

Advanced Placement U.S. History 2010-2011

SOME OF THE KEY THEMES TO LOOK FOR THROUGHOUT THE COURSE:

1. The development and evolution of a unique American Identity and Culture.
2. The role of religion and reform in American society.
3. The struggle to fulfill the promises of the Declaration of Independence, the Constitution and the Bill of Rights.
4. Political change and continuity over time.
5. Economic evolution: from colonial mercantilism to the world's economic power.
6. E Pluribus Unum: America's efforts to find unity through diversity.
7. America's foreign policy: from isolation and neutrality to uneasy global power.

COURSE OBJECTIVES - In this course, students will be expected to:

1. Master a broad body of historical knowledge.
2. Develop an appreciation for the study of history.
3. Demonstrate an understanding of historical chronology.
4. Use historical data to support an argument or position.
5. Develop an understanding of the great issues that are at the heart of American history.
6. Interpret and use data from original documents including cartoons, graphs, letters, etc.
7. Effectively use analytical skills such as evaluation, cause/effect, & compare/contrast.
8. Improve writing, researching and critical reading skills.
9. Work effectively with others to produce quality products and solve problems.
10. Prepare for, and (hopefully) pass, the A.P. U.S. History Exam.

TEXTBOOK AND WEBSITE:

Bennett, William J. *America: The Last Best Hope Volumes I/II/II Enhanced/III*.
William J. Bennett, Publisher / Houghton Mifflin Harcourt, Distributor. 2010.

Roadmap to America: The Last Best Hope. Team HOPE. <http://roadmaptolastbesthope.com>.

*This website aligns with the chapters in *America: The Last Best Hope* and provides additional information for students and useful resources for teachers. All aspects of the website will be utilized for this course including the regular Roadmap, the premium Roadmap and access to *America: The Last Best Hope, Volume III*.

ORGANIZATION: Class schedules will be provided every 2-3 weeks to facilitate student learning, organization, and preparation. Reading assignments, homework assignments (including reading logs, web logs, essays and projects), quizzes and tests will be noted on the schedule. Students are responsible for keeping up with the reading assignments and being ready for quizzes, tests, and other assignments. Class work will be a combination of lecture, group work, coverage of discussion questions, practice essays and student questions.

GRADING: The grading scale is 90% and above = A; 80% and above = B; 70% and above = C; 60% and above = D. Remember that your GPA will be marked according to the 5.0 scale. A=5, B=4, C=3, D=2, F=0.

ATTENDANCE: Attendance to this class is essential. We have a plethora of information to cover each and every day so you need to be in class or else you will fall behind.

AP EXAM: The AP exam is a national test that is given in May. If you score a 3, 4, or 5 (on a 5 point scale) you will most likely get college credit for some type of history class during your freshman year in college. (each college is different but almost all 4 year colleges have social studies requirements; some colleges accept 3's while others only give credit for a 4 or a 5). The exam is REQUIRED and will cost close to \$80. If you need financial assistance, feel free to talk to me and I'll discuss some of the different options with you.

SOME NOTES:

1. Please set aside some time EACH night for A.P. work. This will reduce some of the stress and will improve retention by keeping the info fresh in your brain. Cramming may work for a classroom test or quiz but it won't work too well for the comprehensive A.P. exam in May. Try to learn things the 1st time through so that you can build on the knowledge for future assignments and so that you won't have to try to cram a TON of material right before the A.P. exam.
2. Plan ahead. Don't wait to the last minute for research projects, tests or essays.
3. DO NOT get discouraged! It might take awhile to get used to the amount of reading, the work load and the pace. If you need to see me for help or to just talk, let me know or just drop in anytime during lunch or after school.

SUMMER PREPARATION: The specifics are listed on your "A.P. U.S. History Summer Assignments" sheet. Basically, you will read the first two chapters in *America: The Last Best Hope Volume I* and complete the assignments on the sheet.

BINDER: You will maintain a 3 inch binder for this class to help you organize your notes, papers, etc. throughout the year and so that you have all the material you need for our study sessions in April and early May. The general format for the binder will be:

1. Information/Prep Sheets: General information and test-taking tips.
2. Reading & Web Logs: 1 page summaries of each chapter in *America: The Last Best Hope & Roadmap Website*
3. Lectures Sheets/Notes: Lecture sheets, notes off the board, definitions, etc.
4. Worksheets: All worksheets turned in for a grade.
5. TP's/DBQ's/Essays/Project Sheets: All essay type assignments including DBQ essays, free-responses, projects, etc.
6. Tests/Quizzes: All classroom quizzes and tests.

1st Semester Syllabus: A.P. U.S. History

SUMMER WORK: June and July

Unit 1- Early American History and the Colonies: Chapters 1 & 2: Read the first two chapters of *America: The Last Best Hope Volume I* and do one reading log for each chapter. Check the Summer Assignments sheet for more specifics.

QUARTER ONE:

Unit 1 Review of Early American History and the Colonies: Chs. 1 & 2 “Westward the Course (1492-1607)” and “A City Upon a Hill (1607-1765)” & Overview of the A.P. U.S. History Exam (3 weeks = August 2-19, 2010)

1. Turn in summer work: *America: The Last Best Hope Volume I* Reading Logs, one page review sheet on assigned President & key events during the presidential term, one page essay on “Presidential Courage” (based on article about “Presidential Courage”) and highlighted College Board overview of the A.P. U.S. History Exam.
2. Overview of the A.P. U.S. History Exam – sections, time limits, some techniques for writing an effective essay
3. Overview of website resources and how to use the *Roadmap to America: The Last Best Hope* (both the Regular and Premium versions) - tour through the website with explanations about what is available and what is expected for web logs
4. Geography and background of early cultures and Native American/Indian tribes
5. Compare and contrast Spanish and British colonization
6. Events that shaped New World colonization
7. Pros and cons of colonization
8. Compare and contrast New England, Middle and Southern colonies based on political, social, economic and religious factors.
9. Events and factors that led to the emergence of a distinct “American culture” with specific values and beliefs

**REGULAR ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 1 & 2 Teacher Resources specific to the chapters – Ch 1 & 2 Timelines, Ch 1 & 2 Mnemonic Reviews (D.I.S.C.O.V.E.R.Y. & V.I.R.G.I.N.I.A.), Ch 2 Play “Coming to America: Settling Jamestown/An Interview with John Smith”
- b. Teacher Toolkit - “How to write an effective history essay”
- c. AP Center – “Description of A.P. U.S. History Exam” and “Examples of Classroom Strategies – specifically the “Vocabulary Chart” and “DBQ Worksheet” (how to break down the DBQ with PK list, identifying documents, developing a thesis and organizing the essay).
- d. Geography Resources - Interactive U.S. Maps on Indian tribes & Colonists, U.S. Physical Maps and U.S. Territorial Maps 1775
- e. Quiz Center – use on-line quizzes for practice and review.

**PREMIUM ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Premium Media – “Premium Speeches” performed by students; listen to/read along to John Winthrop’s “A Model of Christian Charity” and Jonathan Edwards’s “Sinners in the Hands of an Angry God”

- b. Ch. 1 & 2 Teacher Resources specific to the chapters – Ch 2 Mnemonic Reviews (Religious Movement: A.W.A.K.E., F.R.E.E.D.O.M., New England is P.U.R.I.T.A.N., South has S.L.A.V.E.S.)

