

ADVANCED PLACEMENT U.S. HISTORY (APUSH)

Course Information and Annotated Syllabus 2016-2017

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Course Description:

APUSH is a college-level writing-intensive survey course that covers American history from the pre-Columbian period to the present. We will examine the social, political, and economic development of the United States, with an emphasis on CRITICAL THINKING and HISTORICAL ANALYSIS.

APUSH is for students with a serious interest in the study of history. You must take EXTENSIVE NOTES from texts, other readings, and from classroom lectures and discussions. You will prepare for SEMINAR DISCUSSIONS, ROLE-PLAYING ACTIVITIES, study for QUIZZES, and write ESSAYS including Document-Based Questions (DBQs).

Key Themes

The course is structured both chronologically and thematically. The themes include: Identity (ID), Work, Exchange & Technology (WXT), Peopling (PEO), Politics & Power (POL), America in the World (WOR), Environment & Geography (ENV), and Ideas, Beliefs & Cultures (CUL). Elements of these themes can be found integrated into most unit assignments.

Historical Thinking Skills

These skills reflect the tasks of professional historians. While learning these tasks, AP U.S. History students act as historians “in-training”

Chronological Reasoning

- Historical Causation
- Patterns of Continuity and Change Over Time
- Periodization
- Comparison
- Contextualization
- Historical Argumentation
- Appropriate Use of Historical evidence
- Historical Interpretation
- Synthesis

Commitment:

The course will be difficult, but rewarding. APUSH students must be committed, disciplined, and hard-working. **You should budget 45 minutes to an hour (longer for some) every day.** There will be **no excuses** -- just like college and the “real world.” **No WHINING!** Your participation in rehearsals and performances will not excuse you from requirements or deadlines. This hard work will pay off, and **I be available to help you**, but you must be prepared to work!

The rule of thumb for college history courses is three hours of study for every hour of class. College courses also require independent initiative in learning the basics. You must take notes from your reading on your own outside of class. Class time will be spent interpreting the basic facts, examining historical sources, and exploring different conceptual frameworks to understand our history.

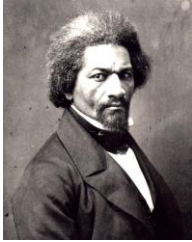
Improving your writing is a major objective of the course. Student writing must also be at a college level. Essays are a regular feature of the course and emphasize making an historical argument, not just repeating memorized facts. Your writing must be well organized, substantive, and precise. Again, I will be available to help you, but be prepared to be challenged to do some serious writing.

You must complete a major **Summer Unit** in order to participate in the course. You will get a head start on the course content, practice taking notes and discover what works for you, learn to recognize the specific points of view of secondary sources, practice analyzing historical information, and read a fun book about the early colonial period and discuss it over the summer. You will pick it up from the library during exam week.

You must **maintain a binder or some sort of organizational device** containing handouts, notes, and other materials. Use of dividers may be helpful to organize your coursework into chronological time periods.

APUSH is not for everyone. Because of the level of commitment involved, I will need approval from your Global or World History teacher and you will need to perform well on the Global History Regents exam (85% or higher) in order to qualify for the course. If you have any questions, find me in room A247 or leave me a message in the high school office.

You will finish the course feeling that you have rigorously explored our nation's complicated and fascinating history. You will emerge in May as stronger writers and, I hope, stronger thinkers, with an ability to critically analyze historical (and current) events. You will feel a great sense of intellectual accomplishment. If you are interested in U.S. history, you should be very satisfied with your APUSH experience.



“If there is no struggle, there is no progress.”

--Frederick Douglass

READINGS:

Primary Text: **Foner, Eric** *Give me Liberty! An American History, Third AP Edition*, New York: W.W. Norton, 2013. You will take notes from this text, turn them to contribute to your course grade, and then use them in class, adding more notes during our class discussions and activities. I will give you feedback to help you find a successful note-taking style that works for you. This will be a major component of your summer unit. [CR1a]

Supplemental Summer Text: **Horwitz, Tony**, *A Voyage Long and Strange*. (An irresistible blend of history, myth, and misadventure, *A Voyage Long and Strange* captures the wonder and drama of first contact. Vikings, conquistadors, French voyageurs--these and many others roamed an unknown continent in quest of grapes, gold, converts, even a cure for syphilis. Though most failed, their remarkable exploits left an enduring mark on the land and people encountered by late-arriving English settlers.--from publisher description.) This is a readable, interesting, funny book that I will ask students to purchase (available in paperback) and via a blog over the summer at Stay tuned. [CR1c]

Additional Readings: Students will read a wide variety of **primary source documents**, in addition to critical essays and book reviews by historians, including excerpts from Howard Zinn, *A People's History of the United States*. Discussion questions will accompany these assignments. [CR1c]

ASSESSMENT:

Each marking period in our district is ridiculously short (6 or 7 weeks), so consistent, accurate measurement is a challenge. Student grades roughly break down as follows:

30%	Foner TEXT NOTES/ Zinn Chapter Discussion Ques.
50%	ESSAYS, ACTIVITIES, and Chapter/Unit Tests
20%	PARTICIPATION/ Additional Semi-Daily HOMEWORK

Get Your Homework In On Time Policy

On Time (✓)	= 100%
Late	= 75%
Multiple Days Late	= 65%
Missing Assignment	= 0%

These are approximate percentages that may vary slightly from marking period to marking period.

