

ADVANCED PLACEMENT UNITED STATES HISTORY
Course Syllabus

REQUIRED READING

Primary Text:

- Brinkley, Alan. *A Survey: American History, 12th ed.* McGraw Hill, 2007.

Supplementary materials include:

- Hewitt, Nancy. *Women, Families, and Communities.* Longman, 1997.
- Kennedy, David and Thomas Bailey. *The American Spirit, 9th ed.*, Cenage Learning, 1997.
- Stanford History Education Group. *Reading Like a Historian.* <http://sheg.stanford.edu>
- *Taking Sides: Clashing Views on Controversial Issues in American History, Vols. I & II, 9th ed.* McGraw Hill, 2000.
- Zinn, Howard. *A People's History of the United States, 4th ed.*, Perennial Classics, 2001, Fourth edition

There will also be articles, handouts, and selections from relevant historical monographs provided by the instructor.

COURSE DESCRIPTION

AP United States History is a two-semester course that offers an issue-oriented approach in the study of the people of the United States and their history from the Pre-Columbian period to the present. The class is taught in accordance with the AP United States History curriculum framework. Major themes that make America exceptional will be explored in great detail. The course is designed to encourage students to use historical facts and evidence while creating deeper conceptual understandings of critical developments in U.S. history.

GENERAL OBJECTIVES

The overall objective for this course is to develop, through the study of American history, a means of judgment that can be used to better understand human nature and society. It is my belief that a thorough grounding in history endows students with a better understanding of themselves and of others. Moreover, it is hoped that after studying history a person will have a sense of the complexity of the historical sources of many of today's events; that they will realize that not all problems have neat solutions; that they will be aware of the power of ideas, and that they will appreciate that an ignorance of the past often makes us its prisoner.

SPECIFIC OBJECTIVES

This class will study American history from the Pre-Columbian period to the present at an academic level commensurate with a similar survey course that one might take in the subject at any major four year college or university. Students in AP U.S. History will gain an understanding of the major themes that have guided American development and be prepared to successfully take the Advanced Placement exam in American history in the spring. The seven **thematic learning objectives** that will be covered in this course are the following:

- Identity (ID)
- Work, Exchange, & Technology (WXT)
- Peopling (PEO)
- Politics and Power (POL)
- American in the World (WOR)
- Environment and Geography—Physical and Human (ENV)
- Ideas, Beliefs, and Culture (CUL)

This class will provide students with the opportunity to improve their content knowledge, hone their analytical skills, and enhance their facilities for written and oral communication by applying one of the **historical thinking skills** (below) to the thematic learning objectives.

- I. Chronological Reasoning
 1. History Causation
 2. Patterns of Continuity and Change over Time
 3. Periodization
- II. Comparison and Contextualization
 4. Comparison
 5. Contextualization
- III. Crafting Historical Arguments from Historical Evidence
 6. Historical Argumentation
 7. Appropriate Use of Relevant Historical Evidence
- IV. Historical Interpretation and Synthesis
 8. Interpretation
 9. Synthesis

UNITS OF STUDY

Each unit of study will address the concept questions as related to the time period.

Theme	Concept Questions
Identity (ID)	How has the American national identity changed over time?
Work, Exchange, & Technology (WXT)	How have changes in markets, transportation, and technology affected American society?
Peopling (PEO)	How have changes in migration and population patterns affected American life?
Politics and Power (POL)	How have various groups sought to change the federal government's role in American political, social, and economic life?
American in the World (WOR)	How has U.S. involvement in global conflicts set the stage for domestic social changes?
Environment and Geography—Physical and Human (ENV)	How did the institutions and values between the environment and Americans shape various groups in North America?
Ideas, Beliefs, and Culture (CUL)	How have changes in moral, philosophical, and cultural values affected U.S. history?

