

The AP US History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of United States history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. AP US History is designed to be the equivalent of a two-semester introductory college or university United States history course.

**Contact Information:**

Mr. Justin Jones, MSE  
*justin.jones@ucps.k12.nc.us*  
704.290.1520 x. 5619  
Office hours: 7:20–7:50 (T, H)

**Required Materials:**

1. Blue or black ink pens
2. Three-ring binder
3. Note cards for vocabulary
4. Composition notebook

**Recommended Materials:**

1. Highlighters
2. Post-it notes
3. Note card holder
4. Flash drive

**Course Texts:**

Kennedy, David M., et al. *The American Pageant*. 13<sup>th</sup> ed. Advanced Placement Edition. Boston: Houghton Mifflin, 2006. Textbook  
Burkett, Christopher, ed. *50 Core American Documents: Required Reading for Students, Teachers, and Citizens*. Ashland, OH: Ashbrook Press, 2014. Primary-source reader  
*Documents in United States History*. CD-ROM. Upper Saddle River, NJ: Prentice Hall, 2004. Primary-source reader  
Johnson, Paul. *A History of the American People*. New York, NY: HarperCollins, 1999. Supplemental reader  
Zinn, Howard. *A People's History of the United States*. New York, NY: HarperCollins, 2015. Supplemental reader

**Course Assessment and Performance Measures:**

Description of Assignments for the Course	Semester 1	Semester 2
Unit Exams (75 points)	375	225
Vocabulary (30 points)	150	90
Zinn Readings (10 points)	110	140
Johnson Readings (25 points)	100	100
Forums (5 points)	45	30
Pageant Assignments (3 points)	75	45
Mock DBQ (5 points)	25	25
Research Paper (120 points)	120	-
Oral History Project (185 points)	-	185
Book Portfolio Project (160 points)	-	160
<b>Total Points</b>	<b>1000</b>	<b>1000</b>

**Grading Scale**

A = 900 – 1000  
B = 800 – 899  
C = 700 – 799  
D = 600 – 699  
F = under 600

**Change Notice:**

This syllabus is subject to change based on the needs of the class. Changes, if any, will be announced as soon as possible. Students will be responsible for any modifications made to the course.

**Grading and Extra Credit:**

All grades issued on report cards are cumulative in nature. While always remaining open to questions and concerns, I am the final arbiter of all grades. Extra credit may be made available throughout the semester but is not guaranteed. Extra credit is non-negotiable and will not be assigned according to personal need and or desire.

**Classroom Rules:**

1. Follow all MRHS and UCPS policies.
2. Be respectful of yourself, others, and property.
3. No food or drink in class.
4. Use of electronic devices is prohibited in class.

**Discipline Policy:**

*Any or all of the following consequences will apply to you if you choose to not follow the rules:*

Verbal warning	Parent contact
After school detention	Office referral

**Requirements:**

- Students will be required to come to class prepared every day. Being prepared for AP US History class includes having their notebook, textbook, a pen/pencil, paper and homework, as well as any other materials we will be using that day. Textbooks must have a cover at all times. Students will be required to keep an organized and neat binder notebook, which will be checked randomly throughout the semester. These notebook checks can either add or subtract from a student's overall grade.
- Students will be utilizing the Canvas online learning platform as an enhancement to the learning environment. Students should visit the Canvas site every day to check for class announcements, complete assignments, and connect with other classmates.
- Students will be required to complete daily journal writing on various topics. In addition, students will write a reflection for each day's class in the journal notebook. Journals will be checked and graded randomly.
- Students will be required to answer free response questions (FRQ) on a continual basis throughout the year. Students will be required to meet with me individually at least twice during the year to discuss their writing, points of progress, and areas for improvement.
- Students will be required to read almost every night. This is a very "reading intensive" course and it is imperative that students keep current with all required readings to be prepared for class and the AP exam.
- Students will be required to follow an honor code of academic integrity. At no point during the semester will cheating, plagiarism, or any other type of academic dishonesty be tolerated. Consequences for violating the code of academic integrity will be severe. Refer to your student handbook for further clarification.

**Assessments and Grading Policy:**

There will be an exam at the end of each unit as well as a midterm and a final. The midterm and final will count for 25% of the final average for each semester. The unit exams and midterm will consist of multiple choice, short answer, and free response questions. It is imperative that each student review their notes nightly.

**AP Exam Information:**

*Date:* May 5, 2017

*Time:* 8:00 am

*Location:* TBA

*Format:* 55 multiple choice questions, four short-answer questions (105 minutes) plus two free response questions (90 minutes). The free response section will comprise of one document based question and one long essay question.

*All students enrolled in this course are expected to take the AP exam in May.* Students not taking the exam will not receive the additional quality point associated with AP courses and will only receive honors credit.

**My Approach:**

I tend to use a hybrid approach to my teaching, balancing traditional methods such as lecture and group discussion with newly available resources like forums and social media. I do use PowerPoint presentations at times, but these are more for viewing images and other sources, not just for note taking. I am also a fan of audio and video supplements when they are appropriate and relevant. The material in AP US History is complex and our time is limited, so I do not intend to try and cover the material in detail. I will focus on the "big picture" and look for connections among different historical periods. You are an AP student – I am expecting that you can take care of your own learning using the required readings and assignments. My goal for each of you is to not only pass the AP exam in May, but also to further sharpen your historical thinking skills to be successful in college. I base a lot of my class off of what is provided by College Board and what you will see on the AP exam in May. The essays you write in this class come from older AP exams, both released and unreleased.

## **Thematic Learning Objectives:**

Throughout this course, seven themes will serve as common framework for looking at the study of United States History. These seven themes as provided by College Board are as follows:

American and National Identity (NAT) *how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.*

Politics and Power (POL) *how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.*

Work, Exchange, and Technology (WXT) *the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.*

Culture and Society (CUL) *the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of US history*

Migration and Settlement (MIG) *why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.*

Geography and the Environment (GEO) *the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.*

America in the World (WOR) *the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.*

## **The Four Historical Thinking Skills:**

### **1. Analyzing Sources and Evidence**

- Analyzing Evidence: Content and Sourcing *(ability to describe, select, and evaluate relevant evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and draw conclusions about their relevance to different historical issues)*
- Interpretation *(ability to describe, analyze, and evaluate the different ways historians interpret the past)*

### **2. Making Historical Connections**

- Comparison *(ability to identify, compare, and evaluate multiple perspectives on a given historical event in order to draw conclusions about that event; ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts)*
- Contextualization *(ability to connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes)*
- Synthesis *(ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines)*

### **3. Chronological Reasoning**

- Causation *(ability to identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and proximate; ability to distinguish between causation and correlation)*
- Patterns of Continuity and Change over Time *(ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes)*
- Periodization *(ability to describe, analyze, and evaluate different ways that historians divide history into discrete and definable periods)*

### **4. Creating and Supporting a Historical Argument**

- Argumentation *(ability to create an argument and support it using relevant historical evidence; ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument)*

## Optional Book Review:

Choose a book\* from the following selections:

- Charles C. Mann – *1491; 1493*
- Joseph Ellis – *Founding Brothers*
- David McCullough – *1776*
- Cokie Roberts – *Founding Mothers*
- Jon Meacham – *American Lion*
- Doris Kearns Goodwin – *Team of Rivals*
- Jay Winik – *April 1865*
- Dee Brown – *Bury My Heart at Wounded Knee*
- David Pietrusza – *1920: The Year of the Six Presidents*
- Mark Kurlansky – *1968: The Year that Rocked the World*
- Mark Pendergrast – *God, Country, and Coca Cola*
- James Chace – *1912: Wilson, Roosevelt, Taft and Debs - The Election that Changed the Country*

Begin the book review with a **complete and correct** bibliographic citation using Turabian format. There is no title for a historical book review. The book review must be 5-7 typed pages in the following format: 12 pt. Times New Roman font, double spaced, with one-inch margins. Deviations from this format will result in lost points. You must find a way to tie the book into a discussion we had in class or some other classroom activity.

Your book review must include the following:

- *an introduction to the book and its topic*
- *background information on the author*
- *the basic argument put forth in the book*
- *evidence the author provided to prove the argument*
- *positive and negative aspects of the book*
- *your evaluation of the book*
- *a brief conclusion*

An ideal book review will address the following:

- *sources the author used*
- *the author's methods and research*
- *the clarity, validity, and proving of the thesis*
- *the author's use of evidence*
- *the author's interpretations*
- *how the book reads overall*

Remember, this is a book *review*, not a book *report*. Students must be able to critically analyze what a historian has to say about a particular document.

***\*Books chosen for review by a student may not be used for the portfolio assignment.***

## Assignment and Assessment Descriptions:

Mock DBQ Analysis: You will be assigned ten DBQs found in the back of the Pageant book. For each DBQ, you will find the purpose and meaning of each document, describe any influence that the author's point of view, audience, or purpose has on the document, connect the documents to outside knowledge and context in at least two ways, and write a thesis statement that answers the question.

Forum Discussions: Students will be required to participate in online discussion forums using the Canvas online learning portal. These will be done outside of class time on the student's own time. Computers are available in the media center for those students who do not have internet access at home. Each forum will deal with a different thematic learning objective where students will be required to answer a question and respond to other classmates. The goal of the online forums is to engage all students in meaningful discussions as a way to further understanding of subject material. Discussion forums are due every other Monday.

Unit Vocabulary: You are required to define vocabulary terms for all units of study in this course. There is a great deal of material to be covered this year. Your vocabulary terms will help you review the content that was covered during the study of each unit. Using note cards, you will define each of the terms listed, give its historical context, connect it to one of the seven AP US History themes, and identify any linkages to other regions, time periods, or societies. Using knowledge from your reading and vocabulary, you will create four free response summaries for each unit that includes a thesis statement and at least four examples of relevant historical evidence. One summary should deal with periodization, another with continuity and change over time, one with causation, and the last should be a comparison. Each summary should clearly identify at least one Key Concept. Vocabulary and free response summaries will be due the day of the unit exam.

