Advanced Placement United States History

Course Philosophy

History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future.

—Robert Penn Warren

History has to be rewritten because history is the selection of those threads of causes or antecedents that we are interested in.

—Oliver Wendell Holmes, Jr.

Myth, memory, history—these are three alternative ways to capture and account for an elusive past, each with its own persuasive claim.

—Warren Susman

The above quotes will serve as guiding principles for this course. Though it may often seem so, history is not a sterile, dry list of past names, dates and events. Nor is it the search for a single, objective master narrative of the past. History is dynamic, complicated and powerful. History is the interaction of people, ideas and environments—interactions that can fascinate us in their own right but also help us understand how we got where we are and where we might be going in the future. We do not stand outside history merely looking in. We write the histories of those who came before us, and we make the history that generations to come will write. In studying history, we develop a fuller understanding of our human past; we develop powerful symbols that serve to motivate our present behavior; and we develop the most important of all human-made tools: our minds.

Course Content

Advanced Placement U.S. History is a college level survey course of U.S. history from the pre-Columbian period to the present.

The course content of APUSH is aligned with the College Board’s Course Description. A link to this document (College Board’s Course Description), often referred to as the “Acorn Book,” is posted at the course website. As is the case with all AP classes, APUSH is a hybrid of a high school and university course. The content of the course will be examined in greater depth and breadth than is typical of a standard high school history course. The assessments for the course will mirror those utilized by the College Board and will whenever possible be former AP test material.

The structure of the course is intended to prepare students to take the national APUSH exam in May, though no one is required to take the test. Successfully completing the APUSH exam could earn a student future university credit in addition to the high school credit earned through successful completion of the course. AP courses and exams are truly challenging, and students are strongly encouraged to view all work in class as preparation for the exam. As an incentive for students to challenging themselves, grades in AP courses are assigned an additional point when calculating GPA. The “5-Point A” is recognition that an A in an AP class is more difficult to achieve than an A in other courses.

Overview:

This course meets 4 days a week, two 53 min. periods and two 70 min. periods. Lectures and class discussions support and clarify the text reading. There are 9 units to correspond with the 9 historical periods. Each unit will have two to four text chapters each, with the exception of Units 4 & 7. The course is scheduled to finish the text
by the end of third term, about the last week of March, giving four or five weeks of intense thematic review, multiple choice practice, and essay writing before the AP test. The distinguishing characteristic of this course is the emphasis on analytical and interpretive writing. Each semester has a mid-term with a fifty question multiple choice test and 4 short answer questions from the periods covered in the chapters and a semester final with fifty multiple choice questions and two essay prompts. Students must choose and outline one of the essay prompts. They may use the notes that they have taken from the text reading to respond to the prompt. There are, several in-class DBQ essays written each term—every prompt from a released AP exam. In third term students begin writing multiple free response prompts from which students must choose two in a format similar to the AP test essay section.

In addition to lecture and class discussion based on the text, class time is spent in discussing themes and in document analysis. Students also have the option of choosing among several supplementary historical projects to “enhance” their grades at the end of each term. There is a class web page where course calendars and documents, primary sources, historical links for DBQ projects, concept cube instructions, document analysis, and outside reading forms are available, to provide students with access outside of the classroom.

During third term, students are divided into groups where they draft a DBQ prompt, then research, collect, approve, and publish a complete DBQ. All of these are published to the class web site. First semester covers Periods 1-5 or pre-Columbian history through The Civil War. Second semester covers Periods 5-9 or Reconstruction to Contemporary America

**Themes**

While the course follows a narrative structure supported by the textbook and audiovisual materials, the following seven themes described in the AP U.S. History Course and Exam Description are woven throughout each unit of study:

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

**Historical Thinking Skills**

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

**Chronological Reasoning**

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

**Comparison and Contextualization**

- Comparison
- Contextualization

**Crafting Historical Arguments from Historical Evidence**

- Historical Argumentation
- Appropriate Use of Historical Evidence

**Historical Interpretation and Synthesis**

- Interpretation
- Synthesis

**Readings**

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

**Textbooks**

Secondary Sources: [CR1c]


*A Biography of America* Anenberg Media: Produced by Oregon Public Broadcasting: http://www.learner.org/biographyofamerica/

**Grading**

Student grades will be calculated on cumulative basis per semester using the weighted grading scale below. For every unit, there will be at least three chapter-reading quizzes, required vocabulary, a project, and lesser assignments. There will also be a research project during the first semester utilizing the National History Day theme. Students may check on missing work at any time online using Canvas/Class webpage, but up-to-date grades are not always immediately available.