****DISCUSSION QUESTIONS/ESSAY TOPICS:**

- a. Small Group Question: “The English founded colonies to escape oppression in England.” Agree or disagree with facts to support your position
- b. Discuss English motivation – mercantilism, freedom of religion/expression, elbow room, economic opportunity, etc. Rank and explain why.
- c. Discuss colonial sections with their similarities/differences and review “Colonial Section Map”. This information will be applied to our first DBQ on the evolution of distinct societies in the New England and Chesapeake regions. Pairs will work together to fill out the “DBQ worksheet” so they can practice the steps that they need to take to write a good DBQ essay.

****ASSESSMENTS:**

- a. Summer Work Quiz – mostly definitions and general trends
- b. Timed Tests on: Early Colonial Development/Colonial Social Structure/Key Events and Sectional Culture

Unit 2 – Struggle for Independence: Ch. 3 “Greatest Revolution (1765-1783)” (2 weeks = August 23–September 3, 2010)

- 1. Costs and benefits of Mercantilism - Navigation Acts, Salutary Neglect, etc.
- 2. Impact of the French-Indian war – causes, treatment of colonial militias, military costs, Proclamation of 1763, etc.
- 3. Re-evaluation of American-English relationship – Virtual vs. Actual Representation; changing roles/rules
- 4. British economic/taxation policy – post Treaty of Paris 1763
- 5. Common Sense/Declaration of Independence – Enlightenment ideals, causes, impact on colonists and foreign observers
- 6. American Revolution – Radical or conservative?
- 7. Washington’s leadership and Franklin’s diplomacy
- 8. Victory and terms of the Treaty of Paris 1783

****REGULAR ROADMAP RESOURCES:** (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 2 & 3 Teacher Resources specific to the chapters – Ch 2 Map “French & Indian War Map PowerPoint”, Ch 2 Lessons Skill/Project “French & Indian War”, Ch 3 Mind Map “Causes of American Revolution”, Ch 3 Timelines “1763-1776” and “1776-1783”, Ch 3 Maps “Battles of American Revolution”
- b. Teacher Toolkit - “How to make a Mind Map” focusing on “Causes of Am Rev”
- c. Quiz Center – use on-line quizzes for practice and review.

****PREMIUM ROADMAP RESOURCES:** (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Premium Media – “Premium Speeches” recorded by students; listen to/read along with Thomas Paine’s “The American Crisis” and “Monthly Podcasts with Dr. Bennett” on “Patriot’s Day – Lexington and Concord”
- b. Ch. 3 Teacher Resources specific to the chapter – Ch 3 Mnemonic Reviews (F-I War led to A.N.G.E.R. and Colonists went off - B.O.M.B.), Ch 3 Plays “Washington Crosses the Delaware”, “A Winter at Valley Forge” and “The

Writing of the Declaration of Independence” and Ch 3 Debate “Resolved: George Washington was a Great General”

****DISCUSSION QUESTIONS/ESSAY TOPICS:**

- a. Small Group Question: “Parliament’s request for tax revenue from the colonies was very reasonable in light of the enormous costs of colonial defense.” Take a position on this statement and give 3-4 reasons to support your position.
- b. Articulate the assigned colonial viewpoint with a clear statement of your belief and 3 reasons why you feel the way that you do. Be ready to meet with your “fellows”, compare notes and present a persuasive statement of why you believe what you believe and why others should join you. Viewpoints: Loyalist, Patriot, Neutral frontiersman.
- c. What factors led to colonial victory? Rank in order of importance.

****ADDITIONAL RESOURCES/ASSESSMENT:**

- a. Will watch parts of the “Liberty” video series from PBS
- b. Timed test on the American Revolution

Unite 3 – Will America Survive? Chs. 4 & 5 “Reflection & Choice (1783-1789)” and “The New Republic (1789-1801)” (2 weeks = Sept 7-17, 2010)

1. Successes and failures of the Articles of Confederation
2. Impact of colonial experience & revolution on post-independence government
3. Constitutional Convention – characters, controversies and compromises
4. US Constitution and Bill of Rights – Federalists and the Anti-Federalists
5. National power vs. State’s rights
6. Washington’s leadership lays the groundwork – establishing a cabinet, two-term tradition, Proclamation of Neutrality, Farewell Address, etc.
7. Hamilton vs. Jefferson – development of political parties; strict vs. loose
8. Adams and the undeclared war with France – XYZ affair, Alien and Sedition Acts, honor neutrality, break with Hamilton, etc.

****REGULAR ROADMAP RESOURCES:** (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 4 & 5 Teacher Resources specific to the chapter – Ch 4 & 5 Timelines “1781-1789”, “Washington’s Cabinet” and “Territorial Maps”, Ch 4 & 5 Mnemonic Reviews (Feds want S.T.R.O.N.G. government; Pres. A.D.A.M.S.) Ch 4 Play “Reporting from the Constitutional Convention” & Ch 5 Play “Whiskey Rebellion”
- b. Teacher Toolkit - “How to analyze a Political Cartoon” focusing on 1787 and the Constitutional Convention
- c. Geography Resources - U.S. Physical Maps and U.S. Territorial Maps 1790/1800
- d. Quiz Center – use on-line quizzes for practice and review.

****PREMIUM ROADMAP RESOURCES:** (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Premium Media – “Monthly Podcasts with Dr. Bennett” on “James Madison and the Constitutional Convention 1787”
- b. Ch. 4 & 5 Teacher Resources specific to the chapters – Ch 4 & 5 Mnemonic Reviews (Anti-Feds say to W.A.I.T. & Articles were W.I.M.P.Y., Washington was F.I.R.S.T.), Ch 4 & 5 Plays “The Founders, the Constitution and Slavery” & “Hamilton vs. Jefferson”, Ch 5 Debate “Hamiltonians vs. Jeffersonians in 1790: Whose vision is best for America?”

****DISCUSSION QUESTIONS/ESSAY TOPICS:**

- a. Individual DBQ Practice: “From 1781 to 1789 the Articles of Confederation provided the United States with an effective government”. Using the documents and your knowledge of the period, evaluate the statement.
- b. Pair, Share: Outline the differences between A. Hamilton and T. Jefferson. Share with the class and produce a class list.
- c. How did Hamilton and Jefferson’s philosophical discussions/disagreements impact all of American history and politics (until today)? Explain & discuss.

****ADDITIONAL RESOURCES/ASSESSMENT:**

- a. Continue with “Liberty” from PBS (last segment on the Constitution)
- b. Will show short Presidential bios from “The History Channel Presents The Presidents” DVD
- c. Timed quizzes/tests on the Articles and Constitution; Jefferson vs. Hamilton and the impact of their philosophical disagreements.

