

# AP United States History

## *Course Overview*

The Advanced Placement program in U.S. History makes demands upon students that are equivalent to those made by full-year introductory college survey courses. This class requires a level of participation, diligence, commitment, effort, and autonomy beyond the ordinary high school level. The course will follow the College Board's Advanced Placement U.S. History outline from Pre-Columbian to the United States at the beginning of the 21<sup>st</sup> Century. The political, social, economic and intellectual themes in American History will be interwoven throughout the units of study.

Advanced Placement U.S. History attempts to develop higher-level critical thinking skills by emphasizing analysis and evaluation, largely through the writing of formal essays, class discussions, lectures, debates, and reading.

- Students should learn to assess historical materials – their relevance to a given interpretative problem, their reliability, and their importance – and weigh the evidence and interpretations presented in historical scholarship.
- An AP United States History course should develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Time management is an essential skill for this class, and you must take the responsibility for budgeting your time. As you become accustomed to the course format and texts, things will fall into place and become easier. Do not get discouraged. You will soon recognize that your effort will pay off as skills develop, and the daunting challenges of reading assignments in August become a routine as the year progresses.

**Methods of Instruction:** To prepare for class, you will be assigned chapter readings with an accompanying Chapter Study Guide. It is your responsibility to have this completed. The day after a chapter reading has been assigned, you will have a brief quiz. The quizzes will vary from the choices below:

- 10 to 15 identifications
- 15 to 20 multiple choice
- 10 to 15 true or false
- 3 to 5 short answers

While taking your quiz, you will be allowed access to your assigned Chapter Study Guides and any identifications/terms you have completed. Therefore it would be quite beneficial to have done your assigned work.

Although from time to time there will be a need for lectures; this is not a lecture class. This is a discussion/seminar class. Class discussions generally will focus on the implications and

significance of the material you have read and studied. It is not a review of the facts of the material itself. You should come to class prepared with the facts from your readings.

Tests will be taken from actual AP College Board exams, usually covering more than one chapter (commonly 2). They will consist of approximately 20 to 40 multiple-choice questions and 1 FRQ (Free Response Essay) or DBQ (Document Based Essay). At least one block before the test you will be given the multiple choice stems (the questions without the choices) and the choices of essays i.e. I may give you 2 or 3 possible FRQ/DBQ essays from which I will choose for the test.

Writing is a major component of the AP exam. You will need to be well versed in the art of historical argument. Therefore you will be writing often. I will teach you the skills necessary to write an historical essay but it is a process with a learning curve. Do not be surprised if your first paper does not garner an “A” or even a “B”. While this grade will stand, you are given opportunities to accumulate bonus points each quarter through completing identifications indicated on your Chapter Study Guides.

I will want to meet with you one on one often to discuss your writing and multiple choice taking skills. We will make conference appointments during the course of the year. **You are expected to conference with me at least twice a quarter.**

**Writing Policy:** I want to see your original thoughts on paper. Plagiarism and cheating is **not** original thinking. There will be a zero tolerance policy on plagiarism and cheating, you will receive an automatic zero, a letter home, and it will be reported to the Principal.

**Due Dates:** Unless otherwise noted, all assignments are due at the beginning of the class noted on the syllabus and/or current unit timeline. **If I choose to grant extensions, they must be arranged in advance with me.** Except for these rare pre-arranged extensions, students will lose (10) points for each school day the assignment is late until the assignment reaches 50%. If the assignment is never handed in, it is worth zero (0) points.

**Attendance and Make-Up:** Attendance is necessary in order to do well in the class. If you are to miss a class and know in advance please come see me so I may give you the required assignment. You are required to come see me about makeup work the day you return to school no matter if it is a Blue day. Please see the student handbook regarding the school’s policy on makeup work.

You will be required to complete a Presidential Outline in which all presidents will be profiled. This is due at the end of the year.

### **Textbook**

Henretta, James A., et al., *America’s History 5<sup>th</sup> Edition*, Bedford St. Martin’s

### **Additional Readings**

Yazawa, Melvin and Fernlund, Kevin J. *Documents to Accompany America’s History 5<sup>th</sup> Edition, Volume One and Two*, Bedford St. Martin’s

Kennedy David M., Bailey, Thomas A., *The American Spirit 11<sup>th</sup> Edition, Volume One and Two*, Houghton Mifflin

Brown, Victoria Bissell, et al., *Going to the Source: The Bedford Reader in American History, Volume 1 and II*, Bedford St. Martin's

Wheeler/Becker, *Discovering the American Past: A Look at the Evidence, 6<sup>th</sup> Edition, Volume I and II*, Houghton Mifflin

Davidson, James West et al., *After the Fact: The Art of Historical Detection, 5<sup>th</sup> Edition*, McGraw Hill

## **Course Outline**

### **Unit I: Exploration and the Atlantic World**

#### **Readings:**

Text: Henretta, Chapters 1-2

#### **Supplemental Reading(s):**

Documents to Accompany America's History, "Bartoleme de las Casas Defends the Indians"

#### **Content:**

- Native American World
- Traditional European Society in 1450
- Europe Encounters Africa and the Americas 1450-1550
- The Protestant Reformation and the Rise of England,
- Imperial Conflicts and Rival Colonial Models

#### **Themes:**

- Culture
- Demographic Changes
- Religion
- War and Diplomacy
- Slavery and Its Legacies in North America

#### **Possible Activity:**

Completion of Colonization Chart comparing Spanish, French and English colonization in the Atlantic World

Students are introduced to the Free Response Essay format for class tests as well as AP exam.

Focus Questions: Why did the Virginia colony fail to thrive before 1624? What were some of the causes of Bacon's Rebellion? What effect did it have on society and politics in Virginia?

#### **Assessment:**

Chapter 1 Study Guide and Quiz:	8/22
Chapter 2 Study Guide and Quiz:	8/29
Multiple Choice Exam Chapters 1-2:	9/5

### **Unit II: Growth and Crisis in Colonial Society**

#### **Readings:**

Text: Henretta, Chapters 3-4

**Supplemental Reading(s):**

Documents: "Sinners in the Hands of an Angry God", Jonathan Edwards

**Content:**

- The Chesapeake Experience
- Puritan New England
- The Indians' New World
- The Politics of Empire, 1660-1713
- The Imperial Slave Economy
- New Politics of Empire, 1713-1750
- Freehold Society in New England
- The Enlightenment and The Great Awakening
- The Great War for Empire

**Themes:**

- Culture
- Religion
- Diplomacy
- Politics and Citizenship
- Economic Transformation
- Demographic Changes
- American Identity
- American Diversity

**Possible Activity:**

Completion of Comparison Chart (New England, Middle, and Southern Colonies)

Focus Questions: Why did Virginians and other southern planters make the decision to implement slavery in the 17<sup>th</sup> century? Did they have other options? What was the role of the colonies within the British mercantilist system? How did economic considerations affect political decision making in both England and North America?