Writing assignments will be either actual Free-response questions from past AP exams or questions written in the same format. You will sometimes be asked to outline answers and write a thesis statement. Other times, you will write the full essay. We will evaluate your writing with a detailed rubric. Additional writing will consist of answering questions that accompany readings and reflecting on activities and discussions from class.

Assessments will be a combination of fill-in-the-blank content review and multiple choice questions modeled after NEW (2015) APUSH exam questions (Document Based)

Participation will be a subjective grade based on your participation in class discussion and your general engagement during class.

You will also take a **Midterm** in January modeled on the APUSH exam format.

The **National APUSH Exam** is administered by the College Board in early May. AP Exams are graded from one to five (5 = extremely qualified, 1 = no recommendation). Many colleges will give you college credit for a grade of three or higher. Scores are mailed in July.

Your **Final Exam** is the **New York State Regents Exam in U.S. History and Government** given in June.

Your **Final Grade**: Combination of your FINAL AVERAGE of 4 Marking Periods

Mr. Bilofsky APUSH Annotated Syllabus

(subject to change)

I. Introduction, Writing, & Colonial Period (Summer Unit + 3 Weeks) [CR2]

SUMMER UNIT: Pre-Columbian & Early Colonial America and Course Introduction- *Give me Liberty!* Chapters 1 – 4; Howard Zinn's *People's History of the United States* Chapter 1.

- We will read Tony Horwitz's book, *A Voyage Long and Strange* and comment via the Summer Book Blog at <http://sotaapush.wordpress.com>.
- The Summer Unit you will pick up in June includes a 10 page packet with advice for note taking from *Enduring Vision*, excerpts from different texts, reading study questions, essay questions to outline, maps to label, and some questions to help you reflect on what you hope to gain from taking the course.
- You will become familiar with content on Colonial America; become familiar with U.S. Geography (Maps!) [CR1b]; practice note-taking; collect information to prepare for some AP essay questions on regional colonial society, religious freedom, and cultural and economic responses of Europeans to Indians of North America (using AP free response questions)[CR3]; and, most importantly, examine the point of view of our textbook (yes, our text books have a point of view). **Themes:(PEO-4,5/ ENV-1/WXT-1,4/WOR-1)**

WEEK ONE: What is History and Why Study It?

- I will collect and evaluate your Summer Unit Work on Colonial America.
- You will take a Quiz on Colonial America content.
- Small group activity: imagine it is one hundred years from now and you are a historian writing a textbook chapter on the first decade of the 21st Century. We will use this activity and your summer reflection to discuss the reasons for studying history, explore categories of history, and examine the methodology of the discipline.[CR13b]

WEEK TWO: Early America/Analyzing Documents

- We will use primary sources from the Iroquois, Huron, European missionaries, and Conquistadors to generalize about pre-Columbian Native American culture.[CR6] (PEO-4,5)
- We will analyze Columbus' journal from his first voyage, and discuss impact of Columbian Exchange.
- We will evaluate the "Black Legend" using a Las Casas reading and several other primary source writings and illustrations (taken from *Enduring Voices*). (CUL-1)
- We will analyze Emigrant Ship Lists from 1635. With a partner, you will make a series of observations, inferences, and comparisons using the documents. [CR6]

WEEK THREE: Colonial America /How to Write an Essay –

- Chesapeake/New England DBQ: We will brainstorm which facts from our summer unit are relevant to answer the question.[CR5] (WXT-2,4/ ENV-2/ ID-5/PEO-5)
- Pocahontas: Disney vs. Reality and Does It Matter?[CR13a]
- We will review content from summer unit and read excerpts from John Smith, *History of Virginia*, an article from *National Geographic* (400th anniversary of Jamestown) and other primary sources to explore real conditions at Jamestown. [CR1c]
- We will review content from summer unit and read excerpt from John Winthrop's sermon to explore Puritan doctrine and society.[CR1b]
- We will examine maps, graphs, and documents related to the Middle Passage. Also, we will read an excerpt from Olaudah Equiano's autobiography. What generalizations can we make about the Atlantic slave trade and how do they shape our attitudes toward Africa and issues of race in America? [CR7] Themes:(WOR-1/WXT-4/ID-4/POL-1/CUL-1)
- We will sing "Amazing Grace."
- Jigsaw Activity: Small groups analyze and report to the class on a variety of primary documents from various sources about colonial women (New York businesswomen, Southern plantation women, frontier women, enslaved women, Anne Hutchinson, Salem Witch trials, Anne Bradstreet, New England marriage contract, Phyllis Wheatley). Themes: (WXT-2/WXT-4/ENV-2/ID-5/PEO-5/CUL-4)
- We will analyze the remainder of the DBQ documents focusing on how to derive meaning and significance from a document (even if we don't understand every word!).[CR8]
- We will discuss what makes a strong thesis.
- We will discuss how to organize brainstormed info, document info, into paragraphs with topic sentences and links back to the thesis.[CR5]

