmination paper over a topic question of their choice.

M/T/W 18/19

Events and Documents – Progressive Era – Days 84, 85 and 86
Final Exam - Threading Historical Concepts
• CULMINATION PAPER

December 20th – January 4th - HOLIDAY - Winter Break
3rd Quarter

January
Week 1
Students will develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.

M  7  Threading – Review – Day 87
• Politics, Economics, and Society

T/W  8/9  The War to End War, 1917-1918– Days 88 and 89
EQ: Examine the events in Europe before and after the outbreak of WWI, and discuss how both Germany and the Allies tried to influence the United States.
• The First World War at Home
  AmericanPageant, Chapter 30 - The War to End Wars
  American Republic, Chapter 14
  A People'sHistory of the United States, Chapter 14
Required Readings:
• 22-2- Boy Scouts of America from, "Boy Scouts Support the War Effort"(1917) - B
• 22-3- Letters from the Great Migration (1917) - A
• 22-6- Newton D. Baker, "The Treatment of German-Americans" (1918) - C
• Zimmerman Telegram – A,B, C
Additional Resources:
• Visuals:Out of Many: Chapter 22
• Handout:U.S. Involvement in World War I Chart

R/F  10/11
World War I- The War Abroad – Part 1
EQ: Examine the events in Europe before and after the outbreak of WWI, and discuss how both Germany and the Allies tried to influence the United States.
• The First World War Abroad
  AmericanPageant, Chapter 30 - The War to End Wars
  American Republic, Chapter 14
  A People'sHistory of the United States, Chapter 14
Required Readings:
• 22-4- American Troops in the Trenches (1918) - A
• 22-5- Eugene Kennedy, A "Doughboy" Describes the Fighting Front (1918) - B
• 22-7- An Official Report - C
Additional Resources:
• Visuals:Out of Many: Chapter 22
• Handout:U.S. Involvement in World War I Chart

Saturday
S  12  World War I- The War Abroad – Part 2 – AP Days
EQ: Examine the events in Europe before and after the outbreak of WWI, and discuss how both Germany and the Allies tried to influence the United States.
• The First World War Abroad
**Week 2**

Students will develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.*

**M/T 14/15**

**American Life in the "Roaring Twenties," 1919-1929 Days 92 and 93**

EQ: Was the new “mass culture” as reflected in Hollywood films and radio source of moral and social change, or did it reinforce the essentially conservative business and social values of the time?

- Motion Picture Clips: *The Untouchables*
- The culture of Modernism: science, the arts, and entertainment
- The culture of Modernism: Religious fundamentalism, nativism, and Prohibition

**American Pageant,** Chapter 31 - American Life in the Roaring 20's
**American Republic,** Chapters 14 and 16
**A People's History of the United States,** Chapter 15

Required Readings:
- 23-2- The Sahara of the Bozart (1920) - A
- 23-3- National Origins Quota Act, 1924 - B
- 23-6- Bartolomeo Vanzetti, Court Statement (1927) - C

Additional Resources:
- Visuals: *Out of Many* Chapter 23
- *The Roaring 20's Outline*
- Motion Picture Clips: *The Untouchables*

**W/R 16/17**

**American Life in the "Roaring Twenties," 1919-1929 Days 94 and 95**

EQ: To what extent did the urban-rural conflict over social values, both real and imagined, bring about changes in American politics and society in the 1920s?

- Society and economy in the postwar years
- The ongoing struggle for equality: African Americans and women
**Required Readings:**

- 23-1- F.J. Grimke, "Address of Welcome to the Men Who Have Returned from the Battlefront" (1919) – A, C
- 24-5- The Victims of the Ku Klux Klan (1935) - B

**Additional Resources:**

- Handout: Cultural Tensions of the 1920s
- Handout: “10 Days that Unexpectedly Changed America – Scopes: The Battle Over America’s Soul”

**Review Questions**

**F 18 Roaring 20's – Boom and Bust – Politics and Economy – Day 96**

**EQ:** To what extent were the laissez-faire policies of the U.S. government in the 1920s responsible for the Great Depression of the 1930s?