Students will be introduced to the process of analyzing documents and answering document based questions through in class exercise using Wethersfield DBQ and Soapstone.

Center for Learning: From Authority to Individualism (Comparison of Puritan, Enlightenment, and Great Awakening thought)

**Assessment:**

Chapter 3 Study Guide and Quiz: 9/8  
Chapter 4 Study Guide and Quiz: 9/12

Multiple Choice Exam on Chapters 3-4: 9/18

Possible 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

**Unit III: Independence****Readings:**

Text: Henretta, Chapters 5-6

**Supplemental Reading(s):**

Documents: Declaration of Independence  
Common Sense – Thomas Paine

## Letter to John Adams – Abigail Adams

### Content:

- Effects of French and Indian War
- Causes of the Revolution
- The End of Salutary Neglect
- The American Revolution

### Themes:

- American Diversity
- American Identity
- Economic Transformation
- Politics and Citizenship
- War and Diplomacy

### Possible Activity:

Analysis and comparison of the Boston Massacre: Students will compare the Paul Revere engraving to the actual events. Class discussion regarding the similarities and differences.

Map activity: The Road to Revolution

Letter to John Adams questions: What does the correspondence between John and Abigail Adams reveal about men and women in the late eighteenth century? What kind of guarantee does Abigail seek to protect the position of women in American society? On a separate piece of paper, answer the question below in short essay format: Was Abigail Adams unique in her belief that women's status should change? What did the majority of men and women believe? Why?

### Focus Questions:

1. How did many Americans become convinced in the 1760s and early 1770s that a British conspiracy existed that intended to take away their liberty?
2. Describe the treatment of the American colonies during 1763-1775 from a British perspective. What was the goal of British colonial policy? Was that policy clear and consistent?
3. Describe how the American colonies developed a unified response to British colonial policies. What obstacles did American leaders have to overcome in order to establish unity?
4. In what ways did the Seven Years War in America lay the foundation for the American Revolution?
5. What impact did Native Americans have on British colonial policy and American colonial attitudes?

### Assessment:

Chapter 5 Study Guide and Quiz: 10/6  
Chapter 6 Study Guide and Quiz: 10/6

Multiple Choice Exam on Chapters 5-6: 10/16

Possible DBQ: (2004) In what ways did the French and Indian War alter the political, economic, and ideological relations between Britain and its American colonies? Use the documents and your knowledge of the period 1740-1766 in constructing your response.

### \*Unit IV: A New Nation and Republican Society

### Readings:

Text: Henretta, Chapters 7-8

### Supplemental Reading(s):

Documents: The United States Constitution  
The Alien and Sedition Acts  
Letter from Daniel Gray regarding Shay's Rebellion "An Address to the People of the several towns in the county of Hampshire, now at arms"

**Content:**

- Rise of a new nation
- The Articles of Confederation
- The Constitution
- Hamilton's Financial plan
- Strict vs. Loose Constructionist
- Native American Resistance
- Migration and the Agrarian Society
- The Jefferson Presidency
- Conflict with France and Britain
- Market Based Economy
- Marshall Court
- War of 1812
- Era of Good Feelings
- The American system

**Themes:**

- Demographic Changes
- American Identity
- Economic Transformation
- Politics and Citizenship
- War and Diplomacy
- Globalization

**Possible Activity:**

Center for Learning: Foundations of American Foreign Policy worksheet

Constitution questions and research packet

Federalist vs. Anti-Federalist Quote Identification Activity

Jeffersonians vs. Hamiltonians comparison worksheet

Letter from Daniel Gray review questions

**Focus Questions:**

What were the various motives of the men who wanted to reform the Articles of Confederation and establish a strong national government?

Were the Articles of Confederation a success or a failure? Why?

Why did Republicans oppose the Constitution?

Why did Jefferson and Madison oppose Hamilton's programs?

**Assessment:**

Chapter 7 Study Guide and Quiz: 10/20

Chapter 8 Study Guide and Quiz: 10/28

**Readings:**

Text: Henretta, Chapters 9

**Supplemental Reading(s):**

“Aristocratic Republicanism and Slavery” (James Madison, *Original Intent and Slavery*; Daniel Raymond, *The Blight of Slavery*; *The Narrative of Charles Ball*, Frederick Law Olmsted, *Slave Management on a Mississippi Plantation*, Nat Turner, *Religion in the Quarters*)

**Content:**

- Social and Political Equality for White Men
- Republican Motherhood
- New Southern Social Order
- Slave Society
- The Missouri Crisis
- Second Great Awakening
- Women and Religion

**Themes:**

- Religion
- Demographic Changes
- Culture
- American Diversity
- Politics and Citizenship
- Reform
- Slavery and Its Legacies in North America

**Possible Activity:**

Collaborative Group: Focus Questions

Debate: Resolved, “The Institution of Slavery was a Necessary Evil”

**Assessment:**

Chapter 9 Study Guide and Quiz: 10/30

Multiple Choice Exam on Chapters 7-9: 11/5

Possible DBQ: (1998) With respect to the federal Constitution, the Jeffersonian republicans are usually characterized as strict constructionists who were opposed to the Federalists' broad constructionism. To what extent was this characterization of the two parties accurate during the presidencies of Jefferson and Madison?

**Unit V: The Economic/Democratic Revolution and Religion and Reform****Readings:**

Text: Henretta, Chapters 10

**Content:**

- Northeastern manufacturing
- immigration and cultural conflict
- women in the workplace
- transportation revolution
- migration to southwest and Midwest
- changes in social structure

**Themes:**

- American Identity
- Demographic Changes
- Environment
- American Diversity
- Economic Transformations
- Reform
- Slavery and Its Legacies in North America

**Possible Activity:**

Canal system and National Road map activity

Comparison Activity with Primary Documents: Northern Mill owner rules compared with Plantation Owner rules

**Assessment:**

Chapter 10 Study Guide and Quiz: 11/7

Possible FRQ choices:

1. Analyze the ways in which supporters of slavery in the 19th Century used legal, religious, and economic arguments to defend the institution of slavery.
2. In what ways did developments in transportation bring about economic and social change in the United States in the period 1830 to 1860?

