Syllabus for

Advanced Placement U.S. History[[1]](#endnote-1)[[2]](#endnote-2)

(A.P.U.S.H.)

Akron Central Schools

Instructor

David P. Meli

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| Evaluations\Curriculum Requirements | |
| CR-1A | Pg. 4 \* Text will be Replaced once a suitable alternative is found for 2015-16 school year. |
| CR-1B | 2.5.j, 3.5m |
| CR-1C | 1.5, 6.5.h.k, 8.5.k.u |
| CR-2 | 1.6, 2.6, 3.6, 4.6, 5.6, 6.6, 7.6, 8.6, 9.6, |
| CR-3 | 2.3, 3.3, 4.3, 5.3, 6.3, 7.3, 8.3, 9.3 |
| CR-4 | Pg. 6-7 |
| CR-5 | 1.2, 2.2, 3.2, 4.2, 5.2, 6.2, 7.2, 8.2, 9.2 |
| CR-6 | 2.5.h.i, 3.5.o.w, 5.5.s, 7.5.c.d, 8.5.u.t |
| CR-7 | 1.72.5.a.h.i, 3.3.b, 3.5.h, 4.3.d, 5.5.m.n.o.p.q.s.t.aa, 6.2.c, 6.5.i.j, 7.5.e.n.q.v.kk,  8.5.h.v, 9.5.n.r.u |
| CR-8 | 3.2c, 3.3.a, 4.2.c, 5.2.a.c, 7.2.g.m.s.t,8.2.b9.2.b.d |
| CR-9 | 1.2a, 3.2.e, 3.3.c, 4.2.a, 5.2.b, 7.2.k.l, 8.2.a.f, 9.2.f |
| CR-10 | 3.2.e, 4.2.b.c, 6.2.a.b, 7.2.b.j, 8.2.g |
| CR-11 | 4.2.a.b, 4.2.e.f.k, 4.3.c, 5.2.c, 6.2.e.f, 7.2.a.c.e.p.q, 8.2.h, 9.2.h |
| CR-12 | 1.2.b, 1.3, 3.2.a.d, 4.2d.f.g, 5.2.d.f, 5.3.a, 6.2.e.f, 7.2.d.f.i.n.o.r, 8.2.d.e, 9.2.a.c.i |
| CR-13A | 3.2.f, 3.3.a.b, 4.3.d, 5.3.b.c,6.3.a, 7.3.a.b.d.f, 8.3.c.d, 9.3.a.c |
| CR-13B | 4.3.e, 6.3.b.c, 7.3.c.e, 8.3.a.b, 9.2.e.g, 9.3.b |

The syllabus will be organized based on three converging principles set forth by the A.P. College Board: Historical thinking skills, Thematic learning Objectives and the Concept Outline.

Historical Thinking Skills

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| --- | --- |
| Skill Type | Historical Thinking Skill |
| Chronological Reasoning | Historical Causation  Patterns of Continuity and Change over Time  Periodization |
| Comparison and Contextualization | Comparison  Contextualization |
| Crafting Historical Arguments from Historical Evidence | Historic al Argumentation  Appropriate Use of Relevant Historical Evidence |
| Historical Interpretation and Synthesis | Interpretation  Synthesis |

Thematic Learning Objectives

|  |  |
| --- | --- |
| Thematic Learning Objectives | Abbreviation |
| Identity | ID |
| Work, Exchange, and Technology | WXT |
| Peopling | PEO |
| Politics and Power | POL |
| America in the World | WOR |
| Environment and Geography-Physical and Human | ENV |
| Ideas, Beliefs, and Culture | CUL |

Historic Periods

|  |  |  |
| --- | --- | --- |
| Period | Title | Range |
| 1 | Early American Period | 1497-1607 |
| 2 | Colonial Period | 1607-1754 |
| 3 | Revolutionary Period | 1754-1800 |
| 4 | Early Growth Period | 1800-1848 |
| 5 | Sectional Crisis Period | 1844-1877 |
| 6 | Industrial Growth Period | 1865-1898 |
| 7 | Imperial Period | 1890-1945 |
| 8 | Cold War Period | 1945-1980 |
| 9 | Modern Period | 1980-Present |

Primary Text: CR-1a

Kennedy, David, Lizabeth Cohen, and Thomas Bailey, the *American Pageant,* 13th edition. Boston: Houghton Mifflin Company, 2006. Print.

Secondary Text: CR-1b,

Zinn, Howard.  *A People’s History of America*. New York: Harper Collins Publishers Inc., 2003. Print

Review Text: CR-1b

Varies every year based on student preference. The 2013-14 class chooses:

Dornbush, Krista. *AP U.S. History 2013-2014*. New York: Kaplan Publishing, 2012. Print

Supplemental Text: The following sources represent significant publications used **but** are not exclusive of all the sources used: CR-1c

Beasley, Mark. et al. *Liberty Equality Power, A History of the American People*, Volume I to 1865, 2nd Edition. Fort Worth: Harcourt Brace College Publishers, 1999. Print.

Beasley, Mark. et al. *Liberty Equality Power, A History of the American People*, Volume II 1863 to Present, 2nd Edition. Fort Worth: Harcourt Brace College Publishers, 1999. Print.

Bell, James. Et al. *Eyewitnesses and Others, Readings in American History,* Volume 1 to 1865. Orlando: Holt, Rinehart and Winston, 1991. Print.

Bell, James. Et al. *Eyewitnesses and Others, Readings in American History,* Volume I1 from 1865. Orlando: Holt, Rinehart and Winston, 1991. Print.

Bender, David. Opposing Viewpoints in American History, Volume I from Colonial Times to Reconstruction. San Diego: Greenhaven Press Inc. 1996. Print.

Bender, David. Opposing Viewpoints in American History, Volume II from Reconstruction to the Present. San Diego: Greenhaven Press Inc. 1996. Print.

Breen, T.H. ed. *The Power of Words, Documents in American History* Volume I to 1877. New York: Longman, 1996. Print.

Breen, T.H. ed. *The Power of Words, Documents in American History* Volume II 1877 to Present. New York: Longman, 1996. Print.

Kennedy, David and Thomas Bailey. *The American Spirit* Volume I 11th Edition. Boston: Houghton Mifflin Company, 2006. Print.

Kennedy, David and Thomas Bailey. *The American Spirit* Volume II 11th Edition. Boston: Houghton Mifflin Company, 2006. Print.

Madaras, Larry and Mames SoRelle. *Taking Sides, Clashing views on Controversial Issues in American History*, Volume I to 1865, 10th Edition. Guiford: McGraw Hill companies, inc. 2003. Print.

Madaras, Larry and Mames SoRelle. *Taking Sides, Clashing views on Controversial Issues in American History*, Volume II from 1865 to Present, 10th Edition. Guiford: McGraw Hill companies, inc. 2003. Print.

McCarthy, Patrick and John McMillan. *The Radical Reader*. New York: The New Press, 2003. Print.

Mintz, Steven, *A History of Us, Book 11*. New York: Oxford, 1999. Print.

Oates, Stephen. Portrait of America, Volume one: to 1877, 7th Edition. Boston: Houghton Mifflin Company, 1999. Print.

Oates, Stephen. Portrait of America, Volume two: from 1877, 7th Edition. Boston: Houghton Mifflin Company, 1999. Print.

Unger, Irwin and Robert Tomes. *American Issues*, Volume I to 1877, 4th Edition. New Jersey: Pearson Prentice Hall, 2005. Print.

Unger, Irwin and Robert Tomes. *American Issues*, Volume II from 1877, 4th Edition. New Jersey: Pearson Prentice Hall, 2005. Print.

Wheeler, William and Susan Becker. *Discovering the American Past, a Look at the Evidence*, Volume I to 1865, 5th edition. Boston: Houghton Mifflin Company, 2002. Print.

Wheeler, William and Susan Becker. *Discovering the American Past, a Look at the Evidence*, Volume II from 1865, 5th edition. Boston: Houghton Mifflin Company, 2002. Print.

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| Thematic Content Index\Learning Objectives | |
| **Identity** | |
| ID-1 | 1.1.i, 3.2.c, 4.1.e |
| ID-2 | 4.5.c, 6.1.a |
| ID-3 | 7.3.a.f, 7.7.e |
| ID-4 | 1.2.a, 2.1.d, 2.2.a, 7.2.e |
| ID-5 | 3.1.g, 3.3.a.c, 3.4.f, 4.1.a.c, 4.3.c,e, 5.3.c, 5.4.d.h, 7.4.d |
| ID-6 | 5.3.e.h.j, 6.1.b.e, 7.7.d, 9.3.h |
| ID-7 | 9.4.b |
| ID-8 | 8.4.f.g, 9.3.g |
| **Work, Exchange & Technology** | |
| WXT-1 | 1.2.a, 2.2.b, |
| WXT-2 | 1.2.c.e, 2.2.f, 3.1.e, 3.4.a.b, 4.2.b, 5.1.f, 5.2.c |
| WXT-3 | 2.2, 4.5.b, 6.1.d, 6.3.g |
| WXT-4 | 1.2.b.f, 4.5.f, |
| WXT-5 | 6.3.f, 7.5.h.i |
| WXT-6 | 6.3.d, 7.4.a.c, 9.3.h |
| WXT-7 | 6.2.e.g, 6.3.b.c, |
| WXT-8 | 7.7.a, 9.3.g |
| **Peopling** | |
| PEO-1 | 1.1, 2.2.a, 3.1.b.d, |
| PEO-2 | 5.2.a, 5.4.a.e |
| PEO-3 | 5.4.k, 6.2.d.e |
| PEO-4 | 1.2.a, 4.2.b |
| PEO-5 | 1.2.c, 3.3.d, 5.1.e, 6.1.c, 6.2.a |
| PEO-6 | 6.2.b.c, 6.3.j, 7.2.a.e |
| PEO-7 | 7.4.h, 8.4.f,9.2.d |
| **Politics and Power** | |
| POL-1 | 1.1.b, 2.2.e, 4.1.e, 5.1.a |
| POL-2 | 3.4.c.e, 4.1.b, 4.2.f, 4.3.f |
| POL-3 | 4.2.g, 4.3.d, 4.5.a.g, |
| POL-4 | 7.5.e.f.h, 8.3.d, 8.4.h, 9.3.a.g |
| POL-5 | 3.3.d.f, 3.4.d, 5.2.d, 5.4.c |
| POL-6 | 4.4.e.f, 5.2.e, 5.3.b, 5.4.f.g, 6.2.f.h, 7.1.c, 7.2.c.f.g, 7.3.e, 7.4.a, 7.5.b.d.h, 8.3.c.e, 8.4.a.b.c.e, 8.5.a.b.c.d.e, 9.2.c, 9.3.b |
| POL-7 | 4.4.g, 5.3.g, 5.4.e.i, 7.7.e, 8.3.b, 8.4.d.j, 9.2.d, 9.3.d.e |

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| **America in the World** | |
| WOR-1 | 1.2.a, 2.2.a.c.g.h, 4.1d, 4.2.a, 2.1.d.e |
| WOR-2 | 2.1.d.e, 4.1.d, 4.2.a, |
| WOR-3 | 4.2.h, 5.1.b, 7.1.f, 7.3.c, 7.5.c |
| WOR-4 | 7.6.e.f, 7.7.b, 8.2.b, 9.1.b.c |
| WOR5 | 3.1.j, 4.2.c, 5.1.g, 7.6.b.c, 8.2.a |
| WOR-6 | 7.1.a.b.e, 7.3.d, 7.6.d, 9.1.h |
| WOR-7 | 5.3.d, 7.1.d, 7.3.b, 7.4.f, 7.6.a, 7.7.c, 8.1.a.d.e.f, 8.2.c.d, 9.1.i |
| WOR-8 | 7.7.f, 8.1.g, 8.2.f.g.h.i, 9.1.a.d.e.g |
| **Environment & Geography, Physical & Human** | |
| ENV-1 | 1.1.a, 2.2.a, |
| ENV-2 | 2.2.c.i.j, 3.1.c |
| ENV-3 | 3.1.h.l, 4.2.d, 4.4.b, 4.5.b.c, 5.3.a |
| ENV-4 | 6.3.a.i, 7.5.j |
| ENV-5 | 7.6.c, 9.1.j.k |
| **Ideas, Beliefs, and Culture** | |
| CUL-1 | 1.1.b, 2.1.a, 2.2.h |
| CUL-2 | 2.2.c, 2.2.b3.3.e, 4.3.a.b, 4.4.b.c.d, 4.5.e, 5.2.b |
| CUL-3 | 5.2.k, 6.2i, 6.3.h |
| CUL-4 | 3.1.f, 4.3.g, 5.3.e, |
| CUL-5 | 6.3.e.j, 7.2.a.b.d, 7.4.b |
| CUL-6 | 5.1.d, 7.4.e, 8.3.a, 8.4.i |
| CUL-7 | 8.5.f, 9.1.f, 9.2.a.b, 9.3.c.f, 9.4.c |

ABCD APPROACH

The Syllabus will be taught using the following ABCD pattern. This schedule will work independent of the school week. In other words, if there is a snow day on Wednesday and Day C was scheduled for Wednesday, then Day C will be on Thursday or whenever classes resume. This four-day pattern assures all students and the instructor that everyone knows what will transpire that day. A sample of the four-day sequence is outlined below.

Day A: The teacher or a guest will present a formal lecture on the topic of the week. The lecture will present a definitive point of view regarding a period of set of events in American history. The lecture will also contain content material to enhance the text[[3]](#endnote-3). Students should take notes.

Day B: All text reading should be complete before class. There will be a short question and answer period followed by a test on the text content. Each student will bring a minimum of two questions to class for discussion. Students should use the tests to enhance their preparation from the Advanced Placement test. Test will be timed and in many instances require the student to skip answers they are not sure about, simulating the pressure of the actual test. The questions shall come from both the supplemental material from The American Pageant and the A.P U.S. History Multiple Choice Questions in Preparation for the AP United States History Examination, editions two three and four, (five when purchased). All tests are stored and later used as review and instructional material.

Day C: The purpose of this day will be to: develop historical skills such as speed reading, formal writing style, note taking techniques, research skills, and internet searching; developing study skills such as test prep, seminar prep, and major review for exams such as the A.P. Exam; and, develop critical thinking skills by practicing analytical and data based questions. Students will complete three major projects during the year, the elements of these projects will be taught on these days: A formal book review, a DBQ creation project, and a research project. Essays will be based on both old AP essays and those crated with teacher’s resources.