Unit 4 – Jeffersonian Politics and Nationalism: Ch. 6 “The Jeffersonians (1801-1829)”
(2 weeks = September 20-October 1, 2010)

1. Jefferson’s “Revolution of 1800” – peaceful transfer of power
2. La. Purchase, Diplomatic problems (Embargo of 1807, etc.)
3. National growth (Adams-Onis, etc.) and the Era of Good Feelings
4. Sectionalism takes root: Missouri Compromise and the Panic of 1819
5. War of 1812 – Causes, Conduct and Consequences; end of the Federalist party
6. Marshall court – Federalism in the judicial branch and how it laid the groundwork for much of what we believe/practice today (Judicial review, etc)
7. Monroe Doctrine – Adams as Secretary of State, U.S. foreign policy
8. Election of 1824 – “Corrupt or...just politics?”
9. Pres. JQ Adams vs. Andrew Jackson – nationalism vs. sectionalism

****REGULAR ROADMAP RESOURCES:** (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 6 Teacher Resources specific to the chapter – Ch 6 Timelines “1801-1826 Parts 1&2”, Ch 6 Maps “Louisiana Purchase”, “War of 1812” & “Missouri Compromise”, Ch 6 Mnemonic Review (2nd War for Independence under M.A.D.I.S.O.N.), Ch 6 Play “Battle of New Orleans”
- b. Geography Resources - U.S. Territorial Maps 1810/1820
- c. Quiz Center – use on-line quizzes for practice and review.

****PREMIUM ROADMAP RESOURCES:** (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- c. Premium Media – “Premium Speeches” recorded by students; listen to/read along with Thomas Jefferson’s “Inaugural Address – March 4, 1801”
- c. Ch. 6 Teacher Resources specific to the chapters – Ch 6 Mnemonic Reviews (Jefferson got lots of L.A.N.D.S. and U.S. stood its ground with M.O.N.R.O.E.), Ch 6 Play “War of 1812: Burning of Washington”

****DISCUSSION QUESTIONS/ESSAY TOPICS:**

- a. Why is the Election of 1800 considered a revolution? Explain the role that Adams and Jefferson played in the election and its results.
- b. DBQ worksheet on the War of 1812: “What forces led Americans to declare war on Britain in 1812?”

- c. What events in the late 1810's and early 1820's undermined the unity that Americans felt after the War of 1812/during the Era of Good Feelings? Explain how these events fueled sectionalism and increased animosity.
- d. Which one of the following events did the most to increase America's strength and stature during the early-mid 1800's: Louisiana Purchase, War of 1812, Adams-Onis Treaty or the Monroe Doctrine? Use evidence to explain your decision.
- e. Was the JQ Adams-Clay arrangement really a "corrupt bargain" or was it normal politics? What do you think and why?

**ADDITIONAL RESOURCES/ASSESSMENT:

- a. Will show short Presidential bios from "The History Channel Presents The Presidents" DVD
- b. Quiz on the War of 1812 and its impact.
- c. Timed test on the Jeffersonian politics

FIRST QUARTER PROJECT: Five Paragraph Essay on Prominent Literary/Written Work

1. Read one of the books from the Book List (including, but not limited to, the following):
 - a. Last of the Mohicans – James Fenimore Cooper
 - b. Common Sense and/or The American Crisis – Thomas Paine
 - c. Liberty – Thomas Fleming
 - d. 1776 – David McCulloch
 - e. American Creation: Triumphs and Tragedies at the Founding of the Republic – Joseph Ellis
 - f. John Adams – David McCulloch
 - g. American Lion: Andrew Jackson – Jon Meacham
 - h. The Alamo – Lon Tinkle
 - i. Narrative of the Life of Frederick Douglass – Frederick Douglass
 - j. Uncle Tom's Cabin – Harriet Beecher Stowe
 - k. Team of Rivals – Doris Kearns Goodwin
 - l. Red Badge of Courage – Stephen Crane
 - m. Up From Slavery – Booker T. Washington
 - n. A Century of Dishonor – Helen Hunt Jackson
2. Once you've read the book you will write a five paragraph essay (Introduction with clear thesis, three body paragraphs focused on specific sub topics with support evidence and a conclusion...more on this with Book Essay handout).
3. Due Date = September 24, 2010

FALL BREAK HOMEWORK(October 3-10, 2010): Read 1st three sections of Ch. 7 "Jackson & Democracy (1829-1849)"; American Foreign Policy Worksheet; Reformer Card for in-class "Reformer's Meeting", etc. more detail will be provided on explanation sheet.

QUARTER TWO:

Unit 5 – Age of Jackson/Economic, Territorial and Cultural Growth: Ch. 7 “Jackson & Democracy (1829-1849)” (2+ weeks = October 12-26, 2010)

1. Election of 1828 and Jackson’s victory
2. The “Common Man” in American politics – Universal WM Suffrage, Spoils system, Nominating conventions, etc.
3. Jackson’s admin – Kitchen Cabinet, Nullification, Bank war, & Trail of Tears
4. The Two Party system – Democrats vs. Whigs
5. Economic changes, Reforms & Religious movement: Charles River Bridge Decision, “Bank War/Biddle Battle”, Reform movements & the 2nd Great Awakening
6. Manifest Destiny and War with Mexico – “54, 40 or fight”, Nueces/Rio Grande dispute, “Purposeful Polk”, Treaty of Guadalupe-Hidalgo, Wilmot Proviso

**REGULAR ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 7 Teacher Resources specific to the chapter – Ch 7 Timeline “1828-1849”, Ch 7 Maps “Texas Revolution”, “Mexican War”, “Trails West”, and “Territorial Growth 1830/1840”, Ch 7 Skill/Project “Worcester vs. Georgia: John Marshall vs. Andrew Jackson”, Ch 7 Mnemonic Review (Manifest Destiny under P.O.L.K.) Ch 7 Play “Nullification Crisis”
- b. Geography Resources - U.S. Territorial Maps 1830/1840 and Animated Atlas of America: Part I Review - Completion of Territory (1789-1853)
- c. Quiz Center – use on-line quizzes for practice and review.

**PREMIUM ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Premium Media – “Monthly Podcasts with Dr. Bennett” on “Daniel Webster’s Speech to the Senate 1830”
- b. Ch. 7 Teacher Resources specific to the chapter – Ch 7 Mnemonic Reviews (Remember the A.L.A.M.O., Common Man’s President – J.A.C.K.S.O.N., Trail of T.E.A.R.S.), Ch 7 Play “Trail of Tears”

**DISCUSSION QUESTIONS/ESSAY TOPICS:

- a. Pairs – Fill out a chart comparing & contrasting Jeffersonian & Jacksonian Democracy. Which aspects have now become the norm in modern America?
- b. DBQ Worksheet: “What were the major arguments used pro and con, in the debate over expanding suffrage during the Age of Jackson? Which arguments were the most valid?”
- c. DBQ essay on Jacksonian Democracy: “Jacksonian Democrats viewed 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 the Jacksonians’ view?
- d. Why were women allowed to play a prominent role in reform movements when they were usually confined to their homes? (Dorothea Dix visited prisons...why was this allowed?) To what extent were they allowed to lead?
- e. Did Manifest Destiny/Territorial growth unite or divide America? Explain your position and give examples.

