Dear Parent (s) or Guardian(s)

I believe that all children can learn. With your support, I am going to do my best to create an environment where your child can reach his or her full potential. Here is how I plan to do this:

1. My classroom will be a place where there is organization, structure, and discipline.
2. I expect children to follow classroom rules so learning can take place.
3. I expect children to do their best.
4. I will give children opportunities to learn in different ways.
5. I will give homework to reinforce concepts learned in class.
6. I will contact you if there is a problem.

You will find a copy of my classroom rules and the consequences of breaking the rules attached to this letter. Also, you will find other pertinent information. Please read and go over the rules with your child. You and your child should sign the copy and return it to me. I will be calling and e-mailing you during the next two weeks about your child. If there is a problem you may also contact me. I look forward to working with your child this year.

Sincerely,

Edwetta Robinson

ann_atn0[1]

# Miss Robinson’s Classroom Rules

1. Get to class on time.
2. Be prepared for class.
3. Be respectful.
4. Leave the classroom as you found it.
5. Raise your hand to speak.
6. No eating in class.
7. Come to class everyday.

**Students are to be in their assigned seats at the end of the tardy bell.**

# CONSEQUENCES OF BREAKING THE RULES

1. **CONFERENCE AND WARNING**
2. **LOST PRIVILEGES, CHANGED SEATING, STUDENT BEHAVIORAL CONTRACT, REFER TO COUNSELOR AND PARENT CONFERENCE**
3. **REFER TO ADMINISTRATOR**

**\*THIS COURSE REQUIRES A GREAT AMOUNT OF STUDY AND SELF-MOTIVATION TO BE SUCCESSFUL.**

**Ipad Rules**

**See Technology Policy**

# ROBINSON’S SUPPLY LIST

3 RING BINDER (1 INCH)

CREATE A DROPBOX ACCOUNT (Classroom Instruction)

Stylus (any type will do)

Apps teacher assigned (I-nigma, One Drive, and Etc.)

**Advanced Placement U.S. History**

Advanced Placement U.S. History is a college level survey course of U.S. history from the pre-Columbian period to the present. This course is designed to provide a college-level experience and preparation for the AP Exam in May 2015 (cost to be announced annually). An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays.

The course is divided into time periods and focuses on the themes:

**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:

1. Identity (ID)  
2. Work, Exchange, and Technology (WXT) 3. Peopling (PEO)  
4. Politics and Power (POL)  
5. America in the World (WOR)  
6. Environment and Geography (ENV)  
7. Ideas, Beliefs, and Culture (CUL)

**Historical Thinking Skills**

These skills reflect the tasks of professional historians. While learning to master these tasks, AP U.S. History students act as “apprentice historians.”  
Chronological Reasoning

• Historical Causation  
• Patterns of Continuity and Change Over Time • Periodization

Comparison and Contextualization • Comparison

• Contextualization  
Crafting Historical Arguments from Historical Evidence

• Historical Argumentation

• Appropriate Use of Historical Evidence Historical Interpretation and Synthesis

• Interpretation • Synthesis

**Readings**

The main text *American History: Connecting with the Past* provides students with a basic overview of the evolving American experience. The text is supplemented by a diverse selection of primary and secondary sources. Throughout the year, students will be asked to write essays that are designed to develop skills in argumentation and the use of evidence and interpretation.

**Textbook and Supplemental Texts**

Brinkley, Alan. American History: Connecting with the Past, 14th edition. McGraw-Hill, 2013.

Faragher, John Mack, et al. Out of Many: A History of the American People, Fifth AP Edition. Upper Saddle River: Pearson/Prentice Hall, 2007.

Henretta, James A., Rebecca Edwards, Robert O. Self. America's History, Combined Edition. 8th edition. Bedford/St. Martin's, 2014.

Kennedy, David M.and Lizabeth Cohen. The American Pageant, 15th edition. Cengage, 2012.

**Grading:**

* Grades will be calculated by points.
* Student progress will be evaluated, on a unit basis, through seminars, homework, writing assignments, quizzes, and tests.
* Students will analyze diverse primary and secondary sources.
* There will be formal writing assignments based on the essay formats required for the AP U.S. History Exam.
* Students will be required to do group and individual presentations.
* Homework will be posted on Blackboard weekly.
* Students must have a 3-ring binder filled with loose-leaf paper. All homework, handouts, and other course material must be kept in student binders.

**Period I: 1491-1607**

**Text Readings**: *American History: Connecting with the Past* Chapter 1

**Overview**: On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

**Essential Questions**: What was the political environment in Europe that led to the exploration and colonization of the New World? How did geography influence the location of European colonies? What were the effects of the importation of African slaves into the Americas? How did the commercial incentive of the New World affect the rivalry between Spain and England?

