**Advanced Placement U.S. History**

**Location:** Room 1-034

**Instructor:** Joseph DiMuccio

**Planning Period:** Period 4/8 (Block Schedule)

\*Parent Teacher Conferences may be during the planning period or after school from 2:05-3:00 pm.

**Contact Information:** [dimuccioj@pcsb.org](mailto:dimuccioj@pcsb.org)

OR contact high school office

**Prerequisites:** Successful completion of World History; mandatory requirements for AP registration

**AP Exam Requirements:** It is strongly recommended/encouraged that students who enroll in the class take the AP Exam.

**Description:** Students will develop reading, writing, and analytical skills by examining and investigating texts, primary documents, maps, graphs, charts and supplementary material. This course is intended to sharpen student awareness of what history is and how it should be studied. We will examine the important and interesting developments throughout the broad history of America stressing continuity and change over time. Students will engage in a series of components in American history from Exploration/Colonization – Present Era. Within each component, varying interpretations of American political, social, and cultural history will be explored. The student should also improve his/her sense of what constitutes evidence, and how we know (or believe) what we know (or think we know). This course will ensure the use and enhancement of critical thinking skills and assessments that are more than mere “regurgitation of facts.” It is our goal, as a class, to promote civic awareness and responsibility and ensure that each student is equipped with the knowledge to become an integral and informed member of society.Students should pay attention to the most important THEMES and concentrate on them. If something is unclear, the text is the first reference point (use Index and Table of Contents). It is imperative that students read the text before a topic is discussed in class. There will be a reading assignment almost every night and a writing assignment weekly; students are responsible for pop quizzes or any other type of assessment at any time.

Other readings include specific primary documents (i.e. Constitution) and/or DBQ analysis that will be distributed or provided electronically in class. Students will have full access to any supplementary documents studied in class. If, for any reason, a student does not have access to any assigned readings or activities, he/she should let the instructor know immediately.

**Textbook**

Faragher, John Mack, Buhle, Mari Jo, Czitrom, Daniel, & Armitage, Susan H. *Out of Many: A History of the American People*. 6th edition. Upper Saddle River, NJ: Pearson Education, Inc., 2011.

**Supplemental Sources**

Barr, Daniel P.(edited). (2007). *Retrieving the American Past: A Customized U.S. History Reader*. Boston: Pearson, 2007.

Davidson, James West, and Mark Hamilton Lytle. *After the Fact: The Art of Historical Detection*. New York: McGraw Hill, 2000.

Urofsky, Melvin I., and Paul Finkleman. *A March of Liberty: A Constitutional History of the United States*. 2nd ed. 2 vols. New York: Oxford University Press, 2002.

Dixon, David. *Never Come to Peace Again: Pontiac’s Uprising and the Fate of the British Empire in North America*. Norman: University of Oklahoma Press, 2005.

Gillon, Steven M. *The American Paradox: A History of the United States Since 1945*. 3rd ed. Boston: Wadsworth Cengage Learning, 2013.

Gianos, Phillip L. *Politics and Politicians in American Film*. Westport: Praeger, 1998.

Little, Stephen. *…isms: Understanding Art*. New York: Universe Publishing, 2004.

McCullough, David. *John Adams*. New York: Touchstone, 2001.

Rubenstein, Richard L., *The Cunning of History: The Holocaust and the American Future*. New York: Harper & Row Publishers, 1975.

Zinn, Howard. *A People’s History of the United States.* Harper & Row, 2003.

Taylor, Alan. *American Colonies: The Settling of North America*, New York: Penguin Books, 2001

Dudley, William, and Gale Thomson. *Opposing Viewpoints: Volumes 1 & 2.*

Madaras, Larry, and James M. SoRelle. *Taking Sides: Clashing Views on Controversial Issues in American History – Reconstruction to Present*. 10th ed. Guilford: McGraw Hill/Dushkin, 2003.

Washington Post: *Compilation of the Presidential Transcripts of Richard Nixon.* Dell Publishing Company. New York: 1974.

James Madison: *Debates in the Federal Convention of 1787; Federalist Papers Nos. 10, 39, 51, 70, 78, and 84*

Primary Source Database: [www.teachinghistory.org](http://www.teachinghistory.org); DBQ Project

**Supreme Court Cases & Others**: *Salem Witch Trials, Trial of John Peter Zenger, Marbury v. Madison, McCullough v. Maryland, Gibbons v. Ogden, Cherokee Nation v. Georgia, Worcester v. Georgia, Dred Scott v. Sanford, Munn v. Illinois, Plessy v. Ferguson, Gitlow v. New York, Korematsu v. United States, Brown v. Board of Education, Griswold v. Connecticut, Roe v. Wade, U.S. v. Nixon*

*\*These court cases will be used to illustrate the problems/changes in American government, politics, economic structure, social issues, and business (commerce) trends throughout U.S. history.*

**Supplemental Teaching Materials**

Various charts, graphs, maps, political cartoons, photographs, and works of art will be used to supplement and enhance instruction. These resources will be used to improve students’ analytic as well as inference skills.

**Themes**

While the course follows a narrative structure supported by the textbook and audiovisual materials, the following seven themes described in the AP U.S. History Course and Exam Description are woven throughout each unit of study. Each concept will be tailored to the content from the specific time period.