**ADDITIONAL RESOURCES/ASSESSMENT:

- a. “Presidential Bios” on DVD
- b. Matching quiz on reform movements

- c. Manifest Destiny chart and map
- d. Quiz on Jacksonian Democracy and Manifest Destiny

Unit 6 – Slavery and Sectional Struggles: Ch. 8 “The Rising Storm (1849-1861)” (2 weeks = October 27-November 10, 2010)

- 1. Slavery – political, social, moral, and economic issues
- 2. Politics of Slavery including: Review of the Missouri Comp, Abolitionists, Comp of 1850, Kansas-Nebraska Act/Bleeding Kansas, Dred Scott Decision, Lincoln-Douglas debates, John Brown’s Raid, and Election of 1860.
- 3. Sectional Differences and struggles – leading up to the Civil War
- 4. Election of 1860

**REGULAR ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 8 Teacher Resources specific to the chapter – Ch 8 Timelines “1848-1861” & “1855-1861”, Ch 8 Maps “Growth to 1853”, “Slavery in Territories”, “Election of 1860”, “Dates of Secession” & “Territorial Growth 1850/1860”, Ch 8 Mnemonic Reviews (G.O.L.D. in California, Slavery causes a S.T.O.R.M.), Ch 8 Play “Solutions to Slavery: A Roundtable Discussion”
- b. Geography Resources - U.S. Territorial Maps 1850/1860
- c. Quiz Center – use on-line quizzes for practice and review.

**PREMIUM ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- c. Premium Media – “Premium Speeches” recorded by students; listen to/read along with Sojourner Truth’s “Ain’t I a Woman – May 1851” & William L. Garrison’s “On the Death of John Brown”
- d. Ch. 8 Teacher Resources specific to the chapter – Ch 8 Mnemonic Reviews (N.O.R.T.H., Review COMPROMISES, S.O.U.T.H.), Ch 8 Debate “Fugitive Law should not be obeyed”, Ch 8 Play “Anthony Burns: Fugitive Slave 1854”

**DISCUSSION QUESTIONS/ESSAY TOPICS:

- a. Why was American Slavery called the “peculiar institution”?
- b. Why would poor, white southerners enthusiastically support slavery even though they did not appear to benefit from the plantation system? Give clear reasons.
- c. DBQ Worksheet: “What forces or ideas motivated and inspired the effort to remake and reform American society during the antebellum years?”
- d. Why did congressional compromises (Compromises of 1820, 1850, etc) fail to keep America united?

**ADDITIONAL RESOURCES/ASSESSMENT:

- 1. Chart comparing/contrasting the North, the West and the South
- 2. Quiz on slavery and sectional struggles

Unit 7 – Civil War and Reconstruction: Chs. 9, 10 & 11 “Freedom’s Fiery Trial (1860-1863)”, “A New Birth of Freedom (1863-1865)” & “To Bind up the Nation’s Wounds (1865-1877)” (3 weeks = November 10–30, 2010)

- 1. Causes of the Civil War – state’s rights, slavery, tariffs, economic differences
- 2. Comparison of North and South – military strengths/weaknesses, strategies, manpower, public support, social, economic, and political impact of the war
- 3. Key battles and Pres. Lincoln’s leadership

4. Reconstruction – issues & plans, impact of Lincoln assassination, Congressional vs. Presidential, Amendments, Radical Republicans, Redeemers, etc.
5. The New South – social and economic changes
6. Struggles for Equality – Freedmen, the KKK, Jim Crow laws, legacy of Reconstruction, Compromise of 1877

****REGULAR ROADMAP RESOURCES:** (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 9, 10, 11 Teacher Resources specific to the chapters – Chs 9, 10, 11 Timelines “1860-1863”, “1863-1865”, “1865-1877”, Chs 9,10,11 Maps “US Map: 1860”, “Battles of Civil War: 1861-1865”, “Gettysburg: 1863”, “Reconstruction”, Ch 9,10,11 Mnemonic Reviews (S.E.C.E.S.S.I.O.N., T.H.R.E.E. Amendments), Ch 10 Skill/Project “Lessons on Lincoln’s Speeches”, Ch 9,10,11 Plays “Fort Sumter”, “Gettysburg” & “Actions of the KKK”
- b. Geography Resources - U.S. Territorial Maps 1870 and Animated Atlas of America: Part 2 Review – The Civil War (1853-1865)
- c. Quiz Center – use on-line quizzes for practice and review.

****PREMIUM ROADMAP RESOURCES:** (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Premium Media – “Monthly Podcasts with Dr. Bennett” on “The Battle of Gettysburg - 1863” & “The First Memorial Day – May 30, 1866”
- b. Ch. 9, 10 & 11 Teacher Resources specific to the chapter – Ch 8 Mnemonic Reviews (Lincoln’s Generals, Lee’s invasion was a F.A.I.L.U.R.E., Republicans want to I.M.P.E.A.C.H. Johnson), Ch 11 Debate “Moderates vs. Radicals on the Nature of Reconstruction”, Ch 9,10,11 Plays “Emancipation Proclamation”, “Sherman’s March to the Sea” & “Reconstruction”

****DISCUSSION QUESTIONS/ESSAY TOPICS:**

- a. Sectional Framework chart: Look at key mid 1800’s issues from the perspective of different sections such as the North, the West and the South.
- b. DBQ Worksheet: “What led the Southern states to secede from the Union in 1860 and 1861?”
- c. Was there any way to avoid the Civil War? Explain your position and support with clear facts.
- d. Why was the Civil War a major turning point in American history?
- e. Pairs will fill out a chart comparing and contrasting Presidential Reconstruction with Congressional Reconstruction of the South.
- f. How did Reconstruction lay the groundwork for future civil rights movements in the mid 1900’s?

****ADDITIONAL RESOURCES/ASSESSMENT:**

- a. “Presidential Bios” on DVD
- b. Will plan to show parts of Ken Burns’ “Civil War” documentary.
- c. Quizzes on sections related to the Civil War: Causes of the Civil War, key events in the early years of the war and overall impact.
- d. Timed test on Reconstruction and its impact.

Unit 8 –The Gilded Age – The City and the Western Frontier: Ch. 12 “An Age More Golden than Gilded? (1877-1897)” (2 weeks = December 1-10, 2010; January 4-5, 2011)

1. Corruption and Reform during the Gilded Age – “Boss” Tweed, Tammany Hall, Gould/Fisk, Credit Mobilier...Jane Addams, Settlement Houses, Social Gospel
2. Industrial Growth and impact – growth of cities, dumbbell tenements, immigrants, AF of L, Knight of Labor, Strikes and unrest.
3. Governmental support and actions – Laissez Faire, RR land grants, etc.
4. The Impact of Booming Business: tycoons (methods, accomplishments and philosophies), laboring class, organized labor– union leaders & success/failure
5. Western Frontier – moving to the west and impact on both Native American and American culture and traditions
6. Comparison of reform attitudes towards Native Americans and African-Americans in the late 19th century
7. Agricultural Revolution: Omaha Platform, the Grangers and the Populist party
8. Bryan vs. McKinley: Silver vs. Gold, Rural vs. Urban
9. “New Immigration”, “New Morality”, Reform movements
10. Booker T. Washington and W.E.B DuBois – leadership styles and programs

**REGULAR ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 12 Teacher Resources specific to the chapter – Ch 12 Timelines “1877-1892” & “1893-1897”, Ch 12 Maps “Growth to 1880” & “Immigrants 1890”, Ch 12 Mnemonic Reviews (P.R.O.G.R.E.S.S.), Ch 12 Skill/Project “The Populists”, Ch 12 Play “Assassination of Pres. Garfield”
- b. Geography Resources - U.S. Territorial Maps 1880
- c. Quiz Center – use on-line quizzes for practice and review.