**Readings:**

Text: Henretta, Chapters 11

**Supplemental Reading(s):**

Reading packet: Discovering the American Past; Chapter 6: Land, Growth, and Justice: The Removal of the Cherokees from Discovering America's Past.

**Content:**

- Jacksonian Democracy
- end of the notables
- spoils system
- nullification crisis
- bank war
- Indian Removal
- second party system

**Themes:**

- American Identity
- Demographic Changes
- Culture
- American Diversity
- Economic Transformations
- Reform
- Politics and Citizenship

**Possible Activity:**

From Reading Packet: Students will read the white and Native American accounts of the Treaty of New Echota and Indian Removal. They will answer prepared questions in essay format outlining the strengths and weaknesses of each argument for each side. Socratic Seminar regarding reading will be conducted.

**Assessment:**

Chapter 11 Study Guide and Quiz: 11/13

Possible DBQ: (1990) Jacksonian Democrats view themselves as the guardians of the United States Constitution, political democracy, individual liberty, and equality of economic opportunity. To what extent do you agree with Jacksonian's view of themselves

**Readings:**

Text: Henretta, Chapters 12

**Content:**

- Religion and Reform
- Individualism
- Communalism
- Abolitionism
- Women's Right Movement

**Themes:**

- American Identity
- Religion
- Culture
- American Diversity
- Slavery and Its Legacies in North America
- Reform
- Politics and Citizenship

**Possible Activity:**

Center for Learning Lesson 19: Students research one of the prominent reformers of the early 19th century in preparation for a short classroom presentation. Choices are: Neal Dow, Dorothea Dix, William Lloyd Garrison, Wendell Phillips, Theodore Weld, Grimke Sisters, Frederick Douglas, Harriet Tubman, Harriet Beecher Stowe, Elijah Lovejoy, Elizabeth Cady Stanton, Lucretia Mott, Robert Owen, George Ripley, John Humphrey Noyes, Horace Mann, Elihu Burritt, Dr. Sylvester Graham.

Reform Essay: Of the many reform movements between 1820 to 1860, choose one. Please describe what changes occurred because of the movement? Did it have a lasting effect? The essay should be no less than 3 pages and no more than 5 pages in length.

**Focus Questions:**

1. Why do you think transcendentalism arose first in New England?
2. Why was the antislavery movement supported so strongly by many leading transcendentalists?
3. Why were utopian communities so attractive to American in the first half of the 19<sup>th</sup> century?
4. Why do you think so many utopian groups experimented with the relationship between the sexes?
5. What made some utopian communities more successful than others?
6. Why were Mormon communities in Utah so successful?
7. What differences did the women's movement make in women's lives?
8. Why were plans for colonization and gradual emancipation more popular among whites than immediate abolition? What were white women attracted to abolitionism?
9. Why do you think the antislavery movement split into so many factions in the 1830s and 1840s?

**Assessment:**

Chapter 12 Study Guide and Quiz: 11/19

Multiple Choice Exam on Chapters 10-12: 11/25

FRQ choice:

- (1) Analyze the extent to which TWO of the following influenced the development of democracy between 1820 and 1840
  - a. Jacksonian economic policy
  - b. Changes in electoral policy
  - c. Second Great Awakening
  - d. Westward movement
- (2) Analyze the ways in which supporters of slavery in the 19<sup>th</sup> century used legal, religious, and economic arguments to defend the institution of slavery.

- (3) The Jacksonian Period (1824-1848) has been celebrated as the era of the “common man”. To what extent did the period live up to its characterization? Consider TWO of the following in your response.
- Economic Development
  - Politics
  - Reform movements
- (4) How did TWO of the following contribute to the reemergence of a two-party system in the period 1820 to 1840?
- Major political personalities
  - States’ rights
  - Economic issues
- (5) The Decision of the Jackson Administration to remove the Cherokee Indians to lands west of the Mississippi River in the 1830's was more a reformulation of the national policy that had been in effect since the 1790's than a change in that policy." Assess the validity of this generalization with reference to the moral, political, constitutional, and practical concerns that shaped national Indian policy between 1789 and the mid-1830's.

## **Unit VI: Crisis in the Union; The Road to Civil War**

### **Readings:**

Text: Henretta, Chapters 13

### **Supplemental Reading(s):**

Yazawa; Documents to Accompany America’s History:

*Defining the Constitutional Limits of Slavery*, Salmon P. Chase; *The Crime against Kansas*, Charles Sumner; *The Dred Scott Decision*; *The Trial of John Brown*

### **Content:**

- Manifest Destiny
- Texas, California, Oregon
- Polk
- Treaty of Guadalupe Hidalgo
- Compromise of 1850
- Kansas-Nebraska Act
- Bleeding Kansas
- End of Second party system
- Republican party
- election of 1860
- Secession

### **Themes:**

- War and Diplomacy
- Slavery and Its Legacies in North America
- Politics and Citizenship
- Demographic Changes
- American Identity

### **Possible Activity:**

Northern Opinion versus Southern Opinion chart (Fugitive Slave Act to Election of 1860)

Students will analyze how the concept and practice of Manifest Destiny effected the American Identity and helped further created a sectional division within the United States.

Students will analyze the effectiveness of political compromise in reducing sectional tensions in the period of 1820 to 1861

Focus Questions: Manifest Destiny (What was the attitude of the Mexican government toward Americans settling in Texas? Compare and contrast the attitudes of American settlers in the Sacramento River Valley to the attitudes of New England merchant agents in the coastal cities of California. How did southern planters’ justification of the slave system evolve during the nineteenth century?) War, Expansion, and Slavery, 1846-1850 (How successful was Polk’s presidency? What parts of the

Compromise of 1850 were designed to appease the North, and what parts were designed to appease the South?. How was the acquisition of the Oregon Territory effected by U.S.-Mexican relations?) The End of the Second Party System, 1850-1858 (In the long run, was the Fugitive Slave Act beneficial or detrimental to the South? What were the most important effects of the Kansas-Nebraska Act? Why was the *Dred Scott* decision so damaging to the Republican Party?) Abraham Lincoln and the Republican Triumph, 1858-1860 ( What evidence did northerners have that there was a "Slave Power" conspiracy scheming to extend slavery throughout the country? What evidence did the South have that the institution of slavery was in danger from the North? What events led to the division of the Democratic Party in 1860?)