- Then you write the DBQ essay comparing Chesapeake and New England colonial societies! We will use colored pencils to analyze our writing in class. We will use my detailed rubric to score our essays. Then I grade them and give you more feedback than you thought possible!

II. Revolution & Critical Period, Historiography (3 Weeks)

Themes: (ID-1/ WXT-1/ POL-1/ WOR-1/ CUL-2/ CUL-4)

WEEK FOUR: Road to Revolution

- *Give me Liberty!* Chapter 5; Zinn Chapter 4.
- We will read and discuss Jonathan Edwards, “Sinners in the Hands of an Angry God” to discuss the Great Awakening.(WOR-1,2/ ID-1/ CUL-4)
- We will create a Timeline of events leading to American Revolution. Use this timeline to answer question in groups: Was Revolution result of British policy changes or American actions? We will focus on primary sources surrounding the Stamp Act (from Morgan, *Prologue to Revolution*).

WEEK FIVE: Revolution; *Themes:(ID-1/ POL-5/ WOR-2,5/ CUL-2,4/ WXT-6)*

- *Give me Liberty!* Chap 5& 6; Zinn Chapter 5 & 6.
- Partners will conduct a primary source analysis comparing accounts of Lexington and Concord. [CR6]
- We will read excerpts from and discuss Thomas Paine’s *Common Sense*. [CR1b]
- We will read in detail the *Declaration of Independence* in order to discuss the Founders’ Enlightenment thought, the “consent of the governed,” their grievances, and we will focus in particular on the Founders’ views on race (Washington, Jefferson, Sally Hemmings, changing notions of equality). We will read excerpts from Edmund Morgan, *American Slavery, American Freedom* and from Eric Foner, *Story of American Freedom* to articulate the issue. [CR1c]
- We will read some of Abigail Adams’ letters and Lord Dunmore’s proclamation to discuss the role of women and African-Americans in the war.[CR1b]
- Historiography: we will examine Schools of Historical Interpretation (Nationalist, Imperial, Progressive, Consensus) and discuss interpretations of George Bancroft Edmund Morgan, Bernard Bailyn, Gordon Wood, the Beards, and Zinn. [CR1c]
- We will use this knowledge to address the question: *Was the Revolution Radical?* You will write a thesis and outline the topic.
- Big Quiz #2

WEEK SIX: Critical Period –

- *Give me Liberty!* Chapter 7
- We will read the entire *U.S. Constitution* and answer questions in an eight page packet to review basic government powers and the *Bill of Rights*. We will go over these in class and answer student questions that arise. Concepts will include: popular sovereignty basic government structure, Congressional powers, separation of powers, federalism, executive powers, civil liberties.
- We will examine the series of compromises in Philadelphia that led to the final document.
- We will discuss in groups using documents from the 1985 DBQ: Were the *Articles of Confederation* effective?
- We will read a packet of excerpts from *The Federalist Papers* (#10, #51, #78) and Patrick Henry’s speech to Virginia’s ratifying convention, and answer written questions followed by discussion.[CR1b]
- Activity: Work with partner to define Federalist and Antifederalist views by examining the record of a “Mystery Delegate” from the Constitutional Convention. Is the record of his motions and votes consistent with a Federalist or Antifederalist position? What did we learn about the politics of creating the Constitution? [CR11]
- We will look closely at the N.Y. Ratification battle to examine the politics of the ratification battle. [CR12]

III. Early Republic (2 Weeks)

WEEK SEVEN: NEW REPUBLIC

- *Give me Liberty!* Chap 8
- We will read excerpts from writings of Jefferson and Hamilton, discuss Hamilton’s financial program
- Role Play Activity: We will divide the class into Hamiltonians and Jeffersonians and prepare arguments to convince the president (me) in “The Battle of Washington’s Cabinet!” We will debate economic plans, foreign policy, and reaction to the Whiskey Rebellion among other issues.[CR8][CR11][CR1b]
- We will read excerpts from “Washington’s Farewell Address” [CR1b]

