

# AP<sup>®</sup> U.S. History

## Syllabus 1

Many people view history merely as a set of dates and facts to be memorized, but history is *much* more than that. History is an organic and ever-changing discipline, periodically discovering new evidence and revising old commonly held beliefs. It's not enough to learn history itself; one must learn *from* history the true essence of the human experience. This course is designed for that purpose.

The ultimate goal of this course is preparation for the AP<sup>®</sup> Exam in the spring. Through this course, students will be provided with content, practical knowledge of U.S. history, practice in critical thinking activities, and experience in effective writing techniques that will better prepare them for not only the AP Exam but also their future educational areas. This course is divided into periods of time and emphasizes themes throughout American history. These themes include the American identity, economic evolution, and American foreign policy. This will be a rigorous course, but it will also be enjoyable. Hard work and dedication will be essential to success.

[C5]

**C5**—The course uses themes and/or topics as broad parameters for structuring the course.

## Text

Boyer, Paul S., et al. *The Enduring Vision*. Fifth Edition. (Toronto: D.C. Houghton Mifflin Company, 2004).

## Additional Readings

Cary, John H., et al. *The Social Fabric*. Eighth Edition. (New York: Longman, 1999).

Davidson, James W., and Mark M. Lytle. *After the Fact: The Art of Historical Detection* (New York: McGraw-Hill, 2004).

Dollar, Charles, and Gary Reichard. *American Issues: A Documentary Reader*. (Blacklick, OH: Glencoe, 1994).

Madaras, Larry, and James M. SoRelle. *Taking Sides: Clashing Views on Controversial Issues in American History, Volumes One and Two* (Guilford, CT: Dushkin Publishing Group Inc., 2002). [C6]

Hofstadter, Richard. *The American Political Tradition*. (New York: Vintage, 1989 [1948]).

**C6**—The course teaches students to analyze evidence and interpretations presented in historical scholarship.

*There will also be various articles and handouts from time to time provided by the teacher.*

# Course Objectives

Students will:

- Demonstrate a mastery of a broad body of historical knowledge
- Use historical evidence to defend and support basic arguments and positions
- Differentiate between various schools of historical thought and interpretation
- Interpret and draw conclusions from various pieces of historical data including original documents, cartoons, graphs, etc.
- Demonstrate an effective use of analytical skills of evaluation, cause-and-effect relationships, and compare and contrast
- Work effectively in groups to produce products, make presentations, and solve problems
- Prepare for and receive a grade of 3 or higher on the AP U.S. History Exam

## Curriculum Objectives and Tentative Course Schedule

### 1. History and the American Identity (1 week)

In order to understand the nature of history and the development of an American identity, the student will be able to:

A. Analyze the importance of studying history, paying special attention to

1. The nature of history
2. Writing history and writing *about* history
3. Interpretations of history

B. Evaluate the development of the “American identity” pertaining to

1. The impact of geography on the American character
2. Evaluate the creation of an “American identity” [C5]

**C5**—The course uses themes and/or topics as broad parameters for structuring the course.

**Reading Assignments (RA):** “Why Study History?” (Peter N. Stearns); “What is History About?” (Roger Adelson); prologue of text (*Enduring Vision*); Defining America: A Special Report (*US News and World Report*, June/July 2004)

**Themes:** American identity, culture, diversity

**Content:** Determining the nature of history, historical investigation, archaeology, writing history, geography of the United States, defining the American character

**Major Assessments (MA):** Historical writing exercise (handout); journal writing for songs; introductory paragraph for paper, “What Defines Us as Americans?” (the final paper for this topic will be students’ final exam) [C8]

**C8**—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions and thematic essays.

## 2. The Rise of Colonial America (2 weeks)

In order to understand the genesis of American history, the student will be able to:

- A. Analyze the issues and conflicts of transatlantic contact between various civilizations. [C1, C2]
- B. Describe the establishment of American colonies by the European nations during the sixteenth century.