**Assessment:**

Chapter 13 Study Guide and Quiz: 12/2

Possible DBQ: (2005 Form B): In the early nineteenth century, Americans sought to resolve their political disputes through compromise, yet by 1860 this no longer seemed possible. Analyze the reasons for this change. Use the documents and your knowledge of the period 1820-1860 in constructing your response.

**Civil War and Reconstruction**

**Readings:**

Text, Henretta, Chapters 14-15

**Supplemental Reading(s):**

Yazawa; Documents to Accompany America's History:

The Emancipation Proclamation; Adalbert John Volck "The Emancipation Proclamation" Cartoon; J.F. Meeks, "Abraham Africanus I" Cartoon, Lincoln's Second Inaugural Address

**Content:**

- Choosing Sides
- Setting Objectives and Devising Strategies
- Mobilizing Armies, Civilians and Resources
- Emancipation
- Vicksburg and Gettysburg
- The Election of 1864 and Sherman's March to the Sea
- Presidential Reconstruction
  - Lincoln's Approach
  - Johnson's Initiative
  - Acting on Freedom
  - Congress versus President
- Radical Reconstruction
  - Congress Takes Command
  - Republican Rule in the South
  - The Quest for Land
- The Undoing of Reconstruction
  - Counterrevolution
  - The Acquiescent North
  - The Political Crisis of 1877

**Themes:**

- War and Diplomacy
- Slavery and Its Legacies in North America
- Demographic changes
- Economic Transformation
- Politics and Citizenship
- American Diversity

**Possible Activity:**

Students will answer prepared questions on supplement readings in written format. There will then be a class discussion of supplementary readings.

Center for Learning: Reconstruction – Two Views

Class will be divided into Part A – The Failure of Radical Reconstruction

And Part B – Analyzing the achievements of Black Reconstruction. Each side will research and answer prepared questions, present to class.

**Assessment:**

Chapter 14 Study Guide and Quiz: 12/9

Chapter 15 Study Guide and Quiz: 12/15

Multiple Choice Exam on Chapters 13, 14, and 15: 12/23

Possible FRQ Choices:

- Evaluate the impact of the Civil War on political and economic developments in TWO of the following regions: The South, The West, The North.
- Discuss the political, economic, and social reforms introduced in the South between 1864 and 1877. To what extent did these reforms survive the Compromise of 1877?
- To what extent did the debates about the Mexican War and its aftermath reflect the sectional interests of New Englanders, westerners, and southerners in the period from 1845 to 1855?
- Assess the moral arguments and political actions of those opposed to the spread of slavery in the context to TWO of the following:
  - a. Missouri Compromise
  - b. Mexican War
  - c. Compromise of 1850
  - d. Kansas-Nebraska Act
- Analyze the effectiveness of political compromise in reducing sectional tensions in the period 1820 to 1861.

**Unit VII: The American West, Capital and Labor in the Age of Enterprise, 1877-1900, The Politics of Late Nineteenth Century America****Readings:**

Text, Henretta, Chapters 16

**Supplemental Reading(s):**

Yazawa; Documents to Accompany America's History:

“A Century of Dishonor(1881)”, Helen Hunt Jackson; “Republican and Democratic National Platforms on Chinese Immigration” and “The Chinese Exclusion Act”

**Content:**

- Indians of the Great Plains
- Wagon Trains, Railroads, and Ranchers
- Homesteaders
- The Fate of the Indians
  - Custer and Little Big Horn
  - Dawes Severalty Act
  - Wounded Knee
- The Mining Frontier
- Hispanics, Chinese, Anglos
- Golden California

**Themes:**

- American Identity
- Demographic Changes
- Economic Transformations
- Culture
- American Diversity

**Possible Activity:**

Discussion questions/Seminar to accompany supplementary readings

**Map Activity:** The Sioux Reservations in South Dakota**Focus Questions:**

1. Why do you think the federal government's Indian policies rarely met the expectations of either Native Americans or settlers?
2. What were the results, both positive and negative, of rapid western settlement?
3. Why has the West had such a powerful impact on the American imagination?
4. What forces sparked the astronomical growth of California in the nineteenth century?
5. What difficulties did farmers on the Great Plains and in the South face in the late nineteenth century?
6. Discuss the roles of Mexican or Chinese immigrants in the development of the West, particularly California.

**Option: Document Shuffle Activity:**

Government Policy and Native Americans in the 19<sup>th</sup> Century: Key Question "United States Native American policy from the Age of Jackson through the close of the 19<sup>th</sup> century reflected little to no consideration for the welfare and culture of Native Americans." Assess the validity of this statement."

**Assessment:**

Chapter 16 Study Guide and Quiz: 1/6

**Readings:**

Text, Henretta, Chapters 17

**Supplemental Reading(s):**

Fernlund; Documents to Accompany America's History:

: "*The Gospel of Wealth*", Andrew Carnegie; "*How I Became a Socialist*", Eugene Debs

**Content:**

- Growth of the Industrial Base
- The Railroad Boom
- Mass Markets and Large-Scale Enterprise
- The New South
- Labor Recruits
- Autonomous Labor
- Systems of Control
- Reformers and Unionists
- The Triumph of "Pure and Simple" Unionism
- Industrial War
- American Radicalism in the Making

**Themes:**

- Economic Transformation
- Demographic Changes
- American Diversity
- Politics and Citizenship
- Reform

**Possible Activity:**

Discussion questions/Seminar to accompany supplementary readings

Center for Learning: Lesson 25 The Emergence of Industrial America

**Assessment:**

Chapter 17 Study Guide and Quiz: 1/12

**Readings:**

Text, Henretta, Chapters 18

**Supplemental Reading(s):**

Fernlund; Documents to Accompany America's History:

Booker T. Washington, "Atlanta Exposition Address (1895)"; W.E.B. Dubois, "Of Mr. Booker T. Washington and Others (1903)"; William Graham Sumner. "The Forgotten Man (1883); What the Social Classes Owe to Each Other (1883); William Jennings Bryan, "Cross of Gold Speech (1896)"

**Content:**

- The Politics of the Status Quo, 1877-1893
  - The National Scene
  - The Ideology of Individualism
  - The Supremacy of the Courts
- Politics and the People
  - Cultural Politics: Party, Religion, and Ethnicity
  - Organizational Politics
  - Women's Political Culture
- Race and Politics in the South
  - Biracial Politics
  - One-Party Rule Triumphant
  - Resisting White Supremacy
- The Crisis of American Politics: The 1890s
  - The Populist Revolt
  - Money and Politics

**Themes:**

- American Diversity
- American Identity
- Culture
- Demographic Changes
- Economic Transformations
- Politics and Citizenship
- Reform
- Slavery and Its Legacies in North America

**Possible Activity:**

Center for Learning: Lesson 27 National Government in the Late Nineteenth Century- A Sham of Democracy

Essay: "To what extent was One of the businessman listed below typical of the so-called Robber Barons of the late 19<sup>th</sup> century?"