METHODS OF INSTRUCTION

AP U.S. History will be taught similarly to a college course and as such the primary method of instruction will be lecture and in-depth discussion. Other instructional strategies will also be incorporated into the overall course structure, including, but is not limited to, primary source document analysis. Audio-visual and web-based materials will be used where appropriate.

Students will evaluate how historians' perspectives influence their interpretations and how historical interpretations change over time. Lessons from *Reading Like a Historian* from the Stanford History Education Group (SHEG) website will be used. Lessons include learning historical thinking skills such as contextualization, evaluating sources, and use of relevant historical evidence.

<h2>UNITS OF STUDY</h2>

PERIOD 1: 1491-1607

Content:

- geography and the environment
- Native American diversity in the Americas
- Spain in the Americas
- conflict and exchange
- English, French, and Dutch settlements
- the Atlantic economy

Reading Assignment: American History, Chapter 1

Activities:

- Students will create a three column chart summarizing the different goals held by each European power. They will also compare how Spain, France, and England dealt with their colonies politically, economically, and socially. (Comparison)
- Map exercise—Students will compare geographic features of colonies, as well as identify where various groups settled in North America.
- Students will write an essay about the following prompt: *Analyze the cultural and economic responses of TWO of the following groups to the Native Americans of North America before 1750.* (Comparison)
 - A) British
 - B) French
 - C) Spain

Theme	Essential Question
Identity (ID)	How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas?
Work, Exchange, & Technology (WXT)	How did the Columbian Exchange affect interaction between Europeans and natives and among indigenous peoples in North America?
Peopling (PEO)	Where did different groups settle in the Americas (before contact) and how and why did they move to and within the Americas (after contact)?
Politics and Power (POL)	How did Spain's early entry into colonization in the Caribbean, Mexico, and South America shape European and American developments in this period?
America in the World (WOR)	How did Europeans attempt to dominate the Americas shape relations between Native Americans, Europeans, and Africans?
Environment and Geography (ENV)	How did pre-contact populations of North America relate to their environments? How did contact change these relations?
Ideas, Beliefs, and Culture (CUL)	How did cultural contact challenge the religious and other value systems of peoples from the Americas, Africa, and Europe?

PERIOD 2: 1607-1754

Content:

- European colonization
- conflict with Native Americans
- unfree labor, economic patterns
- political differences across the colonies
- population patterns
- growing tension with the British

Texts & Other materials utilized:

- American History Chapters 2-3;
- *Mayflower Compact* (1620)
- Letter from indentured servant, Richard Frethorne "Our Plantation is Very Weak" (1623)
- John Winthrop's "A Modell of Christian Charity" (1630)

Activities:

- Jigsaw—Students will be divided into three groups and research Bacon's Rebellion, Leisler's Rebellion, and Coode's Rebellion and present the economic and political factors that contributed to each rebellion. (Comparison)

- Students will be introduced to the DBQ by first looking at samples, then analyzing documents as practice for writing an actual DBQ.
- Origins of Slavery—Chapter 3: As a class, read “Debating the Past: The Origins of Slavery” on pages 72-73. Discuss the disagreement among historians about the origins of slavery. Create a chart with these two columns: 1) Economic needs shaped slavery and 2) White racism shaped the nature of slavery. Ask students to summarize the historians’ responses over the past five decades to justify viewpoints. Ask: Which particular view is most persuasive? How and why? (Interpretation)
- Top 20 Events in Colonization—Students will create an annotated timeline of the 20 most significant events of colonization (Causation and Change Over Time)
- Socratic Seminar on Salem Witch Trials—Students will explore many of the possible causes of the hysteria. (Use of Historical Evidence)

Theme	Essential Question
Identity (ID)	How did Britain’s relative indifference to colonial governance help shape colonists’ identity as “Americans?”
Work, Exchange, & Technology (WXT)	How did a shortage of labor and increased demand for goods lead to an increase in the Atlantic slave trade?
Peopling (PEO)	Why was there such a concentration of slaves in certain areas of the South?
Politics and Power (POL)	How did a strong belief in racial superiority contribute to the development of relationships the colonists had with Africans and Native Americans?
America in the World (WOR)	How did the goals and interests of European leaders contribute to a growing mistrust on both sides of the Atlantic?
Environment and Geography (ENV)	How did competition for resources lead to conflicts with Native Americans?
Ideas, Beliefs, and Culture (CUL)	How did patterns of family life and attitudes toward women differ in the northern and southern colonies?

