



What is this course about?

The AP US History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course will have you 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, developing historical arguments, making historical comparisons, and utilizing reasoning about contextualization, causation, and continuity and change over time) 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 you will explore throughout the course 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.

How do I contact the teacher?

Mr. Justin Jones, MSE
justin.jones@ucps.k12.nc.us
704.290.1520 x. 5619
Office hours: 3:10–3:40 (T, H)

What do I need for class?

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

What else should I have?

1. Highlighters
2. Post-it notes
3. Note card holder
4. Colored pencils/markers

What books do we use?

Kennedy, David M., et al. *The American Pageant*. 13th ed. Advanced Placement Edition. Boston: Houghton Mifflin, 2006. Textbook

Kennedy, David M., and Thomas Bailey. *The American Spirit: United States History as Seen by Contemporaries, Volumes I and II*. 11th ed. Boston: Houghton Mifflin, 2006. Primary source reader

Burkett, Christopher, ed. *50 Core American Documents: Required Reading for Students, Teachers, and Citizens*. Ashland, OH: Ashbrook Press, 2014. Primary source reader

Zinn, Howard. *A People's History of the United States*. New York, NY: HarperCollins, 2015. Supplemental reader

How are the assignments graded?

Description of Assignments for the Course	Semester 1	Semester 2
Unit Exams (85 points)	340	340
Vocabulary (30 points)	120	120
Zinn Readings (10 points)	100	90
Free Response Questions (10 points)	40	80
Weekly Quizzes (5 points)	90	60
Forums (5 points)	45	30
Mock DBQ Analyses (5 points)	25	25
Supplemental Activities	50	35
Research Paper (110 points)	110	-
Book Review (80 points)	80	-
Oral History Project (120 points)	-	120
Book Portfolio Project (100 points)	-	100
Total Points	1000	1000

Grading Scale

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

Is this syllabus subject to change?

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor based on the needs of the class. Notice of such changes will be by announcement in class and/or by changes to this syllabus posted on the course Canvas page. This syllabus contains the policies and expectations established for AP US History. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Unless you are prepared to abide by these policies and expectations, you risk losing the opportunity to participate further in the course.

How are grades calculated?

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.

What are the 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.

What is the 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 |

What are the course requirements?

- You will be required to come to class prepared every day. Being a prepared AP US History student means you will have your notebook, textbook, a pen/pencil, paper and homework, as well as any other materials we will be using that day. Your textbook must have a cover.
- You will be utilizing the Canvas online learning platform as an enhancement to the learning environment. Students who want to be successful in the course will visit the Canvas site every day to check for class announcements, complete assignments, and connect with other classmates.
- You will be required to complete daily journal writing on various topics. In addition, you will write a reflection for each day's class in the journal notebook. Journals will be checked and graded randomly.
- You will be required to read almost every night. This is a very "reading intensive" course and it is imperative that you keep current with all required readings to be prepared for class and the AP exam.
- You 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. Required papers for this course may be subject to submission for textual similarity review to Turnitin for the detection of plagiarism.

What about the AP Exam?

Date: May 10, 2019

Time: 8:00 am

Location: TBA

Format: 55 multiple choice questions, three short-answer questions (95 minutes) plus two free response questions (100 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.

Will I be treated with respect?

All students and the instructor are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or for any other reason, may constitute a violation of UCPS Board of Education Policy 4-7, Prohibition Against Unlawful Discrimination, Harassment, Bullying (Students). Any student suspected of engaging in such conduct will be referred to administration.

Can I record in class?

Electronic video and/or audio recording is not permitted during class unless the student obtains permission from the instructor. If permission is granted, any distribution of the recording is prohibited. Students with specific electronic recording accommodations authorized by an IEP or 504 Plan do not require instructor permission; however, the instructor must be notified of any such accommodation prior to recording. Any distribution of such recordings is prohibited. Recordings made by the instructor are for teaching and assessment purposes only and will not be distributed without student permission.

How does Mr. Jones approach this class?

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. I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including mine, is similarly welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect I expect in this class, you will not be permitted to participate further.

How are AP Exam grades calculated?

The Readers’ scores on the short answer questions and free-response questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a grade on AP’s 5-point scale:

AP Grade Qualification	
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

AP Exam grades of 5 are equivalent to A grades in the corresponding college course.

AP Exam grades of 4 are equivalent to grades of A–, B+, and B in college.

AP Exam grades of 3 are equivalent to grades of B–, C+, and C in college

Are there any common themes to what we will learn this year?

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.*

How will this class teach me to think critically?