Consider:

How he made his wealth; How he spent it; How he viewed workers; How he viewed "Social Darwinism"; How he and the other Robber Barons posed a threat to the American political system of a "government of the people, by the people and for the people."

Choices:

Andrew Carnegie  
Jay Gould  
Leland Stanford  
J.P. Morgan  
Henry Frick  
Colis Huntington  
Charles Crocker  
John D. Rockefeller  
Andrew Mellon  
Henry Ford  
James B. Duke

**Assessment:**

Chapter 18 Study Guide and Quiz: 1/16

Multiple Choice Exam Chapters 16-18: 1/29

Possible DBQ choices:

1. (2000) How successful was organized labor in improving the position of workers in the period from 1875 to 1900 in the United States?
2. (1989) Booker T. Washington and W.E.B. Dubois offered different strategies for dealing with the problems of poverty and discrimination faced by Black Americans at the end of the 19<sup>th</sup> and beginning of the 20<sup>th</sup> centuries. Using the documents and your knowledge of the period 1877-1915, assess the appropriateness of each of these strategies in the historical context in which each was developed.
3. (1979) To what extent and for what reasons did the policies of the federal government from 1865 to 1900 violate the principles of laissez-faire, which advocated minimal governmental intervention in the economy? Consider with specific reference to the following three areas of policy: railroad land grants, control of interstate commerce, and antitrust activities.

**Unit VIII: The Rise of the City, The Progressive Era**

**Readings:**

Text, Henretta, Chapters 19

**Content:**

- Urbanization
  - The Industrial Sources of City Growth
  - City Innovation
  - Private City, Public City
- Upper Class, Middle Class
  - The Urban Elite
  - The Suburban World
  - Middle-Class Families
- City Life
  - Newcomers
  - Ward Politics
  - Religion in the City
  - City Amusements
  - The Higher Culture

**Themes:**

- American Diversity
- Culture
- Demographic Changes
- Economic Transformations
- Environment
- Religion

**Possible Activity:**

## Focus Questions:

1. WHY DID AMERICAN CITIES GROW SO RAPIDLY DURING THIS PERIOD?
2. HOW DID THE INTRODUCTION OF MASS TRANSIT AND ELECTRICITY AFFECT URBAN LIFE?
3. WHAT WAS THE AFRICAN AMERICAN EXPERIENCE IN URBAN AREAS?
4. WHAT ROLE DID WARD POLITICIANS PLAY IN THE LIVES OF IMMIGRANTS?
5. HOW DID WEALTHY AMERICANS DISPLAY THEIR AFFLUENCE? WHAT IMPACT DID INDUSTRIALIZATION HAVE ON THE FAMILY?
6. WHAT WERE SOME DEVELOPMENTS THAT INDICATED THE SPREAD OF “HIGHER CULTURE”?

**Assessment:**

Chapter 19 Study Guide and Quiz: 2/2

Possible FRQ: Identify and analyze the factors that changed the American city in the second half of the 19<sup>th</sup> century.

**Readings:**

Text, Henretta, Chapters 20

**Supplemental Reading(s):**

Wheeler/Becker: “Progressives and the Family: The Redefinition of Childhood, 1880-1920”

Jacob Riis; “*How the other half lives*”

Excerpt from “*The Jungle*”, Upton Sinclair

**Content:**

- The Progressive Mind
  - Women Progressives
  - Reforming Politics
  - Racism and Reform
- Progressivism and National Politics
  - The Making of a Progressive President
  - Regulating the Marketplace
  - The Fracturing of Republican Progressivism
  - Woodrow Wilson and the New Freedom

**Themes:**

- American Diversity
- American Identity
- Demographic Changes
- Economic Transformations
- Politics and Citizenship
- Reform
- Religion
- Slavery and Its Legacies in North America

**Possible Activity:**

## Focus Questions: The Course of Reform

1. What did institutional economists criticize about traditional economic theory?
2. What was the impact of the Triangle Shirtwaist Company fire on labor reform?
3. How did the direct-primary reform in the North differ from that in the South?

## Progressivism and National Politics

1. How did the progressivism of Wilson compare with that of Roosevelt?
2. How did Presidents Roosevelt and Taft differ in their treatment of trusts?
3. What role did the Federal Trade Commission play in the regulation of trusts?

Discussion questions/Seminar to accompany supplementary readings

**Assessment:**

Chapter 20 Study Guide and Quiz: 2/6

Multiple Choice Exam Chapters 19 and 20: 2/12

Possible DBQ: {2003(B)} Evaluate the effectiveness of the Progressive Era reformers and federal government in bringing about reform at the national level. In your answer be sure to analyze the successes and limitations of these efforts in the period 1900-1920

Possible FRQ: (1994) Compare and Contrast the attitudes of THREE of the following toward the wealth that was created in the U.S. during the late 19<sup>th</sup> century

Andrew Carnegie Eugene Debs Horatio Alger Booker T. Washington Ida Tarbell

**Unit IX: An Emerging World Power, 1877-1914****Readings:**

Text, Henretta, Chapters 21

**Supplemental Reading(s):**

Fernlund; Documents to Accompany America's History:

Theodore Roosevelt, "*The Roosevelt Corollary to the Monroe Doctrine (1904, 1905)*"; John Hay, "*Open Door Notes (1899, 1900)*"; Alfred Thayer Mahan, "*The Influence of Sea Power upon History (1890)*"

**Content:**

- The Roots of Expansion
  - Diplomacy in the Gilded Age
  - The Economy of Expansionism
  - The Making of a "Large" Foreign Policy
  - The Ideology of Expansionism
- An American Empire
  - The Cuban Crisis
  - The Spoils of War
  - The Imperial Experiment
- Onto the World Stage
  - A Power Among Powers
  - The Open Door in Asia
  - Wilson and Mexico
  - The Gathering Storm in Europe

**Themes:**

- American Identity
- Economic Transformations
- Globalization
- Politics and Citizenship
- War and Diplomacy

**Possible Activity:**

Center for Learning Activity: Lesson 6 Isolation – Fact or Revisionist Battleground?

