**APUSH Course Syllabus**

**Objectives**: This class is designed to be a college level survey of United States History. It will be taught and will consist of college level readings, lecture, and written assignments. Topics covered will include all of US history from the Colonial to the Modern Era. Because of the sheer amount of material to be covered at a greater depth than a regular High School class, the individual students will be responsible for more of their learning and the amount of outside work will be greater than normal. This class will study history through topics rather than traditional chapters. Therefore, in addition to the assigned textbook, there will be excerpts from a variety of readings including primary (contemporary) sources, and scholarly essays written by prominent historians in their fields of expertise. It is this class’ goal that students will have insight into the periods of history covered and will gain understanding not only of the key figures, economic changes and trends, and politics, but also what it was like to live in these time periods and will be able to communicate those insights in clear and concise verbal and written form.

**Historical Thinking Skills**: AP US History addresses habits of the mind. These habits are addressed by any rigorous history course. These habits include:

* Constructing and evaluating arguments. Using evidence to make plausible arguments.
* Using documents and other primary source data. Developing skills necessary to analyze points of view and context, and to understand and interpret information.
* Assessing continuity and change over time.
* Understanding diversity of interpretations through analysis of context point of view, and frame of reference.
* Seeing national patterns and processes over time and space while connecting local developments to national ones.
* Comparing within and among societies.
* Exploring claims of universal standards in relation to culturally diverse ideas.
* Exploring the persistent of American History to contemporary developments.
* Historical Causation
* Periodization
* Historical Synthesis

**Attendance**: Attendance is an important part of successfully completing any class. Without regular attendance, students can easily fall behind especially in a class in which each day’s material is important to understanding the connection of topics to the overall historical picture. Regular attendance is expected.

**Class Preparation**: Students should come to class prepared. A notebook, textbook, and pen or pencil will be required for every class. Any other materials or special preparations will be explained to the class prior to its meeting. Students who come to class unprepared and/or are not in their assigned seats when the bell rings, will be marked tardy.

**Homework Assignments**: Homework assignments consist of readings (with reading notes) from the textbook, and at least one outside source, and an AP style essay question based on the topics of study for the week. The assignment for each week will be assigned at the beginning of each week (Monday) and is due the following Monday. Homework will be expected to be completed and handed in at the beginning of the class period. In cases of absences, students will be responsible to get all notes and assignments missed.

**Reading Notes:** Students must take and keep their reading notes (either in outline form or an alternative form) as they work through the assigned reading. Incomplete outlines will receive less than the maximum, and should reflect the student’s work. Outlines must be written legibly in ink or typed and will be returned promptly. Reading notes should be kept in its own section of the student’s notebook. Readings will be handed out at the beginning of each week along with any written assignments that correspond.

**Notebooks:** Each student is encouraged to keep a three-ring binder with specific dividers to organize their notes and work. Specific suggested guidelines for keeping and organizing the notebook are attached.

**Learning Logs**: Students are to keep a Learning Log, as part of their notebook, on an active, daily basis. The Learning Log is comprised of the daily “Do It Now” assignment given at the beginning of a class period. These consist of a short writing question pertaining to the topics being covered. Discussion based on student’s writing will follow the writing prompt. Learning logs must be kept organized and dated. They will be graded as part of Notebook checks.

**Classwork:** In-class writing activities will be periodically collected and graded for completeness and accuracy.

**Lecture Notes**: Lecture notes will be discussed through a Power Point presentation. These presentations will emphasize visual aspects of the topics covered during the week. These would include *images of documents, political cartoons, charts, graphs, tables, works of art, and photographs from the time periods*. Students will be instructed in the interpretation of these visual aids in the context of the historical period. However, these notes are NOT in any way meant to cover every topic in US History. Students will have to read on their own!!

**Discussion:** Teacher-directed and student-directed discussions will occur on a daily basis. Each student is expected to participate in the discussion that follows readings and class lecture. That participation may include such things as a summary of the topic, an analysis of a document or reading, and the presentation of a personal interpretation. Each student’s participation in daily discussions makes up the bulk of the student’s participation grade. The guidelines for class discussions are as follows:

* Be critical of ideas, not the people with the ideas.
* Listen carefully
* Ask for clarification of points that your do not understand
* Thoughtfully challenge answers with which you do not agree
* Be willing to change your mind if someone shows you to be in error
* Answer the questions posed by others before making additional points
* Stick to the subject
* Avoid interrupting someone who is speaking
* If someone else makes the point you wanted to make, do not repeat it.
* Be as brief as possible. Do not continue to talk after you have made your point.

**Document Analysis:** When reading contemporary documents, a document analysis sheet will be filled out, using “HAPPY”, and turned in for a homework grade. This form is designed to guide students through the process of reading and analyzing documents from a historical perspective. These document sheets should then be kept in the reading notes sections of your notebook. A sample Document Analysis sheet is attached.

**Essays**: Essay topics will be assigned for completion and are worth ½ of the weekly assignment grade. The subject of the essay will coincide with the weekly reading assignments and topics whenever possible. We will be working with two types of essays. They are LEQ’s (Long Essay Questions) and DBQ’s (Document Based Questions)

* LEQ’s – Will be assigned as part of homework. The scoring rubric and LEQ tips are attached. Thesis sentences are expected and are the foundation of your argument.
* DBQ’s – Designed to help students become comfortable reading and interpreting primary and secondary sources and then using them to construct an essay expressing a coherent argument. The scoring rubric and DBQ tips are attached. Thesis sentences are expected and are the foundation of your argument.

**Short Answer Questions**: Short answer questions will be assigned as part of tests and homework. Scoring rubric for Short Answer questions are attached. Short-answer questions will directly address one or more of the thematic learning objectives for the course. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian’s argument, non-textual sources such as data or maps, or general propositions about U.S. history. Each question will ask students to identify and analyze examples of historical evidence relevant to the source or question

**Quizzes**: Quizzes are a vital tool in evaluating student and teacher objectives and will be used for regular assessments. Therefore, students can expect quizzes from class notes, reading assignments, and discussions at the end of every second week (Friday). Quizzes will be comprised of sample AP multiple choice questions.

**Tests**: Tests are designed to assess student understanding of the overall picture. Therefore, tests will be given at the end of the first and third marking period (mid-term exam). The tests will cover the topics covered during that marking period and will be accumulative. Tests will be comprised of questions from student’s bi-weekly quizzes.

**Exams**: Students will be given an AP style exam at the end of the 1st and 2nd semesters. The second semester exam will be optional for students who elect to take the national AP US History exam. Exams are worth 20% of the student’s final semester grade.