Zinn Readings: You will be reading Howard Zinn's *A People's History of the United States* this year. For each chapter, you will be assigned questions to answer. Specific evidence from the text must be used to support your answers. The questions will be posted on Canvas. Chapters 21-25 will be presented in a seminar format.

Johnson Readings: You will also be reading Paul Johnson's *A History of the American People* this year. The book is broken down into eight parts. For each part of the book, you will write a 500-700 word paper, analyzing Johnson's argument and explaining how the argument was supported by specific evidence throughout the section. You will also give your overall evaluation of the effectiveness of Johnson's argument for the section.

Unit Exams: You will be assessed on your knowledge of US history a minimum of eight times. The unit exams will be cumulative in nature, and are composed of multiple choice, short answer, and free response questions. The free response questions will be either a document-based question or long essay question. The long essay question will assess one of the following: causation, periodization, comparison, contextualization, or continuity and change over time. DBQ and LEQ responses must include a thesis statement. The multiple choice/short answer section and free response section will each count for 50% of the unit exam grade.

Book Portfolio Project: Students will read a novel or nonfiction book about a specific time period, research that time period, create a DBQ with seven documents relating to the book and time period, exchange DBQs, and then peer grade the essays. Later in the year, we will conduct a seminar to present information about books and time periods. This can be done with a partner. More details will be given out in class at a later date.

Oral History Project: Students will create an oral history for an event in the second half of the 20th century. You will interview at least one person (but are encouraged to interview more) and create one of the project options (documentary, webpage, paper, exhibition) to showcase the history you uncovered. Please read and follow the Smithsonian Oral History Guide that is located on Canvas for instructions and best practices for how to complete an oral history. More details will be given out in class at a later date.

### **Research Paper:**

A key component in any history class is the ability to research a particular topic, synthesize information from various sources, and reach a conclusion that either proves or disproves an individual thesis. Effective research and writing is a skill that not only will be used in future classes in high school, but in life as well. A well-educated citizenry should be aware of the world around them to make informed decisions regarding matters from politics to daily economics.

Your assignment is to pick a topic that you believe is a turning point event in United States History. You will be assigned a time period on which your topic must come from. Then, you will need to find a specific topic that suits you and excites you about your research and a thesis on which your paper will be centered. You will then be responsible for locating resources which will help prove your thesis. Your paper must be based on both primary and secondary source research. You will be presenting your research to the class in a 5-7 minute presentation at the end of the semester.

The research paper must be 7 to 10 complete, double-spaced pages long. Anything less or more will be deducted points from the final grade. **The paper must be typed using normal Times New Roman 12 pt. font (not bold) with 1" margins and no additional spaces between paragraphs.** Anything deviating from this standard will be docked points from the final grade. If you have a question about how to format your paper, it is *your* responsibility to ask. References will be footnoted with a works cited page using Turabian format. Details on how to do this will be discussed in class at a later date. This paper must be turned in on paper as well as electronically. Plagiarism will not be tolerated in any form on this paper and will be given an automatic zero. If you have a question about what is or is not accepted, **ask before you assume anything.**

### **Course Outline:**

This course will be covered for the most part in chronological order starting with the year 1491 and continuing into the present. Each of our course units will be based on certain historical periods. Periodization is key to understanding the big picture of US History. For the purpose of this course and the AP exam, US History is divided into nine periods that will be covered in eight units. Each unit will be roughly the time in the course that it will be represented on the AP exam.

## **Units 1/2 – 1491 to 1754**

Unit Exam: Friday, September 30<sup>th</sup>, 2016

*Overview:* On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world. Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

This comprises Chapters 1-6 of the Pageant book. You will be responsible for this reading. Supplemental reading can be found in Chapters 1-3 of the Zinn book and Part 1 of the Johnson book. Unless otherwise provided, primary and secondary sources can be found in the 50 Core Documents book or Documents in US History CD-ROM. Primary and secondary sources will be analyzed using either AP PARTS, HIPPO, or SOAPSTone before being discussed in class.

### **Topics to be covered**

Native Societies in North America	English Colonization in the Western Hemisphere
European Expansion into North America	New England, Middle, Southern and British West Indies Colonies
Spanish Settlement in the New World	The Atlantic Economy
Changes Resulting from Contact between Native American, Europeans, and Africans	Slavery in the British Colonies
Spanish, French, and Dutch Colonization in North America	Colonial Resistance to British Rule

### **Primary sources used for this period** (T: Textual; V: Visual; Q: Quantitative; M: Map)

A Jamestown settler describes life in Virginia (T)	Map of the New World, with European settlements and American Indian tribes, 1730 (M)
Arguments for educating women, 1735 (T)	Secotan, an Algonquian village, ca. 1585 (V)
Bartolomé de Las Casas debates the subjugation of the Indians, 1550 (T)	Sir Francis Drake's attack on St. Augustine (V)
Carte de la Louisiane et du cours du Mississipi (M)	Slave Imports to the New World, 1601–1810 (Q)
Columbus reports on his first voyage, 1493 (T)	Slave revolt in the West Indies, 1733 (T)
Estimated Religious Census, 1775 (Q)	Spain authorizes Coronado's conquest in the Southwest, 1540 (T)
Ethnic and Racial Composition of the American People, 1790 (Q)	The Doctrine of Discovery, 1493 (T)
Landing of Columbus, 1492 (V)	The Spanish Armada, 1588 (M)

### **Vocabulary Terms**

Adam Smith	European Expansion (global perspective)	Maryland Toleration Act	Sextant
Anglicization		Mercantilism	Shared labor market
Bartolome De Las Casas	Exploration and conquest of America	Mestizo	Smallpox
Beaver Wars		Metis	Stamp Act
Caste system	First Great Awakening	Mission settlements	Tobacco
Chinook	Hereditary privilege	Molasses Act	Three sisters (agriculture)
Clipper Ships	Jean Jacques Rousseau	Mulatto	Triangular Trade
Columbian Exchange	John Locke	Navigation Acts	Vaqueros
Dominion of New England	Joint-stock companies	Pennsylvania founding	Wampanoag
Dutch colonial efforts	Juan de Onate	Portuguese Explores	Wool Act
Encomienda system	Juan de Sepulveda	Praying Towns	Zambo
Enlightenment	King Phillips War	Pueblo revolt	
	Maroon Communities	Scots-Irish	

### **Unit 3 – 1754 to 1800**

Unit Exam: Thursday, October 27<sup>th</sup>, 2016

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

This comprises Chapters 7-10 of the Pageant book. You will be responsible for this reading. Supplemental reading can be found in Chapters 4-5 of the Zinn book and Part 2 of the Johnson book. Unless otherwise provided, primary and secondary sources can be found in the 50 Core Documents book or Documents in US History CD-ROM. Primary and secondary sources will be analyzed using either AP PARTS, HIPPO, or SOAPSTone before being discussed in class.

#### **Topics to be covered**

French and Indian War, 1754-1763 (Including Effects on American Indians)  
American Independence from Great Britain  
Leaders and Philosophy of the Movement for American Independence  
Reasons for American Success in the War for Independence  
Effects of the American Revolution on Ideas of Liberty and Equality

The Articles of Confederation, Creation of the US Constitution, and New Government  
US Foreign Policy, 1783-1800  
Formation of Political Parties  
Slavery, American Indians and the New Nation  
The Westward Movement before 1800  
Spanish Colonization before 1800  
The American Identity

#### **Primary sources used for this period** (T: Textual; V: Visual; Q: Quantitative; M: Map)

A plan for a new government, 1775 (T)  
A report on reaction to the Stamp Act, 1765 (T)  
Declaration of Independence, 1776 (T)  
Evolution of the Cabinet (Q)  
Hamilton's Financial Structure Supported by Revenues (Q)  
Main Centers of Spanish and British Influence After 1783 (M)  
Paul Revere's Boston Massacre engraving (V)  
Phillis Wheatley's poem on tyranny and slavery (T)  
Proclamation of 1763 (T)

Ratification of the Constitution (Q)  
Receipt for land purchased from the Six Nations (T)  
Revolution in the North, 1775–1776 (M)  
The Articles of Confederation, 1777 (T)  
The Battles of Lexington and Concord, 1775 (T)  
The Stamp Act, 1765 (V)  
The State of the English colonies, 1755 (T)  
The Two Political Parties, 1793–1800 (Q)  
War in the South, 1780–1781 (M)  
Washington's First Inaugural Address, 1789 (T)  
Western Land Cessions to the United States (M)

#### **Vocabulary Terms**

Abigail Adams  
American Revolution  
Articles of Confederation  
Battle of Fallen Timbers  
Bill of Rights  
British Colonies  
Civil Liberties  
Colonial Independence movement  
Colonization  
Committees of correspondence  
Common Sense (Thomas Paine)  
Constitution (US)  
Declaration of Independence  
Democratic ideas  
Federalism  
Federalists  
Freedom of Speech  
French Revolution  
George Washington  
Gradual Emancipation (Pennsylvania)  
Hamilton's Financial Plan  
Huron Confederation dispersal  
Interchangeable parts  
Intolerable Acts

Iroquois Confederation  
Jay's Treaty  
Kentucky and Virginia Resolves  
Letters from a Pennsylvania Farmer  
Little Turtle and the Western Confederacy  
Loyalist  
Mercy Otis Warren  
National Bank  
Northwest Ordinance  
Patriot  
Paxton Boys  
Pinckney's Treaty  
Pontiac's Rebellion  
Proclamation of 1763  
Proclamation of Neutrality  
Republican motherhood  
Republicanism  
Separation of Powers  
Seven Years' War  
Shays' Rebellion  
Trans-Appalachian West  
Washington's Farewell Address  
Western Hemisphere

## **Unit 4 – 1800 to 1848**

Unit Exam: Friday, November 18<sup>th</sup>, 2016

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

This comprises Chapters 11-17 of the Pageant book. You will be responsible for this reading. Supplemental reading can be found in Chapters 6-8 of the Zinn book and Parts 2 and 3 of the Johnson book. Unless otherwise provided, primary and secondary sources can be found in the 50 Core Documents book or Documents in US History CD-ROM. Primary and secondary sources will be analyzed using either AP PARTS, HIPPO, or SOAPSTone before being discussed in class.

