AP United States History Class Syllabus
2008-2009 School Year

To: Students and Parents
From: Mr. Hallowich – AP United States History Instructor

COURSE CONTENT:

The Advanced Placement U.S. History course surveys the history of the United States beginning with the pre-Columbian period and ending with international affairs and domestic changes beginning in the post-1945 period to the present.

Course design is to provide a comprehensive overview of U.S. History and provide students with analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. Students should learn to assess historical materials - their relevance to a given problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. The AP Course develops skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

This course is to provide a college level experience and preparation for the AP Exam each May. The course is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. Class will meet 5 times per week for 41 minutes each day. The Weekly Course Outline (which is attached) will give a basic breakdown of our goals per week. The course will be divided into periods of time and focuses on the themes in the AP Course Description, including national identity, economic transformation, U.S. actions on the world stage, and a growth from a fledgling nation to an international superpower. In addition, the goal is for the students to be prepared to take the college-level exam. Students successfully completing this exam may receive Advanced Placement Credit at many colleges and universities. Preparation for the exam as well as course requirements will include striking a balance between gaining factual knowledge and increasing the critical thinking skills of analysis, interpretation, synthesis and evaluation. In addition the course will emphasize a series of key themes throughout history. These themes include:

- American Diversity
- American Identity
- Culture
- Demographic Changes
- Economic Transformation
- Environment
- Globalization
- Politics and Citizenship
- Reform
- Religion
- Slavery and Its Legacies in North America
- War and Diplomacy

Prior to the exam a theme-based review project will be completed and shared with fellow students to assist in preparation for the exam.

Textbook


Additional Reading and Documents: will come from various sources including

American Experience

Assessment:

Additions to textbook reading, assignments will include document reading and evaluation, chapter tests, oral presentations, group/partner activities, objective tests and essays. Students are expected to be prepared for daily class discussion based on readings, historical topics and historical themes. All objective exams will match the AP format. DBQs done in class will also match the time constraints of the AP exam; 15 minutes to read and evaluate documents and 45 minutes to complete the essay. When completing FRQs in class, each student will be given two essays to choose one from and will have 35 minutes to complete the writing.

Additional Homework / Class Assignments

Homework and class assignments will be assigned quite frequently. Emphasis will be placed on critical thinking skills, writing skills, essay writing, and analyzing documentation.

During each 9 week session, any missing assignment will result in an incomplete. If a student wishes to take the challenge of this course, they must put in the effort.

The homework and class assignments will be included in compiling the student’s grade.

Late work will always be accepted, but only if the student was legally absent for full credit. Other late work will be accepted, but not at the assignments original value.

All homework will be done in complete sentences. Yes and no answers are unacceptable, unless otherwise indicated. All assignments will be neat and legible. All assignments will be typed, unless otherwise indicated. If the assignment is not required to be typed, it will be in pencil, or blue or black ink.

Class Participation

Because much of the learning in History comes from the discussion of various ideas and events, it is necessary that every student be involved in these discussions. Therefore to encourage participation, a grade will be assigned each nine weeks.

Class Preparation

Each student will bring the necessary class materials to class daily. Daily class notes and other materials are to be kept as well as homework, special assignments, map work, etc.

Each student should date each page of work so that it can be kept in the correct order.

To allow for maximum use of class time students are to come to class prepared to work. The student will have a notebook, pen or pencil, book, and the prepared homework assignment for that day. No student will be excused to their locker to retrieve materials forgotten.

Grading Scale

Grades are based on an accumulation of points earned from all class work, essays, outside assignments, tests, etc. A letter grade will be assigned based on the percentage of points accumulated.
Weighted Grades: AP courses will have a weighted letter grade assigned to them: 5 points for an “A”, 4 points for a “B”, 3 points for a “C”, 2 points for a “D”, and 0 points for a “F” (this only applies to those taking the AP U.S. History Examination).

A =100-90%  B = 89-80%  C = 79-70%  D = 69-60%  F = 59-0%.

