

**CLASSROOM POLICY AND MANAGEMENT & SYLLABUS**  
**AP US HISTORY**  
**THOUSAND OAKS HIGH SCHOOL**  
**MR. SABRINA CHASE**

*Parents:* [schase@conejousd.org](mailto:schase@conejousd.org)

*Students:*

PLEASE READ EVERYTHING ON THESE PAGES CAREFULLY. YOUR SUCCESS IN THIS CLASS IS DEPENDENT ON YOUR UNDERSTANDING AND ADHERENCE TO THESE GUIDELINES.

**THE SUBJECT:**

We will participate in a comprehensive study of United States history to prepare you for the AP exam next May. We will discuss the ideas, events, personalities and philosophies that have and will continue to shape this country. There are a two keys to your success in this class:

1. You must read, Read and READ!!! As a college level course, this class may be one of the most challenging you will face, but it is manageable if you plan your schedule accordingly and stay on top of the reading and other work assigned.
2. We are a team!! I will do my best to help you succeed, but it is up to you to accept the challenge in front of you in order to succeed.

**THE CLASSROOM:**

**Attendance:**

Class begins with you!! You are expected to be in class and act in an appropriate manner at all times. You will be in your seat and prepared for class when the bell rings.

Excessive absences and tardies will have a negative impact on your participation grade. You are responsible for any work missed when late or absent from class. You may copy lecture or discussion notes you have missed from another student. Please refer to the homework guidelines for any in-class assignments or homework during your absence.

**Participation:**

You are expected to maintain and uphold the right of each student to learn in this classroom. It is important for you to be attentive, listen carefully, follow directions and cooperate with others. Please give myself and others the same respect and appreciation you would expect to be given in return. Participation is worth 10% of your overall grade.

Everyone wants to be recognized. Please wait until the teacher or a fellow student has completed his or her comments before you begin to speak. You will be given the opportunity to express your views once recognized. The following procedures will be used if you cannot maintain these standards.

- 1) Removed from class for the rest of the period. Teacher-student conference.
- 2) Removed from class for the rest of the period. Teacher-student conference. A phone call to parent(s).
- 3) Referral assigned. A Student-Counselor conference.
- 4) Second referral assigned. Suspension from class. A Student-Parent- Counselor conference.
- 5) Third referral assigned. A Student-Parent-Administrator conference. Possible removal from the class permanently.

**Materials:**

**You will need to bring the following materials to class each day.**

1. Interactive Notebook and supplies (See interactive notebook guide.

**Food and Drink:**

You are allowed to bring in drinks in closed containers. No food is allowed in class,

**COURSE EVALUATION:****Grading: (Percent)**

A+ 100-97	A 96-94	A- 93-90
B+ 89-87	B 86-84	B- 83-80
C+ 79-77	C 76-74	C- 73-70
D+ 69-67	D 66-64	D- 63-60
F 0-59		

**Percentage Breakdown:**

- 10% Participation
- 10% Group Website Projects
- 10% Interactive Notebook
- 35% Tests and Quizzes
- 35% Essays

**Quizzes** will be based on the assigned reading. They will be given to assess your understanding of portions of or entire chapters, therefore your careful reading of the text is critical. Quizzes will consist of either short answer, long essay question and/or multiple choice questions. If you miss a quiz, it must be made up within two days of your return to class.

**Unit Exams** will cover the material studied from 2-6 chapters and will contain more challenging multiple choice questions. In order to succeed you will need more than just your memorization of history, but you will need to analyze and apply the facts. Unit exams will be announced at least one week in advance of the exam date. It is important to attend class on the scheduled test day. You will be given a make up exam only if your absence is excused and it must be made up within one week of your return to class.

**DBQ's** (document based questions) are essay assignments which present several excerpts from historical documents of a certain era. You will then have to answer a question regarding that era of history using the documents and your outside knowledge of this period of history.

**LEQ's** (long essay questions) are essay assignments which present a more general question about a particular issue, people or decade in U. S. History. These essays require you to use previous knowledge of the subject to present evidence and defend your position by analyzing that evidence to prove your point of view.

Homework will be assigned and posted throughout each unit. It is your responsibility to insure each assignment is completed on time and turned in the day it is due. All work must be legible!!! If you are absent on the day homework is due, you must turn in the homework the day you return. Textbook readings, individual and group assignments and notes for each unit can also be found on my teacher website at: [tohachase@weebly.com](mailto:tohachase@weebly.com)

In-class assignments will be assigned at various times depending upon the unit. You must complete and turn them in the day of class to receive credit. If you are absent from an in-class assignment, you may complete the assignment and return it for credit the day after you return to class.