D: This day will be devoted to critical issue in a seminar format. All interpretive reading should be completed before class. The seminar is an interactive format where students "debate" an issue with in the topic of the cycle based on all accumulated information: text, lecture, and interpretive readings. These selected readings are designed around critical historical issues. Seminars provide significant exposure to primary source data and historical interpretations. These documents insure the course examines major historical issues with some critical depth.[[4]](#endnote-4)

Unit 1. Early American Period Content: 1491-1607

Text: The American Pageant: Chapters 1, 2, 3, 4,

Outcome #1: Students will demonstrate the ability to analyze the interaction of the major peoples, which populated North America. POL-1, ID-1, ID-4

1. Describe the major *effects* that the spread of Maize cultivation had on economic and social developments of Amerindian tribes. ENV=1
2. Describe how Amerindian tribes developed mobile lifestyles to meet economic needs and how the introduction of the European horse stimulated that development. PEO-1, CUL-1, ID-1

Outcome #2: Students will demonstrate the ability to evaluate the impact of the Columbian Exchange on all the societies bordering the Atlantic

1. Assess the impact of Spanish and Portuguese settlements had on the existing populations as well as new emerging cultural identities. WXT-1,WOR-1, PEO-4, ID-4
2. Describing the major *effects* that the first African slaves had on the economic and cultural life in the Americas WXT-4
3. Identify and explain which new crops and domesticated animals had the greatest influence of the native populations in the Americas. WXT 2
4. Summarize how the Encomienda system evolved from native labor to slave labor. PEO-5
5. Describing the major motivating factors that brought about the colonization and settlement of the original thirteen colonies. WXT-2

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| Vocabulary Essential Topic 1 | Vocabulary Supportive Topic 1 |
| Indentured servant  Columbian Exchange | “Amerindian”  African Slave  Pueblo Revolts  *5 pts.* |

Unit 1Evaluation

1. 1Multiple-Choice Multi Chapter exam on the major ideas, themes as well as terms for the Unit. [See unit outcomes and term list for unit]

2. Free-Response Essay or Document-Based Essays that requires a thesis statement that assesses a major historical question of the unit such as... CR-5

1. Compare and Contrast the methods used by the Spanish French and English expected to colonize the continent. CR-9
2. Compare and Contrast the regional development of the American colonies. CR-12

3. A student led discussion on:

1. “What to do with Columbus Day?” CR-12

4. Research Position Paper on a Topic from this Unit could be used to fulfill the Research Paper Requirement in the Course. (One Research Papers is required in the course and topics are randomly chosen.)

5. An analysis of historical documents from this unit including: CR-1C, any document followed by CR-7 Analyzed specifically on a “C” day from the ABCD approach.

1. Christopher Columbus
2. Bartolomé *de las* Casas, CR-7

6. Culminating Activity. Students will make a presentation interpreting a key idea from each of the nine periods of the curriculum. Student work must be based on a work of art, music, literature from that period, or from alter time about that period. The student presentation must describe how their choice represents a core idea from the historical period. CR-2

Unit 2 Content: The Young Colonies: 1607- 1754

Text: The American Pageant: Chapters, 4, 5, 6

Outcome #1: Students will demonstrate the ability to analyze the interaction of the major peoples, which populated North America.

1. Describing the major *effects* that the first African slaves had on colonial life. CUL-3
2. Explaining the positive and negative effects of each group's impact on the other groups. CUL-2
3. Summarizing the impact all of these groups had on forming the “American character or philosophy” that made our culture different from other cultures of Europe and of the world. CUL-2
4. Describe how the North East Tribes developed more permanent villages based on the existence of more abundant natural resources. WOR-2
5. Assess how the existence of successful mixed foraging and cultivating societies managed when they came in contact with large domestic agrarian populations of the colonial settlers. WOR-2

Outcome #2: Students will describe the distinctive nature of the colonial experience by:

1. Describing the distinctive political, economic, social and religious characteristics of the English colonies compared against the French Spanish and Portuguese colonies. ID-4, POL-1, WOR-1, EVN-1, CUL-1
2. Explain why it was inevitable for them to go to War over the Colonies. WXT-1
3. Determine why the English ended up the most power imperializing nation. WOR-1
4. Describe the divergent characteristics between New England, Middle and Southern colonies that began to emerge. ENV-2
5. Describing the emerging “Americanisms” in colonial life as contrasted with the traditional English views [i.e. representative government, religious plurality, education, and social structure]. POL-1
6. Comparing contrasting the three major forms of English colonies [e.g. joint-stock, proprietary, royal]. WXT-2
7. Explaining the policies used by the British to control the economic and political lifestyles of the colonies up to the 1750's. WOR-1
8. Assessing the impact that English and European ideas and practices influenced the colonies as a whole and regionally; and, WOR-1
9. Comparing and contrasting the four distinctive colonial lifestyles, which had emerged by 1750 including the plantation, the town, the farm [county], and the city? ENV-2
10. Explaining the distinctive political, economic, social and religious characteristics of the English colonies as well as contrasting their characteristics especially between New England, Middle and Southern colonies; WXT-3, ENV-2

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| Vocabulary Essential Topic 2 | Vocabulary Supportive Topic 2 |
| Joint-stock colony [Virginia]  Proprietary colony [Maryland, Pennsylvania, Georgia]  Royal colony [all but 2 by 1750]  Pilgrims [Separatists]  Puritans  Quakers  Mayflower Compact  Fundamental Orders of Connecticut  Toleration Act Maryland  Bacon's Rebellion  Halfway Covenant  First Great Awakening  Old v. New Lights  Salutary neglect  Mercantilism  Navigation Acts [1660's] | House of Burgesses  Jonathan Edwards  John Peter Zenger  John Smith  William Bradford  Jonathan Winthrop  Roger Williams  Anne Hutchinson  William Penn  Jamestown  Plymouth  Massachusetts Bay  Calvinism  Deism  Enlightenment  *31 pts.* |

Unit 2 Evaluation

1. 1Multiple-Choice Multi Chapter exam on the major ideas, themes as well as terms for the Unit. [See unit outcomes and term list for unit]

2. A Free-Response Essay or Document-Based Essay that requires a thesis statement that assesses a major historical question of the unit such as... CR-5

1. Compare and Contrast the regional development of the American colonies.
2. In what way did the interaction of the “Amerindians”, the colonial immigrants; the indentured servants and the African slaves affect the development of the American culture?
3. To what degree were the colonial governments democratic? Which colonial settlement offered the best opportunities for future settlers?

3. Graded student-Led or Teacher-Led Seminar Discussions: Seminars incorporate the use of a substantial number of documents. Most come from the sources listed and others come from appropriate online sites. CR-3

To what degree did the Great Awakening have a long permanent impact on American culture?

4. Research Position Paper on a Topic from this Unit could be used to fulfill the Research Paper Requirement in the Course. (One Research Papers is required in the course and topics are randomly chosen.)

5. An analysis of historical documents from this unit including:

1. Hector Decrevcour, Letters from an American FarmerCR-3,CR-7
2. Mayflower Compact
3. Fundamental Orders of Connecticut
4. John Winthrop Advises puritans to Emigrate
5. Cotton Mather on the Education of his children
6. Jonathan Edwards Sinners in the hands of an angry God
7. Charles Chauncey, the Great Awakening has led to Harmful religious Zealotry
8. William G. McLoughlin Enthusiasm for Liberty: the Great Awakening as the Key to the Revolution CR-7
9. John Butler, Enthusiasm Described and Decried: The Great Awakening as Interpretative Fiction. CR-7
10. Benjamin Franklin, Join or Die, engraving CR-1B

6. Culminating Activity. Students will make a presentation interpreting a key idea from each of the nine periods of the curriculum. Student work must be based on a work of art, music, literature from that period, or from alter time about that period. The student presentation must describe how their choice represents a core idea from the historical period. CR-2

1. View The Crucible and create a presentation illustrating the movies commentary on colonial society as well as Arthur Miller’s commentary on the 1950. Student should attempt to justify the movies relevance in today’s society within the presentation
2. Identify a piece of Music and create a presentation analyzing the piece for what it implies and illustrates about that society.

Unit 3 Content: Revolutionary Period, 1754-1800

Text: The American Pageant: Chapters, 7, 8,9,10

Outcome #1: Student will demonstrate the ability to analyze the forces that promoted the American unrest and assess how these forces caused the American Revolution during the period of 1750-1776.

1. Summarize the stages of the American Revolution between 1763-1781
2. Explain the degree of colonial “self-rule” which existed in the thirteen colonies by 1756. POL-1
3. Explaining the effects that the British winning of the French- Indian War had on British imperial policy over the colonies and on colonial attitudes. EV-2
4. Comparing and contrasting the three major British policies and the reasons for them between 1763-1775 with the colonial reactions and reasons for their reactions [i.e. Greenville Plan, Townsend Plan, & Coercive Acts (Intolerable Acts)]. POL-1
5. Explaining the colonial philosophy towards British rule and colonial rule especially with regard to taxation and representation.WXT-2
6. Explaining the role that each major form of colonial organization to British rule had in formulating the philosophy of the American Revolution, i.e. the Stamp Act Congress, the Sons of Liberty, the Committees of Correspondence, the First and Second Continental Congresses.CUL-4
7. Explaining the role that the Declaration of Independence had in summarizing the philosophy of the American Revolution and justifying the colonial desire for independence. ID-5
8. Describe the three phases of the war and identify the major events in those periods and the effect on the outcome of the war. EVN-3
9. Identifying and explain the major stages in the American Revolution model including the conservative, liberal, radical and reactionary phases. EVN-3
10. Explaining the major military and diplomatic strategies used by the British and Colonial governments which ended the Revolutionary War and led to the independence of the United States. WOR-5

Outcome #2: Students will demonstrate the ability to analyze the “Critical Period” in the United States during the period of 1781-1787 under the government of the Articles of Confederation by...

1. Summarizing and explaining the emerging “Americanisms” which had evolved in the newly developed United States of America by the 1780's [i.e. equality, slavery, education, religion, property, republicanism, aristocracy]. ID-1
2. Identifying and explaining the major strengths and weaknesses of the Articles of Confederation. ID-1
3. Formulating a conclusion on how “critical” this period was under the Articles of Confederation especially with reference to foreign and domestic issues. ID-1

Outcome #3: Student will demonstrate the ability to evaluate the major forces and issues which resulted in the development of the United States Constitution as well as analyze the major components of the Constitution including federalism, separation of powers, constitutional flexibility, civil liberties, rights of the accused v. protection of the community, and rights of “minorities” by...

1. Explaining the major reasons/events that led to the development of a new government rather than redrafting the Articles of Confederation. ID-5
2. Identifying and explaining the major issues that confronted the delegates at the Constitutional Convention [i.e. federal v. state power, separation of power, representation in Congress, counting of slaves for representation and taxation, regulation of trade, selecting the president, altering the Constitution]. POL-1, ID-5, ID-1
3. Summarizing the compromises that were reached on each of the major issues that made up critical parts of the U.S. Constitution. ID-5
4. Summarizing the major arguments for and against the ratification of the U.S. Constitution. POL-5
5. Formulating a conclusion on to what degree was the Constitution a product of self-interest or the advancement of democracy. CUL-2
6. Explaining, the key components/requirements of the three branches of the U.S. government, the four major ways that the Constitution can be 'stretched', the major official and unofficial roles of the President, and key elements of the Bill of Rights. POL-5

Outcome #4: Students will demonstrate the ability to assess the establishment of the new government, its institutions and Precedents, under the Constitution during the Federalist Period under President George Washington and John Adams from 1789-1800 by...

1. Explaining the major components of Alexander Hamilton's economic plan and the proposed impact they each would have on the development of the U.S. economy. WXT-2
2. Comparing and contrasting the arguments for and against this economic plan and explaining how these arguments promoted the development of early 'factions' and political parties in the nation.WXT-2
3. Identifying and explaining the political precedents established under President Washington that went beyond the instructions of the Constitution. POL-2
4. Identifying the major provisions of the Bill of Rights and explaining how they protected states' rights as well as citizens' civil rights. POL-5
5. Analyzing the major accomplishments and failures of the Federalist presidencies of Washington and Adams with regard to domestic and foreign affairs. POL-2
6. Explaining the major problems, which arose in both the Election of 1796 and 1800 and the impacts of these election outcomes on the political process of electing the president? ID-5

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| Vocabulary Essential Topic 3 | Vocabulary Supportive Topic 3 |
| Proclamation Line of 1763  Greenville Plan  Sugar Act Stamp Act  Quartering Act Currency Act  Townsend Acts [Folly]  Tea Act [East India Company]  Coercive [Intolerable] Acts  Quartering Act  Boston Port Act  Sons of Liberty  Stamp Act Congress  Committees of Correspondence  First Continental Congress  Second Continental Congress  External v. internal tax  Declaration of Independence  *Common Sense:* [ThomasPaine]  Virtual Representation  Admiralty courts  Virtual v. actual representation  Albany Plan of Union  Hector St. John De Crevecoeur | Peace of Paris  Declaratory Act  Quebec Act  Boston Tea Party  Boston Massacre  Writs of assistance  Loyalists/Patriots  Lexington/Concord  Saratoga  The French Alliance  Yorktown  Privateers  Treaty of Paris  Samuel Adams  Benjamin Franklin  Thomas Jefferson  George Washington  John Adams  Patrick Henry  Abigail Adams  John Locke  *43 pts.* |

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| Vocabulary Essential Topic 4 | Vocabulary Supportive Topic 4 |
| Critical Period  Land Ordinance of 1785  Northwest Ordinance of 1787  Annapolis Convention  Shay's Rebellion | Treaty of Paris  New state constitutions  Land claim settlements  *8 pts.* |

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| Vocabulary Essential Topic 5 | Vocabulary Supportive Topic 5 |
| Philadelphia [Constitutional] Convention  Great [Connecticut] Compromise  *3/5's* Compromise  Electoral College  Federalism  Separation of Powers  Strict/loose Constructionist  Elastic Clause  Judicial review  Checks and balances  Bill of Rights  *The Federalists Papers*  Federalists  Anti-Federalists | Ratification  James Madison  Virginia Plan  New Jersey Plan  Delegated powers  Denied powers  Implied powers  Concurrent powers  Reserved powers  Amendment process  Executive  Legislative  Judicial  27 pts. |

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| Vocabulary Essential Topic 6 | Vocabulary Supportive Topic 6 |
| Hamiltonian Plan  Assumption and funding national bank  Report of manufacturers & tariff  Cabinet  Federalist Party  Democrat-Republican Party  Whiskey Rebellion  Jay Treaty  Pinckney Treaty  Proclamation of Neutrality 1793  “Farewell Address”  Alien and Sedition Acts  Kentucky and Virginia Resolutions  Election of 1796  Amendment 12  XYZ Affair  Jeffersonianism v. Hamiltonianism | Two Term Presidencies  Factions  Nullification  Judiciary Act 1789  Undeclared naval war with France  *22pts* |

Unit 3 Evaluation:

1. Multiple-Choice [Five Choice] Unit Exam on the major ideas, themes as well as terms for the Unit. [See unit outcomes and term list for unit]

2. A Free-Response Essay or Document-Based Essay that requires a thesis statement that assesses a major historical question of the unit such as... CR-5

1. To what degree were the colonial governments democratic? CR-12
2. Assess how the 13 colonies were developing into distinct regions. CR-9
3. What was the single most important factor that caused the American Revolution? CR-8
4. To what degree were our founding fathers democratic? Self-interested? CR-12
5. To what degree was the period under the Articles of Confederation a 'critical' period in the development of the United States? CR-10
6. To what degree was the *U.S. Constitution* a “bundle of compromises”? CR-13A

3. Graded student-Led or Teacher-Led Seminar Discussions. CR-3

1. How justified where American causes and actions during the Revolutionary war? CR-8
2. Which individual, groups or nations gave the most overlooked support for the American Revolution? CR-7 CR-12
3. To what extent should the Constitution be seen as a radical political/social document? CR-9
4. Did the creation of political factions help or hurt Democracy in early America. CR-7

4. Research Position Paper on a Topic from this Unit could be used to fulfill the Research Paper Requirement in the Course. (Two Research Papers are required in the course.)