- The Business of America and the consumer economy
- Republican politics: Harding, Coolidge, and Hoover
- The Hoover administration's response

**Required Readings (MISB#2, Blog#2):**

- 23-4-Advertisements (1925, 1927) – A, C
- 24-1- Herbert Hoover, Speech at New York City (1932) - B

**Additional Resources:**

**N/A**

**Week 3**

Students will develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.*

**M 21 HOLIDAY – Martin Luther King, Jr. Day – No Class**

**T 22 Roaring 20's – Boom and Bust – Politics and Economy – Day 97**

**EQ:** To what extent were the laissez-faire policies of the U.S. government in the 1920s responsible for the Great Depression of the 1930s?

- The Business of America and the consumer economy
- Republican politics: Harding, Coolidge, and Hoover
- The Hoover administration's response

**Required Readings:**

- American Pageant, Chapter 32 - The Politics of Boom and Bust

**Required Readings:**

- 23-4-Advertisements (1925, 1927) – A, C
- 24-1- Herbert Hoover, Speech at New York City (1932) - B

**Additional Resources:**

**N/A**

**W/R 23/24 Great Depression - The Causes – Days 98 and 99**

**EQ:** To what extent were the laissez-faire policies of the U.S. government in the 1920s responsible for the Great Depression of the 1930s?

- Causes of the Great Depression

**Required Readings:**

- American Pageant, Chapter 33 - The Great Depression and the New Deal
- American Republic, Chapters 17 and 18
Ideas that Shape a Nation, Franklin Roosevelt, John Maynard Keynes, 297-308
A People's History of the United States, Chapter 15

Required Readings:
• 24-3- Franklin Delano Roosevelt, Speech at San Francisco (1932) – A, B, C

Additional Resources:
• Visuals: Out of Many: Chapter 24
• Handout: The Great Depression Outline

F 25 Exam #1 - Multiple Choice Cumulative Exam – Day 100
• Focus: World War I and The Roaring 20's

Saturday

S 26 Review of Exam #1 – World War I and the Roaring 20s

The Great Depression and the New Deal, 1933-1939 – AP Days
EQ: To what extent were the federally-sponsored social welfare programs introduced in the 1930s an inevitable outcome of the industrial revolution of the 1920s?

• Franklin D. Roosevelt and the New Deal
American Pageant, Chapter 34 - Franklin D. Roosevelt and the Shadow of War
American Republic, Chapters 17 and 18
Ideas that Shape a Nation, Franklin Roosevelt, John Maynard Keynes, 297-308
A People's History of the United States, Chapter 15

Required Readings:
• 24-2- FDR's First Inauguration Speech (1932) - A

Additional Resources:
• Handout: New Deal Programs
• Handout: Adam Smith and His Invisible Hand of Capitalism
• Handout: Karl Marx – It is Exploitation!
• Handout: John Maynard Keynes – The Government Should Help Out the Economy

S 26 The Great Depression and the New Deal, 1933-1939 AP Days
EQ: To what extent were the federally-sponsored social welfare programs introduced in the 1930s an inevitable outcome of the industrial revolution of the 1920s?

• The New Deal Coalition and its critics from the Right and the Left
American Pageant, Chapter 34 - Franklin D. Roosevelt and the Shadow of War
American Republic, Chapters 17 and 18
Ideas that Shape a Nation, Franklin Roosevelt, John Maynard Keynes, 297-308
A People's History of the United States, Chapter 15

Required Readings:
• 24-4- Share the Wealth - B
• 24-6- Father Charles E. Coughlin, "A Third Party" (1936) - C

Additional Resources:
• Handout: New Deal Programs
• Handout: Adam Smith and His Invisible Hand of Capitalism
• Handout: Karl Marx – It is Exploitation!
• Handout: John Maynard Keynes – The Government Should Help Out the Economy

Week 4
Students will develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed
are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.

M/T 28/29

The Great Depression and the New Deal, 1933-1939 – Days 101 and 102

EQ: To what extent were the federally-sponsored social welfare programs introduced in the 1930s an inevitable outcome of the industrial revolution of the 1920s?