**RA:** *Enduring Vision* (chapters 1–4); “Serving Time in Virginia” (*After the Fact*); “The Otherside” (Native American perspective on Jamestown, Va.); and “The Root of the Problem” (impact of Africans in Jamestown) *Time Magazine*, April 2007 [C6]

**Themes:** The evolution of Native American culture, the genesis of the American identity, demographic shifts and patterns of colonial development (Spain, France, England), evolution of regional patterns in colonial settlement in North America [C5]

**Content:** Meso-American culture; transatlantic encounters; purposes of colonization (Spain, Portugal, France, England) push-pull factors for colonization; establishment of English colonies, comparison of southern, middle, and northern colonies (religion, economics, political); cultural differences between Americans, Europeans, and Africans [C1, C2, C3, C4]

**MA:** Recruitment posters for various colonies (presentation); reading quizzes; reading journals with essential questions; vocabulary and identifications (quiz TBA); New England and Chesapeake DBQ [C8]

## 3. American Independence (1 week)

In order to understand the economic and political relationship between England and its colonies that would ultimately lead to the American Revolution, the student will be able to:

- A. Explain the relationship between England and its colonies, and their cultural development during the sixteenth and seventeenth centuries.
- B. Identify the causes and results of war and the American Revolution. [C1, C2, C3]

**RA:** Text (Chapters 5–6); “Choosing Sides in the Revolution” (*American Issues*)

**Themes:** Reevaluation of colonial relationship with Britain, the American Revolution as a conservative or liberal reaction to British colonial policies, the place of the American Revolution in world events [C5]

**Content:** Mercantilism, colonial wars, French and Indian War, colonial unification, British policies after 1763, decisions for independence, military victory and provisions of the Treaty of Paris (1783)

**MA:** Reading quizzes; reading journals with essential questions; vocabulary and identifications (quiz TBA); 1763 DBQ, American Identity DBQ [C8]

**C1**—The course includes the study of political institutions in U.S. history.

**C2**—The course includes the study of social and cultural developments in U.S. history.

**C6**—The course teaches students to analyze evidence and interpretations presented in historical scholarship.

**C5**—The course uses themes and/or topics as broad parameters for structuring the course.

**C3**—The course includes the study of diplomacy in U.S. history.

**C4**—The course includes the study of economic trends in U.S. history.

**C8**—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions and thematic essays.

#### 4. The Republican Experiment (1 week)

To recognize the importance of the forging of the American nation, the student will be able to:

- A. Discuss the various issues involving the establishment of the American government and Constitution.
- B. Compare and contrast the administrations of Washington and Adams in the first years of the Republic. [C1]

**C1**—The course includes the study of political institutions in U.S. history.

**RA:** Text (7); Chapters 6 and 7 (*American Issues*); “Were the Founding Fathers Democratic Reformers?” (*Taking Sides, Volume I*) [C6]

**C6**—The course teaches students to analyze evidence and interpretations presented in historical scholarship.

**Themes:** State governments, development of federal government and political parties, development of sectionalism (economic, political, and social), and the conflict between states’ rights and the federal government

**Content:** Effect of colonial experience on new state governments, the development of the Articles of Confederation, Shays’ Rebellion, Constitutional Convention, ratification, George Washington and the first government, the advent of political parties, and foreign and domestic policy (Washington and Adams)

**MA:** Reading quizzes; reading journals with essential questions; vocabulary and identifications (quiz TBA); free-response essay on Federalists and Republicans [C8]

**C8**—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions and thematic essays.

#### 5. Jeffersonian Republicanism and the Era of Good Feelings (1 week)

To understand the peaceful transition of power from the Federalists to the Republicans and the federal government’s role in domestic and foreign policies and programs, the student will be able to:

- A. Evaluate Jefferson’s Revolution of 1800
  - 1. Territorial growth
  - 2. Domestic policies
  - 3. Foreign policies
- B. Explain the impact of the Madison administration in regard to the causes and results of the War of 1812 [C3]
- C. Characterize the major accomplishments of the Monroe administration regarding foreign policy and domestic issues
  - 1. Treaties (Anglo-American Convention, Adams–Onís Treaty, Rush–Bagot Agreement)
  - 2. Foreign Policy (The Monroe Doctrine) [C3]
  - 3. Domestic Issues (The Missouri Compromise, 1820)

**C3**—The course includes the study of diplomacy in U.S. history.

**RA:** Text (8); “Did Thomas Jefferson Abandon his Principles in Purchasing the Louisiana Territory?” (*Taking Sides, Volume I*) [C6]

**Themes:** The peaceful exchange of power, changing party philosophies, territorial growth, the growth of nationalism

**Content:** “The Revolution of 1800,” changing political philosophies (Republicans vs. Federalists), Louisiana Purchase, diplomatic and domestic issues, War of 1812 (causes and results), foreign diplomacy (treaties, Monroe Doctrine), domestic issues (slavery and Missouri Compromise), the Supreme Court, and the Marshall Rulings

**MA:** Reading quizzes; reading journals with essential questions; vocabulary and identifications (quiz TBA); Presidential Quiz, 1789–1828 (TBA); Unit Test (Chapters 7 and 8)

## 6. Jacksonian America (2 weeks)

In order to understand the development and evolution of democratic institutions in the United States, the student will be able to:

- A. Characterize the rise to political prominence of Andrew Jackson
- B. Evaluate Jackson’s domestic and foreign policies
- C. Analyze the issues involved in the elections of 1836 and 1840
- D. Explain the causes and results of reform movements in the United States during the early to mid-nineteenth century [C2]

**RA:** Text (9, 10, 11); “People’s Choice” (*Smithsonian*, October 2005); “Trail of Tears” and “Utopian Communes” (*The Social Fabric, Volume I*) [C6]

**Themes:** Development of two-party system, “triumph of the common man,” economic issues of the 1830s and 1840s, reform movements in U.S. history [C4]

**Content:** The election of 1824 and the corrupt bargain, the creation of Jackson’s Democratic Party, Nullification Crisis and states’ rights, battle with the Supreme Court (Cherokee Indian Removal), the bank of the United States, Jackson’s economic policies, Martin Van Buren’s domestic policies, the panic of 1837, and the election of 1840 (Hard Cider and Log Cabin Campaign)

**MA:** Reading quizzes; reading journals with essential questions; vocabulary and identifications (quiz TBA); Jackson DBQ, Social Reforms DBQ [C8]

## 7. Manifest Destiny and Sectionalism (1 week)

To recognize the importance of westward expansion and the looming issue of slavery in the United States, the student will be able to:

- A. Identify the causes and results of American settlers’ moving west
- B. Discuss the causes and results of the Mexican–American War [C3]
- C. Analyze the issues involving slavery and potential disunion during the late 1840s and through the decade of the 1850s

**RA:** Text (11 and 12); “The Madness of John Brown” (*After the Fact*); “The Debate Over Slavery” (*American Issues*) [C7]

**C2**—The course includes the study of social and cultural developments in U.S. history.

**C6**—The course teaches students to analyze evidence and interpretations presented in historical scholarship.

**C4**—The course includes the study of economic trends in U.S. history.

**C8**—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions and thematic essays.

**C3**—The course includes the study of diplomacy in U.S. history.

**C7**—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources.

**Themes:** Geographical and economic expansion, sectionalism, regional developments, slavery, and causes of the Civil War

**Content:** Revolution in Texas, Mexican–American War, development of third parties, popular sovereignty, Compromise of 1850, Kansas–Nebraska Act, Election of 1856, Dred Scott, John Brown, Lincoln–Douglas debates, Harper’s Ferry, Election of 1860, secession and the beginnings of the Civil War

**MA:** Reading quizzes; Reading journals with essential questions; Vocabulary and identifications (quiz TBA); Free-Response Essay on Sectional Crisis [c8]; Unit Test (Chapters 9-12)