**Grades:**  Students are graded on the quality of their homework, class participation, performance on tests/quizzes, and papers/essays. Students should be aware that the following criteria have an important effect on the ultimate grade they receive.

* Mastery of course goals and learner objectives
* Academic achievement
* Participation
* Effort/Attitude
* Social Skills (cooperation with others)
* Classroom behavior

**Class Participation**: Class participation is an important part of the learning environment. At the end of each week, a participation grade will be added to the marking period grade. It will be worth approximately 20% of the weekly grade. Students earn points by participating in class discussions, taking class notes, using class time wisely (to get class work done), listening to directions, and being prepared to class.

**Memorization Requirement**: At the end of each Marking Period, students will be required to complete a memorization activity. This memorization is designed to help students develop “Historical Thinking Skills” as described earlier in the Syllabus. These memorization practices are designed to correspond to the topics being covered in the Marking Period and to be helpful information for students to know.

1st Marking Period: Declaration of Independence and Preamble to Constitution/Articles

2nd Marking Period: Gettysburg Address

3rd Marking Period: Amendments to the Constitution

4th Marking Period: Presidents of the United States

**Units of Study**: Each Unit will address the concept questions as related to the time period.

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| **Themes** | **Concept Questions** |
| Identity | How has the American national identity changed over time? |
| Work, Exchange, and Technology | How have changes in markets, transportation, and technology affected American society? |
| Peopling | How have changes in migration and population patterns affected American life? |
| America in the World | How has U.S. involvement in global conflicts set the stage for domestic social change? |
| Politics and Power | How have various groups sought to change the federal government’s role in American political, social, and economic life? |
| Environment and Geography | How did the institutions and values between the environment and Americas shape various groups in North America? |
| Ideas, Beliefs, and Cultures | How have changes in moral, philosophical, and cultural values affected U.S. history? |

**Textbook and Outside Sources**:

1. Divine, Robert A, T.H. Breen, George M. Fredrickson, R. Hal Williams, Ariela J. Gross, and H.W. Brands. America: Past and Present 7th AP ed. New York: Pearson, Longman, 2005.
2. Oates, Stephen. Portrait of America 6th ed. Volume #1 and 2.
3. Brown, Victoria Bissell, and Timothy J. Shannon. Going to the Source: The Bedford

Reader in American History Volume 1 and 2. Boston: Bedford/ St. Martin’s, 2004.

1. Boezi, Michael, Ed. American Through the Eyes of its People Volume 1 and 2.

 New York: Pearson/Longman, 2006.

1. Gorn, Elliott, Randy Roberts, and Terry Bilhartz. Constructing the American Past: A

Source Book of a People’s History Volume 1 and 2. New York: Pearson/Longman, 2005.

1. DuBois, Ellen Carol, and Lynn Dumenil. Through Women’s Eyes: An American

History with Documents. Boston: Bedford/ St. Martin’s, 2005.

**AP US History Concept Plan:**

**1st Semester:**

1st Marking Period:

**Period 1: 1491-1607: On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a New World.**

**Native Americans** (Week #1): *Before the arrival of Europeans, Native populations in North America developed a wide variety of social, political and economic structures based in part on interactions with the environment and each other.*

* Reading: AMSCO: US History pgs 1-5
* Reading: “Colonial America Without the Indians: A Counterfactual Scenario,” James Axtell
* Socratic Seminar: Compare the historical interpretation of Native American’s history before and after contact from James Axtell’s “Colonial America Without the Indians,” and Howard Zinn’s “Columbus, the Indians, and Human Progress.”
* Native American Histories before Conquest
* The Environmental Challenge: Food, Climate and Culture
* Development of Maize
* Native American Society
* Hunter-Gatherer Economies
* Discussion Question: Is European Contact with Native Americans a story of conquest, adaptation, or resistance? (ENV-1)(POL-1)(CUL-1)(PEO-4)
* The Mysterious Disappearance of Indian cultures
* The Mound Builders: Culture and accomplishments
* Eastern Woodland Cultures
* Mound Builders Power Point Presentation
* FRQ – How would Colonial America been different without the Indians?

**Exploration and Colonization** (Week #2) *European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic. Contacts among American Indians, Africans, and Europeans challenged the worldview of each group.*

* Reading: AMSCO: US History pgs 5-13
* Reading: Page Smith, From these Beginnings. Pgs 16-27.
* Reading: Constructing the American Past: The Aztec Account of the Spanish Conquest – Florentine Codex.
* The Columbian Exchange - Learning Log Discussion Question: What was the impact of the Columbian Exchange socially, politically and economically?
* Building New Nation States
* Learning Log: Discuss the Importance of Gutenberg’s Printing Press: How has this invention changed civilization over the past 400 years?
* Treaty of Tordesillas
* Spanish Colonization: Reasons (Social and Economic)
* Encomienda Systems
* African Slave Trade (Portuguese)
* African Cultural Preservation
* Triangular Trade – Map Interpretation
* French Colonization- Reasons (Social and Economic)
* Learning Log: Discuss the importance of the French to Michigan’s identity
* DBQ: What role did religion play in Jolliet and Marquette’s expedition and how did the Illinois respond to their religious message?
* SAQ – Spanish Colonization

**Period 2: 1607-1754: Europeans and American Indian maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.**

**British Colonies: Southern, Middle, and New England Colonies** (Week #3): *Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.*  *European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.*

* Reading: AMSCO: US History pgs 23-38
* Reading: Portrait of America, pgs 38-52. Nash, Gary. “Black People in a White People’s Country.”
* Document Analysis: The Mayflower Compact (APPARTS)
* Protestant Reformation
* Elizabethan Era
* English Conquest of Ireland – Rehearsal for American Settlement
* Roanoke – Social, economic, and political failures
* Learning Log: Define Racism. Discuss to what degree racism was prevalent in early Virginia.
* Joint Stock Companies
* British-American System of Slavery
* Causes of Regional Differences
* Competition over resources: Map Analysis of Colonial America
* British Policies with Native Americans
* The importance of Tobacco
* First forms of Government – House of Burgesses
* Indentured Servants
* The Great Migration
* New England Colonies
* Puritans and Pilgrims
* “City on a Hill”
* Religious Dissent
* Maryland – Haven for Catholics
* Georgia – Prison Reform
* Penn’s Social Experiment – Quakers – Beliefs and Practice
* Colonization Activity: Determine the Economic, Social and Political aspects and problems of developing your own model colony. – Justify your colony’s existence to a model Joint Stock Company (POL-1)(WOR-1)(PEO-1)
* FRQ: Compare the ways in which religion shaped the development of Colonial society (to 1740) in TWO of the following regions: New England, Chesapeake, and Middle Atlantic.
* SAQ – British Colonies