1. American and National Identity (NAT) – How and why definitions of American and national identity and values have developed?

2. Work, Exchange, and Technology (WXT) – How have changes in markets, transportation, and technology affected American society?

3. Migration and Settlement (MIG) – Why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments?

4. Politics and Power (POL) – How have various groups sought to change the federal government’s role in American political, social, and economic life?

5. America in the World (WOR) – How has U.S. involvement in global conflicts set the stage for domestic social changes?

6. Geography and Environment (GEO) – How has geography affected the natural and human-made environments both socially and politically in the United States?

7. Culture and Society (CUL) – How have ideas, beliefs, social mores, and creative expression shaped the United States?

**Skills Developed**

In each unit, students will get practice developing the following **content-driven skills:** Crafting Historical Arguments from Historical Evidence (including Historical Argumentation and Appropriate Use of Relevant Historical Evidence), Chronological Reasoning (including Historical Causation, Patterns of Continuity and Change over Time, and Periodization), Comparison and Contextualization, and Historical Interpretation and Synthesis. In addition, class activities and assignments will address the following **academic skills**: Reading for comprehension and recall, improving study skills in preparation for assessments, improving formal writing skills (addressed below), improving public speaking skills in class discussions and activities, and improving skills of map reading and interpretation.

**Assessment(s)**

AP Flashcard Assessment: Students are required to complete formal assessments for each period of history contained in Barron’s AP flashcard set. This is intended to ensure that student’s have the basic rote knowledge of American history in order to better meet the intended learning goals set forth by the AP curriculum requirements. Students will use their basic knowledge to better compare/contrast, interpret, analyze, synthesize and evaluate historical events.

Formal Assessment: Students will be given a 9-week midterm exam and a 9-week final exam. These exams will be contain content from the various readings, lectures, writing assignments, activities, and homework for the given time period. Exams will be tailored to correspond to the format of the AP examination as much as possible. Exams will be completed in two days – Day 1 will be in essay format and Day 2 will be multiple choice. Students will also take a test at the end of every week to ensure comprehension. Multiple Choice exams will be administered for the content from WEEK 1 for every period of history (13 total). These multiple choice tests will be from the readings, notes, and essential questions. Essay tests will be administered in Week 2 of the corresponding periods of history. These essays will provide an opportunity for the student to synthesize the content from the previous two weeks. The basis for these essay tests will be from analysis, comparison, and dissection of the primary and secondary sources used throughout the period of history.

**Example**:

\*Unit I (Period 1 – 1491-1607) – Week 1 (Multiple Choice Test-readings, notes, essential questions); Week 2 (Essay Test from analysis, comparison, dissection of primary and secondary sources)

\*Unit 2 (Period 2 – 1607-1754) - Week 1 (Multiple Choice Test-readings, notes, essential questions); Week 2 (Essay Test from analysis, comparison, dissection of primary and secondary sources)

\*Total (4 weeks)

Public Speaking: Students will be required to give one five-minute speech/semester.

Topic: Semester 1: Top Ten: Best Enlightenment ideas; How did these change the politics, culture, and society of colonial America? (CUL-4)

Topic: Semester 2: Counterculture of the 1960s: Why did it fade away?

**Each Unit Will Contain the Following Activities:**

**Lecture, Note-Taking, and Discussion Forum: (Typically at the Beginning of a Unit)**

Students will participate in classroom discussions pertaining to content from the given time period. Lectures will begin with specific objectives (questions) that pertain to the lesson. Students will be given short quizzes throughout the lecture to ensure understanding and comprehension. At the end of each lesson, students will answer an overarching, thematic question as their “ticket out the door.” Lectures will also include Socratic seminars, peer review methodologies, and note-taking. Lectures are designed to supplement and enhance the content from the textbook and other readings. Students will be provided with a set of critical thinking questions prior to reading the chapter. Students will then come to class prepared to discuss those questions in depth.

**Primary Source Analysis:** Students will learn how to analyze documents by reading a compilation of varying historical opinions about key events throughout U.S. history. Students will have the opportunity to decide for themselves which argument is true and how that same interpretation has influenced subsequent events. Students will also analyze key primary documents that have shaped the world in which we live today. Students will use Document Comparison and Analysis – Purpose, Historical Context, Intended Audience, and Author’s Point of View (PHIA). Students use PHIA to analyze primary documents during an in-class writing assignment.

**Six Degrees of Separation:** Students will be provided with two events spanning decades, but related by theme. They will select six events in chronological order that link the first event in the series with the last. Students will write the name of each selected event, and use their research and knowledge of the time period to create an argument to support the events selected. Students must emphasize both cause and effect and/or demonstrate continuity or change over time in their linking. There will be at least one Six Degrees assignment per unit. Some events can and will include data/inferences from charts, graphs, maps, political cartoons, and works of art. This assignment provides students with the opportunity to observe continuity and change over time.

**Paradigm Teaching:**

Daily lessons will be taught using a thematic approach. Students will dissect the content and apply it to an overall theme for the time period at hand. These “mini-themes” will be used to ensure understanding of Cause/Effect, Periodization, Continuity and Change over Time, and Contextualization. These “mini-themes” include but are not limited to politics/government, science, economics/commerce, foreign relations, geography (physical & human), law, race/gender/ethnicity/religion, socioeconomic status, and culture. This thematic approach will help to ensure that students will be able to identify each specific theme and classify it under the broader scope laid out in seven themes of the AP curriculum objectives.