5. Analysis of a historical document from this Unit might include:

1. Stamp Act Congress Resolutions
2. Declaration of Independence
3. Treaty of Paris, 1783
4. Northwest Ordinance, 1787
5. Federalist Papers CR3
6. Preamble of the U.S. Constitution CR-3
7. Bill of Rights
8. Decrevcour Letters CR-7
9. Benjamin Irvin, Tar and Feathers in Revolutionary America.
10. Stephan Hopkins, Parliament is abusing the Rights of Americans
11. Charles Inglis, America Must Seek Reconciliation with great Britain
12. Samuel Kurinsky, the Jews of St. Eustatius
13. Map presenting the three phases of the war. CR-1B
14. General John Sullivan’s Expedition against the Iroquois, 1779
15. Alexander Hamilton, A National Bank would not be Unconstitutional
16. Richard Henry Lee, the Constitution Will Encourage Aristocracy.
17. The Federalist Papers, #10, #57
18. W.H. Powell, General George Washington and committee at Valley Forge 1788, Engraving. CR-1B
19. George Washington’s Farwell Address
20. Ron Chernow, the Founding Fathers Versus the Tea Party
21. John Wilson, Introductory Lecture to a course of law lectures 1791
22. Alexander Hamilton, A national bank would not be unconstitutional
23. Thomas Jefferson, A national bank would be unconstitutional

6. Culminating Activity. Students will make a presentation interpreting a key idea from each of the nine periods of the curriculum. Student work must be based on a work of art, music, literature from that period, or from alter time about that period. The student presentation must describe how their choice represents a core idea from the historical period. CR-2

1. View Last of the Mohicans and create a presentation that depicts the concept of Hector St. John De Crevecoeur “New American breed”
2. View The Patriot and create a presentation illustrating the movies depiction of the American Cause.
3. Identify a piece of Music and create a presentation analyzing the piece for what it implies and illustrates about that society.

Unit 4 Content: Growth and Tension, 1800-1848

Text: The American Pageant: Chapters 11,12,13,14,15,16,17

Outcome #1: Students will demonstrate the ability to assess the transition in power and policies from the Federalist dominated administrations of Washington and Adams to the Democrat- Republican dominated administrations under Presidents Thomas Jefferson and James Madison by...

1. Comparing and contrasting the Federalist Party philosophy as expressed by Alexander Hamilton with the Democrat- Republican Party philosophy as expressed by Thomas Jefferson. ID-5
2. Analyzing the impact that these two philosophies had on the future development of the nation as it entered a new century. POL-2
3. Explaining to what extent President Jefferson and President Madison lived up to their philosophies as they administered their presidencies from 1801-1816. ID-5
4. Discussing the factors which led to the purchase of the Louisiana Territory from France. WOR-2
5. Explain the means by which Jefferson achieved the purchase under the *Constitution,* and explain the impacts that the purchase had on the nation. POL-1, ID-1

Outcome #2: Students will demonstrate the ability to evaluate the factors which led to the outbreak of the War of 1812 between 1800- 1812, analyze the major military and diplomatic events of the War in 1812-1814, and analyze the impacts of the War on the United States and its relationship with the world especially Great Britain between 1814-1824 by...

1. Explaining the importance in the violations of neutral maritime rights on the seas as a contributing factor to causing the War of 1812. WOR-2
2. Explaining the importance of the desire for Native American lands as a contributing factor to causing the War of 1812. WXT-2, PEO-4
3. Explaining the role of national honor as a contributing factor to causing the War of 1812. WOR-5
4. Comparing and contrasting the regional interests for going to war between the South, West and Northeast. EVN-3
5. Summarizing the major military operations of the British as well as the American forces in the War of 1812. WOR-2
6. Explaining the efforts of the Federalists to end the war and embarrass the sitting administration’s handling of the war as well as the impact of their efforts on their party. POL-2
7. Summarizing the postwar settlement of the War of 1812 and explaining the major impacts of the War of 1812 on the political and economic development of the United States between 1814-1824 including industry, agriculture, transportation, westward settlement, political parties and the development of the Supreme Court. PEO-3
8. Explaining the impact of the War of 1812 on our relationship with the world of nation’s especially Great Britain including the Monroe Doctrine, boundary treaties, and international trade. WOR-3

Outcome #3: students' will demonstrate the ability to evaluate the period of Jacksonianism between 1824-1840 and the impact this period had on the political, economic, and social development of the United States by...

1. Explaining the major political and economic factors that provided the basis for the principles of Jacksonianism to emerge. CUL-2
2. Explaining the major political, economic and social principles of Jacksonianism. CUL-2
3. Describing the major democratic reforms that were implemented during the Jacksonian Era which promoted the growth of democracy especially for the 'common' white man. ID-5
4. Explaining the rise of a new two-party system as a result of the Election of 1824 and the emergence of the American System as part of partisan politics. POL-3
5. Comparing and contrasting the viewpoints of the Democrat Party and the National Republicans [soon to be called Whig] Party on the issues related to the American System, i.e. internal improvements, the tariff, the national bank, westward expansion. ID-5
6. Assess the degree to which President Jackson fulfilled the major principles of Jacksonian Philosophy in his policies regarding internal improvements, sale of public lands, the protective *tariff,* the national bank, and the treatment of minorities; and whether his actions made him more of a states' rightist or a federal activist.POL-2
7. Explaining the impact that President Jackson's economic policies had the future economic development of the United States in the late 1830's and early 1840'5. CUL-4

Outcome #4: Students will be able to demonstrate the ability to analyze the first era of reform in the United States from 1825-1850, which acted as a transition to new elements in U.S. society in such areas as religion, education, women's rights, temperance, but especially slavery by...

1. Explaining the religious awakening of the 1820's and 1830’s that acted as a catalyst for reform in many other social areas including temperance, working with criminals and the insane, women's rights, education, pacifism, communitarians, abolitionism, and apologists. CUL-2, EV- 3
2. Describing the major common characteristics of the reform movements with regard to goals, methods and purpose as well as the nature of the reformers. CUL2
3. Identifying and describing the major reform goals and leaders of each individual reform movement as well as their impact on society. CUL-2
4. Explaining the major phases of the abolitionist movement, the major goals of each phase, and the means to achieve these goals. CUL-2
5. Assessing the reasons abolitionists used to favor the abolition of slavery and the degree to which the abolitionists groups achieved their goals. POL-6
6. Comparing and contrasting both the abolitionist viewpoints with the apologist pro-slavery viewpoints. POL-6
7. Describe the modern issues of the slavery legacy on “slavery apologists and those desiring reparations. POL-7

Outcome #5: Students will be able to demonstrate the ability to assess the emergence of expansionism Manifest Destiny in the U.S. during the period of 1830-1850 and its impact on the national as well as sectional development of the nation by...

1. Explaining the factors that were promoting a desire for expansion in the United States by the 1830's. PEO-2, PEO-3
2. Identifying and explaining the major areas into which the United States expanded between the years 1830-1850 as well as the reasons these areas were acquired including Texas, the Mexican Cession, Oregon Territory and the Gadsden Purchase. EVN-3, WXT-3
3. Explaining how the Election of 1844 was an expression of expansionist and sectional rivalry. EVN-3, ID-2
4. Explaining the major causes of the Mexican War, the military and diplomatic strategies of the war, and the peace settlement that resulted. CUL-2
5. Summarizing how the acquisition of Texas and the Mexican territory fueled the issue of slavery in the U.S. by the 1840’s’ POL-2, PEO-2
6. Comparing, and contrasting the major arguments used by those who felt slavery should expand into the territories and those who felt that it should not and explaining how popular sovereignty arose as a possible compromise between these positions. WXT-4
7. Explaining how the issue of slavery was either ignored or postponed by the major political parties and in Congress in between 1820-1850 and this resulted in the rise of factions within the parties and the establishment of third parties like the Liberty Party and the Free Soil Party. POL3

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| Vocabulary Essential Topic 7 | Vocabulary Supportive Topic 7 |
| Election of 1800 [Revolution of 1800]  Louisiana Purchase  Lewis and Clark Expedition  Marbury v. Madison 1803  Embargo Act 1807  Chesapeake-Leopold Affair | Neutral maritime rights  Essex Junta, leading to Hamilton-Burr duel  Aaron Burr conspiracy  Barbary Pirates  *10 pts.* |

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| Vocabulary Essential Topic 8 | Vocabulary Supportive Topic 8 |
| Impressments  Continental system  Orders in Council  Non- Intercourse Act  Macon's Bill [#2]  “War hawks”  Tecumseh  Hartford Convention  Battle of New Orleans  Treaty of Ghent  Era of Good Feelings  American System  Second National Bank  Tariff of 1816  Erie Canal  Rush-Bagot Agreement  Adams-Onis  Treaty Monroe Doctrine  Missouri Compromise.  Panic of 1819  Marshall Court  Gibbons v. Ogden  Dartmouth College  McCullough v. Maryland  Fletcher v. Peck | Invasion into Canada  “Old Ironsides”  Oliver Hazard Perry  Transportation: National roads, canals, steamboats  El Whitney  Samuel Slater  Robert Fulton  Holy Alliance  Convention of 1818  Barbary Wars, 1815  Tallmadge Amendment  Internal improvements  *38 pts.* |

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| Vocabulary Essential Topic 9 | Vocabulary Supportive Topic 9 |
| Election of 1824  Corrupt bargain  National Republicans [Whig] Party  Democrat Party  “Common man”  “Spoils system”  Trail of Tears  Indian Removal Policy  Kitchen cabinet  Tariff of Abominations  Nullification crisis  Maysville Veto  Specie circular  Independent Treasury Act  Panic of 1837 | King Caucus  Nominating conventions  John C. Calhoun  Webster-Haynes Debate  Compromise Tariff 1833  Force Bill  “Pet banks”  Nicholas Biddle  Anti-Mason Party  Worcester v. Georgia  Charles River Bridge case  Dorr's Rebellion  *27 pts.* |

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| Vocabulary Essential Topic 10 | Vocabulary Supportive Topic 10 |
| Transcendentalists [Thoreau, Emerson]  Unitarians [Channing]  Second Great Awakening  Communitarians  Brook Farm  Oneida Community  New Harmony  Shakers  Horace Mann [Education]  Dorothea Dix [Criminally/Mentally Insane]  Temperance  Women's Rights [Stanton, Mott]  Seneca Fall Convention  Abolitionism Colonization  William Lloyd Garrison [The Liberator]  Frederick Douglass | Mormons  Joseph Smith  Brigham Young  Burnt over district  Peace Movement  Neal Dow  Grimke sisters  Underground railroad  Harriet Tubman  *25 pts.* |

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| Vocabulary Essential Topic 11 | Vocabulary Supportive Topic 11 |
| “Manifest destiny”  Annexation of Texas  Oregon Territory  Mexican Cession  Webster, Ashburton Treaty  Gadsden Purchase  Purchase of Alaska  Treaty of Guadaloupe-Hildalgo | "54º 40' or fight"  Forty-niners  Lone Star Republic  Slidell Mission  *12 pts.* |

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| Vocabulary Essential Topic 12 | Vocabulary Supportive Topic 12 |
| Liberty Party  Free Soil Party  American Party  Uncle Tom's Cabin  Harriet Beecher Stowe  Nat Turner's Rebellion [1820's]  'Peculiar Institution'  First American School of Literature  James Fennimore Cooper  Walt Whitman  Henry Wadsworth Longfellow  Herman Melville  Edgar Allen Poe  Henry David Thoreau  Ralph Waldo Emerson  Hudson River School  Know-Nothings  Nativism  Lowell System  Ostend Manifesto | Black codes  Antebellum era  King Cotton  Hinton Helper  Order of the Star Spangled Banner  Cyrus McCormick  Samuel F.B. Morse  Elias Howe  *28 pts.* |

Unit 4 Evaluation:

1. Multiple-Choice [Five Choice] Unit Exam on the major ideas, themes as well as terms for the Unit. [See unit outcomes and term list for unit]

2. A Free-Response Essay or Document-Based Essay that requires a thesis statement that assesses a major historical question of the unit such as... CR-5

1. To what extent did the Federalist administrations deal with foreign and domestic issues in establishing our new government? CR-11
2. To what degree did presidents Jefferson and Madison adhere to their philosophy during their presidencies from 1801-1816? CR-11
3. What factor or combination of factors precipitated the outbreak of the War of 1812? CR-8
4. What impact did the winning of the War of 1812 have on the standing of the nation internationally and nationally? CR-12
5. Assess the impact of John Marshall's court cases on the Supreme Court and the Constitution? CR-11
6. To what degree was President Jackson a nationalist/federal activist and/or a states' rightist? CR-12
7. Analyze the differences between the Democrat Party and the Whig Party of the 1830's and 1840's and the degree to which they dealt with the issues of the period? CR-9
8. Jacksonian Democrats viewed themselves as the guardians of the United States Constitution, political democracy, individual liberty, and equality of economic opportunity. In light of the following documents and your knowledge of the3 1820’2 and 1830’, to what extent do agree with the Jacksonian’ view of themselves? CR-10
9. The decision of the Jackson administration to remove the Cherokee Indians to lands west of the Mississippi River in the 1830’3 was more a reformulation of the national policy that had been in effect since the 1790’s than a change in that policy. CR-11
10. Assess the major phases of the Abolitionist Movement and the degree to which they were successful in achieving their goals? CR-12
11. To what extent was the Mexican War a legitimate war for the expansion of the United States? CR-11
12. Analyze the extent to which the political parties during the periods 1830-1860 attempted to deal with and/or ignore the issues facing the nation? CR-10

3. Graded Student-Led or Teacher-Led Seminar Discussions based on the following Historical Topics. CR-3

1. Evaluate the Presidency and leadership of Thomas Jefferson. How should his presidency and legacy be remembered? CR-13A
2. Which Cause most justified the War of 1812? CR-13A
3. Did the emergence of political parties in the early 1800’s encourage stability or encourage sectional rivalries? CR-11
4. How should history view the legacy of President Andrew Jackson? CR13A
5. Which social changes during the Reform Era were most significant in shaping the American culture? CR-13B
6. The inability of Mexico to govern her northern territories was justification enough for the U.S. to seize the territories. CR13B

4. Research Position Paper on a Topic from this Unit could be used to fulfill the Research Paper Requirement in the Course. Two Research Papers are required in the course.