Collaborative in class DBQ: 1994 To what extent was late 19<sup>th</sup> century and early 20<sup>th</sup> century United States expansionism a continuation of past United States expansionism and to what extent was it a departure?

**Assessment:**

Chapter 21 Study Guide and Quiz: 2/23

## War and the American State, 1914-1920

### **Readings:**

Text, Henretta, Chapters 22

### **Supplemental Reading(s):**

Wartime Propaganda Posters

Fernlund; Documents to Accompany America's History:

Arthur Zimmerman, "*The Zimmerman Telegram*"; Woodrow Wilson, "*War Message to Congress*"; Robert M. La Follette, "*Anti-War Speech*"; Woodrow Wilson, "*Fourteen Points*"

### **Content:**

- The Great War, 1914-1918
  - War in Europe
  - The Perils of Neutrality
  - "Over There"
  - The American Fighting Force
- War on the Home Front
  - Mobilizing Industry and the Economy
  - Mobilizing American Workers
  - Wartime Reform: Woman Suffrage and Prohibition
  - Promoting National Unity
- An Unsettled Peace, 1919-1920
  - The Treaty of Versailles
  - Racial Strife, Labor Unrest, and the Red Scare

### **Themes:**

- American Identity
- Economic Transformations
- Globalization
- War and Diplomacy

### **Possible Activity:**

Focus Questions:

1. WHY DID THE US ENTER WWI?
2. HOW DID THE US HELP THE ALLIES WIN WWI?
3. WHAT WAS THE ECONOMIC LEGACY OF WWI?
4. HOW DID THE FEDERAL GOVT'S POWERS EXPAND DURING WWI?
5. WHAT WERE SOME OF THE SOCIAL EFFECTS OF THE WAR?
6. WHY WERE THERE LARGE-SCALE VIOLATIONS OF CIVIL LIBERTIES DURING WWI?
7. WHAT WERE SOME OF THE CHANGES IN EUROPE AFTER WWI?
8. WHAT CAUSED RACIAL CLASHES IN THE US FROM 1917 TO 1919?
9. WHAT WERE THE ORIGINS OF THE RED SCARE?
10. WHY WAS THE 18<sup>TH</sup> AMENDMENT ADOPTED?
11. What were the "Fourteen Points"? Were they realistic, consistent with American morality, and attainable?

Discussion questions/Seminar to accompany supplementary readings

Center For Learning activities: Lesson 3 Women's Suffrage and Lesson 4 Prohibition – The Noble Experiment

Wheeler/Becker: *Homogenizing a Pluralist Nation: Propaganda During World War I*. Students will analyze a series of propaganda (songs, posters, newspaper and magazine advertisements, excerpts from speeches) and examine the evidence through a series of teacher directed questions.

**Assessment:**

Chapter 22 Study Guide and Quiz: 2/23

Multiple Choice Exam Chapters 21 and 22: 3/3

Possible FRQ choices:

1. (1989) The United States entered the First World War not “to make the world safe for democracy” as President Wilson claimed, but to safeguard American economic interests. Assess the validity of this statement.
2. (1995) Assess the relative influence of THREE of the following in the American decision to declare war on Germany in 1917.
  - a. German naval policy
  - b. American economic interests
  - c. Woodrow Wilson’s idealism
  - d. Allied Propaganda
  - e. America’s claim to world power

**Unit X: Modern Times, The 1920s, The Great Depression and New Deal****Readings:**

Text, Henretta, Chapters 23

**Supplemental Reading(s):**

Fernlund; Documents to Accompany America’s History:

Herbert Hoover, “*American Individualism*”; Ku Klux Klan, “*The Good Citizen*”; William Jennings Bryan, “*The Scopes Trial*”

**Content:**

- Business-Government Partnership of the 1920s
  - Politics in the Republican “New Era”
  - The Economy
  - The Heyday of Big Business
  - Economic Expansion Abroad
  - Foreign Policy in the 1920s
- A New National Culture
  - A Consumer Culture
  - The Automobile Culture
  - Mass Media and New Patterns of Leisure
- Dissenting Values and Cultural Conflict
  - The Rise of Nativism
  - Legislating Values: The Scopes Trial and Prohibition
  - Intellectual Crosscurrents
  - Cultural Clash in the Election of 1928

**Themes:**

- American Diversity
- Culture
- Demographic Changes
- Economic Transformations
- Globalization
- Reform

**Possible Activity:**

Center for Learning Activity: Lesson 5 Literature of the Twenties

Discussion questions/Seminar to accompany supplementary readings

**Assessment:**

Chapter 23 Study Guide and Quiz:

3/5

**Readings:**

Text, Henretta, Chapters 24 -25

**Supplemental Reading(s):**

Fernlund; Documents to Accompany America's History:

Excerpt from John Steinbeck's, "*The Grapes of Wrath*"**Content:**

- The Coming of the Great Depression
  - Causes of the Depression
  - The Deepening Economic Crisis
  - The Worldwide Depression
- Hard Times
  - The Invisible Scar
  - Families Face the Depression
  - Popular Culture Views the Depression
- Harder Times
  - African Americans in the Depression
  - Dust Bowl Migrations
  - Mexican American Communities
  - Asian Americans Face the Depression
- Herbert Hoover and the Great Depression
  - Hoover Responds
  - Rising Discontent
  - The 1932 Election: A New Order
- The New Deal Takes Over, 1933-1935
  - The Roosevelt Style of Leadership
  - The Hundred Days
  - The New Deal under Attack
- The Second New Deal, 1935-1938
  - Legislative Accomplishments
  - The 1936 Election
  - Stalemate
- The New Deal's Impact on Society
  - New Deal Constituencies and the Broker State
  - The New Deal and the Land
  - The New Deal and the Arts

**Themes:**

- American Diversity
- American Identity
- Culture
- Demographic Changes
- Economic Transformations
- Globalization
- Reform

**Possible Activity:**

Focus Questions: Chapter 24

1. What long-term economic weaknesses contributed to the severity of the depression?
2. What was the impact of the government's initial reaction to the depression?
3. How did American industry fare during the years prior to the depression?
4. How did Americans respond psychologically to the Great Depression?

5. In what ways did women's experience with the depression differ from that of men?
6. What role did popular culture play during the Great Depression?
7. How did African Americans in Harlem experience the Great Depression?
8. What human and natural factors led to the creation of the dust bowl?
9. How did the Great Depression affect the Mexican American community?
10. To what extent did Hoover's economic policies break with tradition?
11. What was the nature of Roosevelt's successful campaign in the election of 1932?
11. How did Americans react to President Hoover's efforts to resolve the depression?