Overall percentage grades will not be rounded.

Individual help and conference are available at any time.

Class Absence

All absences from class will be handled according to the school’s absence policy. It is the responsibility of the student to check with me the day he/she returns to class concerning any work missed. Make up work will be accepted no more than 3 school day after the absence. Any work not completed within the time limits will be recorded as a zero. Extended illnesses will be given additional time.

Illegal Absence and Tardiness

Illegal absences or class cuts will not be tolerated. Students are to be in class daily except when legally absent. All cuts from class will be processed according to the school policy.

Any work or tests missed during the cut will result in a zero.

Students will be on time for class. No excuse will be accepted, except that from another instructor. This will be strictly enforced.

Cheating

Cheating of any kind will not be tolerated. This includes tests and homework. Any student involved in this activity in anyway (giving or receiving answers) will receive a zero for the activity. The student’s parents will be notified.

Final Thoughts

Remember that this is a college level United States History Course, not a high school course. That means that a large portion of work, especially the readings, fall within the students’ responsibilities.

As you will recall, I never have “free days”. Each and everyday is for the purpose of education. We have a limited amount of time to prepare for the AP Exam, meaning we will work diligently daily.

If you are active in many clubs, sports, etc. that pulls you from the class, have an after-school job, and/or are absent often, you may want to weigh your options carefully when choosing to take this course. To be successful in this course and on the AP Exam, you may have to dedicate at least 8-10 hours per week of outside the class time to be successful.

As additional motivation to the student, the Fort Cherry School District will reimburse the cost of the AP United States History Examination for those students who receive a “3” or higher.

Thank you,

Mr. Christopher Hallowich
Unit I – Explorations thru the Eve of the Revolution

Week 1 - 8/25-8/29 thru Week 3 – 9/08-9/12

Textbook Chs - #1 – New Beginnings (4-24)
#2 – The Planting of English America (25-42)

Topics Covered:
- Native Populations and Empires
- Columbus and other Explorers
- Spanish Empire
- French Empire
- English Empire
- Settling of Jamestown
- Settling of Virginia, Maryland, Carolinas & Georgia
- Impact of English on Natives

Essay Work
- prompt analysis – what is the question asking you to do
- introduction creation – thesis development and statements

Textbook Chs - #2 – The Planting of English America
#3- Settling the Northern Colonies (43-65)

Additional Readings
- Mayflower Compact

Topics Covered:
- English Settlement of New England, Mid-Atlantic Region
  - Puritans and Mass. Bay
  - Pilgrims and Plymouth
  - RI, Conn. and NH
  - New York, Pennsylvania, NJ & Delw
- New England Confederation and Dominion
- Glorious Revolution
- Religious diversity in the American Colonies

Essay Work
- analyzing documents
- body paragraphs and conclusions

Textbook Chs -#4 – American Life in the Seventeenth Century (66-83)
#5 – Colonial Society on the Eve of Revolution (84-105)

Additional readings
- Varying Viewpoints – Colonial America: Communities of Conflict or Consensus?

Topics Covered:
- Chesapeake and tobacco
- From servitude to slavery in the Chesapeake
- Southern Society – plantation economies and slave societies
- NE Families
- Resistance to Colonial Authority – Bacon’s Rebellion
- Salem Witch Trials
• Population growth and Immigration
• Colonial Social Structure
• Religion, Great Awakening, Education & Enlightenment
• Politics and the Press
• Colonial Governments and Imperial Policy in British North America

Essay Work
• document analysis skills
• Take Home - 1993 DBQ – English Colonial Development – New England vs Chesapeake

Textbook Chs - #6 – The Duel for North America
    (106-121)
#7 – The Road to the Revolution (122-139)

Topics Covered:
• England vs France
• French and Indian War
• Pontiac’s Uprising and Proclamation 1763
• Pros and Cons of Mercantilism
• Transatlantic Trade – Triangle Trade
• Trade and Navigation Acts
• Resistance to Britain
• Road to the Revolution

Unit II Creation of a New Nation – Two Wars for Independence

Textbook Chs -# 8 – America Secedes from the Empire (140-166)

Additional Readings:
• Common Sense
• Declaration of Independence
• Varying Viewpoints – Whose Revolution?