The AP history courses seek to apprentice students to the practice of history by emphasizing the development of disciplinary practices and skills while learning historical content. Students best develop these practices and skills by investigating the past through the exploration and interpretation of a rich array of primary sources and secondary texts and through the regular development of historical argumentation in writing. Below are the disciplinary practices and reasoning skills that students should develop in all AP history courses.

Every AP US History exam question will assess one or more of these practices and skills.

Analyzing Historical Evidence

Regarding primary sources, you will be assessed on your ability to...

- Describe historically relevant information and/or arguments within a source.
- Explain how a source provides information about the broader historical setting within which it was created.
- Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.
- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations.

Regarding secondary sources, you will be assessed on your ability to...

- Describe the claim or argument of a secondary source, as well as the evidence used.
- Describe a pattern or trend in quantitative data in non-text-based sources.
- Explain how a historian's claim or argument is supported with evidence.
- Explain how a historian's context influences the claim or argument.
- Analyze patterns and trends in quantitative data in non-text-based sources.
- Evaluate the effectiveness of a historical claim or argument.

Argument Development

You will be assessed on their ability to...

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument

AP History Reasoning Skills

You will be assessed on your ability to describe and explain the historical significance of the following:

Contextualization: weighing the relative significance of regional, national, or global contexts for understanding a historical event

Comparison: identifying areas of similarity or difference between historical phenomena, in order to consider possible underlying reasons for similarity or difference

Causation: considering both the immediate causes or effects of an event as well as long-term causes or effects, and assigning a relative significance to each

Continuity and Change over Time: identifying ways that a historical development might be part of a long-term pattern (continuity) or mark a moment of departure from such patterns (change)

Using Historical Reasoning to Develop Effective Historical Arguments

When they study the past, historians inquire into the reasons why historical events, processes, and actions unfolded the way they did. As they begin to articulate possible explanations of these events, historians use reasoning processes that rely on their awareness of different types of causal relationships, connections, and patterns. They then formulate a claim, or thesis, about why the event or process occurred the way it did, and then develop an argument that explains how the claim is supported by the available historical evidence. A strong historical argument also accounts for how some evidence might seem to modify or refute the claim, addressing alternate explanations of the event or process. Each of these elements is addressed in the rubrics for the Document Based Question (DBQ) and Long Essay Question (LEQ).

How is an AP US History DBQ graded?

Thesis/Claim		
1 pt	Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
Contextualization		
1 pt	Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i>
Evidence		
1 pt	Uses the content of at least three documents to address the topic of the prompt.	<i>To earn this point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i>
1 pt	Supports an argument in response to the prompt using at least six documents.	<i>To earn this point, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i>
1 pt	Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.	<i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i>
Analysis and Reasoning		
1 pt	For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.	<i>To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i>
1 pt	Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	<p><i>To earn this point, a response must demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> <i>• Explaining nuance of an issue by analyzing multiple variables</i> <i>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</i> <i>• Explaining relevant and insightful connections within and across periods</i> <i>• Confirming the validity of an argument by corroborating multiple perspectives across themes</i> <i>• Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>

How is an AP US History LEQ graded?

Thesis/Claim		
1 pt	Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
Contextualization		
1 pt	Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i>
Evidence		
1 pt	Provides specific examples of evidence relevant to the topic of the prompt.	<i>To earn this point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i>
1 pt	Supports an argument in response to the prompt using specific and relevant examples of evidence.	<i>To earn this point, the response must use specific historical evidence to support an argument in response to the prompt.</i>
Analysis and Reasoning		
1 pt	Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.	<i>To earn this point, the response must demonstrate the use of historical reasoning to frame or structure an argument.</i>
1 pt	Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	<p><i>To earn this point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> <i>• Explaining nuance of an issue by analyzing multiple variables</i> <i>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects</i> <i>• Explaining relevant and insightful connections within and across periods</i> <i>• Confirming the validity of an argument by corroborating multiple perspectives across themes</i> <i>• Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>

What kind of assignments will I have to complete this year?

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. This assignment does not require an essay.

Reading Quizzes: You will complete weekly reading quizzes that will measure your knowledge of the material in the American Pageant book. These quizzes will be online and are completed outside of class. You will have twenty-five minutes to complete each quiz. Quizzes are due by 11:59 pm each Sunday.

Discussion Forums: You will be required to participate in online discussion forums using the Canvas online learning portal to engage in meaningful discussions to further understanding of the subject material. These will be completed outside of class with components due every Monday. Computers are available in the media center for those students who do not have internet access at home. Each biweekly forum will deal with a different thematic learning objective where you will be required to answer a question (due by the first Monday) and respond to other classmates (due by the second Monday).

