**ADVANCED PLACEMENT (AP) – UNITED STATES HISTORY**

**MR. GREGORSKI**

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**-Use the schools web page, click on the high school, click on my name, click on the link.**

**SYLLABUS (2016 – 17)**

This course is designed to provide a college-level experience and preparation for the AP Exam in May of 2017 (cost to be announced). An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, industrialism, Populism, Progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, the Cold War, the post-Cold War, and the United States at the beginning of the Twenty-First Century.

In addition to the topics listed above, the course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of United States history. The themes will include discussions of American diversity, the development of a unique American identity, the evolution of American culture, demographic changes over the course of America’s history, economic trends and transformation, environmental issues, the development of political institutions and components of citizenship, social reform movements, the role of religion in the making of the United States, the history of slavery and its legacies in the western hemisphere, war and diplomacy, and the place of the United States in an increasingly global arena.

**TEXTBOOKS**

It is recommended that all students purchase CRACKING THE AP U.S. HISTORY EXAM, 2016 EDITION, COLLEGE TEST PREP. SERIES: PRINCETON REVIEW. **THIS BOOK IS A BRIEF OVERVIEW OF UNITED STATES HISTORY AND DOES NOT COVER ALL OF THE REQUIRED MATERIAL.**

The required text is: THE AMERICAN PAGEANT, 16th EDITION. This will be provided for the student.

There will also be other required readings that will be taken from other text books, novels, papers, etc.

A large portion of the information for this class will also come from internet reading, notes, primary documents, charts, maps, graphs and other sources.

**GRADING**

Grading for this class will be as follows:

-Test and quizzes (including papers and projects) = 45%

-Homework = 25%

-Final Project = 20%

-Daily = 10%

**COURSE OBJECTIVES**

**Students will:**

-Demonstrate a mastery of a broad body of historical knowledge.

-Use historical evidence to defend and support basic arguments and positions.

-Differentiate between various schools of historical thought and interpretation.

-Interpret and draw conclusions from various pieces of historical data including original documents, cartoons, graphs, etc.

-Demonstrate an effective use of analytical skills of evaluation, cause-and-effect relationship, and compare and contrast.

-Work effectively in groups to produce products, make presentations, and solve problems.

-Prepare for and receive a grade of 3 or higher on the AP U.S. History Exam.

**GRADING SCALE:**

A = 95+

A-= 94-90

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

FAILING = 59 and lower

**HOMEWORK:**

-You should plan for at least one hour of homework every night.

-You should be prepared for outside readings, outlining, and reviewing the text, reading supplemental material, and doing required outside study.

-Homework is work that you do on your time. It is your responsibility to get your homework done on your time.

**LECTURE NOTES-QUIZZES:**

-Your job in this class is to read all material carefully, take notes on your reading, and review those notes so that you can participate in class discussions. **I will collect notes from time to time for a grade. There may also be note quizzes.**

-My job is to set the text into a wider and deeper context. Some of this will come through lecture and in class discussion. You should come to class every day prepared to take notes.

-I expect you to finish all the required readings. From time to time you may have quizzes on the readings. If you miss one of these you must make it up before or after school on the next day you are present. **IT IS YOUR RESPONSIBILITY TO MAKE UP THE QUIZZES.**

**UNIT TESTS:**

-Unit tests will usually consist of 80 multiple choice questions and 2 or 3 extended response questions that will resemble the AP TEST.

-If you miss a unit test it is your responsibility to make up the test with-in one week of the original test date. It must be done on your own time. The make – up test will usually be a different version.

**IN-CLASS ESSAYS:**

-Students will practice writing effective AP essays and will have document-based, in class assignments that will build these skills.

-These essays will be done in class and will be timed as they are on the AP test: 60 minutes for DBQ’s (document based questions) and 35 minutes each for free response essays.

-All of these will be graded on a 9 point AP rubric. (we will go over this later)

-It is your responsibility to produce a legible essay. Essays that are illegible will not be graded.

-If you miss a day on which essays are given you must make the essay up on your own time with-in one week, if it is later than one week it will not be accepted.

-Document-based questions (DBQ’s) can count for 200 points; free response essays may count for as much as 100 points each.

**OUTSIDE READINGS:**

-I will assign outside readings from time to time. You are to do these as homework. Some of the outside readings will have other assignments that will be due for grades. **REMEMBER WITH ANY OUTSIDE READINGS THERE IS ALWAYS A CHANCE OF A QUIZ.**

**PRESIDENTS QUIZ:**

-You are required to memorize the names and dates of service of all of the Presidents of the United States and to demonstrate that knowledge. This needs to be done before the end of the second semester.

-We will have periodic practice quizzes on this. We will also discuss many of the presidents throughout the class.

**OTHER INFORMATION:**

-Having the ability to use the internet outside of class (homework) will be very helpful, since some reading assignments may be on internet sites.

-It would helpful for each student to have highlighters and planning books.

-It is the student’s responsibility to keep up with all assigned work; it is the student’s responsibility to know what’s been assigned and the student’s responsibility to make up missed work promptly.