**Unit Activities:**

**Students will:**

Research a different Native American Nation: Anasazi, Cahokia, and Powhatan. (community layout of their nation, a common daily scene, a set of tools used by that Native American Nation, an example of artwork from their nation, and any other aspect considered unique to that nation).

Discuss the differences and commonalities of each of the three nations through the evidence in the images.

Construct a thesis statement that addresses compare and contrast the political and economic structure of the Anasazi, Cahokia, and Powhatan Indian nations.

Construct a three-column chart summarizing the different goals held by each European power that settled in the Americas.

Identify how Spain, England, and France dealt with their colonies and the Native Americans politically, economically, and socially.

Analyze a quote from a Cortez follower.

**Period II. 1607-1754**

**Overview**: Europeans and American Indians maneuvered and fought for dominance, control, and security in North America and distinctive colonial and native societies emerged.

**Essential Questions**: What factors led to the creation and development of distinct colonial regions in British North America? How did relations between English colonists and Native Americans evolve over time?

**Text Readings**: *American History: Connecting with the Past* Chapters 2-3

**Unit Activities**

**Students will**:

Research “backcountry unrest and political rivalries” (Bacon’s rebellion, Leisler’s Rebellion, Coode’s Rebellion and the economic, social, and political factors that contributed to their rebellion as well as the consequences of the rebellion’s actions upon individual colonies and upon the colonial mindset as a whole.

Discuss how the rebellion’s goals and actions were similar and different and what the rebellions tell us about life in seventeenth-century colonial North America.

Predict how these rebellions might impact the future attitude of the people of British North America.

Evaluate the impact of the Glorious Revolution on the development of the British North American colonies.

Construct an essay that explains the development of the British North American colonies during the seventeenth century.

Analyze how the New England and Chesapeake regions developed into two distinct societies by 1700.

Create an illustrated timeline highlighting the top 20 events from Chapter 2 and 3 (Brinkley) and 3 and 4 (Kennedy).

Discuss the growing differences between colonial regions (Northern and Southern Colonies, colonists on the East and Colonists on the frontier.

Compare and contrast the lives of English men and women living in the colonies.

Debate the extent and/or significance of the Puritan influence on the foundations of a Euro-American society in colonial North America.

Analyze the scene depicted in London’s Virginia.

Create a chart identifying the origins of slavery: economic and white racism.

Analyze the how the interpretation of witchcraft changed over time.

Construct a web diagram to explain how Britain dominated North America (political, economic, and social).

Discuss the different social structures that characterized the New England and plantation colonies during this time.

**Part III. 1754-1800**

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

**Essential Questions**: How did an American identify develop as a result of salutary neglect? (consider legislative assemblies, foreign trade, and the spread of religion), What impact did the American Revolution have on the roles and experiences of women, enslaved Africans, and Native Americans? What effect did geography have on the Federalists and Antifederalists? How did the Proclamation of 1763 signal the end of one period in British colonial history in North America and the beginning of another? Was the American Revolution more of a radical or conservative event in terms of the way it shaped American political ideas and institutions? To what extent was fear of “too much democracy” a motive for writing the U.S. Constitution?

**Text Readings**: American History: Connecting the Past: Chapters 4-6

**Unit Activities**

**Students will**:

Explain the series of crisis from the Sugar At to the Coercive Acts and how each crisis change colonial attitudes toward Great Britain.

Create an illustrated timeline of the events leading up to the Revolutionary War and write statements that demonstrate the change over time in British-American relations.

Analyze how Thomas Paine’s *Common Sense* encouraged Americans to take on a new identity. Discuss its role in pre-Revolutionary America.

Compare Paine’s criticism of England in his introduction to that of the Declaration of Independence.

Research elections that occurred in 1792,1796, and 1800 and how they impacted the United States. (similarities and differences)

Compare and contrast the extent to which the Articles of Confederation were effective in the division of political authority between the national government and the states, economic issues, and foreign policy.

Compare and contrast Hamiltonians and Jeffersonians their positions and philosophies.

Read and determine the major points of George Washington’s Farewell Address.

Respond to Samuel Adams’s statement: “Rebellion against a king may be pardoned, or lightly punished, but he man who dares to rebel against the laws of a republic ought to suffer death.”

Assess how historians have debated the origins of the American Revolution.

Interpret the meaning of the Constitution and why Americans have argued continuously about what the framers of the Constitution meant at the time it was written.