PERIOD 3: 1754-1800

Texts & Other materials utilized:

- American History Chapters 4-6
- Primary source excerpts from *The Federalist No. 9, No. 10, and No. 5; Articles of Confederation, and “Madison’s Radical Agenda,”*
- George Washington’s “Farewell Address” (1796)

Content:

- British colonial policies
- ideas of the Enlightenment
- colonial society before the war for independence
- Seven Years War
- war for independence
- formation of republic and national identity
- work and labor
- regional economic differences

Activities:

- Students will create a flow chart of the Sugar Act to the Coercive Acts and explain how each helped change colonial attitudes toward Britain. (Causation)
- Debating the Past: The American Revolution - Have students read "Debating the Past: The American Revolution" on pp. 130-31 to assess how historians have debated the origins of the American Revolution. Ask: How has the interpretation of the origins changed over time? What might account for the different interpretations? How has history itself impacted the interpretation of American history? (Interpretation)
- Using R. B. Bernstein and Daniel M. Lyons' "The American Revolution as a Constitutional Controversy" and Timothy Hall's "The American Revolution and the Religious Public Sphere" compare and contrast the writers' arguments concerning the origins of the American Revolution? Are they mutually exclusive? Which one do you find the more palatable? (Interpretation)
- Top 10 Lists – Students will create a list of the top ten events that led to the American Revolution and pick the point of no return. (Periodization)
- The Federalist Papers Group Activity– Students will be divided into three groups and given excerpts from the Federalist Papers. Ideas from each to be presented to whole class.
- Students will complete a chart comparing the U.S. Constitution to the Articles of Confederation. (Comparison)
- Students will read Washington's "Farewell Address" and analyze it for its main points, as well as Washington's core values for America (unity, isolationism, self-determination, and political harmony).

Theme	Essential Question
Identity (ID)	How did the Enlightenment ideas contribute to a growing national identity?
Work, Exchange, & Technology (WXT)	What effect did slavery have on the growing cultural and economic differences between the regions in North America?
Peopling (PEO)	Why did various colonists go to the New World?
Politics and Power (POL)	In what ways did the British government seek to exert control over its American colonies in the late 17 th and 18 th centuries?

America in the World (WOR)	How did the competition between European empires affect relations among the various people in North America?
Environment and Geography (ENV)	How and why did the British North American colonies develop into distinct regions?
Ideas, Beliefs, and Culture (CUL)	How did religious zeal contribute to social and cultural development of North America?

PERIOD 4: 1800-1848

Content:

- politics in the early republic parties
- reform and social movements
- culture and religion
- market capitalism and slavery
- growth of immigration and cities
- women and Seneca Falls
- territorial expansion and Mexican War
- expansion of the vote
- market revolution
- territorial and demographic growth
- two-party system
- Andrew Jackson
- role of the federal government in slavery and the economy

Texts & Other materials utilized:

- American History Chapters 7-12
- *Marbury v. Madison*
- Primary source documents related to Southern view of slavery: Jackson's First and Second Inaugural Addresses
- Primary source documents on Indian removal; the nullification crisis, and Bank of the United States
- Primary source excerpt on Nat Turner's Rebellion

Activities:

- Students will analyze the Supreme Court case *Marbury vs. Madison* and discuss its historical significance. (Use of Historical Evidence)
- Essay – Students will write an essay to the following prompt: *Explain how the First Great Awakening in the 18th century and the Second Great Awakening in the 19th century illustrate both continuity and a change over time.* (Contextualization)