**TENTATIVE COURSE SCHEDULE:**

1**. FIRST SEMESTER = SEPTEMBER 6 – JANUARY 20**

A. History and the American Identity (2 weeks)

 B. Unit 1 = 1763-1800, American Independence (3 weeks)

 C. Unit 2 = 1801-1840 (2 weeks)

 D. Unit 3 = Slavery, Manifest Destiny and Sectionalism (3 weeks)

E. Unit 4 = The Civil War and Reconstruction (2 weeks)

 F. Unit 5 = The West, Industrialization, and Urban Growth (3 weeks)

 G. Unit 6 = Gilded Age, Populist, Imperialist, and Progressives (2 weeks)

**2. SECOND SEMESTER = JANUARY 23 – JUNE 9**

 A. Unit 6 = Gilded Age, Populist, Imperialist, and Progressives (2 weeks) **?\*\*\***

 B. Unit 7= Beginning of the 20th Century – WW I, 1920s, Great Depression

 (3 weeks)

 C. Unit 8 = World War II and the Cold War Years (3 weeks)

 D. Unit 9 = 1960s –Civil Rights Movement, Counterculture and Vietnam

 (3 weeks)

 E. Unit 10 = 1970s through the early 1990s? (2 weeks)

 **F. REVIEW FOR THE AP EXAM (1 week). Exam on May?**

G. Final Project, Paper, Exam (To be announced later)

 **Unit 2: The Revolution, Critical Period, & the early republic [1763-1800]**

|  |  |
| --- | --- |
| Textbook chapters | Maps & documents |
| Chapter 5: The American Revolution: From Elite Protest to Popular Revolt, 1763-1783Chapter 6: The Republican ExperimentEssay: The Strange Ordeal of Quok Walker: Slavery on Trial in Revolutionary MassachusettsChapter 7: Democracy & Dissent: The Violence of Party Politics, 1788-1800 | 1. Timeline 1751-1800
2. Resolutions of the Stamp Act Congress
3. Declaration of Independence
4. Virginia Declaration of Rights & Bill of Rights
5. John Jay to George Washington & George Washington to John Jay
6. Constitution of the United States
7. Sedition Act of 1798
8. Virginia & Kentucky Resolutions
 |

Essential questions: [At the end of this unit you should be able to answer ***all*** of the following using **specific names, dates, locations, events (i.e. proper nouns!)**, to demonstrate your understanding of the significant concepts listed below.]

1. To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution? Use your knowledge of the period 1750 to 1776 to answer the question.
2. Analyze the degree to which the Articles of Confederation provided an effective form of government with respect to the following.

 Foreign relations

 economic conditions

 Western lands

1. To what extent did the American Revolution fundamentally change American society? In your answer, be sure to address the political, social, and economic effects of the Revolution in the period from 1775 to 1800.
2. Evaluate the relative importance of each of the following in the decline of the Federalists and the ascent to power of the Jeffersonian Republicans:

Midnight judges

the Alien and Sedition Acts

the Twelfth Amendment

the Virginia and Kentucky Resolutions

**Know the following**.   Be prepared to identify, define, and explain the significance of the people, places, and events listed below.  They appear roughly in the order in which they appear in the text chapters, **left to right, top to bottom**.

|  |  |  |
| --- | --- | --- |
| sovereignty | Parliamentary sovereignty | divided sovereignty |
| virtual representation | actual representation | compact or contract theory |
| Pontiac’s Rebellion | Paxton Revolt | Revenue Bill (Sugar Act) |
| Stamp Act | Virginia Resolves | Townshend duties |
| Quartering Act | Tea Act | Intolerable or Coercive Acts |
| nonimportation | Prohibitory Act | Saratoga\* |
| Treaty of Paris | civic virtue | natural rights |
| John Dickinson | Northwest Ordinance | nationalists v. localists |
| Imposts of 1781 & 1783 | Shays’ Rebellion | Virginia Plan |
| New Jersey Plan | ratification | yeoman |
| political patronage | enumerated powers | implied powers |
| strict v. loose construction | Genet affair | impressments |
| Jay’s Treaty | Fallen Timbers | Treaty of Greenville |
| Pinckney’s Treaty (San Lorenzo) | partisan | excise tax |
| Whiskey Rebellion | Quasi-war | XYZ affair |
| Alien & Sedition Acts | Convention of Mortefontaine | lame duck |
| “midnight judges” |  |  |

\* The Battle of Saratoga is a major turning point in the Revolutionary War. This means that the events that occurred as a result of the battle are more important than the fighting itself. These are the specific war events that will appear on the AP test at the end of the year.

Suggestions for required and extra work outside readings:

1. Books about the Revolutionary War: *Angel in the Whirlwind: The Triumph of the American Revolution*, Benson Bobrick; *The Glorious Cause: The American Revolution, 1763-1789*, Robert Middlekauff; *1776*, David McCullough.
2. Books about the founders: *Founding Brothers: The Revolutionary Generation*, Joseph Ellis; *American Creation: Triumphs and Tragedies at the Founding*, Joseph Ellis.
3. *The Federalist Papers: #10, #51, & #78*, by James Madison & Alexander Hamilton.

**Unit 3: The Early National Period, Jefferson to Jackson (1801-1840)**

|  |  |
| --- | --- |
| Textbook chapters | Maps & documents |
| Chapter 8: Republican Ascendancy: The Jeffersonian VisionChapter 9: Nation Building and NationalismChapter 10: The Triumph of White Men’s Democracy | 1. Timeline 1801-1850
2. List of significant Supreme Court cases
3. Marbury v. Madison excerpt
4. Nullification documents
5. List of American political parties
6. Monroe Doctrine
 |

Essential questions: [At the end of this unit you should be able to answer ***all*** of the following using **specific names, dates, locations, events (i.e. proper nouns!)**, to demonstrate your understanding of the significant concepts listed below.]

