Course Purpose:

This course has several purposes. First and foremost, students will learn the history of the United States. Secondly, the course fulfills the United States History II graduation requirement.

Course Objectives:

Students will:

- demonstrate an understanding of the political institutions, social and cultural developments, diplomacy, and economic trends in United States history;
- demonstrate an understanding of historical chronology;
- analyze evidence and interpretations in historical scholarship;
- analyze and interpret a wide variety of primary sources, such as documents, maps, data, art and graphics;
- demonstrate an ability to write analytical and interpretive essays using the DBQ and FRQ format;
- trace historical themes over time and;
- prepare for and successfully pass the AP U.S. History exam.

Themes:

This course is organized the twelve themes of history as outlined by the College Board. All course material will be tied to the overarching themes of U.S. History.

Grading:

Each assignment will be given a value and quarter averages will be determined by dividing a student’s total by the total points available.

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<thead>
<tr>
<th>Task</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>Homework</td>
<td>1 to 50 points</td>
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<td>Quizzes</td>
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<td>Tests</td>
<td>100 points</td>
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<td>Bellwork</td>
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<td>Papers</td>
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<td>Projects</td>
<td>100 to 400 points</td>
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<tr>
<td>DBQ/FRQ</td>
<td>100 points</td>
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Book Talk

Once a semester a student will be required to read a piece of historical fiction or non-fiction and lead a book talk on the work and how it ties into a major historical theme. The reading and the presentation must be approved by the instructor in advance.

Midterm & Final:

A midterm and final will be administered at the end of each semester. The midterm or final is worth 20% of your semester average. For the midterm and final students will trace a historical theme from the beginning of the semester to the end. Students will be able to self-select and organize materials to address this question.

Late Policy

Late work will be accepted, but assigned a penalty of 10%. Students missing work should expect that their parents/guardian will be notified quickly. Students will be asked to join me during study halls, common period or after school to fulfill their obligations.

Extra Credit

There will be no extra credit opportunities in this course.

Group work

Students will have many opportunities to work together, but no group grades will be assigned.

Responsibilities

Every student is expected to behave like a fine upstanding citizen. Every student is expected to help create a positive learning environment. Students who deviate from this course will be dealt with accordingly.

Preparation

Every student is expected to come to class prepared to learn. Every student should have a three-ring binder for course materials, paper for assignments & notes, and a pen/pencil. Students need to take care of personal business (phone calls, visiting lockers, use of the restroom, etc) prior to beginning of class. Students are expected to begin working immediately upon arriving to class.

Course Texts


Course Topics

*The past does not repeat itself, but it rhymes.* - Mark Twain

A New Epoch 1815-1828

Themes

Demographics
Slavery
War & Diplomacy

Key Questions:

1. How was the American population changing in this period?
2. What developments were strengthening the forces of sectionalism in this period?
3. How did American foreign policy become more assertive in this period?
4. How were the tides of American politics shifting after the election of 1824?

Additional Readings

1. Portrait of America: Clear-Eyed Main of Destiny: John Quincy and American Expressionism by William Goetzmann

Major Writing Activities

1. Jackson FRQ (2001)

Political Innovation In a Mechanical Age: 1828-1840

Themes

Diversity
Politics
Reform
**Key Questions:**

1. How did sectional interests affect the alignment of parties in the 1820's?
2. What were the main political and social innovations of the Jacksonian period?
3. How did the issue of state vs. federal authority emerge under Jackson?
4. How did the policy of Indian removal come about?

**Additional Readings**

1. *From These Beginnings: Jim Bridger*

**Major Writing Activities**


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**Worker worlds in Antebellum America**

**Themes**

Economic transformation

**Key Questions:**

1. How was farm life changing in the antebellum North?
2. What were the main features of the slave system in the antebellum South?
3. What were the main features of the factory system in the antebellum North?