- Motion Picture Clips: CinderellaMan
- Surviving hard times: American society during the Great Depression
- Labor and Union Recognition

American Pageant, Chapter 34 - Franklin D. Roosevelt and the Shadow of War
American Republic, Chapters 17 and 18
Ideas that Shape a Nation, Franklin Roosevelt, John Maynard Keynes, 297-308
A People's History of the United States, Chapter 15

Required Readings:
- 24-7. Mrs. Henry Weddington, Letter to President Roosevelt (1938) – A, B, C

Additional Resources:
- Motion Picture: CinderellaMan

W/R 30/31 Franklin D. Roosevelt and the Shadow of War, 1933-1941 Days 103 and 104

EQ: To what extent was an Allied victory over Axis powers an inevitable outcome of World War II?

- The rise of fascism and militarism in Japan, Italy, and Germany
- Prelude to war: policy of neutrality

American Pageant, Chapter 34 - Franklin D. Roosevelt and the Shadow of War
American Republic, Chapters 17 and 18
Ideas that Shape a Nation, Franklin Roosevelt, John Maynard Keynes, 297-308
A People's History of the United States, Chapter 15

Required Readings:
- 25-1. Albert Einstein, Letter to President Roosevelt (1939) – A, C
- 25-2. Charles Lindbergh, Radio Address (1941) – B

Additional Resources:
- Handout: American Foreign Policy Between the World Wars

February F 1 America in World War II, 1941-1945 Day 105

EQ: To what extent was an Allied victory over Axis powers an inevitable outcome of World War II?

- The attack on Pearl harbor and U.S. declaration of war
- Fighting a multifront war

American Pageant, Chapter 35 - America in World War II
American Republic, Chapters 19 and 20
Ideas that Shape a Nation, John Maynard Keynes, pp. 307-316
A People's History of the United States, Chapter 16

Required Readings (MISB#4, Blog#4):
- 25-3. Franklin D. Roosevelt, The Four Freedoms (1941) – A, C
- 25-4. Franklin Delano Roosevelt, Annual Message to Congress (1941) - B

Additional Resources:
- Visuals: Out of Many: Chapter 25
- Handout: U.S. Involvement in World War II
Week 5
Students will develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.

M 4 America in World War II, 1941-1945 – Day 106
EQ: To what extent was an Allied victory over Axis powers an inevitable outcome of World War II?
- The attack on Pearl Harbor and U.S. declaration of war
- Fighting a multifront war
American Pageant, Chapter 35 - America in World War II
American Republic, Chapters 19 and 20
Ideas that Shape a Nation, John Maynard Keynes, pp. 307-316
A People's History of the United States, Chapter 16
Required Readings:
- 25-3- Franklin D. Roosevelt, The Four Freedoms (1941) – A, C
- 25-4- Franklin Delano Roosevelt, Annual Message to Congress (1941) - B
Additional Resources:
- Visuals: Out of Many: Chapter 25
- Handout: U.S. Involvement in World War II

T/W 5/6 America in World War II, 1941-1945 Days 107 and 108
EQ: To what extent did World War II change American society for women, African Americans, Latinos, American Asians, and others?
- Wartime mobilization of the economy
- Urban migration and demographic changes
- Women, work, and family during the war
American Pageant, Chapter 35 - America in World War II
American Republic, Chapters 19 and 20
Ideas that Shape a Nation, John Maynard Keynes, pp. 307-316
A People's History of the United States, Chapter 16
Required Readings:
- 25-5- A. Philip Randolph, "Why Should We March?" (1942) – A, B, C
Additional Resources:
- Handout: The Homefront During World War II
- Motion Picture: Flags of Our Fathers

R/F 6/7 World War II, 1941-1945 – Civil Liberties and Civil Rights – Days 109 and 110
EQ: To what extent did World War II change American society for women, African Americans, Latinos, American Asians, and others?
- Civil liberties and civil rights during wartime
- Expansion of government power
American Pageant, Chapter 35 - America in World War II
American Republic, Chapters 19 and 20
Ideas that Shape a Nation, John Maynard Keynes, pp. 307-316
A People's History of the United States, Chapter 16
Required Readings:
- 25-6- Japanese Relocation Order February 19, 1942 – A, C
Week 6
Students will develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity."