1. Identify THREE of the following and evaluate the relative importance of each of the THREE in the decline of the Federalists and the ascent to power of the Jeffersonian Republicans Midnight Judges the Alien and Sedition Acts the Twelfth Amendment the Virginia and Kentucky Resolutions
2. With respect to the federal Constitution, the Jeffersonian Republicans are usually characterized as strict constructionists who were opposed to the broad constructionism of the Federalists. To what extent was this characterization of the two parties accurate during the presidencies of Jefferson and Madison?
3. Analyze the differences and similarities between Jeffersonian Republicanism and Jacksonian Democracy.
4. Although the power of the national government increased during the early republic, this development often faced serious opposition. Compare the motives and effectiveness of those opposed to the growing power of the national government in TWO of the following. Whiskey Rebellion, 1794 Virginia and Kentucky Resolutions, 1798-1799 Hartford Convention, 1814-1815 Nullification Crisis, 1832-1833

**Know the following**.   Be prepared to identify, define, and explain the significance of the people, places, and events listed below.  They appear roughly in the order in which they appear in the text chapters, **left to right, top to bottom**.

|  |  |  |
| --- | --- | --- |
| regional subcultures | Samuel Slater | Louisiana Purchase |
| Meriwether Lewis | William Clark | Sacagawea [sic] |
| Barbary War | Judiciary Act of 1801 | John Marshall |
| William Marbury | *Marbury v. Madison*  | judicial review |
| impeachment | Samuel Chase | “Quids” |
| Yazoo land controversy | *Fletcher v. Peck* | Aaron Burr |
| impressment | Orders in Council | Berlin & Milan Decrees |
| *Chesapeake* | Embargo Act | Non-Intercourse Act |
| Macon’s Bill Number Two | William Henry Harrison | Tippecanoe |
| Tecumseh | War Hawks | Henry Clay |
| John C. Calhoun | War of 1812 | Battle of New Orleans |
| Andrew Jackson | Hartford Convention | nationalism |
| Rush-Bagot Agreement | Anglo-American Convention | John Quincy Adams |
| Adams-Oñis Treaty | James Fennimore Cooper | transportation revolution |
| National Road | turnpike | Robert Fulton |
| Erie Canal | market economy | “putting out” system |
| factory system | Francis Cabot Lowell | Waltham & Lowell labor systems |
| Era of Good Feelings | American System | 2nd Bank of the United States |
| internal improvements | caucus system (pp. 242 & 269) | Missouri Compromise |
| *Dartmouth College v. Woodward* | *McCulloch v. Maryland* | *Gibbons v. Ogden* |
| Monroe Doctrine | “corrupt bargain” | tariff of abominations |
| the spoils system | Peggy Eaton affair | Indian Removal |
| the Trail of Tears | Nullification crisis | secession |
| Kitchen cabinet | Nicholas Biddle | Roget Taney |
| pet banks | Whigs | specie circular |
| Panic of 1837 | *laissez-faire* | second two party system |
| positive liberal state | negative liberal state | Alexis de Tocqueville |

Suggestions for required and extra work outside readings:

1. Chapter 2, “Thomas Jefferson: The Aristocrat as Democrat” or Chapter 3, “Andrew Jackson and the Rise of Liberal Capitalism” from *The American Political Tradition: And the Men Who Made It[[1]](#footnote-1)*, by Richard Hofstadter.
1. This book is available in the library media center as part of an AP U. S. History Reserved Section. There are multiple copies available that will only be checked out to AP U. S. History students. Go to the desk and them know that you are an AP U. S. History student who wishes to check if out.

**Unit 4: The Late National Period, Slavery & Manifest Destiny**

|  |  |
| --- | --- |
| Textbook chapters | Maps & documents |
| Chapter 11: Slaves & MastersChapter 12: The Pursuit of PerfectionEssay: The Legal Rights of Married Women: Reforming the Law of CovertureChapter 13: An Age of Expansionism |
	1. Thomas Dew, a defense of slavery
	2. Notable American women
	3. Seneca Falls Declaration |

Essential questions: [At the end of this unit you should be able to answer ***all*** of the following using **specific names, dates, locations, events (i.e. proper nouns!)**, to demonstrate your understanding of the significant concepts listed below.]

	1. In what manner did the Jacksonian Revolution mark the establishment of democracy in America whereas the Jeffersonian Revolution merely marked the arrival of a new party in political power?
	2. In what ways did the Second Great Awakening in the North influence TWO of the following? Abolitionism

 Temperance

 The cult of domesticity

 Utopian communities

	1. Presidential elections between 1928 and 1948 revealed major shifts in political party loyalties. Analyze both the reasons for these changes and their consequences during this period.
	2. Assess the impact of THREE of the following on the decision of the United States to go to war with Mexico.
	 Manifest Destiny
	 the Rio Grande boundary dispute
	 the annexation of Texas
	 Slidell's mission**Know the following**.   Be prepared to identify, define, and explain the significance of the people, places, and events listed below.  They appear roughly in the order in which they appear in the text chapters, **left to right, top to bottom**.

|  |  |  |
| --- | --- | --- |
| planter class | Cotton Belt | gang system |
| task system | Richard Allen | Gabriel Prosser |
| Denmark Vesey | Nat Turner | Underground Railroad |
| passive & clandestine resistance | antebellum | factors |
| cult of chivalry | ideology of paternalism | yeoman farmers |
| abolition | American Colonization Society | gradual emancipation |
| “positive good” argument | Hinton R. Helper | internal slave trade |
| short-staple cotton | cotton gin | J. D. B. DeBow |
| evangelical Christianity | Second Great Awakening  | Peter Cartwright |
| camp meetings | revivals | Lyman Beecher |
| Charles Grandison Finney | voluntary organizations | temperance |
| “the benevolent empire” | ideology of “separate spheres” | cult of domesticity |
| domestic feminism | Catharine Beecher | “child-centered” family |
| workingmen’s movements | Horace Mann | social mobility |
| *McGuffey’s Eclectic Readers* | Lyceums & debating societies | asylum movement |
| Dorothea Dix | the “new perfectionism” | William Lloyd Garrison |
| American Anti-Slavery Society | Theodore Dwight Weld | Lewis & Arthur Tappan |
| Elijah Lovejoy | the Liberty Party | Frederick Douglass |
| David Walker | Sojourner Truth | Harriet Tubman |
| gag rule | Sarah & Angeline Grimké | Lucretia Mott |
| Elizabeth Cady Stanton | Seneca Falls Convention | Robert Owen |
| utopianism | Shakers, Mother Ann Lee | Oneida Community |
| John Humphrey Noyes | transcendentalism | Ralph Waldo Emerson |
| Margaret Fuller | George Ripley | Brook Farm |
| Henry David Thoreau | Nathaniel Hawthorne | coverture |
| Young America | Walt Whitman | Herman Melville |
| Webster-Ashburton Treaty | *empresarios* | Republic of Texas |
| Sam Houston | Santa Fe Trail | Oregon Trail |
| Mormon Trail | dark horse candidate  | John O’Sullivan |
| Manifest Destiny | “fifty-four forty or fight” | Nueces / Rio Grande border dispute |
| John Slidell | Zachary Taylor | John C. Fremont |
| Stephen Kearney | Bear Flag Republic | Winfield Scott |
| Nicholas Trist | Treaty of Guadalupe Hidalgo | Gadsden Purchase |
| Wilmot Proviso | railroad expansion | factory system & mass production |
| Elias Howe | Charles Goodyear | John Deere |
| Cyrus McCormick | “push” & “pull” in immigration | urban slums |
| ethnic neighborhoods | rise of labor militancy | changes in the working class |
| Stephen A. Douglas |  |  |