**Colonial Society** (Week #4) *European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples*.

* Reading: AMSCO: US History pgs 45-50
* Reading: Portrait of America: “Were the Puritans Puritanical?” Carl Degler.
* Learning Log: What incentives would cause you to settle in the New World?
* Learning Log: Although seeking religious freedom, the Puritan leaders were religious bigots. Why?
* Planter Society
* Roots of Slavery
* Atlantic World – Commercial Relations
* Document Analysis Activity: Navigation Acts
* Bacon’s Rebellion
* Glorious Revolution
* The Great Awakening
* Document Analysis: Jonathan Edwards: “Sinners in the Hands of an Angry God” (APPARTS)
* Philosophical Interactions
* British Imperialism
* The Voice of Popular Religion
* Women’s Lives in Puritan New England
* Salem Witch Trials
* FRQ: “Geography was the primary factor is shaping the development of the British colonies in North America.” Assess the validity of this statement for the 1600’s” (ENV-2)
* DBQ: Evaluate the ways ideas and values held by Puritans influenced the political, economic, and social identity of New England from 1630 through the 1690’s.

**Daily Life in Colonial America** (Week #5) *European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.*

* Reading: AMSCO: US History pgs 50-55
* Reading: Portrait of America, pgs 67-86. Morris, Richard “Meet Dr. Franklin.”
* Reading: American Issues: Class Tensions and Slavery in Colonial America
* Immigrant Families and New Social Order in the 17th Century
* The Structure of Planter Society
* Roots of Slavery
* African American Culture
* Rise of Commercial Empire – Economic Competition
* Daily Life 18th Century Men, Women, and Children
* Learning Log: Describe what it might have been like to live in the colonial period at your age and with your social and economic standing.
* Scots-Irish Settlers: Map of settlement patterns
* German Settlers
* FRQ: Early encounters between American Indians and European colonists led to a variety of relationships among the different cultures. Analyze how the actions taken by BOTH American Indians and European colonists shaped those relationships in TWO of the following regions. New England, Chesapeake, or New York and New France

**Period 3: 1754-1800: British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produces a new American republic, along with struggles over the new nation’s social, political and economic identity.**

**Colonial Wars** (Week #6): *Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and the American Indians, culminating in the creation of a new nation, the United States.*

* Reading: AMSCO: US History pgs 68-77
* Reading: Going to the Source: Germ Warfare of the Colonial Frontier: An Article from the Journal of American History. (PEO-4)
* King William’s and Queen Anne’s War
* King George’s War
* Albany Congress
* Iroquois Confederation
* Start of the 7 Year’s War – Causes (European and American)
* Learning Log: Did George Washington start the French and Indian War?

7 Year’s War

* Art Interpretation: Death of Gen. Wolfe by Benjamin West, 1759
* Pontiac’s Rebellion
* Colonial Wars Living History Demo – At Middle School (5th and 8th Graders)
* DBQ: How did the debate over the use of small pox as a weapon in the 18th century parallel or diverge from the debates over the use of weapons of mass destruction today?
* DBQ: In what ways did the French and Indian War alter the political, economic, and ideological relations between Britain and its American Colonies?
* FRQ: Evaluate the extent to which the Seven Years War marked a turning point in the American relations with Great Britain, analyzing what changed and what stayed the same from the period before the war to the period after it.

**Revolutionary America** (Week #7) *During and after the imperial struggles of the mid-18th century, new pressures began to unite the British colonies against perceived and real constraints on their economic activities and political rights, sparking a colonial independence movement and war with Britain*.

* Reading: AMSCO: US History pgs 85-95
* Reading and Document Analysis: Patriot vs. Loyalist Document Packet
* Reading: Through Women’s Eyes: Women and the Face of War
* Document Analysis: Common Sense/ Declaration of Independence
* Aftermath of the French and Indian War – Debt and Proclamation of 1763
* American Enlightenment
* Benjamin Franklin
* The English Constitution vs. American Colonial Assemblies
* Map Interpretation: Proclamation of 1763
* American Perspective on Taxation
* Townsend – Breakdown of American Trust
* Popular Protest: Grass Roots Movements
* Stamp Act Crisis
* Boston Tea Party
* Lexington and Concord
* Washington and a Professional Army
* Art Interpretation: Washington Crossing the Delaware. Emanuel Gottlieb Leutze, 1851.
* Valley Forge – Testing the American Will
* Victories and Defeats (Political and Military)
* Southern Campaigns
* French Alliance
* Yorktown and the Treaty of Paris
* Loyalist Dilemma
* French Revolution
* Patriot vs. English use of Slaves in the War – Irony and Freedom?
* Activity: Boston Massacre: Propaganda vs. Reality – Reading of Original Court Records vs. Paul Revere’s Etching of the Boston Massacre. Compare and contrast these contradictory primary sources to determine the use of propaganda. Was propaganda used successfully? (POL-1)
* FRQ: The Quebec Act was a shrewd and conciliatory measure. If England had only shown as much foresight in dealing with its English speaking colonies, it might not have lost them. Defend or critique this statement. Back up your opinion with historical evidence from both your readings.
* DBQ: Explain why Patriots felt justified in severing its ties to both the British Parliament and its Monarchy.
* SAQ – Revolution Historical Interpretations
* SAQ – Cause and Effect of the American Revolution

**The Republican Experiment** (Week #8) *In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural idea, challenged traditional imperial systems across the Atlantic world.*

* Reading: America: Past and Present pgs 103-109
* Reading: Portrait of America: “Sunrise at Philadelphia,” Brian McGinty.
* Natural Rights and the State Constitutions: Enlightenment Thought and Philosophers
* Religious Fervor and American Liberty
* Article of Confederation and the need for reform
* Northwest Ordinance Activity – Schools, slavery, and territorial reform. Apply the Northwest Ordinance to future sectional and current Michigan issues.
* Constitutional Reform: Conventions
* Constitutional Compromise
* Issue of Slavery in the Constitutional Convention: Discussion
* Federalist vs. Antifederalist – Empire of Reason Video
* Bill of Rights
* George Washington’s Farewell Address
* Effect of Revolution on the world: Haiti, France, Latin America
* FRQ: The Framers of the Constitution were all well-to-do, socially prominent Americans. Did they produce a document that was fundamentally democratic or undemocratic? How did they feel about the will of the majority?
* SAQ – American Identity

**Democracy in Distress: The Violence of Party Politics**: (Week #9) *Migration within North America, cooperative interaction, and competition for resources raised questions about the boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity*.