**Grading Scale**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

**Assignments**

- Reading Quizzes – 33%
- Participation/Class work – 15%
- Other Assessment:
- Unit Tests/ Essays/ Discussion/ Projects – 32%
- Final Exam - 20%

**Student Expectations**

- **Attendance**: Regular attendance is an absolute necessity, as class discussions and lectures will cover material not easily found elsewhere. Absences for school-related activities are expected among advanced students, but it is the responsibility of the student, not the teacher, to make arrangements for work to be turned in and notes to be obtained.

- **Participation**: A successful class depends on student participation to bring in diverse ideas, interpretations and questions. Additionally, a student’s individual grade will depend in part on his/her personal participation. Contributions need not be earth-shattering, but they must be regular, on topic & substantive.

- **Homework**: Students should expect to have homework on a daily basis. It is understood that students learn in many different ways, and a variety of assignments will be incorporated into the course. But students should understand that APUSH is a *reading- and writing-intensive course*. Students can expect to regularly read 70 pages of material a week. Homework assignments will be posted, and it will be your responsibility to consult the schedule daily.

- **Exams**: Tests in APUSH are quite rigorous, consisting of multiple choice, short answer, and essay questions. Exams will assess students’ factual and analytical mastery of the material. Mid-term and Semester Final.
Reading: Students must be able to read quickly and understand both primary sources and analytical, secondary sources. Students should be able to read for the main idea while culling appropriate factual information. A textbook will serve as the main reading, but it will be supplemented regularly with mandatory, outside readings.

Note-taking: Students should be prepared to take notes on everything! Only a slight exaggeration, notes on readings and lectures are a necessity, though they are rarely assigned for points.

Writing: Students will be expected to effectively communicate their ideas in writing. Formal papers, take-home essays, and timed essays will all be utilized. Papers will be assessed based on factual content, analytical depth and breadth, as well as the categories of the AP Essay Scoring Rubric.

Summer Reading Seminar:

- Held the first full day of class, this seminar provides a forum for the students to exchange their analysis of the issues found in the following articles and an excerpt textbook.

Students will demonstrate an understanding of his/her arguments and present their own opinions as to how the issues outlined in the readings continue to be part of the American story.

Unit I
Period 1: 1491-1607 [CR2]
Text Readings: Connecting With the Past, Chapters 1, 2
Audio Visuals: A Biography of America, Episode 1: New World Encounters

Historical Scholarship Analysis:
Howard Zinn, "Columbus, The Indians, and Human Progress" from “A People’s History”.

Students will analyze Zinn's argument, evaluate his thesis, evidence, reasoning, and respond to these in an essay focusing on the demographic and economic changes among Native American populations as a result of European colonization. Students will participate in a seminar focusing on the article and the student responses.

(WXT-1)(WXT-4)(POL-1)(WOR-1)(CUL-1)[CR1c][CR8]

Student Activities:

- Students will complete a Society Comparison Chart analyzing similarities and differences between the Pueblo, Great Lakes, and Iroquois societies. The chart includes a section on the relationship between physical geography and societal development. (PEO-1)(ENV-2)
- Students will analyze the article Inverting Bloom’s Taxonomy by Sam Wineburg and Jack Schneider from Education Weekly. The guided analysis will direct students to relate the article to the AP Historical Thinking Skills and act as an introduction to APPARTS.
- After receiving primary source analysis instruction using APPARTS (Author, Place and Time, Prior Knowledge, Audience, Reason, The Main Idea, Significance), the students will analyze the following primary source: Christopher Columbus: Letter to Ferdinand and Isabella of Spain. (CUL-1) [CR7]
- Using a visual analysis chart, students will analyze the following primary source: Pictorial: Mesoamerican Maize Cultivation from the Florentine Codex. (CUL-1)
- Students will complete a Columbian Exchange Chart and participate in an Inner Outer Circle Seminar on the Columbian Exchange. The chart includes the exchange of plants, animals, diseases and human migrations with a special focus on small pox, corn, sugar, slaves, horses, and religion. (PEO-4) (POL-1)(ENV-1)[CR12]
• After reading the works of Bartolome de Las Casas, students using the analytical tool APPARTS will complete an Impact of the Individual Chart to analyze his goals and accomplishments. (PEO-4)(WXT-1)(POL-1)(CUL-4) [CR1b][CR7]

• The students will complete a Documentary Analysis Chart for each episode of *A Biography of America*.