Suggestions for required and extra work outside readings:

	1. Chapters 4, 15, & 16 from *Democracy In America, volume 1*, by Alexis de Tocqueville .
	2. Any 30 to 50 pages from the *Narrative of the Life of Frederick Douglass*, by Frederick Douglass. If you want to read from this book, see me. I have some copies that I can check out to you.
	3. Harriet Beecher Stowe’s novel *Uncle Tom’s Cabin*, is one of two novels that are pre-approved for outside reading.
	4. *Civil Disobedience* or any 30 to 50 page selection from *Walden* by Henry David Thoreau. [*Civil Disobedience* ]**Unit 5: Sectionalism, Civil War, & Reconstruction**

|  |  |
| --- | --- |
| Textbook chapters | Maps & documents |
| Chapter 14: The Sectional CrisisEssay: The Case of Dred & Harriet Scott: Blurring the Borders of Politics and JusticeChapter 15: Secession and the Civil WarChapter 16: The Agony of Reconstruction |
	1. Compromise of 1850 & Kansas-Nebraska Act Maps
	2. Congressional elections of 1854
	3. Slave Concentrations in 1860
	4. Excerpt from *Dred Scott v. Sanford*
	5. Lincoln’s first Inaugural Address
	6. The Gettysburg Address |

Essential questions: [At the end of this unit you should be able to answer ***all*** of the following using **specific names, dates, locations, events (i.e. proper nouns!)**, to demonstrate your understanding of the significant concepts listed below.]

	1. Assess the impact of THREE of the following on the decision of the United States to go to war with Mexico.Manifest Destiny
the Rio Grande boundary dispute
the annexation of Texas
Slidell's mission

	1. By the 1850s the Constitution, originally framed as an instrument of national unity, had become a source of sectional discord and tension and ultimately contributed to the failure of the union it had created. Using your knowledge of the period 1850-1861, assess the validity of this statement.
	2. Analyze the economic consequences of the Civil War with respect to any TWO of the following in the United States between 1865 and 1880.agriculture
labor
industrialization
transportation

	1. "With the end of Reconstruction, we in the South can now return to our normal lives." Examine the significance of this statement for both whites and blacks in the post-Reconstruction American South.**Know the following**.   Be prepared to identify, define, and explain the significance of the people, places, and events listed below.  They appear roughly in the order in which they appear in the text chapters, **left to right, top to bottom**.

|  |  |  |
| --- | --- | --- |
| Wilmot Proviso | popular sovereignty | Free-Soil Party |
| omnibus bill | Fugitive Slave Law | “Compromise” of 1850 |
| nativism | Kansas-Nebraska Act | Ostend Manifesto |
| American (Know-Nothing) party | Republican party | “Bleeding Kansas” |
| John Brown | “slave-power” conspiracy | John C. Fremont |
| cultural sectionalism (religion, literature) | Harriet Beecher Stowe | southern “cultural and economic nationalism” |
| Roger Brooke Taney | *Dred Scott v. Sandford* | Lecompton constitution |
| Lincoln-Douglas debates | Freeport doctrine | Harper’s Ferry raid |
| “Helperism” | secession | cooperationist |
| Jefferson Davis | Crittenden Compromise | Fort Sumter |
| border states | martial law | total war |
| “offensive defense” | anaconda plan | two-front war |
| conscription | greenbacks | habeas corpus |
| George McClellan | Mason & Slidell & the *Trent* affair | New York Riot of 1863 |
| lynching | Clement Vallandigham | copperheads |
| Vicksburg | Gettysburg | Ulysses S. Grant |
| William Tecumseh Sherman | Appomattox Courthouse | Sanitary Commission |
| Robert Smalls | Ten Percent Plan | Radical Republicans |
| Wade-Davis Bill | pocket veto | Presidential Reconstruction |
| 13th Amendment | Black Codes | Freedmen’s Bureau |
| Civil Rights Act of 1866 | 14th Amendment | Congressional or “Radical” Reconstruction |
| Reconstruction Acts 1867 & 1868 | Tenure of Office Act | “forty acres and a mule” |
| contract labor system | sharecropping | carpetbaggers |
| scalawags | Blanche Bruce | Hiram Revels |
| “hard” money v. “soft” money | 15th Amendment | Elizabeth Cady Stanton |
| Susan B. Anthony | Lucy Stone | Ku Klux Klan |
| Force Acts (Ku Klux Klan acts) | spoilsmen | Crédit Mobilier |
| Whiskey Ring | Indian Ring | Compromise of 1877 |
| “waving the bloody shirt” | Redeemers | Old South agrarianism |
| New South industrialism | laissez-faire | crop-lien system |
| Jim Crow | disfranchisement | convict-lease system |
| Civil Rights Act of 1875 | “unfinished revolution” |  |

Suggestions for required and extra work outside readings:

	1. *Uncle Tom’s Cabin*, by Harriet Beecher Stowe. This is one of the two novels that are pre-approved for outside reading.
	2. Chapter 5, “Abraham Lincoln and the Self-Made Myth” from *The American Political Tradition: And the Men Who Made It*, by Richard Hofstadter.
	3. Any 30 to 50 pages from *What Hath God Wrought: The Transformation of America, 1815-1848*, by Daniel Walker Howe. There are excellent chapters on the 2nd Great Awakening, the reformers in the 1830’s and 1840’s, and the Mexican War.
	4. Any 30 to 50 pages from *Battle Cry Of Freedom: The Civil War Era*, by James M McPherson.
	5. If you are specifically interested in the battles or military history of the Civil War, I suggest readings from two excellent battle histories written by Stephen Sears, *Landscape Turned Red* about the Battle of Antietam, or *Chancellorsville.* I can make other recommendations, if necessary.**Unit 6: The West, Industrialization, & Urbanization**

|  |  |
| --- | --- |
| Textbook chapters | Maps & documents |
| Chapter 17: The West: Exploiting an EmpireChapter 18: The Industrial SocietyChapter 19: Toward an Urban Society, 1877-1900Essay: *Plessy v. Ferguson*: The Shaping of Jim Crow |
	1. Immigration into the U. S. by decade, data & chart
	2. Excerpt from *Plessy v. Ferguson*, decision & dissent by Justice John Marshall Harlan |

Essential questions: [At the end of this unit you should be able to answer ***all*** of the following using **specific names, dates, locations, events (i.e. proper nouns!)**, to demonstrate your understanding of the significant concepts listed below.]

	1. How were the lives of the Plains Indians in the second half of the nineteenth century affected by technological developments and government actions?
	2. It was innovations in communications and transportation, more than innovations in business and industry, that changed the daily life of the working American. Assess the validity of this statement for the period 1875-1900.
	3. Because of industrialization the lives of most Americans underwent a fundamental transformation. Assess the validity of this statement in relation to TWO of the following for the period 1875-1900.the family unit

in consumer behavior

in leisure-time activities

American class structure

	1. How did the “old immigration” of the 1840s and 1850s differ from the “new immigration” that began in the 1880s?**Know the following**.   Be prepared to identify, define, and explain the significance of the people, places, and events listed below.  They appear roughly in the order in which they appear in the text chapters, **top to bottom, left to right**.

|  |  |  |
| --- | --- | --- |
| concentration | Sand Creek massacre | Fetterman massacre |
| Great Sioux War | George Armstrong Custer | Chief Joseph |
| Ghost Dance | Wounded Knee | assimilationists |
| Dawes Severalty Act | Homestead Act | Timber Culture Act |
| Desert Land Act | Timber & Stone Act | National Reclamation (Newlands) Act |
| Comstock Lode | Chinese Exclusion Act | Joseph G. McCoy |
| Chisholm Trail | Exodusters | Joseph Glidden |
| dry farming | Hatch Act | Oliver H. Kelley |
| National Grange of the Patrons of Husbandry | Farmers Alliances | Boomers & Sooners |
| Frederick Jackson Turner | Turner or frontier thesis | trunk lines |
| Cornelius Vanderbilt | J. P. Morgan | business consolidation  |
| vertical integration  | Andrew Carnegie  | John D. Rockefeller  |
| trust  | holding company  | Thomas Alva Edison  |
| Cyrus Field  | Gustavus Swift  | Alexander Graham Bell  |
| George Westinghouse  | department store  | chain store |
| William H. Sylvis | Uriah S. Stephens | Knights of Labor |
| Terence V. Powderly | American Federation of Labor (AFL) | Samuel Gompers |
| Leonora M. Barry | injunction | Haymarket Riot |
| anarchists | Homestead Strike | Louis H. Sullivan |
| tenements (dumbbell tenements) | “new immigrants” | American Protective Association |
| immigrant associations | William Marcy Tweed | WCTU |
| Frances Willard | Charlotte Perkins Gilman | Susan B. Anthony |
| *Plessy v. Ferguson* | *Civil Rights Cases* | W. E. B. Du Bois |
| Booker T. Washington | Atlanta Compromise | “talented tenth” |
| social Darwinism | William Graham Sumner | Thorstein Veblen |
| Edward Bellamy | Walter Rauschenbusch | social gospel |

Suggestions for required and extra work outside readings:

	1. *The Jungle*, by Upton Sinclair. This is one of the most significant novels written in the United States and one of two novels that you can read for credit in this class.
	2. If you are interested in reading about the American West, you might select 30 to 50 pages from *Bury My Heart At Wounded Knee: An Indian History of the American West*, by Dee Brown. Please keep in mind that this book is written with a very clear bias of telling the story of what happened to the Indians from an Indian perspective. It is consciously “revisionist” history.**Unit 7: The Gilded Age, Populists, Imperialists, & Progressives**

|  |  |
| --- | --- |
| Textbook chapters | Maps & documents |
| Chapter 20: Political Realignments in the 1890sChapter 21: Toward EmpireChapter 22: The Progressive Era |
	1. Excerpt from “Our Country,” by Josiah Strong
	2. Populist Party Platform, 1892
	3. “The War Prayer,” by Mark Twain |

Essential questions: [At the end of this unit you should be able to answer ***all*** of the following using **specific names, dates, locations, events (i.e. proper nouns!)**, to demonstrate your understanding of the significant concepts listed below.]