5. An analysis of a historical document from this Unit might include:

1. Jefferson's Defense of the Purchase of Louisiana
2. Jefferson’s Defense of the Dambargo of 1807
3. Report and Resolutions of Hartford Convention
4. Madison's War Message
5. Felix Grundy demands war CR-3
6. John Randolph Needles War hawks CR-3
7. John Marshall, The Federal Government is supreme over the States, (McCulloch v. Maryland
8. Monroe Doctrine CR-3
9. South Carolina Ordinance of Nullification
10. Jackson denounces nullification
11. Daniel Webster pleads for the Union
12. Cherokee Nation, Indians should be allowed to remain in their homeland
13. Jackson's Veto of the Maysville Road Bill
14. A copy of Th*e Liberator*
15. Seneca Falls Declaration of Sentiments
16. Polk's Reassertion of the Monroe Doctrine
17. Polk's War Message on War with Mexico
18. Compromise of 1850
19. Sojourner Truth, Isn’t I a Woman? CR-7
20. Ralph Waldo Emerson, [excerpts] Self-Reliance
21. Robert Lindneux, the Cherokee Removal, Painting. CR-1B
22. Catharine Beecher, Women hold an exalted status in America
23. T.S. Arthur, Ten nights in a Barroom
24. Alexis de Tocqueville, Democracy in America
25. Henry David Thoreau, Civil Disobedience
26. Charles G. Finney, What a revival of religion is

6. Culminating Activity. Students will make a presentation interpreting a key idea from each of the nine periods of the curriculum. Student work must be based on a work of art, music, literature from that period, or from alter time about that period. The student presentation must describe how their choice represents a core idea from the historical period. CR-2

1. Amistad
2. Moby Dick
3. Gangs of
4. Identify a piece of Music and create a presentation analyzing the piece for what it implies and illustrates about that society.

Unit 5: Tension, War, and Reconstruction: 1844-1877

Text: The American Pageant: Chapters16, 17, 18, 19,20,21,22

Outcome #1: Students will assess the political, economic, social, cultural and diplomatic status of the United States by the year 1850 by...

Explaining the changing nature of political parties and the factions being created in each major party especially with regard to the issue of slavery and slavery expansion;

1. Analyzing the nature of the institution of slavery with regard to a culture of slave ownership, maintenance of slaves, punishment of slaves, slave rights, slaves' quality of life, attitudes towards slaves and slaveholders, slave resistance, and the profitability of slaveholding. POL-1
2. Explaining how the institution of slavery had become an integral part of the Southern economy and culture. WOR-3
3. Describe how Slavery’s existence was defended by southerners as well as the Southern argument that the north was forcing it to have a dependency on the North. ID-5
4. Discuss the emergence of a truly American school of literature separating itself from the European dominated school of literature. CUL-6
5. Discuss the reasons for an influx of immigrants to this Nation by the 1840's and 1850's, the contributions they made to our culture, the problems that emerged with their settlement, and arguments used by an emerging nativist movement against their settlement in this nation. PEO-5
6. Describe the rise of early industrialization in the United States accompanied by an increase in new innovations and inventions in both agriculture and industry which gave rise to both progress and problems in the economy. WXT-2
7. Explain the early efforts by the United States to acquire overseas or adjoining lands such as Cuba, Hawaii, Nicaragua, Panama, and land in Mexico and the reaction of European nations to these attempts. WOR-5

Outcome #2: Students will be able to demonstrate the ability to evaluate the critical events between 1820 and 1860 but especially during the period of 1850-1860, which contributed to the sectionalism of the nation, assess the major causes of the Civil War, and justify the major cause of the Civil War by...

1. Explain the role played by the territorial expansion in causing the Civil War especially in events such as the annexation of Texas, the Mexican War, and the settlement of California, the Kansas-Nebraska Act, the Dred Scott case, and the Lincoln-Douglas Debates. ID-2, PEO-2,
2. Explain the role played by the morality of slavery in causing the Civil War especially in events such as the efforts of the abolitionists, John Brown's efforts in Kansas and Virginia, and the Fugitive Slave Act. CUL-2
3. Explain the role-played by the economic differences and economic issues dividing the North and the South in causing the Civil War especially with regard to the role of slavery and industrialization, the protective tariff and internal improvements. WXT-2
4. Explaining the role played by the doctrine of states' rights v. the concept of federalism in the Constitution in causing the Civil War especially with regard to the national bank, the tariff, internal improvements and ultimately the legality of slavery and the right of secession. POL-5
5. Explaining the role played by political leadership and parties in causing the Civil War especially with regard to political factions within parties and the rise of third parties as seen in the Election of 1860 as well as poor political leadership or the lack of political leadership in the Presidency and in Congress. POL-6

Outcome #3: Students will assess the military and diplomatic strategies and efforts implemented by President Lincoln and the Northern Congress during the Civil War from 1861-1865 as well as the military and diplomatic efforts implemented by President Davis and the Southern Congress by...

1. Compare and contrasting the strengths and weaknesses of the North and South during the war with regard to geography, economics, numbers of soldiers, attitudes toward fighting, ability to raise funds, foreign support, and political as well as military leadership. POL-6, EVN3
2. Explain the arguments and efforts promoted by President Lincoln to control the Border States during the Civil War. POL-6
3. Describe the overall military strategies of Northern and Southern military leaders during the period of 1861-1865 as well as reasons for the changing leadership in the Northern military up to 1863. ID-5
4. Explain the role played by Great Britain and other European nations in supporting the North or the South as well as the efforts by President Lincoln to keep Great Britain from supporting the South. WOR-7
5. Explain the reasons for President Lincoln's issuance of the Emancipation Proclamation and its impact on the nation and on foreign nations especially Great Britain CUL-4. ID-6
6. Discuss the efforts by the North and South to mobilize an army and a navy as well as war finances during the Civil War including the role that blacks and women played in the war effort. ID-5
7. Analyze President Lincoln's presidential and military leadership during the Civil War including his proposals on the reconstruction of the South. POL-7
8. Describe the impact that the Civil War had on the political, economic, and social conditions of the United States following the Civil War. ID-6

Outcome #4: Students will evaluate the efforts at the reconstruction of the nation between 1865-1877 by Presidents Lincoln and Johnson as well as the Congress controlled by the Radical Republicans by...

1. Explain the three essential issues which were central to reconstruction including whom should control reconstruction, i.e. the President or Congress; what should the southern states of the Confederacy be required to do to re-enter the United States; and how will the newly freed slaves achieve their political, economic and social rights;
2. Compare and contrast President Lincoln's plan for reconstruction with the one proposed by the Congress in the Wade-Davis Bill during the Civil War as well as their reasons for their respective plans;
3. Explain President Johnson's reasons for supporting some elements and other opposing elements Lincoln's plan for reconstruction [including support for the Thirteenth Amendment and the creation of the Freedman's Bureau] and for his Continued opposition to Congressional plans for reconstruction including the Civil Rights Act of 1866, the Fourteenth and Fifteenth Amendments, the extension of the Freedman's Bureau, and the Reconstruction Act of 1867. Pol-5
4. Explain the Congressional Plan for reconstruction led by the Radical Republicans which promoted the rights of the freedmen including the continuation of the Freedman's ID-5
5. Bureau, the Civil Rights Act of 1866, the Fourteenth and Fifteenth Amendments, and totally reconstructed Southern governments and constitutions. POL-7
6. Explain the struggle for power between President Johnson and Congress over reconstruction, the methods used by each to curtail the power of the other, the impeachment of President Johnson, and the results of that trial on the Presidency and the nation. POL-5, POL,6
7. Explain the changing nature of the newly reconstructed Southern governments between 1867 and 1876 including the strengths and weaknesses of those governments. POL-6
8. Discuss the breakdown of the reconstruction movement during the period, 1871-1876, the transfer of power in the Southern governments back to the Southern white conservatives, and the end of the federal government's role in reconstruction with the Compromise of 1877. ID-5
9. Assess the degree to which the freedmen in the South achieved their political, economic and social rights; POL-7
10. Assess the impact of Reconstruction on the South, especially the political and economic status and position of the freedmen; the North; and on the nation as a whole. ID-6
11. Describe how the 13th Amendment led to a great migration of freedmen to the North and West and what affect this had on American culture. POE-2, CUL-3

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| Vocabulary Essential Topic 12 | Vocabulary Supportive Topic 12 |
| Liberty Party  Free Soil Party  American Party  Uncle Tom's Cabin  Harriet Beecher Stowe  Nat Turner's Rebellion [1820's]  'Peculiar Institution'  First American School of Literature  James Fennimore Cooper  Walt Whitman  Henry Wadsworth Longfellow  Herman Melville  Edgar Allen Poe  Henry David Thoreau  Ralph Waldo Emerson  Hudson River School  Order of the Star Spangled Banner (a.k.a  Know-Nothings)  Nativism  Lowell System  Ostend Manifesto | Black codes  Antebellum era  King Cotton  Hinton Helper  Cyrus McCormick  Samuel F.B. Morse  Elias Howe  *27 pts.* |

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| Vocabulary Essential Topic 13 | Vocabulary Supportive Topic 13 |
| Topic 13  Wilmot Provisos  Compromise of 1850  Fugitive Slave Act  Kansas-Nebraska Act  Popular sovereignty  Dred Scott Decision  Lincoln-Douglas Debates  John Brown  Republican Party  Election of 1860  Secession | Topic 13  “Gag rule”  Personal liberty laws  “Bleeding Kansas”  Lecompton v. Topeka  Freeport Doctrine  Harper's Ferry  Doctrine of nullification  Fort Sumter  Crittenden Compromise  *20 pts.* |

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| Vocabulary Essential Topic 14 | Vocabulary Supportive Topic 14 |
| Border states  Northern blockade  Anaconda Plan  Vicksburg  Gettysburg  Trent Affair  Emancipation Proclamation  Morrill Land Grant Act  Homestead Act  National Banking Act | Martial law  Suspension of writ of habeas corpus  General Lee  General Grant  Copperheads  Conscription  Draft riots  Morrill Act [Tariff]  Transcontinental Railroad  Confiscation Acts  *20pts* |

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| Vocabulary Essential Topic 15 | Vocabulary Supportive Topic 15 |
| Topic 15  Lincoln's 10% Plan  Congress' 50% Plan (Wade-Davis Bill )  Freedman's Bureau  Thirteenth Amendment  Civil Rights Act 1866  Reconstruction Act 1867  Fourteenth Amendment  Tenure of Office Act  Fifteenth Amendment  Scalawags  Carpetbaggers  Redeemers  Jim Crow laws [de-Jure segregation]  Sharecropping  Lien system  Election of 1876  Compromise of 1877 | Topic 15  Ku Klux Klan  Ku Klux Klan Act  Radical Republicans  Impeachment of President Johnson  Ex parte Milligan  Plessey v. Ferguson 1896  Atlanta Compromise  Booker T. Washington  Solid South  *26 pts.* |

Unit 5 Evaluation

1. Multiple-Choice [Five Choice] Unit Exam on the major ideas, themes as well as terms for the Unit. [See unit outcomes and term list for unit]

2. A Free-Response Essay or Document-Based Essay that requires a thesis statement that assesses a major historical question of the unit such as... CR-5

1. Assess the major phases of the Abolitionist Movement and the degree to which they were successful in achieving their goals? CR-8
2. To what extent was the Mexican American War a war for expansion? CR-9
3. Analyze the extent to which the political parties during the period of 1830-1860 attempted to deal with and/or ignore the issues facing the nation? CR-11
4. Analyze the nature of the institution of slavery and to what extent it became a peculiar economic institution and a cultural focal point for Southern Culture? CR-12
5. Assess the major cause of the Civil War by including the role of each of the following: slavery morality, slavery expansionism, economic differences/issues, lack of effective political leadership in government, and the conflict between states’ rights and federalism? CR-8
6. Analyze the leadership of President Lincoln in his handling of the Civil War as a military and political leader? CR-12

3. Graded student-Led or Teacher-Led Seminar Discussions based on the following historical topics: CR-3

1. How justified was the North in criticizing Southern Slavery? CR-12
2. William Tecumseh Sherman: war hero or war criminal? CR-13A
3. The North forced the South to stay in the Union, destroyed its social and economic institutions; this made the North responsible for the success or failure of Southern Reconstruction. Argue the validity of this statement. CR13A

4. Research Position Paper on a Topic from this Unit could be used to fulfill the Research Paper Requirement in the Course. Two Research Papers are required in the course.

5. An analysis of a historical document from this Unit might include:

1. A Positive view or the Lowell girls
2. The ‘factory girls” tell their own story
3. The Workingmen’s Party of Charlestown, Massachusetts Workers are Exploited and Oppressed
4. Slave Spirituals; Go down Moses, Steal Away to Jesus
5. James W. Pennington, The Escape of a fugitive slave
6. Nehemiah Adams, Slavery is not oppressive
7. Roger Taney, Opinion in Dred Scott v Sanford
8. William Brown, My Life as a Slave
9. A copy of Th*e Liberator*
10. Polk's War Message on War with Mexico
11. Compromise of 1850
12. American Party Platform
13. Lincoln-Douglas Debates CR-7
14. Lincoln’s response to the Greely letter CR-7
15. Emancipation Proclamation CR-7
16. Gettysburg Address CR-7
17. Lincoln’s second inaugural CR-7
18. South Carolina's Ordinance of Secession
19. Thomas G. Robisch, Genera William T. Sherman: Would the Georgia campaigns of the first com2mander of modern era comply with current law of war standards? CR-7
20. Frank Knapp, Sherman’s Marc: Final Revenge CR-7
21. The Black Codes of Mississippi.
22. Tenure of Office Act
23. Impeachment of President Johnson
24. Ku Klux Klan: Organization and Principles
25. The Slaughterhouse Cases
26. President Andrew Johnson tries to restrain Congress 1867
27. John Brown Gordon, The Ku Klux Klan is a peacekeeping organization CR-7
28. Frederick Douglass, Blacks should have the right to vote
29. Benjamin M. Boyer, Blacks should not have the right to vote

6. Culminating Activity. Students will make a presentation interpreting a key idea from each of the nine periods of the curriculum. Student work must be based on a work of art, music, literature from that period, or from alter time about that period. The student presentation must describe how their choice represents a core idea from the historical period. CR-2

1. Ten Years a Slave
2. Buffalo Soldiers
3. Lincoln
4. Gettysburg
5. Gone with the Wind
6. Identify a piece of Music and create a presentation analyzing the piece for what it implies and illustrates about that society

Unit 6 Content: Growth and Change: 1865-1898

Text: The American Pageant: Chapters 23,24,25,26

Outcome #1: Students will assess the impact of the settlement and cultures of the Great Plains as the “final west” of the continental United States on the development of this nation during the period of 1865-1890 by:

1. Describing the ecological, cultural and economic reasons why the Great Plains area was the last area to be settled in the continental United States. ID-2, PEO-4
2. Explaining the United States government's official and unofficial treatment and policies towards the “Amerindians” beginning in the early 1800's to 1865, from 1865 to the early 1870'5, and from the early 1870's to the 1890'5. ID-6
3. Explaining the impacts that this treatment and these policies had on the “Amerindians” including the creation and destruction of the Plains Indians culture. PEO-4, PEO-5
4. Explaining the role that the cattlemen, railroads, cowboys, miners and homesteaders each had on the settlement, development, and destruction of the frontier culture.PEO-3, WXT-3
5. Analyze the impact that this last frontier and all other previous frontiers had on the development of the United States as well as the validity of the Frederick Jackson Turner thesis, with regard to the closing of the frontier by 1890. PEO-3ID-6

Outcome #2: Students will demonstrate the ability to assess the nature of politics, political parties, political issues, and political activism in the period from 1877 to 1900 by...