**PREMIUM ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Premium Media – “Premium Speeches” recorded by students; listen to/read along with Chief Joseph’s “Surrender Speech – October 1877” & William Jennings Bryan’s “Cross of Gold Speech – July 1896”
- b. Ch. 12 Teacher Resources specific to the chapter – Ch 12 Mnemonic Reviews (Industry leads to C.I.T.I.E.S., Immigrants enter at E.L.L.I.S., I.N.D.U.S.T.R.Y., & Post-Civil War R.A.C.I.S.M.), Ch 12 Play “Homestead Strike 1892”

**DISCUSSION QUESTIONS/ESSAY TOPICS:

- a. Small groups: Produce a two-column poster outlining the conflicting views of the Industrial Leaders of the late 1800’s (Carnegie, Rockefeller, Vanderbilt, etc.). In one column, list 4-5 reasons these men were considered “Captains of Industry” and in the other list 4-5 reasons they were considered “Robber Barons”.
- b. Why did the AF of L succeed when so many other unions failed? Give specific reasons and contrast with groups such as the “Wobblies” and Knights of Labor.
- c. DBQ: “To what extent and for what reasons did the policies of the federal government from 1865 to 1900 violate the principles of laissez faire?”
- d. DBQ: Explain the reasons for agrarian discontent from 1880-1900 and evaluate the validity of the farmer’s complaints.
- e. Pair, Share: What did the election of 1896 show about the changes America had undergone through the 1880’s and 1890’s?

- f. Pairs, share: Do you agree more with Booker T. Washington's perspective or W.E.B. Dubois' perspective? Discuss, choose and then share with the class using strong evidence.

**ADDITIONAL RESOURCES/ASSESSMENT:

- a. "Presidential Bios" on DVD
- b. Timed test on the Gilded Age
- c. Quizzes on the Populist movement and Industrial Revolution

SECOND QUARTER PROJECT: Being an American Essay due November 12, 2010. Identify a civic value that you consider the most important in American history and explain why. Next you will pick an early American document and an American hero that exemplify this value. Finally, you will explain how you try to practice this value in your own life. More details will be presented in the information packets and essay preparation worksheets.

REVIEWS AND SEMESTER FINAL EXAM: December 13-16, 2010

Cumulative Semester One Final Exam: Will include a timed multiple choice section as well as short answer essays related to key terms and events from the 1st semester.

WINTER BREAK HOMEWORK (December 17, 2010-January 3, 2011): Finish up American Expansion and start to prepare for Imperialism and Progressives. (one reading log for each chapter in *America: The Last Best Hope*). DBQ Worksheet: the Debate over American Imperialism, Progressive Reading and Chart...see Winter Break Homework sheet for more specifics.

2nd Semester Syllabus: A.P. U.S. History

**For 2nd Semester: switch textbooks to *America: The Last Best Hope – Volume II Enhanced*

QUARTER THREE:

Unit 9 – Imperialism and the Progressive Movement: Ch 2 “The American Dynamo – Shadowed by War (1897-1914)” (2 weeks = January 6-20, 2011)

1. Spanish-American war and American Imperialism
2. “Open Door in China”, Roosevelt Corollary, Panama Canal, Great White Fleet
3. TR in the White House: 3 R’s in the Square Deal
4. Muckrakers: Sinclair, Tarbell, Steffens, etc.
5. TR vs. Taft: Pinchot-Ballinger affair, progressive vs. conservative, trust-busting vs. trust regulation, etc.
6. Election of 1912: Elephant divided by Bull Moose = Donkey (Wilson)
7. Pres. Wilson and the New Freedom: bringing down the triple walls of privilege
8. The drum beat of war... World War I on the horizon

**REGULAR ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 2 Teacher Resources specific to the chapter – Ch 2 Timelines “1897-1907” & “1908-1914”, Ch 2 Maps “Growth to 1900” & “Growth to 1920”, Ch 2 Mnemonic Reviews (American Foreign Policy is G.L.O.B.A.L.) Ch 2 Skill/Project “Muckrakers and the Progressives”, Ch 2 Play “Interview with Pres. Teddy Roosevelt”

- b. Quiz Center – use on-line quizzes for practice and review.

**PREMIUM ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch. 2 Teacher Resources specific to the chapter – Ch 2 Mnemonic Reviews (Carry a B.I.G.S.T.I.C.K.)

**DISCUSSION QUESTIONS/ESSAY TOPICS:

- a. Was the Spanish-American war a “just war”? Explain.
- b. How could the U.S. reconcile its subsequent take over of Cuba with the Teller amendment?
- c. Pairs chart: What were the national, state and local changes that were implemented by Progressives thinkers?
- d. DBQ: Was Progressivism a liberal reform or conservative reaction to changes in American society?
- e. Why did TR and Taft split? If you were writing an “algebraic equation”, what equation would relate to the election of 1912? (what happened with Wilson?)
- f. Which president did more to advance the progressive agenda: TR, Taft or Wilson?

**ADDITIONAL RESOURCES/ASSESSMENT:

- a. “Presidential Bios” on DVD
- b. Short readings from “The Jungle”. Compare to the real conditions in the early 1900’s in regards to: political machines, meat-packing, child labor, unemployment, etc.
- c. Quiz on America Imperialism
- d. Timed test on the Progressive era

Unit 10 – World War I: Ch. 3 “ America and the Great War (1914-1921” (1-2 weeks = January 20-28, 2011)

1. US involvement in WWI – reasons and results (domestic and foreign)
2. Key battles and events
3. 14 points and the Treaty of Versailles
4. Republican opposition and US rejection of Treaty and League of Nations

**REGULAR ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 3 Teacher Resources specific to the chapter – Ch 3 Timelines “1914-1917” & “1918-1921”, Ch 3 Maps “World War I Europe” & “Western Front 1918”, Ch 3 Skill/Project “Wilson, the Fourteen Points and the Treaty of Versailles”, Ch 3 Mnemonic Reviews (Wilson’s P.O.I.N.T.S.)
- b. Quiz Center – use on-line quizzes for practice and review.

**PREMIUM ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch. 3 Teacher Resources specific to the chapter – Ch 3 Mnemonic Reviews (America joins the G.R.E.A.T.W.A.R.), Ch 3 Debate “U.S. Senate should ratify the Versailles Treaty.”, Ch 3 Play “Press Conference with President Wilson”

**DISCUSSION QUESTIONS/ESSAY TOPICS:

- a. Pair, share: Why did America enter World War I? Rank the reasons in order of importance.
- b. Was it a mistake for the U.S. not to join the League of Nations? Whose fault is it that the Senate did not ratify the Treaty of Versailles? Why?