### Unit II

**Period 2: 1607-1754 [CR2]**

Text Readings: *Connecting With the Past*, Chapter 3,4

Audio Visuals: *A Biography of America*, Episodes 2 and 3: *English Settlement and Growth and Empire*

#### Historical Scholarship Analysis:
Gary Nash, "Black People in a White People's Country," from *Portrait of America*. Students will analyze Nash's argument, evaluate his thesis, evidence, and reasoning, and respond to these in an essay. Students will participate in a seminar focusing on the article and the student responses. [CR1c]

#### Student Activities:
- Students will analyze Spanish, French, and English empire building by completing an Empire Comparison Chart. During this process they will analyze a population and economic activity map of all three empires. (ID-1) (WXT-1)(PEO-1)(POL-1)(WOR-1)(ENV-2)(CUL-1) [CR1b][CR11]
- Students will map the Triangular Trade. (ID-6)(WXT-1)(WXT-2)(PEO-1) [CR4]
- Students will use their Columbian Exchange Charts, Map of Triangular Trade, and Nash's article on slavery as the basis of a seminar discussion on the validity of studying the American colonies as part of the Atlantic World. [CR3]

- Following AP Free Response Essay instruction, students will write an essay from the 2008 AP U.S. History exam:

  > Early encounters between American Indians and European colonists led to a variety of relationships among different cultures.

  **Students will write an essay that examines how the actions taken by BOTH American Indians and European colonists shaped those relationships in TWO of the following regions. Confine your answer to the 1600s and be sure to develop your thesis.**

  1. New England
  2. Chesapeake
  3. Spanish Southwest
  4. New York and New France

  (ID-4)(PEO-4)(POL-1) [CR5]

- Students will compose a DBQ essay, including a thesis statement, on the culture and politics of the Puritans from the 2010 AP U.S. History exam.

  [CR5]

- Students will compare and contrast the Enlightenment and the Great Awakening by completing, and discussing, an Idea Comparison Chart. (ID-1) (WOR-2)(CUL-4)

### Unit III

**Period 3: 1754-1800 [CR2]**

Text Readings: *Connecting With the Past* Chs. 5,6

Audio Visuals: *A Biography of America*, Episodes 4 and 5: *The Coming of Independence and A New System of Government*

#### Historical Scholarship Analysis:
H.W. Brands, "Miracle at Philadelphia" from *Portrait of America*. Students will analyze Brands' argument, evaluate his thesis, evidence and reasoning, and respond to these in an essay. Students will participate in a seminar focusing on the article and the student responses.

#### Student Activities:
- Students will analyze Pontiac's Rebellion by completing a Conflict Analysis Chart. (PEO-4)(POL-1) [CR4]
- Students will analyze primary sources from John Locke and Adam Smith to discover the influence of both authors in...
- Students will define the term "Scots-Irish" and relate it to the overall concept of ethnic identity. (ID-4) [CR4]
- Students will evaluate H.W. Brands' characterization of Benjamin Franklin as the "First American" by analyzing a selection from Brands' biography of Benjamin Franklin. They will also evaluate Franklin as an embodiment of Enlightenment thought. (ID-1)(WXT-2)(WOR-2)(CUL-4)
- Students will write an essay with a thesis statement for the DBQ from the 2005 AP U.S. History Exam: "To what extent did the American Revolution fundamentally change American Society?" [CR5]
- Students will compose a set of six footnotes identifying Enlightenment ideas and diplomatic strategies in the Declaration of Independence. They will also summarize the assumption of thirteen independent States found in the document. (ID-1)(WOR-2)
- Students will compare and contrast the Articles of Confederation with the Constitution using a Comparison Chart.
- Using APPARTS, students will analyze the following primary sources:
  - Image: Paul Revere's version of the Boston Massacre [CR1b]
  - Image: John Trumbull: The Battle of Bunker Hill
  - Document: John Andres to William Barrell: Letter Regarding the Boston Tea Party [CR1b]
  - Document: The Declaration of Independence
  - Document: James Madison Defends the Constitution • Document: George Alsop: The Importance of Tobacco

Mid Semester Exam: Consisting of 50 multiple-choice with stimuli and 4 short-answer.