1. Identifying the major sources for support for the Republican and Democratic parties and explaining the high degree of popular participation in national politics despite the relative lack of issues dividing the two major parties. PEO-5
2. Discussing the major issues that were a part of the national politics of this period including civil service reform, the tariff, agrarian reform, railroad reform, trusts, and the standard of currency. POL-6
3. Discussing the degree to which the government responded to the major issues, Tariff, Currency, and Spoils, including examples of reform and reasons for a lack of reform. POL-6
4. Explaining the reasons for the rise of an agrarian protest movement that culminated in the formation of the People's [Populist] Party by the 1890's as well as their proposed program for reform. PEO-3,WXT-6,
5. Analyzing the successes and failures of the Populist movement and the reasons for their decline after the Election of 1896. PEO-3WXT-7
6. Analyzing the efforts of third party movements since the first third party in 1832 as well as the impact they have and will continue to have on politics in the United States. To what extent and for what reasons did the political parties between the years1876-1890 deal with [or not] the major issues of the nation? POL-6
7. Assess the impact that the Populists had on the politics of the nation and on bringing about reforms for the people especially the farmers? WXT-7
8. Analyze the impacts that 'third party' movements have had and continue to have on the United States' political process? Pol-6
9. Assess how a new national culture emerged based on Northern social values and new technology. CUL-3

Outcome #3: Students will be able to assess the rise of the major phase of industrialization and urbanization in the United States between the years 1865-1900 as well as the rise of big business, and assess the impacts of these forces on the development of the United States by...

1. Explaining the major factors that are needed in a nation in order for it to industrialize on a large scale and cite specific evidence of these factors in the United States in the latter half of the 1800's. ENV-4
2. Explaining the types of business organizations that emerged in the late 1800's which accounted for a great deal of industrial wealth, and the positive and negative impacts of these big businesses on the U. S. economy and society. WXT-7
3. Discussing the types of big businessmen that emerged in the late 1800's and analyze their contributions both positive and negative to the U.S. economy and society. WXT-7
4. Explaining the reasons for the laissez-faire regulation of big businesses in the late 1800's, the reasons that emerged that called for regulation of these businesses, and the nature of the legislation that was passed to regulate these businesses. WXT-6
5. Explaining the doctrines of the Gospel of Wealth, the Social Gospel and Social Darwinism and how they affected the desire to reform or not to reform society. CUL-5
6. Explaining the early efforts in the organization of labor unions including the differences between their methods of organization, membership, and goals; as well as the government's attitude toward unions v. management. WXT-5
7. Describing the technological advances that occurred in industry and how they affected the centralization of industry as well as how they affected the worker and the workplace and culture. WXT-3
8. Explaining the factors that caused the movement of the population from rural to urban areas in the late 1900's as well as the urban conditions which people faced in the cities. CUL-3, ENV-4
9. Describing the efforts by cities to deal with urban problems and the emergence of municipal governments to deal with the politics of the cities. CUL-5
10. Discuss the growth of social and cultural movements in urban centers that offered more opportunities to people in education, the professions, literature, art, and journalism. CUL-5, POL-6

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| Vocabulary Essential Topic 16 | Vocabulary Supportive Topic 16 |
| “Plains Indians” culture  Great American Desert  Indian Government Policies  Concentration reservations  Grant's Peace Plan  Dawes Act  Homestead Act  Helen Hunt Jackson  Frederick Jackson Turner  Joseph Glidden | “Bonanzas” of the Frontier cattlemen [open range]  Cowboys  Miners  Homesteaders  Railroads  [Cow towns]  Battle of Wounded Knee  Battle of Little Bighorn  *18 pts.* |

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| Vocabulary Essential Topic 17 | Vocabulary Supportive Topic 17 |
| Topic 17  Grangers  Farmers' Alliances  Greenback Party  Populist Party [People's Party]  Crime of '73  Bland-Allison Act  Sherman Silver Purchase Act  Gold Standard Act 1900  Civil Service [Pendleton] Act  Mugwumps  Party bosses [Tweed, Hanna]  Thomas Nast  Hearst  Pulitzer  Chinese Exclusion Act  Depression of 1893  Election of 1896 | Topic 17  Credit Mobilier Scandal  Stalwarts  Half-Breeds  Bourbons  Coxey's Army  Tom Watson  Grand Army of the Republic  “Wave the bloody shirt”  Second School of American Literature  Mark Twain  Emily Dickinson  Stephen Crane  William Jennings Bryan  *30 pts.* |

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| Vocabulary Essential Topic 18 | Vocabulary Supportive Topic 18 |
| “Gilded Age”  Laissez-faire economy  Vertical-horizontal integration  Trusts  Pools  Interlocking directories  Holding companies  “Robber barons”  “Captains of industry”  Gospel of Wealth Social Gospel  Social Darwinism  Munn v. Illinois 1877  Wabash v. Illinois 1886  Interstate Commerce Act  Sherman Anti-Trust Act  New v. old immigrants  Tenements  Party bosses  Knights of Labor  American Federation of Labor [AFL]  International Workers of the World  [Wobblies]  Pullman Strike | Railroad subsides  Rebates  Long v. short haul  John Rockefeller  Andrew Carnegie  Cornelius Vanderbilt  J.P. Morgan  James Hill  Thomas Edison  Alexander Bell  Horatio Alger  Lillian Wald  Jane Addams [Hull Houses]  Salvation Army  Y.M.C.A.  Samuel Gompers  Blacklists  Yellow dog contracts,  Closed shop  Strikes  Boycotts  *44 pts.* |

Unit 6 Evaluation:

1. Multiple-Choice [Five Choice] Unit Exam on the major ideas, themes as well as terms for the Unit. [See unit outcomes and term list for unit]

2. A Free-Response Essay or Document-Based Essay that requires a thesis statement that assesses a major historical question of the unit such as... CR-5

1. Assess the impacts that the American Frontier has had on the development of the United States? CR-10
2. To what extent did the closing of the last frontier on continental United States impact the view Americans held of themselves? CR-10
3. Assess the impacts that the U.S. government policies had on the, Amerindians' in the United States in the period 1865-1890? CR-7
4. Which of the major issues did the political parties deal with most effectively between the periods of 1876-1890? What issues lead to the rise of the Populists movement? CR-11
5. How did if the nation and on bringing about reforms for the people especially the farmers? CR-12
6. Analyze the impacts that 'third party' movements have had and continue to have on the United States' political process? CR-11
7. Assess the status of the factors of industrialization in the United States by the period 1865-1900 and the degree to which the United States was primed for industrialization? CR-12

3. Graded student-Led or Teacher-Led Seminar Discussions based on the following historical topics: CR-3

1. To what degree were the big businessmen during the period 1865-1900’s heroes or captains of industry' and/or 'robber barons'? CR-13B
2. Who had the rights to western territories, Amerindians or the U.S. government? CR-13A
3. Which President between 1876 and 1896 deserves to be remembered most? CR-13A

4. Research Position Paper on a Topic from this Unit could be used to fulfill the Research Paper Requirement in the Course. Two Research Papers are required in the course.

5. An analysis of a historical document from this Unit might include:

1. Pendleton Act
2. Dawes Act
3. Theodore Roosevelt, the Winning of the West, vol. 1
4. Chief Joseph, An Indian’s view of Indian Affairs, I Will Fight No More Forever.
5. Peter Farb, the Plains Indians
6. Russell Conwell, Acres of Diamonds
7. Preamble to the constitution of the Knights of Labor
8. Henry George, Concentrations of wealth Harm America CR-1C
9. Charles Sumner, That Poverty is the Best Policy CR-7
10. Andrew Carnegie, *the gospel of* Wealth CR-7
11. Jacob a. Riis, How the other half lives CR-1C
12. Rutherford B. Hayes Vetoes the Chinese Exclusion Act
13. James Garfield’s Inaugural Address
14. Thomas Nast, Collection of political cartoons. CR-2

6. Culminating Activity. Students will make a presentation interpreting a key idea from each of the nine periods of the curriculum. Student work must be based on a work of art, music, literature from that period, or from alter time about that period. The student presentation must describe how their choice represents a core idea from the historical period. CR-2

1. Gangs of New York
2. Dances with Wolves
3. Identify a piece of Music and create a presentation analyzing the piece for what it implies and illustrates about that society

Unit 7 Content: Becoming a World Leader: 1900-1945

Text: The American Pageant: Chapters 27, 28,29,30,31,32,33,34, 35

Outcome #1: Students will assess the movement of the United States to an imperialistic foreign policy between 1865-1914 by…

1. Explaining the major reasons [vital interests] that were causing the United States' to expand its interests in territories beyond continental U.S. WOR-6
2. Identifying and explaining the U.S. interest in specific regions in the world including Samoa, Hawaii, Central America including the Caribbean, and parts of Asia including China and Japan. WOR-6
3. Identifying the groups opposed to the nation's acquisition of an empire and explaining their major reasons for opposition. POL-6
4. Explaining the major causes of the Spanish-American War, analyzing the major cause for the War, and assessing the impact of the Spanish-American War on our nation and our desire for an empire. WOR-7
5. Explaining President Theodore Roosevelt's ideas about the U.S.' obligations as a major world power and the effect these ideas had on U.S. foreign policy in the Western Hemisphere and the Far East. WOR-6
6. Explaining President Taft's ideas of dollar diplomacy and President Wilson's ideas of moral diplomacy and comparing/contrasting them with Roosevelt's policies. WOR-3

Outcome #2: Students will evaluate the Progressive Movement in the United States during the period of 1900-1920 by...

1. Explaining the origins of the progressive movement in early protest movements of the late 1800's, the work of the muckraker writers, and the writings of intellectuals/authors. CUL-5
2. Identifying the major groups in society who supported the progressive movement as well as their major beliefs. CUL-5, POL-6
3. Explaining the broad based spectrum of progressive reformers including those who worked within the existing political parties, the third party reformers, and the local and state progressive reformers. POL-6
4. Comparing and contrasting the nature and degree of success of the populist and progressive reform movements. CUL5
5. Assessing the status and gains of U.S. minorities during the first two decades of the twentieth century including labor unions, blacks, immigrants, women and the poor; and the degree to which they were or were not part of the progressive reform movements. ID-4, POE-6
6. Comparing and contrasting President Theodore Roosevelt's attitudes and actions towards progressivism when he was President [1900-1908] with those of his New Nationalist views [1912-1914]. POL-6
7. Comparing and contrasting President Roosevelt's and President Wilson's progressive programs and results; and, assessing the degree of success of the progressive movement in bringing about reform affecting business as well as people's attitudes toward business. POL-6

Outcome #3: Student will to assess the United States' involvement in World War I between 1914-1918, and the making of the peace settlement during the period 1918-1920 by...

1. Explaining the major rights of a neutral nation during wartime according to international precedents and discussing the problems encountered by President Wilson in trying to adhere to these traditional concepts of neutrality before the U.S. entry into the war. ID-3
2. Describing the steps taken by President Wilson to mobilize the nation for war both in the military and in domestic areas, and how this impacted the power of the president during wartime. WOR-7
3. Explaining the role played by President Wilson in framing the peace settlement to end World War I. WOR-3
4. Analyze the major reasons given by President Wilson as to why the U.S. should sign the Treaty of Versailles and thus join the League of Nations WOR-6
5. Discuss the major objections advanced by the reservationists and irreconcilables. POL-6
6. Assess which of the arguments or positions or combinations of them was most appropriate. ID-3

Outcome #4: Students will analyze the political, economic and cultural aspects of the

Post-World War I decade from 1919-1929 by...

1. Explaining the major steps taken by the Harding administration to demobilize the nation especially in the areas of labor, industry, agriculture, politics, foreign policy, and attacks on radicals. WXT 6
2. Describing the *efforts* of Frederick Taylor and Henry Ford in transforming manufacturing and the social and economic impact of their efforts. CUL-5
3. Identifying the unstable factors in the U.S. economy in the 1920's with specific reference to the area of agriculture and speculation.WXT-6
4. Explaining the cultural changes in U.S. society especially in the areas of consumerism, women, the family, religion, literature, music, education, and sex. ID-5
5. Explaining the conflicts in culture which occurred in the 1920's in the areas of Prohibition, the rise of Nativism, the Ku Klux Klan, religious fundamentalism, and the Literature of alienation. CUL-6
6. Explaining the nature of foreign policy in the 1920’s that was built reaction to new immigration patterns and the disillusionment with the outcomes of World War I and the Paris Peace treaty. WOR-7, PEO-7

Outcome #5: Student will evaluate the background of the Great Depression, the impact of it on the nation, and the attempts made to overcome it as well as prevent something similar in the future between 1929-1938 by...

1. Explaining the underlying causes of the depression and describing the immediate factors leading to the stock market crash. WXT-6
2. Describing the steps taken by President Hoover between 1929 and 1932 to deal with the depression, the reasons for his actions, and the effects on the pace of recovery. POL-6
3. Discussing the interrelationship between the European and American economies by 1929 especially with regard to currencies, war debts, and war reparations. WOR-3
4. Comparing the contrasting President Hoover's approach to dealing with the depression with that of President Roosevelt's. POL-6
5. Comparing and contrasting the philosophies and the programs of President Roosevelt's First and Second Phases of the New Deal as well as their successes and failures. POL-4
6. Identifying and explaining the philosophies of the opponents to the New Deal program on the right and the left. POL-4
7. Explaining President Roosevelt's reasons for attempting to pack the Supreme Court as well as the reasons for the shift in attitude towards the New Deal after 1937. POL-6
8. Describing the impact of the New Deal programs on the social, economic and political conditions of labor, blacks, ethnics, and women, the poor, and Native Americans, POL-4, WXT-5
9. Explaining the contributions made by the New Deal to ensuring the future economic and social stability of the nation. WXT-5
10. Explaining the expansion of the power of the federal government, particularly the power of the Presidency, brought about by the New Deal. EVN-4

Outcome #6: Students will assess the role the United States played in foreign relations in the period 1920-1941 by...

1. Explaining the reasons why the United States preferred to remain isolated from world affairs to 194. WOR-7
2. Describing the actions of the United States concerning foreign trade, monetary stabilization, war debt repayment, and disarmament between 1920 and 1935 and their effects on foreign relations.WOR-5
3. Describing United States foreign policy towards Latin America and its impact on relations with that region. WOR-5, EVN,5
4. Discussing the problems for foreign policy presented by Japanese aggression in China during the 1930's and the attempts by President Roosevelt to protect American interests while remaining out of war. WOR-6
5. Analyzing the Congressional legislation and Presidential actions of Roosevelt between 1935 and 1941 with regard to the degree of neutrality and U.S. intervention on behalf of the Allies. WOR-4
6. Explaining how the major principles of the Atlantic Charter serve as the basic war aims for World War II. WOR-4

Outcome #7: Students will assess the role played by the United States in World War II from 1941-1945 by...