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 assessed using a seminar format.

Free Response Questions: Free response questions written throughout the year that will be either a document-based question or long essay question. The long essay question will assess one of the following historical thinking skills: causation, comparison, or continuity and change over time. All DBQ and LEQ responses must include a thesis statement, contextualization, evidence, and analysis and reasoning. Not all written free response essays will receive points according to the syllabus. You will be required to meet with the teacher individually during the year to discuss your writing, points of progress, and areas for improvement.

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, explain its historical context, identify which Key Concept the term belongs to, and describe a connection to a learning objective associated with one of the seven AP US History themes. Notecards are due the day of the unit exam. Key Concepts, Thematic Learning Objectives, and a sample notecard can be found on Canvas.

Unit Exams: You will be assessed on your knowledge of US history throughout the year. The unit exams will be cumulative in nature, and are composed of multiple choice, short answer, and free response questions.

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 are skills 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 first semester. Specific due dates for components of the research paper will be noted on Canvas.

Your paper must be in the range of 2000-2500 words. Anything less or more will be deducted points from the final grade. **The paper must be typed using double-spaced 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 Chicago/Turabian format. 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.**

Book Portfolio Project: You 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. More details will be given out in class at a later date.

Oral History Project: You 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. This can be done with a partner. More details will be given out in class at a later date.

Book Review: Choose a book* from the following selections:

List A

- Charles C. Mann – *1491; 1493*
- Joseph Ellis – *Founding Brothers; American Creation; American Sphinx*
- David McCullough – *1776; John Adams*
- Cokie Roberts – *Founding Mothers*
- Jon Meacham – *American Lion*
- Doris Kearns Goodwin – *Team of Rivals*
- Jay Winik – *The Great Upheaval; April 1865*
- Dee Brown – *Bury My Heart at Wounded Knee*
- C. Vann Woodward – *The Strange Career of Jim Crow*

List B

- Michael McGerr – *A Fierce Discontent*
- James Chace – *1912: Wilson, Roosevelt, Taft and Debs*
- 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*
- Glenda Gilmore – *Defying Dixie*
- Timothy Tyson – *The Blood of Emmitt Till*

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 1200-1500 words 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*. You must be able to critically analyze what a historian has to say about a particular document.

****Only List A books are eligible for review during the fall semester. A book from List B may be reviewed during the spring semester for additional credit. Books chosen for review by a student may not be used for the portfolio assignment.***

How is this course structured?

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. Following the example of many subfields within US history, as well as the approach adopted by most US history textbooks, the concept outline reflects an acknowledgment that historians differ in how they apply boundaries between distinct historical eras. Several of the periods show some degree of overlap, depending on the kinds of key concepts in that period. 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: Wednesday, September 26th, 2018

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. Unless otherwise provided, primary and secondary sources can be found in either *The American Spirit* or *50 Core American Documents*. 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
European Expansion into North America
Spanish Settlement in the New World
Changes Resulting from Contact between Native American, Europeans, and Africans
Spanish, French, and Dutch Colonization in North America

English Colonization in the Western Hemisphere
New England, Middle, Southern and British West Indies Colonies
The Atlantic Economy
Slavery in the British Colonies
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)
Arguments for educating women, 1735 (T)
Bartolomé de Las Casas debates the subjugation of the Indians, 1550 (T)
Carte de la Louisiane et du cours du Mississipi (M)
Columbus reports on his first voyage, 1493 (T)
Estimated Religious Census, 1775 (Q)
Ethnic and Racial Composition of the American People, 1790 (Q)
Landing of Columbus, 1492 (V)

Map of the New World, with European settlements and American Indian tribes, 1730 (M)
Secotan, an Algonquian village, ca. 1585 (V)
Sir Francis Drake's attack on St. Augustine (V)
Slave Imports to the New World, 1601–1810 (Q)
Slave revolt in the West Indies, 1733 (T)
Spain authorizes Coronado's conquest in the Southwest, 1540 (T)
The Doctrine of Discovery, 1493 (T)
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: Monday, October 22nd, 2018

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. Unless otherwise provided, primary and secondary sources can be found in either *The American Spirit* or *50 Core American Documents*. 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: Thursday, November 15th, 2018