**Period IV: 1800-1848**

**Overview**: The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

**Essential Questions**: What were the causes and consequences of the War of 1812? What role did the Indians play in the conflict? What were the causes and effects of President Jackson’s battle against the United States? What caused the change in social status of women in the Industrial Revolution? Why was there a greater concentration of railroads in the Northeast and Midwest than in the South? What effects will this have on sectional division and conflict? Why did the South do so little to develop an industrial and commercial economy of its own? Why did it become so different from the North? How did the rise of the second party system bring about changes in American politics? What aspects of American politics, if any, remained the same? In the peopling of America, explain how one of the following segments of the population changed between 1820 and 1860:immigrants, urban dwellers, and industrial workers. How did the Supreme Court reinforce nationalism with its rulings in *McCulloch v. Maryland, Fletcher v. Peck, Dartmouth v. Woodward, Cohens v. Virginia, and Gibbons v. Ogden*? To what extent was the Jacksonian Period (1824-1848) truly the era of the “common man”? In particular, how did the Jacksonians promote economic development and political policies that helped the common man? What role did changes in population, transportation, communication, and technology play in the development of the American economy before the Civil War? How did these changes also influence American culture?

**Unit Activities**

**Students will:**

Construct a list of causes of the Panic of 1819 and the effects of the subsequent depression on politics and the economy.

Debate whether the Monroe Doctrine was a continuation of the ideals espoused in George Washington’s Farewell Address regarding “entangling alliances” or was it a departure from those ideals.

Address the question of whether it is accurate to call Jefferson’s first election the “Revolution of 1800” and the extent to which it signaled the beginning of a new period in U.S. history distinct form the earlier Federalist period.

Explain how the term “Era of Good Feelings” reflected the rising spirit of nationalism (events, text documents, or artwork exemplifying nationalism during this period).

Compare and contrast Northern and Southern arguments during the debates over the admission of Missouri.

Compare and contrast the Democrats and Whigs. (Whose administration and policies were more democratic, those of Thomas Jefferson or Andrew Jackson?)

Compare and contrast women who lived between 1830 and 1860. (female mill workers at Lowell, members of female protective unions, free African American women living in Northern cities, and etc.

Compare and contrast the ideas behind the plots, living conditions of the leaders of the rebellions, and the consequences for the leaders in the three major slave rebellions of Gabriel Prosser, Denmark Vesey, and Nat Turner.

Research the Embargo Act of 1807, the Non-Intercourse Act of 1809, and Macon’s Bill No. 2 of 1810 and analyze why President Jefferson and Madison took these action in dealing with European exploitation of American trade.

Stage classroom debates on the following: The “Revolution of 1800” was a revolution in name only, the War of 1812 was America’s second war of independence, *Marbury v. Madison* was absolutely necessary to determine the authority over judicial review.

Debate for or against the Indian Removal Act (supporting the proposition that the removal of Native Americans was necessary for westward expansion to occur and the other prepare the opposite viewpoint.

Analyze the following images: Methodist Camp Meeting, Oakland House and Race Course, and the Burning of Washington. (Who is the intended audience, artist’s goals, what are the social and cultural movements of the era, and bias in the image).

Determine Monroe’s motivation for the Monroe Doctrine.

Analyze the Declaration of Sentiment.

Interpret various historians’ interpretations of slavery.

Create a time line illustrating the way innovations in technology and transportation during this period contributed to industrial transformation.

**Period V. 1844-1877**

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

**Essential Questions**: How did Manifest Destiny both reflect American nationalism and shape American identity?

**Text Readings**: American History: Connecting with the Past: Chapters 13-15

**Unit Activities**

**Students will:**

Explain how the “Fiery Fifties” helped create further division between the North and South.

Create a chart showing both the long and short term causes of Southern secession in 1861.

Create a video or podcast news report, posted to the future from a fictitious news reporter in 1865, explaining the causes of the Northern victory in the Civil War.

Assess the validity of this statement: “The South grew, but it did not develop.”

Create powerpoint showing ways Union war goals and strategies changed and remained the same from the start of the Civil War through its conclusion.

Create a chart showing how African Americans political rights and participation changed between 1861 and 1877. (consider in what ways there was continuity as well as change in African Americans’ political rights as well as their ability to participate in the political system.

Explain why historians see the creation of the Republican Party in 1850s as the start of the third political party system (did this signal a decisive break with past politics?)

Assess which dates and events signaled the beginning and end of Reconstruction and give reasons. (Lincoln’s 10% Plan, Lincoln’s Second Inaugural Address, and the elections of 1866)

Compare abolitionist movements: the Gradualists, the Radicals, Immediate Emancipationists, and Return to Africa

Create a chart comparing the positions of each of the political parties of the 1850s.