Unit IV
Period 4: 1800-1848 [CR2]
Text Readings: Connecting With the Past, Chapters 7, 8, 9, 10, 11, 12

Historical Scholarship Analysis:
Ira Berlin, "I Will Be Heard: William Lloyd Garrison and the Struggle Against Slavery" from Portrait of America. Students will analyze Berlin's argument and evaluate his thesis, evidence, and reasoning. Students will then write a FRQ with a thesis responding to Berlin's analysis of the abolitionist movement focusing on the article and the student responses. [CR5]

John F. Marszalek, "Andrew Jackson: Flamboyant Hero of the Common Man" from Portrait of America. Students will analyze Marzalek's argument, evaluate his thesis, evidence, and reasoning, and respond to these in an essay. Students will participate in a seminar focusing on the article and the student responses. [CR1c]

Student Activities:
- Students will map how different social groups were affected by the Louisiana Purchase before 1860 by using region, race, and class as their tools of analysis. (PEO-3)(WOR-5)(ENV-3)(ENV-4)[CR4][CR8]
- Students will examine the presidency and ideology of Thomas Jefferson by completing a President Profile Chart. The students will also examine the goals and accomplishments of Alexander Hamilton by completing an Impact of the Individual Chart. These assignments are designed to help students understand the range of political ideas that led to formation of political parties in the early Republic. (ID-1)(WXT-2)(WXT-6)(POL-2)(POL-5)(CUL-4)
- Students do the 2005 AP U.S. History DBQ on Republican Motherhood and the Cult of Domesticity. (CUL-2) [CR13a]
- Students will interpret the evolving historiography of the Trail of Tears presented in History in the Making, by Kyle Ward. (PEO-4)(PEO-5)(CUL-5) [CR4]
- Students will analyze the goals and accomplishments of Frederick Douglass by completing an Impact of the Individual Chart. (POL-3)(CUL-5)
- Students will be divided into groups to do presentations on Temperance, Abolition, Women's Suffrage, and Workers' Rights. Each presentation will include a poster created in the style of the era and an analysis of primary sources related to the topic. (POL-3)(CUL-5)
- Students will research and write an epitaph for Richard Allen.
- Students will compose a poem reflecting the ideals and goals of the Seneca Falls Convention.
• Students will analyze the following quantitative charts:
  • Graph: American Export Trade: 1790-1815
  • Graph: Distribution of Slave Labor (1850)
  • Table: Wealth in Boston 1687-1848 [CR1b]
• Using APPARTS, students will analyze the following primary sources:
  • Document: Memoirs of a Monticello Slave (1847)
  • Document: The Harbinger: The Female Workers of Lowell (WXT-5)

Unit V
Period 5: 1844-1877 [CR2]
Text Readings: Connecting With the Past, Chapters 13, 14,

Student Activities:
• The students will interpret the changing historiography of the start of the Mexican War presented in History in the Making, by Kyle Ward and Chapter 8 of Howard Zinn's A People's History of the United States. They will also research the effect of the war on the lives of Spanish Americans. (ID-6)(PEO-3)(PEO-5)(WOR-5)(WOR-6)(ENV-4) [CR4][CR6]
• Using APPARTS, students will analyze the following documents and images:
  • Document: Across the Plains with Catherine Sager Pringle[CR1b]
  • Document: A White Southerner Speaks Out Against Slavery
  • Document: George Fitzhugh: The Blessings of Slavery
  • Document: Abraham Lincoln: A House Divided
  • Document: Mary Boykin Chesnut: A Confederate Lady's Diary
  • Image: A Poster advertising Uncle Tom's Cabin
  • Image: A handbill warning against slave catchers
• Students will analyze a map of the Election of 1860 and develop a thesis statement summarizing the significance of the election results. (ID-5)(PEO-5)(POL-3)(POL-5)(POL-6) [CR1b]
• The students will present the South's main arguments to justify secession. (ID-5)(PEO-5)(POL-3)(POL-5)(POL-6)(ENV-3)
• Students will research and then evaluate the thesis that the American Civil War was a total war impacting those on the home front, abroad, as well as those on the battlefield. Your essay must assess the impact of the war on all three areas by focusing on U.S. regional economies and U.S. and Confederate relations with Britain and France. [CR12]
• Students will analyze the presidency of Abraham Lincoln by completing a President Profile Chart.
• To gain insight into the world history perspective on U.S. history, students will analyze accounts of Commodore Perry's Expedition to Japan from two AP World History textbooks and compare the account with that in Connecting With the Past. (WOR-3)

Unit V Concludes the First Semester

The First Semester Exam
Working in groups of three, students will review for the first semester exam by analyzing and evaluating models of periodization of U.S. history by comparing the model of periodization in the AP U.S. History curriculum framework with the periodization in the class textbook, Connecting With the Past, and Howard Zinn's A People's History of the United States. They will construct their own periodization based on their evaluations. [CR10]

The First Semester Exam is the DBQ from the 2005 AP U.S. History Exam. It is a formative assessment because it is scaffolded. Additional directions are provided, and the students may use notes. Students will be provided with some of the historical information given to the 2005 AP U.S. History Exam Readers.