Topics Covered:
• Thomas Paine and Common Sense
• Richard Henry Lee and Independence
• The Revolution
• Blunder of ‘77
• Saratoga and the French Alliance
• Yorktown and Victory

Essay Work
• In-Class Partner Work -
  Despite the view of some historians that the conflict between Great Britain and its thirteen colonies was economic in origin, in fact the revolution had its roots in politics and other areas of American life.
  Assess the validity of this statement

Week 4 – 9/15-9/20
Textbook Chs - # 9 – The Confederation and the Constitution (166-189)

Additional Readings:
• Excerpts - Articles of Confederation
• The Constitution
• Federalist #10
• Varying Viewpoints – The Constitution Revolutionary or Counterrevolutionary?
Topics Covered:
- State Constitutions and the Articles of Confederation
- Land and Northwest Ordinances
- Shays’s Rebellion
- The Federal Constitution
- Federalist vs AntiFederalists
- *The Federalist Papers*

Essay Work
- In Class Partner + Take Home DBQ - 2005 – American Revolution and Changing Society

**Week 5-6 9/22-10/3**
Textbook Chs - # 10 – Launching the New Ship of State (190-210)
   # 11 – The Triumphs and Travails of the Jefferson Republic (211-233)

Additional Readings:
- Federalists and Republicans
- Washington’s Farewell Address
- John and Abigail Adams Debate the Rights of Women

Topics Covered
- Washington, Hamilton and Shaping the National Government
- Presidencies of Washington and Adams
- Federalists vs Republicans – emergence of political parties
- Republican Motherhood and education for Women
- Election of 1800
- Significance of the Presidency of Thomas Jefferson
- Expansion into the trans-Appalachian West
- Westward Expansion and Impact on the Native Americans
- Louisiana Purchase
- Jefferson and Madison

**Week 7&8 10/6-10/17**
Textbook Chs - # 11 – The Triumphs and Travails of the Jefferson Republic (211-233)
   # 12 – The Second War for Independence & the Upsurge of Nationalism (233-256)

Additional reading:
- Thomas Jefferson’s First Inaugural Address
- *Marbury v Madison*
- Monroe Doctrine

Topics Covered:
- Road to War
- Federalist Law
- John Marshall
- War of 1812
- The American System
- James Monroe and the Era of Good Feelings
- Missouri Compromise
- Oregon and Florida

Essay Work
In Class FRQ – pick one
Analyze the contributions of TWO of the following in helping establish a stable government after the adoption of the Constitution.

John Adams
Thomas Jefferson
George Washington

To what extent was the election of 1800 aptly named the “Revolution of 1800?” Respond with reference to TWO of the following areas
Economics
Foreign Policy
Judiciary
Politics

Unit III – Expansion, Reform and Sectionalism

Week 9 & 10 10/20-10/31
Textbook Chs - # 13 – The Rise of Mass Democracy (256-287)
# 14 – Forging the National Economy (287-320)

Additional Readings
- Varying Viewpoints – What was Jacksonian Democracy
- Veto of the Bank Renewal Bill

Topics Covered:
- Corrupt Bargain
- J.Q. Adams and Andrew Jackson – emergence of the second party system
- Jacksonian Democracy
- Westward Expansion/Indian Removal
- Rise of the Whigs
- Federal Authority – who has the power?
  - Judicial Federalism
  - Bank War
  - Tariff Controversy
  - States’ Rights
- Revolution in Texas
- Northeast Manufacturing, Farming in the West – Development of a National Economy
- The American System
- Lowell and Factories
- Transportation Revolution – Turnpikes, Canals and Railroads
- Immigration and rise of nativism
- Capitalist Class Structure