* Reading: AMSCO: US History pgs 109-119
* Reading: Portrait of America: “George Washington and Use of Power,” Edmund S. Morgan.
* Battle of Fallen Timbers (French withdrawal form North America)
* Washington’s Presidency
* Whiskey Rebellion – 1st Challenge of the Central Government (Scots-Irish)
* Immigration to the western frontier: Shays Rebellion
* Spanish Colonialism (Corridos)
* North West Ordinance
* Expansion of Slavery in the South
* “Republican Motherhood”
* Hamilton’s Economic Plan for the New Federal Government
* Foreign Affairs: Jay’s Treaty and Pinckney’s Treaty
* Adams’s Presidency – Alien and Sedition Acts, XYZ Affair
* Kentucky and Virginia Resolutions – Precursor to Sectional Conflict
* Election of 1800
* Socratic Seminar: Discuss the similarities and differences between the early American Republic and the Republic of the French Revolution.
* Learning Log: What were the most significant areas of dissention in the battle for Constitutional ratification?
* FRQ: Washington is often touted by historians as one of our best presidents. Explain why. What qualities and policies of Washington made him a “good” president?
* SAQ – Post Revolutionary American to 1800.

1st Semester Mid-Term Exam (Colonial America and the Revolution)

2nd Marking Period:

**Period 4: 1800-1848: The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.**

**The Jeffersonian Era** (Week #10) *The United States developed the world’s first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and to reform its institutions to match them*.

* Reading: AMSCO: US History pgs 130-138
* Reading: Portrait of America: “The Great Chief Justice,” Brian McGinty.
* Document Analysis: Meriwether Lewis Journal. (HAPPY)
* Document Analysis: Marbury vs. Madison Decision. (HAPPY)
* Commercial Life in the Cities
* Jeffersonian Reforms
* Louisiana Purchase – Strict vs. Loose Constitutionalist??
* Map Interpretation: Lewis and Clark Expedition
* Jefferson’s attack of the Judicial System – Marshall Court – Judicial Review – Marbury vs. Madison
* Activity: Marbury vs. Madison Case Study. Should Marbury loose his job? (POL-2)
* McCullouch v. Maryland and Worcester v. George
* Aaron Burr vs. Hamilton Duel
* Embargo Act and the Tariff
* Political Cartoon Analysis: “Ograbme” - 1807
* The American System
* Slave Trade – End of International Slave Trade – Compromise causes future sectional conflicts
* Enslaved and free African Americans develop a unique culture
* Learning Log: Song Narrative: The Slaves Lament
* French and English Foreign Relations – Problems
* Embargo Act – Peaceable Coercion
* Activity: Debate the accuracy of the term: Jeffersonian Era
* FRQ: To what extent was the election of 1800 aptly named the “revolution of 1800.” Respond to THREE of the following areas: Economics, Foreign Policy, Judiciary, and Politics.”

**War of 1812** (Week #11) *America reasserted itself on the world stage by waging its “Second War for Independence,” and yet also exasperates sectional and cultural divides.*

* Reading: AMSCO: US History pgs 138-143
* Document Analysis: War of 1812 Documents (APPARTS)
* Madison’s Presidency
* War Hawks – Congressional Conflicts
* War of 1812 – Battles – Development of Future Leaders (Harrison and Jackson)
* Hartford Convention – End of the Federalists
* Treaty of Ghent
* Art Interpretation: “We Owe Allegiance to No Crown”
* Activity: Michigan’s involvement in the War of 1812. What would you do??
* DBQ: Based on the documents, what forces led Americans to declare war on Britain in 1812?
* SAQ – War of 1812

**Nationalism** (Week #12) *Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods*.

* Reading: AMSCO: US History pgs 150-166
* Reading: Portrait of American: “Henry Clay, The American System and the Sectional Controversy,” Stephen B. Oates.
* McCullach vs. Maryland – Supreme Court Case
* James Monroe – Era of Good Feelings
* Panic of 1819
* Missouri Compromise – Success or Failure?
* Era of Good Feelings
* Chart Interpretation: Corrupt Bargain: Election of 1824
* Inventions and Innovations
* Railroad and Canals
* Map Interpretation: National Road
* Nationalism in Art and Literature
* Legend of Sleepy Hollow Reading and discussion
* Foreign Affairs – Canada, Florida
* Early Railroads
* Beginnings of the Factory system
* Early Labor Movements – Women
* Social Classes – Extremes of Wealth
* Cotton Revolution in the South
* Commercial Agriculture
* DBQ: Historians have traditionally labeled the period after the War of 1812 as the “Era of Good Feelings.” Evaluate the accuracy of the label considering the emergence of nationalism and sectionalism.
* SAQ – Marshall Court

**Age of Jackson** (Week #13) *U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation’s foreign policy and spurred government and private initiatives*.

* Reading: AMSCO: US History pgs 191-200
* Reading: Portrait of America: “The Jacksonian Revolution,” Robert V. Remini.
* The Democracy of the “Common Man”
* Trail of Tears – Subjugation of the Eastern Native Americans
* Jefferson vs Jackson’s Indian Policies
* Map Interpretation: National Boarders
* Texas
* Seminole Wars
* Map Interpretation: Webster-Ashburton Treaty
* Second Party System – Democratic and Whig Parties
* Nullification Crisis – Escalation of Sectional Crisis
* Bank War – Jackson vs. Biddle
* Chart Interpretation: Martin Van Buren – Panic of 1837
* Discussion: How did Jackson’s presidency and policies define this time period? Is this truly the Age of Jackson?
* FRQ: Henry Clay is often called the Great Compromiser. Examine Clay’s behavior during the nullification crisis. Is it Clay or Jackson who deserves credit for being willing to compromise?
* FRQ: The Jacksonian Period has been celebrated as the era of the “common man.” To what extent did the period live up to its characterization.
* SAQ – American Democracy

**Period 5: 1844-1877 As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war – the course and aftermath of which transformed American society.**

**Westward Expansion** (Week #14) *The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for may migrant from other countries*.