### **Topics to be covered**

Changes in the Political Party System  
The Supreme Court, 1801-1835  
The Market Revolution, American Economy, and Growth of American Industry  
The Southern Economy  
Second Great Awakening and American Reform Movements

American Culture  
Women During the Antebellum Era  
Abolitionism and the Rights of African Americans  
Northern and Westward Migration  
American Expansionism and Internationalism  
Westward Expansion and American Indians  
Slavery in the Territories

### **Primary sources used for this period** (T: Textual; V: Visual; Q: Quantitative; M: Map)

A Founding Father on Missouri Compromise (T)  
A map of the Louisiana Territory, 1806 (M)  
A Mirror for the Intemperate, ca. 1830 (V)  
A northerner's view of southern slavery, 1821 (T)  
A plea to defend the Alamo, 1836 (T)  
American Colonization Society membership certificate, 1833 (V)  
Andrew Jackson to the Cherokee Tribe, 1835 (T)  
Distribution of Slaves, 1820-60 (M)  
Four Barbary States of North Africa, c. 1805 (M)  
House Vote on Tariff of 1846 (Q)  
Indian Removals, 1830–1846 (M)  
Irish and German Immigration, 1830–1900 (Q)  
Jefferson on British aggression, 1815 (T)  
Jefferson's opposition to the Federalists, 1810 (T)

John Quincy Adams & the Amistad case, 1841 (T)  
Lowell Mill Girls and the factory system, 1840 (T)  
Lydia Maria Child on women's rights, 1843 (T)  
Major Campaigns of the Mexican War (M)  
Missouri Compromise and Slavery, 1820–21 (M)  
Population Increase, Including Slaves and Indians, 1790–1860 (Q)  
Principal Canals in 1840 (M)  
Slaveowning Families, 1850 (Q)  
Southern Cotton Production, 1820-60 (M)  
The horrors of slavery, 1805 (T)  
The Monroe Doctrine, 1823 (T)  
The Texas Revolution, 1836 (M)  
The Three US Invasions of 1812 (M)  
U.S.–British Boundary Settlement, 1818 (M)

### **Vocabulary Terms**

African chattel	Democratic-Republican Party	Lowell System	Railroad Building
American System	Evangelical Christian churches	<i>Marbury v. Madison</i>	Richard Allen
Baldwin Locomotive Works	Evangelical religious fervor	<i>McCulloch v. Maryland</i>	Samuel Slater
Canals	Free-labor manufacturing economy	Mechanical Reaper	Second Great Awakening
Catawba Nation	Hartford Convention	Missouri Compromise	Seminole Wars
Charles Finney	Hudson River School	Monroe Doctrine	Seneca Falls Convention
Communication	Indian Removal Act	Mormons	Steel Plow
revolution in antebellum period	John Audubon	Nullification Crisis	Utopian societies
Cult of domesticity	Louisiana Purchase	Participatory democracy	War Hawks
David Walker		Political parties	Whigs
Democratic Party		Positive Good theory	<i>Worcester v. Georgia</i>
		Property qualifications to vote	



## **Unit 5 – 1844 to 1877**

Unit Exam: Friday, December 16<sup>th</sup>, 2016

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

This comprises Chapters 18-22 of the Pageant book. You will be responsible for this reading. Supplemental reading can be found in Chapter 9 of the Zinn book and Parts 3 and 4 of the Johnson book. Unless otherwise provided, primary and secondary sources can be found in the 50 Core Documents book or Documents in US History CD-ROM. Primary and secondary sources will be analyzed using either AP PARTS, HIPPO, or SOAPSTone before being discussed in class.

### **Topics to be covered**

Manifest Destiny and Settlement of the American West  
The Westward Movement's Effect on Hispanics and American Indians  
The United States and Asia  
European Migration and American Nativism  
The Free-Soil and Abolitionist Movements  
Southern Defense of Slavery  
Slavery in the Territories

Creation of the Republican Party  
The Election of 1860  
The Civil War, 1861-1865  
The Abolition of Slavery  
Reconstruction, 1865-1877  
African Americans during and after the Reconstruction Era  
Women's Rights during the Reconstruction Era

### **Primary sources used for this period** (T: Textual; V: Visual; Q: Quantitative; M: Map)

A proposed Thirteenth Amendment to prevent secession, 1861 (T)  
African American soldiers at the Battle of Fort Wagner, 1863 (V)  
An African American protests the Fugitive Slave Law, 1850 (T)  
Bleeding Kansas & the Pottawatomie Massacre (T)  
Buying Frederick Douglass's freedom, 1846 (T)  
Grant's Virginia Campaign, 1864–1865 (M)  
Immigration to United States, 1860–1866 (Q)  
John Brown's final speech, 1859 (T)  
Lincoln's First and Second Inaugural Address (T)  
Main Thrusts, 1861–1865 (M)  
Manufacturing by Sections, 1860 (Q)  
Military Reconstruction, 1867 (M)  
Number of Men in Uniform at Date Given (Q)  
Peninsula Campaign, 1862 (M)

Principal Reconstruction Proposals and Plans (Q)  
Proclamation on suspension of habeas corpus (T)  
Proposed Crittenden Compromise, 1860 (M)  
Runaway slave ad, 1852 (V)  
Seceding States (M)  
Sharecropper contract, 1867 (T)  
Sherman's March 1864–1865 (M)  
Slave auction catalog from Louisiana, 1855 (V)  
Slave Children of New Orleans, 1863 (V)  
Southern Opposition to Secession, 1860–1861 (M)  
Sumner on Reconstruction and the South (T)  
The "House Divided" Speech, ca. 1857–1858 (T)  
The Battle of Gettysburg, 1863 (M)  
The Gettysburg Address, 1863 (T)  
The Road to Gettysburg, Dec. 1862–July 1863 (M)  
The Union Is Dissolved!, 1860 (T)

### **Vocabulary Terms**

Abraham Lincoln  
Annexing Texas  
Antebellum reforms  
Blanche Bruce  
Colored Farmer's Alliance  
Commodore Mathew Perry  
Compromise of 1850  
Confederate States of America  
Dred Scott  
Election of 1960  
Emancipation  
Proclamation  
Gettysburg  
Gold Rush  
Hiram Revels  
Homestead Act  
John C. Calhoun  
Kansas/Nebraska Act

Know Nothings  
Lydia Child  
March to the Sea (Sherman)  
Mariano Vallejo  
Mexican-American War  
Nullification  
Oregon Border dispute  
Parochial Schools  
Personal liberty  
Pueblo  
Republican Party  
Sand Creek Massacre  
Secession  
Sharecropping  
States' Rights  
Thirteenth-Fourteenth-Fifteenth Amendments  
Webster-Ashburton Treaty

## **Unit 6 – 1865 to 1898**

Unit Exam: Friday, February 3<sup>rd</sup>, 2017

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

This comprises Chapters 23-27 of the Pageant book. You will be responsible for this reading. Supplemental reading can be found in Chapters 10-11 of the Zinn book and Part 5 of the Johnson book. Unless otherwise provided, primary and secondary sources can be found in the 50 Core Documents book or Documents in US History CD-ROM. Primary and secondary sources will be analyzed using either AP PARTS, HIPPO, or SOAPSTone before being discussed in class.

### **Topics to be covered**

The Industrial Revolution  
Formation of Trusts and Monopolies  
The American Labor Movement  
The Southern Economy  
American Social and Economic Theory  
Farmers' Organizations and the Populist Movement  
Immigration and Domestic Migration during the  
Late 1800s

The Effect of Urbanization on Politics, Society, and  
Culture  
Migration to and Conquest of the American West  
Government Corruption and Reform  
Discrimination and Segregation  
Women's Activism and the Struggle for Women's  
Rights

### **Primary sources used for this period** (T: Textual; V: Visual; Q: Quantitative; M: Map)

American Industry in 1900 (M)  
Annual Immigration 1860–2001 (Q)  
Anti-corporate cartoons, ca. 1900 (V)  
Building Carnegie Hall, 1889 (T)  
Cattle Trails (M)  
Chinese Population in the Continental United  
States, 1850–1900 (Q)  
Dewey's Route in the Philippines, 1898 (M)  
Educational Levels, 1870–2001 (Q)  
Frederick Douglass on the disfranchisement of  
black voters, 1888 (T)  
Homesteads from the Public Lands (Q)  
Horace Greeley: "Go West," 1871 (T)

Indian Wars, 1860–1890 (M)  
Indian Wars: The Battle of Washita, 1868 (T)  
Myth and Reality in the West (M)  
Official photograph from the "Golden Spike"  
Ceremony, 1869 (V)  
Old and New Immigration (by decade) (Q)  
People's Party campaign poster, 1892 (V)  
Persons in United States Lynched, 1882–1970, (Q)  
San Francisco's Chinatown, 1880 (V)  
The Cuban Campaign, 1898 (M)  
The Grange Movement, 1875 (V)  
The Haymarket Affair, 1886 (T)  
United States Expansion, 1857–1917 (M)