Essay Work
- In Class FRQ – pick one
  Developments in transportation, rather than in manufacturing and agriculture, sparked American economic growth in the first half of the nineteenth century
  Assess the validity of this statement

  The Jacksonian Period (1824-1848) has been celebrated as the era of the “common man”. To what extent did the period live up to its characterization? Consider TWO of the following in your response.
  - Economic development
  - Politics
  - Reform Movements
Week 11 & 12  11/3-11/14
Textbook Chs - # 15 – The Ferment of Reform and Culture Era of Reform (320-350)
# 16 – The South and the Slave Controversy (350-371)

Additional Readings
- First Issue of the Liberator
- Seneca Falls Declaration
- Varying Viewpoints – What was the True Nature of Slavery?

Topics Covered:
- Beginnings of the Second Great Awakening
- Protestant Revivalism
- Transcendentalism and Utopian Communities
- Social Reform
  - Rise of Women vs ideals of domesticity
  - Temperance
  - Abolition
  - Education
  - American Literature and Art
- King Cotton – planters, yeoman farmers and slaves in the cotton south
- Poor Whites and Free Blacks
- Abolition and the Southern Response

Week 13  11/17-11/21
Textbook Reading - # 17 – Manifest Destiny and Its Legacy (371-390)

Topics Covered:
- Western Migration and Cultural Interactions
- Presidencies of Tyler and Polk
- Territorial Acquisitions – Maine, Oregon and Texas
- American Imperialism: The Mexican War

Essay Work
- In Class Partner FRQ – Although the power of national government increased during the early republic, this development often faced serious opposition. Compare the motives and effectiveness of those opposed to the growing power of the national government in TWO of the following.
  - Whiskey Rebellion 1794
  - Virginia and Kentucky Resolutions 1798-99
  - Hartford Convention 1814-1815
  - Nullification Crisis 1832-1833
- In Class DBQ – 2006 – Evolution of the Roles of Women – American Revolution thru beginning of the Civil War

Unit IV The Civil War

Week 14  - 11/24-11/28
Textbook Chs - # 18 – Renewing the Sectional Struggle (390-409)
# 19 – Drifting Toward Disunion (409-434)

Additional Readings:
- John C Calhoun – The Slavery Question
- Dred Scott v Sanford
- Varying Viewpoints – The Civil War: Repressible or Irrepressible?
Topics Covered:
- Pro-Slavery Arguments and Conflicts
- Zach Taylor and California
- Compromise of 1850 and Popular Sovereignty
- Kansas-Nebraska Act and Stephen Douglas
- Uncle Tom’s Cabin
- Bleeding Kansas and Dred Scott
- Rise of the Republicans
- Lincoln-Douglas Debates
- Harper's Ferry and Victory for Lincoln
- Election of 1860 and Secession

**Week 14 & 15 – 11/24 – 12/5**
Textbook Chs - # 20 – Girding for War: The North and the South (434-453)
# 21 – The Furnace of Civil War (453-479)

Additional Readings:
- Lincoln’s First and Second Inaugural Addresses
- Emancipation Proclamation
- Gettysburg Address

Topics Covered:
- Ft. Sumter
- Two Societies at War – Mobilization and Resources
- Lincoln vs Davis
- Economics, Politics and Society during the War
- Military Strategy and Foreign Policy
- Major Battles and Significant Turning Points
- Emancipation and the Role of African-Americans in the War
- Assassination

**Week 16 - 12/8-12/12**
Textbook Chs - # 22 – The Ordeal of Reconstruction (479-504)

Additional readings:
- Varying Viewpoints – How Radical was Reconstruction?