Any student who is absent when a group project is due will be responsible for completing the assignment on his/her own unless I determine your effort as equal to the rest of the group to complete the project. Do not assume that you are "covered" by the rest of the group if you are absent the day the project is due.

Any student seen "borrowing," copying or redistributing answers of another student's assignment (individual or group) for this class or any other class without my consent is considered cheating and will suffer the consequences of the school cheating policy stated in the student handbook.

Any assignment turned in late without prior approval can only receive up to an 70%. Assignments that are turned in after a unit is finished will receive a 0.

All work will have the proper heading of your name, period and date.

### **CONFERENCES & MAKE-UP EXAMS:**

You may speak to me about the class or your individual performance by arranging a meeting time with me. I have an open-door policy and welcome any concerns or comments you might have about the class or your participation. Please let me know at least one day in advance so we may both plan properly to discuss your needs.

If you must make-up an exam, quiz or would like extra assistance with your work, you may do so during lunch on any Tuesday or Wednesday of that week. Please let me know if you would like to see me prior to the end of the class period so that I am aware you are going to be here.

### **PIECES OF ADVICE:**

Keep all returned assignments such as essays or short responses.

Keep your notebook in order and up to date.

Any negative comment from a substitute teacher will result in an extra writing assignment on the Unit topic.

Be sure to ask questions when you don't understand.

Class will be dismissed upon the discretion of the teacher at or after the bell.

Have fun while learning the history of our nation!!

## **COURSE SYLLABUS AP US HISTORY THOUSAND OAKS HIGH SCHOOL MRS. SABRINA CHASE**

The course is a comprehensive study of United States history from 1491 to the present. We will discuss the ideas, events, personalities and philosophies that have and continue to shape this country. Students will be engaged in a course which presents thematic learning objectives and develops historical thinking skills as they investigate and assess our nation's history. Students will be required to research, analyze, synthesize and evaluate primary and secondary historical sources in addition to memorizing, comprehending, and applying facts. Historical periods and events will be studied from a variety of perspectives with the intent of providing a balanced view of history. This is a demanding course which will prepare you to take the national college-level Advanced Placement Examination in May, 2018 and earn college level credit with a passing grade on the exam.

### **(CR 1)Course Text:**

\*Kennedy, David and Lizabeth Cohen. *The American Pageant*. 15th ed. Boston: Wadsworth, Cengage Learning, 2013

### **Supplementary Texts provided in class:**

\*Diamond, Jared. *Guns, Germs and Steel*, New York: W.W. Norton & Company, 1999.

\*Egan, Timothy. *The Worst hard Time*, New York: Houghton Mifflin, 2006.

\*Genovese, Michael. *The Power of the American Presidency, 1789-2000*, New York: Oxford Univ. Press, 2001.

\*Goodwin, Doris Kearns. *Team of Rivals: The Political Genius of Abraham Lincoln*, New York: Simon & Schuster, 2005.

\*Gordon, John Steele. *An Empire of Wealth: The Epic History of American Economic Power*, New York: Harpercollins, 2004.

\*Kennedy, David and Thomas Bailey. *The American Spirit*. 12<sup>th</sup> ed. 2 vols. Boston: Wadsworth, 2010.

- \*MacMillan, Margaret. *Paris, 1919*. New York: Random House Trade Paperbacks, 2003.
- \*Oates, Stephen B., *Portrait of America*, 6<sup>th</sup> ed. 2 vols. Boston: Houghton Mifflin, 1995.
- \*Paterson, Thomas G., ed. *Major Problems in American History*. 2 Vols. Lexington, MA: D.C. Heath and Company, 1984.
- \*Perman, Michael. *Perspectives on the American Past*, 2<sup>nd</sup> ed. Volume 1. Lexington, MA: D.C. Heath and Company, 1996.
- \*Stanford History Education Group. *Reading Like a Historian and Various Documents*. <http://sheg.stanford.edu>.
- \*West, Elliot. *The Contested Plains: Indians, Goldseekers, and the Rush to Colorado*, Lawrence, Kansas: University Press of Kansas, 1998.
- \*West, Elliott. *The Last Indian War: The Nez Perce Story*, New York: Oxford University Press, 2009.
- \*Wilentz, Sean. *The Age of Reagan: A History 1974-2008*, New York: Harpercollins, 2008.