### **Vocabulary Terms**

American Federation of Labor	Florence Kelley	Laissez-faire	Progressive Reformers
American Protective Association	Ghost Dance Movement	Land Grant colleges	Racial gradations
Anthracite coal mining	Gilded Age	Las Gorras Blancas	Racial stereotyping
Boomtown areas of West	Gospel of Wealth	Little Big Horn	Referendum
Capitalism	Grange Movement	Minstrel shows	Robert Smalls
Chief Joseph	Henry George	Mother Jones	Settlement Houses
Chinese Exclusion Act	Holding companies	National Parks	Social Darwinism
Closing of the Frontier	Ida B. Wells	National Woman Suffrage Association	Social Gospel
Conspicuous consumption	Industrialization	New Immigrants vs Native-born	Telegraphs
Dawes Act	Interstate Commerce Act	People's Party (Populists)	Urban Middle class
Edward Bellamy	J. P. Morgan	Plessy v. Ferguson	US Fish Commission
Elizabeth Cady Stanton	Jane Addams	Political machines	Women's Christian Temperance Union
	John D. Rockefeller		Yiddish Theater
	Knights of Labor		
	Labor unions		

## **Unit 7 – 1890 to 1945**

Unit Exam: Thursday, March 9<sup>th</sup>, 2017

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

This comprises Chapters 28-35 of the Pageant book. You will be responsible for this reading. Supplemental reading can be found in Chapters 13-15 of the Zinn book and Parts 5 and 6 of the Johnson book. Unless otherwise provided, primary and secondary sources can be found in the 50 Core Documents book or Documents in US History CD-ROM. Primary and secondary sources will be analyzed using either AP PARTS, HIPPO, or SOAPSTone before being discussed in class.

### **Topics to be covered**

Economic Developments during the Early 1900s  
The Progressive Era, 1901-1917  
US Foreign Policy during the Late 1800s and Early 1900s  
World War I, 1914-1918  
Postwar Red Scare  
Immigration and Domestic Migration during the Early 1900s

American Culture during the Early 1900s  
Political and Cultural Conflict during the 1920s  
The Great Depression and the New Deal, 1929-1945  
US Foreign Policy during the 1920s and 1930s  
World War II, 1939-1945  
Women and Minorities during World War II  
World War II and American Power

### **Primary sources used for this period** (T: Textual; V: Visual; Q: Quantitative; M: Map)

“Food Will Win the War,” 1917 (V)  
“In Flanders Fields” & “The Answer,” 1918 (T)  
Abandoned farm in the Dust Bowl, 1938 (V)  
Annual Immigration and the Quota Laws (Q)  
Bank Failures Before and After the Glass-Steagall Banking Reform Act of 1933 (Q)  
Civilian defense on the home front, 1942 (V)  
Disfranchisement of African American voters in Virginia, 1901 (T)  
Eleanor Roosevelt’s four basic rights, 1944 (T)  
Franklin D. Roosevelt’s First Inauguration, 1933  
Herbert Hoover’s Inaugural Address, 1929 (T)  
Internal Migration in the United States During World War II (M)  
Japanese internment, 1942 (V)

Later Major New Deal Measures, 1933–1939 (Q)  
Limits Imposed by Washington Conference (Q)  
Lynching in America, ca. 1926 (V)  
Main Flow of Lend-Lease Aid (M)  
Major US Operations in France, 1918 (M)  
Recruiting poster for African American soldiers (V)  
The Extent of Erosion in the 1930s (M)  
The United States in the Caribbean, 1898–1941 (M)  
Treaty of Versailles and President Wilson (T)  
Triangle Shirtwaist Factory fire, 1911 (V)  
US Exports to Belligerents, 1914–1916 (Q)  
Unemployment, 1929–1942 (Q)  
United States Thrusts in the Pacific, 1942–1945 (M)  
Women’s suffrage poster, 1915 (V)  
World War II in Europe and North Africa (M)

### **Vocabulary Terms**

American Expeditionary Force  
Atlantic Charter  
Atomic Bomb  
Automobiles  
Axis Powers  
Booker T. Washington  
Clayton Anti-Trust Act  
Conservation  
Dollar Diplomacy  
Edward Hooper  
Federal Deposit Insurance Corporation

Federal Reserve Bank  
Federal Writers’ Project  
First Red Scare  
Franklin D. Roosevelt  
Great Depression  
Great Migration  
Harlem Renaissance  
Huey Long  
Imperialists/Anti-imperialists)  
Internal migrants  
Jazz  
John L. Lewis

League of Nations  
Liberalism  
Manhattan Project  
Motion pictures  
National Recovery Administration  
Neutral trading rights  
Neutrality Acts  
New Deal  
Pearl Harbor  
Radio  
Religious  
Fundamentalism

Sierra Club  
Social Security Act  
Sonar  
Spanish-American War  
Stimson Doctrine  
Subsidies  
Washington Naval Conference  
Women’s Rights Movement  
Woodrow Wilson

## **Unit 8 – 1945 to 1980**

Unit Exam: Friday, April 7<sup>th</sup>, 2017

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

This comprises Chapters 36-39 of the Pageant book. You will be responsible for this reading. Supplemental reading can be found in Chapters 16-20 of the Zinn book and Parts 7 and 8 of the Johnson book. Unless otherwise provided, primary and secondary sources can be found in the 50 Core Documents book or Documents in US History CD-ROM. Primary and secondary sources will be analyzed using either AP PARTS, HIPPO, or SOAPSTone before being discussed in class.

### **Topics to be covered**

US Foreign Policy after World War II  
The Red Scare  
Decolonization and the Spread of Nationalism  
The US and Latin America and the Middle East  
War in Southeast Asia — Korea and Vietnam  
The Civil Rights Movement  
1960s Liberalism and the War on Poverty

Post-War Economic Prosperity and Immigration  
The Rights Revolution and the Environmental Movement  
Post-World War II Culture and Society  
Attacks on 1960s Liberalism and the Rise of Conservatism  
The Malaise of the Late 1970s

### **Primary sources used for this period** (T: Textual; V: Visual; Q: Quantitative; M: Map)

Civil rights posters, 1968 (V)  
Distribution of Population Increase, 1950–2002 (M)  
Don't Buy a Ford Ever Again, ca. 1960 (V)  
George Wallace on segregation, 1964 (T)  
Harry S. Truman responds to McCarthy, 1950 (T)  
J. Edgar Hoover on campus unrest, 1970 (T)  
John F. Kennedy's Inaugural Address, 1961 (T)  
Median Family Income, 1970–2001 (Q)  
National Defense Budget, 1940–2003 (Q)  
Occupational Distribution of Working Women, 1900–2000 (Q)  
Physicists predict a nuclear arms race, 1945 (T)  
Postwar Partition of Germany (M)  
Poverty in the United States, 1960–2001 (Q)

President Ford's statement on pardoning Richard Nixon, 1974 (T)  
Presidential Election of 1960 (M)  
Robert Kennedy on civil rights, 1963 (T)  
The assassination of John F. Kennedy, 1963 (T)  
The Far East, 1955–1956 (M)  
The History of the Consumer Price Index, 1967–2002 (Q)  
The Shifting Front in Korea (M)  
United States Foreign Aid, Military and Economic, 1945–1954 (M)  
Vietnam and Southeast Asia, 1954–1975 (M)  
Women in the Labor Force, 1900–2008 (est.) (Q)

### **Vocabulary Terms**

Baby Boom  
*Regents of the University of California v. Bakke*  
Beat Movement  
Black Panthers  
Braceros Program  
*Brown v. Board of Education*  
Civil Rights Act 1964  
Civil Rights Movement  
Clean Air Act  
Cold War  
Collective security  
Communism  
Containment  
Counterculture  
Decolonization  
Demographic changes  
Desegregation  
Détente  
Fannie Lou Hamer  
Feminine Mystique  
Gloria Steinem  
Great Society  
*Griswold v. Connecticut*  
Hydrogen Bomb  
Inflation of the 1970s  
Interior Department  
Internment of Japanese  
Iran Hostage crisis

Korean War  
Luisa Moreno  
Lyndon Johnson  
Massive Retaliation  
Medicaid  
Medicare  
Middle-class suburbanization  
Military-industrial complex  
*Miranda v. Arizona*  
Nuclear arsenal  
Oil Embargo  
OPEC  
Rachel Carson

Red Scare  
Rock and Roll  
Space Race  
START I  
Students for a Democratic Society  
Suez Crisis  
Sun Belt  
Tennessee Valley Authority  
The Affluent Society  
Thurgood Marshall  
Trade with China  
Vietnam War  
Watergate

## **Unit 9 – 1980 to Present**

Unit Exam: Tuesday, April 25<sup>th</sup>, 2017

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

This comprises Chapters 40-42 of the Pageant book. You will be responsible for this reading. Supplemental reading can be found in Chapters 21-25 of the Zinn book and Part 8 of the Johnson book. Unless otherwise provided, primary and secondary sources can be found in the 50 Core Documents book or Documents in US History CD-ROM. Primary and secondary sources will be analyzed using either AP PARTS, HIPPO, or SOAPSTone before being discussed in class.