Topics Covered:
- Defeated South
- Presidential and Radical Reconstruction
- Freed Slaves – Politics, Education and the Economy
- Johnson vs the Radicals
- Military Reconstruction
- New Governments in the South
- Impeachment
- Compromise of 1877
- Legacy of Reconstruction
- Grant and Post-War Corruption
- Sharecropping and Crop Lien System
- Expansion of Manufacturing and Industrialization
- Rise of Jim Crow and Black Codes

Essay Work
- In Class FRQ – pick one
Explain why and how the role of the federal government changed as a result of the Civil War with respect to TWO of the following during the period 1861-1877
   Race relations
   Economic development
   Westward expansion

Discuss the political, economic and social reforms introduced in the South between 1864 and 1877. To what extent did these reforms survive the Compromise of 1877

**Unit V – Industrialization, Immigration and Urbanization**

**Week 17 - 12/15 – 12/19**
Textbook Chs - # 24 – Industry Comes of Age (530-558)
# 25 – America Moves to the City (558 – 594)

Additional Readings:
- Walt Whitman – Democratic Vistas
- Andrew Carnegie – Wealth
- Varying Viewpoints – Industrialization Boom or Blight?

Topics Covered:
- Expansion and Development of Western Railroads
- Industrialization – North and South
- Corporations and Consolidation
- Gospel of Wealth and Social Darwinism
- Rise of Labor and Unions
- Immigration and Urbanization
- Technology and Its Impact on the Worker and the Work Place
- Urban Issues and Machine Politics
- Anti-Immigrant Feelings and Nativism
- Education and Religion
- American Popular Cultural and Intellectualism
- Social Darwinism v Social Gospel
- Settlement Houses and Social Workers
- Black Civil Rights
- Women in America

Essay Work
- In Class DBQ – 2000 – Success of Labor Union 1875-1900

**Weeks 18 & 19 – 12/24 – 1/10**
Textbook Chs - # 23 – # 26

Additional Readings
- Booker T Washington – Atlanta Exposition Address
- William Jennings Bryan – “Cross of Gold” Speech
- Populist Party Platform

Topics Covered:
- Conquest and Government Policies toward Native Population
- Mining, Cattle and Farming in the West
- Impact of Westward Expansion on the Land
- Agrarian Discontent – Farmers vs Railroad
• Silver Movement and Populist Movement
• Peoples’ Party
• Bryan v McKinley

Essay Work
• In Class DBQ – 2007 – Impact of Technology, Government Policies and the Economy on Farming 1865-1900

**Week 20 - 1/12 – 1/16**  
Textbook Chs - # 27 – Empire and Expansion (626-656)

Additional Reading:
• Alfred T Mahan – The U.S. Looking Outward
• Teddy Roosevelt – Corollary to the Monroe Doctrine
• Varying Viewpoints – Why did America Become a World Power?

Topics Covered
• American imperialism: political and economic expansion
• Sources of Expansion
• Hawaii and Cuba
• Puerto Rico, Guam, The Philippines
• Open Door Policy

Essay Work
• Timed prompt analysis and intro creation

**Week 21 & 22 – 1/19 – 1/30**  
Textbook Chs –# 28 – Progressivism and the Republican Roosevelt (656-679)  
# 29 – Wilsonian Progressivism at Home and Abroad (679-696)

Additional Readings
• Teddy Roosevelt – The New Nationalism
• Jacob Riis – *How the Other Half Lives*
• Upton Sinclair – *The Jungle*

Topics Covered
• origins of Progressive reform: municipal, state, and national
• Roosevelt, Taft and Wilson as Progressive presidents
• Women’s roles: family, workplace, education, politics and reform
• Black Americans: urban migration and civil rights initiatives
• Muckrakers
• Labor, Trusts, Tariffs and Banking
• Consumerism and Conservation
• New Freedom v New Nationalism
• Wilson on the World Stage
• America and Neutrality

Essay Work:
• In Class DBQ – 2003 Form B – The Progressive Era

**Week 23 - 2/2 – 2/6**  
Textbook Chs - # 30 – The War to End War (696-720)

Additional Readings
• Woodrow Wilson – War Message to Congress
• Woodrow Wilson – 14 Points
• Varying Viewpoint – Woodrow Wilson: Realist or Idealist?