**The Course:** Organized chronologically in a narrative structure that follows the nine unit Content Outline from 1491 to the present. The seven Thematic Learning Objectives are woven into each unit and students will also work to become proficient in the nine Historical Thinking Skills that form the foundation of a historian's work.

**Key Concept Group Work:** At periodic times in the year, students will work in groups to review the key concepts listed for the time periods already completed from the Concept Outline. Students will focus on assembling the content (names, events, documents, concepts listed) which can be used to answer questions in any format from the exam. Students will consider what connections can be made within the time period as well as with other time periods. The groups will consider how the information they have gathered fits with the Thematic Learning Objectives and become familiar with applying this to the Historical Thinking Skills.

**Writing:** Students will be assigned a variety of short answer, essential questions, LEQ's (Long Essay Questions) and DBQ's (Document Based Questions) to improving their writing ability and prepare for the written portions of the AP exam. FRQ's will require students to analyze a historical issue, present a position on the issue and defend your position through your knowledge of the people, opinions and events related to the issue. DBQ's (document based questions) are unique essay assignments which present several excerpts from historical documents of a certain era. You will then have to answer a question regarding that era of history using the documents and your outside knowledge of this period of history. Essays will be graded on how well students define their position/answer the question in their thesis, their depth of analysis with strong supporting evidence and organization of the essay.

**Units of Study:** Each unit of study will address the following overarching questions as related to the time period and the Thematic Learning Objectives.

### **Themes:**

- **Identity (ID):** How and why have debates over national identity changed over time? How have gender, class, ethnic, religious, regional and other group identities changed in different eras?
- **Work, Exchange and Technology (WXT):** How have changes in markets, transportation and technology affected American society from colonial times to the present day? Why have different labor systems developed in British North America and the United States, and how have they affected US society? How have debates over economic values and the role of government in the US economy affected politics, society, the economy and the environment?
- **Peopling (PEO):** Why have people migrated to, from and within North America? How have changes in migration and population patterns affected American life?
- **Politics and Power (POL):** How and why have different political and social groups competed for influence over society and government in what would become the United States? How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?
- **America in the World (WOR):** How have events in North America and the United States related to contemporary developments in the rest of the world? How have different factors influenced US military, diplomatic and economic involvement in international affairs and foreign conflicts, both in North America and overseas?
- **Environment and Geography-Physical and Human (ENV):** How did interaction with the natural environment shape the institutions and values of various groups living on the North American continent? How

did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?

- **Ideas, Beliefs and Cultures (CUL):** How and why have moral, philosophical and cultural values changed in what would become the United States? How and why have changes in moral, philosophical and cultural values affected US history?

## **CR2 Unit 1: 1491-1607**

\*Introduction to the Historical Thinking Skills, Thematic Learning Objectives and Concept Outline including using “Reading like a Historian” lessons from SHEG and discussing and defining the Historical Thinking Skills

**Required Reading:** *The American Pageant* Chapters 1-2

### **Activities and Assignments:**

**CR6, CR 4 (PEO, ENV):** Early Native American Resources, Students must discuss how they form their own civilization given what they have. Discussion then takes place related to Jared Diamond’s premise in *Guns, Germs and Steel* that Europeans advanced into the New World due to their more developed resources and domesticated animals. Compare the different conquest styles of the Spanish, French and English.

### **CR1c Supplemental Readings:**

Excerpts from *Guns, Germs and Steel*. Diamond, Jared.

## **CR2 Unit 2: 1607-1754**

**Required Reading:** *The American Pageant* Chapters: 2-6

### **Activities and Assignments:**

**CR3** Colonial Region Comparison Chart and Discussion:

Compare the Southern, Chesapeake/Mid-Atlantic, and New England colonies using the following criteria: cultural groups in the region, the region’s economy and labor sources, land ownership, influence of religion on the region, and opportunities for social and political mobility within the region.

**CR8, CR 4 (PEO, ENV, ID)** Discussion: Short and Long Term Impact of European Contact using Merrell’s essay on the Catawba Tribe.

1. What does Merrell identify as the three main factors that transformed the Catawbas culture?
2. What do you consider the most significant determinants in moving the Catawbas from self-sufficiency to dependence on whites for economic support?
3. Explain Merrell's conclusion that the Catawbas "played the hand dealt them well enough to survive, but they could never win?"