#### Focus Questions: Chapter 25

1. What were some of the major problems faced by Roosevelt as he took office?
2. In what ways did the "hundred days" legislation deal with critical areas of the depressed economy?
3. What kinds of national programs did prominent political activists seek to organize in order to alleviate some of the hardships of the 1930s?
4. What important elements of the Second New Deal broke new ground in providing for the needs of the American people?
5. What factors signified the decline of the New Deal after Roosevelt's reelection in 1936?
6. What was the impact of the New Deal on African Americans?
7. In what ways did conservation become a major motif of New Deal programs?
8. Evaluate the impact of the New Deal on American society and politics?

#### Collaborative in class DBQ choices:

1. If Franklin D. Roosevelt has been President in 1929-33 he would have acted as President Herbert Hoover did, and he would have been defeated in the election on 1933. Assess the validity of this statement.
2. To what extent did the Populist Movement during the 1880s and 1890s anticipate almost all the changes brought about by the New Deal in 1930s.
3. "The economic policies of Harding and Coolidge and not the policies of Hoover resulted in the Great Depression." Assess the validity of this statement.

#### Center for Learning: New Deal Reforms Chart

Wheeler/Becker: *Documenting the Depression: The FSA Photographers and Rural Poverty*. Class discussion/seminar evaluating and analyzing Farm Security Administration depression era photographs.

#### Assessment:

Chapter 24 Study Guide and Quiz:	3/9
Chapter 25 Study Guide and Quiz:	3/17
Multiple Choice Exam for Chapter 23-25:	3/23

#### Possible FRQ choice:

1. (1983) The economic policies of the federal government from 1921 to 1929 were responsible for the nation's depression of the 1930s. Assess the validity of this generalization.
2. (2002) How successful were the programs of the New Deal in solving the problems of the Great Depression? Assess with respect to TWO of the following: Relief Recovery Reform

### **Unit XI: The World at War, 1939-1945, Cold War America, 1945-1960**

#### Readings:

Text, Henretta, Chapters 26

#### Supplemental Reading(s):

Fernlund; Documents to Accompany America's History:

Franklin D. Roosevelt, "*Fireside Chat on the Great Arsenal of Democracy*"; Franklin D. Roosevelt, "*Four Freedoms Speech*"; "*The Atlantic Charter*"; "*Mother, When will you stay home again?*" Wartime advertisement; "*Albert Einstein's Letter to Roosevelt*"

#### Content:

- The Road to War
  - The Rise of Fascism
  - Depression-Era Isolationism
  - Retreat from Isolationism

- The Attack on Pearl Harbor
- Organizing for Victory
  - Financing the War
  - Mobilizing the American Fighting Force
  - Workers and the War Effort
  - Civil Rights during Wartime
  - Politics in Wartime
- Life on the Home Front
  - “For the Duration”
  - Japanese Internment
- Fighting and Winning the War
  - Wartime Aims and Strategies
  - The War in Europe
  - The War in the Pacific
  - Planning the Postwar World
  - The Onset of the Atomic Age and the War’s End

**Themes:**

- Globalization
- Politics and Citizenship
- War and Diplomacy

**Possible Activity:**

Discussion questions/Seminar to accompany supplementary readings

Comparison Grid: World War I to World War II

Focus Questions:

1. Why did the neutrality laws fail to prevent America’s growing involvement with the military conflicts in Europe and Asia?
2. How did the process of American entry into World War II compare with the entry into World War I?
3. How did America’s domestic response to World War II differ from its reaction to World War I?
4. Should the internment experience of Japanese Americans be seen as the most significant event in their American experience? How did it affect those who lived through it and their descendants?

Debate: Resolved: America’s decision to drop the Atomic bomb was necessary in ending the war.

**Assessment:**

Chapter 26 Study Guide and Quiz: 3/25

**Readings:**

Text, Henretta, Chapters 27

**Supplemental Reading(s):**

Wheeler/Becker: Chapter 9 *Separate but Equal? African American Educational Opportunities and the Brown decision.*

Fernlund; Documents to Accompany America’s History:

George Kennan, “*Containment Policy*”, National Security Council, “*NSC-68*”

Joseph McCarthy Speech delivered to Women’s Club of Wheeling West Virginia

**Content:**

- The Cold War Abroad
  - Descent into Cold War, 1945–1946
  - The Truman Doctrine and Containment
  - Containment in Asia and the Korean War

- Eisenhower and the “New Look” of Foreign Policy
- The Cold War at Home
  - Postwar Domestic Challenges
  - Fair Deal Liberalism
  - The Great Fear
    - “Modern Republicanism”
- The Emergence of Civil Rights as a National Issue
  - Civil Rights under Truman
  - Challenging Segregation
  - The Civil Rights Movement and the Cold War
- The Impact of the Cold War
  - Nuclear Proliferation
  - The Military-Industrial Complex

**Themes:**

- Demographic Changes
- Economic Transformations
- Environment
- Globalization
- Politics and Citizenship
- War and Diplomacy

**Possible Activity:**

Focus Questions:

1. What factors gave rise to the Cold War between the United States and Soviet Union?
2. Why were the more radical social reforms of Truman’s Fair Deal not enacted?
3. What was the domestic impact of the anti-Communist crusade of the late 1940s and 1950s?
4. What role did nuclear weapons technology play in the developing cold war?
5. In what ways did the cold war affect American policy at home and abroad during this period?

Discussion questions/Seminar to accompany supplementary readings

Center for Learning Activity: Lesson 22 Economic Recovery after World War II

**Assessment:**

Chapter 27 Study Guide and Quiz: 3/31  
 Multiple Choice Exam for Chapters 26 and 27: 4/6

Possible DBQ choices:

1. (1988) The United States decision to drop an atomic bomb on Hiroshima was a diplomatic measure calculated to intimidate the Soviet Union in the post-Second World War era rather than a strictly military measure designed to force Japan’s unconditional surrender. Evaluate this statement using the documents and your knowledge of the military and diplomatic history of the years 1939-1947
2. (2004) How and for what reasons did United States foreign policy change between 1920 and 1941? Use the documents and your knowledge of the period 1920-1941 to construct your response.