**C8**—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions and thematic essays.

## 8. The American Civil War and Reforging the Union (2 weeks)

In order to understand the conflict and reconstruction of the United States from 1860 to 1877, the student will be able to:

- A. Characterize the demographic makeup of the Old South and the social relationships between blacks and whites
- B. Identify the causes and results of the Civil War
- C. Evaluate Reconstruction and its impact on the nation as a whole

**RA:** Text (12, 14, 15); Chapter 5 (*The American Political Tradition*); “Did Abraham Lincoln Free the Slaves?” and “Was it Wrong to Impeach Andrew Johnson?” (*Taking Sides, Volume I*) [c6]

**C6**—The course teaches students to analyze evidence and interpretations presented in historical scholarship.

**Themes:** Social mores and stratification in the South, secession and war, Reconstruction issues and plans, economic development in the South, and social equality

**Content:** Social mores of the Old South, economic development in the Old South; advantages and disadvantages of both the United States and the Confederacy; military technology; outcomes of significant battles; social aspects of the Civil War (Emancipation Proclamation, Civil War and Reconstruction Amendments); mobilization and domestic issues and policies during the war; social, economic, and political impact of the war; Reconstruction plans (presidential vs. congressional reconstruction plans); economic development of the “New South”; home rule; Compromise of 1877; Booker T. Washington vs. W.E.B. DuBois; sharecropping and tenant farming

**MA:** Reading quizzes; reading journals with essential questions; vocabulary and identifications (quiz TBA); Presidential Quiz 1828–1877 (TBA); free-response essay on Reconstruction [c8]; Unit Test and/or Midterm Exam

## 9. The Trans-Mississippi West, American Industrialization, the Gilded Age, and the Advent of Urban and Rural America During the Gilded Age (4 weeks)

In order to understand the development of society and industry during this time in American history, the student will be able to:

- A. Explain the issues that transformed the western frontier and the treatment of the indigenous people [c2]

**C2**—The course includes the study of social and cultural developments in U.S. history.

B. Describe the events leading to and resulting from American industrialization [C4]

C. Explain the significance of the influx of immigrants and their impact on urbanization in America [C2]

D. Identify the various cultural developments around the turn of the century [C2]

**C4**—The course includes the study of economic trends in U.S. history.

**C2**—The course includes the study of social and cultural developments in U.S. history.

**RA:** Text (17, 18, 19, 20); Issues 2, 3, 5, and 6 (*Taking Sides, Volume II*)

**Themes:** Struggle for equality, Native American relations, role of government in economic growth and regulation, and the impact of industrialization socially, economically, and politically

**Content:** Native American wars, Dawes Act, Reservation System, Gilded Age Politics, the Robber Barons (methods, accomplishments, and philosophies), the rise of labor unions (leaders, methods, successes, and failures), the Pendleton Act, the GAR, William Jennings Bryan, Populist Party, the Grange, gold standard vs. silver standard

**Major Assignments:** Group project regarding the development of the nineteenth-century United States. Elements include presentation on *Taking Sides* issues (type this out), scavenger hunt (finding and documenting historical research after being given a list of items to find), creation of their own DBQ (students will develop their own essential question, procure their documents to show both sides of their question, write a rationale for each document chosen, develop a rubric for scoring the DBQ, and write an introductory paragraph for their DBQ) [C8]

**C8**—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions and thematic essays.

## 10. American Progressives and American Foreign Policy (3 weeks) [C3]

To understand the emergence of the modern United States, the student will be able to:

A. Compare and contrast the administrations' attitudes towards domestic reforms during the Progressive Era, paying special attention to:

1. Local and state progressive movements and initiatives
2. National Progressive programs
  - a. Theodore Roosevelt and his administration
  - b. Howard Taft and his administration
  - c. Woodrow Wilson and his administration