### **Topics to be covered**

Reagan's Conservative "Revolution" and Policies that Followed

The End of the Cold War and the Events that Followed

The War on Terrorism

Changes in the American Economy  
Technology, Energy, and the Environment

Immigration and Domestic Migration

The Transformation of American Society

The United States in the Early 21st Century

### **Primary sources used for this period** (T: Textual; V: Visual; Q: Quantitative; M: Map)

America in Red and Blue (M)

Barack Obama's First Inaugural Address, 2009 (T)

Central America and the Caribbean (M)

Christmas in Kuwait, 1990 (T)

Deficits into Surpluses and Back Again (Q)

Demographic Profile of Women, Minorities, and the Foreign-born in Nonacademic Science and Engineering Occupations, 1980–2000 (Q)

Discovering a mass grave in Iraq, 2003 (T)

Ethnic and Religious Groups [in Iraq] by Percent of Total Population (Q)

Government Expenditures for Social Welfare, 1930–2003 (Q)

Iraq in Transition (M)

Operation Desert Storm: The Ground War, February 23–27, 1991 (M)

Percent of Total Population Living in Metropolitan Areas and in Their Central Cities and Suburbs, 1910–2000 (Q)

Percentage of Working Married Women with Children (Husband Present), 1950–2002 (Q)

Pictures from Time Magazine 9/11 Edition (V)

Political cartoons from 2000 election (V)

Reagan Speech: "Tear down this wall," 1987 (T)

Ronald Reagan on economics and political parties, 1962 (T)

Share of Income Received by Families, by Quintile, 1970–2000 (Q)

Sources of Latino Population in the United States, 2000 (Q)

The End of the Cold War Changes the Map of Europe (M)

The Middle East (M)

The National Debt, 1930–2002 (Q)

The Rise and Fall of the NASDAQ Composite Index, 1994–2004 (Q)

Who Pays Federal Income Taxes? (Q)

Widening Income Inequality (Q)

### **Vocabulary Terms**

Big Government

Class

Conservatism

Contract with America

Corporate growth

Cultural blending

Deficits (budget)

Don't Ask, Don't Tell

Focus on the Family – 1980s

Free Trade agreements

Gender

Globalization

Gloria Steinem

Health Care Reform

Immigration Reform and Control Act of 1986

Internet

Limited welfare state

Mikhail Gorbachev

North American Free

Trade Agreement

Phyllis Schlafly

*Planned Parenthood v. Casey*

Ronald Reagan

SDI (Star Wars Defense Initiative)

September 11, 2001 attacks

Social Justice

Social Safety net

Tax Cuts (Reagan and Bush)

War on Terror

Wars (Afghanistan and Iraq)

World Trade Center

Xenophobia

## **Weekly Course Plan**

### **Week 1 (8/29 – 9/2)**

*Monday* – Intro to AP US History

*Tuesday* – What is History?

*Wednesday-Friday* – Historical Thinking Skills

### **Week 2 (9/5 – 9/9)**

*Monday* – No School

Discussion Forum – Initial post due: *Why have people migrated to, from, and within North America?* (MIG-1.0)

*Tuesday* – Earliest Americans (Key Concept: 1.1; Theme: MIG, NAT)

Pageant Reading – pp. 4-13

*Wednesday* – Columbian Exchange (Key Concept: 1.2; Theme: MIG, GEO)

Pageant Reading – pp. 13-15

*Thursday* – Spanish America (Key Concept: 1.2, 2.1; Theme: MIG, GEO, WXT)

Pageant Reading – pp. 16-24

Assignment – Pageant Ch. 1

*Friday* – England Prepares for Colonization (Key Concept: 1.1, 2.1; Theme: GEO, CUL)

Pageant Reading – pp. 25-32

Assignment – Zinn Ch. 1

### **Week 3 (9/12 – 9/16)**

*Monday* – Early Colonial Slavery (Key Concept: 1.2, 2.2; Theme: MIG, WXT)

Pageant Reading – pp. 32-36

Discussion Forum – Replies due: *Why have people migrated to, from, and within North America?* (MIG-1.0)

*Tuesday* – Colonizing the Carolinas (Key Concept: 2.1; Theme: POL, CUL, WXT)

Pageant Reading – pp. 36-42

Assignment – Pageant Ch. 2

*Wednesday* – Plymouth Plantation (Key Concept: 1.1, 2.1; Theme: WXT, NAT)

Pageant Reading – pp. 43-48

Assignment – Zinn Ch. 2

*Thursday* – The Expansion of New England (Key Concept: 2.1; Theme: WXT, CUL)

Pageant Reading – pp. 48-55

*Friday* – The Dutch and Quakers (Key Concept: 2.2; Theme: CUL, NAT, MIG)

Pageant Reading – pp. 55-63

Assignment – Pageant Ch. 3

### **Week 4 (9/19 – 9/23)**

*Monday* – The Importance of Tobacco (Key Concept: 2.1; Theme: GEO, WXT)

Pageant Reading – pp. 66-72

Discussion Forum – Initial post due: *How and why have debates over American national identity changed over time?* (NAT-3.0)

*Tuesday* – Origins of American Slavery (Key Concept: 1.2, 2.1; Theme: MIG, NAT, WXT)

Pageant Reading – pp. 72-76

Assignment – DBQ 1: The Transformation of Colonial Virginia, 1606-1700

*Wednesday* – Life of Early Settlers (Key Concept: 2.1, 2.2; Theme: WXT, CUL)

Pageant Reading – pp. 76-83

Assignment – Pageant Ch. 4

*Thursday* – Colonial Social Structure (*Key Concept: 2.2; Theme: CUL, NAT, POL*)

Pageant Reading – pp. 84-90

Assignment – Zinn Ch. 3

*Friday* – The Colonial Economy (*Key Concept: 1.2, 2.1; Theme: WXT, POL*)

Pageant Reading – pp. 90-95

### **Week 5 (9/26 – 9/30)**

*Monday* – Culture in the Colonies (*Key Concept: 2.2; Theme: CUL*)

Pageant Reading – pp. 95-104

Discussion Forum – Replies due: *How and why have debates over American national identity changed over time?* (*NAT-3.0*)

Assignment – Pageant Ch. 5

*Tuesday* – French Beginnings in North America (*Key Concept: 2.1; Theme: MIG, NAT, WXT*)

Pageant Reading – pp. 106-113

Assignment – Johnson Part 1

*Wednesday* – The French and Indian War (*Key Concept: 2.1, 2.2; Theme: WOR, WXT*)

Pageant Reading – pp. 113-118

*Thursday* – Impact of Global Struggles (*Key Concept: 2.1, 2.2; Theme: WOR, POL*)

Pageant Reading – pp. 118-121

Assignment – Pageant Ch. 6

*Friday* – Unit 1/2 Exam

Assignment – Unit Vocabulary

### **Week 6 (10/3 – 10/7)**

*Monday* – Early Release Day: Writing Workshop

Discussion Forum – Initial post due: *How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?* (*GEO-1.0*)

*Tuesday* – Roots of Revolution (*Key Concept: 3.1, 3.2; Theme: POL, CUL*)

Pageant Reading – pp. 122-126

Assignment – DBQ 2: English-Indian Relations, 1600-1700

*Wednesday* – Boston Massacre (*Key Concept: 3.1; Theme: POL, WXT*)

Pageant Reading – pp. 126-132

*Thursday* – Eve of Rebellion (*Key Concept: 3.1, 3.2; Theme: POL, CUL*)

Pageant Reading – pp. 122-139

Assignment – Pageant Ch. 7

*Friday* – Homecoming: Writing Workshop

Assignment – Zinn Ch. 4

### **Week 7 (10/10 – 10/14)**

*Monday* – Toward Independence (*Key Concept: 3.1, 3.2; Theme: CUL, POL*)

Pageant Reading – pp. 140-146

Discussion Forum – Replies due: *How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?* (*GEO-1.0*)

*Tuesday* – Patriots and Loyalists (*Key Concept: 3.2; Theme: NAT, GEO*)

Pageant Reading – pp. 146-154

*Wednesday* – No School

*Thursday* – Treaty of Paris (*Key Concept: 3.3; Theme: GEO, POL, WOR*)

Pageant Reading – pp. 154-161

Assignment – Pageant Ch. 8

*Friday* – Aftermath of the Revolution (*Key Concept: 3.2, 3.3; Theme: NAT, MIG*)

Pageant Reading – pp. 166-171

### **Week 8 (10/17 – 10/21)**

*Monday* – Problems of a New Government (*Key Concept: 3.2, 3.3; Theme: CUL, POL, WXT*)

Pageant Reading – pp. 171-177

Discussion Forum – Initial post due: *Why have different labor systems developed in British North America and the United States, and how have they affected US society?* (WXT-1.0)

*Tuesday* – Constitutional Convention (*Key Concept: 3.2; Theme: POL, CUL*)

Pageant Reading – pp. 177-182

*Wednesday* – PSAT: Writing Workshop

*Thursday* – Federalists and Antifederalists (*Key Concept: 3.2, 3.3; Theme: WXT, POL*)

Pageant Reading – pp. 182-188

Assignment – Pageant Ch. 9

*Friday* – Washington as President (*Key Concept: 3.2; Theme: POL, CUL*)

Pageant Reading – pp. 190-195

Assignment – Zinn Ch. 5

### **Week 9 (10/24 – 10/28)**

*Monday* – Birth of Political Parties (*Key Concept: 3.2, 3.3; Theme: POL, WXT*)

Pageant Reading – pp. 195-197

Discussion Forum – Replies due: *Why have different labor systems developed in British North America and the United States, and how have they affected US society?* (WXT-1.0)

*Tuesday* – Washington's Farewell (*Key Concept: 3.2; Theme: WOR, NAT*)

Pageant Reading – pp. 197-201

*Wednesday* – Alien and Sedition Acts (*Key Concept: 3.2, 3.3; Theme: MIG, POL*)

Pageant Reading – pp. 201-210

Assignment – Pageant Ch. 10

*Thursday* – Unit 3 Exam

Assignment – Unit Vocabulary

*Friday* – Revolution of 1800 (*Key Concept: 4.1; Theme: POL, WXT*)