**Scavenger Hunt:**

Students will participate in a scavenger hunt using historical clues from the content learned in class. This will typically be done at the end of a semester to check for student comprehension of basic historical facts and concepts.

**Jigsaw Activity:**

Students will use the jigsaw activity to synthesize large chunks of information. This activity includes a suitable topic (divisible into logical chunks), cooperative groups, preparation pairs, practice pairs, and teacher monitoring and evaluation. Students will read/ peruse through materials and figure out the most effective way to teach their chunk of information to their respective cooperative group. The goal is for students to piece together the general theme by using the specific information from their cooperative groups. This gives the students an opportunity to see the progression of certain events/topics and how continuity or change over time took place.

**DBQ and Essay Practice:**

Students will be given essential questions and prompts on a regular basis. These will usually be for a homework grade or a quiz grade in class. Students are to use the prompt(s) to construct logical responses using inferences, historical knowledge, and rationale conclusions. These will be scored in congruence with the AP examination testing/grading standards (PHIA).

**Essential Questions/Learning Objectives:**

Each topic will start with a clear statement of objectives, which are linked to the “Essential Questions” for each unit. Students will use various methods to construct and synthesize knowledge while maintaining the goal to answer, comprehend, and analyze information to form their own opinions. This will be done using comparison and analysis of primary/secondary readings and other investigative techniques requiring students to piece together the patterns of continuity or change over time.

**Chronological Reasoning Lesson:**

Students are provided with ten events, in no particular chronological order, which they will then place in order, naming the decade in which each occurred.

Students will complete the exercise by providing the following:

1. Identify the period in which these occur;

2. Identify continuity and change over time exemplified by the selections; and

3. Identify the theme(s) under which these issues and developments might be categorized.

**Essay 1: (8-10 pages)** Students are to use periodization to identify the major time periods of U.S. history. Students can use any rationale they like as long as it can be supported using historical evidence.

AP U.S. History – 125 points

Essay Assignment: Due Date: TBD

Annotated Bibliography: Due Date: TBD

Requirements: 8-10 pgs.; Typed-Double spaced; 12 pt. font; 1-inch margins; Chicago Style Citations/Bibliography; Annotated Bibliography (Due October 24); Cover Page; Minimum of 7 sources (5 must be print sources)

Topic: Periodization

Learning Objectives: TSWBAT investigate and construct different models of historical periodization. This includes the ability to describe, analyze, evaluate, and construct models that historians use to organize history into discrete periods.

\*Assignment: Historical time periods of the United States are broken up into chunks that are generally agreed upon by most historians, sociologists, and economists. Although these “chunks” are generally accepted, there is substantial opportunity for scholars/students to rebut the acceptance of these “chunks of time.” Although the topic of periodization can be debated as to how/why/when a certain time period started or ended, there are specific common elements and causal links that do characterize various eras in U.S. history.

The task is to come up with your own version of the history of the United States using periodization as the model for your essay.

1. In your essay, you must assign starting and ending YEARS to the various periods of U.S. history and development. Your essay must account for the whole time span (all years) of U.S. history.

2. Your essay must have a clear, logical thesis supported by historical evidence. (15 points)

3. Your essay should include the following:

a. Start Date-State reason(s) for Start Date (10 points)

b. End Date-State reason(s) for End Date (10 points)

c. Common characteristics (historical evidence) to support your version of periodization (Students must incorporate ALL SEVEN thematic learning objectives throughout their paper to justify their classifications) – (35 points)

d. Essays must include at least TWO examples (Seven Themes) of contrast within a time period between/among social, political, economic, or geographic groups (10 points)

e. Students must include the causal link (supported by historical evidence) of previous and subsequent time periods (How one time period led to the next); if applicable (10 points) – There must also be evidence of similarities between two time periods as a whole

f. Students must include the divisive event/characteristics that separate two consecutive time periods; if applicable (10 points)

g. Students must pick TWO time periods separated by at least 150 years and discuss how/why the earlier time period influenced the later one (10 points)

4. Conclusion must: (15 points)

a. Stress the importance of the thesis statement

b. Give the essay a sense of completeness

c. leave a final impression on the reader

Tips for Conclusions

1. Answer the question, “So What?” – Show your readers why this paper was important. Show them that your paper was useful and meaningful.
2. Synthesize, don’t summarize – Don’t simply repeat things that were stated in your paper. Show the readers how the points you made and the support and examples you used were not random, but fit together.
3. Redirect your readers – Give your readers something to think about. If your introduction went from general to specific, make your conclusion go from specific to general.

**Essay 2: (5-7 pages)** Students will respond to the photograph of the “Little Rock Nine” being escorted into public school. Students will come up with a thesis centered on the concept of “Conceptualization.” Students are to describe the conditions that led to this historic event. In their essays, students will trace the origin of this event. Students may choose to start wherever they wish as long as they can legitimately support their argument using historical evidence. Students must show a prime cause-effect relationship and a comparison of societal conditions of both the 19th and 20th centuries.