B. Explain the causes and results of American imperialism

1. Foreign policy and Asia
2. Central and South American foreign policy
3. The Spanish-American War [C3]

C. Describe American attitudes toward and involvement in World War I

**C3**—The course includes the study of diplomacy in U.S. history.

**RA:** Text (20, 21, 22); Chapters 9 and 10 (*American Political Tradition*); “Did the Progressives Fail?” (*Taking Sides*) [C6]

**C6**—The course teaches students to analyze evidence and interpretations presented in historical scholarship.

**Themes:** Role of government in the economy, impact of third parties, role of the United States in world affairs, motives for entering WWI, postwar agreements, presidential power vs. congressional power

**Content:** Local and state progressive reforms (types of municipal governments, mayors, state governors and representatives), national progressivism plans and programs (Roosevelt, Taft, Wilson), The Square Deal, New Freedom, muckrakers, women’s issues, consumer protection, political corruption, environmental protection, business and labor issues, American imperialism (Asia, Central, and South America), long-term causes for American imperialism, causes and results of the Spanish-American War, neutrality during World War I (WWI), causes of American entry into WWI, Wilson’s 14 points, negotiations of the Treaty of Versailles, conflict between Wilson and Congress over the treaty, and the League of Nations

**MA:** Reading quizzes; reading journals with essential questions; vocabulary and identifications (quiz TBA); Roosevelt and Wilson reaction paper [C8]; Treaty of Versailles DBQ [C8]; Unit Test

**C8**—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions and thematic essays.

### 11. The Roaring 20s and the Great Depression (2 weeks)

To recognize the importance of the 1920s and the significance of the Great Depression’s impact on the United States socially, politically, and economically, the student will be able to:

- A. Describe the domestic and foreign policies of the 1920s
- B. Explain cultural developments during the “Roaring ’20s” [C2]
- C. Analyze the causes of the Great Depression [C4]
- D. Compare and contrast the attempts of both Hoover and FDR at bringing the United States out of the depths of the Great Depression [C4]

**C2**—The course includes the study of social and cultural developments in U.S. history.

**C4**—The course includes the study of economic trends in U.S. history.

**RA:** Text (23 and 24); “Women and Housework in the 1920s” (*Social Fabric, Volume II*); “Sacco and Vanzetti” (*After the Fact*) [C7]; “Depression and New Deal” (*American Issues*)

**C7**—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources.

**Themes:** Post-WWI reactions compared to post-Civil War reactions, isolationism, anti-immigration, revolution in manners and morals, the role of government in the economy, political realignment, population shifts and suffering during the Depression, government response to economic conditions

**Content:** Agricultural and economic recession (minor), intolerance, KKK, immigration restrictions, Sacco and Vanzetti, prohibition, organized crime, jazz, Harlem Renaissance, changing roles of women, stock market (boom and bust), Harding administration (foreign policy, prosperity, and scandals), Coolidge administration (business of America is business), Hoover (stock market crash and response), election of 1932, New Deal legislation, FDR vs. Supreme Court (court packing plan), critics of the New Deal, impact of the Depression [C1, C2, C3, C4]

**C1**—The course includes the study of political institutions in U.S. history.

**C3**—The course includes the study of diplomacy in U.S. history.

**MA:** Reading quizzes; reading journals with essential questions; vocabulary and identifications (quiz TBA); children's history book on the Roaring 20s; Hoover and FDR DBQ [C8]; Unit Test

**C8**—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions and thematic essays.

## 12. The Second World War (1 week)

In order to understand American society before, during, and after World War II (WWII), the student will be able to:

- A. Describe the events leading up to World War II
- B. Analyze the causes and results of American involvement in World War II
- C. Evaluate the motivations of the United States in rebuilding Europe and other nations after WWII

**RA:** Text (25, 26); “The Decision to Drop the Bomb” (*After the Fact*); “Homefront: The Experience of Total War” (*American Issues*)