Discussion: Impact of the Great Awakening on Colonial Society & Government using Nash essay. Colonial Map

**CR5** Free Response Thesis Development: Students will be presented with how to utilize planning time and methods to develop a thesis paragraph, as well as introduce familiar terminology used when writing historical essays. Students will then write a thesis paragraph under timed conditions. “Compare the ways religion shaped the development of colonial society in the New England, Middle and Chesapeake Colonies. Confine your answer 1600-1740.”

Reading Quizzes

Video: *The Unfinished Nation: Hardships and Treachery in the Jamestown Colony* at [www.learn360.com](http://www.learn360.com)

### **CR1b, CR1c Supplemental Readings:**

“The Indians’ New World: The Catawba Experience” by James H. Merrell, *Perspectives in the American Past: Volume 1*

”The Transformation of European Society” by Gary B. Nash, *Portrait of America, Vol. 1*

Excerpt from “*A Model of Christian Charity*” by John Winthrop

## **CR2 Unit 3: 1754-1800**

**Required Reading:** *The American Pageant* Chapters 6-10

### **Activities and Assignments:**

**CR3** British Policy Chart: Provide details of British Acts and Policies which impact the colonial economy and create growing dissent and violent responses from the colonies toward the British government.

*Common Sense* Book Cover: Students will develop a cover and create “book review” quotes which assess Paine’s arguments for throwing off English rule from the colonists.

Discussion: Compare Locke and Jefferson on unalienable rights, formation and purpose of a civil government

**CR 4 (ID, POL)** Loyalist-Patriot Debate: Students take a stand as either a Loyalist or Patriot and argue whether the colonies should revolt or not.

Articles of Confederation Chart: Provide the Structure, Strengths and Weaknesses of the Articles of Confederation

**CR5** Thesis Development with American Revolution DBQ: Students will be introduced to documents (reading, point of view, analyzing, etc.) and how to utilize planning time to prepare to answer the question and thesis development.. Students will then write a thesis paragraph related to the American Revolution under timed conditions.

**CR3** Mobocracy Chart and Discussion: Students will look at who is involved in the mob, the govt. response to the mob and the outcomes in the following events: Bacon’s Rebellion, Shay’s Rebellion, The Stamp Act, The Boston Tea Party, The Whiskey Rebellion and then discuss “What is the impact of mob rule on colonial and early American government?”

Mock Constitutional Convention.

Develop a Constitution Timeline using “Sunrise at Philadelphia” supplemental reading.

**CR 4 (POL)** Discussion: Constitution and Bill of Rights - How does it address the weaknesses of the Articles of Confederation? Why is the issue of representation important? Where does the power in government go? Who does it protect: the government or the people?”

**CR 10** Discussion: Federalists and Anti-Federalists Panel- Students sit on a mixed panel of Federalists and Anti-Federalists and discuss questions related to the ratification of the Constitution including sovereignty, size of republic, central v. states’ rights govt. and the Bill of Rights

Discussion: What does it mean to be first? Using excerpts from Genovese’s book students will look at the many precedents Washington established in his Presidency.

**CR3, CR 4 (WOR)** Washington, Adams Foreign Policy Chart  
Reading Quizzes

### **Chapter 1-9 Exam**

#### **CR1b, CR1c Supplemental Readings:**

Excerpts from John Locke’s *On Civil Government*

Excerpts from Thomas Paine’s *Common Sense*

*The Declaration of Independence*

“Sunrise at Philadelphia”, by Brian McGinty, *Portrait of America, Vol. 1*

Ron Chernow interview with NPR’s *On Point* discussing the life of President George Washington in his book *Washington: A Life*.

Excerpts from *The Power of the American Presidency*, Genovese, Michael.

## **CR2 Unit 4: 1800-1848**

**Required Reading:** *The American Pageant* Chapters 11-17

### **Activities and Assignments:**

**CR 4 (POL)** Group Work: Students divide up Drew McCoy's essay *Jefferson in Power* to answer questions on Jefferson's philosophy of government and society. Groups share out their responses to the class for an overall discussion of the essay.  
Discussion: Election of 1800: What makes it a revolution? What does it show about the new republican government working or not?

Louisiana Purchase Pamphlet: Students use LaFeber's essay to create a pamphlet which describes Jefferson's reasoning to accept the purchase, the details of the purchase and why the purchase is good for the U. S.