Topics Covered:
• War in Europe and American neutrality
• The First World War at home and abroad
• Great Migration
• Society and economy in the postwar years
• Propaganda and Civil Liberties
• Wilson and the 14 Points
• Treaty of Versailles
• Treaty Successes and Failures

Unit VII – The Roaring Twenties, Great Depression and New Deal

Week 24 & 25 - 2/9-2/20
Textbook Chs - # 31 – American Life in the “Roaring Twenties”(720-746)
 # 32 – The Politics of Boom and Bust (746-770)

Additional Reading
• Herbert Hoover – Rugged Individualism

Topics Covered:
• The business of America and consumer economy
• Republican politics: Harding, Coolidge, Hoover
• The culture of Modernism: science, the arts and entertainment
• Responses to Modernism: religious fundamentalism, nativism and Prohibition
• The ongoing struggle for equality: African Americans and women
• Red Scare and Immigration Restrictions
• Prohibition and the Mafia
• Scopes Trial
• National Popular Culture
• Stock market Crash
• Hoover and the Depression
• Foreign Policy – Isolationism
• Asia and Latin America

Essay Work
• In Class FRQ – pick one
  How did TWO of the following help shape American national culture in the 1920s
    Advertising
    Entertainment
    Mass production

Assess the relative influence of THREE of the following in the American decision to declare war on Germany in 1917
    German Naval Policy
    American economic interests
    Woodrow Wilson’s idealism
    Allied propaganda
    America’s claim to world power

Week 26 - 2/23 – 2/27
Textbook Chs - # 33 – The Great Depression and the New Deal (770-800)
Additional Readings
- FDR – First Inaugural Address
- Varying Viewpoints – How Radical was the New Deal?

Topics Covered:
- Causes of the Great Depression
- The Hoover administration’s response
- FDR and the New Deal
- Labor and union recognition
- The New Deal coalition and its critics from the Right and the Left
- Surviving hard times: American society during the Great Depression
- Legacy of the New Deal

Essay Work
- In Class DBQ – 2003 – FDR and the New Deal

Unit VIII – World War II

Weeks 27 & 28 – 3/2 – 3/13
Textbook Chs - # 34 – Franklin D Roosevelt and the Shadow of War (800-821)
# 35 – America in World War II (821-852)

Additional readings
- FDR – Quarantine Speech
- FDR – Four Freedoms Speech
- Atlantic Charter
- Varying Viewpoints – The Atomic Bombs: Were They Justified

Topics Covered:
- The rise of fascism and militarism in Japan, Italy and Germany
- Prelude to war : policy of neutrality
- The attack on Pearl Harbor and United States declaration of war
- Japanese Internment
- Fighting a multifront war – Europe, Asia and North Africa
- Diplomacy, war aims, and wartime conferences
- The United States as a global power in the Atomic Age
- Wartime mobilization of the economy
- Urban migration and demographic changes
- Women, work, and family during the war
- Civil liberties and civil rights during wartime
- War and regional development
- Expansion of government power

Unit IX – Post War World

Week 29 & 30 – 3/16 – 3/27
Textbook Chs - # 36 – The Cold War Begins (852-882)
# 37 – The Eisenhower Era (882-909)

Additional Readings
- George Kennan – Sources of Soviet Conflict
- *Brown v Board of Education*
- Dwight D Eisenhower – Farewell Address
• Varying Viewpoints – Who was to Blame for the Cold War?

Topics Covered
• Origins of the Cold War
• Truman and containment
• UN and NATO
• The Cold War in Asia: China, Korea, Vietnam, Japan
• Diplomatic strategies and policies of the Eisenhower and Kennedy administrations
• The Red Scare and McCarthyism
• Impact of the Cold War on America society
• Arms and Space Race
• Emergence of the modern civil rights movement
• The affluent society and the “Other America”
• Consensus and conformity: suburbia and middle class America
• Social critics, nonconformists, and cultural rebels – The Beat Generation
• Impact of changes in science and technology

Essay Work
• In Class DBQ – 2001 – Cold War Fears

Week 31 – 3/30 – 4/3
Textbook Chs - # 38 – The Stormy Sixties (909-938)