WEEK EIGHT: AGE OF JEFFERSON/ REPUBLICANS and FEDERALISTS

- Why is the Election of 1800 often called the “Revolution of 1800”
- We will read excerpts from Jefferson and Marshall regarding the power of “judicial review” and analyze the work of the Marshall Court in *Marbury v. Madison*, *McCulloch v. Maryland*, and *Dartmouth College* cases.
- We will read excerpts from the Lewis and Clark journals and discuss the impact of their voyage on expansion and relations with Native Americans.[CR1b]
- We will examine the arguments of Hawks and Doves leading up to the War of 1812.
- We will brainstorm the question, then analyze documents in the 1998 DBQ on Federalists/Democratic-Republicans, and then you will write your DBQ #2! [CR3]
- We will read excerpt from the “Monroe Doctrine” and compare it to “Washington’s Farewell Address” to discuss foreign policy of neutrality. [CR9]
- Big Quiz #3

IV. Jackson & Antebellum Period (Four Weeks)

Themes: (POL-2,3,5/ ID-1,2,5/ WOR-2/CUL-2,5/WXT-2,5)

WEEK NINE: MARKET REVOLUTION/AGE OF JACKSON

- *Give me Liberty!* Chap 9 and 10 ; Zinn Chap 7
- We will examine in depth the impact of the Erie Canal in making Rochester the first western boom town using historical photos and illustrations from the Rochester Public Library collection.[CR12]
- We will sing the “Erie Canal” song.
- We will discuss the Industrial, Transportation, Market, and Communication Revolutions of this period. Which were more significant in shaping American society?
- We will use documents from *A Lowell Offering* about the Lowell Mill girls to analyze some of the effects of these changes on women (more on this below). [CR9]
- We will read an excerpt from deToqueville’s *Democracy in America* and answer questions to discuss the American “character” and style of politics in the antebellum period. [CR6]
- We will read and discuss documents related to Indian Removal (Jackson, Cherokee appeal to Congress)
- Activity: Students will prepare arguments in groups to evaluate the presidency of Andrew Jackson focusing on four criteria (from 1990 DBQ): were the Jacksonians guardians of the U.S. Constitution, political democracy, individual liberty, and equality of economic opportunity? [CR5]

WEEKS TEN & ELEVEN: ANTEBELLUM REFORM/SLAVERY

- *Give me Liberty!* Chap 10 & Chap 7 ; Transcendentalist packet; Zinn Chap 6
- We will examine the impact of the Second Great Awakening through a detailed look at the Rochester Revival (started literally around the corner from our school!) and how it (with the Erie Canal) shaped Rochester society and launch reform movements. We will examine the arguments of Paul Johnson in *Shopkeeper’s Millennium*. [CR8]
- Jigsaw Activity: Small groups analyze a variety of primary source documents from various sources about slavery conditions, runaways, rebellions (Denmark Vesey, Nat Turner), Underground Railroad, *Amistad* case, proslavery arguments, David Walker’s *Appeal* abolitionist editorials and speeches (Garrison, Philips), Colonization.[CR1b]
- Historiography: We will look at different interpretations in the study of slavery (Kenneth Stampp, Stanley Elkins, Herbert Gutman, John Blassingame, Eugene Genovese,) using an Eric Foner essay that accompanied the *Africans in America* documentary series. What were the different focuses of these historians? [CR1c]
- We will analyze the *Declaration of Sentiments* from Seneca Falls. What were the origins and goals of the Woman’s Rights Convention of 1948? [CR-6]
- We will analyze of Nancy Cott’s arguments regarding the connections between domesticity and feminism (from *Bonds of Womanhood*). [CR8] *Give me Liberty!* Chap 12
- We will read a packet of excerpts from Emerson and Thoreau and answer questions. We will use it to discuss: What is the role of the American intellectual? the American relationship to nature? the idea of American nonconformity? What is Transcendentalism? [CR1b]
- We will view samples of American Landscape Painting from the Hudson River School and find connections to the ideas of the Transcendentalists and Manifest Destiny. [CR1b]
- Big Quiz #4

WEEK TWELVE: FREDERICK DOUGLASS

- We will read *The Narrative of the Life of Frederick Douglass*.
- You will take a series of short-answer reading quizzes that will serve as seeds for our discussion of the book's themes: the psychology of slavery, education, human dignity, resistance, countering proslavery arguments, effects of slavery on *all* people, religion and slavery. [CR10]
- We will discuss Douglass' life as an abolitionist and especially his life in Rochester using local sources from the Rochester Public Library. What is his legacy to our community and our nation? [CR12]

WEEK THIRTEEN: MANIFEST DESTINY

- *Give me Liberty!* Chap 13; Zinn Chap 8
- We will read an excerpt from John O'Sullivan on "Manifest Destiny" to discuss the concept. Was this an ideal or a rationalization? [CR1b] [CR11]
- We will track the Texas/Mexico conflicts that led to the Mexican-American War and read excerpts from critics such as Emerson, Frederick Douglass, and others. [CR13a]
- We will sing along with the song "James K. Polk" by They Might Be Giants.