M/T 11/12 World War II – Effect on the Economy – Days 111 and 112

EQ: To what extent did World War II change American society for women, African Americans, Latinos, American Asians, and others?

- War and regional development
  - American Pageant, Chapter 35 - America in World War II
  - American Republic, Chapters 19 and 20
  - Ideas that Shape a Nation, Ronald Reagan, pp. 317-327
  - A People’s History of the United States, Chapter 16

Required Readings:
- 26-2- Kenneth MacFarland, "The Unfinished Work" (1946) – A, B, C

W/R 13/14

WorldWar II – Diplomacy – Days 113 and 114

EQ: To what extent did World War II change the position of the United States in world affairs?

- Diplomacy, war aims, and wartime conferences
- The U.S. as a global power in the Atomic Age
  - American Pageant, Chapter 36 - The Cold War Begins
  - American Republic, Chapters 19 and 20

Required Readings:
- 26-1- George F. Kenna, "Long Telegram" (1946) – A, B, C

Additional Resources:
- CourseNotes.org, Chapter Outline - Chapter 36
- Handout: American Pageant – Chapter 36 – Chapter Introduction
- Handout: World War II Conferences and Treaties
- Handout: Arguments for Dropping the Bomb
- MotionPicture: Letters from Iwo Jima
- Documentary: 10 Days that Unexpectedly Changed America – Einstein’s Letter

F 15

ColdWar – Containment – Part 1 – Day 115

EQ: To what extent did the policies of the U.S. government in the 1945-1961 period successfully address the communist threat, both foreign and domestic?

- Origins of the Cold War
- Truman and Containment
  - American Pageant, Chapter 36 - The Cold War Begins
  - American Republic, Chapters 21 and 22
  - Ideas that Shape a Nation, Ronald Reagan, pp. 317-327
  - A People’s History of the United States, Chapter 17

Required Readings (MISB#6,Blog#6):
- 26-3- George Marshall, The Marshall Plan (1947) - A
Day 16  Cold War – Containment – Part 2 – AP Days
EQ: To what extent did the policies of the U.S. government in the 1945-1961 period successfully address the communist threat, both foreign and domestic?
- Origins of the Cold War
- Truman and Containment
American Pageant, Chapter 36 - The Cold War Begins
American Republic, Chapters 21 and 22
Ideas that Shape a Nation, Ronald Reagan, pp. 317-327
A People's History of the United States, Chapter 17

Required Readings:
- 26-3- George Marshall, The Marshall Plan (1947) - A
- 26-4- Containment - B
- 26-5- Harry S. Truman, The Truman Doctrine - C

Additional Resources:
- Visuals: Out of Many: Chapter 26
- Handout: The Origins of the Cold War Outline

Day 16  Cold War - The Red Scare at Home – AP Days
EQ: Was McCarthyism primarily a product of demagoguery or a real domestic communist threat?
- Impact of the Cold War on American society
- The Red Scare and McCarthyism
American Pageant, Chapter 36 - The Cold War Begins
American Republic, Chapters 21 and 22

Required Readings:
- 26-6- Ronald Reagan, "Testimony Before the House Un-American Activities Committee (1947) - A
- 26-7- Joseph R. McCarthy, from Speech Delivered to the Women's Club of Wheeling, West Virginia (1950) - B
- 26-9- Senator Joseph McCarthy's telegram to President Truman following the Wheeling, (W. Va.) Speech, February 11, 1950 - C

Additional Resources:
- Handout: The Second Red Scare Chart

Week 7
Students will develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.