- Students will prepare arguments for and against the impeachment of Andrew Jackson on his handling of the Nullification Crisis, Bank of the United States, and Indian Removal. Arguments will be presented to class orally. Students will analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787. (POL-4) (Use of Historical Evidence)
- Socratic Seminar – Students will participate in a Socratic seminar discussing the Southern view of slavery.
- Students will write a DBQ on following prompt: *Defend or refute that the market revolution was an unmitigated good for the American people.* Students will analyze how innovations in markets, transportation, and technology affected the economy and different regions of the U.S. (WXT-2) (Synthesis)
- Stanford History Group – Students will complete activity on Nat Turner’s Rebellion. (Use of Historical Evidence)

Theme	Essential Question
Identity (ID)	How did the debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?
Work, Exchange, & Technology (WXT)	How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers and those for whom they worked? How did agriculture and the slave system affect the southern social, political, and economic life?
Peopling (PEO)	How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities?
Politics and Power (POL)	How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse?
America in the World (WOR)	How did the U.S. use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation?
Environment and Geography (ENV)	How did environmental and geographic factors affect the development of sectional economics and identities?
Ideas, Beliefs, and Culture (CUL)	How did the idea of democratization shape and reflect American arts, literature, ideals, and culture?

PERIOD 5: 1844-1877

Content:

- tensions over slavery
- reform movements
- cultural trends
- Civil War, rights of freedmen and women, Reconstruction, and Freedmen's Bureau
- KKK
- white supremacy before and after the Civil War
- imperialism
- Mexican War

Texts & Other materials utilized:

- American History Chapters 13-15
- "What the Founders Really Thought About Race"
- Fugitive Slave Act
- Gettysburg Address
- Primary source excerpts from Lincoln-Douglas debates; "A War to Preserve the Union" (1861)
- Zinn's *A People's History of the United States*, Chapter 9.

Activities:

- Secession map exercise – Students will complete a map showing the order in which Southern states seceded.
- Students will complete a Slavery and Civil War Retrospective which explores cause and effect, as well as change over time.
- Research - students will use the internet to research "causes of the Civil War interpretations." Students will summarize information from three different sites regarding the causes of the Civil War. They will be asked to identify the main points of each historian's interpretation, and then have them brainstorm how time periods in which these historians wrote may have influenced their interpretations. (Interpretation)
- Students will read and discuss Lincoln's message to Congress 1861.
- Jigsaw – Students will analyze Civil War political cartoons using the analysis tool from the National Archives website and present to class. (Contextualization)
- Reconstruction Group Activity – Students will complete a web-based activity in groups regarding the conditions of various states in the South after the Civil War (Change over Time).
- Essay – Students will write an essay on the following topic: *Assess the moral arguments and political actions of those opposed to the expansion of slavery in the context of TWO of the following:*
 - A) *Missouri Compromise*
 - B) *Mexican War*
 - C) *Compromise of 1850*
 - D) *Kansas-Nebraska Act* (Historical Argumentation)

- Students will read “Popular Sovereignty Should Settle the Slavery Question” by Stephen Douglass; “Slavery Should Not Be Allowed to Spread” by Abraham Lincoln from Opposing Viewpoints. Students will identify major arguments of each man, and then debate whose argument was most persuasive. Their analysis should address at least two of the following features from each of the documents: audience, purpose, point of view, format, argument, limitations, and content germane to the evidence considered. (Appropriate use of historical evidence)

Theme	Essential Question
Identity (ID)	How did migration to the United States change popular ideas of American identity and citizenship, as well as regional and racial identities?
Work, Exchange, & Technology (WXT)	How did maturing of northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877?
Peopling (PEO)	How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities in the West?
Politics and Power (POL)	Why did attempts at compromise before the war fail to prevent the conflict? To what extent did the Civil War and Reconstruction transform American political and social relationships?
America in the World (WOR)	How was the American conflict over slavery part of larger global events?
Environment and Geography (ENV)	How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and West?
Ideas, Beliefs, and Culture (CUL)	How did the doctrine of Manifest Destiny affect debates over territorial expansionism and the Mexican War?