Analyze the differences and similarities between the Union and the Confederacy in terms of their wartime goals, political systems, the methods used to finance the war and recruit troops, war strategy, and the economic and social effects of the war.

Create a graphic organizer to compare and contrast different Reconstruction plans. What plans were similar or different and why.

Explain the significance of the Emancipation Proclamation from the Northern Perspective and the Southern Perspective.

Research attitudes toward and experiences of one of the following during Reconstruction: Bourbon elite, black politician, black tenant farmer, Northern white journalist, Southern white politician, member of the Ku Klux Klan, carpetbagger, and scalawag. (would these individuals say that Reconstruction was a success or failure to the South and the country as a whole.

Assess the validity of this statement: “ Slavery dominated every political, social, and economic aspect of Southern life. (Five Paragraph Essay)

Research the major ideological and economic interpretations of the causes of the Civil War.

Read five speeches of Abraham Lincoln to identify the greatest value promoted in all five addresses. (cite a quote from each to support)

Analyze the political cartoon Grant the Trapeze Artist (use APPARTS). Generate ideas for a political cartoon with an alternative message regarding President Grant.

Research various (3) interpretations of the causes of the Civil War from different historians. Brainstorm how the time periods in which these historians wrote may have influenced their interpretations. Consider what ways these interpretations are based on different evidence, or in what ways they come form different readings of the same evidence.

Asses the validity of the this statement: “While most Americans believed Manifest Destiny was a positive and progressive movement, it should be more factually described as aggressive imperialism that was pursued at the expense of many other people. (one-paragraph essay)

Create a Powerpoint to explain the significance of the Civil War in United States History. (address the impact of the war on the development of the North, South, and West; as well as on different groups of Americans (African Americans, women, Native Americans, immigrants).

Debate whether or not the Union followed proper steps in returning the Confederacy back to the Union upon defeating them.

**Period VI. 1865-1898**

**Overview**: The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

**Essential Questions**: How did migration to the West and debates over political values shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness?

How did changes in transportation and technology, along with the integration of the U.S. economy into worldwide economic, labor, and migration systems, influence U.S. society? How were philosophical, moral, and scientific ideas used to defend and challenge the dominant economic and social order? How and why did new labor systems develop, and how did industrialization shape U.S. society and workers’ lives? What were significant similarities and differences among reformers who advocated changes to the economic, political, and social system of the New South? How do their beliefs, strategies, and level of success compare? What were the strategies that different groups developed for addressing the problems of the Gilded Age?

**Text Readings**: American History: Connecting with the Past: Chapters 16-19

**Unit Activities**

**Students will:**

Discuss and identify the ways in which the lives of the Plains Indians were affected by governmental actions and technological innovations in the second half of the nineteenth century (Free-Response Question)

Discuss the impact of the transcontinental railroad on western settlement. (address issues of economic development, communication, and peopling the continent)

Identify and list the causes of urbanization and the factors leading to the rise of an urban middle class.

Research one of the following topics: protective tariffs and their role in late nineteenth-century politics; Farmers’ Declaration of Independence, 1873; Granger Laws of the 18070s; U.S. Supreme Court Wabash case, 1886; Populist Omaha Platform; Election of 1892; Coxey’s Army; the silver question; Election of 1896 and the impact that the event had on the farmer’s movement.

Identify the reasons for the transition from subsistence farming to commercial farming, and the effect of this change on the West and the country as a whole. (Organize students into two groups, with one group acting as a financial adviser urging individuals to invest in commercial farming enterprises, and the other advocating for the interests of small farmers.

Analyze the ways in which the size, membership organization, and effectiveness the labor movement changed between 1865 and 1900. Identify the advantages and disadvantages of belonging to a union (Free-Response Essay).

Create a timeline of major technological developments from 1865 to 1900. (Write a brief statement identify the impact each development had on the people of the United States)

Explain why 1865 to 1890 define the period of the settlement of the Great Plains. List reasons why the end of the Civil War would cause a new period of settlement in the West and why 1890 can be seen as an end of this period.

Debate whether or not the post-Civil War Period through 1900 should be called “Second Industrial Revolution”.

Analyze the similarities and differences in Chinese and American immigrants’ experiences out West.

Create a chart comparing holding companies, pools, and trusts. (characteristics of vertical and horizontal integration as advanced by Andrew Carnegie and John D. Rockefeller-discuss the negative and positive consequences of these developments.

Create a Venn Diagram to show the similarities and differences in the experience of old and new immigrant groups (pre-Civil War, Gilded Age)

Compare and contrast mail order catalogs in the 1890s to those in the early 2010s. (Are they more popular today than 100 years ago? Why or why not?)