Pageant Reading – pp. 211-222

### **Week 10 (10/31 – 11/4)**

*Monday* – Jefferson's Foreign Policy (*Key Concept: 4.3; Theme: WOR, GEO*)

Pageant Reading – pp. 222-232

Discussion Forum – Initial post due: *How and why have different political and social groups competed for influence over society and government in what would become the United States?* (POL-2.0)

Assignment – Pageant Ch. 11

*Tuesday* – War of 1812 (*Key Concept: 4.3; Theme: WOR, CUL*)

Pageant Reading – pp. 233-246

Assignment – Zinn Ch. 6

*Wednesday* – Growth of Nationalism (*Key Concept: 4.1, 4.2; Theme: NAT, CUL, GEO*)

Pageant Reading – pp. 246-255

Assignment – Pageant Ch. 12



*Thursday* – Jacksonian Democracy (*Key Concept*: 4.1; *Theme*: MIG, POL, GEO, NAT)

Pageant Reading – pp. 256-272

Assignment – Pageant Ch. 13

*Friday* – Tippecanoe, and Tyler Too (*Key Concept*: 4.1, 4.2, 4.3; *Theme*: POL, WXT)

Pageant Reading – pp. 272-286

Assignment – Johnson Part 2

### **Week 11 (11/7 – 11/11)**

*Monday* – Immigrants and Industrialization (*Key Concept*: 4.1; *Theme*: MIG, WXT)

Pageant Reading – pp. 287-308

Discussion Forum – Replies due: *How and why have different political and social groups competed for influence over society and government in what would become the United States?* (POL-2.0)

Assignment – Zinn Ch. 7

*Tuesday* – No School

*Wednesday* – Growing Infrastructure (*Key Concept*: 4.2; *Theme*: WXT, GEO)

Pageant Reading – pp. 308-319

Assignment – Pageant Ch. 14

*Thursday* – Antebellum Reform (*Key Concept*: 4.1, 4.2; *Theme*: CUL, WXT, NAT)

Pageant Reading – pp. 320-346

Assignment – Pageant Ch. 15

*Friday* – No School

### **Week 12 (11/14 – 11/18)**

*Monday* – King Cotton (*Key Concept*: 4.2; *Theme*: WXT, CUL)

Pageant Reading – pp. 350-357

Discussion Forum – Initial post due: *How have ideas about women's rights and gender roles affected society and politics in the United States?* (CUL-3-0)

Assignment – DBQ 4: The Changing Place of Women, 1600-1700

*Tuesday* – The Abolitionist Crusade (*Key Concept*: 4.1, 4.2; *Theme*: WXT, MIG, NAT)

Pageant Reading – pp. 357-369

Assignment – Pageant Ch. 16

*Wednesday* – Manifest Destiny (*Key Concept*: 4.3; *Theme*: MIG, GEO, NAT)

Pageant Reading – pp. 371-380

Assignment – Zinn Ch. 8

*Thursday* – Mexican-American War (*Key Concept*: 4.2, 4.3; *Theme*: WOR, POL, WXT)

Pageant Reading – pp. 380-389

Assignment – Pageant Ch. 17

*Friday* – Unit 4 Exam

Assignment – Unit Vocabulary

### **Week 13 (11/21 – 11/25)**

*Monday* – Compromise of 1850 (*Key Concept*: 5.1, 5.2; *Theme*: POL, MIG, GEO)

Pageant Reading – pp. 390-401

Discussion Forum – Replies due: *How have ideas about women's rights and gender roles affected society and politics in the United States?* (CUL-3-0)

*Tuesday* – End of the Whigs (*Key Concept*: 5.1, 5.2; *Theme*: POL, WOR)

Pageant Reading – pp. 401-406

Assignment – Johnson Part 3

### **Week 14 (11/28 – 12/2)**

*Monday* – Kansas -Nebraska Act (*Key Concept: 5.1, 5.2; Theme: POL, GEO, NAT, MIG*)

Pageant Reading – pp. 406-408

Discussion Forum – Initial post due: *How have different factors influenced US military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?* (WOR-2.0)

Assignment – Pageant Ch. 18

*Tuesday* – Bleeding Kansas (*Key Concept: 5.1, 5.2; Theme: POL, MIG, NAT*)

Pageant Reading – pp. 409-417

Assignment – DBQ 5: Slavery and Sectional Attitudes, 1830-1860

*Wednesday* – The Dred Scott Decision (*Key Concept: 5.1, 5.2; Theme: NAT, POL, CUL*)

Pageant Reading – pp. 417-420

*Thursday* – Lincoln, Douglas, and John Brown (*Key Concept: 5.1, 5.2; Theme: POL, CUL, NAT*)

Pageant Reading – pp. 420-427

Assignment – Zinn Ch. 9

*Friday* – Election of 1860 (*Key Concept: 5.1, 5.2; Theme: POL, NAT, WXT*)

Pageant Reading – pp. 427-432

Assignment – Pageant Ch. 19

### **Week 15 (12/5 – 12/9)**

*Monday* – Attack on Fort Sumter (*Key Concept: 5.2, 5.3; Theme: GEO, WXT*)

Pageant Reading – pp. 434-444

Discussion Forum – Replies due: *How have different factors influenced US military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?* (WOR-2.0)

*Tuesday* – Northern and Southern Comparisons (*Key Concept: 5.2, 5.3; Theme: WXT, CUL, WOR*)

Pageant Reading – pp. 444-452

Assignment – Pageant Ch. 20

*Wednesday* – Early Release Day: Writing Workshop

*Thursday* – Bull Run to Antietam (*Key Concept: 5.2, 5.3; Theme: POL, WXT*)

Pageant Reading – pp. 453-460

*Friday* – Emancipation Proclamation (*Key Concept: 5.2, 5.3; Theme: POL, MIG, NAT*)

Pageant Reading – pp. 460-469

### **Week 16 (12/12 – 12/16)**

*Monday* – End of the Civil War (*Key Concept: 5.3; Theme: WXT, POL, CUL*)

Pageant Reading – pp. 469-477

Discussion Forum – Initial post due: *How have debates over economic values and the role of government in the US economy affected politics, society, the economy, and the environment?* (WXT-2.0)

Assignment – Pageant Ch. 21

*Tuesday* – Birth of the Freedmen (*Key Concept: 5.3; Theme: NAT, MIG, CUL*)

Pageant Reading – pp. 479-485

*Wednesday* – Reconstructing the South (*Key Concept: 5.3; Theme: POL, GEO, WXT*)

Pageant Reading – pp. 485-496

Assignment – Johnson Part 4

*Thursday* – Johnson vs the Republicans (*Key Concept: 5.3; Theme: POL, WXT*)

Pageant Reading – pp. 496-500

Assignment – Pageant Ch. 22

Friday – Unit 5 Exam  
Assignment – Unit Vocabulary

**Week 17 (12/19 – 12/20)**

Monday – Research Paper Presentations

Discussion Forum – Replies due: *How have debates over economic values and the role of government in the US economy affected politics, society, the economy, and the environment?* (WXT-2.0)

Tuesday – Research Paper Presentations

**Week 18 (1/2 – 1/6)**

Tuesday – Corruption and Compromise (Key Concept: 6.2, 6.3; Theme: POL, GEO, WXT)

Pageant Reading – pp. 504-511

Wednesday – Rise of Jim Crow (Key Concept: 6.3; Theme: NAT, CUL, MIG)

Pageant Reading – pp. 512-520

Assignment – Zinn Ch. 10

Thursday – Cleveland and the Billion Dollar Congress (Key Concept: 6.1, 6.3; Theme: POL, CUL WXT)

Pageant Reading – pp. 520-528

Assignment – Pageant Ch. 23

Friday – Age of the Railroads (Key Concept: 6.1, 6.2; Theme: WXT, CUL)

Pageant Reading – pp. 530-539

**Week 19 (1/9 – 1/13)**

Monday – Robber Barons vs Captains of Industry (Key Concept: 6.1, 6.3; Theme: WXT, CUL)

Pageant Reading – pp. 539-545

Discussion Forum – Initial post due: *How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?* (GEO-1.0)

Assignment – DBQ 7: The Role of Capitalists, 1875-1900

Tuesday – Growth of Labor Unions (Key Concept: 6.1, 6.2, 6.3; Theme: NAT, WXT)

Pageant Reading – pp. 545-556

Assignment – Pageant Ch. 24

Wednesday – Immigration and Urbanization (Key Concept: 6.2; Theme: GEO, WXT, CUL)

Pageant Reading – pp. 558-567

Assignment – Zinn Ch. 11

Thursday – Reactions to New Immigration (Key Concept: 6.2, 6.3; Theme: CUL, NAT, MIG)

Pageant Reading – pp. 567-574

Friday – Reform at the Turn of the Century (Key Concept: 6.3; Theme: CUL, POL)

Pageant Reading – pp. 574-593

Assignment – Pageant Ch. 25

**Week 20 (1/16 – 1/20)**

Monday – No School

Discussion Forum – Replies due: *How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?* (GEO-1.0)

Tuesday – Midyear Review

Wednesday-Friday – Exams

**Week 21 (1/23 – 1/27)**

Monday-Tuesday – Exams

Wednesday – No School

*Thursday – The Indian Wars (Key Concept: 6.2; Theme: POL, GEO, CUL)*

Pageant Reading – pp. 594-604

*Friday – The Closing Frontier (Key Concept: 6.1, 6.2; Theme: GEO, CUL, MIG)*

Pageant Reading – pp. 604-612

Assignment – DBQ 8: The Farmers' Movement, 1875-1900

### **Week 22 (1/30 – 2/3)**

*Monday – Agrarian and Industrial Unrest (Key Concept: 6.1, 6.3; Theme: WXT, POL, NAT)*