**Additional Readings**


**Major Writing Activities**

1. How did people react when the needs of a modernizing economy came into conflict with the ideas about women's place in society? (Retracing prompt)

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**Age of Improvement: Religion and Reform 1825-1846**

**Themes**

Religion

Slavery

Reform

**Key Questions:**

1. What were the connections between religious reform and broader social and economic changes in this period?
2. How did religious reform influence the movement to abolish slavery?
3. What were the limits to reform in the antebellum period?

Additional Readings

1. Retracing the Past: “The Earnest Workers”: Reforming Sisters & Come By Here, Lord

Major Writing Activities

1. 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. (1989, FRQ 3)

2. Most major religious movements reflect significant shifts in religious beliefs and produce important social changes. Apply this generalization to TWO of the following:

   17th Century Puritanism  
   the First Great Awakening  
   the Second Great Awakening  
   the Social Gospel movement. (1985, FRQ 2)

National Expansion, Sectional Division: 1839-1850

Themes

Politics  
Slavery

Key Questions:

1. What were the major political issues raised by territorial expansion?

2. What as the significance of the California gold rush?

3. How did the Compromise of 1850 address the issue of slavery in the territories?

Additional Readings

1. Retracing the Past: “Greasers” in the Diggings: Californians and Sonarans Under Attack

Major Writing Activities

1. Analyze the effectiveness of political compromise in reducing sectional tensions in the period 1820 to 1861. (FRQ - 2004)

A House Dividing: 1851-1860

Themes

Slavery  
Politics  
Economic transformations

Key Questions:

1. How were technology and nationalism intertwined in the 1850's?
2. What kept the slavery issue so divisive in the early 1850’s?

3. What was the significance of the 1860 election?

Additional Readings

1. *From These Beginnings*: Frederick Douglas

Major Writing Activities

1. Assess the moral arguments and political actions of those opposed to the spread of slavery in the context of TWO of the following:
   - Missouri Compromise
   - Mexican War
   - Compromise of 1850
   - Kansas-Nebraska Act
   (2000, FRQ 3)

**Civil War: 1861-1865**

*Themes*

- Slavery
- Politics
- War & Diplomacy

*Key Questions:*

1. How did Fort Sumter end any chance of compromise?

2. What were the military and political turning points in the course of the war?

3. To what extent is the Civil War the first modern war and what was its larger significance?

Additional Readings

1. *From These Beginnings*: Robert E Lee

2. *Retracing the Past: Advocate of the Dream*

Major Writing Activities

1. *I am not, nor ever have been, in favor of bringing about in any way the social and political equality of the white and black races.* How can this 1858 statement of Abraham Lincoln be reconciled with his 1862 Emancipation Proclamation? (1988, FRQ 4)

**Reconstruction: 1865-1877**

*Themes*

- Slavery
- Politics
Key Questions:

1. What were the major issues at stake in the political Reconstruction of the United States?
2. Why did Reconstruction come to an end in the South?
3. What issues were resolved and which issues remained unresolved after the period of Reconstruction?

Additional Readings

1. Retracing the Past: Black Reconstruction Leaders at the Grassroots

Major Writing Activities

1. How do you account for the failure of Reconstruction (1865-1877) to bring social and economic equality of opportunity to the former slaves? (1983, FRQ 4)

The Rise of Big Business and the Triumph of Industry: 1870-1900

Themes

Economic Transformations

Key Questions:

1. What were the key innovations that contributed to the triumph of industrialization between 1865 and 1900?
2. How did industrial development effect the class relations of this period?

Major Writing Activities

1. Although the economic growth of the United States between 1860 and 1900 has been attributed to a governmental policy of laissez-faire, it was in fact encouraged and sustained by direct governmental intervention. Assess the validity of this statement. (1988, FRQ 5)

An Industrial Society: 1870-1900

Themes

Demographic changes
Culture
Reform

Key Questions:

1. How was American society changing in this period?
2. How did farm life change in the late 19th century?
3. What developments contributed to the rise of the city?
4. What were the main cultural expressions of the new industrial society?
Additional Readings

1. Retracing the Past: Feminism, Professionalism, and Germs: The Thought of Mary Putnam Jacobi and Elizabeth Blackwell

Major Writing Activities

1. Northern Middle-Class Women, 1776-1876 DBQ

2. Identify and analyze the factors that changed the American city in the second half of the 19th Century. (2002, Form B FRQ 3)

Politics and the State: 1876-1900

Themes

Politics
Reform

Key Questions:

1. What were the major insurgent political movements of the time?
2. What were the major political issues at the national level?
3. How did the political landscape change after the 1896 election?