**Learning Activities: (Format)**

**Week 1:** Students will receive reading assignments and essential questions for the time period. They will have the week to complete the readings, study guide, essential questions, and note-taking in class. They will receive a multiple choice test at the end of the week. The day of the multiple choice exam, the study guide and essential questions (short answers/essays) will be due.

**Learning Activities for Week 1 (Multiple Choice Test) Include (but not limited to):** Lecture/Note-Taking, Study Guide Completion, Essential Question Short Answers/Essays, Jigsaw Reading Activity, and Chronological Reasoning Lesson or Six Degrees of Separation Lesson. Students will also be given short quizzes and “ticket out the door” questions to ensure understanding of daily lessons.

**Week 2:** Students will be given various focus questions for the week. These questions will deal in the realm of historiography. Primary and secondary source readings will be centered on these focus questions. Students will study primary and secondary sources in class and for homework to determine purpose, historical context, intended audience, and author’s point of view (PHIA). They will also use the content to recognize Cause/Effect relationships, Periodization (chunks of time with stable/unifying characteristics), Continuity and Change over Time (applying periodization), and Contextualization (Using knowledge of a certain time period and applying it to a document, picture, etc.) The opportunities for students to apply these strategies will enhance understanding by giving them an opportunity to synthesize and evaluate information for themselves.

**Learning Activities for Week 2 (Essay Test) Include (but are not limited to):** Primary Source/Secondary Source Essays (using PHIA), DBQ and Essay Practice, Socratic Seminar

**\*Note about time periods – Time periods are based on the thematic setup of the course. Although variations from the AP Curriculum Framework exist, the course will be taught using the guidelines/time periods outlined in the AP course description.**

**Unit I (4 Weeks) - Period 1: (1491-1607) & Period 2: (1607-1754)**

**Reading Assignment:** *Out of Many* Ch. 1-5, Barr: Ch. 1-4, et. al

**Content:**

Human and Physical Geography; Similarities/Differences in Pre-contact indigenous cultures; changes in the economic/social/political conditions of Europe (1492); Spanish policies in the Americas; English, French, and Dutch settlements in the Americas; Compare/Contrast European colonization efforts; Trans-Atlantic Slave Trade; the Atlantic economy; lasting impressions/conclusions; colonial commerce; colonial society/economies; Enlightenment; science, law, and politics of the colonies; geographical proximity of European powers in the Americas

**Primary/Secondary Source Analysis (appropriate sources will be chosen from):**

**Sources:** Map of Spanish Conquest of the New World; Artist rendition of Cahokia; French Engraving (Iroquois Women); Drawing of “De Soto in North America”; Map of European settlement in the Americas; Bar Graph (Non-Indian Population of the Chesapeake) vs. Bar Graph (Non-Indian Population of New England); “The Origins of Slavery” article; Map of Immigrant Groups in Colonial America; all relevant Supreme Court cases

**Thesis paper:** After reading three varying views about the causes of the Salem Witchcraft Trials, students will construct an essay defending one of the passages with historical evidence. The excerpts come from *After the Fact*, *The Devil in the Shape of a Woman*, and “Salem Possessed: The Social Origins of Witchcraft.” Students will also use their findings to compare/contrast the Salem Witch Trials with what they know about U.S. anticommunist views and McCarthyism in the 1950s & 1960s.

**Chronological Reasoning Activity** or **Six Degrees of Separation Activity:** 1491-Jamestown (1607)

**DBQ Deconstruction:** Using “Admiral of the Ocean Sea: A Life of Christopher Columbus” and “The early Spanish Main,” students will construct a short answer response addressing the opposing views of these two excerpts. The focus question(s) is “Is Christopher Columbus a hero or a villain? How has the portrayal/view of Christopher Columbus changed since the time of his voyage?”

**Unit 2 (4 weeks) - Period 3: (1754-1800) & Period 4: (1800-1824)**

**Reading Assignment:** *Out of Many* Ch. 6-10, Barr: Ch. 5-6; Davidson & Lytle: Salem Witch Trials, et. al

**Content:** Fur Trade; relationship between/among colonists, Native Americans and European powers; Great War for Empire; burdens of empire; colonial response; crisis in the colonies; Revolutionary War; aftermath of Revolution; establishing a government; Articles of Confederation; Constitution; the new Republic; presidency of George Washington; Foreign Affairs; Alien & Sedition Acts; Age of Jefferson; Louisiana Purchase; Native Americans on borderlands; War of 1812; Monroe Doctrine; Election of 1824; lasting impressions

**Primary/Secondary Source Analysis (appropriate sources will be chosen from):**

**Sources:** “Boston Tea Party” poem, Thomas Paine’s *Common Sense*, excerpts from Charles Beard’s *An* *Economic Interpretation of the Constitution,* excerpts from *“A Critical Analysis of ‘An Economic Interpretation of the Constitution,’”* Declaration of Independence, *The American Crisis*, The Constitution of the United States**,** *The Federalist Papers*, Washington’s Farewell Address, Kentucky and Virginia Resolutions, Map of Northwest Ordinance, Political Cartoon of the XYZ Affair, Drawing “Congressional Brawlers,” Map of Louisiana Purchase, Political cartoon of the Embargo Act, Map of Indian battles on the frontier (Tecumseh), Map of British Strategy in War of 1812, Chart of Election of 1824, all relevant Supreme Court cases

**Cause/Effect Chart (Government, Society):** This will be an annotated chart reflecting existing conditions/causes-major events-consequences and lasting impressions on current conditions. Students will analyze the Kentucky and Virginia Resolutions. Students will identify the social conditions, politics, and government during the Adams administration. Students will then compare/contrast the characteristics/politics of this era with the current era and opposition to Obamacare. Students will focus on the progression of state defiance from the beginning stages of Obamacare through the Supreme Court’s ruling on parts of the law. **(POL-5)**

**Thesis paper:** How did the Election of 1824 affect American politics and society? Specifically, how did the election start a chain of events that would have drastic consequences on American government, politics, and economics in the 1830s and 1840s? How does the Election of 1824 compare to elections today?