M/T  18/19  Cold War - Diplomacy in Asia
EQ: To what extent did the policies of the U.S. government in the 1945-1961 period successfully address the communist threat, both foreign and domestic?
- Diplomatic strategies and policies of the Eisenhower and Kennedy administrations
- Cold War in Asia: China, Korea, Vietnam, and Japan
**AmericanPageant**, Chapter 37 - The Eisenhower Era

**American Republic**, Chapters 21, 22, and 25

**A People's History of the United States**, Chapter 18

**Required Readings:**

- 26-8- National Security Council Memorandum Number 68 (1950) - A
- 28-1- Dwight D. Eisenhower, Decision Not to Intervene at Dien Bien Phu (1954) - B
- 28-7- The Tonkin Gulf Incident (1964) - C

**Additional Resources:**

- Handout: Key Events of the Korean War

**W/R 20/21**

**F 22**  
**Cold War – Diplomacy in Latin America - Day 120**

EQ: To what extent did the policies of the U.S. government in the 1945-1961 period successfully address the communist threat, both foreign and domestic?

- Cold War confrontations in the 1960's - Asia, Latin America and Europe
- The Antiwar movement and the counterculture

**AmericanPageant**, Chapter 37 - The Eisenhower Era

**American Republic**, Chapters 21, 22, and 23

**Required Readings:**

- 28-3- John F. Kennedy, Cuban Missile Address (1962) - A, C
- 28-4- Students for a Democratic Society, The Port Huron Statement (1962) - B

**Additional Resources:**

- Motion Picture: 13 Days

**Week 8**

Students will develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.*

**M 25**

**Cold War – Diplomacy in Latin America**

EQ: To what extent did the policies of the U.S. government in the 1945-1961 period successfully address the communist threat, both foreign and domestic?

- Cold War confrontations in the 1960's - Asia, Latin America and Europe
- The Antiwar movement and the counterculture

**AmericanPageant**, Chapter 37 - The Eisenhower Era

**American Republic**, Chapters 21, 22, and 23

**Required Readings:**

- 28-3- John F. Kennedy, Cuban Missile Address (1962) - A, C
- 28-4- Students for a Democratic Society, The Port Huron Statement (1962) - B

**Additional Resources:**

- Motion Picture: 13 Days

**T/W 26/27**

**The Stormy 60's- Conformity vs. Criticism – Days 122 and 123**

EQ: To what extent was the 1950s an age of conformity in regard to politics, society, and culture?

- Consensus and conformity: suburbia and the middle class America
- Social critics, nonconformists, and cultural rebels

**AmericanPageant**, Chapter 38 - The Stormy Sixties

**American Republic**, Chapters 23, 24, 26, and 26
Ideas that Shape a Nation, William O. Douglas, pp. 328-338
A People's History of the United States, Chapter 17

**Required Readings:**
- 27-1- The Kinsey Report (1948) - A
- 27-3- Ladies Home Journal, "Young Mother" (1956) - C
- 27-4- Student Nonviolent Coordinating Committee, Statement of Purpose (1960) - A
- 29-6- Swann v. Charlotte-Mecklenburg Board of Education (1971) - B
- 29-8- Ione Malloy, Southie Won't Go (1975) - C

**Additional Resources:**
- **Visuals:** Out of Many: Chapter 27
- **Handout:** The Tumultuous 60s Outline
- **Documentary:** 10 Days that Unexpectedly Changed America– When America Was Rocked
- **Motion Picture:** Rebel Without a Cause

**February/March**

**R/F 28/1 The Stormy 60's – The Civil Rights Movement – Days 124 and 125**

EQ: To what extent did the Civil Rights Movement of the 1950s and 1960s successfully address the failures of Reconstruction?

- Emergence of the modern civil rights movement
- Expanding movements for civil rights
- Politics in a multicultural society

**American Pageant**, Chapter 38 - The Stormy Sixties
**American Republic**, Chapters 23, 24, and 26

Ideas that Shape a Nation, Martin Luther King, Jr., Malcolm X, pp. 339-358
A People's History of the United States, Chapter 17

**Required Readings:**
- 28-2- Charles Sherrod, Student Nonviolent Coordinating Committee Memorandum (1961) - A
- 28-6- The Civil Rights Act of 1964 - B
- 28-9- Stokely Carmichael and Charles Hamilton, from Black Power (1976) - C
- 28-10- Donald Wheeling, "The Situation in Watts Today" (1967) - A

**Additional Resources:**
- **Visuals:** Out of Many: Chapter 28
- **Handout:** Key Events of the Civil Rights Movement
- **Motion Picture:** Malcolm X
- **Documentary:** 10 Days that Unexpectedly Changed America– Freedom Summer

**Saturday**

**S 2 The Stormy 60's – The New Frontier and the Great Society – AP Days**

EQ: To what extent was LBJ's Great Society a continuation of FDR's New Deal?