Pageant Reading – pp. 612-624

Discussion Forum – Initial post due: *How and why have changes in moral, philosophical, and cultural values affected US history? (CUL-4.0)*

Assignment – Pageant Ch. 26

*Tuesday – Beginnings of Imperial Expansion (Key Concept: 6.2, 7.3; Theme: WOR, CUL, MIG)*

Pageant Reading – pp. 626-630

*Wednesday – Spanish-American War (Key Concept: 6.2, 7.3; Theme: POL, WOR)*

Pageant Reading – pp. 630-640

Assignment – Zinn Ch. 12

*Thursday – Progressive Foreign Policy (Key Concept: 6.2, 7.3; Theme: WOR, MIG, POL)*

Pageant Reading – pp. 640-652

Assignment – Pageant Ch. 27

*Friday – Unit 6 Exam*

Assignment – Unit Vocabulary

### **Week 23 (2/6 – 2/10)**

*Monday – Roots of Progressivism (Key Concept: 7.1, 7.2; Theme: WXT, CUL, GEO)*

Pageant Reading – pp. 656-665

Discussion Forum – Replies due: *How and why have changes in moral, philosophical, and cultural values affected US history? (CUL-4.0)*

*Tuesday – Roosevelt's Square Deal (Key Concept: 7.1, 7.2; Theme: NAT, POL, WXT)*

Pageant Reading – pp. 665-673

Assignment – Zinn Ch. 13

*Wednesday – Dollar Diplomacy (Key Concept: 7.1, 7.3; Theme: WOR, POL, MIG)*

Pageant Reading – pp. 673-678

Assignment – Pageant Ch. 28

*Thursday – Election of 1912 (Key Concept: 7.1, 7.2; Theme: POL, CUL, NAT)*

Pageant Reading – pp. 679-685

*Friday – Wilsonian Foreign Policy (Key Concept: 7.3; Theme: WOR, GEO)*

Pageant Reading – pp. 685-694

Assignment – Pageant Ch. 29

### **Week 24 (2/13 – 2/17)**

*Monday – War Breaks Out (Key Concept: 7.2, 7.3; Theme: WOR, WXT, NAT)*

Pageant Reading – pp. 696-705

Discussion Forum – Initial post due: *How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process? (POL-1.0)*

Assignment – Johnson Part 5

*Tuesday – The US Joins the Allies (Key Concept: 7.3; Theme: WOR, WXT, POL, GEO)*

Pageant Reading – pp. 705-712

*Wednesday* – Early Release Day: Writing Workshop

Assignment – DBQ 9: The United States as World Power, 1895-1920

*Thursday* – Paris Peace Talks (*Key Concept: 7.3; Theme: WOR, GEO, MIG*)

Pageant Reading – pp. 712-718

Assignment – Pageant Ch. 30

*Friday* – Nativism and Prohibition (*Key Concept: 7.2, 7.3; Theme: CUL, MIG, NAT*)

Pageant Reading – pp. 720-732

Assignment – Zinn Ch. 144

### **Week 25 (2/20 – 2/24)**

*Monday* – Roaring Twenties (*Key Concept: 7.1, 7.2; Theme: WXT, CUL, NAT*)

Pageant Reading – pp. 732-745

Discussion Forum – Replies due: *How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?* (*POL-1.0*)

Assignment – Pageant Ch. 31

*Tuesday* – Return to Normalcy (*Key Concept: 7.2; Theme: POL, WOR, NAT*)

Pageant Reading – pp. 746-757

*Wednesday* – Hoover and the Depression (*Key Concept: 7.1, 7.3; Theme: WXT, POL, WOR*)

Pageant Reading – pp. 757-769

Assignment – Pageant Ch. 32

*Thursday* – FDR's Hundred Days (*Key Concept: 7.1, 7.2; Theme: POL, GEO, CUL*)

Pageant Reading – pp. 770-777

*Friday* – Relief, Recovery, and Reform (*Key Concept: 7.1, 7.2; Theme: GEO, POL, WXT*)

Pageant Reading – pp. 778-789

Assignment – Zinn Ch. 15

### **Week 26 (2/27 – 3/3)**

*Monday* – Labor and the Courts (*Key Concept: 7.1, 7.2; Theme: WXT, NAT, CUL*)

Pageant Reading – pp. 789-798

Discussion Forum – Initial post due: *How have changes in migration and population patterns affected American life?* (*MIG-2.0*)

Assignment – Pageant Ch. 33

*Tuesday* – ACT: Writing Workshop

*Wednesday* – Good Neighbor Policy (*Key Concept: 7.2, 7.3; Theme: WOR, MIG*)

Pageant Reading – pp. 800-806

*Thursday* – Responding to Axis Aggression (*Key Concept: 7.3; Theme: WOR, GEO*)

Pageant Reading – pp. 806-817

Assignment – DBQ 10: Foreign Policy, 1930-1941

*Friday* – America Enters the War (*Key Concept: 7.3; Theme: WOR, POL*)

Pageant Reading – pp. 817-820

Assignment – Pageant Ch. 34

**Week 27 (3/6 – 3/10)**

*Monday* – Mobilizing the Economy (*Key Concept: 7.2, 7.3; Theme: MIG, NAT, WXT*)

Pageant Reading – pp. 821-832

Discussion Forum – Replies due: *How have changes in migration and population patterns affected American life?* (*MIG-2.0*)

Assignment – Johnson Part 6

*Tuesday* – The Pacific Theater (*Key Concept: 7.3; Theme: GEO, WOR*)

Pageant Reading – pp. 832-837

*Wednesday* – The Triumphant Allies (*Key Concept: 7.3; Theme: WXT, WOR, MIG*)

Pageant Reading – pp. 837-848

Assignment – Pageant Ch. 35

*Thursday* – Unit 7 Exam

Assignment – Unit Vocabulary

*Friday* – No School

**Week 28 (3/13 – 3/17)**

*Monday* – Sunbelt and Suburbs (*Key Concept: 8.3; Theme: MIG, CUL, NAT*)

Pageant Reading – pp. 852-862

Discussion Forum – Initial post due: *How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?* (*NAT-1.0*)

*Tuesday* – Yalta and Potsdam (*Key Concept: 8.1; Theme: POL, WOR*)

Pageant Reading – pp. 862-868

*Wednesday* – Truman Doctrine and Marshall Plan (*Key Concept: 8.1, 8.3; Theme: WOR, WXT*)

Pageant Reading – pp. 868-874

Assignment – Zinn Ch. 16

*Thursday* – Second Red Scare (*Key Concept: 8.1, 8.2; Theme: POL, CUL, NAT*)

Pageant Reading – pp. 874-877

*Friday* – The Korean War (*Key Concept: 8.1; Theme: WOR, GEO*)

Pageant Reading – pp. 877-880

Assignment – Pageant Ch. 36

**Week 29 (3/20 – 3/24)**

*Monday* – American Commercialism (*Key Concept: 8.3; Theme: CUL, WXT*)

Pageant Reading – pp. 882-890

Discussion Forum – Replies due: *How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?* (*NAT-1.0*)

*Tuesday* – Early Civil Rights Movement (*Key Concept: 8.2, 8.3; Theme: NAT, CUL, POL*)

Pageant Reading – pp. 890-895

Assignment – Zinn Ch. 17

*Wednesday* – Early Release Day: Writing Workshop

*Thursday* – Eisenhower's New Look Policy (*Key Concept: 8.1; Theme: POL, WOR, MIG*)

Pageant Reading – pp. 895-902

Assignment – Johnson Part 7

*Friday* – Election of 1960 (*Key Concept: 8.1, 8.2, 8.3; Theme: POL, WXT*)

Pageant Reading – pp. 902-908

Assignment – Pageant Ch. 37

### **Week 30 (3/27 – 3/31)**

*Monday – The New Frontier (Key Concept: 8.1, 8.2, 8.3; Theme: WOR, MIG, POL)*

Pageant Reading – pp. 909-916

Discussion Forum – Initial post due: *How have events in North America and the United States related to contemporary developments in the rest of the world? (WOR-1.0)*

*Tuesday – Civil Rights Movement (Key Concept: 8.2, 8.3; Theme: NAT, CUL, POL)*

Pageant Reading – pp. 916-922

*Wednesday – Battling for Rights (Key Concept: 8.2, 8.3; Theme: NAT, CUL, POL)*

Pageant Reading – pp. 922-927

Assignment – Zinn Ch. 18

*Thursday – The Great Society (Key Concept: 8.1, 8.2; Theme: POL, CUL, WOR)*

Pageant Reading – pp. 927-930

Assignment – DBQ 11: Conformity and Turbulence, 1950-1917

*Friday – 1968: A Year that Changed America (Key Concept: 8.1, 8.2, 8.3; Theme: WOR, POL, CUL)*

Pageant Reading – pp. 930-936

Assignment – Pageant Ch. 38

### **Week 31 (4/3 – 4/7)**

*Monday – Vietnamization and Détente (Key Concept: 8.1, 8.3; Theme: WOR, POL, MIG)*

Pageant Reading – pp. 938-943

Discussion Forum – Initial post due: *How have events in North America and the United States related to contemporary developments in the rest of the world? (WOR-1.0)*

Assignment – Zinn Ch. 19

*Tuesday – Watergate (Key Concept: 8.1, 8.2; Theme: POL, CUL)*

Pageant Reading – pp. 943-952

*Wednesday – Race and Gender Controversies (Key Concept: 8.2, 8.3; Theme: NAT, WXT)*

Pageant Reading – pp. 952-960

Assignment – Zinn Ch. 20

*Thursday – Carter's Foreign and Domestic Policy (Key Concept: 8.1, 8.2, 8.3; Theme: WOR, CUL, NAT)*