Unit VI
Period 6: 1865-1898 [CR2]
Text Readings: Connecting With the Past, Chapters 15, 16, 17, 18
Howard Zinn's *A People's History of the United States* Ch. 11

Historical Scholarship Analysis:
Robert Utley, "Sitting Bull and the Sioux Resistance" from *Portrait of America*. Students will analyze Utley's argument, evaluate his thesis, evidence and reasoning, and respond to these in an essay. Students will participate in a seminar focusing on the article and the student responses.

David Boroff, "A Little Milk, a Little Honey" from *Portrait of America*. Students will analyze Boroff's argument, evaluate his thesis, evidence and reasoning, and respond to these in an essay. Students will participate in a seminar focusing on the article and student responses.

Student Activities:
- Students will compare and contrast the competing interests of labor and capital by completing a Competing Interests Chart. (WXT-5)(WXT-6)(WXT-7) [CR4]
- Students will evaluate the effectiveness of the Knights of Labor and the Grange in achieving their goals. (WXT-7)
- Students will analyze a map: major Indian battles and Indian reservations (1860-1900) and compose a thesis paragraph analyzing the effects of westward expansion on Native American peoples. (ID-6)
- Students will analyze Elizabeth Cady Stanton's role in U.S. history by completing an Impact of the Individual Chart. (POL-3)
- Using APPARTS, students will analyze the following primary sources:
  - Document: Tragedy at Wounded Knee (1890)
  - Document: The Gilded Age (1880) (CUL-3)
  - Image: Puck Magazine: Cartoon of Standard Oil Monopoly
  - Students will analyze the following quantitative visual: Table: Hand v. Machine Labor on the Farm (c.a. 1880)

Unit VII
Period 7: 1890-1945 [CR2]
Text Readings: *Connecting With the Past*, Chapters 19, 20, 21, 22, 23, 24, 25, 26
Howard Zinn's *A People's History of the United States* Ch. 12, 13, 14, 15, 16

Student Activities:
- Students will write an essay comparing and contrasting progressive era reform with the antebellum reform movements. (WXT-7)(WXT-8)(PEO-6)(CUL-6) [CR9]
- Students will take notes on the Russian Revolution and its significance for the 1920s and 1930s U.S. domestic and foreign policies.
- Students will analyze Theodore Roosevelt by completing a presidential profile chart (Roosevelt's role in the Spanish American War and the development of National Parks will be emphasized). (POL-6)(ENV-5) [CR4]
- Students will analyze the role of Father Charles Coughlin in national politics by completing an Impact of the Individual Chart. (WXT-6, 7)(POL-4)(CUL-5)
- Students, working in groups, will present the goals and accomplishments of New Deal programs. Students will interview two adults about the role of Social Security and FDIC then trace the history of these programs to the present and comment on how those programs reflect the nature of the U.S. semi-welfare state. (WXT-8)(CUL-6) [CR9]
- Students, working in groups, will make presentations on the impact of radio, motion pictures and automobiles, as well the increased availability of home appliances, on the changing role of women. (ID-7)(CUL-6)(CUL-7)
- Students will examine the American home front during World War II by analyzing "The War of Machines," a selection
• Students will interpret the changing historiography of Japanese internment presented in History in the Making, by Kyle Ward. (POL-6)
• Using APPARTS, students will analyze the following primary sources:
  • Document: Lincoln Steffens: From "The Shame of the Cities" (1904)
  • Document: Newton B. Baker: The Treatment of German Americans
  • Document: Eugene Kennedy: A Doughboy Describes the Fighting Front
  • Document: Father Charles E. Coughlin: A Third Party (1936)
  • Document: Franklin D. Roosevelt: The Four Freedoms (1941)
• Students will analyze the following quantitative table:
  • The Great Migration: Black Population Growth in Selected North Cities (1910-20) (PEO-6)
• Using APPARTS, students will analyze the following primary sources:
  • Image: 1918 Liberty Loan poster: Halt the Hun
  • Image: Ford Automobile Advertisement
  • Image: Vacuum Cleaner Advertisement
  • Image: Recruiting Poster for the Civilian Conservation Corps
• Students will analyze the following map: Immigration to the United States 1901-20 (PEO-6)