- The affluent society and "the other America"
- From the New Frontier to the Great Society

**American Pageant**, Chapter 38 - The Stormy Sixties
**American Republic**, Chapters 23, 24, and 26

**Required Readings:**
- 29-1- John F. Kennedy, Inaugural Address (1961) - B
- 29-3- Lyndon Johnson, The War on Poverty (1964) - C
- 28-5- John Lewis, Address at the March on Washington (1963) - A
- 28-8- Lyndon B. Johnson, Commencement Address at Howard University (1965) - B

**Additional Resources:**
S 2 The Stormy 60's- Changing Demographics and the New Women’s Movement – AP Days

EQ: Was the social unrest of the 1960s caused primarily by foreign or domestic issues?

- Demographic changes: surge of immigration after 1965, Sunbelt migration, and the graying of America
- The Emergence of the New Women's Movement
  *American Pageant*, Chapter 38 - The Stormy Sixties
  *American Republic*, Chapters 23, 24, and 26
  *Ideas that Shape a Nation*, Betty Friedan, pp. 359-368

Required Readings:
- 29-2- The Feminist Mystique (1963) - C
- 29-4- National Organization for Women, Statement of Purpose (1966) - A
- 29-7- Roe v. Wade (1973) - B

Week 9
Students will develop their own historical questions through film and other visual media. Thereafter, students will begin to formulate two possible answers to their own questions, have others read their responses, critique validity of responses, and have original authors defend their response to critique. Students will use primary sources to supplement their responses. *Please note that primary sources listed are not all you have to work with. Your questions may lead you to search for additional sources. Please see me when you find them so that we may check their validity.

M/T 4/5 The 70's – Nixon, Watergate, and Carter

EQ: Was the Watergate crisis caused primarily by the political turmoil and social unrest or corruption of members of the Nixon Administration?

- The Election of 1968 and the "Silent Majority"
- Nixon's challenges: Vietnam, China and Watergate
- Changes in American economy: the energy crisis, deindustrialization and the service economy
  *American Pageant*, Chapter 39 - The Stalemated Seventies
  *American Republic*, Chapters 27 and 28
  *Ideas that Shape a Nation*, Rachel Carson and Alvin Toffler, pp. 391-410
  *A People's History of the United States*, Chapters 20 and 21

Required Readings (MISB #7):
- 28-11- Vietnamization (1969) - C
- 30-1- House Judiciary Committee, Conclusion of Impeachment Resolution (1974) - A
- 29-9- Jimmy Carter, The "Malaise" Speech (1979) - B

Additional Resources:
- Visuals: *Out of Many*: Chapter 29
- Handout: The Vietnam War
- Handout: A Chronology of the Watergate Crisis
- Motion Picture: *Frost/Nixon*

W/R 6/7
The 80's – Reagan and the New Conservatism

EQ: To what extent did the policies of the Reagan Administration constitute a "revolution" in American government and economics?

- The New Right and the Reagan Revolution
- End of the Cold War
• Demographic changes: surge of immigration after 1965, Sunbelt migration, and the graying of America
• Globalization and the American Economy
  *American Pageant*, Chapter 40 – The Resurgence of Conservatism
  *American Republic*, Chapters 27 and 28
*A People’s History of the United States*, Chapters 20 and 21

Required Readings (MISB #8):
• 30-2- Ronald Reagan, First Inaugural Address (1981) - C
• 30-3- Ronald Reagan, Speech to the House of Commons (1982) - A
• 30-5- T. Boone Pickens, "My Case for Reagan" (1984) - B
• 30-6- Paul Craig Roberts, The Supply-Side Revolution (1984) - C

Additional Resources:
• Visuals: *Out of Many*: Chapter 30

**Final Exam – Project**