**Themes:** Comparison of the administrations of WWI and WWII as neutral leaders, wartime leaders, and peacemakers; home front comparisons of WWI and WWII; America assuming role of world leader in post-WWII world

**Content:** U.S. neutrality during Nazi, Italian, and Japanese aggression; events leading to Pearl Harbor; mobilization for war; military strategy (Germany first, second Front, island hopping, atomic bomb); home front (Japanese internment camps, women and minorities in the workplace and the military); diplomacy (Atlantic Charter [compare to 14 Points], Yalta, Tehran, Potsdam, United Nations); seeds of the Cold War (Berlin and the partition of Germany)

**MA:** Reading quizzes; reading journals with essential questions [C8]; vocabulary and identifications (quiz TBA); Atomic Bomb DBQ (test grade) [C8];

## 13. The Cold War and 1950s Prosperity (2 weeks)

To understand the impact of the Cold War and the cultural shifts taking place in the United States during the 1950s, the student will be able to:

- A. Explain the origins of the Cold War
- B. Analyze the culture of the postwar United States (compare and contrast with post-WWI culture)
- C. Describe the reactionary culture beginning to develop during the 1950s

**RA:** Text (26 and 27); “The Cold War” (*American Issues*); “The GI Bill of Rights” (*Social Fabric Volume II*); “Were the 1950s America’s ‘Happy Days?’” (*Taking Sides, Volume II*) [C6]

**C6**—The course teaches students to analyze evidence and interpretations presented in historical scholarship.

**Themes:** Economic transition, governmental powers, social mores, civil liberties, and civil rights

**Content:** Election of 1948, Truman, Truman Doctrine, Containment Policy, NATO, Warsaw Pact, Red China, Korea, Baby Boom, GI Bill of Rights, election of 1952,

peaceful coexistence, HUAC, McCarthyism, modern media, advertising, cultural development (appliances, housing, suburbia, jobs, television, fast food, hotel chains, cars, etc.), interstate highways, Beatniks and the beginning of counterculture, the beginning of the modern civil rights movement, the Warren Court, Brown vs. Board of Education, and societal changes after WWII

**MA:** Reading quizzes; reading journals with essential questions; vocabulary and identifications (quiz TBA); Presidential Quiz 1877–1960 (TBA); free-response essay on the 1950s society [c8]

**C8**—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions and thematic essays.

#### **14. The 1960s and the Civil Rights Movement, Counterculture, and Vietnam (3 weeks)**

To recognize the importance of societal shifts, domestic programs, and foreign policy during the 1960s, the student will be able to:

- A. Evaluate domestic programs and foreign policies of the Kennedy and Johnson Administrations:
  - 1. The New Frontier, Civil Rights
  - 2. Cuban Missile Crisis, Bay of Pigs
  - 3. The Great Society (Medicare, Medicaid, etc.)
  - 4. Early Vietnam
- B. Analyze the causes and results of the American Civil Rights Movement
- C. Analyze the beginning and development of “the counterculture”
- D. Evaluate the causes and results of American involvement in the Vietnam War

**RA:** Text (28, 29, 30); “The Struggle for Civil Rights,” “The Counterculture” (*Social Fabric, Volume II*); “The Vietnam War and Political Crisis” (*American Issues*)

**Themes:** The United States on the world stage, societal changes

**Content:** U2 incident, civil rights and civil liberties, public and government responses to social changes, election of 1960, Kennedy’s New Frontier, Kennedy assassination, the election of 1968, Johnson’s Great Society programs, War on Poverty, election of 1968, Freedom Summer, SNCC, CORE, SCLC, sit-ins, Black Panthers, Martin Luther King Jr., March on Washington, Malcolm X, Civil Rights Act of 1964, and changing social mores

**MA:** Reading quizzes; reading journals with essential questions; vocabulary and identifications (quiz TBA); free-response essay on the 1960s [c8]

#### **15. The 1970s: Caution in a Crazy World (1 Week)**

To understand the role of America and its future in the world today, the student will be able to:

- A. Explain the causes and results of the downfall of the Nixon administration
- B. Characterize society under the Ford and Carter administrations

**RA:** Text (30, 31); “Will History Forgive Richard Nixon?” (*Taking Sides, Volume II*) [C6]; “Breaking into Watergate” (*After the Fact*); “Culture War” (*Social Fabric, Volume II*)

**Themes:** Economic stagnation [C4], foreign policy, human rights, civil rights (*continued*)

**Content:** Vietnamization, Watergate, Nixon and resignation, Ford administration, WIN, inflation and stagflation, OPEC, election of 1976, Carter administration (domestic and foreign policies), Camp David Accords, Iran Hostage Crisis, election of 1980

**MA:** Reading quizzes; reading journals with essential questions; vocabulary and identifications (quiz TBA)

**C6**—The course teaches students to analyze evidence and interpretations presented in historical scholarship.

**C4**—The course includes the study of economic trends in U.S. history.

## 16. The 1980s and Beyond: Conservatism Triumphant (2 weeks)

In order to understand the changing social trends of the 1980s and 1990s, as well as the role of the United States in world affairs on the threshold of the twenty-first century, the student will be able to:

- A. Characterize society and foreign policy under the Reagan and Bush I Administrations
- B. Evaluate the Clinton Administration regarding domestic and foreign policy of the '90s
- C. Analyze issues, both domestic and foreign, facing the United States today and in the near future

**RA:** Text (31 and 32); “Challenges of a Changing World” (*American Issues*); “Were the 1980s a Decade of Greed?” (*Taking Sides, Volume II*) [C6]

**Themes:** Continuity and change, Cold War episodes, human rights, globalization, self-interests and the American character, economic stability, cultural mores, societal changes

**Content:** Election of 1980, Reaganomics, the Strategic Détente Initiative, *perestroika/glasnost*, end of the Cold War, Iran-Contra Affair, election of 1988, Bush and economic policies, fall of Communism, Operation Desert Shield, Operation Desert Storm, election of 1992, Clinton Administration, Somalia, Kosovo, terrorist hijackings and bombings, scandals, health care system, election of 2000, Bush II, 9-11, “war on terror,” foreign policy, civil liberties, globalization, new world role

**MA:** Reading quizzes; reading journals with essential questions; vocabulary and identifications (quiz TBA); Presidential Quiz, 1960–present day (TBA)

## 17. AP Exam Review (2 weeks)

**RA:** Students will be assigned sections or chapters of their review workbook each night. Every day, students will take review quizzes (10 questions each, with questions coming from review exams). Time will be allotted for reviewing the answers.

When time allows, students will also work on free-response essays as well as DBQs in groups. These essay questions and DBQs would come from the review chapters the students had read the night before.

## Additional Requirements

In addition to content mastery, students will:

- A. Write effective historical essays with a strong thesis, supporting information, and develop a collegiate-level writing style.
- B. Analyze historical documents for meaning, context, and relationship to historical topics and issues.
- C. Develop techniques (essential questions, Socratic questioning, debate) to discuss and critically analyze historical topics.
- D. Develop personal interpretations of different eras of history by reading and interpreting various historians' work.
- E. Keep a reading journal, taking notes while completing reading assignments. At the end of each reading assignment, students will also include two essential questions concerning the content of the reading.

## Course Evaluation

Students will be graded based on their performance with daily assignments (20 percent); quizzes on reading assignments, pop quizzes, and presidential quizzes (30 percent); and unit tests (50 percent). Daily grades will consist of homework, vocabulary assignments, reaction papers, document exercises (when applicable), and participation. Test grades will include completed unit folders, unit tests, document-based question (DBQ) essays (when applicable), and any projects assigned during the course of the year. DBQs will be graded based on mastery of content, use of outside knowledge and documents to support arguments, and grammar, punctuation, and spelling.

All procedures and weighting regarding quarter, semester, and final exam grades will be followed as prescribed by the student handbook.