1. Describing the efforts taken by President Roosevelt and Congress to mobilize the nation during wartime both militarily and by converting the economy to meet war needs. WXT-8
2. Explaining the military strategies and their effectiveness that were used by the Allies to defeat Germany and Italy in Europe and the military strategies used by the American army and navy to defeat Japan in the Orient. WOR-4
3. Explaining the major decisions made at the major wartime conferences held during the war from 1942 to 1945 and their impact on creating a peace settlement at the end of the war. WOR-7
4. Comparing and contrasting the social and economic opportunities for some American minorities including women and blacks during the war with the direct infringements on civil rights of other groups including Japanese-Americans. ID-6,
5. Analyzing the military and political reasons which were proposed with regard to whether the United States should drop the atom bomb on Japan as well as President Truman's decision to do so in August of 1945.WOR-7, ID-3
6. Explaining how some of the decisions reached near the end of the war especially with the Soviets helped to create an adversary relationship between the U.S. and the Soviet Union. WOR-8

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| Vocabulary Essential Topic 19 | Vocabulary Supportive Topic 19 |
| Continentalism  “New manifest destiny”  Anti-Imperialist League  Spanish-American War  Re-concentration  Yellow journalism  U.S.S. Maine  DeLome Letter  Treaty of Paris  Treaty of Portsmouth  Gentlemen's Agreement  “Big Stick” policy  Roosevelt Corollary  Open Door Policy  *Hay Treaties over Panama*:  Clayton Bulwer 1850  Hay-Paunceforte 1901  Hay-Herran 1903  Hay-Bunnai-Varilla 1904  Dollar Diplomacy  “Watchful waiting”  Moral diplomacy  Insular Cases | “White man's burden”  Jingoism [Blaine] imperialism  Josiah Strong  Teller Amendment  Platt Amendment  Rough Riders  San Juan  Manila Bay  Commodore Perry  Alfred Mahan  Venezuelan boundary dispute  Great White Fleet  *35 Pts* |

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| Vocabulary Essential Topic 20 | Vocabulary Supportive Topic 20 |
| Progressive v. Populist  Muckrakers  Primary  Initiative  Recall,  Referendum  City manager  Robert Lafollette  Eugene Debs [Socialism]  Roosevelt's program [Square Deal]  New Nationalism  Bull Moose  Hepburn Act  Pure Food and Drugs Meat Inspection Act  “Trust-busting”  Northern Securities case  Payne-Aldrich Tariff  Wilson's program New Freedom  Adamson Act  Clayton Anti-Trust Act  Federal Reserve Act  Federal Trade Commission  Mann Act  Child Labor Act  16th, 17th, 18th, 19th, Amendments *def each*  Underwood Simmons Tariff | Ida Tarbell,  Lincoln Steffens,  Upton Sinclair,  Frank Norris  W.C.T.U.  Susan B. Anthony  Secret ballot [Australian]  Margaret Sanger  Pinchot-Ballinger Scandal [Taft]  W.E.B. Dubois  Niagara Movement  N.A.A.C.P.  Washington v. Dubois  *44pts* |

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| Vocabulary Essential Topic 21 | Vocabulary Supportive Topic 21 |
| Neutrality rights  Sussex pledge  Arabic Pledge  Submarine warfare [U-Boats]  Lusitanian  Zimmerman Note  War Industries Board  Public Information Committee [Creel]  Lever Act  Food Administration  Espionage-Sabotage-Sedition Acts  Selective Service Act  Fourteen Points  League of Nations  Article 10  Versailles Treaty  “Irreconcilables” [William Borah]  “Reservationists”  Henry Cabot Lodge | Nationalism  Imperialism  Alliances  Militarism  John J. Pershing  Eugene V. Debs  Schenck v. U.S.  Big Four  Mandates  28 |

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| Vocabulary Essential Topic 22 | Vocabulary Supportive Topic 22 |
| “Normalcy”  Red Scare  Palmer Raids  K.K.K.  Scopes Trial  National Origins Acts [1921, 1924] [def both]  Lost Generation  Harlem Renaissance  Bonus Army  Marcus Garvey  Prohibition  Volstead Act  Sacco and Vanzetti  Teapot Dome  Elks Hill Scandals  Dawes Plan  Disarmament Conferences Washington, London  5-4-9 Powers Treaties | Henry Ford  Frederick Taylor  Charles Lindbergh  Babe Ruth  Jazz Age  F. Scott Fitzgerald  Sinclair Lewis  Theodore Dreiser  T. S. Eliot  Langston Hughes  AI Capone  Kellogg-Briand Pact  Good Neighbor Policy [Hoover]  *32 pts.* |

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| Vocabulary Essential Topic 23 | Vocabulary Supportive Topic 23 |
| Stock market crash  Andrew Mellon  Trickle-down approach  Federal Farm Board  Glass Steagall Act [# 1]  Reconstruction Finance Corporation  Hawley Smoot Tariff | “Homerville’s”  “Hoover blankets”  Bonus Army  *10 pts.* |

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| Vocabulary Essential Topic 24 | Vocabulary Supportive Topic 24 |
| “The hundred days”  New Deal  “Pump priming” approach  Relief, recovery, reform  Deficit spending  Agricultural Adjustment Act [A.A.A.]  Civilian Conservation Corps [C.C.C.]  Tennessee Valley Authority [T.V.A.]  Securities Exchange Commission [S.E.C.]  Works Progress Administration [W.P.A.]  National Recovery Administration [N.R.A.]  Wagner Act  Fair Labor Standards Act  Public Works Administration [P.W.A.]  Social Security Administration  Federal Deposit Insurance Corporation [F.D.I.C.]  Court packing plan  Schechter Poultry v. U.S.  U.S. v. Butler  “Brain trust”  Congress of Industrial Organizations [C.I.O.] | Emergency Banking Relief Act  Glass Steagall Banking Relief Act [#2]  21st Amendment  Keynesian economics  Home Owners/ Loan Corporation  Rural Electrification Administration  Indian Reorganization Act  John Collier  National Youth Administration  Frances Perkins  Huey Long  Francis Townsend  Father Coughlin  Sit down strikes  Recession of 1938  36pts |

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| Vocabulary Essential Topic 25 | Vocabulary Supportive Topic 25 |
| Stimson Doctrine  Good Neighbor Policy  Nye Committee  Neutrality Act 1935 [strict neutrality]  Neutrality Act 1937 [cash n' carry]  Neutrality Act 1939  Lend-Lease Act 1941  Neutrality Act 1941  Destroyer Deal  Atlantic Charter  Pearl Harbor | Invasion of Manchuria  Appeasement  “Quarantine Speech”  America First Committee  Smith Act  Election of 1940  *17 pts.* |

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| Vocabulary Essential Topic 26 | Vocabulary Supportive Topic 26 |
| “'Summit conferences:” [def each]  Casablanca Cairo  Teheran Yalta  Potsdam  Operation Overlord [D-Day]  Stalingrad  Leapfrogging  Midway  Hiroshima/Nagasaki  Manhattan Project  Executive order 9066 [internment]  War Production Board  Office of Price Administration  Office of War Information  War Labor Board  C.O.R.E. [A. Philip Randolph] | “Unconditional surrender”  Bond drives  “Rosie the Riveter”  *18 pts.* |

Unit 7 Evaluation:

1. Multiple-Choice [Five Choice] Unit Exam on the major ideas, themes as well as terms for the Unit. [See unit outcomes and term list for unit]

2. A Free-Response Essay or Document-Based Essay that requires a thesis statement that assesses a major historical question of the unit such as... CR-5

1. Assess the status of the factors of industrialization in the United States by the period 1865-1900 and the degree to which the United States was primed for industrialization? CR-11
2. To what degree were the big businessmen between the periods 1865-1900 'heroes or captains of industry' and/or 'robber barons'? CR-10
3. Compare/Contrast the major principles, goals, and method~ of the various 'progressive' groups during the periods of 1900-1920 at both the local/state and national levels? CR-11
4. Compare and Contrast the Roosevelt program for Progressivism [i.e. the Square Deal and New Nationalism] with the Wilson program for Progressivism [i.e. New Freedom]? How successful were they? CR-12
5. Compare and Contrast the African-American movement of Booker T. Washington with that of W.E.B. Dubois? CR-11
6. Assess the factors that caused the United States to promote the foreign policy of 'imperialism' and the regions to which it was applied? CR-12
7. Assess the causes of the Spanish-American War and determine which cause was the major factor that got our nation involved? CR-8
8. To what degree was the United States neutral before its involvement in World War I? CR-12
9. Evaluate whether the United States should have joined the League of Nations with and without reservations? CR-12
10. Assess the political, economic and social aspects of the 1920's to determine whether the decade rightly deserves the label “Roaring Twenties”? CR-10
11. Compare and contrast the immigration patterns to the United States between the 1830's to the 1920's and assess the changing views towards immigrants? CR-9
12. Analyze the conflicts in culture that occurred in the 1920s in such areas as religion, race, immigration, prohibition, and literature? CR-9
13. Analyze the critical causes of the Great Depression, which were building during the 1920's? CR-8
14. Compare and Contrast the President Hoover's “trickle down approach” to dealing with the Depression with President Roosevelt's “pump priming approach”? CR-12
15. Assess President Roosevelt’s First and Second New Deal and the extent to which they produced “relief, recovery, and reform”? CR-12
16. Analyze the extent to which the New Deal provided for long-term “stabilizers” to the economy and society? CR-11
17. Assess to what extent was the United States neutral in its words and deeds between 1935 and 1941? CR-11
18. Analyze the military strategies of the United States in its European and Pacific theaters of war? CR-12
19. Assess the decisions made at the major wartime conferences between 1942 and 1945 as well as the impact of these decisions on the peace settlements of World War II? CR-8
20. Assess the home front wartime policies especially with regard to women, blacks and Japanese-Americans? CR-8

3. Graded Student-Led or Teacher-Led Seminar Discussions based on the above Historical questions. CR-3

1. Which reason for America’s taking colonies was most legitimate? Upon what criteria do you base your position? CR-13A
2. Having decided the outcome of World War I, was the United States morally obligated to support the Treaty of Versailles?CR-13A
3. The mythology of the Roaring Twenties was that it was a period of radical social and economic change. Defend or refute this statement.CR-13B
4. Was the New Deal successful at addressing the issues of the Great Depression? CR13A
5. Characterize American foreign policy as it existed before World War II, (Isolationist, Internationalist, or Imperialist). Did it justify the Axis powers, (Germany, Italy or Japan) in attacking U.S. assets? CR-13B
6. Was dropping the Atomic bombs essential in achieving a quick victory over Japan? CR13A

4. Research Position Paper on a Topic from this Unit could be used to fulfill the Research Paper Requirement in the Course. Two Research Papers are required in the course.

5. An analysis of a historical document from this Unit might include:

1. McKinley's War Message, 1898
2. Alfred Thayer Mahan, America Looking Outward CR-7
3. Joseph Crooker, America should not rule the Philippines
4. Albert Beveridge, America should retain the Philippines
5. Rudyard Kipling, White Man’s Burden CR-7
6. Josiah Strong, Our Country and its possible future and present crisis
7. John Hay, Open Door Notes
8. Roosevelt Corollary to the Monroe Doctrine
9. Northern Securities Case
10. Platform of the Socialist Party
11. Platform of the Progressive Party
12. Wilson's first Inaugural Speech
13. Zimmerman Notes
14. The Fourteen Points CR-7
15. William Borah, an “Irreconcilable” opposes the Treaty of Versailles and U.S. entry into the League of Nations.
16. Woodrow Wilson, Testifies for Article X
17. Schenck v. U.S.
18. Covenant of the League of Nations
19. Immigration Act of 1924
20. Kellogg Peace Pact
21. Huston Chronicle, Tar-Bucket Terror in Texas
22. Mitchell Palmer, The Department of Justice is defending America from Communist subversion CR-7
23. National Popular Government League, The Department of Justice is violating Constitutional freedoms
24. Edward E. Purington, Big ideas from big business
25. Hoover's Rugged Individualism Speech
26. Franklin D. Roosevelt, America needs a New Deal
27. Allan Nevins, The New Deal is a momentous achievement
28. Suzanne Lafollette, The New Deal is a limited achievement
29. Langston Hughes, Don’t you want to be free?
30. Nye Committee hearings
31. Stimson Doctrine
32. Quarantine Speech
33. Roosevelt's four freedoms Speech
34. The Atlantic Charter
35. Charles Lindberg, Argues for Isolation
36. Burton Wheeler, Denounces Lend Lease
37. Arthur McCollum, the McCollum Memo CR-7
38. Japanese Relocation Order
39. Roosevelt's Message Asking for War against Japan
40. Bryan McNulty, The great bomb debate
41. Targeting Committee, Los Alamos
42. Harry Truman, Diary’s
43. Gar Alperovitz, Hiroshima: Historians Reassess
44. John J. McCloy, Statements on dropping the atomic bomb

6. Culminating Activity. Students will make a presentation interpreting a key idea from each of the nine periods of the curriculum. Student work must be based on a work of art, music, literature from that period, or from alter time about that period. The student presentation must describe how their choice represents a core idea from the historical period. CR-2

1. Wings
2. The Great Gatsby
3. The Grapes of Wrath
4. Of Mice and Men
5. 1941
6. Saving Private Ryan
7. Casablanca
8. Identify a piece of Music and create a presentation analyzing the piece for what it implies and illustrates about that society

Unit 8 Content: The Cold War abroad and the Social Revolutions at home: 1945-1980

Text: The American Pageant: Chapters 36,37,38,39

Outcome #1: Students will assess the nature of United States foreign policy during the first phase of the Cold War between 1945-1962 by...

1. Explaining the origins of the Cold War during World War II summit conferences and in the postwar era following World War II as well as the misconceptions the United States and the Soviets had of each other. WOR-7
2. Describing the beginnings of the United Nations and its successes and failures up to the early 1960's. WOR-4
3. Explaining the containment policy that developed under President Truman and how the Truman Doctrine, the Marshall Plan, the Berlin airlift, Point Four and the development of N.A. T.O. all helped implement the policy. WOR-4
4. Describing the major issues of the Korean Conflict including the decision by the U.S. to defend an area outside its defense perimeter and disagreements on military strategy in conducting the war. WOR-7
5. Explaining the broadening of the containment policy under President Eisenhower and Secretary of State’s John Foster Dulles to the diplomatic policies of collective security and global commitments to anticommunist struggles as well as the arms policies of brinkmanship and massive retaliationWOR-7
6. Explaining President Kennedy's responses to the Soviet infringement of United States' interests specifically in Latin America especially Cuba, in Europe especially Berlin, and in Asia especially Vietnam; but also worldwide as shown by his Peace Corps program. WOR-7
7. Discussing the factors that lead to the increasing nationalism among Third World nations and its impact on the cold war policies of the United States and the Soviet Union. WOR-8

Outcome #2: Students will assess the nature of United States foreign policy during the second phase of the Cold War during the period of 1962-1975 by...