**ADDITIONAL RESOURCES/ASSESSMENT:

- a. “Presidential Bios” on DVD
- b. Quiz on World War I

Unit 11: Roaring 20’s: Ch 4 “The Boom and the Bust (1921-1933)” (1-2 weeks = January 31-February 9, 2011)

1. Return to Normalcy – Harding, Coolidge, “the business of America is business”
2. Roaring 20’s and Isolationism – Sacco and Vanzetti trial, growth of the KKK, Immigration quotas, Red Scare (Palmer)
3. Harding Scandals: Teapot Dome
4. Prohibition: Failure, Gangs, Speakeasies, etc.
5. “Scopes Monkey Trial” and the urban/rural divide
6. Conflict of new and old: flappers, mass culture, cars, radio, jazz, etc.
7. Foreign Policy in the 1920’s – Washington Conference, Geneva, Kellogg-Briand Peace Pact, The Clark Memo, etc.
8. Hoover’s “Dilemma” – 1928 and the “crash”

**REGULAR ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 4 Teacher Resources specific to the chapter – Ch 4 Timelines “1921-1926” & “1927-1933”, Ch 4 Mnemonic Reviews (S.T.O.C.K.S.), Ch 4 Play “The Crash”
- b. Quiz Center – use on-line quizzes for practice and review.

**PREMIUM ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Premium Media – “Monthly Podcasts with Dr. Bennett” on “The Story of Mount Rushmore – 1927”

- b. Ch. 4 Teacher Resources specific to the chapter – Ch 4 Mnemonic Reviews (Roaring T.W.E.N.T.I.E.S.), Ch 4 Play “Prohibition”

****DISCUSSION QUESTIONS/ESSAY TOPICS:**

- a. DBQ Worksheet: “Describe the urban-rural culture wars of the 1920’s and the issues over which they were fought.”
- b. What factors led to nativist/anti-immigrant feelings throughout the 1920’s?
- c. Oftentimes, America is depicted as “isolationist” with its foreign policy during the 1920’s. Do you agree with this assessment? Why or why not?

****ADDITIONAL RESOURCES/ASSESSMENT:**

- a. “Presidential Bios” on DVD
- b. Timed test on the Roaring 20’s

Unit 12 –Great Depression, FDR & the New Deal: Ch. 5 “FDR and the New Deal (1933-1939)” (2 weeks=February 9-23, 2011)

- 1. Boom and Bust economy: buying stock on margin, installment/credit purchases, growing consumerism, etc.
- 2. The Great Depression and the Dust Bowl
- 3. FDR & New Deal: Relief, Recovery & Reform, first 100 days, Alphabet Agencies
- 4. Recession of 1937 and growing frustration with FDR
- 5. 2nd New Deal – tensions build, issues with the Supreme Court: “Court Packing”

****REGULAR ROADMAP RESOURCES:** (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 5 Teacher Resources specific to the chapter – Ch 5 Timelines “1933-1936” & “1937-1939”, Ch 5 Skill/Project “The WPA & Alphabet Agencies”, Ch 5 Mnemonic Reviews (N.E.W.D.E.A.L.), Ch 5 Play “New Deal”
- b. Quiz Center – use on-line quizzes for practice and review.

****PREMIUM ROADMAP RESOURCES:** (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch. 5 Teacher Resources specific to the chapter – Ch 5 Mnemonic Reviews (Rise of the N.A.Z.I.S.), Ch 5 Play “Scottsboro Boys”

****DISCUSSION QUESTIONS/ESSAY TOPICS:**

- a. Small Group: Make a poster outlining the 4 main reasons the American economy “crashed” in 1929. Share with the class and compare reasons.
- b. Compare and contrast Hoover’s Rugged Individualism and FDR’s New Deal.
- c. DBQ Worksheet: “Identify those groups that most strongly opposed the New Deal and explain the reasons for their opposition.”
- d. Did FDR accomplish what he wanted with the New Deal? Why or why not?
- e. How do present day politicians struggle to maintain FDR’s legacy? (can analyze style and legislation)

****ADDITIONAL RESOURCES/ASSESSMENT:**

- a. “Presidential Bios” on DVD
- b. Timed test on the Great Depression and the New Deal

Unit 13 – World War II: Chs. 6, 7, 8 “America’s Rendezvous with Destiny (1939-1941)”, “Leading the Grand Alliance (1941-1943)”, & “America Victorious (1943-1945)” (2 weeks = February 23-March 4, 2011)

- 1. Neutrality turns to aid for the Allies: Atlantic Charter, Cash-Carry, Lend-Lease
- 2. FDR: 3rd term and leadership during WWII

3. U.S. enters the war: Pearl Harbor, Europe 1st Policy, 2 fronts
4. Domestic Front: Women Laborers, Japanese internment, mobilization of a new economy, African-American migration
5. War front: Leap frog to victory; North Africa to D-Day; Holocaust & A-bombs
6. Yalta Conference and plans for post-war world

**REGULAR ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 6,7,8 Teacher Resources specific to the chapter – Ch 6,7,8 Timelines “1939-1941”, “1941-1943”, “1943-1945”, Ch 6,7,8 Maps “Europe 1939”, “WWII Europe”, “European Theater 1939-1942”, “WWII Pacific”, “European Theater 1942-1945”, “Eastern Front 1944-45”, “D-Day Invasion”, Ch 6,7,8 Mnemonic Reviews (H.I.T.L.E.R., A Day of I.N.F.A.M.Y., V.I.C.T.O.R.Y.), Ch 8 Skill/Project “Yalta and Potsdam Conferences”, Ch 8 Debate “Resolved: The U.S. was justified in using atomic weapons on Japan.”, Ch 6,7,8 Plays “Battle of Britain”, “Pearl Harbor”, “D-Day Invasion”
- b. Quiz Center – use on-line quizzes for practice and review.

**PREMIUM ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Premium Media – “Monthly Podcasts with Dr. Bennett” on “D-Day – June 6, 1944”, “Pres. George H.W. Bush in World War II – Sept 1944”, & “Battle of Iwo Jima – Feb 1945”
- b. Ch. 6,7,8 Teacher Resources specific to the chapters – Ch 6,7,8 Mnemonic Reviews (Aiding England with Lend-L.E.A.S.E., Nazis control the A.T.L.A.N.T.I.C., Operation O.V.E.R.L.O.R.D.), Ch 7 Debate “Resolved: Japanese Americans should be removed to internment camps.”, Ch 6,7,8 Plays “Lend-Lease Press Conference”, “Battle of Midway”, & “Auschwitz: An Eyewitness Account”

**DISCUSSION QUESTIONS/ESSAY TOPICS:

- a. What role did WWII play in reviving America’s economy/ending the Great Depression? What role did the Great Depression play in starting WWII?
- b. Japanese Internment (Concentration) Camps vs. Nazi Death Camps – how were they similar and how were they different? What were some of the long-term domestic responses (legally, culturally, politically) to Executive Order 9066?
- c. How in the world did America win a two-front war (Pacific and Europe) against such formidable foes (Japan and Germany)? Give some reasons.
- d. Is “total war” justifiable? Is it okay to bomb civilian centers/cities? Lay siege to a population? Engage in violent urban warfare? Destroy ancient sites?