**CR3, CR 4 (POL)** U. S. Supreme Marshall Court Cases Chart: Students will chart Chief Justice John Marshall's key court decisions by detailing who was involved, the issues of the case, the court's decision and the significance of the decision in maintaining Federalists views and power for the central govt.

Missouri Compromise Map

**CR5** Free Response Thesis Development: "What are the contributions of Washington, Adams and Jefferson in helping establish a stable govt. under the Constitution?"

**CR13c** Discussion: What is the impact of speculation on the economy in 1819? Compare the Panic of 1819 to recent housing crisis of 2010.

**CR 4 (POL)** Jackson Presidential Philosophy and Policy Statements: Using Remini's essay, students will detail Jackson's views on Political Parties, Rotation, Democracy, Constitutional Power, Veto and Representative of the People

Discussion: Jackson's quest to destroy the Bank of the United States and acquisition of power for the Executive Branch.

**CR 4 (PEO, CUL, ID), CR6, CR7** Discussion: Arguments for and against Indian Removal using primary documents from the internet including The Indian Removal Act of 1830, Andrew Jackson's Addresses to Congress on the Indian Removal Policy, Elias Boudinot's 1828 response to removal, John Ross' letter to Congress protesting the Treaty of New Echota

Discussion: Westward Expansion- Who is moving? Where are they moving to? What is the impact on Native Americans?

**CR 4 (WXT)** Discussion: Emergence of Industrialism, Transportation and Sectionalism.

**CR 4 (ID)** Discussion: Impact of Second Great Awakening on Society, Women, Reforms

Discussion: Use documents from *The American Spirit, Vol 1* to discuss the Southern views/arguments for slavery, slave rebellion, and rise of the abolitionist movement.

**CR5** Free Response Thesis and Body Paragraph Development: Students will review planning time strategies and writing a thesis paragraph, and will be introduced to writing a body paragraph with topic sentence/sub-claim, evidence and analysis. Students will then write a thesis and body paragraph under timed conditions. "In what ways did the Second Great Awakening in the North influence TWO of the following? Abolitionism, temperance, the Cult of Domesticity, Utopian communities.

**CR 4 (WOR)** Mexican War Debate: Students debate the justification of going to war with Mexico.

TX, CA, OR Chart: Who is moving to the region, Economic basis of the region, Who else wants the territory, How do we finally acquire?

Discussion-Women in Antebellum Society, Cult of Domesticity and Separate Spheres

**CR 4 (ID, WOR,CUL), CR5, CR6, CR7, CR13a** Antebellum Document Analysis Group Project: Students in groups will use paintings and documents to answer the following questions in paragraph form for the following topics: Manifest Destiny and

Western Expansion, Nature and American Identity, Slavery and American Freedom, Women's Sphere and Women's Rights, Mexican War and Dissent

Questions: In what ways is society made better or worse in the United States under this topic?

How does each topic show the United States is upholding or denying democratic principles and values?

Reading Quizzes

## Chapters 10-17 Exam

### CR1b, CR1c Supplemental Readings:

"The Jeffersonians in Power: Extending the Sphere" by Drew McCoy, *Perspectives on the American Past, Vol. 1*

"The Louisiana Purchase: A Dangerous Precedent" by Walter LaFeber *Portrait of America, Vol. 1*

"The Jacksonian Revolution" by Robert Remini *Portrait of America, Vol. 1*

Primary Documents related to Jackson's Indian Removal policy.

Slave Documents from *The American Spirit, Volume 1*. Kennedy, David and Thomas Bailey, 2010.

Manifest Destiny Documents from *Major Problems in American Foreign Policy, Volume 1*. Paterson, Thomas G., 1984.