Research contributions of groups that occupied the American West: Plains Indians, Californios, missionaries, cowboys, Exodusters, Chinese, Homesteaders, Mormons, and miners. (motivations for their group to move to the West, political, economic, and social aspects and contexts of their move-push-pull factors)

Research the Railroad Strike of 1877, McCormick Harvester Strike, Homestead Strike, Pullman Strike, and Coeur d’Alene strike. (perspectives of both the corporate owners and laborers, the facts surrounding the strikes, and the outcomes of each of the strike)-Are strikes ever justifiable in the past as well as the present?

Research immigrants to the United States (when each immigrated, the push-pull factors for each group, where they settled, and the reaction to each group’s arrival in the United States)-Compare and Contrast-new v. old immigrant.

Debate the following claims: The West was a land of refuge and opportunity for the Chinese and Hispanics, the demise of the Plains Indians was a result of good intentions, and the Chinese Exclusion Act was unconstitutional.

Debate the following claims: Labor unions were not successful in accomplishing their goals in the late 1800s, economic progress justifies environmental degradation, political machines helped America’s cities more than they hurt them, and the Industrial developments in the late 1800s improved the lives of most Americans.

Research individuals who were pro-farmer groups and the group unsympathetic to farm issues. (populism/farm issues)

Read *Gospel of Wealth* and complete the APPARTS.

Analyze images from the era to explore how they portray social, political, and cultural movements of that time. (APPARTS)

Read “Honest Graft” and identify the reasons the author gave to defend this statement.

Analyze an excerpt from *How the Other Half Lives* and view several of Jacob Riis’s photographs. Consider whether a text source or a photographic source is more reliable. (APPARTS)

Analyze William Jennings Bryan’s *Cross of Gold* Speech and its significance at the time it was delivered.

List historical evidence supporting the claim that industrial leaders of the period were “robber barons,” and the other showing them as “captains of industry”.

Evaluate recent historians’ arguments that political machines and bosses were actually surprisingly cost-efficient and beneficial in providing needed social services for immigrants and urban workers in Gilded Age cities.

Assess the impact of both the cattle frontier and Frederick Jackson Turner’s frontier thesis on the development of American identity and character.

Assess how Social Darwinism and other philosophies shaped society during the latter part of the nineteenth century (Essay: How did these two individuals influenced American society?)

Discuss the relationships between industrialization, urbanization, consumption, and emerging class identities during this period.

**Period VII. 1890-1945**

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

**Essential Questions**: Was the “new” imperialism of the Spanish-American War and its aftermath a departure from or continuation of our earlier Manifest Destiny? What was the result of the consumer-oriented culture of the 1920s? In what ways was this consumerism a fulfillment of or a departure from traditional American ideals? To what extent did the United States adopt an isolationist policy in the 1920s and 1930s?l

**Text Readings: American History**: Connecting with the Past: Chapters 19-26

**Unit Activities**

**Students will**:

Compare and contrast the main points of the Pro-Imperialists and American Anti-Imperialists League as they debated whether or not it was appropriate for the U. S. to engage in the Spanish-American War.

Analyze arguments about imperialism and which side had the stronger argument (pro-imperialist or anti-imperialist).

Assess how Theodore Roosevelt exemplified and transformed the modern presidency.

Discuss Upton Sinclair’s *The Jungle* and the Triangle Shirtwaist Factory Fire as the primary causes of Progressive legislation.

Assess women’s political power before suffrage by investigating the following: Ritchie v. People (1895), *Lochner v. New York* (1905), the letter “The Right to Leisure” by Florence Kelley (1905), the legal opinion “The Opportunity in the Law” by Louis Brandeis (1905); the legal opinion “The Dangers of Long Hours” by Louis Brandeis and Josephine Goldmark (1908), *Mueller v. Oregon* (1908); the legal brief “Women are Both Persons and Citizens” by Curt Miller (1907), and “A Living Wage in Oregon” by Caroline J. Gleason (1913).

Debate one of the following claims: Theodore Roosevelt was more “progressive” than Woodrow Wilson, reforms enacted during the Progressive Era failed to truly address the nation’s problems but rather simply enhanced the power of the nation’s industrial and political elites.

Consider how the Progressive Era differed from the Populism of the 1890s and to discuss whether or not these differences were sufficient to merit our looking at Progressivism as its own period in American history.

Explain the candidate’s domestic and foreign policy in the Presidential Election of 1912.