* Reading: AMSCO: US History pgs 229-240
* Reading: Portrait of America: “Women and their families on the Overland Trails,” Jhonny Faraghert and Christine Stansell.
* Manifest Destiny
* Art Interpretation: “American Progress,” John Gast, 1872.
* Texas – Annexation
* California – Gold Rush
* Oregon Territory
* James Polk – Mexican War
* Map Interpretation: Slavery and the Wilmot Proviso
* Know Nothings
* Homestead Act
* Mexican American War
* Gold Rush
* Mormon Religion/ Culture – Religious Tolerance??
* FRQ: Explain why the Mormon colonization of Utah is considered the most successful settlement of the west. What was there about this group that made more successful than most?
* DBQ – Evaluate whether America’s war with Mexico was a triumphant culmination of Manifest Destiny?
* FRQ – Evaluate the extent to which the Mexican-American War marked a turning point in the debate over slavery in the U.S., analyzing what changed and what stayed the same from the period before the war to the period after the war.
* SAQ – Manifest Destiny

**Reforming American Society** (Week #15) *The Second Great Awakening, liberal social ideas from abroad, and Romantic beliefs in human perfectibility fostered the rise of voluntary organizations to promote religious and secular reforms, including abolition and women’s rights.*

* Reading: AMSCO: US History pgs 207-217
* Reading: Portrait of America, pgs 328-342. Brown, William Wells. “This Cargo of Human Flesh.”
* Cultural Nationalism
* Education Reform
* The Second Great Awakening – Revivalism and its future impacts
* Utopian Experiments: Oneida Community
* Transcendentalists
* National Literature, art, architecture
* Women’s Rights: Seneca Falls
* American Colonization Society
* Debate: Abolition vs. Women’s Suffrage Movements. Are they really different?
* Project: American Reformers Coffee Shop
* DBQ: How do Sanger’s conclusions about prostitution reflect the values of his own day? What conclusion from his data do you draw?

**Politics of Slavery** (Week #16) *Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.*

* Reading: AMSCO: US History pgs 173-183 and 247-261
* Reading: Portrait of America: “Why the War Came: The Sectional Struggle over Slavery in the Territories,” David Herbert Donald.
* The Compromise of 1850
* Fugitive Slave Act
* Uncle Tom’s Cabin – Popular Slave Literature
* Kansas Nebraska Act – End of Whig Party and the emergence of the Republican Party
* Popular Sovereignty -
* Bleeding Kansas
* Art Interpretation: “Tragic Prelude,” John Stewart Curry, 1940.
* Dred Scott Case
* Lincoln- Douglas Debates
* Role Play: Lincoln/Douglas Debates and Popular Sovereignty
* Art Interpretation: Lithograph of “Caning of Sumner,” NY Public Library – Propaganda vs. Reality
* Learning Log: How did propaganda change the popular view of John Brown in the North and South
* Map Interpretation: The Election of 1860
* Cartoon Interpretation: “The Undecided Prize Fight,” 1860.
* DBQ: Evaluate the validity of the following statement: The 1850’s were a time of attempted compromise when a compromise was no longer possible.
* FRQ: Analyze the social, political, and economic forces of the 1840’s and 1850’s that led to the emergence of the Republican Party.
* SAQ – Pre-Civil War Historical Interpretation

**Civil War** (Week #17) *The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.*

* Reading: AMSCO: US History pgs 268-283
* Reading: Portrait of America: “Clara Barton’s Finest Hour,” Stephen B. Oates
* Reading: Portrait of America: “Why the Confederacy Lost,” James M. McPherson
* Document Analysis: Gettysburg Address, Emancipation Proclamation (APPARTS)
* The Secession Crisis – Past Roots and Present Politics
* Mobilization for War
* War Readiness in the North and South?
* War Strategies
* Civil Liberties – Sedition Act, Draft Riots
* Learning Log: Song Narrative: Irish Civil War – Why does the author dislike Lincoln and the war? What does his ethnicity have to do with it?
* Confederate Constitution
* States’ Rights and the Central Government
* Map Interpretation: Military Battles
* The Emancipation Proclamation
* 13th Amendment
* Effects of War on the American Society (North vs. South)
* FRQ: What effects have the Civil War had on American History. What about the war has made Americans different today?
* DBQ: In the early 19th century Americans sought to resolve their political disputes through compromise, yet by the 1860’s this no longer seemed possible. Analyze the reasons for this change.
* DBQ: In what ways did African Americans shape the course and consequences of the Civil War? Confine your answers to the years from 1861-1870.

**Reconstruction** (Week #18) *The constitutional changes of the Reconstruction period embodied and Northern idea of American identity and national purpose and led to conflicts over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.*

* Reading: AMSCO: US History pgs 291-304
* Reading: Portrait of America: “Reconstruction: The Revolution that Failed,” James MacGregor Burns.
* Learning Log: How did Reconstruction improve former Slaves Lives?
* Reconstruction Plans: Lincoln, Johnson, Congressional
* Civil Rights and the 14th Amendment
* Military Reconstruction
* Impeachment of Johnson
* African American Suffrage – 15th Amendment vs. Black Codes/Jim Crow Laws
* African American Representation in Gov’t – Hiram Revels
* Southern State Governments
* Southern Economy – Sharecropping / Tenant Farming
* Southern Republican Party
* Compromise of 1877 – End of Reconstruction
* Map Interpretation: Election of 1876
* FRQ: Compare and Contrast the 3 types of Reconstruction. Which one would have been the best plan at that time period.
* SAQ - Reconstruction

**1st Semester Exam** (Review and Study Week)

**2nd Semester:**

3rd Marking Period:

**Period 6: 1865-1898 The Transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.**

**Western Frontier** (Week #19) *Westward migration, new systems of farming and transportation, and economic instability led to political and popular conflicts. As transcontinental railroads were completed, bringing more settlers west, U.S. military actions, the destruction of the buffalo, the confinement of American Indians to reservations, and assimilationist policies reduced the number of American Indians and threatened native culture and identity.*

* Reading: AMSCO: US History pgs 339-353
* Reading: Portrait of America, pgs 32-45. “Utley, Robert “Sitting Bull and the Sioux Resistance.”
* Learning Log: Pick 1 type of settler or dweller of the west and describe what your life might have been like
* Learning Log: Create a chart comparing the positive and negative impacts of the US Native American Policy
* Plains Indians – Culture, Society, and Religion
* Indian Wars – Subjugation of the Western Native Americans
* Dawes Act – Policy of Assimilation
* Visual Interpretation: Land Sales Ad. Dept of the Interior, 1911.
* Cattle Kingdom – Cowboys, Ranches, and Open Ranging
* Western Railroads
* Mining Bonanza
* US Department of the Interior
* Farming: Problems, Dry Farming, Federal Land Grants and the Grange
* End of the Frontier: Fredrick Jackson Turner
* DBQ: Analyze the ways in which technology, government policy, and economic conditions changed American agriculture in the period 1865-1900.
* SAQ – End of Frontier: The Turner Thesis.