Paintings for Analysis Project:

John Gast, *American Progress*, 1872

Emanuel Leutze, *Westward the Course of Empire Takes Its Way*, 1861

Asher B. Durand, *Kindred Spirits*, 1849

Eastman Johnson, *Negro Life at the South*, 1859

Lilly Martin Spencer, *Kiss Me and You'll Kiss the 'Lasses*, 1856

Richard Caton Woodville, *Old '76 and Young '48*, 1849

Documents for Analysis Project:

Jon O'Sullivan, *The Great Nation of Futurity*, 1845

Senator Thomas Hart Benton essay, 1846

H. D. Thoreau, "Walking," 1862

Frederick Douglass, *Narrative of the Life of Frederick Douglass*, 1854, chapters IX-X

Catherine Beecher, *Treatise on Domestic Economy*, 1841 (selections);

*Declaration of Rights and Sentiments*, 1848

H. D. Thoreau, *Resistance to Civil Government*, 1849

President James Polk War message

Ramon Alvarez, *The Mexican View of the War*, 1850

## CR2 Unit 5: 1844-1877

### Required Reading: *The American Pageant* Chapters 17-23

#### Activities and Assignments:

**CR3** Northern and Southern Views: Students will work in partners and provide the Northern and Southern Views of the following events and discuss how each event leads the country closer to Civil War: Compromise of 1850, *Uncle Tom's Cabin*, Kansas-Nebraska Act, Dred Scott Case, John Brown's Raid, Election of 1860

Free Response question on Causes of War

NPR Audio Clip - Liberals and Conservatives in the House

Politics and Citizenship Thematic Response to NPR Piece: "Is compromise a rejection of one's principles or a finding of common ground?"

**CR5** Free Response Thesis and Body Paragraph: "Assess the moral arguments and political actions of those opposed to the spread of slavery in context of TWO of the following-Missouri Compromise, Mexican War, Compromise of 1850 and Kansas-Nebraska Act."

"Civil War" Video-Ken Burns

Civil War Map

Reconstruction Plans Comparison Chart



**CR 4 (ID), CR11** Living in the New South Perspectives: Students write the points of view of either a freedman, southern loyalist or radical republican on topics ranging from the economy, civil rights, sharecropping and new state governments Reconstruction Panel Discussion: Students adopt one of eight reconstruction roles and sit on a panel to discuss questions related to reconstructed government's, civil rights, changes in the economy and post-reconstruction society.

**CR1c Supplemental Readings:**

Excerpts from *Team of Rivals*, Goodwin, Doris Kearns.

**CR2 Unit 6 1865-1898**

**Required Reading: *The American Pageant* Chapters 23-26**

**Activities and Assignments:**

**CR 4 (PEO, ID), CR9, CR12** Immigrant Interview: Students interview a current immigrant and compare his/her experience to the immigration experiences of those in the late 1800s.

**CR 13c** Discussion: Based upon your studies of the Gilded Age, have immigrants built America or has America rescued immigrants? Consider the current issues regarding immigration, how might current immigration policies and possible new immigration legislation create a positive or negative on society and the economy? How are these issues similar or different from immigration issues in the Gilded Age?

**CR 4 (WXT)** Discussion: America has long embraced capitalism and the free market as an extension of our liberties. In what ways did Gilded Age Industrialism embrace or refute/reject/deny this long held belief?

**CR5** Free Response Essay: “Analyze the impact of any Two of the following on the American industrial worker between 1865 and 1900. Government actions, Immigration, Labor unions, Technological changes.”

**CR 4 (ID, CUL) CR11** Discussion: Plessy v. Ferguson and “Separate but Equal,” W.E.B. DuBois compared to Booker T. Washington- who has a better plan to fight racism and segregation? Use documents from Stanford History Education Group

**CR5** Thesis and body paragraph work on DuBois and Washington DBQ

**CR3** Agrarian Comparison Chart: Students compare the Grange, Farmers' Alliances and the Populists to determine their influence on the farmers' causes economically and politically.

The Wizard of Oz: An Allegory for the Populist Movement?

**CR9** Discussion: The demise of the Plains Native American, is anything really different from Native Americans first contact with Europeans?

**CR5** Thesis and Body Paragraph on the Populists DBQ

Chapter 17-26 Exam

**CR1b, CR1c Supplemental Readings:**

Excerpt from Booker T. Washington's “Atlanta Compromise Speech” and W.E.B. DuBois' *The Souls of Black Folks*, Stanford History Education Group

Excerpt from “The Concentration of Wealth: It's Economic Justification” by William Graham Sumner, 1902.

PREAMBLE TO THE CONSTITUTION OF THE KNIGHTS OF LABOR Adopted 3 January 1878

Political Cartoon, “Bosses of the Senate” by Joseph Keppler. January 23, 1889

Excerpts from *How the Other Half Lives*. Jacob Riis, 1890.

Excerpts from *An Empire of Wealth: The Epic History of American Economic Power*. Gordon, John Steele.