Additional Readings

1. Retracing the Past: Populist Dreams and Negro Rights: East Texas as a Case Study

Major Writing Activities

1. The Populists DBQ

2. A number of writers and reformers in the period 1865-1914 discussed the growing gap between wealth and poverty in the U.S. Compare and contrast THREE of the following authors’ explanations for this condition and their proposals for dealing with it.

   Henry George, PROGRESS AND POVERTY
   Edward Bellamy, LOOKING BACKWARD
   Andrew Carnegie, THE GOSPEL OF WEALTH
   William Graham Sumner, WHAT SOCIAL CLASSES OWE TO EACH OTHER
   Upton Sinclair, THE JUNGLE
   (1984, FRQ 5)

A New Place in the World: 1865-1914

Themes

Globalization
War and Diplomacy

Key Questions:
1. What were the major currents of foreign policy in the postbellum years?
2. What was the significance of the Spanish-American War?
3. Why did the US become a world power in this period?

Additional Readings

1. Discovering The American Past: Justifying American Imperialism: The Louisiana Purchase Exposition, 1904

Major Writing Activities

1. The Treaty of Paris of 1899 DBQ

2. Both the Mexican War and the Spanish-American War were premeditated affairs resulting from deliberately calculated schemes of robbery on the part of a superior power against weak and defenseless neighbors. Assess the validity of this statement. (1986, FRQ 4)

The Progressive Era: 1900-1916

Themes

Reform
Politics
Economic transformations

Key Questions:

1. What were the economic underpinnings of Progressive reform?
2. What were the key elements of Progressive reform?
3. How did Progressive reform influence national politics?

Additional Readings

1. Retracing the Past: John Muir: The Mysteries of Mountains

Major Writing Activities

1. How successful were progressive reforms during the period 1890 to 1915 with respect to TWO of the following? Industrial conditions Urban life Politics (2005, Form B FRQ 4)

The Great War: 1914-1918

Themes

War and Diplomacy

Key Questions:

1. What drew the US into WW I?
2. What were the most important consequences of the war?

Additional Readings
1. Discovering the American Past: Homogenizing a Pluralistic Nation: Propaganda During World War I

Major Writing Activities

1. The Fight Over the Versailles Treaty DBQ

2. The United States entered the First World War not “to make the world safe for democracy” as President Wilson claimed, but to safeguard American economic interests. Assess the validity of this statement.  (1989, FRQ 5)

**A Conservative Interlude: The 1920s**

*Themes:*

- Economics
- Culture
- Politics

*Key Questions:*

1. What were the most significant political and social trends in America in the postwar years?
2. What spurred the national economy in the 1920s?
3. How did American culture change in the 1920s?
4. What was Hoover’s approach to government when he took office as president?

**Additional Readings**

1. From These Beginnings: Henry Ford

**Major Writing Activities**

1. In what ways did economic conditions and developments in the arts and entertainment help create the reputation of the 1920s as the “Roaring Twenties”? (1999, FRQ 4)

**The Great Depression and the New Deal: 1929-1940**

*Themes:*

- Reform
- Culture
- Economics
- Politics

*Key Questions:*

1. What were the causes and consequences of the Great Depression?
2. What was Hoover’s approach to the economic crisis?
3. What were the major successes and failures of FDR’s first term?
4. What were the major social and cultural trends of the 1930s?
5. How successful was the New Deal overall?