Unit VIII
Period 8: 1945-1980 [CR2]

Text Readings: Connecting With the Past, Chapters 27, 28, 29, 30
Howard Zinn's A People's History of the United States

Student Activities:
• Students will examine John Lewis Gaddis' interpretation of the origins of the Cold War by reading "The Return of Fear" a selection from The Cold War, A New History. They will answer the question, "Did the Cold War begin after the Russian revolution or WWII?" Justify your answer. (POL-6)(WOR-7)(CUL-5) [CR10]
• Students will interpret the message of, and evaluate the effectiveness of, Duck and Cover drills.
• Students, working in groups, do a presentation on one of the pioneers of 1950's Rock and Roll that will include two songs by the artist and historical analysis. (ID-7)(CUL-6)(CUL-7) [CR4]
• Students will compare and contrast the Korean and Vietnam Wars by completing a conflict comparison chart. (POL-6)(WOR-7)(CUL-6)
• Students will compare and contrast public criticism of the Vietnam War with criticism of the war efforts in World War I and World War II. Drawing on Young Americans for Freedom, SDS, folk music, and NY Times editorials, write an essay that argues which of the sources best represented U.S. values. (POL-6) (WOR-7)(CUL-6) [CR13a][CR13b]
• Students will research and debate the following: "There was a fundamental contradiction between Lyndon Johnson's efforts to stop Communism abroad and renew America through the Great Society." (POL-6)(WOR-7)
• Students will write an essay comparing the Civil Rights movements of the 1950s and 60s with the Civil Rights movements of the Progressive Era, focusing on the southern, northern, and western regions of the U.S. (ID-8) [CR11]
• Students will analyze the Presidency of Richard Nixon by completing a President Profile Chart.
• Students will compose poems expressing the changes brought about by the energy crisis and inflation of the 1970s. (ENV-5)
• Students will analyze the following maps: Divided Europe, Southeast Asian War, Election of 1980.
• Using APPARTS, students will analyze the following documents and images:
  • Harry S. Truman: The Truman Doctrine; John F. Kennedy's inaugural address (1961); and Donald Wheeldin, "The Situation in Watts Today" (1967)
  • Photograph of Nixon Bidding Farewell (1974)
  • Comic Book Cover: This is Tomorrow
  • Photograph: Aerial View of 1950s Track Housing
• Students will analyze the following graph: U.S. Military Forces in Vietnam and Casualties (1961-81)
• Students will write response papers to images of the paintings and prints made by Andy Warhol and Richard Diebenkorn
and comment on how these works remain relevant to universal truths today—or not. [CR1b]

Unit IX
Period 9: 1980-present [CR2]
Text Readings: Connecting With the Past, Chapters 31, 32

Student Activities:

- Students will analyze the international and domestic effects of the Iranian Hostage Crisis by creating and completing an effects graphic organizer. (POL-6)(WOR-8)
- Working in groups, the students will research and do a class presentation showing at least two causes and two effects of the end of the Cold War. (WOR-8)(POL-6)
- Students will create an advertisement presenting the philosophy and objectives of Focus on the Family. (ID-7)(CUL-5)
- Students will analyze the Presidency of Ronald Reagan by completing a president profile chart.
- Students will complete a compare and contrast chart of 1980s conservative and New Deal philosophies on the role of government. (WXT-8)
- Students will summarize the arms reduction agreements initiated by Ronald Reagan and Mikhail Gorbachev. (POL-6)
- Students will complete a compare and contrast chart on Cold War and Post-9/11 national security policies. (WOR-8)
- Using APPARTS, students will analyze the following document and evaluate the extent to which President Reagan met his goals: Ronald Reagan: First Inaugural Address (1981).
- Students working in pairs will research topics from 1980-present and formulate interview questions. These questions will be critiqued by the teacher and will be used as the basis for interviews with four adults. Each group will do a class presentation of its findings.
- Students will compare the domestic and foreign policies of the Clinton, Bush Jr., and Obama administrations in a FRQ essay.
- Students will examine different musical genres, from punk and rap to country western, and see how music from these genres comments on larger political and cultural trends.

AP Exam Review Period
The second semester concludes with a period of review for the Advanced Placement U.S. History Exam. Students will then take a practice exam.

Post AP Exam Period
Following the AP Exam, the course concludes with a historical film festival in which the students compare documentary and feature films about historical events. The response paper they write counts as their second semester final exam grade.