**Industrial Era** (Week #20) *The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the US economy and environment, and renewed debates over the US national identity.*

* Reading: AMSCO: US History pgs 318-332
* Reading: Portrait of America: “The Master of Steel: Andrew Carnegie,” Robert L. Heilbroner.
* Reading: Portrait of America: “How the Other Side Lived,” Page Smith.
* Learning Log: Describe how the Railroads changed American Society
* Learning Log: How did Unions help/harm labor in the Industrial Era?
* Railroads, Steel, Coal, Oil, and Electricity
* Robber Barons
* Laissez-Faire Conservatism
* Social Darwinism
* Changes in class identity
* Gender Roles of the late 19th century
* Social and Cultural Lives of the Laborer –
* Picture Interpretation: Child Labor in a Coal Mine, Lewis Hire, 1912.
* Union Movements: Unions, and Strikes
* Socratic Seminar: Discuss the similarities and differences in the historical interpretation of American society and culture in the Industrial Revolution in the 2 readings (Heilbroner and Smith) from this week.
* FRQ: Choose TWO of the following organizations and explain their strategies for advancing the interests of workers. To what extent were these organizations successful in achieving their objectives? Confine your answers to the period from 1875-1925. Knight of Labor, American Federations of Labor, Socialist Party of America, or Industrial Workers of the World.
* SAQ – Industrial Revolution.

**Immigrants/Urban Movement and Politics of the 1890’s** (Week #21) *The emergence of an industrial culture in the United States led to both greater opportunities for and restrictions on, immigrants, minorities, and women. The Gilded Age witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.*

* Reading: AMSCO: US History pgs 360-373 and 380-391
* Reading: Portrait of America, 85-97. Boroff, David. “A little Milk, a Little Honey: Jewish Immigrants in America.”
* Learning Log: Describe the trends in immigration form the Colonial Era to the 20th Century.
* Immigration and Immigrants – Trends, Culture, and Settlement
* Urban Society: Problems, Slums, Machine Politics
* Social Reforms and Legislation
* Plessy vs. Ferguson – Separate but Equal
* Cartoon Interpretation: “Plessy vs. Ferguson: Separate but Not Equal”
* Education – Colleges and Universities
* Mass Culture – Publishing and Journalism
* Social Gospel
* Political Stalemate
* Billion Dollar Congress
* Populist Movement/The People’s Party
* Panic of 1893
* 1896 Election: Gold vs Silver
* McKinley Administration
* DBQ: For the years 1880-1925, analyze both the tensions surrounding the issues of immigration and the US government’s response to these tensions.

**Period 7: 1890-1945 An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.**

**America’s Empire - Spanish American War** (Week #22) *Global conflicts over resources, territories, and ideologies renewed debates over the nation’s values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.*

* Reading: AMSCO: US History pgs 408-424
* Reading: Potrait of America “America’s First Southesast Asian War: The Phillippine Insurrection,” David Kohler and James W. Wensyel.
* Socratic Seminar: Compare and Contrast U.S. imperial policy to British imperialism. Evaluate imperial policies in relation to Kipling’s “White Man’s Burden”
* Learning Log: How did Teddy Roosevelt’s role in the Spanish American War help to prepare for the future presidency?
* New Imperialism:
* Blaine and Latin America
* Spanish American War
* Cuban Independence
* Philippines
* Open Door Policy
* Panama Canal
* Teddy Roosevelt – Roosevelt Corollary
* Taft and Dollar Diplomacy
* Wilson and Moral Diplomacy
* 1 Pager Activity: Describe the change and continuity between the foreign policy of the 3 Progressive Presidents.
* FRQ: Analyze the extent to which the Spanish American War was a turning point in American foreign policy.

**Progressive Era** (Week #23) *Governmental, political and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.*

* Reading: AMSCO: US History pgs 431-447
* Reading: Through Women’s Eyes: Power and Politics: Women in the Progressive Era (Documents) – Analysis through a 1 Pager.
* Learning Log: How are socialism and Social Darwinism similar and different?
* Progressive Attitudes and motives
* Muckrakers
* Social Gospel
* Local, State, and Federal Reforms
* Rise of Socialism
* Black America – Washington, Du Bois, and Garvey
* Class Identities (Farm vs. Urban)
* Women’s Roles – Suffrage Movement – FRQ – Describe the similarities and differences between African American and Women’s Suffrage Movements.
* Roosevelt’s Square Deal – Managing the Trusts
* Taft and the Paine-Aldrich Tariff
* Cartoon Interpretation: “En Tour,” Edward Windsor Kemble, Harper’s Weekly, 1908.
* FRQ: To what extent did the role of government change under President Teddy Roosevelt in regard to 2 of the following: Labor, Trusts, Conservation, and World Affairs.
* SAQ – Roosevelt and Conservation.

**World War I** (Week #24) *World War I and its aftermath intensified debates about the nation’s role in the world and how best to achieve national security and pursue American interest.*

* Reading: AMSCO: US History pgs 454-468
* Reading: Going to the Source: Measuring Mental Fitness: Government IQ Tests during World War I
* Reading: Portrait of America: “Wilson and the League,” Thomas A. Bailey.
* Learning Log: If you were writing about the experience of a young soldier in the training camp in 1918, how might your own experience taking the tests influence your story?
* Document Analysis: Treaty of Versallies
* Problems with Neutrality
* Economic, Physiological and Ethnic ties to Europe
* Mobilization: Fighting and Financing the War
* Propaganda, Public Opinion, and Civil Rights
* Wilson’s 14 Points
* Treaty of Versailles
* Ratification Fight
* League of Nations
* Great Migration
* US Isolationism
* Map Interpretation: Compare and contrast pre and post WWI maps of Europe
* FRQ: Analyze ways in which the Federal Government sought support on the Home Front for the war effort during the First World War.
* SAQ – United States as a World Power.

**Roaring 20’s** (Week #25) *The global ramifications of World War I and wartime patriotism and xenophopbia, combined with social tensions created by increased international migration, resulted in legislation restricting immigration from Asia and southern and eastern Europe. New Technologies led to social transformations that improved the standard of living for many, while contributing to increased political and cultural conflicts.*

* Reading: AMSCO: US History pgs 475-489
* Reading: Portrait of America: “Revolution in Manners and Morals,” Fredirck Lewis Allen.
* Red Scare – Bolshevik Revolution
* Harding Scandals
* Economic Prosperity and Wealth: Radio, Motion Pictures, and Automobiles
* Great Migration
* Farm and Labor Problems
* New Culture: Consumerism, Women, Religion, Literature, Jazz Age, Harlem Renaissance
* Prohibition
* Nativism – Ku Klux Klan
* Religious Fundamentalism – Scopes Monkey Trial
* Cartoon Interpretation: “He is Always Seeing Things,” Lorr, Chicago Tribune.
* FRQ: Historians have argues that Progressive Reform lost momentum in the 1920’s. Evaluate this statement with respect to 2 of the following: Regulation of Business, Labor, or Immigration.