**ADDITIONAL RESOURCES/ASSESSMENT:

- a. “Presidential Bios” on DVD
- b. Timed test on World War II

Unit 14: Cold War Begins: Ch. 9 “Truman Defends the Free World (1945-1953)” (2 weeks = March 7-24, 2011; Spring Break included)

1. Nuremberg and war crimes
2. Cold War tensions: China turns to communism and the Korean War
3. NATO and “entangling alliances during peace-time”
4. Truman Doctrine: containment and examples in Turkey and Greece
5. Marshall Plan and efforts to rebuild Japan/Europe

6. Red Scare – Nixon, HUAC, McCarthyism begins
 7. Truman - Fair Deal, Executive orders to integrate, Dixiecrats, Victory in 1948
- **REGULAR ROADMAP RESOURCES:** (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)
- a. Ch 9 Teacher Resources specific to the chapter – Ch 9 Timelines “1945-1948” & “1949-1953”, Ch 9 Maps “Korean War 1950-1951”, Ch 9 Mnemonic Review (C.O.L.D.W.A.R.), Ch 9 Play “Berlin Airlift”
 - b. Quiz Center – use on-line quizzes for practice and review.
- **PREMIUM ROADMAP RESOURCES:** (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)
- a. Ch. 9 Teacher Resources specific to the chapter – Ch 9 Mnemonic Reviews (After WWII, T.R.U.M.A.N.), Ch 9 Play “The Korean War”
- **DISCUSSION QUESTIONS/ESSAY TOPICS:**
- a. Name three ways that America’s response after World War II was different than the American response after World War I.
 - b. What time-honored traditions (started by Pres. Washington) were broken during the 1940’s? Some are domestic and some were foreign. Do you agree with these changes or should we have stuck with Pres. Washington’s traditions?
 - c. How did Truman respond to the threat of Communism? How did his policies impact America’s future?
- **ADDITIONAL RESOURCES/ASSESSMENT:**
- a. “Presidential Bios” on DVD
 - b. Quizzes on Cold War, Truman and his domestic policy, key leaders/people and the Korean War

THIRD QUARTER PROJECT: Review Timeline - You will work in pairs to outline and design a “Review Timeline” for your assigned section of the classroom. The sections in the room will correspond to certain eras in history (Colonial times..Age of Jackson.. . . .Progressive era, etc.) and should be set up with posters, pictures and facts that will help you and your classmates prepare for the A.P. exam. The number of entries and other requirements will be outlined on the information sheet.

SPRING BREAK HOMEWORK (March 14-20, 2011): A.P. Practice Exam, Rd Ch. 10 “Eisenhower and Happy Days” in *America: The Last Best Hope, Vol. II Enhanced* and do a reading log and chart comparing various Cold War events from the 1940’s and 1950’s.

QUARTER FOUR:

Unit 15: 1950’s: Ch 10 “Eisenhower and Happy Days (1953-1961)” (1 week = March 29-April 5, 2011)

1. Eisenhower Era – women’s roles, cars, suburbs, Rosa Parks, Little Rock Nine, Warren Court
2. End of the Korean War
3. Cold War Politics: McCarthyism and Red Scare, M.A.D., Hungarian Revolt, Sputnik, Cuban Revolution, U2 Spy Plane incident, efforts to ease tensions
4. Economic growth: increased spending on domestic programs such as education and infrastructure

****REGULAR ROADMAP RESOURCES:** (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 10 Teacher Resources specific to the chapter – Ch 10 Timelines “1953-1957” & “1958-1961”, Ch 10 Mnemonic Reviews (Eisenhower and the F.I.F.T.I.E.S.), Ch 10 Play “Rosa Parks”
 - b. Geography Resources - Animated Atlas of America: Part 3 Review – After the Civil War (1865-1959)
 - c. Quiz Center – use on-line quizzes for practice and review.
- **PREMIUM ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)
- a. Ch. 10 Teacher Resources specific to the chapter – Ch 10 Mnemonic Reviews (1950’s – I L.I.K.E.I.K.E.), Ch 10 Play “Integrating Little Rock Schools”
- **DISCUSSION QUESTIONS/ESSAY TOPICS:
- a. DBQ: Was Eisenhower successful in allaying the Cold War fears of the American people? Explain.
 - b. What were the similarities and differences between Eisenhower’s response to the Supreme Court’s “Brown vs. BOE” decision and Andrew Jackson’s response to the SC’s “Worcester vs. Georgia” decision? Compare and contrast.
 - c. How did events and decisions during the 1950’s lay the groundwork for major changes during the 1960’s?
- **ADDITIONAL RESOURCES/ASSESSMENT:
- a. “Presidential Bios” on DVD
 - b. Timed test on the Eisenhower Era

Unit 16: 1960’s: Ch 11 “Passing the Torch (1961-1969)” (1 week = April 6-13 2011)

- 1. JFK, LBJ and MLK: Changes and Tumult in the Sixties
 - 2. JFK’s New Frontier: Space Race
 - 3. LBJ’s Great Society: Civil Rights acts, increased federal spending on health care, social security, education, etc.
 - 4. Vietnam War: Cold War policy and backlash after the Tet Offensive
 - 5. A year of change – 1968: Assassinations of Dr. King & RFK, DNC violence in Chicago, Tet Offensive & election of Nixon
- **REGULAR ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)
- a. Ch 11 Teacher Resources specific to the chapter – Ch 11 Timelines “1961-1965” “1966-1969”, & “1968”, Ch 11 Maps “Vietnam War/Southeast Asia”, Ch 11 Mnemonic Reviews (Civil Rights movements leads to M.A.R.C.H.E.S.), Ch 11 Play “Cuban Missile Crisis: Press Conference”
 - b. Quiz Center – use on-line quizzes for practice and review.
- **PREMIUM ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)
- a. Ch. 11 Teacher Resources specific to the chapter – Ch 11 Mnemonic Review (1960’s – John F. K.E.N.N.E.D.Y.), Ch 11 Play “March on Washington”
- **DISCUSSION QUESTIONS/ESSAY TOPICS:
- a. Small Groups: Evaluate this statement - ”JFK had the vision, LBJ brought it into reality.” Do you agree 100%, 75%, 50% or 0%? Pick a percent (or make up your own!) and explain why with clear examples.
 - b. What events eroded the enthusiasm and confidence of the early 1960’s?

- c. Were the civil rights movements (based on race, gender, etc.) of the 50's, 60's and beyond a success or failure? Highlight key events, legislation, cultural changes.