V. Civil War & Reconstruction (Three Weeks)

Themes: (POL-2,5,6 / PEO-5 / ID-2,5 / CUL-2 / ENV-3)

WEEK FOURTEEN: 1850'S DECADE OF CRISIS

- *Give me Liberty!* Chap 13
- We will watch Episode One of Ken Burns' *Civil War*. [CR1c]
- We will analyze how the events of the decade increased sectionalism by categorizing and tracing developments (economic, political, social). [CR9]

WEEK FIFTEEN: CIVIL WAR and LINCOLN

- *Give me Liberty!* Chap 14; *Assorted Lincoln Readings* packet
- We will evaluate the policies and leadership of Abraham Lincoln through discussion of readings (Lincoln-Douglas Debates, First Inaugural, letter to Horace Greeley, Emancipation Proclamation, Gettysburg Address, Second Inaugural). What in particular were Lincoln's attitudes toward slavery, race, and equality? [CR10][CR11]
- We will use readings from James McPherson and Ira Berlin in *Reconstruction* magazine to tackle the question: "Who really freed the slaves?" [CR1c]
- We will watch a short excerpt from the film *Glory*.
- We will analyze the Constitutional issues of presidential power that were raised by the war. [CR8]
- Big Quiz #5

WEEK SIXTEEN: RECONSTRUCTION

- *Give me Liberty!* Chap 15; Reconstruction Readings packet; Zinn Chap 9
- We will read and answer questions about readings (Black Codes, Congressional testimony about Klan activity, Thaddeus Stevens, Andrew Johnson, illustrations from *Harper's Weekly*)
- Activity: We will work in groups to place a list of significant developments into a three column timeline in order to analyze the sequence of Reconstruction events.[CR10]
- Historiography: We will use the opening chapter of Eric Foner's *Reconstruction* to analyze the dramatic evolution of interpretations of Reconstruction (Dunning, DuBois, Revisionists, Post-revisionist/skeptical, Synthesis). How do the social conditions and attitudes of a particular time shape historical interpretation? [CR1b, CR1c]
- To illustrate how much the prevailing view has changed, we will excerpts from the films *Birth of a Nation* and *Gone with the Wind*. How does Hollywood shape our interpretation of history? [CR9]

VI. Gilded Age: Western settlement, Industrialization, Immigration, Urbanization, Big Business & Labor (Four Weeks not including Midterm week)

Themes: (WXT- 3,5,6 / CUL-3,5,6/ PEO-2,3,5/ ENV-5/ ID-2,5,7/POL-6/WOR-3)

WEEK SEVENTEEN: THE WEST/NATIVE AMERICANS

- *Give me Liberty!* Chap 16; Native American readings packet
- We will watch excerpt from Ken Burns' *The West* on the Battle of Little Bighorn and excerpts from *500 Nations* on Chief Joseph and the Dawes Act. [CR1b]

- We will brainstorm about what constitutes the American “character” and then read an excerpt from Frederick Jackson Turner’s “Significance of the American Frontier.” Did this thesis make sense and does it now? [CR9]
- We will brainstorm characteristics of Western archetypes and compare Western mythology vs. Western reality.
- We will divide the class to read Native American documents about either Allotment or Assimilation from *Native American Testimony*. You will divide into pairs to discuss your selections with a partner. [CR1b, CR1c]
- Big Quiz #6

WEEK EIGHTEEN & NINETEEN: INDUSTRIALIZATION, CORPORATE CONSOLIDATION, & LABOR

- *Give me Liberty!* Chap 16 ; Zinn Chap 10, 11 (to p.282); Readings
- We will make generalizations about the rise of big business by looking closely at the Railroad industry, principles of corporations, and the workings of the stock market.
- We will discuss different ideas about business and society (*laissez-faire* capitalism, social Darwinism, socialism) by reading and discussing excerpts from Andrew Carnegie’s “Gospel of Wealth,” Henry George’s “Progress and Poverty,” and others. [CR1b]
- We will use parts of Rochester Labor Council video *Struggle in Smugtown: Rochester’s Workers, Radicals, and Reformers* as an entry point to discuss the labor movement, collective bargaining, and the role of government in labor disputes. [CR11]

WEEK TWENTY: MIDTERM WEEK

- Because of the limited time to study, your midterm exam will cover material from Causes of the Civil War through Industrialization (*Give me Liberty!* Chapters 14 – 17).
- The exam will be formatted just like the APUSH exam in May: 80 multiple-guess questions, a DBQ, and two shorter free-response questions. I will grade your essays using my APUSH Essay Rubric, calculate a composite score based on the College Board’s model, and assign an AP score (1 through 5) and a percentage equivalent.