OR

Do you agree that the Election of 1824 started a chain of events that had drastic consequences on American government, politics, and economics in the 1830s and 1840s? Your answer should contain specific details that support your conclusion. (Topic will be revisited next Unit)

**DBQ Deconstruction:** Laurel Thatcher Ulrich, David Hackett Fisher, and Jack P. Greene address the matter of “Marriage in New England and the Chesapeake.” These selections discuss married men and women in colonial society. The authors contend that marriage life in New England and the Chesapeake was quite similar in terms of gender roles and domesticity. Students will answer the teacher-prepared DBQ’s pertaining to these documents.

**Chronological Reasoning Activity** or **Six Degrees of Separation Activity:** 1754-1824

**Long Essay Assignment:** Students will construct an historical argument with a thesis supported by historical evidence – Prompt “Explain how the Iroquois Confederation played a central role in the shaping of American colonial life from the British as well as the French perspective.”

**Editorial:** Students will write an editorial supporting either the Federalist Party or the Democratic-Republicans. Students will be given the luxury of hindsight to write the editorial. Students are to focus on the economic and social factors relative to their respective region of the U.S. **(ENV-2)**

**Top Ten List:** Students will create their own “top ten” list of the most influential inventions/innovations of the Enlightenment period. Students will need to demonstrate why the selected events are integral to the growth and development of the United States both politically and culturally using historical eveidence to support their choices. This activity will require the use of periodization, historical argumentation, and historical interpretation. **(CUL-4)**

EX. The development of the printing press helped the colonists defeat the British in the American Revolution-Students will need to defend their selections.

**Unit 3 (4 weeks) - Period 5: (1824-1861) & Period 6: (1861-1877)**

**Reading Assignment:** *Out of Many* Ch. 11-17**,** Barr: Ch. 7, 8, 9, Urofsky & Finkleman: Excerpts Ch. 15-21, Zinn: Ch. 7, et. al

**Content:** American economy, commerce, and society in the 19th century; policies of the Age of Jackson; cotton kingdom; white society in the south; institution/policies of slavery; antebellum culture and reform; abolitionism & anti-abolitionism; Manifest Destiny; Mexican War; rising sectional tensions; crises of the 1850s; Age of Lincoln and Civil War; Reconstruction; societies of the far west; Indian Wars; lasting impressions

**Primary/Secondary Source Analysis (appropriate sources will be chosen from):**

**Sources:** The case for the Erie Canal, Thomas Jefferson reacts to the “Missouri Question” (1820), Henry Clay, “Defense of the American System” (1832), *The Harbinger* , Female Workers of Lowell (1836), A “Corrupt Bargain” or Politics as Usual? (1824), Andrew Jackson, Veto of the Bank Bill (1832), President Andrew Jackson’s Proclamation Regarding Nullification (1832), Lyman Beecher, Six Sermons on Intemperance (1828), Declaration of Sentiments and Resolutions -Woman’s Rights Convention-Seneca Falls, New York (1848), Horace Mann on Education and National Welfare, John L. O’Sullivan, “The Great Nation of Futurity” (1845), A Black Abolitionist Speaks Out (1829), De Bow’s review, “The Stability of the Union” (1850), Benjamin Drew, Narratives of Escaped Slaves (1855), George Fitzhugh, “The Blessings of Slavery” (1857), Frederick Douglass, Independence Day Speech (1852), Kansas Begins to Bleed (1856), Abraham Lincoln, “A House Divided” (1858), Why they Fought (1861), Abraham Lincoln, Gettysburg Address (1863), The Fourteenth Amendment (1868), The Nation, “The State of the South” (1872), all relevant Supreme Court cases

**Art Interpretation:** “American Progress” (1872) John Gast – Students will analyze this painting using PHIA. Students will focus on light and color as an expression of meaning and interpret the symbols in the painting that portray the idea of westward movement. Students will also be asked how/why this painting could be interpreted differently today? **(ID-2)**

**Amendment Activity:** Students will analyze Amendment 10. They will dissect the construction/wording of the amendment as far as its implicit meaning concerning secession (Urofsky/Finkleman: *Constitutional History of the United States*).

**Primary Source/DBQ Analysis – Opposing Viewpoints:** Students will read excerpts from *Opposing Viewpoints in American History*. They will analyze the sources using PHIA to determine the context and proposed results illustrated in each point of view. The sources include an article by William Mason Grosvenor, “Reconstruction Should be Harsh” and an essay by Herman Melville entitled “Reconstruction Should be Lenient.”