Read “Theodore Roosevelt’s “New Nationalism” speech and Woodrow Wilson’s “New Freedom” speech. (APPARTS)

Address the following prompt: The reform movements of the Progressive Era resulted in many political, social, and economic victories and defeats. (Essay)

Create a timeline showing the events (and U.S. responses to ) from the start of WWI in 1914 to the entrance of the U.S. into the war in 1917.

Evaluate various viewpoints on the U.S. involvement in World War I

Explain why and how the U.S. response escalated to a formal declaration of war in 1917 and a full commitment of troops.

Identify how the Red Scare exemplified or differed from Progressive ideals. (Discuss how their results support or contradict historians’ traditional periodization labeling the 1920s as a new and different era.)

Investigate *Schenck v. United States* to determine the following: what grounds did Schenck challenge the Espionage Act, how did the Supreme Court’s ruling affect the meaning of U.S. citizenship, what is the “clear and present’ rule that was made famous in this case, and during times of crisis, is it possible to balance civil rights and liberties with national security?

Create a chart showing how the government, industry, and people mobilized for the war effort during World War I. (discuss to what degree to which the war transformed American society)

List the causes of changing U.S. immigration policy in the 1920s. (rank the relative importance of each of these causes)

Investigate the following: what events or forces pushed and pulled immigrants to America in the early 1900s, how any why was treatment of some immigrant groups better than others, how and why did U.S. immigration policy change over time, how are the immigration issues that arose in the late 1800s and early 1900s similar to and different from immigration issues today?

Assess the following prompt: The 1920s is appropriately labeled “The Roaring Twenties”. (Essay)

Compare and contrast the presidency of the following: Warren G. Harding, Calvin Coolidge, and Herbert Hoover. (Make generalizations)

Research one of the following individuals: Republican in the Northeast, Democrat in the Old South, writer in the Harlem Renaissance movement, Japanese immigrant in California, Mexican immigrant in southern California, African American sharecropper, flapper, farmer in Oklahoma, worker at a Ford automobile factory (write descriptive paragraphs that describe who they are, what their daily life is like, some specifics about their job, their political attitudes, and what they see in their future). Discuss sharp contrasts in the social, political, and economic, lives of Americans living in the 1920s. Assess the following statement: Given these contrasts, why do the 1920s continue to be called the “Roaring Twenties”?

Assess the following: the automobile is the greatest invention of the twentieth century, the Immigration Act of 1924 was necessary to the political, social, and economic growth of America. Discuss whether the automobile or immigration was more important for America’s social and economic growth in the 1920s. (Essay)

Research articles from *The Crisis* established by W.E.B. Du Bois in 1910 for the African American community to consider the topics covered and why it was necessary for African Americans to establish their own newspaper.

Read reviews of the recent biography of Calvin Coolidge by Amity Shales to refute the claim that Coolidge “aimed to do nothing and succeeded”. Evaluate Shales different picture of Coolidge

Determine whether the Great Depression was caused primarily by the following: U.S. policies and practices, or outside forces beyond U.S. control.

Create a list of financial crises or panics in U.S. history, beginning with the Panic of 1819 (1837, 1873,1893, 1907, 1929), and identify ways in which these crises had continuity or change in causes, government response, duration, and lasting impact.

Create a chart of the main foreign policy initiatives of Theodore Roosevelt, Wilson, Hoover, and Franklin Roosevelt. (identify change over time)

Identify cultural developments in the 1930s that set the decade apart culturally from the 1920s. (“documentary impulse”)-Dororthea Lange’s photos and film adaption of John Steinbeck’s *The Grapes of Wrath*

Compare and contrast the responses of Herbert Hoover and FDR to the Great Depression. (discuss the reasons for their responses)

Research three different first-hand accounts and perspectives from the Bonus Marchers, the military personnel, and/or government officials. (discuss the reasons why this event transpired as it did and its impact on perceptions of Hoover and subsequent government policy during this decade.)

Write an editorial form the perspective of 1935 or 1937 in which they either defend or criticize FDR’s New Deal.

Select and analyze three political cartoons about FDR’s policies. (SPAM-Subject/setting, People in the cartoon, Audience, Message)

Assess the following prompt: How did FDR’s fundamental conservatism not just allow but actually enable him to establish modern liberalism as a major force in American politics and society? (Essay)

List the factors that increased American prosperity during World War II. (what impact would such prosperity have on people who had just endured the Great Depression, what anxiety may the war’s conclusion cause)?

List the ways in which U.S. involvement and experiences in World War II were similar to and different from involvement in World War I.