WEEK TWENTY-ONE & TWENTY-TWO: IMMIGRATION, URBANIZATION, & GILDED AGE POLITICS

- *Give me Liberty!* Chap 16,18, 20; Zinn Chap 11 (p.282-end)
- We will use some time this week to go over your Midterm exam and identify areas you need to focus on in preparation for your May exam.
- We will use graphs and statistics to track patterns of immigration to the U.S. and to examine how these patterns shaped life in Rochester. [CR9]
- We will study photographs of Jacob Riis and Lewis Hine and view the short Charles Guggenheim documentary *Ellis Island: Island of Hopes, Island of Tears*. We will use these to discuss the immigrant experience and discuss contemporary issues around immigration policy. [CR1b, CR1c]
- We will evaluate *The Wizard of Oz* as a parable of Populism and the debate over currency policy. We will use a brief simulation about flow of currency to understand the interests of farmers and bankers in the currency debate. We will also read an excerpt from William Jennings Bryan’s “Cross of Gold” speech.[CR10]
- We will look closely at the landmark 1896 presidential campaign tactics of McKinley (and Mark Hanna) and Bryan. What are the roles of third parties in American politics? [CR7]
- Big Quiz #7

VII. American Empire, Progressives, & World War One

(Four Weeks not including February Recess)

Themes: (WXT-6,7,8/ POL-3,6/ENV-5/CUL-5/WOR-4,6,7/ ID-3)

WEEK TWENTY-THREE: AMERICAN EMPIRE

- *Give me Liberty!* Chap 19; Zinn Chap 12
- We will analyze the long-term economic and political conditions that led to the Spanish-American War, including the role of media competition (yellow journalism). Why did the sinking of the *Maine* lead to war if contemporary observers were unsure of what caused it? [CR1c] [CR8]
- We will examine the arguments for and against an imperialist foreign policy, using a speech by Senator Albert Beveridge, statements from the Anti-Imperialism Society, and a series of political cartoons.
- We will discuss in detail the foreign policies of Theodore Roosevelt’s administration and read and analyze the “Roosevelt Corollary” to the Monroe Doctrine.
- We will answer the 1994 DBQ on Expansionism at turn of the last century. Was it a continuation or a departure? [CR11, CR9]

WEEK TWENTY-FOUR: RECESS

WEEK TWENTY-FIVE & TWENTY-SIX: THE PROGRESSIVE ERA

- *Give me Liberty! Chap 18*; Progressives Readings packet; Zinn Chap 13
- We will watch short excerpts from *America 1900* (American Experience documentary) to get a sense of American society at the turn of the last century.
- We will make connections to *Ragtime* which many of you will be reading in your English classes.
- As a class, we will generalize about what constitutes Progressive reform.
- We analyze the Triangle Shirtwaist Fire as an event that exemplifies Progressive Era reform. We will view the episode on the fire in *New York: A Documentary Film*. [CR6]
- I will read you an excerpt from *The Jungle* by Upton Sinclair as an example of the muckraking sensibility. Why was Sinclair disappointed in the reaction to the book? How does that show the non-radical nature of Progressive reform? [CR1b]
- We will read excerpts from Jane Addams, Margaret Sanger, Lincoln Steffens, George Plunkitt, Booker T. Washington, W.E.B. DuBois, Ida Wells, Marcus Garvey and go over answers to questions that accompany the readings. [CR1b]
- We will use the Washington/DuBois debate to discuss: what is the best approach to solving societal problems. [CR10]
- We will look at Emma Goldman, the IWW, and the philosophy of anarchism to examine the radical strain that accompanied the reform movements of the period.
- Activity: **Meeting of the Minds**. You will each research and then portray an important figure from this time period (approx 1880 – 1914). As your historical figure, you will travel through time to the present to discuss and argue about the issues of your time as well as applying your concerns and ideas to the problems of our present time. You will need to write a short reflection and complete a self-evaluation at the end of the activity. [CR6] [CR13a]

WEEK TWENTY-SEVEN: WORLD WAR ONE

- *Give me Liberty! Chap 19*; Zinn Chap 14
- We will review causes of World War One. [CR3]
- We will look closely at the Mobilization effort, especially the Committee on Public Information. We will examine propaganda objectives and techniques using posters and songs from this period. [CR1b]
- We will sing “Over There.”
- We will read excerpts from the Espionage and Sedition Acts and the Holmes’ opinion in the *Schenk* case to discuss civil liberties in wartime, then and now. [CR9][CR11]
- We will examine the disagreements on how to best secure a lasting peace at the conclusion of the war by looking closely at Wilson’s Fourteen Points and the fight over the Versailles Treaty. [CR8]
- Big Quiz #8