**Chronological Reasoning Activity** or **Six Degrees of Separation Activity:** 1824-1877

**Unit 4 (5 weeks) - Period 7: (1870-1890) & Period 8: (1890-1914)**

**Reading Assignment:** *Out of Many* Ch. 18-21, Zinn: Ch. 11, Madaras & SoRelle: Ch. Pgs. 24-91

**Content:** Industrial Revolution; social/economic inequality; labor unions; the cities; crime and violence in the cities; mass communication; leisure; economy of the 1890s; Spanish-American War; America becomes a world power; Progressivism and its policies; Immigration; Temperance Movement; foreign policy in the new century; lasting impressions

**Primary/Secondary Source Analysis (appropriate sources will be chosen from):**

**Sources:** Horace Greeley, An Overland Journey (1860), Congressional Report on Indian Affairs (1887), Tragedy at Wounded Knee (1890), The Omaha Platform of the Populist Party (1892), From *Plessy v. Ferguson* (1896), W.E.B. Du Bois, from “Of Mr. Booker T. Washington and Others” (1903), Charles Loring Brace, “The Life of the Street Rats” (1872), Progress and Poverty (1879), The Gilded Age (1880), Address by George Engel, Condemned Haymarket Anarchist (1886), The Assassination of President Garfield, Booker T. Washington, Atlanta Exposition Address (1895), Steffens, *from The Shame of the Cities* (1904), Etiquette for the Upper Classes (1919), Scientific Management (1919), How the Other Half Lives (1890), Lee Chew, *Life of a Chinese Immigrant* (1903), Henry Cabot Lodge, “The Business World vs. the Politicians” (1895), The Spanish-American War (1898), The Boxer Rebellion (1900), Eugene V. Debs, “The Outlook for Socialism in the United States” (1900), Theodore Roosevelt, from The New Nationalism (1910), Helen M. Todd, “Getting Out the Vote” (1911), Louis Brandeis, Other People’s Money and How the Bankers Use It (1913), Herbert Croly, Progressive Democracy (1914), all relevant Supreme Court cases

**DBQ Analysis:** Essential Question, “Was John D. Rockefeller a Robber Baron?” – Students will read a selected reading from Madares and SoRelle. They will answer the central question using historical evidence to support their answers.

**Annotated Cause/Effect Chart Construction:** Students will create a cause-effect chart connecting the start of the Industrial Revolution in the U.S. and suburbanization. Students are to piece together the patterns of economic growth in the U.S. and their effects on population migration and suburbanization (Brooklyn Bridge, subway systems, etc.). Students must have at least ten innovations/events that merge the patterns of business/economics and the growth of cities and suburbs. **(PEO-3)**

**Speech/Presentation/Collage:** Students will construct a family history project. Students will construct a collage with specific information about their ancestry. Students will focus on such things as country of origin, time period of immigration/migration, reason for relocation, name changes, and process of immigration/migration in the relevant time period. Students will also construct a presentation focusing on regional characteristics of different ethnic groups as they pertain to population demographics in the U.S. Students will also focus on the rapid growth of cities and government policies pertaining to sanitation, government regulation, child labor, laissez-faire economics, and the Progressive/Populist Movements.

**\*Units 5 and 6 will be taught in conjunction with one another; each time period will stress a different theme/paradigm but will be used to illustrate the connection between economics and global militarism/politics.**

**Unit 5 (4 weeks) - Period 9: (1914-1939)**

**Reading Assignment:** *Out of Many* 22-24, et. al **Audio Visual:** Excerpts from “The World Wars” (1921-1939), Gianos: Ch. 4, et. al

**Content:** WWI; Wilson’s neutrality; entrance into WWI; Fourteen Points; Red Scare; Prohibition; technology and economic growth of the 1920s; leisure/culture of the 1920s; nativism; government and business of the 1920s; economy of the 1920s; world between the wars; The Great Depression; New Deal politics; effectiveness of the New Deal; rise of isolationism; lasting impressions

**Primary/Secondary Source Analysis (appropriate sources will be chosen from):**

**Sources:** The Great War, Letters from the Great Migration (1917), American troops in the Trenches (1918), Eugene Kennedy, A “Doughboy” Describes the Fighting Front (1918), Newton D. Baker, “The Treatment of German-Americans” (1918), Woodrow Wilson, The Fourteen Points (1918), Edward Earle Purinton, “Big Ideas from Big Business” (1921), National Origins Quota Act (1924), Advertisements (1925, 1927), Family Planning (1926), Vanzetti, Court Statement (1927), Herbert Hoover, Speech at New York City (1932), FDR’s First Inauguration Speech (1932), Share the Wealth, The Victims of the Ku Klux Klan (1935), Albert Einstein, Letter to President Roosevelt (1939), all relevant Supreme Court cases

**DBQ Analysis:** Students will analyze excerpts from *Opposing Viewpoints* entitled “America Should Enter WWI” by Woodrow Wilson and “America Should Not Enter WWI” by George W. Norris. Students will analyze the documents using PHIA and should be able to construct an opinion based on historical evidence. They will use their knowledge of WWI to decide how/when these viewpoints changed. \*Students will analyze excerpts from *Opposing Viewpoints* concerning the League of Nations, Prohibition, the New Deal, and Wealth Redistribution in the 1930s.

**Presentations:** Students, working in groups, will make presentations on the impact of radio, motion pictures and automobiles, as well the increased availability of home appliances, on the changing role of women.