PERIOD 6: 1865-1898

Content:

- Reconstruction
- transcontinental railroad, 1877 Railroad strike
- rise of labor unions and the Populist Party
- U.S. immigration, industrialization, urbanization, and imperialism
- Spanish-American War and the conquests in the Pacific
- political machines
- women’s movement
- working class culture and leisure

Texts & Other materials utilized:

- American History Chapters 16-19
- Turner’s “Frontier Thesis”
- Excerpts from *The Jungle*; “Social Darwinism and American Laissez-faire Capitalism”; Bryan’s “Cross of Gold” Speech

Activities

- Students will analyze political cartoons from the Reconstruction era using analysis tool from the National Archives website. (Contextualization)
- Essay – Students will write an essay to the following prompt: *Explain the economic and political motivations behind the Radical Reconstruction policy and program from 1867 to 1877.* (Historical Argumentation)
- Students will create a poster on the causes and effects of the transcontinental railroad using primary sources as evidence. (Causation)
- Students will create a PowerPoint presentation on one of the men who helped shape the West and present to the class. Students are randomly assigned either a U.S. military leader or a Native American leader involved in the Indian wars of the late 19th century. Each leader is connected to Turner’s “Frontier Thesis” within the presentation. Students will analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement and the Great Migration in the 19th and 20th centuries. (PEO-3) (Periodization)
- Social Darwinism Debate – Students will research and prepare arguments either for or against Social Darwinism and debate in class. (Use of Historical Evidence)

Theme	Essential Question
Identity (ID)	How did the rapid influx of immigrants from other parts of the world affect the debates about American identity?
Work, Exchange, & Technology (WXT)	How did technological and corporate innovations help to vastly increase industrial production? What was the impact of the lives of working people?
Peopling (PEO)	How and why did sources of immigration to the U.S. change dramatically during this period?
Politics and Power (POL)	How did the political culture of the Gilded Age reflect the emergence of new corporate power? How successful were the challenges to this power?
America in the World (WOR)	How did the search for new global markets affect American foreign policy and territorial ambitions?
Environment and Geography (ENV)	In what ways was the West “opened” for further settlement?
Ideas, Beliefs, and Culture (CUL)	How did artistic and intellectual movements both reflect and challenge the emerging corporate order?

PERIOD 7: 1890-1945

Content:

- U.S. imperialism
- The Jazz Age: industrialization, technology, mass production, and mass consumerism, radio and movies, prohibition
- Harlem Renaissance
- political parties and the transition from classical liberalism to New Deal liberalism
- demographic shifts, the role of women and nonwhites, and battles for economic rights
- Progressive reform
- WWI and Russian revolution
- first Red Scare
- Great Migration of African-Americans
- race riots
- culture wars of the 1920s
- Hoover and FDR in the capitalist crisis
- New Deal
- WWII

Texts & Other materials utilized:

- American History Chapters 19-26
- Beveridge's "Policy Regarding the Philippines" (1900)
- Primary sources on women's suffrage
- Ch. 1 of Sinclair's Babbitt
- Primary source excerpts on Scope's Trial
- FDR's "First Inaugural Speech"
- Excerpt from Long's *Every Man a King* (1933)
- "Why Truman Dropped the Bomb" (2005).