VIII. Between the Wars (Three Weeks)

Themes: (ID-6/WOR-4/ PEO-2,6,7/ POL-7/ WXT-6/CUL-3,6,7/

WEEK TWENTY-EIGHT: THE TWENTIES

- *Give me Liberty! Chap 18,20*
- We will frame all our discussions using the 1986 DBQ about tension between new and changing ideas and traditional values and nostalgia. You will start by brainstorming a chart of the decade’s events and topics. [CR9]
- Activity: We will listen to jazz while recording observations about Twenties society through Time-Life photo books, fashion catalogs, and other books containing examples of Twenties cars, homes, clothes, trademarks, spot illustrations, and decorative arts that I will haul over from the public library. What made this decade modern? [CR1c]
- We will watch the short 1985 film *The Flapper Story*.
- We will examine the principles and artists of the Harlem Renaissance including poems by Paul Dunbar, Langston Hughes, art works by Aaron Douglas, and others. [CR1c]
- We will look at the conservative side of the Twenties using photos and political cartoons: Coolidge’s *laissez-faire*, economic policies, the Red Scare, Prohibition, the Scopes trial and fundamentalism, the “new” Klan, racial conflict, and the criticism and disillusionment of the “Lost Generation” of writers. [CR13a]
- We will make connections to *The Great Gatsby* which many of you will be reading in your English classes.
- We will dance the Charleston.

WEEK TWENTY-NINE: GREAT DEPRESSION & NEW DEAL

- *Give me Liberty!* Chap 20,21; Zinn Chap 15
- We will examine the causes of the Depression and Hoover's active attempts to deal with the deepening crisis.
- We will view excerpts from the documentaries *Riding the Rails* and *Surviving the Dust Bowl* and view many photographs (including many by Dorothea Lange) to get a sense of the human suffering during this time. [Cr1b][CR3]
- We will listen to excerpts from Roosevelt's First Inaugural and some of his "fireside chats" to get a sense of his approach to the Depression. [CR6]
- We will sort the alphabet soup programs into three categories: Relief, Recovery, and Reform. This will help us understand the purposes of these programs.[CR10][CR3]
- We will examine the role of Eleanor Roosevelt during this period, especially her work on behalf of civil rights.
- We will use a series of political cartoons to examine the principles of the New Deal, its critics, and FDR's reaction to the obstacle of the Supreme Court.[CR3]
- We will sing "Brother Can You Spare a Dime."
- You will outline four APUSH essays: ONE of two related to World War One, ONE of two related to the Twenties, and TWO of four related to the Depression and New Deal. Your outlines will include a detailed and organized list of information you would use and a thesis statement. I will give you detailed feedback and select which of the outlines you will turn into an essay. [CR5] [CR 12]
- Big Quiz #9

IX. World War Two & the Cold War (Three Weeks not including April Recess)

Themes: (WOR-4,7,8/ ID-3,6/ POL-2,4,5/ WXT-3,5,8/CUL-5,6,7/ PEO-3)

WEEK THIRTY: WORLD WAR TWO

- *Give me Liberty!* Chap 22 ; Zinn Chapter 16
- We will analyze how we went from Neutrality to Intervention using political cartoons by Vaughn Shoemaker and Dr. Suess, and by reading speeches by Charles Lindbergh and FDR. [Cr1b]
- What led to the end of neutrality and why did Japan attack Pearl Harbor?[CR8]
- We will use images from several on-line exhibits at the Library of Congress and National Archives along with some film clips from Hollywood movies and cartoons to look at home front issues and wartime propaganda: Four Freedoms, OWI posters, Frank Capra, Rosie the Riveter, WACS, WAVES, WASPS, Double V Campaign, A. Philip Randolph , Tuskegee Airmen, rationing. [Cr1b][CR3]
- We will evaluate Japanese internment and the *Korematsu* case.[CR8]
- We will use several back issues of *Scholastic* magazines to view iconic photos from the war.[CR1c]
- We will watch an excerpt from the Charles Guggenheim American Experience documentary *D-Day*
- We will examine arguments for and against using the Atomic Bomb on Hiroshima and Nagasaki and the continuing controversy over that decision, looking closely at the conflict surrounding the 1995 Smithsonian Enola Gay exhibition. [CR13a]
- We will make connections to John Hersey's *Hiroshima* and Joseph Heller's *Catch-22* which many of you may be reading in your English classes.
- We will examine the American response to the Holocaust during and after the war. [CR12]