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. Unless otherwise provided, primary and secondary sources can be found in either *The American Spirit* or *50 Core American Documents*. 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	Lowell System	Railroad Building
American System	Party	<i>Marbury v. Madison</i>	Richard Allen
Baldwin Locomotive	Evangelical Christian	<i>McCulloch v. Maryland</i>	Samuel Slater
Works	churches	Mechanical Reaper	Second Great Awakening
Canals	Evangelical religious	Missouri Compromise	Seminole Wars
Catawba Nation	fervor	Monroe Doctrine	Seneca Falls Convention
Charles Finney	Free-labor manufacturing	Mormons	Steel Plow
Communication	economy	Nullification Crisis	Utopian societies
revolution in antebellum	Hartford Convention	Participatory democracy	War Hawks
period	Hudson River School	Political parties	Whigs
Cult of domesticity	Indian Removal Act	Positive Good theory	<i>Worcester v. Georgia</i>
David Walker	John Audubon	Property qualifications to	
Democratic Party	Louisiana Purchase	vote	

Unit 5 – 1844 to 1877

Unit Exam: Wednesday, December 12th, 2018

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. Unless otherwise provided, primary and secondary sources can be found in either *The American Spirit* or *50 Core American Documents*. 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 1860
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 laws

Pueblo
Republican Party
Sand Creek Massacre
Secession
Sharecropping
States' Rights
Thirteenth-Fourteenth-Fifteenth Amendments
Webster-Ashburton Treaty

Unit 6 – 1865 to 1898

Unit Exam: Monday, January 28th, 2019

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 23-26 of the Pageant book. You will be responsible for this reading. Supplemental reading can be found in Chapters 10-11 of the Zinn book. Unless otherwise provided, primary and secondary sources can be found in either *The American Spirit* or *50 Core American Documents*. 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	The Effect of Urbanization on Politics, Society, and Culture
Formation of Trusts and Monopolies	Migration to and Conquest of the American West
The American Labor Movement	Government Corruption and Reform
The Southern Economy	Discrimination and Segregation
American Social and Economic Theory	Women's Activism and the Struggle for Women's Rights
Farmers' Organizations and the Populist Movement	
Immigration and Domestic Migration during the Late 1800s	

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

American Industry in 1900 (M)	Indian Wars, 1860–1890 (M)
Annual Immigration 1860–2001 (Q)	Indian Wars: The Battle of Washita, 1868 (T)
Anti-corporate cartoons, ca. 1900 (V)	Myth and Reality in the West (M)
Building Carnegie Hall, 1889 (T)	Official photograph from the “Golden Spike” Ceremony, 1869 (V)
Cattle Trails (M)	Old and New Immigration (by decade) (Q)
Chinese Population in the Continental United States, 1850–1900 (Q)	People's Party campaign poster, 1892 (V)
Dewey's Route in the Philippines, 1898 (M)	Persons in United States Lynched, 1882–1970, (Q)
Educational Levels, 1870–2001 (Q)	San Francisco's Chinatown, 1880 (V)
Frederick Douglass on the disfranchisement of black voters, 1888 (T)	The Cuban Campaign, 1898 (M)
Homesteads from the Public Lands (Q)	The Grange Movement, 1875 (V)
Horace Greeley: “Go West,” 1871 (T)	The Haymarket Affair, 1886 (T)
	United States Expansion, 1857–1917 (M)

Vocabulary Terms

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

Unit 7 – 1890 to 1945

Unit Exam: Monday, March 11th, 2019

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 27-35 of the Pageant book. You will be responsible for this reading. Supplemental reading can be found in Chapters 13-15 of the Zinn book. Unless otherwise provided, primary and secondary sources can be found in either *The American Spirit* or *50 Core American Documents*. 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)

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)
"Food Will Win the War," 1917 (V)
Franklin D. Roosevelt's First Inauguration, 1933
Herbert Hoover's Inaugural Address, 1929 (T)
"In Flanders Fields" & "The Answer," 1918 (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	Federal Reserve Bank	League of Nations	Sierra Club
Atlantic Charter	Federal Writers' Project	Liberalism	Social Security Act
Atomic Bomb	First Red Scare	Manhattan Project	Sonar
Automobiles	Franklin D. Roosevelt	Motion pictures	Spanish-American War
Axis Powers	Great Depression	National Recovery Administration	Stimson Doctrine
Booker T. Washington	Great Migration	Neutral trading rights	Subsidies
Clayton Antitrust Act	Harlem Renaissance	Neutrality Acts	Washington Naval Conference
Conservation	Huey Long	New Deal	Women's Rights Movement
Dollar Diplomacy	Imperialists/Anti-imperialists	Pearl Harbor	Woodrow Wilson
Edward Hooper	Internal migrants	Radio	
Federal Deposit Insurance Corporation	Jazz	Religious Fundamentalism	
	John L. Lewis		