Explain how World War II saw an expansion of the role and powers of he U.S. government and a degree of mobilization for the war effort. (Paragraph)

Compare and contrast the impact of World War II on ethnic, gender, and racial groups in America. Identify why the experiences of these groups were similar and different.

Prepare a defense or critique of the proposition that the decision to drop the atomic bomb on Japan was a military necessity.

Review various World War II propaganda posters and consider the following questions: who created the images, who is the intended audience for each image, what do you think were the artist’s goals, what do these images tell you as a whole about the social, political, and cultural movements of the era, is there a bias in each image, if so, what is it and against whom is it directed, which images would have been most persuasive and why?

Evaluate the following claim: World War II changed the world as profoundly as any event of the twentieth century, perhaps of any country (timed essay).

**Period VIII. 1945-1980**

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

**Essential Questions**: What were the origins of the Cold War and the goals of U.S. policymakers in the Cold War? How did U.S. involvement in the Cold War set the stage for domestic political and social changes? What were the causes and effects of economic growth and demographic change after World War II? How and why have modern cultural values and popular culture grown since World War II, and how have these values affected U.S. politics and society? How did the civil rights movement change U.S. politics and society? How and why did the Supreme Court and Great Society programs change the federal government’s role in the nation’s political, social, economic, and environmental affairs? How did African American civil rights activism in

the 20th century affect the growth of other political and social movements, and how did those movements affect American culture, politics, and society?

**Text Readings**: American History: Connecting with the Past: Chapters 27-30

**Unit Activities**

**Students will**:

Compile a list of the causes of the Cold War and rank the relative importance of these causes.

Read excerpts of George Kennan’s Long Telegram and Truman’s speech articulating the Truman Doctrine. (how did the U.S. policy of containment marked either a change or a continuation of American foreign policy goals and policies?)

Write a newspaper article, form the perspective of 1959, comparing the foreign policy goals and initiatives of Presidents Truman and Eisenhower.

Debate on one or more of the following claims: The United States was responsible for the Cold War, Harry Truman was one of the best presidents of the twentieth century, Labor was to blame for its own demise.

Listen to Nixon’s 1952 “Checkers Speech” to determine his guilt or innocence

Examine the origins, activities, and the short- and long-term successes and failures of the following agencies created in the Cold War era: Economic Cooperation Administration, National Security Council, Central Intelligence Agency, North Atlantic Treaty Organization, and House Un-American Activities Committee. Examine the origins, activities, and short-and long-term successes and failures of the following federal acts passed during the Truman administration: Marshall Plan, Taft-Hartley Act, National Housing Act, and McCarran Internal Security Act. (what attributed their long-term existence?)

Identify the reasons for new tensions with the Soviet Union toward the end of the Eisenhower administration (was it inevitable why?)

Write a persuasive speech that might have been written in the 1950s and in which they defend the following: Television has been good for America, the automobile is the most important and progressive technological invention of the twentieth century, the space program has been worth the price, the most “American” place in America is the suburbs, the development of antibacterial drugs revolutionized health care. (What do the speeches tell about life in the 1950s?)

Create timeline of significant events that had an impact on youth, women, or African Americans. (include significant individuals and their contributions that helped the group become more prominent in society. (Essay-Describe the change over time with each of these groups).

Compare and contrast Eisenhower’s Farewell Address with those of George Washington’s Farewell Address.

Role-play forum of famous American-explain how they contributed to making America the most progressive leader of the free world in the 1950s. (two-minute speech)-John L. Lewis, Jonas Salk, Alan Shepard, Ray Kroc, Dr. Benjamin Spock, David Brower, Allen Ginsberg, Lucille Bale, Elvis Presley, Earl Warren, Rosa Parks, Martin Luther King,Jr. , John Foster Dulles, Francis Gary Powers, Earnest Green, Walt Disney, William J. Levitt, Jack Kerouac, Betty Friedan, J.D. Salinger, Dick Clark, Michael Harrington, Thurgood Marshall, Joseph McCarthy.

Analyze the images from Little Rock High School and The Army-McCarthy Hearings (what do these images tell you about the social, political, and cultural movements of the era?)

Assess Dr. Brinkley’s statement that “the new economics in the 1950s gave many Americans a confidence in their ability to solve economic problems that previous generations had never developed.” (Essay)

Identify the reasons the 1968 Tet Offensive had such a critical impact on foreign policy toward Vietnam and domestic policies at home.

Create a timeline tracing U.S. involvement in Vietnam from 1940 through Tet Offensive in 1968. Identify how this evolving commitment reflected both change and continuity in U.S. foreign policy.

Interview parent or grandparents about the mental images and feelings they experience when they consider the Civil Rights Movement and feelings they experience when considering the “affluent society” of the 1950s and 1960s.