**Content Compare/Contrast:** Students will complete an historical analysis chart tracing the roots of government intervention in the economy from the late 19th century through the 1930s to the present day. They will focus on Social Security and FDIC Insurance as well as Medicare/Medicaid and differing philosophies about the allocation of government funds. **(WXT-8)**

**Point-in-Time Activity:** Students will analyze the lasting effects of the German attempt to break the stalemate on the Eastern Front during WWI. Students will describe the significance of Vladimir Lenin on Russian politics and the long-term impact this event had on U.S. society and politics throughout the 20th century.

**Unit 6 (4 weeks) - Period 10: (1921-1945)**

**Reading Assignment:** *Out of Many* Ch. 23 (partial) - 25, primary source documents from WWII soldier’s letters, Rubenstein: Ch. 1-6, Gianos: Ch. 5, et. Al

**Content:** Rise of Fascism; economic conditions of the world between the wars; Rise of Nazism; Causes of WWII; America and the Holocaust; Entrance into WWII; War in the Pacific; Japanese-Americans; Manhattan Project; consequences of Atomic Age

**Primary/Secondary Source Analysis (appropriate sources will be chosen from):**

**Sources:** Charles Lindbergh Radio Address (1941), Franklin D. Roosevelt, The Four Freedoms (1941), Roosevelt, Annual Message to Congress (1941), A. Philip Randolph, “Why Should We March?” (1942), Japanese Relocation Order February 19, 1942, Sterling A. Brown, “Out of Their Mouths” (1942), all relevant Supreme Court cases

**DBQ Analysis:** Students will read excerpts from authentic American WWII diary entries. The main concept of the assignment is to practice their historiography skills. Students will answer the DBQ analysis template/worksheet that applies to various skills such as authenticity, bias, mood/tone, change over time, audience, and point of view. Students will also be instructed to research the corresponding actual events to match the dates/years of the diary entries. Students will also gain a working knowledge of the process of interpreting/analyzing authentic source material.

**Cause and Effect Analysis (Annotated):** Students will combine concepts from Unit 5 and Unit 6 to create a complete cause-effect analysis chart that includes the economic/social characteristics of the time period and the militaristic/global dynamic of the time period and explain/describe/analyze the connection between the two thematic elements.

**Debate:** Students will have a debate on the topic, “Was the Use of the Atomic Bomb Necessary?” Each student will be assigned a particular view on the topic (In Favor of the use of the Atomic Bomb/Against the use of the Atomic Bomb). Students will also be asked to relate the state of today’s nuclear threats and the plausibility and consequences of a nuclear war.

**Unit 7 (5 weeks) - Period 11: (1945-1968)**

**Reading Assignment:** *Out of Many* Ch. 26-28, Gianos: Ch. 6, Gillon: Excerpts from Ch. 1-9

**Content:** Soviet-American tensions; Yalta Conference; Failure of Potsdam; China; Containment Doctrine; Nuclear Age; McCarthyism; explosion of science and technology; consumer culture; counterculture movements; culture of the 1950s and 1960s; Civil Rights Movement; Space Race; Cold War crises – Korea and Vietnam; Presidency of John F. Kennedy; Presidency of Lyndon Johnson; racial equality; 1968; lasting impressions

**Primary/Secondary Source Analysis (appropriate sources will be chosen from):**

**Sources:** George F. Kennan, “Long Telegram” (1946), Kenneth MacFarland, “The Unfinished Work” (1946), George Marshall, The Marshall Plan (1947), Containment (1947), Harry S. Truman, The Truman Doctrine (1947), Ronald Reagan, Testimony Before the House Un-American Activities Committee (1947), Joseph R. McCarthy, from Speech Delivered to the Women’s Club of Wheeling, West Virginia (1950), National Security Council Memorandum Number 68 (1950), Senator Joseph McCarthy’s telegram to President Truman following the ‘Wheeling, WV Speech,’ February 11, 1950, The Kinsey Report (1948), *Brown v. Board of Education* (1954), Ladies Home Journal, “Young Mother” (1956), Student Nonviolent Coordinating Committee, Statement of Purpose (1960), Dwight D. Eisenhower, Decision Not to Intervene at Dien Bien Phu (1954), John F. Kennedy, Cuban Missile Address (1962), Students for a Democratic Society, The Port Huron Statement (1962), John Lewis, Address at the March on Washington (1963), The Civil Rights Act of 1964, The Tonkin Gulf Incident (1964), Lyndon B. Johnson, Commencement Address at Howard University (1965), Stokely Carmichael and Charles Hamilton, from Black Power (1967), Donald Wheeldin, “The Situation in Watts Today” (1967), Vietnamization (1969), John F. Kennedy, Inaugural Address (1961), The Feminist Mystique (1963), Lydon Johnson, The War on Poverty (1964), National Organization for Women, Statement of Purpose (1966), all relevant Supreme Court cases

**Essay:** Students will write a 5-page essay comparing/contrasting the post-war periods of the 1920s and 1950s. Students will use the provided template to complete assignment. The template will be formatted using a thematic approach that will focus on the differences/similarities in world affairs, economics, gender, sex, race, equality, business/consumerism, and politics.