	1. Because of industrialization the lives of most Americans underwent a fundamental transformation. Assess the validity of this statement in relation to TWO of the following for the period 1875-1900.the family unit

in consumer behavior

in leisure-time activities

American class structure

	1. Organized labor failed to establish itself as a viable force in the Gilded Age America, not because it faced hostile combinations and an unsympathetic government, but because it ran counter to the doctrine of “rugged individualism.” Assess the validity of this statement for the period 1875-1900.
	2. America’s declaration of war against Spain in 1898 was more a result of agitation by special interest groups than it was an instrument of national policy. Assess the validity of this statement in light of TWO of the following:business interests

expansionist ideals

yellow journalism

advocates of the Monroe Doctrine

	1. The election of 1896 is often identified as a turning point in American politics. Assess the validity of this statement.**Know the following**.   Be prepared to identify, define, and explain the significance of the people, places, and events listed below.  They appear roughly in the order in which they appear in the text chapters, **top to bottom, left to right**.

|  |  |  |
| --- | --- | --- |
| poll tax | grandfather clause | *Munn v. Illinois* |
| ICC | Brand-Allison Silver Purchase Act | Pendleton Act |
| Sherman Antitrust Act | Sherman Silver Purchase Act | populism |
| National Farmers Alliance | Ocala Demands | “sub-treasury system” |
| People’s Party | Panic of 1893 | Coxey’s Army |
| Pullman Strike | company town | Eugene V. Debs |
| *In re Debs* | Horatio Alger | realist & naturalist writers |
| William Jennings Bryan | “cross of gold” speech | Gold Standard Act |
| isolationism | imperialism | Cultural & racial Darwinism |
| nontransfer principle | trade reciprocity | Queen Liliuokalani |
| Alfred Thayer Mahan | Valeriano “Butcher” Weyler | yellow journalism |
| de Lôme letter | Teller Amendment | George Dewey |
| Treaty of Paris 1899 | Anti-Imperialist League | Emilio Aguinaldo |
| Foraker Act | Platt Amendment | Open Door Policy |
| open door notes | muckrakers | oligopoly |
| J. P. Morgan | interlocking directorates | Frederick Winslow Taylor |
| scientific management | Triangle Shirtwaist Fire | Sheppard-Towner Act |
| Margaret Sanger | Niagara Movement | NAACP |
| National Urban League | WTUL | Angel Island |
| collective bargaining | IWW | William “Big Bill” Haywood |
| Mary Harris “Mother” Jones | urban zoning | NCAA |
| D. W. Griffith | “Birth of a Nation” | vaudeville |
| Ashcan School | Armory show |  |

Suggestions for required and extra work outside readings:

	1. Chapter 8, “William Jennings Bryan: The Democrat as Revivalist”; Chapter 9, “Theodore Roosevelt: The Conservative as Progressive”; or Chapter 10, “Woodrow Wilson: The Conservative as Liberal,” from *The American Political Tradition: And the Men Who Made It*, by Richard Hofstadter.
	2. Any 30 to 50 pages from *The Jungle*, by Upton Sinclair.
	3. 30 to 50 pages from any of the following: *The Reckless Decade: America in the 1890s* by H. W. Brands;

 *Standing at Armageddon: The United States 1877-1919* by Nell Irvin Painter;

 ***Titan: The Life of John D. Rockefeller, Sr.* by** Ron Chernow;

 *The House of Morgan: An American Banking Dynasty and the Rise of Modern Finance* by Ron Chernow.

**nit 8: America & the world at the beginning of the 20th Century**

|  |  |
| --- | --- |
| Textbook chapters | Maps & documents |
| Chapter 23 From Roosevelt to Wilson I the Age of ProgressivismEssay: *Muller v. Oregon*: Expanding the Definition of Acceptable EvidenceChapter 24: The Nation at WarChapter 25: Transition to Modern AmericaEssay: The Scopes “Monkey” Trial: Contesting Cultural Differences |
	1. Roosevelt Corollary to the Monroe Doctrine, 1904
	2. “The New Nationalism,” Theodore Roosevelt |

Essential questions: [At the end of this unit you should be able to answer ***all*** of the following using **specific names, dates, locations, events (i.e. proper nouns!)**, to demonstrate your understanding of the significant concepts listed below.]

	1. To what extent did the role of the federal government change under President Theodore Roosevelt in regard to TWO of the following.Labor

Trusts

Conservation

World affairs

	1. How successful were progressive reforms during the period 1890 to 1915 with respect to TWO of the following?Industrial conditions

Urban life

Politics

	1. Assess the relative influence of THREE of the following in the American decision to declare war on Germany in 1917.German naval policy

American economic interests

Woodrow Wilson’s idealism

Allied propaganda

America’s claim to world power

	1. To what extent and why did the United States adopt an isolationist policy in the 1920s & 1930s?**Know the following**.   Be prepared to identify, define, and explain the significance of the people, places, and events listed below.  They appear roughly in the order in which they appear in the text chapters, **top to bottom, left to right**.

|  |  |  |
| --- | --- | --- |
| progressivism | professional associations | social-justice movement |
| philanthropy | WCTU | Mann Act |
| National American Woman Suffrage Association | Carrie Chapman Catt | Anna Howard Shaw |
| Alice Paul | Lucy Burns | pragmatism |
| Henry James | John Dewey | Eugene V. Debs |
| Municipal reform | regulation movement | Robert La Follette |
| “Wisconsin Idea” | the “bully pulpit” | Northern Securities Company |
| “square deal” | Elkins Act | Hepburn Act |
| Meat Inspection Act | Pure Food & Drug Act | Gifford Pinchot |
| conservation | protectionists | Richard Ballinger |
| Ballinger-Pinchot controversy | Progressive or “Bull Moose” Party | the New Nationalism |
| the New Freedom | Federal Reserve Act | Clayton Antitrust Act |
| “interlocking directorates” | Federal Trade Commission | Madame C. J. Walker |
| Mary McLeod Bethune | Ida B. Wells-Barnett | Florence Kelley |
| Louis Brandeis | Brandeis Brief | *Muller v. Oregon* |
| Lusitania | Arabic pledge | Elihu Root |
| Hay-Pauncefote Treaty | Hay-Herran Convention | Hay-Bunau-Varilla Treaty |
| Roosevelt Corollary | Taft-Katsura Agreement | the “Gentlemen’s Agreement” |
| Root-Takahira Agreement | “dollar diplomacy” | moral diplomacy |
| Allies | Central Powers | *Sussex* pledge |
| “peace without victory” | Zimmermann Telegram | American Expeditionary Force (AEF) |
| Selective Service Act | Committee on Public Information (CPI) | George Creel |
| Espionage Act | Sedition Act | War Industries Board (WIB) |
| Bernard Baruch | Herbert Hoover | Food Administration |
| Felix Frankfurter | War Labor Board (WLB) | Fourteen Points |
| the “Big Four” | Henry Cabot Lodge | “yellow dog” contracts |
| welfare capitalism | Sheppard-Towner Act | “Lost Generation” writers |
| Harlem Renaissance | W. E. B. Du Bois | James Weldon Johnson |
| Marcus Garvey | black nationalism | Red Scare |
| Palmer Raids | Sacco & Vanzetti | prohibition |
| Volstead Act | KKK | National Origins Quota Act |
| Scopes “Monkey” Trial | Harry Daugherty | Albert Fall |
| Teapot Dome Scandal | Andrew Mellon |  |