Additional Readings:
• JFK – Inaugural Address
• MLK Jr. – Letters From a Birmingham Jail
• MLK Jr. – “I Have a Dream” Speech
• LBJ – “The Great Society” Speech
• Varying Viewpoint – The Sixties: Constructive or Destructive

Topics Covered
• From the New Frontier to the Great Society
• Expanding movements for civil rights
• Space Race
• Cold War confrontations: Asia, Latin America and Europe
• Beginning of Détente
• The Antiwar Movement and the Counterculture

Essay Work
• In Class FRQ – pick one
  Analyze the ways in which TWO of the following contributed to the changes in women’s lives in the United States in the mid-twentieth century
  Wars
  Literature and/or popular culture
  Medical and/or technological advances

  How did the African American Civil Rights movement of the 1950s and the 1960s address the failures of the Reconstruction?

Week 32 & 33 - 4/6-4/17
Textbook Chs - # 39 – The Stalemated Seventies (938-966)
# 40 – The Resurgence of Conservatism (966-989)

Additional Readings
• NOW – Statement of Purpose
• LBJ – Television on Politics
• Roe v Wade
• Ronald Reagan – Inaugural Address
• Varying Viewpoints – Where did Modern Conservatism Come From?

Topics Covered:
• The election of 1968 and the Silent Majority
• Unemployment and Inflation
• Nixon’s challenges: Vietnam, China, Watergate
• Changes in the American economy: the energy crisis, deindustrialization, and the service economy
• Iranian Hostage Crisis
• Desegregation and Affirmative Action
• The New Right and the Reagan revolution
• End of the Cold War
• Persian Gulf War

Week 34&35 - 4/20-5/1
Textbook Chs -# 41 – America Confronts the Post – Cold War Era (989-1011)
# 42 – The American People Face a New Century (1011-1025)

Additional Readings
• Republican Contract with America

Topics Covered
• Clinton and Reform
• Impeachment
• Election 2000
• 9/11 and the War in Iraq
• High Tech Economy - Revolutions in Biotechnology, Mass Communication and Computers
• Inequality in America
• Changing American Family
• Immigration and Assimilation
• Cities and Suburbs
• Multi-Culturalism
• Demographic changes: surge of immigration after 1965, Sunbelt migration and the graying of America
• Globalization and the American Economy
• Unilateralism vs Multilateralism in Foreign Policy
• Domestic and Foreign Terrorism
• Environmental Issues in a Global Context

Week 36 – 5/4 – 5/9
• Final Review / AP Exam Review

Friday May 8, 2008 – AP Exam – morning session

Remainder of the year we will complete various group activities, film reviews, a field trip, etc. Testing will no longer exist (with the exception of the diagnostic exam).
Review Assignment

Themes in AP US History – Review Project

Description: You will work with 1 or 2 other students on a project to create a review document based on the required Themes in AP US History

Requirement: Each pair (triple) will

• create a review document covering the Theme you are assigned
• turn in an electronic rough draft before midnight on _____________
• turn in a hard copy and an electronic copy on Friday ___________
• Make an 5-10 minute presentation to the class on ______________

Format: Your review document

• should be in some type of outline form (see the lecture notes)
• be detailed and concise
• no more than 2 pages, typed – front & back
• cover your theme from pre-Columbian History to 1990
• all electronic versions must be created in Microsoft Word

Grading

• 10-12 pt. font
• 1 inch margins – all around

Grading Criteria

• level of topic coverage
• level of detail
• ease of use for fellow students

FYI – you may collaborate with the group doing the same theme in another period but…..

• each group must turn their own hard copy separately
• each group will make a presentation to your specific class

Things to keep in mind about the themes

• students need to think conceptually about the American past and to focus on historical change over time
• themes should be used in conjunction with the topic outline (to follow the themes)
• the themes are not presented in any order of importance. These ideas may serve as unifying concepts to help synthesize material and place the history into larger analytical context