WEEK THIRTY-ONE: COLD WAR & FIFTIES

- *Give me Liberty!* Chap 23& 24; Zinn Chap 16
- We will review the main events at the origin of the Cold War: [CR3]
- We will examine the origins and structure of the United Nations.[CR3][CR8]
- We will watch excerpts from *The Atomic Café*.
- We will use TV stills, Elvis tunes, Joe McCarthy clips, and Beat poetry to discuss culture in the Fifties.[CR7]
- We will make connections to Arthur Miller's *The Crucible* which many of you will be reading in your English classes. [CR11]
- Big Quiz #10

WEEK THIRTY-TWO: RECESS

X. Sixties to Watergate: Civil Rights, Vietnam, and Cultural Upheaval

(One week now; Two more weeks after the APUSH Exam)

Themes: (ID-3,8/POL-2,3,4,5,7/ WOR-4/ CUL-5)

WEEK THIRTY-THREE: CIVIL RIGHTS & VIETNAM

- *Give me Liberty!* Chap 23,24 & 25 ; Zinn 17 &18
- We will survey the principle events of this period by creating and then reviewing Essay Outlines for APUSH questions addressing the Civil Rights Movement and Vietnam. (See Weeks 36-37 for more on these topics) [CR5]
- We will make connections to Tim O'Brien's *The Things They Carried* which many of you will be reading in your English classes.[CR1c]

XI. Post-Nixon: Seventies to Now (One week now; more after the APUSH Exam)

Themes: (POL-3,4,7/WXT-3,8/WOR-3,7,8/ENV-5/CUL-7/ID-6,7/PEO-2,3,7)

WEEK THIRTY-FOUR: Wrap up the Last 30 Years/REVIEW

- *Give me Liberty!* Chap 26-28
- We will briefly touch and the highlights of Carter, Reagan (conservatism), Bush I, Clinton, and Bush II.[CR2][CR3]
- You will complete your Timeline Review Project: With a partner, you will create a chronological, annotated timeline of the course on your assigned THEME. Your timeline will be part of a review packet distributed to your classmates.[CR9][CR10]
- You should try to attend remaining Review Sessions using practice tests and Essay "Group Brain dumps."
- TAKE THE TEST! Then relax for the first time since February.

XII. The Exam is Over: Films, Neglected Topics, Book Talks, & Regents Review

(Five Weeks)

WEEK THIRTY-FIVE: ANNUAL APUSH FILM FESTIVAL

- Titles TBA (past titles have included *Good Night and Good Luck, Killing Fields, Little Big Man, Malcolm X*)
- We will discuss the treatment of history in movies and how to critically analyze a historical film.[CR1c][CR3]
- You will select your book for your APUSH Book Talk and begin reading! You must select a work of history or biography on a topic of interest. If you choose a long work, you will only be responsible for between 200 and 250 pages, given the limited time available. You will deliver a five minute book talk to the class and write a 500 word book review.

WEEK THIRTY-SIX: MORE ON CIVIL RIGHTS MOVEMENT [CR10]

- We will view many excerpts from the documentary series *Eyes on the Prize* to help us discuss principles and strategies of this truly popular movement: Emmett Till, Montgomery Bus Boycott, Little Rock, Sit-Ins, Freedom Riders, March on Washington, Freedom Summer, Selma March.
- We will read and listen to speeches by Martin Luther King, Jr., John Lewis, Diane Nash, Fannie Lou Hamer, Malcolm X, Stokely Carmichael, and others.[CR3]
- We will examine the tensions in the movement between SCLC, SNCC and the disillusionment following Selma.
- We will screen parts of *July '64*, a documentary about the Rochester Riots to discuss problems of our cities [CR13b]
- We will examine the legacy of the movement. What has changed, what has not? We will focus on the *Brown* case and recent developments in school segregation in particular.[CR13b]

WEEK THIRTY-SEVEN: MORE ON VIETNAM and WATERGATE

- We will view Episode 11 from CNN's *Cold War Series* on Vietnam 1954-1968 to help us understand the origins of our involvement in Vietnam, the experiences of our soldiers, and the divisions created at home.[CR1c]
- We will use back issues of *New York Time UPPFRONT* magazines to view photographs and other Vietnam reporting.[CR7]
- What are the many and often contradictory lessons of Vietnam? *Zinn Chapter 18* [CR11]
- What were the principle events and legacies of the Watergate scandal? [CR3]

WEEK THIRTY-EIGHT: BOOK TALKS

- You will deliver a five-minute Book Talk on the book you have been reading for the last three weeks.
- Your short Book Review is also due this week.

WEEK THIRTY-NINE: REGENTS EXAM REVIEW

- We will review a few topics related to the concepts and structure of the Constitution that are emphasized in the state curriculum.
- We will take and review practice exams to prepare for the final. It consists of 50 Multiple-choice questions, a Thematic Essay, and a DBQ Essay.

WEEK FORTY: NEW YORK STATE REGENTS EXAM in U.S. History and Government