**Great Depression** (Week #26) *National, state, and local reformers responded to economic upheaval, laissez-faire capitalism, and the Great Depression by transforming the U.S. into a limited welfare-state.*

* Reading: AMSCO: US History pgs 496-514
* Reading: American Issues: The New Deal
* Reading: Portrait of America: “FDR and the New Deal: The Foundation of a New Political Tradition,” Alonzo L. Hamby.
* Learning Log: How did FDR’s New Deal change America’s economy specifically in relation to entitlements? (POL-4)
* Learning Log: Why did FDR’s court packing scheme fail?
* Wall Street Crash
* Agrarian Unrest
* Photo Interpretation: “Destitute Pea Pickers in California,” Feb. 1936, National Archives.
* Bonus Army
* Hoover – Failure of Laissez Faire Economics
* FDR – New Deal
* 1st 100 Days – Alphabet Agencies – New Deal Activity – Sort out agencies by Name and abbreviation
* Second New Deal
* Republican Party’s response to the New Deal: Huey Long
* Court Packing
* The American People in the Depression: Values, Ethnic Groups, Indian Reorganization Act, Racial Issues
* DBQ: Analyze the responses of FDR’s administration to the problems of the Great Depression. How effective were these responses? How did they change the role of the Federal Government?

**World War II** (Week #27) *The involvement of the United States in the World War II, while opposed by most Americans prior to the attack on Pearl Harbor, vaulted in the United States into global political and military prominence, and transformed both American society and the relationship between the United States and the rest of the world.*

* Reading: AMSCO: US History pgs 521-540
* Reading: Going to the Source: Challenging Wartime Internment: Supreme Court Records from Korematsu vs. United States. Compare and Analyze Court Records.
* Reading: Portrait of America: “The Falling Sun: Hiroshima,” Fletcher Knebel.
* Learning Log: Why and how did FDR get around Washington’s tradition of 2 terms?
* Good Neighbor Policy
* Disarmament
* Isolationism, Neutrality
* Aggressors: Rise of the Dictators
* Appeasement
* Lend-Lease – Rearmament
* Atlantic Charter
* Pearl Harbor
* Mobilization
* Propaganda
* Internment of Japanese Americans
* The War in Europe
* The War in the Pacific
* The Use of the Atomic Bomb
* Diplomacy: War Aims, Yalta, and Potsdam Conferences
* United Nations
* Map Interpretation: Compare and contrast pre and post WWII maps of Europe and Asia.
* FRQ: Analyze the homefront experiences of 2 of the following groups during the Second World War: Japanese Americans, African Americans, Jewish Americans, Mexican Americas.
* DBQ: How did the economic and social impact of World War II alter American society between 1939 and 1965 with regard to: Minorities, Status of Women, and Middle Class lifestyles?

3rd Marking Period Mid Term

4th Marking Period:

**Period 8: 1945-1980 After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.**

**Cold War Conflicts and the 1950’s** (Week #28) *The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.*

* Reading: AMSCO: US History pgs 556-572 and 579-593
* Reading: Portrait of America: “The Ike Age,” Stephen E. Ambrose.
* Reading: Though Women’s Eyes: Family Culture and Gender Roles
* Learning Log: How did the policies of the Cold War change American society, politics, and the economy?
* Learning Log: Describe the changes needed to overturn Plessy vs. Ferguson in Brown vs. Board of Education. How did these changes effect American culture and politics in the 1950’s and today?
* Truman’s Presidency
* Taft-Hartley Act
* Civil Rights
* Truman Doctrine
* Containment
* Marshall Plan
* Berlin Crisis
* NATO
* Korean War
* China
* Middle East
* Latin America
* McCarthism
* Postwar Boom
* Consumerism
* Space Race
* Eisenhower and Modern Republicanism: Highway Act
* Map Interpretation: Highway Act
* Civil Rights Movement – Brown vs. Board of Education
* Montgomery Bus Boycott
* John Foster Dulles Foreign Policy: Massive Retaliation
* Crisis in Southeast Asia, Middle East, and Latin America
* Khrushchev and Berlin – Wall
* FRQ: Analyze developments from 1941-1949 that increased suspicion and tension between the US and the USSR.
* SAQ – Mass Culture of the 1920’s and 1950’s.

**New Frontier and the Great Society/Civil Rights, 1960’s** (Week #29) *Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960’s and generated a variety of political and cultural responses. Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics and the environment.*

* Reading: AMSCO: US History pgs 600-617
* Reading: The Portrait of America: “The Nightmare of Vietnam,” George C. Herring.
* Learning Log: What did Kennedy’s assassination do to the American mind/culture?
* Learning Log: Did the Warren Court decisions bring about Justice? (POL-7)
* Kennedy’s Domestic Programs (War on Poverty, Tax Cuts, and Affirmative Action)
* Video Interpretation: Kenney’s Inaugural Address – CBS Analyze Kennedy’s New Frontier Plans as laid out in his inaugural address.
* Civil Rights and Civil Liberties : Political, Cultural, and Economic Roles
* Thurgood Marshall, Martin Luther King Jr.
* Brown vs. Board of Ed.
* Students for a Democratic Society
* Civil Rights Act of 1964
* New Left and the Counterculture
* Gay Rights Movements
* Resurgence of Feminism – The Feminine Mystique
* Warren Court - Supreme Court Decisions – Miranda Decision
* Bay of Pgs
* Cuban Missile Crisis
* Vietnam
* Assassination of Pres. Kennedy
* The Great Society – Social Reforms
* Migration to the South – Sun Belt
* New Immigration Laws – 1965
* Rachel Carson – Silent Spring/ Clean Air Act
* 1968 Election
* Socratic Seminar: Trace the changes and continuity of the US immigration policy. Evaluate how it relate to the debate over immigration today. (PEO-7)
* FRQ: What ways did the administration of President Lyndon Johnson respond to the political, economic, and social problems of the US? Assess the effectiveness of these responses.