Activities

- Students will write a DBQ to following prompt: *Analyze the effect that the rise of industry had on the distribution of wealth in the United States from 1870 to 1920.* (Historical Argumentation)
- Students will debate the U.S.'s quest for territorial expansion into Latin America and Asia.
- Students will compare and contrast the differing views on women's suffrage by reading primary source documents and using it as evidence. Students will analyze how changes in gender roles have related to economic, social and cultural transformations since the late 19th century. (ID-7) (Comparison)
- Essay – Students will write an essay to the following prompt: *Assess the validity of the belief that while President Wilson was making the world "safe for democracy," he was also violating civil liberties at home.* (Synthesis)

- *Reading Like a Historian* – Students will complete activity from Stanford site regarding the two sides of the Scopes Trial. (Historical Argumentation)
- Students will read and discuss how consumerism is portrayed in Ch. 1 of *Babbitt*. (Contextualization)
- Students will research photographs from the 1930s depicting the Depression. They will use OPVL (Origin, Purpose, Value, and Limitation) to analyze the photographs for their historical significance and write an essay. Students will explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the 19th century. (WXT-8)
- Students will analyze political cartoons about FDR’s New Deal using the analysis tool from the National Archives website. (Contextualization)
- Students will read and discuss Huey Long’s “Share Our Wealth” plan.
- Students will read article “Why Truman Dropped the Bomb” and discuss whether or not the historian believes that the Japanese would have surrendered without the bomb being dropped, and whether weapons are used for military or political purposes. (Interpretation)
- Students will write an essay comparing Wilson’s Neutrality document to George Washington’s, and discuss the changes, if any, in the context in which U.S. foreign policy was made. (Synthesis)

Theme	Essential Question
Identity (ID)	How did WWI (before and after) affect the debate about the role that the United States should play in global affairs?
Work, Exchange, & Technology (WXT)	How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals?
Peopling (PEO)	Why did public attitudes towards immigration become negative during this time?
Politics and Power (POL)	How did reformists ideals change as they were taken up by reformers in different time periods? Why did opposition emerge to various reform programs?
America in the World (WOR)	Why did U.S. leaders decide to become involved in global conflict such as the Spanish American War, World War I, and World War II?
Environment and Geography (ENV)	Why did reformers seek for the government to take control of the environment and national resources?
Ideas, Beliefs, and Culture (CUL)	How did modern cultural values evolve in response to developments in technology? How did debates over the role of women in public life reflect changing social realities?

PERIOD 8: 1945-1980

Content:

- Civil Rights movement
- Beats, student, counterculture, antiwar, women's movement
- Atomic age
- Cold War and the U.S. role in the world
- suburban development and the affluent society
- the Other America
- Vietnam and the U.S. imperial policies in Latin America and Africa
- social movements of the 1960s
- LBJ's Great Society programs and the rise of the New Right
- economic and political decline in the 1970s
- Ronald Reagan rise of conservatism

Texts & Other materials utilized:

- American History Chapters 27-30
- from *Taking Sides*: "Was the United States Responsible for the Cold War?"
- "Containment" (1946)

Activities

- Essay – Students will complete an essay on the following prompt: *Analyze the impact of WWII on the American home front in TWO of the following areas:*
 - A) *Economic development*
 - B) *Role of federal government*
 - C) *Treatment of minorities.* (Historical Argumentation)
- Students will read and discuss article "Was the United States Responsible for the Cold War?" (Interpretation)
- Essay - Students will write an essay analyzing the goals of U.S. policymakers during the Cold War. They will explain how U.S. involvement in the Cold War altered the role of the U.S. in world affairs. (WOR-7)
- Students will read Kennan's "Containment" and discuss why it is important to understanding Cold War events. (Contextualization)
- *Reading Like a Historian* – Students will use primary sources to complete a graphic organizer on women in the 1950s. (Periodization)
- Students will read excerpts from Rachel Carson's Silent Spring and identify her main points and the evidence she provides. Students will explain why they think this book had such a profound impact at the time. Students will explain how and why debates over natural resources have changed since the late 19th century. (ENV-5) (Use of Historical Evidence).