1. Explaining the major reasons for and actions taken in the gradual escalation of the U.S. commitment to Vietnam from the late 1950's to 1968, the factors that lead to the gradual alienation of the American public from the war, and the actions and reactions which led to American withdrawal from Vietnam by 1975WOR-5
2. Describing the impact that the Vietnam experience had on U.S. foreign policyWOR-4
3. Explaining the modification in U.S. cold war foreign policy with the Soviet Union to one of 'detente' under President Nixon as seen in his policies towards Europe and China. WOR-7
4. Describing the efforts of the United States and the Soviet Union to promote the space race as well as other cultural races [e.g. education race, sports race, arts race] as part of the cold war policies. WOR-7
5. Explaining the modification to the arms race policies of massive retaliation and mutual assured destruction under Eisenhower and Kennedy to efforts at arms control and limitations under Nixon. WOR-7
6. Describing the efforts of President Nixon and Secretary of State Henry Kissinger in dealing with major foreign issues in the Middle East, China, Africa and Latin America in applying the Nixon Doctrine; and, WOR-8
7. Discussing the continued efforts by the United States to promote anti-communist governments in Third World nations even though it meant supporting military and/or authoritarian rulers. WOR-8
8. Explaining President Carter's foreign policy actions that moved the U.S. away from a detente relationship with the Soviets to a more confrontational relationship particularly in the areas of the Middle East, the Third World, arms limitations, and Afghanistan.WOR-8
9. Describing President Carter's attempts to make human rights an important vital interest in U.S. foreign policy. WOR-8

Outcome #3: Student will assess the domestic policies under Presidents Truman and Eisenhower and the early efforts of the civil rights movement from 1945-1960 by...

1. Discussing the efforts of President Truman and Congress to return the nation to peacetime following World War II. CUL-6
2. Explaining President Truman’s efforts at a Fair Deal with specific reference to his efforts at civil rights and labor legislation. POL-7
3. Explaining the factors that led to the rise of McCarthyism and the Red Scare as well as their infringements on civil liberties and the forces which brought about McCarthy's downfall. POL-6
4. Explaining the nature of President Eisenhower's Modern Republicanism and its deference to business interests.POL-4
5. Describing the nature of the 1950's as both a period of conformity as well as rebellion. POL-6
6. Explaining the early stages of the civil rights movement as well as the major groups and leaders that emerged mainly in the South and focused mostly on the goal of obtaining political and legal rights. POL-7

Outcome #4: Student will assess the domestic policies under Presidents Kennedy, Johnson, Nixon and Carter as well as the efforts of the civil rights and other social movements from 1961-1980 by...

1. Explaining the components and programs of President Kennedy's New Frontier. POL-6
2. Explaining the components and programs of President Johnson’s Great Society. POL-6
3. Explaining the components and programs of President Nixon's New Federalism. POL-6
4. Discussing the major successes and failures of the civil rights movement for African-Americans between 1961-1968 as well as the major groups and leaders who represented abroad spectrum for changePOL-7
5. Assessing the major impacts that the civil rights movement had on African-Americans achieving their political, economic and social rights. POL-6
6. Explaining how the civil rights movements led to the development of other minorities’ efforts for civil rights including women, criminals, youth, the disabled, Native- Americans, Hispanics, gays, and senior citizens by the 1970's. ID-8, PEO-7
7. Describing the nature of the 1960's as a period protest, rebellion, and youth counterculture. ID-8
8. Discussing how the year 1968 is a major turning point in the history of the United States. POL-4
9. Describing the nature of the 1970's as a period of disillusionment and despair. CUL-6
10. Explaining President Carter's efforts at dealing with domestic issues particularly the economy, energy, and the environment. POL-7

Outcome #5: Students will analyze the events collectively known as Watergate between 1970- 1974 by...

1. Identifying the major events into the major components of the Watergate crisis including the Republican dirty tricks, the cover-up, the investigator phase, and the role of the White Office. POL-6
2. Identifying and explaining the role of the major “investigating" groups from the executive, legislative, and judicial branches; of government as well as the role of the press. POL-6
3. Describing the abuses of power that led to the articles of impeachment against President Nixon and his resignation. POL-6
4. Explaining the reasons why President Nixon was pardoned and the reasons why others felt he should not have been pardoned. POL-6
5. Describing the transition to power of President Ford and his attempts to deal with foreign and domestic issues despite the aftermath of the Watergate crisis. POL-6
6. Explaining the major impacts that the Watergate crisis had on the Presidency, the public, the press, the Constitution, the political system, and political leaders. CUL-7

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| Vocabulary Essential Topic 27 | Vocabulary Supportive Topic 27 |
| Cold war  Containment  Collective security  Brinkmanship  Massive retaliation  Truman Doctrine  Marshall Plan  N.A.T.O.  Eisenhower Doctrine  San Francisco Conference  United Nations  C.I.A.  Korean Conflict [limited war]  Suez Crisis  U- 2 Incident  Bay of Pigs  Cuban Missile Crisis  Peace Corps  Alliance for Progress  Nuclear Test Ban Treaty  “Hotline” | John Foster Dulles  Satellites  Peaceful coexistence  Flexible response  Point Four  Berlin airlift  S.E.A.T.O.  C.E.N.T.O.  O.A.S.  Warsaw Pact  Security Council  Arms race  Space race  *34 pts.* |

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| Vocabulary Essential Topic 28 | Vocabulary Supportive Topic 28 |
| Vietnam conflict  Gulf of Tonkin Resolution  Tet Offensive  Paris Peace Accords  Henry Kissinger  “Domino theory”  Vietnamization | Viet Minh  Viet Cong  National Liberation Front  Ho Chi Minh Trail  My Lai Massacre  Khmer Rouge...  Pathet Lao  Pol Pot  “Fragging”  DMZ  *17 Pts* |

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| Vocabulary Essential Topic 29 | Vocabulary Supportive Topic 29 |
| Fair Deal  Taft-Hartley Act  G.I. Bill of Rights  Employment Act  McCarthyism  Joseph McCarthy  Alger Hiss  Julius, & Ethel Rosenberg  McCarran Act  22nd Amendment  Modern Republicanism  Military-industrial complex  Interstate Highway Act  Desegregation of the armed forces  Brown v. Board of Education  Thurgood Marshall  Rosa Parks  Rev. Martin Luther King Jr.  Little Rock Crisis | Baby boom  Dixiecrats  Election of 1948  Jack Kerouac  Rebels without a cause  Beatniks  A.F. L.-C.I.O. merger  Sputnik  Civil Rights Act, 1957 and 1960  SCLC  SNCC  Sit-ins, freedom rides, boycotts  *31 pts.* |

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| Vocabulary Essential Topic 30 | Vocabulary Supportive Topic 30 |
| Malcolm X  Black Muslims  Stokely Carmichael  Black Panthers  Eldridge Cleaver  SNCC  Civil Right Act 1964  Civil rights Act 1968  Voting Rights Act 1965  24th Amendment  Warren Court rulings  Gideon v. Wainwright  Miranda v. Arizona  Escobedo v. Illinois  New Frontier  Great Society  Office of Economic Opportunity  “War on poverty”  V. I.S.T.A.  Immigration Act 1965  Students for a Democratic Society  Affirmative Action  Hippies  Woodstock  Chicago convention 1968  Kent State  Race to the Moon [Apollo missions]  New Federalism revenue sharing  Stagflation  26th Amendment  Environmental Protection Agency | Black power  Race riots [Watts]  Greensboro, North Carolina  George Wallace  Head start  Medicare  Medicaid  The establishment  Rachel Carson  Ralph Nader  Betty Freidan  A.I.M.  Cesar Chavez  N.O.W.  E.R.A.  Roe v. Wade  *47 Pts* |

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| Vocabulary Essential Topic 31 | Vocabulary Supportive Topic 31 |
| [Remaining Foreign Policy]  Detente  Six-day War  Shuttle diplomacy  Opening of China  S.A.L.T. I  ABM Treaty  O.P.E.C.  Helsinki Accords  War Powers Act  26th Amendment | [Remaining Foreign Policy]  *10pts* |

Unit 8 Evaluation:

1. Multiple-Choice [Five Choice] Unit Exam on the major ideas, themes as well as terms for the Unit. [See unit outcomes and term list for unit]

2. A Free-Response Essay or Document-Based Essay that requires a thesis statement that assesses a major historical question of the unit such as... CR-5

1. Assess the origins of the Cold War during the conferences and decision- making of World War II and in the misconceptions of the United States and the Soviet Union made by each respective government? CR-9
2. Assess the causes of the Korean conflict and the impact that this conflict had on U.S. foreign policy and the Cold War? CR-8
3. To what extent was President Truman's decision to fire General Macarthur correct?
4. Compare and contrast the First Phase of the Cold War from 1945-1962 with the Second Phase of the Cold War from 1962-1975? CR-12
5. Assess the causes of the Vietnam conflict and the degree to which the nature of the conflict changed from 1960 to 1975? CR-12
6. Assess the impacts that the Vietnam Conflict had on our nation domestically as well as in foreign affairs? CR-9
7. Assess the degree to which the 1950's were a decade of conformity? CR-10
8. Analyze the Civil Rights Movement through its three major stages of 1945-1962, 1962-1968, and 1968 to the mid 1970's and assess the degree to which it achieved its goals? CR-11

3. Graded Student-Led or Teacher-Led Seminar Discussions based on the above Historical questions. CR-3

1. In Schenck v. U.S. the court stated that 1st amendment rights are not absolute when they represent a “clear and present danger”. Based on this ruling can you justify McCarthy’s hunt for communists in the government. CR-13B
2. Today the era of the 1950ies suburbia is remembered as a period of prosperity, pleasure and progress. Is this characterization of fifties suburbia valid? CR-13B
3. Critics of L.B.J.’s Great Society program have argued that these programs ruined America’s notion of “self-reliance” and “rugged individualism” creating a welfare state. Support or refute the critics of L.B.J. CR-13A
4. Was Gerald Ford’s Pardoning of Richard Nixon Justifiable? CR-13A

4. Research Position Paper on a Topic from this Unit could be used to fulfill the Research Paper

5. An analysis of a historical document from this Unit might include

1. The Marshall Plan
2. The Truman Doctrine
3. The Recall of General Macarthur
4. John F. Kennedy’s Inaugural Address
5. Malcolm X on Black Separatism
6. Civil Rights Act 1964
7. The Warren Report
8. King's Speech in Washington, 1963 CR-7
9. Gulf of Tonkin Resolution
10. John Kerry, Vietnam Veterans against the war
11. Michael Harrington, the other America CR-1C
12. Lyndon Johnson, Declares war on poverty
13. Congressional Minority Report, Views on the poverty bill
14. Johnson's Speech on not seeking a Second Term
15. National Organization for Women's Statement of Purpose
16. John S Lawson, Testimony before House Un-American Activities Committee
17. National Security council Memorandum Number 68
18. Joseph McCarthy, Communist subversives threaten America
19. Capital Times editorial, some questions Mr. Andrew.
20. Fortune, Republican prosperity
21. John K Galbraith, the Affluent Society CR-1C
22. Dwight Eisenhower, Farwell Address CR-7
23. John Keats, The Suburbs: the new American nightmare
24. William Gaines Congressional record, Comic book testimony
25. Richard Nixon, White house tapes
26. Richard Nixon, Resignation
27. Gerald Ford, Pardons Nixon
28. Congressional Impeachment Committee, Constitutional grounds for presidential impeachment
29. Daniel Schorr, A profile in courage clouded in ambiguity
30. Barbara Tuchman, President Nixon should be impeached

6. Culminating Activity. Students will make a presentation interpreting a key idea from each of the nine periods of the curriculum. Student work must be based on a work of art, music, literature from that period, or from alter time about that period. The student presentation must describe how their choice represents a core idea from the historical period. CR-2

1. Animal Farm
2. Dr. Strangelove or how I learned to stop worrying and love the bomb
3. The Wild Ones
4. Look whose coming to dinner
5. Rebel without a cause
6. A street car named desire
7. Easy Rider
8. Apocalypse Now
9. Hair
10. Wall Street
11. Identify a piece of Music and create a presentation analyzing the piece for what it implies and illustrates about that society

Unit 9 Content: The resurgence of Conservatism: 1980-

Text: The American Pageant: Chapters 40, 41, 42

Outcome #1: Students will assess the nature of United States foreign policy that brought about the final phase of the Cold War between 1980-1990 as well as the effect of ending the Cold War on foreign policy beyond 1990 and into the Twentieth Century by...

1. Explaining President Reagan's foreign policy actions which promoted an offensive rather than a defensive relationship with the Soviet Union but at that same time helped bring an end to the Cold War particularly in the areas of arms control, defense system buildups, terrorism, and aid to freedom fighters in areas such as Central America. WOR-8
2. Explaining the factors that brought an end to the Cold War relationship between the United States and the Soviet Union including the internal policies of the Soviet Union as well as the impact that this had on future U.S. foreign policy. WOR-4
3. Describing the first President Bush's foreign policy actions with the Soviet Union amidst their collapse with regard to arms reduction, trade, and economic aidWOR-4
4. Describing President's Bush's other foreign policy actions in Panama, China, and the Middle East particularly in the Arab- Israel Peace negotiations and the Persian Gulf crisis; and their impact on the U.S. role in global affairs. WOR-8
5. Analyzing the role that the United Nations has played in international cooperation since the 1960's and the role it will play as the world enters the Twentieth Century. WOR-8
6. Explain why there was an increase in responsibilities of the United States in global affairs under President Clinton and describe its effect on public opinion. CUL-7
7. Describe the Second Bushes change in foreign policy as a result of 9/11. WOR-8
8. Summarize the controversies around the invasion of Iraq as well as the policy goals of spreading Western style democracies to hostile parts of the world. POL-6
9. Describe the effect the “war on terror” is having on domestic freedoms. POL-7
10. Determine how regionalization is changing the American economy.ENV-5
11. Assess the impact fossil fuels has played on American foreign and domestic policy and how that is likely to change in the upcoming years. ENV-5

Outcome #2: Students will examine the changing social forces and their effect on Family, education and workforce by...

1. Describing the effect on the family structure as a result of the growth of duel income families. CUL-7
2. Examine how technology has changed privacy in the computer age. CUL-7
3. Summarize the demographic changes and what it means for traditional political, social and economic institutions. PEO-6
4. Assess how modern immigration is similar to earlier patterns of immigration. PEO-7

Outcome #3: Students will assess the domestic policies Reagan, Clinton and Bush into the Twentieth Century by examining the reaction to the Keynesian principles of the last half century by...