**Unit XII: The Affluent Society and the Liberal Consensus, 1945-1965, The Vietnam War**

**Readings:**

Text, Henretta, Chapters 28

**Supplemental Reading(s):**

Fernlund; Documents to Accompany America’s History:  
 Michael Harrington, “*The Other America*”  
 Martin Luther King, “*Letter from Birmingham Jail*”

**Content:**

- The Affluent Society
  - The Economic Record
  - The Suburban Explosion
  - American Life during the Baby Boom
- The Other America
  - Migration to Cities
  - The Urban Crisis
- John F. Kennedy and the Politics of Expectation
  - The New Politics
  - Activism Abroad
  - The New Frontier at Home
  - New Tactics for the Civil Rights Movement
  - The Kennedy Assassination
- Lyndon B. Johnson and the Great Society
  - The Momentum for Civil Rights
  - Enacting the Liberal Agenda
  - War on Poverty

**Themes:**

- American Diversity
- American Identity
- Demographic Changes
- Economic Transformations
- Environment
- Politics and Citizenship
- Reform
- Slavery and Its Legacies in North America

**Possible Activity:**

Discussion questions/Seminar to accompany supplementary readings

Comparison Grid: Affluent America vs. The Other America (Political, Social, Cultural)

Center for Learning Activity: Lesson 23, The New Frontier and The Great Society

**Assessment:**

Chapter 28 Study Guide and Quiz: 4/8

**Readings:**

Text, Henretta, Chapters 29

**Supplemental Reading(s):**

Fernlund; Documents to Accompany America's History:  
"The Gulf of Tonkin Resolution", Malcolm X and Yusef Iman, "Black Nationalism", National Organization for Women, "Statement of Purpose", Richard Nixon, *Vietnamization and the Nixon Doctrine*"

**Content:**

- Into the Quagmire, 1945-1968
  - America in Vietnam: From Truman to Kennedy
  - Escalation: The Johnson Years
  - American Soldiers' Perspectives on the War

- The Cold War Consensus Unravels
  - Public Opinion on Vietnam
  - Student Activism
  - The Rise of the Counterculture
  - The Widening Struggle for Civil Rights
  - The Legacy of the Civil Rights Movement
  - The Revival of Feminism
- The Long Road Home, 1968-1975
  - 1968: A Year of Shocks
  - Nixon's War
  - Withdrawal from Vietnam and Détente
  - The Legacy of Vietnam

**Themes:**

- Culture
- Globalization
- Politics and Citizenship
- Reform
- Slavery and Its Legacies in North America
- War and Diplomacy

**Possible Activity:**

Focus Questions:

Chapter 29

1. What factors contributed to the rise of black militancy?
2. Compare and contrast the women's rights movement and the women's liberation movement.
3. What changes in American society were achieved by the social reform movements of the 1960s and 1970s?
4. What impact did the Vietnam War have on the political career of Lyndon Johnson?
5. What accounts for the emergence of student activism in the 1960s?
6. How did the counterculture manifest itself?
7. What was the impact of the 1968 Tet offensive on the American war effort?
8. What factors contributed to the election of Richard Nixon in 1968?
9. What policies were adopted by the Nixon administration in order to extricate the United States from the Vietnam War?

Discussion questions/Seminar to accompany supplementary readings

**Assessment:**

Chapter 29 Study Guide and Quiz: 4/10

Multiple Choice Exam for Chapters 28-29: 4/16

Possible FRQ choices:

1. (DBQ 1995) Analyze the changes that occurred during the 1960s in the goals, strategies, and support of the movement for African American civil rights
2. (FRQ 1992) In what ways did the Great Society resemble the New Deal in its origins, goals, and social and political legacy? Cite specific programs and policies in support of your arguments.
3. (FRQ 1998) 1968 was a turning point for the United States. To what extent is this an accurate assessment? In your answer, discuss TWO of the following:
  - a. National Politics
  - b. Vietnam War
  - c. Civil Rights
4. Analyze the extent to which TWO of the following transformed American society in the 1960s and 1970s.
  - a. The Civil Rights Movement
  - b. The antiwar movement
  - c. The women's movement

## **Unit XIII: The Lean Years, 1969-1980 and A New Domestic and World Order, 1981-2001**

### **Readings:**

Text, Henretta, Chapters 30-31

### **Supplemental Reading(s):**

Fernlund; Documents to Accompany America's History:

*Watergate: Taped White House Conversations*

### **Content:**

- The Nixon Years
  - The Republican Domestic Agenda
  - The 1972 Election
  - Watergate
- An Economy of Diminished Expectations
  - Energy Crisis
  - Economic Woes
- Reform and Reaction in the 1970s
  - The New Activism: Environmental and Consumer Movements
  - Challenges to Tradition: The Women's Movement and Gay Rights
  - Racial Minorities
  - The Politics of Resentment
- Politics in the Wake of Watergate
  - Ford's Caretaker Presidency
  - Jimmy Carter: The Outsider as President
  - The Reagan Revolution
- The Reagan-Bush Years, 1981–1993
  - Reaganomics
  - Reagan's Second Term
  - The Bush Presidency
- Foreign Relations under Reagan and Bush
  - Interventions in Developing Countries
  - The End of the Cold War
  - War in the Persian Gulf, 1990–1991
- Uncertain Times: Economic and Social Trends, 1980-2000
  - The Economy
  - Popular Culture and Popular Technology
  - An Increasingly Pluralistic Society
  - Backlash Against Women's and Gay Rights
  - The AIDS Epidemic
  - The Environmental Movement at Twenty-Five
- Restructuring the Domestic Order: Public Life 1992-2001
  - Clinton's First Term
  - "The Era of Big Government Is Over"
  - Second-Term Stalemates
  - An Unprecedented Election
  - George W. Bush's Early Presidency

### **Themes:**

- American Diversity
- American Identity
- Culture
- Demographic Changes
- Economic Transformations

- Environment
- Globalization
- Politics and Citizenship
- Reform
- Religion
- War and Diplomacy

**Possible Activity:**

Focus Questions:

Chapter 30

1. What were some significant revelations of malfeasance in the Watergate affair?
2. What was the impact of the energy crisis?
3. What were the characteristics of the “Me Decade”?
4. What were the main effects of the Carter administration’s foreign policy?
5. What were the major factors in the apparent decline of American prestige during this period?

Discussion questions/Seminar to accompany supplementary readings

Davidson, Chapter 15 “*Breaking into Watergate*”

From Eisenhower to Bush chart: graphing political, economic, ideological, cultural concepts to each administration

**Assessment:**

Chapter 30 and 31 Study Guide and Quiz: 4/27

No Exam

**Post AP-Test**

Presidential Outline

Extra Credit Projects

Historical Movies in Class