**Poster/Advertising Activity:** Students will analyze numerous posters used in the 1950s for advertising and propaganda purposes. Students will use PHIA and other interpretive techniques to analyze the posters. Students will be required to write a narrative for each poster using contextualization and historical interpretation.

**Text Analysis and DBQ:** Students will read excerpts from *The Feminine Mystique* by Betty Friedan. Students will analyze the excerpts and the book’s implications on social policy and gender status. The selected excerpts are designed to illustrate the growing frustration of the depiction of the stereotypical women of the 1950s and 1960s. Students will use their prior knowledge of the status of women during WWII and the role in society when males return from war. The goal of the assignment is to link the evolution of the status of women throughout the 1940s, 50s, and 60s with world affairs. **(WOR-4)**

**Video Analysis:** Students will analyze various video clips and commercials from the 1950s and 1960s. The selected video clips will range from commercials/advertising, war (Vitenam-Tet), social unrest at home (i.e., anti-Vietnam and racial protests), coverage of political assassinations, political events (i.e., Bay of Pigs, Cuban Missile Crisis, March on Selma, “I Have a Dream,” Kennedy Assassination, Nuclear attack, Sports, and Culture.

**Unit 8 (4 weeks) - Period 12: (1968-1992)**

**Reading Assignment:** *Out of Many* Ch. 29-30, Gillon: Excerpts from Ch. 10-16, Excerpts from *Richard Nixon Tapes*, et. Al

**Content:** Counterculture of the late 1960s-70s; mobilization of minorities; environmentalism; Nixon administration; Vietnam War; China and the Soviet Union; Watergate; Ford custodianship; trials of Jimmy Carter; Iran Hostage Crisis; Presidency of Ronald Reagan; economy of the 1980s; America and the waning of the Cold War; fall of the Soviet Union; Reagan and Gorbachev; first Bush Presidency; Persian Gulf War; technology in the Persian Gulf War; Election of 1992

**Primary/Secondary Source Analysis (appropriate sources will be chosen from):**

**Sources:** The Gay Liberation Front, *Come Out* (1970), *Swann v. Charlotte Mecklenburg Board of Education* (1971), *Roe v. Wade* (1973), Ione Malloy, Southie Won’t Go (1975), Jimmy Carter, The “Malaise” Speech (1979), House Judiciary Committee, Conclusion on Impeachment Resolution (1974), Ronald Reagan, First Inaugural Address (1981), T. Boone Pickens, “My Case for Reagan” (1984), Paul Craig Roberts, The Supply-Side Revolution (1984), Patricia Morrisroe, “The New Class” (1985), George Bush, Address to the Nation Announcing Allied Military Action in the Persian Gulf (1991)

**DBQ Analysis:** Students will analyze excerpts from the “Nixon Tapes” and answer the corresponding questions. These questions will be specifically used to illustrate the principles of impeachment. Specifically, students will determine for themselves if the tapes contain information that is/was deemed to be impeachable evidence. Students will compare the impeachment/removal of Richard Nixon and Bill Clinton at the conclusion of Unit 9.

**Cause-Effect Analysis Chart:** Upon completion of this unit, students will compile a cause/effect analysis chart that spans the years 1914-1992. Students will have to display understanding/comprehension of the cause/effect relationship starting with the assassination of Archduke Francis Ferdinand and ending with the fall of the Berlin Wall and the dissolution of the USSR.

**Unit 9 (2 weeks) - Period 13: (1992-Present)**

**Reading Assignment:** *Out of Many* Ch. 31, Gillon: Excerpts from Ch. 16-18, et. Al

**Content:** Economy of the 1990s, Presidency of Bill Clinton; O.J. Simpson trial; media in the 1990s; Election of 2000; 9/11 terror attacks; Iraq War; capture of Saddam Hussein & Osama Bin Laden; science and technology in the new economy; environmentalism; rise of terrorism; War on terrorism; America in the global age; Election of 2008; changing society; Obama presidency; new threats around the world (Middle East, Soviet Union, North Korea)

**Primary/Secondary Source Analysis (appropriate sources will be chosen from):**

**Sources:** Audio-Visual aids and supplemental materials (Readings from *Opposing Viewpoints)*; Topics: Health Care Reform (Bill Clinton vs. Fred Barnes), Impeachment of Bill Clinton (House Judiciary Committee vs. Jerrold Nadler), Gay Marriage (Jamie Raskin), Terrorism (George W. Bush vs. Joyce Neu), Presidential War Powers (Elizabeth Holtzman vs. John Yoo), Obamacare and its opponents, all relevant Supreme Court cases (Election of 2000)

**Timeline Cause/Effect (Six Degrees of Separation):** Students will trace relations in the Middle East and the roots of terrorism from the 1990s to the present day.

**DBQ Analysis:** From *Taking Sides*, “Is America Entering the Twenty-First Century in a Period of Decline?” – Students will decide which author’s prediction is most accurate as it pertains to present-day circumstances.

**Short Essay:** Students will write a brief essay comparing WWI and WWII with the current War on Terror. In the essay, students should address how they are similar, how they are different, and how global changes have affected the outcomes or proposed outcomes of these wars.

**\*End of Year Scavenger Hunt:** Students will participate in a scavenger hunt designed to test their historical skills and connectivity. Scavenger hunt will be set up on school grounds and clues will be historically based.