****ADDITIONAL RESOURCES/ASSESSMENT:**

- a. "Presidential Bios" on DVD
- b. Quizzes on 1960's topics: JFK's administration, LBJ administration and the major changes of the 1960's

Unit 17: 1970's: Chs. 12 & 13 "Nixon's the One (1969-1974)" & "The Years the Locusts Ate (1974-1981)" (1 week = April 14-21, 2011)

1. Nixon Foreign Policy: Vietnamization and relations with China & U.S.S.R.
2. Nixon Domestic Policy: Price controls, "Plumbers"/CREP, Watergate
3. 1970's – Economic problems due to declines in productivity, more global competition, high cost of Vietnam war and OPEC Oil Embargo
4. Agnew and Nixon resign; Ford becomes President
5. Ford: A steady leader; pardons Nixon
6. Election of 1976: people want an "outsider" – Jimmy Carter
7. Carter's presidency: Camp David Accord, continued economic problems, Iranian Hostage Crisis, Malaise speech and boycott of the Moscow Olympics

****REGULAR ROADMAP RESOURCES:** (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 12 & 13 Teacher Resources specific to the chapters – Ch 12,13 Timelines "1969-1974", "1974-1978: & "1979-1981", Ch 12,13 Maps/Images "Vietnam War" & "Camp David Accords", Ch 12, 13 Debate "The Counterculture Movement made America a better place.", Ch 12,13 Mnemonic Reviews (Nixon sinks under W.A.T.E.R., Pres. C.A.R.T.E.R.), Ch 12, 13 Plays "Nixon to China" & "Iranian Hostage Crisis"

- b. Quiz Center – use on-line quizzes for practice and review.

****PREMIUM ROADMAP RESOURCES:** (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Premium Media – "Monthly Podcasts with Dr. Bennett" on "The First Personal Computer – December 1974"
- b. Ch. 12, 13 Teacher Resources specific to the chapter – Ch 12, 13 Mnemonic Reviews (V.I.E.T.N.A.M., Pres. F.O.R.D.), Ch 12,13 Plays "Watergate" & "Energy Crisis 1970's"

****DISCUSSION QUESTIONS/ESSAY TOPICS:**

- a. Why are the 1970's sometimes called stagnant? Why was America "stuck" during this time period?
- b. List the 5 biggest mistakes/problems and the 5 biggest successes of the Nixon presidency. Do you notice any trends? Explain.
- c. Why did Americans choose to elect a Washington "outsider" like Pres. Carter? What were the pros and cons of such a decision?

****ADDITIONAL RESOURCES/ASSESSMENT:**

- a. "Presidential Bios" on DVD
- b. Timed test on the 1970's

Unit 18: 1980's to Modern Times: Ch. 14 "Reagan & Revival (1981-1989)" and *A Century Turns – America: The Last Best Hope, Volume III*, Chs. 1 – 6 from "Enemies Abroad, Challenges at Home (1989-1992)," to "Peril and Promise in War, Two Great American Stories, A New Direction for America (2005-2009)" (1 week = April 25-29, 2011)

1. Return to Conservatism: Reagan and Bush
2. "Trickle-down" economics
3. Standing up to the "Evil Empire": "Tear down this Wall", S.I.D./Star Wars, Defense Spending, etc.
4. Iran-Contra Affair
5. Persian Gulf War; Coalition vs. Saddam Hussein
6. Election of 1992: Clinton vs. Bush vs. Perot
7. Clinton: Pragmatism after initial failures; moving to the center/reaching across the aisle for welfare reform, etc.
8. 1994: Contract for America; Republicans take control of Congress
9. NAFTA: Pros and Cons
10. Foreign Policy: Black Hawk Down, Regrets in Rwanda, Saving Muslims in Serbia-Bosnia conflict
11. Scandals: Whitewater, Paula Jones, Monica Lewinsky; Special Investigations and steps towards impeachment
12. Election of 2000: Gore vs. Bush
13. 9/11 Terrorist attacks and impact; War in Afghanistan
14. Controversial War in Iraq; "strange bedfellows"; up-down then the surge
15. Pres. Obama's historic election in 2008

**REGULAR ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Ch 14 & Vol. III Teacher Resources specific to the chapters – Ch 14, Vol III Timelines "1981-1985", "1986-1989", "1988-1993", "1991-1996", "1996-2001", "2001-2004", & "2005-2008" Ch 14, Vol III Maps "Europe after the fall of Communism", "Gulf War", "Soviet Union: Before and After", "Blackhawk Down", "Palestine", "Somalia", "Kosovo", "2000 Presidential Election", "Afghanistan", "North Korean & Iran", "Operation Iraqi Freedom", "Pakistan", "2004 Presidential Election" & "United States 2007" Ch 14, Vol III Mnemonic Reviews (U.S. under R.E.A.G.A.N., Communism F.A.L.L.S., Pres. C.L.I.N.T.O.N., 90's changes due to S.I.L.L.I.C.O.N. Valley, Trade Center T.O.W.E.R.S., 2004 Election was S.W.I.F.T. & Pres. Bush's Reform effort F.A.I.L.S.), Ch 14, Vol III Debates "U.S. should use military force against Iraq.", Ch 14, Vol III Plays "Margaret Thatcher: On Ronald Reagan", "Eyewitness to the Fall of the Berlin Wall", "1993: WTC Bombing", "Efforts to Impeach Pres. William J. Clinton", "September 11: Flight 93", "2004 Election", & "Medal of Honor: Iraq and Afghanistan"

- b. Quiz Center – use on-line quizzes for practice and review.

**PREMIUM ROADMAP RESOURCES: (either used as homework for students or for use during class time through an LCD Projector or as hand-outs)

- a. Premium Media – "Monthly Podcasts with Dr. Bennett" on "Assassination attempt on Pres. Reagan – March 1981"
- b. Ch. 14 & Vol III Teacher Resources specific to the chapters – Ch 14, Vol III Mnemonic Reviews (Gorbachev and S.O.V.I.E.T.S., 1991 Victory in I.R.A.Q., Rise in T.E.R.R.O.R.I.S.M., Pres. Clinton sent military to B.O.S.N.I.A., Reforms

at H.O.M.E., Mission in Iraq S.O.U.R.S., Try to save Iraq with a S.U.R.G.E.), Ch 14, Vol III Debate “NAFTA has been a positive for the American Economy.”, Ch 14, Vol III Plays “Tear Down this Wall: Press Conference with Pres. Reagan”, “Desert Storm”, “Battle of Mogadishu”, “2000: Florida Recount”, War in Afghanistan”, “Saddam Hussein Captured”, “2006 Elections”

****DISCUSSION QUESTIONS/ESSAY TOPICS:**

- a. Small Groups: List the successes and failures of your chosen president from the 1960's to 1990's. Rank the president on the following scale (Very good, good, okay, bad or terrible) and circle the reasons on your poster. Choose one of the following presidents: JFK, LBJ, Nixon, Ford, Carter, Reagan, Bush or Clinton. You will share with the class.
- b. How has being the only world superpower impacted American actions throughout the 1990's and 2000's? In your opinion, what did we get right and what did we get wrong?

****ADDITIONAL RESOURCES/ASSESSMENT:**

- a. “Presidential Bios” on DVD
- b. Quizzes on events from the 1980's and 1990's.

REVIEW SESSIONS: Will take place after school throughout the fourth quarter and will include the last two weeks prior to the A.P. Exam in May.

FOURTH QUARTER PROJECT: Group Decades Project - The goal is to give everyone an overview of the mid to late 1900's & to practice the “tools of a historian” by bringing the past to life. (Historical inquiry, content & empathy will be an emphasis) Since this part of U.S. History is so hard to cover due to the early A.P. test date, it will help if different groups specialize in a decade & share their information with the class. You will need to cover the key people, events, movements & decisions of the time.

A.P. EXAM: Usually the first Friday in May.