Pageant Reading – pp. 960-965

Assignment – Pageant Ch. 39

*Friday – Unit 8 Exam*

Assignment – Unit Vocabulary

### **Week 32 (4/17 – 4/21)**

*Monday – The Reagan Revolution (Key Concept: 9.1, 9.3; Theme: POL, WXT, CUL, NAT)*

Pageant Reading – pp. 966-979

Discussion Forum – Initial post due: *How have changes in markets, transportation, and technology affected American society from colonial times to the present day? (WXT-3.0)*

Assignment – Johnson Part 8

*Tuesday – End of the Cold War (Key Concept: 9.3; Theme: WOR, MIG, GEO)*

Pageant Reading – pp. 979-988

Assignment – Pageant Ch. 40

*Wednesday – The Clinton Years (Key Concept: 9.2; Theme: POL, CUL, WXT)*

Pageant Reading – pp. 989-998

Assignment – DBQ 12: The Resurgence of Conservatism, 1964-2000

*Thursday* – Bush and the War on Terror (*Key Concept*: 9.1, 9.3; *Theme*: POL, MIG, NAT, GEO)  
Pageant Reading – pp. 998-1010  
Assignment – Pageant Ch. 41

*Friday* – Facing a New Century (*Key Concept*: 9.2, 9.3; *Theme*: NAT, MIG, CUL)  
Pageant Reading – pp. 1011-1022  
Assignment – Zinn Ch. 21-25

**Week 33 (4/24 – 4/28)**

*Monday* – Changes in America (*Key Concept*: 9.2, 9.3; *Theme*: GEO, NAT, CUL)  
Pageant Reading – pp. 1022-1034  
Discussion Forum – Initial post due: *How have changes in markets, transportation, and technology affected American society from colonial times to the present day?* (WXT-3.0)  
Assignment – Pageant Ch. 42

*Tuesday* – Unit 9 Exam  
Assignment – Unit Vocabulary

*Wednesday-Friday* – Exam Review

**Weeks 34 (5/1 – 5/5)**

*Monday* – Exam Review

*Tuesday* – Exam Review

*Wednesday* – Exam Review

*Thursday* – Exam Review

*Friday* – AP Exam

**Week 35 (5/8 – 5/12)**

*Monday* – Exam Debrief

*Tuesday* – Book Project Portfolio Seminar

*Wednesday* – Book Project Portfolio Seminar

*Thursday* – Book Project Portfolio Seminar

*Friday* – Book Project Portfolio Seminar

**Week 36 (5/15 – 5/19); Week 37 (5/22 – 5/26)**

*Monday* – Oral History Project Workday

*Tuesday* – Oral History Project Workday

*Wednesday* – Oral History Project Workday

*Thursday* – Oral History Project Workday

*Friday* – Oral History Project Workday

**Week 38 (5/29 – 6/2)**

*Tuesday* – Oral History Project Presentations

*Wednesday* – Oral History Project Presentations

*Thursday* – Oral History Project Presentations

*Friday* – Oral History Project Presentations



## Classroom Procedures:

1. Upon entering the classroom, the student will: (a) be in his/her seat when the bell rings; (b) place homework in the In Basket and remove graded assignments from the Out Basket; (c) have materials ready for the day: pen, pencil, textbook, notebooks; (d) Begin working on the warm-up assignment; copy questions and complete assignment.
2. When tardy, the student will: (a) Present a valid hall pass signed by an administrator or teacher OR (b) report to the Student Management Center (SMC) within 5 minutes; (c) remember that any missed assignments are the responsibility of the student to complete within 3 days.
3. Electronic devices such as Chromebooks, laptops, and tablets may only be used in the classroom when given express permission from the teacher. Use at any other time is prohibited and grounds for disciplinary action. Students must follow UCPS acceptable use policies at all times.
4. When leaving and/or entering the classroom, the student will: (a) receive a pass to enter the hallways; (b) sign the Sign In/Sign Out Sheet; (c) record and initial the Time In - failure to comply will result in the loss of pass privileges.
5. When a school announcement is made, the student will: (a) freeze; (b) listen to the announcement.
6. When there is a need to sharpen a pencil, the student will: (a) raise their hand and ask permission; (b) sharpen the pencil at the pencil sharpener on the table in the front of the room.
7. When turning in an assignment, the student will: (a) use the following heading on all work - Name, Date, Period; (b) number the question(s); (c) copy the question(s); (d) answer in complete sentences.
8. When turning in work, the student will: (a) place assignment in the In Basket of the appropriate period; (b) remember that all work turned in must be in your own words. Plagiarism or any form of cheating will not be tolerated for any assignment. Consult your handbook for consequences. If you have a question about your work, ask, don't assume; (c) assignments will be returned to the students via the Out Basket; (d) homework is due at the beginning bell of class – it will **not** be accepted late for any reason – please remember to refer to the syllabus and calendar for due dates.
9. When a student is returning from an absence, the student will: (a) present a note to the Attendance Counselor before entering classroom; (b) ask a classmate for the missing notes; (c) check the makeup work file for missed assignments – the assignments will be dated (you will have two days to complete the assignment).
10. When a student has missed a test, the student will: (a) schedule a make-up test – students have 5 days to make up a test (it is your responsibility to schedule any makeup work or tests).
11. When an emergency alert sounds, the student will: (a) line up as quietly and quickly as possible; (b) follow the established route; (c) meet at the appropriate place for attendance to be taken and further instructions given.
12. When the class has ended, the student will: (a) remain at their desks until dismissed – **the bell does not dismiss you**; (b) look around the room – always leave the class cleaner than when you arrived; (c) gather materials; (d) check the assignment calendar for new assignments.

As with any class in high school, there is only success when all three parties (students, parents/guardians, and teachers) work together for success. As a high school student and also a member of an Advanced Placement course, only you are responsible for your own actions and your attitude. A positive attitude will take you far in this class. I look forward to working with you this year in AP US History. I am available to answer your questions or to work one on one with you before or after school by appointment or during my office hours of 7:20 – 7:50 every Tuesday and Thursday. Together, I know that we can have a successful semester. Please remember that the keys to success are effort, enthusiasm, perseverance, respect, and responsibility.

**Other sources consulted in the course:**

Alan Rogers, *Empire and Liberty: American Resistance to British Authority, 1755–1763* (1974)  
Alan Trachtenberg, *The Incorporation of America: Culture and Society in the Gilded Age* (1982)  
Anne C. Rose, *Transcendentalism as a Social Movement, 1830–1850* (1981)  
Charles Beard, *An Economic Interpretation of the Constitution* (1913)  
D. W. Meinig, *The Shaping of America: A Geographical Perspective on 500 Years of Atlantic America* (1986)  
David Bain, *Empire Express: Building the First Transcontinental Railroad* (1999)  
David Potter, *The Impending Crisis, 1848–1861* (1976)  
David Reimers, *Still the Golden Door: The Third World Comes to America* (1986)  
Dick Dabney, *A Good Man: The Life of Sam Ervin* (1976)  
Donald R. Hickey, *The War of 1812* (1989)  
E. Berkeley Tompkins, *Anti-Imperialism in the United States: The Great Debate, 1890–1920* (1970)  
Edmund Morgan, *American Slavery, American Freedom* (1975)  
Gary Nash, *Red, White, and Black: The People of Early America* (1974)  
Gerhard Weinberg, *A World at Arms* (1990)  
Glover Moore, *The Missouri Controversy, 1819–1821* (1953)  
Gordon Wood, *The Creation of the American Republic, 1776–1787* (1969)  
Harry L. Watson, *Liberty and Power: The Politics of Jacksonian America* (1990)  
Helen Hunt Jackson, *A Century of Dishonor* (1881)  
Henry Louis Gates, Jr., *Loose Canons: Notes on the Culture Wars* (1993)  
Immanuel Wallerstein, *The Modern World-System* (1974)  
James McPherson, *Ordeal by Fire: The Civil War and Reconstruction* (1982)  
Joan Hoff Wilson, *Herbert Hoover: Forgotten Progressive* (1975)  
John Bodnar, *The Transplanted: A History of Immigrants in Urban America* (1985)  
John Lewis Gaddis, *The United States and the Origins of the Cold War* (1972)  
Lynn Spiegel, *Make Room for TV: Television and the Family Ideal in Postwar America* (1992)  
Margaret MacMillan, *Paris 1919* (2001)  
Matthew Josephson, *The Robber Barons: The Great American Capitalists, 1861–1901* (1934)  
Maurice Isserman and Michael Kazin, *America Divided: The Civil War of the 1960s* (2000)  
Robert Middlekauff, *The Glorious Cause: The American Revolution, 1763–1789* (1982)  
Robert Utley, *The Indian Frontier of the American West, 1846–1890* (1984)  
Stanley Coben, *Rebellion Against Victorianism: The Impetus for Cultural Change in 1920s America* (1991)  
Stephanie G. Wolf, *As Various as Their Land: Everyday Lives of 18<sup>th</sup> Century Americans* (1994)  
Stephen B. Oates, *To Purge This Land with Blood: A Biography of John Brown* (1970)  
Thomas J. Wertenbaker, *The Founding of American Civilization* (1938)  
William Appleman Williams, *The Tragedy of American Diplomacy* (1959)  
William C. Berman, *America's Right Turn: From Nixon to Bush* (1994)  
William E. Leuchtenberg, *Franklin D. Roosevelt and the New Deal* (1963)

**AP Access and Equity Policy Statement**

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

*I have read the AP Access and Equity Policy Statement and agree that I am willing to accept the challenge of the rigorous academic curriculum associated with AP United States History as stated in this syllabus. I will keep this syllabus in my notebook at all times.*

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Student Signature

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Parent Signature