Unit 8 – 1945 to 1980

Unit Exam: Monday, April 8th, 2019

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. Unless otherwise provided, primary and secondary sources can be found in either *The American Spirit* or *50 Core American Documents*. 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	Counterculture
<i>Regents of the University of California v. Bakke</i>	Decolonization
Beat Movement	Demographic changes
Black Panthers	Desegregation
Braceros Program	Détente
<i>Brown v. Board of Education</i>	Fannie Lou Hamer
Civil Rights Act 1964	Feminine Mystique
Civil Rights Movement	Gloria Steinem
Clean Air Act	Great Society
Cold War	<i>Griswold v. Connecticut</i>
Collective security	Hydrogen Bomb
Communism	Inflation of the 1970s
Containment	Interior Department
	Internment of Japanese
	Iran Hostage crisis

Korean War	Red Scare
Luisa Moreno	Rock and Roll
Lyndon Johnson	Space Race
Massive Retaliation	START I
Medicaid	Students for a Democratic Society
Medicare	Suez Crisis
Middle-class suburbanization	Sun Belt
Military-industrial complex	Tennessee Valley Authority
<i>Miranda v. Arizona</i>	The Affluent Society
Nuclear arsenal	Thurgood Marshall
Oil Embargo	Trade with China
OPEC	Vietnam War
Rachel Carson	Watergate

Unit 9 – 1980 to Present

Unit Exam: Wednesday, April 17th, 2019

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. Unless otherwise provided, primary and secondary sources can be found in either *The American Spirit* or *50 Core American Documents*. 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
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)
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

What will I have to do each week? When are assignments due? When are the tests?

Week 1 (8/27 – 8/31)

Monday – Intro to AP US History

Tuesday – What is History?

Wednesday-Friday – Historical Thinking Skills

Week 2 (9/3 – 9/7)

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

Pageant Reading – pp. 13-24

Thursday – Chesapeake Colonization (Key Concept: 1.1, 2.1; Theme: GEO, CUL, WXT)

Pageant Reading – pp. 25-32, 66-72

Assignment – Zinn Ch. 1

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

Pageant Reading – pp. 32-36

Week 3 (9/10 – 9/14)

Monday – 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

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

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

Week 4 (9/17 – 9/21)

Monday – Colonial Rebellions (Key Concept: 2.1, 2.2; Theme: WXT, CUL)

Pageant Reading – pp. 76-83

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

Tuesday – Early Release Day: Writing Workshop

Wednesday – No School

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 (9/24 – 9/28)

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)

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

Pageant Reading – pp. 106-113

Wednesday – Units 1/2 Exam

Assignment – Unit Vocabulary

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

Pageant Reading – pp. 113-121

Friday – 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

Week 6 (10/1 – 10/5)

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

Pageant Reading – pp. 126-132

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

Pageant Reading – pp. 122-139

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

Pageant Reading – pp. 140-146

Thursday – Battles of the Revolution (*Key Concept: 3.2; Theme: NAT, GEO*)

Pageant Reading – pp. 146-154

Assignment – Zinn Ch. 4

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

Pageant Reading – pp. 154-161

Week 7 (10/8 – 10/12)

Monday – No School

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

Pageant Reading – pp. 166-171

Wednesday – PSAT: Writing Workshop

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

Pageant Reading – pp. 171-177

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

Pageant Reading – pp. 177-182

Week 8 (10/15 – 10/19)

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

Pageant Reading – pp. 182-188

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

Pageant Reading – pp. 190-195

Assignment – Zinn Ch. 5

Wednesday – Federalist Foreign Policy (Key Concept: 3.2, 3.3; Theme: POL, WXT, WOR, NAT)

Pageant Reading – pp. 195-201

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

Pageant Reading – pp. 201-210

Friday – Hamilton's America (Key Concept: 3.2; Theme: WOR, NAT)

Week 9 (10/22 – 10/26)

Monday – Unit 3 Exam

Assignment – Unit Vocabulary

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 – Early Release Day: Writing Workshop

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

Pageant Reading – pp. 211-222

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

Pageant Reading – pp. 222-232

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

Pageant Reading – pp. 233-246

Assignment – Zinn Ch. 6

Week 10 (10/29 – 11/2)

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

Pageant Reading – pp. 246-255

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)*

Tuesday – The Election of 1824

Pageant Reading – pp. 256-259

Wednesday – Jacksonian America – Part 1 (Key Concept: 4.1; Theme: MIG, POL, GEO, NAT)