1. Explaining President Reagan's efforts at dealing with domestic issues particularly the economy, the environment, government spending, and tax restructuring. POL-4
2. Explaining President Bush's efforts at dealing with domestic issues particularly the economy, budget deficits, the environment, and crime. POL-6
3. Describing and explaining the forces which were causing a return to conservatism by the 1980's and 1990's as well as the impacts this had on various segments of our society particularly minorities, women and the poor. CUL-7
4. Discussing the current demographic trends of the United States including population movement, age distribution, and immigration patterns. POL-7
5. Assessing the current status of social minorities in the nation including women, African Americans, Hispanic Americans, and Native Americans. POL-7
6. Describing the nature of the 1980's and 1990's in terms of the types of decades for which they will be remembered. CUL-7
7. Discuss the duel nature of American public opinion from a belief in smaller government to a desire for government accountabilityPOL-4, WXT-8
8. Describe the causes of the most recent economic recessions, 2000, 2007, WXT-6

Outcome 4#: Students will describe the Social forces that have brought the new conservatism to power in the United States by…

1. Describing the political economic and social agendas of the new right and how Reagan effectively merged themed-7
2. Summarizing how Clinton moved the Democratic Party away from its older principles to reflect the power of the growing conservative movement. POL-7, ID-7
3. Examine how the second Bush Administration reflected the height of the new conservative movement. CUL-7
4. Determine how new demographic changes pose a challenge to the new conservative movement as illustrated the election of 2008. PEO-8

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| Vocabulary Essential Topic 32 | Vocabulary Supportive Topic 32 |
| C.R.E.E.P.  'Dirty tricks'  Plumbers  Nixon v. U.S. [tapes]  Impeachment  Washington Post  Ervin Committee  John Sirica  Leon Jaworski  Ford's Pardon of Nixon  W.I.N. | Woodward and Bernstein  Mayaguez  New York Times v. United States  “Deep Throat”  *15 Pts* |

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| Vocabulary Essential Topic 33 | Vocabulary Supportive Topic 33 |
| Human rights  Panama Canal Treaty  Boycott of Olympics  Camp David Accords  P.L.O.  Iranian hostage crisis  “Star Wars” [SDI]  Grenada  Iran-Contra Deal  Operation Desert Storm  Berlin Wall removed  Bush-Gorbachev summits  Breakup of Yugoslavia  Somalia  Middle East peace talks | S.A.L.T. II  Afghanistan aid  Terrorism [attack on Libya]  INF Treaty + START  “Evil empire”  Panama [Noriega arrests]  *21 Pts* |

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| Vocabulary Essential Topic 34 | Vocabulary Supportive Topic 34 |
| Topic #34  Stagflation  Deregulation  Reaganomics  Supply side economics  Moral Majority  Voodoo economics  1000 points of light  North America Free Trade Agreement  Brady bill  “Whitewater”  “Sex Scandals”  Compact with America | Topic #34  Departments of Energy and Education  Jesse Jackson  Edward Kennedy  Amnesty for Vietnam deserters  Sandra Day O'Connor  Three Mile Island  A.I.D.S.  Challenger Disaster  Rehnquist Court  Exxon Valdez  Clean Air Act  Go Pac  *24 Pts* |

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| Vocabulary Essential Topic 35 | Vocabulary Supportive Topic 35 |
| Bush v Gore  Powell Doctrine  Affordable Care Act  Green House Gases  Global Climate Change  Defense of Marriage Act  Don’t Ask Don’t Tell  Citizens United v United States  Flight 93 | Hanging Chad  White house office of Faith Based Initiatives  Abu Garaib  Valarie Plame  David Patraus  Donald Rumsfeld  David “scooter” Libby  “Swift Boated”  Tea Party  Soft Money  Hard Money  R.I.N.O.  *20 Pts* |

Unit 9 Evaluation

1. Multiple-Choice [Five Choice] Unit Exam on the major ideas, themes as well as terms for the Unit. [See unit outcomes and term list for unit]

2. A Free-Response Essay or Document-Based Essay that requires a thesis statement that assesses a major historical question of the unit such as... CR-5

1. Assess the “Watergate Crisis” to determine the extent that President Nixon was involved in it and whether there were sufficient grounds for impeachment as well as conviction? CR-12
2. Analyze the impacts that the “Watergate Crisis” had on the United States particularly its political system? CR-8
3. Comparing and contrasting the foreign policies of Carter and Reagan/Bush and Assessing the degree to which they helped contribute to the end of the Cold War era? CR-12
4. Assessing the factors that brought about an end to the Cold War including the internal policies of the Soviet Union? CR-8
5. Analyzing the forces that will make the United States a major player in the global affairs of the Twentieth Century? CR-13B
6. Comparing and contrasting the domestic policies of Carter and Reagan/Bush and assessing their abilities to deal with economic issues and the degree to which fiscal policy interacts with monetary policy? CR-9
7. Analyzing the impact that contemporary issues will have on the United States as it enters the Twentieth Century? CR-13B
8. Compare the modern immigration problems with those of past generations. How are they similar and different? CR-11
9. Franklin was credited with the quote “Those who would give up essential Liberty, to purchase a little temporary Safety, deserve neither Liberty nor Safety.” To what extent can this be applied to the modern question of national security issues? CR-12

3. Graded Student-Led or Teacher-Led Seminar Discussions based on the above Historical questions. CR-3

1. Evaluate the imprint of Reaganomics on the United States.CR-13A
2. Why was Clinton Impeached? CR-13B
3. George W. Bush Victorious President in war or war criminal? CR-13A

4. Research Position Paper on a Topic from this Unit could be used to fulfill the Research Paper.

5. An analysis of a historical document from this Unit might include:

1. Murray Weidenbaum, Reaganomics and its incredible results
2. Camp David Accords
3. Carter's papers on Human rights
4. Reagan on Reaganomics
5. Boland Amendments on Nicaragua
6. Milton Friedman, On Ronald Reagan
7. Michael Kinsley, How Reaganomics became Rubinomics
8. George Viksnins, Reaganomics after 20 years
9. William Niskanen, Reaganomics
10. Steve Kangas, President Carter v Reaganomics
11. New York Times, Reagans policies
12. George Shultz, U.S. debates Reaganomic
13. Peter Baker, Helen Dewar, the Senate Acquits President Clinton
14. Articles of Impeachment against William Jefferson Clinton CR-7
15. George W. Bush, State of the Union Address, 2002
16. George W. Bush May 1 Mission Accomplished Speech
17. Donald Rumsfeld Press Conference February 12 2002
18. Joseph Wilson, What I didn’t find in Africa CR-7
19. Colin Powel United nation’s speech February 6 2003.
20. Michiko Kakutani New York Times Book Review: fiasco, the American invasion of Iraq
21. Jonathan Stein, Lie by Lie: Timeline of how we got into Iraq CR-7

6. Culminating Activity. Students will make a presentation interpreting a key idea from each of the nine periods of the curriculum. Student work must be based on a work of art, music, literature from that period, or from alter time about that period. The student presentation must describe how their choice represents a core idea from the historical period. CR-2

1. An inconvenient Truth
2. Argo
3. Fast Food Nation
4. Waiting for Superman
5. Fahrenheit 9/11
6. Identify a piece of Music and create a presentation analyzing the piece for what it implies and illustrates about that society



**Rubrics for AP Histories**

+ History Disciplinary Practices and Reasoning Skills

**Effective Fall 2017**

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**AP History Document-Based Question and Long Essay Question Rubrics**

The rubrics for the AP History Document-Based Question (DBQ) and Long Essay Question (LEQ) have been modified for the 2017–18 school year, using feedback received from AP teachers and Readers and in tandem with recently announced changes to the *Course and Exam Description* for each course.

*Introductory notes:*

* Except where otherwise noted, each point of the rubric is earned independently. For instance, a student could earn a point for evidence beyond the documents without earning a point for thesis/claim.
* **Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, a response may contain errors that do not detract from its overall quality, as long as the historical content used to advance the argument is accurate.
* **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described in the rubrics.

# AP History DBQ Rubric (7 points)

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| **Reporting Category** | **Scoring Criteria** | **Decision Rules** |
| **A THESIS/CLAIM (0–1 pt.)** | **1 pt.**  Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. | *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.* |
| **B CONTEXTUALIZATION (0–1 pt.)** | **1 pt.**  Describes a broader historical context relevant to the prompt. | *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.* |
| **C EVIDENCE**  **(0–3 pts.)** | **Evidence from the Documents** | *To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.*  *To earn two points, 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.* |
| **1 pt. OR 2 pts.**  Uses the Supports an  content of at **argument** in  least **three** response to  documents to the prompt  address the using at  **topic** of the least **six**  prompt. documents. |
| **Evidence beyond the Documents** | *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.* |
| **1 pt.**  Uses at least one additional piece of the specific historical evidence (beyond  that found in the documents) relevant to an argument about the prompt. |
| **D ANALYSIS AND REASONING**  **(0–2 pts.)** | **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. | *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.* |
| **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. | *A response may demonstrate a complex understanding in a variety of ways, such as:*   * *Explaining nuance of an issue by analyzing multiple variables* * *Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect* * *Explaining relevant and insightful connections within and across periods* * *Confirming the validity of an argument by corroborating multiple perspectives across themes* * *Qualifying or modifying an argument by considering diverse or alternative views or evidence*   *This understanding must be part of the argument, not merely a phrase or reference.* |

**AP History LEQ Rubric (6 points)**

AP History Long Essay Question Rubric

|  |  |  |
| --- | --- | --- |
| **Reporting Category** | **Scoring Criteria** | **Decision Rules** |
| **A THESIS/CLAIM (0–1 pt.)** | **1 pt.**  Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. | *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.* |
| **B CONTEXTUALIZATION (0–1 pt.)** | **1 pt.**  Describes a broader historical context relevant to the prompt. | *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.* |
| **C EVIDENCE**  **(0–2 pts.)** | **1 pt. OR 2 pts.**  Provides specific Supports an  examples of **argument** in  evidence relevant response to  to the topic of the the prompt  prompt. using specific and relevant examples of evidence. | *To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.*  *To earn two points the response must use specific historical evidence to support an argument in response to the prompt.* |
| **D ANALYSIS AND REASONING**  **(0–2 pts.)** | **1 pt. OR 2 pts.**  Uses historical Demonstrates  reasoning (e.g. a complex  comparison, understanding  causation, of the historical  CCOT) to frame development  or structure an that is the focus  argument that of the prompt,  addresses the using evidence  prompt. to corroborate, qualify, or modify an argument that addresses the question. | *To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.*  *To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:*   * *Explaining nuance of an issue by analyzing multiple variables* * *Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects* * *Explaining relevant and insightful connections within and across periods* * *Confirming the validity of an argument by corroborating multiple perspectives across themes* * *Qualifying or modifying an argument by considering diverse or alternative views or evidence*   *This understanding must be part of the argument, not merely a phrase or reference.* |

AP History Disciplinary Practices and Reasoning Skills

# AP History Disciplinary Practices and Reasoning Skills

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. Student’s 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. This section presents the disciplinary practices and reasoning skills that students should develop in all AP history courses. The tables describe what students should be able to do with each practice or skill. **Every AP**

## Exam question will assess one or more of these practices and skills.

**AP History Disciplinary Practices**

AP History Disciplinary Practices and Reasoning Skills

**Practice 1: Analyzing Historical Evidence Practice 2: Argument Development**

### *Primary Sources*

**Students will be assessed on their ability to …**

* + Make a historically defensible claim in the

form of an evaluative thesis.

* 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.

### *Secondary Sources*

* 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.
* 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

## Skill 4:

**Skill 1: Contextualization**

Describe an accurate historical context for a specific historical

development or process.

Explain how a relevant context influenced a specific historical development or process.

Use context to explain the relative historical significance of a specific historical development or process.

## Skill 2: Comparison

Describe similarities and/ or differences between different historical

developments or processes.

Explain relevant similarities and/or differences between specific historical developments and processes.

Explain the relative historical significance of similarities and/or differences

between different historical developments or processes.

## Skill 3: Causation

Describe causes or effects of a specific historical development or process.

Explain the relationship between causes and effects of a specific historical development or process.

Explain the difference between primary and secondary causes and between short- and long-term effects.

Explain the relative historical significance of different causes and/or effects.

## Continuity and Change over Time

Describe patterns of continuity and/or change over time.

Explain patterns of continuity and/or change over time.

Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

1. This curriculum is from an Advanced Placement Program Conference in topics related to teaching a course in US History. This four-day course was offered through the College Board under the instruction of Mr. Ray Della. The course instructor attended this seminar in the summer of 2001 at McQuaid High School in Rochester New York, and Through ERIE 1BOCES in the summer of 2004. [↑](#endnote-ref-1)
2. Re-aliened in July of 2014 through the Erie 1 BOCES summer curriculum work instructed by Mr. Robert Handy [↑](#endnote-ref-2)
3. Bailey, Thomas. Kennedy, David. The American Pageant. Thirteenth Edition. D C Heath and Company. Lexington, Massachusetts. 1994. [↑](#endnote-ref-3)
4. Seminar: Should William Tecumseh Sherman be considered a war hero or a war criminal for his actions in the Civil War?

   List of Documents provided

   Andrews, Eliza. “The War Journal of a Georgia Girl.” 1864. The American Spirit. Kennedy, David. ed. Houghton Mifflin. Boston Massachusetts. 2006. p.491

   Calhoun, James M. “Letter to General William Sherman.” Sept 11, 1964. Opposing Viewpoints in American History, Volume I. Bender, David L. Greenhaven Press Inc. San Diego, California 1996 p.280

   Hart, B.H. Liddell. Sherman: Soldier Realist, American. 1960. Houghton Mifflin. Nov. 9 2004 <[http://college.hmco.com/history/readerscomp/rcah/html/rc\_078800\_shermanilli.htm](http://college.hmco.com/history/readerscomp/rcah/html/rc_o78800_shermanilli.htm)>

   “Incidents of Sherman’s March.” New York Times. Dec. 18, 1864. ProQuest Historical Newspapers. Nov. 9 2004

   Knapp, Frank. Sherman’s March: Final Revenge. 2003. Nov. 9 2004 <<http://www.shermansmarch.com/>>

   Lincoln, Abraham “The Gettysburg Address.” Nov 19, 1863. The Avalon Project. William C. Frey. Ed. 1997. The Yale Law School, March 4, 2007. <<http://www.yale.edu/lawweb/avalon/gettyb.htm>>

   McPherson, James M. “Civil War: II. Strategies and Tactics.” Reader’s Companion to American History. Houghton Mifflin. Oct. 27, 2004. <http://college.hmco.com/history/readerscomp/rcah/html/ah\_017302\_iistrategies.htm>

   Robisch, Thomas G. “General William T. Sherman: Would the Georgia Campaigns of the First Commander of the Modern Era Comply with Current Law of War Standards?” Fall 1995. School of Law Emery. Dec. 4, 2002. <http:www.law.eduEILR/volumes/fall95/robisch.html>

   Sherman, William T. “War is necessarily Inhumane.” Sept. 12 1864 Opposing Viewpoints in American History, Volume I. Bender, David L. Greenhaven Press Inc. San Diego, California 1996 p.281

   [↑](#endnote-ref-4)