## **CR2 Unit 7 1890-1945**

**Required Reading:** *The American Pageant Chapters 27-35*

### **Activities and Assignments:**

Progressive Presidential Staff Debates: Students become the presidential staff of Roosevelt, Taft and Wilson and debate issues related to trust-busting, political reform, tariffs, social reform and labor reform

**CR 4 (WOR, CUL) CR3** Imperialism Chart: Students will describe America's involvement and interests in Cuba, Hawaii, China, Philippines and Panama

U.S. Senate Debate: Students represent U.S. Senators to argue whether or not the U.S. should annex the Philippines?

**CR 4 (WOR), CR6, CR7, CR 10, CR12, CR13a** WWI Internet Primary Document Group Analysis Project: Students use primary documents related to WWI to determine the validity of Wilson's claim of "fighting the war to make the world safe for democracy."

WWI Maps: Before and After

**CR 4 (CUL, WXT, PEO), CR8, CR11** 1920s Prezi Group Project: Students use pictures, political cartoons, graphs and written paragraphs to create a Prezi presentation which answers four questions related to their assigned topic. Topics include Nativism and the Red Scare, Religion, Black Renaissance, Mass Marketing and Consumer Consumption, Women and Youth, Transportation, Mass Media, Prohibition, Big Business and the Stock Market, and Rural America

Questions:

- How do the 1920s demonstrate America's pursuit of "having advantages without responsibility?"
- Are the 1920s a conservative backlash or a liberal reaction to the Progressive Era? What evidence supports your claim?
- Based on your research, are the 1920s a Cultural Revolution due to the conflicts between traditional rural and modern urban values, manners and morals?
- Is the attitude of prosperity and wealth in the 1920s real or false? What evidence supports your claim?

**CR5** Free Response Essay: Students will complete a full free response essay under a time environment. "In what ways did economic conditions and developments in the arts and entertainment help create the reputation of the 1920s as the Roaring Twenties?"

**CR8, CR12** Causes of Depression Chart and Discussion: Students examine the causes of the Great Depression, the domestic and foreign reactions to it and the government's response to each cause.

**CR3** New Deal Programs Chart: Students will describe programs instituted in the First and Second New Deal and assess what problems of the Great Depression each program addressed and also whether the emphasis of the program provided relief, recovery or reform.

**CR5** DBQ Essay: Students will write a thesis and two body paragraphs using the New Deal DBQ.

**CR13c** Discussion: "What role should government play in an individual citizen's life? Is the redistribution of wealth emphasis under the New Deal a viable way to solve social problems such as hunger, equal access to education, homelessness and medical care?"

Film: *Cinderella Man*, 2005.

**CR3, CR 11** Wilson and WWI, Roosevelt and WWII Comparison Chart: Students compare the two presidents policies of neutrality, foreign diplomacy and post-war plans, as well as the wars in regards to military strategies, home front changes (economic and financing the war, demographic changes, civil liberties) and relations with the allies.

WWII Conferences Study: Students describe each of the conferences and then provide an overview as to the role each conference played in getting the United States more involved in world affairs during and after the war.

**CR 12 Discussion:** Was the dropping of the atomic bomb the most effective way to win the war or was it more an intended message to the Soviet Union?

Reading Quizzes

### **Chapters 27-35 Exam**

#### **CR1b, CR1c Supplemental Readings:**

Open Door, Panama, Roosevelt Corollary Documents from *Major Problems in American Foreign Policy, Volume 1*. Paterson, Thomas G., 1984.

Internet Documents: US Neutrality Statements, Zimmerman Note, Wilson's War Message, Nye Commission Report, Espionage and Sedition Acts, Wilson's Fourteen Points Speech, The Lodge Reservations

Excerpts from. *Paris, 1919*. MacMillan, Margaret.

Watson, Bruce. "Crackdown." *Smithsonian*, Feb 2002. Year: 51-53. Print.

Excerpts from *The Worst Hard Time*. Egan, Timothy.

### **CR2 Unit 8 1945-1980**

#### **Required Reading: *The American Pageant* Chapters 36-39**

#### **Activities and Assignments:**

**CR 4 (WXT, PEO, CUL) Discussion:** How does 1950s society emphasize consensus and conformity in the following topics? Big Business, Consumerism, Suburbia, Roles of Men and Women, Television, and McCarthyism. What role does rock n' roll, women and civil rights play in questioning this pervasive attitude in society?