Pageant Reading – pp. 256-272

Thursday – Jacksonian America – Part 2 (Key Concept: 4.1; Theme: MIG, POL, GEO, NAT)

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

Pageant Reading – pp. 272-286

Week 11 (11/5 – 11/9)

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)*

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

Pageant Reading – pp. 308-319

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

Pageant Reading – pp. 320-346

Thursday – King Cotton (*Key Concept*: 4.2; *Theme*: WXT, CUL)
Pageant Reading – pp. 350-357

Friday – The Abolitionist Crusade (*Key Concept*: 4.1, 4.2; *Theme*: WXT, MIG, NAT)
Pageant Reading – pp. 357-369
Assignment – DBQ 4: The Changing Place of Women, 1600-1700

Week 12 (11/12 – 11/16)

Monday – No School

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)

Tuesday – Manifest Destiny (*Key Concept*: 4.3; *Theme*: MIG, GEO, NAT)
Pageant Reading – pp. 371-380
Assignment – Zinn Ch. 8

Wednesday – Mexican-American War (*Key Concept*: 4.2, 4.3; *Theme*: WOR, POL, WXT)
Pageant Reading – pp. 380-389

Thursday – Unit 4 Exam
Assignment – Unit Vocabulary

Friday – Compromise of 1850 (*Key Concept*: 5.1, 5.2; *Theme*: POL, MIG, GEO)
Pageant Reading – pp. 390-401

Week 13 (11/19 – 11/23)

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

Pageant Reading – pp. 401-406

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 – Kansas-Nebraska Act (*Key Concept*: 5.1, 5.2; *Theme*: POL, GEO, NAT, MIG)
Pageant Reading – pp. 406-408

Wednesday-Friday – No School

Week 14 (11/26 – 11/30)

Monday – 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

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)

Tuesday – The Dred Scott Decision (*Key Concept*: 5.1, 5.2; *Theme*: NAT, POL, CUL)
Pageant Reading – pp. 417-420

Wednesday – Road to the Civil War (*Key Concept*: 5.1, 5.2; *Theme*: POL, CUL, NAT)
Pageant Reading – pp. 420-427
Assignment – Zinn Ch. 9

Thursday – Election of 1860 (*Key Concept*: 5.1, 5.2; *Theme*: POL, NAT, WXT)
Pageant Reading – pp. 427-432

Friday – Attack on Fort Sumter (*Key Concept*: 5.2, 5.3; *Theme*: GEO, WXT)
Pageant Reading – pp. 434-444

Week 15 (12/3 – 12/7)

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

Pageant Reading – pp. 444-452

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 – Early Release Day: Writing Workshop

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

Pageant Reading – pp. 453-460

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

Pageant Reading – pp. 460-469

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

Pageant Reading – pp. 469-477

Week 16 (12/10 – 12/14)

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

Pageant Reading – pp. 479-485

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)

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

Pageant Reading – pp. 485-500

Wednesday – Unit 5 Exam

Assignment – Unit Vocabulary

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

Pageant Reading – pp. 504-511

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

Pageant Reading – pp. 512-520

Assignment – Zinn Ch. 10

Week 17 (12/17 – 12/21)

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

Pageant Reading – pp. 520-528

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

Pageant Reading – pp. 530-539

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

Pageant Reading – pp. 539-545

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

Thursday – Research Paper Presentations

Friday – Research Paper Presentations

Week 18 (1/7 – 1/11)

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

Pageant Reading – pp. 545-556

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)

Tuesday – Immigration and Urbanization (*Key Concept*: 6.2; *Theme*: GEO, WXT, CUL)
Pageant Reading – pp. 558-567
Assignment – Zinn Ch. 11

Wednesday – Reactions to New Immigration (*Key Concept*: 6.2, 6.3; *Theme*: CUL, NAT, MIG)
Pageant Reading – pp. 567-574

Thursday – The Indian Wars (*Key Concept*: 6.2; *Theme*: POL, GEO, CUL)
Pageant Reading – pp. 594-604
Assignment – Book Review

Friday – Midyear Review

Week 19 (1/14 – 1/18)

Monday – Exams

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-Friday – Exams

Week 20 (1/21 – 1/25)

Monday – No School

Tuesday – No School

Wednesday – Reform at the Turn of the Century (*Key Concept*: 6.3; *Theme*: CUL, POL)
Pageant Reading – pp. 574-593

Thursday – 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

Friday – Agrarian and Industrial Unrest (*Key Concept*: 6.1, 6.3; *Theme*: WXT, POL, NAT)
Pageant Reading – pp. 612-624