- Students will be divided into groups to research various “power” movements (black, red, pink, green, rainbow, and consumer) and create a PowerPoint to present to the class. Students will explain how and why modern cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society. (CUL-7).
- Students will read primary sources regarding Vietnam and discuss the two sides to U.S. involvement there. (Use of Historical Evidence)
- Show DVD *1968* and then ask students to summarize the developments and characteristics of social and political movements in the United States for that year. *To what extent were events in the United States connected to what was happening in Paris, Prague, and Mexico City.*(Contextualization)
- Students will read and analyze Andrew Rotter’s “The Causes of the Vietnam War,” Robert McMahon’s “Changing Interpretations the Vietnam War,” Harold Ford’s “CIA and the Vietnam Policymakers, and Gabriel Kolko’s “The Vietnam Reconsidered.” For the first two pieces answer the following questions: *What historical arguments does the Rotter excerpt draw on to make its case? Which interpretation do you find the most convincing?* For Ford and Kolko’s pieces answer the following *How does he describe the nature and accuracy of CIA intelligence in the years leading up to the Vietnam War? Which of the historical interpretations of Vietnam does this report buttress or refute? Do you agree with the conclusions Gabriel Kolko draws from Ford's report?* (Interpretation)

Theme	Essential Question
Identity (ID)	How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups?
Work, Exchange, & Technology (WXT)	How did the rise of American manufacturing and global economic dominance in the years after WWII affect the standards of living among and opportunities for different social groups?
Peopling (PEO)	How did the growth of migration to and within the U.S. influence demographic change and social attitudes in the nation?
Politics and Power (POL)	How did the changing fortunes of liberalism and conservatism in these years affect broader social and political power?
America in the World (WOR)	Why did Americans endorse a new engagement in international affairs during the Cold War? How did this belief change over time in response to particular events?
Environment and Geography (ENV)	Why did public concern about the state of the natural environment grow during this period?
Ideas, Beliefs, and Culture (CUL)	How did changes in popular culture reflect or cause changes in social attitudes?

PERIOD 9: 1980-PRESENT

Content:

- summary of Reagan’s domestic and foreign policies
- Bush Sr. and the end of the Cold War
- Clinton as a New Democrat
- NAFTA
- technology and economic bubbles and recessions, race relations, and the role of women
- changing demographics and the return of poverty
- 9/11 and the domestic and foreign policies that followed
- Patriot Act
- education policies of Bush, Jr.
- Obama
- environmental policies

Reading Assignments: American History Chapters 31-32

Activities:

- Students will complete a graphic organizer comparing the elections of 1976, 1980, 1984, 1988, 1992, and 1996. (Change Over Time)
- Class discussion – Why do historians not state that the “Age of Globalization” began during Nixon, Carter, or Reagan? (Interpretation)
- After reading the text of the Patriot Act, students will summarize the developments and characteristics of political climate in the United States and globally before the passage of the act. *To what extent were events in the United States connected to what was happening in the Middle East and Southeast Asia?* in (Contextualization)
- Students will research economic data on household income and write an essay arguing or refuting that the American Dream existed. (Use of Historical Evidence)

Theme	Essential Question
Identity (ID)	How did demographic changes in America affect popular debates over American national identity?
Work, Exchange, & Technology (WXT)	How did the shift to a global economy affect American economic life?
Peopling (PEO)	How did increased migration raise questions about American identity and affect the nation demographically, culturally, and politically?
Politics and Power (POL)	How successful were conservatives in achieving their goals?
America in the World (WOR)	How did the end of the cold War affect American foreign policy? How did the terrorist attacks of 9/11 impact America’s role in the world?
Environment and Geography (ENV)	How did debates over climate change and energy policy affect broader social and political movements?

Ideas, Beliefs, and Culture (CUL)	How did technological and scientific innovation in areas such as electronics, biology, and medicine affect society and culture?
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Review and AP Exam

Students will review content and practice test-taking skills in preparation for the AP exam.