Suggestions for required and extra work outside readings:

	1. Chapter 8, “William Jennings Bryan: The Democrat as Revivalist”; Chapter 9, “Theodore Roosevelt: The Conservative as Progressive”; or Chapter 10, “Woodrow Wilson: The Conservative as Liberal,” from *The American Political Tradition: And the Men Who Made It*, by Richard Hofstadter.**9: Depression, a “Hot” and a “Cold” war**

|  |  |
| --- | --- |
| Textbook chapters | Maps & documents |
| Chapter 26: Franklin D. Roosevelt and the New DealChapter 27: America and the World, 1921-1945Chapter 28: The Onset of the Cold War |
	1. FDR’s first inaugural address, 1933
	2. The Atlantic Charter, 1941
	3. The Marshall Plan, 1947 |

Essential questions: [At the end of this unit you should be able to answer ***all*** of the following using **specific names, dates, locations, events (i.e. proper nouns!)**, to demonstrate your understanding of the significant concepts listed below.]

	1. President Franklin D. Roosevelt is commonly thought of as a liberal and President Herbert C. Hoover as a conservative. To what extent and in what ways are these characterizations valid?
	2. Identify THREE of the following New Deal measures and analyze the ways in which each of the three attempted to fashion a more stable economy and a more equitable society.Agricultural Adjustment Act

Works Progress Administration

Wagner National Labor Relations Act

Social Security Act

	1. Describe three economic reform measures passed as part of the New Deal Program of the 1930’s and explain their importance to the economic growth of the post-World War 2 period.
	2. Analyze the ways in which THREE of the following supported the United States policy of containment in the post-World War 2 era.the Truman Doctrine

the Marshall Plan

the Berlin airlift

NATO

**Know the following**.   Be prepared to identify, define, and explain the significance of the people, places, and events listed below.  They appear roughly in the order in which they appear in the text chapters, **top to bottom, left to right**.

|  |  |  |
| --- | --- | --- |
| recession | depression | speculation |
| Black Thursday | volunteerism | Reconstruction Finance Corporation (RFC) |
| new deal | direct relief | bonus army |
| bank holiday | the Hundred Days | TVA |
| NRA | AAA | Harry Hopkins |
| CCC | WPA | recovery/relief/reform |
| Father Charles Coughlin | Francis Townsend | Huey Long |
| Social Security Act | National Labor Relations Act (Wagner Act) | John L Lewis |
| CIO | sit-down strike | Mary McLeod Bethune |
| Francis Perkins | court-packing scheme | the “Roosevelt recession” |
| war reparations | Clark Memorandum | Good Neighbor Policy |
| non-intervention | Washington Disarmament Conference | Adolph Hitler |
| Benito Mussolini | militarism | Axis Powers |
| pacifism | Nye Committee | neutrality Acts |
| “quarantine” the aggressors | appeasement | cash-and-carry agreements |
| America First Committee | interventionists | Lend-lease |
| Tripartite Pact | Pearl Harbor | Douglas MacArthur |
| Chester Nimitz | Chiang Kai-shek | Casablanca Conference |
| George C. Marshall | Dwight D. Eisenhower | island-hopping campaign |
| War Production Board | Office of Economic Stabilization | A. Philip Randolph |
| Fair Employment Practices Committee | “zoot suit” riots | War Relocation Authority |
| relocation & internment | D-Day | Big Three |
| Tehran Conference | Yalta Conference | Manhattan Project |
| Clark Memorandum | Good Neighbor Policy | non-intervention |
| Washington Disarmament Conference | Adolph Hitler | Benito Mussolini |
| Nye Committee | neutrality acts | “quarantine” the aggressors |
| interventionists | Lend-lease | Tripartite Pact |
| Pearl Harbor | Chiang Kai-shek | Casablanca Conference |
| island-hopping | War Production Board | Office of Economic Stabilization |
| A. Philip Randolph | Fair Employment Practices Committee | War Relocation Authority |
| relocation & internment | Big Three | Tehran Conference |
| Yalta Conference | Manhattan Project | Hiroshima & Nagasaki |
| Potsdam Conference | “spheres of influence” | Iron Curtain |
| Baruch Plan | Dean Acheson | “negotiating from strength” |
| George Kennan | containment | Truman Doctrine |
| the Marshall Plan | NATO | Berlin blockade & airlift |
| National Security Act | NSC-68 | Korean War |
| Taft-Hartley Act | Dixiecrats | HUAC |
| Alger Hiss | Julius & Ethel Rosenberg | McCarthyism |
| John Foster Dulles | massive retaliation | Ho Chi Minh |
| Dien Bien Phu | Suez Crisis | Sputnik |
| ICBM | Francis Gary Powers | military-industrial complex |

Suggestions for required and extra work outside readings:

	1. Chapter 11, “Herbert Hoover and the Crisis of American Individualism” and Chapter 12, “Franklin D. Roosevelt: The Patrician as Opportunist,” from *The American Political Tradition: And the Men Who Made It*, by Richard Hofstadter.
	2. Any 30 to 50 pages from *Freedom From Fear: The American People in Depression and War, 1929-1945*, by David M. Kennedy [ISBN0-19-5038834-7].
	3. The following deal specifically with World War 2:
	* *Lies My Teacher Told Me*, chapters 9 through the end of the book;
	* *Citizen Soldiers:  The U. S. Army from the Normandy Beaches to the Bulge to the Surrender of Germany*, Stephen Ambrose;
	* *D-Day June 6 1944:  The Climactic Battle of World War II*, Stephen Ambrose;
	* Americans At War, Stephen Ambrose.**Unit 10: America in a complicated & multi-polar world**

|  |  |
| --- | --- |
| Textbook chapters | Maps & documents |
| Chapter 29: Affluence and AnxietyChapter 30: The Turbulent SixtiesChapter 31: To a New Conservatism, 1969-1988Essay: *Roe v. Wade*: The Struggle Over Women’s Reproductive RightsChapter 32: To the Twenty-first Century, 1989-2006 |
	1. *Brown v. Board of Education of Topeka Kansas*, 1 & 2, 1954-1955
	2. Southern Manifesto on Integration, 1956
	3. Letter from a Birmingham Jail, Martin Luther King, Jr.
	4. JFK’s Inaugural Address |

Essential questions: [At the end of this unit you should be able to answer ***all*** of the following using **specific names, dates, locations, events (i.e. proper nouns!)**, to demonstrate your understanding of the significant concepts listed below.]

	1. Discuss, with respect to TWO of the following, the view that the 1960s represented a period of profound cultural change. Education

 Gender roles

 Music

	1. How did the African American Civil Rights movement of the 1950s and 1960s address the failures of Reconstruction?
	2. “1968 was a turning point for the United States.” To what extent is this an accurate assessment? In your answer, discuss TWO of the following:National politics

Vietnam War

Civil Rights

	1. Analyze the ways in which the Vietnam War heightened social, political, and economic tensions in the United States. Focus your answer on the period 1964 to 1975.**Know the following**.   Be prepared to identify, define, and explain the significance of the people, places, and events listed below.  They appear roughly in the order in which they appear in the text chapters, **top to bottom, left to right**.

|  |  |  |
| --- | --- | --- |
| Levittown | nuclear family | C. Wright Mills |
| white-collar & blue-collar workers | beats | abstract expressionism |
| Fair Deal | Modern Republicanism | Oveta Culp Hobby |
| Highway Act of 1956 | *Sputnik* | National Defense Education Act |
| NASA | Thurgood Marshall | *Brown v. Board of Education of Topeka Kansas* |
| Earl Warren | Little Rock High School desegregation fight | Civil Rights Acts of 1957 & 1960 |
| Rosa Parks | Montgomery bus boycott | Martin Luther King, Jr. |
| SCLC | Greensboro sit-in | SNCC |
| the New Frontier | missile-gap | ICBM |
| flexible response | Berlin Wall | “wars of national liberation” |
| counterinsurgency | Ngo Dinh Diem | Ho Chi Minh |
| Bay of Pigs  | Cuban missile crisis | Robert Kennedy |
| “hot line” | CORE | freedom ride |
| James Meredith | “Bull” Connor | March on Washington |
| Earl Warren | *Gideon v. Wainwright* | *Escobedo v. Illinois* |
| *Miranda v. Arizona* | *Baker v. Carr* | *Engel v. Vitale* |
| Lee Harvey Oswald | Civil Rights Act | Title VII (7) of the Civil Rights Act |
| Michael Harrington’s *The Other America* | “war on poverty” | OEO |
| Barry Goldwater | The Great Society | Medicare & Medicaid |
| Elementary & Secondary Education Act | Selma to Montgomery march | Voting Rights Act |
| *Maddox* | Gulf of Tonkin Resolution | escalation |
| Robert McNamara | My Lai | counterculture |
| Free Speech Movement | SDS | participatory democracy |
| New Left | “teach-ins” | Woodstock |
| Stokley Carmichael | Hewey Newton | Black Panthers |
| César Chavez | NFWA | Betty Friedan |
| NOW | ERA | Tet Offensive |
| Eugene McCarthy | Hubert Humphrey | Chicago Democratic Convention |
| Spiro Agnew | George Wallace | Jerry Falwell |
| Moral Majority | Neoconservatism | affirmative action |
| EPA | “new federalism” | Henry Kissinger |
| détente | SALT | Kent State |
| silent majority | Watergate scandal | OPEC |
| oil embargo | inflation | “national malaise” |
| Camp David accords | Iranian hostage | SALT II |
| supply-side economics | entitlement programs | deregulation |
| PATCO | Sandra Day O’Connor | SDI |
| Boland Amendment | Iran-Contra affair | INF Treaty |
| ADA | Tiananmen Square | START I & II |
| Desert Storm | NAFTA | Newt Gingrich |
| Contract with America | Balkan wars: Bosnia & Kosovo | 9/11/2001 |
| unilateralism |  |  |

Suggestions for required and extra work outside readings:

	1. Any 30 to 50 pages from either of the following:
	* *Grand Expectations:  The United States, 1945-1974*.   James T. Patterson. ISBN 0195117972
	* *The Greatest Generation*.  Tom Brokaw. ISBN 0375502025
	* *The Autobiography of Malcolm X*.  Alex Haley. ISBN 0345376714
	* *Parting the Waters:  America in the King Years, 1954-63*.   Taylor Branch. ISBN 0671687425
	* *All The President's Men.  Carl Bernstein & Bob Woodward*. ISBN 0671894412
	* *Restless Giant: The United States From Watergate To Bush v. Gore*. James T. Patterson, ISBN 019512216 [↑](#footnote-ref-1)