Research the following organizations involved in the Civil Rights Movement: National Association for the Advancement of the Colored People (NAACP); Congress for Racial Equality (CORE); Southern Christian Leadership Conference (SCLC); Student Nonviolent Coordinating Committee (SNCC); and the Black Panthers (leaders, contributions, which organization, was most successful)

Debate the following claims: The war on poverty was a miserable failure, the Cuban Missile Crisis could have been avoided, and the 1960s was the most turbulent decade of the twentieth century.

Read Martin Luther King, Jr.’s *Letter from Birmingham Jail* (key goals of the Civil Rights Movement of the 1960s.)

Prepare a storyboard for a documentary film exploring the legacy of the Great Society. (state of the legacy today)

Assess the validity of Dr. Brinkley’s statement that “much of the controversy and division in the 1970s was a product of the Nixon presidency itself”

Compare and contrast the liberals of the 1930s and the 1960s and the other the conservatives of the 1920s and the 1970s.

Compare and contrast the grievances and accomplishments of the following groups who fought for civil rights in the 1970s: American Indians, Hispanic Americans, women and gays and lesbians.

Prepare an argument that Nixon was an effective president who achieved great things for the U.S. and that he was ineffective and ultimately hurt the U.S. (Debate)

Read an excerpt from Rachel Carson’s *Silent Spring* and identify her main points provide evidence. (impact on the time period)

Identify what were the long-term effects on American culture and society, if any of the youth culture (New Left, Hippies, Counterculture, free speech).  
 (Essay)

**Period XI. 1980-Present**

**Overview**: As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

**Essential Questions**: How have U.S. foreign policy goals and actions evolved since the end of the Cold War? What factors have led to increasing globalization, and how has increasing globalization influenced U.S. society? How have demographic changes since 1980 affected U.S. culture, politics, and society? How have debates over civil rights, immigration, technology, the economy, and the environment influenced U.S. politics and culture and shaped conceptions of U.S. identity?

Text Readings: American History: Connecting with the Past: Chapters 31-32

**Unit Activities**

**Students will:**

Identify and assess the various economic, social, and political factors that caused the “Reagan Revolution.”

Identify and list the main foreign policy achievements and guiding principles of Jimmy Carter and Ronald Reagan.

Compare the candidates and their issues of the elections of 1976,1980, 1984, 1988, 1992, and 1996. (Assess why those who lost the elections did so)

Explain why the following is important to an understanding of how the United States moved from “The Age of Limits” to the Age of Reagan: Ayattollah Ruhollah Khomeini, Camp David Accords, Christian Right, George H.W. Bush, Gerald Ford, Glasnost, Iran-Contra Scandal, Jerry Falwell, Jimmy Carter, Mikhail Gorbachev, Moral Majority, New Right, Pat Robertson, Perestroika, Reaganomics, Ross Perot, Saddam Hussein, Sagebrush Rebellion, Sunbelt, Strategic Defense Initiative (SDI), Tiananmen Square.

Write a journal response in support or refuting one of the following statements about American foreign policy during the presidencies of Carter, Reagan, and Bush: Carter should not have turned over the Panama Canal to the Panamanians, Carter was right when he called the Soviet invasion of Afghanistan the “gravest threat to world peace since World War II”, the Reagan administration was right support the Contras in Nicaragua, Reagan made a good choice when he withdrew American forces from Lebanon in 1983, U.S was wrong to support apartheid in South Africa for so long, the foreign policy of the Reagan administration was largely responsible for the eventual dissolution of the Soviet Union, and the United States should not have invaded Kuwait in 1990.

Research why today Reagan is considered the quintessential fiscal conservative, and analyze how statistics can be interpreted in many different ways.

Identify the causes of the economic boom of the 1990s and the recessions of 2001-2002 and 2009-2010.

List ways in which George W. Bush’s foreign policy was a continuation of and a departure from earlier U.S. foreign policy.

Compare and contrast U.S. involvement in Afghanistan and Iraq. Analyze the ways in which U.S. involvement in each may have changed the focus of American foreign policy.

Debate one of the following: globalization has strengthened the American economy and the U.S. government should enact further restrictions on immigration.

Read three articles that refer to the Patriot Act (2001) and identify the main argument of each article. Compare and contrast the articles’ main points.

Write a short analysis to describe the main issues of the early twenty-first century regarding terrorism.

Discuss Dr. Brinkley’s statement: Beginning in the 1970s, and accelerating in the 1980s and 1990s, the character of mass culture changed in some important ways.” (implications of a fragmented mass culture for America’s social, cultural, and economic future).