**1970’s and 1980’s** (Week #30) *New Demographic and social issues led to significant political and moral debates that sharply divided the nation. A new conservatism grew to prominence in the US culture and politics, defending traditional social values and rejecting liberal views about the role of government.*

* Reading: AMSCO: US History pgs 625-640 and 653-665
* Reading: Going to the Source: Letters Home from the Vietnam War
* Reading: Portrait of America: “How the Seventies changed America,” Nicholas Lemann.
* Learning Log: How did Nixon’s resignation effect American culture? Politics?
* Learning Log: How did Roe v. Wade affect the feminist movement? American Culture? Politics?
* Nixon and the Election of 1968
* Vietnam escalation and pullout
* Restoring Relations in China
* Foreign Policy in the USSR
* New Federalism
* Roe vs. Wade
* Watergate and Resignation
* New Right and Conservative Social Values
* President Ford – Presidential Pardon
* Carter: Deregulation, Energy and Inflation, Iranian Hostage Crisis
* New Conservatism
* Reagan
* Foreign Policy
* Reaganomics
* AIDS
* Defense Spending: Star Wars
* Iran-Contra Affair
* Discussion: Analyze how historians define the Cold War? Is it an accurate definition? Justify when the Cold War began and ended. Evaluate how it relates to foreign policy today.
* Video Interpretation: Nixon’s Resignation Speech, Richard Nixon Foundation.
* Video Interpretation: Carter’s Crisis of Confidence Speech. MCamerican president.
* DBQ: Analyze the ways in which the Vietnam War heightened social, political, and economic tensions in the US. Focus your answers on the period 1964-1975.
* FRQ: Analyze the ways in which the events and trends of the 1970’s diminished the nation’s economic power and international influence and challenged American’s confidence in both.
* DBQ – Explain the reasons shy a new conservatism rose to prominence in the U.S. between 1960 and 1989.

 **1990’s** **and the New Millennium** (Week #31) *The end of the Cold War and new challenges to US leadership in the world forced the nation to redefine its foreign policy and global role. Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.*

* Reading: AMSCO: US History pgs 665-672 and 679-693
* Reading: Portrait of America: “Summing up the Reagan Era,” Karl Zinsmeister.
* Learning Log: What ideas in the Contract With America seem straight out of the political philosophy of Barry Goldwater?
* Learning Log: How are the politics and economics of the 1990’s different from those of the 1980’s?
* Persian Gulf and Central America
* China: revolution and economics
* Old and New Urban Problems - Asian and Hispanic Immigrants
* Resurgent Fundamentalism
* African Americans and local, state, and national politics
* Clinton’s Presidency
* Don’t Ask Don’t Tell
* NAFTA
* 9/11 and the War on Terror
* Demographic Debates about gender roles, family structures and racial and national identity (Role Play Activity)
* FRQ: “ Landslide presidential victories do not ensure continues political effectiveness or legislative success.” Assess the validity of this statement by comparing TWO the following presidential administrations: FDR (1936), Richard Nixon (1972), Ronald Regan (1984), or William Clinton (1992)
* SAQ – Cold War beginnings and end.

**2nd Semester Exam (AP Exam and Seniors Graduate)**

**APUSH: DBQ Rubric**

1. Has an acceptable thesis (1 Point)
* The Rule of Three – Three Reasons or Argument Points
* 1 – 2 Sentence Long
* Introduction with:
	+ **B**ackground – Restate Prompt
	+ **A**rgument – Thesis – 3 Factors or Ideas
	+ **R**oad Map – How to attack each point
1. Address All Parts of the Question (1 Point)
* Balanced coverage of ALL elements of the Question
1. Analyzes Documents: (2 Points)
* NEVER quote documents
* Use APPARTS – Method
* All Documents Analyzed
* Answer the “Why” Questions
* Shows Change or Continuity over time or Cause and Effect
* Mere Attribution in NOT enough! Attribution is copying or repeating information verbatim from the source line of the document.
1. Analyzes Point of View in at LEAST 3 Documents (1 Point)
* Point of View explains why this particular person might have this particular opinion or what particular feature informs the author’s point of view.
* Must move beyond mere description of that individual by considering AND explaining the tone, the characteristics, and experiences of the author, the intended audience, and/or how the intended outcome may have influenced the author’s opinion.
1. Substantiates thesis with appropriate historical evidence (3 Points)
* Provides at least 9 pieces of evidence that supports the thesis
* Must be from outside information!
* Must demonstrate understanding of the evidence and explain how it applies to thesis
* Must SUPPORT Thesis!
1. Essay is well organized and well written (1 Point)
* Chronological
* Has a clear outline
1. Errors (-1 or -2 Points)
* Major to Minor Historical errors that distract from the quality of the Essay

**APUSH: FRQ Rubric**

1. Has an acceptable thesis: (1 Point)
* The Rule of Three – Three Reasons or Argument Points
* 1 – 2 Sentence Long
* Introduction with:
	+ **B**ackground – Restate Prompt
	+ **A**rgument – Thesis – 3 Factors or Ideas
	+ **R**oad Map – How to attack each point
1. Essay addresses All parts of the question: (1 Point)
* Balanced coverage of ALL elements of the Question
1. Substantiates thesis with appropriate historical evidence: (3 Points)
* Provides at least 9 pieces of evidence that supports the thesis
* Must be from outside information!
* Must demonstrate understanding of the evidence and explain how it applies to thesis
* Must SUPPORT Thesis!
1. Provides effective analysis that covers ALL parts of the question: (3 Points)
* Effectively uses PERSIA
* Must have at LEAST 6 specific examples
* Answers the “why” questions
1. Essay is well organized and well written: (1 Point)
* Chronological
* Has a clear outline
* Has an effective and analytical Conclusion
	+ Answers “So What?”
	+ “In the final analysis”
	+ Does NOT restate the thesis and body points!
1. Errors (-1 or -2 Points)
* Major to Minor Historical errors that distract from the quality of the Essay

**SAQ: Top Ten Reminders**

1. Think of the SAQ as a way of replacing some of the multiple choice items.
2. There will be three points for each SAQ:
	1. For Each Task (1 Point or 0 Point)
	2. For Each Task (1 Point or 0 Point)
	3. For Each Task (1 Point or 0 Point)
		1. Although, some may have two questions in the “a’ and one questions in “b.”
3. Students should identify the task they are answering by:
	1. Writing a)…….b)………c)…….
4. 2-3 sentences per task.
5. Amounts to about 200 words. 23 lines (You can only use the space provided. You can’t write large. You can’t write outside of the box. You can’t include arrows that direct a reader around the outside of the box.)
6. ANSWER THE QUESTION!!!!! No philosophical responses are wanted or needed.
7. Use outside evidence to prove different points or perspective. Show sophistication!
8. NO THESIS!!!!
9. At least one SAQ will require you to interpret historian’s perspective through secondary sources.
10. Possible “Types” of SAQ….. All encompass the 4 skill types: Chronological Reasoning, Comparison and Contextualization, Crafting Historical Arguments from Historical Evidence, and Historical Interpretation and Synthesis.
	1. Comparison
	2. Causation
	3. Periodization
	4. Change and Continuity over Time
	5. Use of Evidence
	6. Interpretation