Dr. Seuss Class Exercise: Students read *The Butter Battle Book* and determine the symbolic nature of the story towards the Cold War.

**CR 4 (POL, WOR), CR9, CR 11, CR 12 Cold War Presidential Policy Comparison and Analysis Group Project:** Students examine Presidents Truman through Reagan and their policies toward the Soviet Union and communism. Groups will determine if their president's policies are ideological in nature, helped or hurt relations with the Soviet Union, promoted human rights or America's strategic self-interest and his domestic agenda compared to his foreign policy.

**CR5 Free Response Essay:** "Compare and contrast United States foreign policy after the First World War and after the Second World War. Consider the periods 1919-1928 and 1945-1950."

Video-CNN's "Cold War", Cuban Missile Crisis

**CR5 DBQ Essay:** Students will write a complete essay using the Cold War DBQ.

**CR 4 (ID), CR9 Civil Rights Timeline and Chart:** Students will place in a timeline events in the 1950s and early 1960s related to the Civil Rights movement, provide a description of the event and discuss the event's influence on the movement.

Plessey v. Ferguson Simulation and Discussion: Students are segregated by gender in the classroom and experience a "separate but equal" lesson to demonstrate and emphasize the problems with such a decision. Is "separate but equal" really equal?

Film: "Parting the Waters"

**CR3, CR11 Civil Rights Leaders:** Groups will research particular African American leaders (Booker T. Washington, W.E.B. DuBois, Marcus Garvey, MLK, Jr., Malcolm X, Stokely Carmichael) to define that leader's philosophies and methods/strategies to promote/achieve civil rights for the African-American community. The groups will also assess how effective each leader was in achieving further rights for African-Americans.

Discussion: How did the African American Civil Rights movement of the 1950s and 1960s address the failures of the Reconstruction? What are the issues for Civil Rights today?

**CR 4 (WOR)** Vietnam Group Project: Students will be given provide a description of the topic and its importance to the Vietnam War. Topics include television, the draft lottery system, Gulf of Tonkin Incident and Resolution, Vietnamization Policy, War Powers Act and the Secret Cambodia Bombings

**CR8** 1960s Panel Discussion: Students take on various roles of the 1960s and debate whether the 1960s is a backlash to the 1950s society? Roles include a Vietnam Vet, Civil Rights Activist, Male and Female Rock n' Roll Artist, Conservative Middle Class White Parents, Counterculture Hippie, College Student

Video-"1968," *Behind the Scenes*. VH1

1968, 1980 Election Comparison Chart

**CR1b, CR1c Supplemental Readings:**

“Trumpet of Conscience: Martin Luther King Jr.” by Stephen Oates, *Portrait of America, Volume 2*.

Excerpts from “How the Seventies Changed America” by Nicholas Lemann, *Portrait of America, Volume 2*

Documents from Chapter 38 “The Stormy Sixties,” *The American Spirit Vol. 2*.

## **CR2 Unit 9 1980-Present**

**Required Reading:** *The American Pageant Chapters 40-42*

**Activities and Assignments:**

**CR 7, CR13a** Primary Document Comparison and Editorials: Students will read and compare President Carter’s “The National Crisis of Confidence” speech and President Reagan’s 1980 Republican National Convention Acceptance Speech. Students will write an editorial as to which President offers a more accurate depiction of America and provides stronger leadership during this time.

**CR4-(WOR),** Debate: Did President Reagan win the Cold War?

Discussion: The impact and effectiveness of Reagan’s economic policies

**CR4-(WOR), CR8** Debate: Was the 2003 invasion of Iraq justified by the events of 9/11?

AP Exam review

**CR9** Presidential Policy Chart: Students will compare Presidents Clinton, Bush, and Obama views on the following topics: civil rights, immigration, technology, the economy and the environment. Once completed with the chart students will write an essay which will argue which president was most effective at achieving his views through his policies?

**CR1b, CR1c Supplemental Readings:**

Excerpts from *The Age of Reagan*. Wilentz, Sean.

President Carters “The National Crisis of Confidence” Speech

President Reagan’s 1980 Republican National Convention Acceptance Speech

Excerpts from “Summing Up the Reagan Era” by Karl Zinsmeister, *Portrait of America, Volume 2*

Documents from Chapter 40 “The Resurgence of Conservatism” and Chapter 41 “America Confronts the Post-COLD War Era, *The American Spirit, Vol. 2*.