Week 21 (1/28 – 2/1)

Monday – Unit 6 Exam

Assignment – Unit Vocabulary

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

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 – Rough Riders – Part 1 (*Key Concept*: 6.2, 7.3; *Theme*: POL, WOR)

Friday – Rough Riders – Part 2 (*Key Concept*: 6.2, 7.3; *Theme*: POL, WOR, MIG)
Pageant Reading – pp. 640-647

Week 22 (2/4 – 2/8)

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 – The Square Deal Meets the Big Stick (*Key Concept: 7.1, 7.2; Theme: NAT, POL, WXT*)
Pageant Reading – pp. 647-651, 665-673
Assignment – Zinn Ch. 13

Wednesday – Dollar Diplomacy (*Key Concept: 7.1, 7.3; Theme: WOR, POL, MIG*)
Pageant Reading – pp. 673-678

Thursday – Early Release Day: Writing Workshop

Friday – Election of 1912 (*Key Concept: 7.1, 7.2; Theme: POL, CUL, NAT*)
Pageant Reading – pp. 679-685

Week 23 (2/11 – 2/15)

Monday – New Freedom and Moral Diplomacy (*Key Concept: 7.3; Theme: WOR, GEO*)
Pageant Reading – pp. 685-694

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)*

Tuesday – The Powder Keg Explodes (*Key Concept: 7.2, 7.3; Theme: WOR, WXT, NAT*)
Pageant Reading – pp. 696-705

Wednesday – The US Joins the Allies (*Key Concept: 7.3; Theme: WOR, WXT, POL, GEO*)
Pageant Reading – pp. 705-712

Thursday – Paris Peace Talks (*Key Concept: 7.3; Theme: WOR, GEO, MIG*)
Pageant Reading – pp. 712-718
Assignment – DBQ 9: The United States as World Power, 1895-1920

Friday – Nativism and Prohibition (*Key Concept: 7.2, 7.3; Theme: CUL, MIG, NAT*)
Pageant Reading – pp. 720-732
Assignment – Zinn Ch. 14

Week 24 (2/18 – 2/22)

Monday – Return to Normalcy (*Key Concept: 7.2; Theme: POL, WOR, NAT*)
Pageant Reading – pp. 746-757

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)*

Tuesday – Roaring Twenties (*Key Concept: 7.1, 7.2; Theme: WXT, CUL, NAT*)
Pageant Reading – pp. 732-745

Wednesday – ACT: Writing Workshop

Thursday – Hoover and the Depression (*Key Concept: 7.1, 7.3; Theme: WXT, POL, WOR*)
Pageant Reading – pp. 757-769

Friday – No School

Week 25 (2/25 – 3/1)

Monday – FDR's Hundred Days (*Key Concept: 7.1, 7.2; Theme: POL, GEO, CUL*)
Pageant Reading – pp. 770-777

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

Tuesday – Relief, Recovery, and Reform (*Key Concept: 7.1, 7.2; Theme: GEO, POL, WXT*)
Pageant Reading – pp. 778-789
Assignment – Zinn Ch. 15

Wednesday – Labor and the Courts (*Key Concept: 7.1, 7.2; Theme: WXT, NAT, CUL*)
Pageant Reading – pp. 789-798

Thursday – Good Neighbor Policy (*Key Concept: 7.2, 7.3; Theme: WOR, MIG*)
Pageant Reading – pp. 800-806

Friday – Responding to Axis Aggression (*Key Concept: 7.3; Theme: WOR, GEO*)
Pageant Reading – pp. 806-817
Assignment – DBQ 10: Foreign Policy, 1930-1941

Week 26 (3/4 – 3/8)

Monday – America Enters the War (*Key Concept: 7.3; Theme: WOR, POL*)
Pageant Reading – pp. 817-820

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

Tuesday – Mobilizing the Economy (*Key Concept: 7.2, 7.3; Theme: MIG, NAT, WXT*)
Pageant Reading – pp. 821-832

Wednesday – The Pacific Theater (*Key Concept: 7.3; Theme: GEO, WOR*)
Pageant Reading – pp. 832-837

Thursday – Early Release Day: Writing Workshop

Friday – The Triumphant Allies (*Key Concept: 7.3; Theme: WXT, WOR, MIG*)
Pageant Reading – pp. 837-848

Week 27 (3/11 – 3/15)

Monday – Unit 7 Exam

Assignment – Unit Vocabulary

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 – Causes of the Cold War (*Key Concept: 8.1; Theme: WOR, NAT*)

Week 28 (3/18 – 3/22)

Monday – The Korean War (*Key Concept: 8.1; Theme: WOR, GEO*)
Pageant Reading – pp. 877-880

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

Tuesday – America Struggles with Conformity (*Key Concept: 8.3; Theme: MIG, CUL, NAT, WXT*)
Pageant Reading – pp. 852-862, 882-890

Wednesday – Early Civil Rights Movement (*Key Concept: 8.2, 8.3; Theme: NAT, CUL, POL*)
Pageant Reading – pp. 890-895
Assignment – Zinn Ch. 17

Thursday – Eisenhower's New Look Policy (*Key Concept: 8.1; Theme: POL, WOR, MIG*)
Pageant Reading – pp. 895-902

Friday – Election of 1960 (*Key Concept: 8.1, 8.2, 8.3; Theme: POL, WXT*)
Pageant Reading – pp. 902-908

Week 29 (3/25 – 3/29)

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, 1950-1970

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

Pageant Reading – pp. 930-936

Week 30 (4/1 – 4/5)

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

Pageant Reading – pp. 938-943

Assignment – Zinn Ch. 19

Discussion Forum – Replies 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 – SAT: Writing Workshop

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

Pageant Reading – pp. 943-952

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

Pageant Reading – pp. 952-960

Assignment – Zinn Ch. 20

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

Pageant Reading – pp. 960-965

Week 31 (4/8 – 4/12)

Monday – Unit 8 Exam

Assignment – Unit Vocabulary

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)

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

Pageant Reading – pp. 966-979

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

Pageant Reading – pp. 979-988

Thursday – 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

Friday – Bush and the War on Terror (Key Concept: 9.1, 9.3; Theme: POL, MIG, NAT, GEO)

Pageant Reading – pp. 998-1010

Week 32 (4/15 – 4/19)

Monday – Facing a New Century (*Key Concept*: 9.2, 9.3; *Theme*: NAT, MIG, CUL, GEO)

Pageant Reading – pp. 1011-1034

Assignment – Zinn Ch. 21-25 (Seminar)

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

Tuesday – Unit 9 Exam

Assignment – Unit Vocabulary

Wednesday-Thursday – Book Project Portfolio Seminar

Friday – No School

Week 33 (4/29 – 5/3)

Monday-Friday – Exam Review

Week 34 (5/6 – 5/10)

Monday-Thursday – Exam Review

Friday – **AP Exam**

Week 35 (5/13 – 5/17)

Monday-Friday – Oral History Project Workday

Week 36 (5/20 – 5/24)

Monday-Friday – Oral History Project Workday

Week 37 (5/27 – 5/31)

Monday – No School

Tuesday-Thursday – Oral History Project Presentation

What questions do I have?

What are the classroom procedures?

1. Upon entering the classroom, you will: (a) place cell phone in the phone holder by the door; (b) be in your seat when the bell rings; (c) place homework in the In Basket and remove graded assignments from the Out Basket; (d) have materials ready for the day: pen, pencil, textbook, notebooks; (e) begin working on the warm-up assignment; copy questions and complete assignment.
2. When tardy, you 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 your responsibility 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, you 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. When there is a need to sharpen a pencil, you will: (a) raise your hand and ask permission; (b) sharpen the pencil at the pencil sharpener on the table in the corner of the room.
5. When a school announcement is made, you will: (a) freeze; (b) listen to the announcement. When an emergency alert sounds, you 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.
6. When turning in work, you 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 (e) place assignment in the In Basket of the appropriate period; (f) 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; (g) assignments will be returned to you via the Out Basket; (h) 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.
7. When you are returning from an absence, you will: (a) present a note to the Attendance Counselor before entering classroom; (b) ask a classmate for the missing notes; (c) check for any missing handouts.
8. When you might miss a test, you will: (a) communicate with the teacher BEFORE the test; (b) schedule a make-up test – you have five days to make up a test (it is your responsibility to schedule any makeup work or tests). Only students whose absences have been cleared by the teacher in advance or are accompanied by a doctor's note will be able to make up a test.
9. When the class has ended, you will: (a) remain at your 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.

Advanced Placement courses are not for everyone, or not for all students in all subjects. Participation in AP courses means less time for other activities and courses. You should know that while many colleges offer advanced standing or credit for AP courses, others do not. The decision to take an Advanced Placement course should be based solely on what is best for the whole student, not on competition among students or a desire to have a flawless résumé. You will be challenged in this course more than any previous course.

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 by appointment or during my office hours of 3:10–3:40 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 18th 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.

Student Signature

Parent Signature