Additional Readings

1. From These Beginnings: Eleanor Roosevelt

Major Writing Activities

1. New Deal Success DBQ

Whirlpool of War: 1932-1941

Themes:

War
Globalization

Key Questions:

1. Why was the United States isolationist early in the Roosevelt administration?
2. What were the initial American reactions to aggressions by Germany and Japan?
3. How was America drawn into the developing war in Europe and Asia?

Additional Readings


Major Writing Activities

1. Prior to American involvement in both the First and Second World Wars, the U.S. adopted an official policy of neutrality. Compare the policy and its modifications during the period 1914-1917 to the policy and its modifications during the period 1939-1941. (1982, FRQ 5)

Fighting for Freedom: 1942-1945

Themes:

War & Diplomacy

Key Questions:

1. What were the critical first steps America took after entering the war?
2. How did the United States mobilize for war?
3. What were the major effects of the war on American society?
4. What was the Allied strategy for victory in the Pacific?
5. Why did the United States drop atomic bombs on Hiroshima and Nagasaki?

Additional Readings

1. Retracing the Past: The Decision for Mass Evacuation of the Japanese-Americans
Major Writing Activities

1. Prior to American involvement in both the First and Second World Wars, the United States adopted an official policy of neutrality. Compare the policy and its modification during the period 1914-1917 to the policy and its modification during the period 1939-1941. (1982, FRQ 5)

A Troubled Peace: 1945-1953

Themes:

Diplomacy & War

Key Questions:

1. What were the major domestic challenges the Truman administration faced after the war?
2. What steps did the Truman administration take to contain the Soviet Union?
3. What were the important trends in postwar American society?
4. Why did fears of domestic subversion develop during the Cold War?
5. Why did the United States intervene in Korea?

Major Writing Activities


Eisenhower, Affluence, and Civil Rights: 1954-1960

Themes:

Diversity
Culture
War & Diplomacy

Key Questions:

1. What was the impact of McCarthyism on American society?
2. What was Eisenhower’s strategy for protecting American security in the Cold War?
3. What drove the prosperity of the 1950s?
4. How did minority groups and women fare in the 1950s
5. How did American culture break with prevailing conformity?
6. Why did the civil rights movement gain force in the 1950s?
7. What was the significance of the 1960 election?

Additional Readings

1. From These Beginnings: Martin Luther King, Jr.

Major Writing Activities

1. Social dislocations resulting from wartime conditions frequently bring lasting change within a society. Evaluate the relevance of this generalization of American society in the 20th Century in view of the experiences of blacks AND women. (1987, FRQ 6)

Reform, Rage, and Vietnam: 1960-1968

Themes:
- War & Diplomacy
- Environment
- Culture
- Diversity

Key Questions:

1. What was the historical significance of the Cuban missile crisis?
2. How and why did the civil rights movement change in the 1960s?
3. What were the goals of the new environmental movement?
4. What were the major initiatives of LBJ’s Great Society program?
5. What were the arguments for and against the War in Vietnam?
6. How did the antiwar and countercultural movements affect American society?

Additional Readings

1. Retracing the Past: From Harlem to Montgomery: The Bus Boycotts and Leadership of Adam Clayton Powell, Jr., and Martin Luther King, Jr.

Major Writing Activities

1. In what ways did the Great Society resemble the New Deal in its origins, goals, and social and political legacy? Cite specific programs and policies in support of your arguments. (1992, FRQ 5)

2. Reform movements of the 20th century have shown continuity in their goals and strategies. Assess the validity of this statement for ONE of the following pairs of reform movements.

Progressivism and the New Deal
Women’s suffrage and post-Second World War Feminism
The New Deal and the Great Society
Revival of Conservatism: 1969-1980

Themes:

War & Diplomacy
Reform
Politics

Key Questions:

1. How successful was Nixon's policy of détente?
2. How did the Nixon administration deal with the major health and environmental issues in this period?
3. What series of events led to Nixon's resignations?
4. How did the Ford and Carter administrations deal with the energy crisis?
5. How did Carter's idealism affect his foreign and domestic policies?
6. What energized the emergence of the New Right during the 1970s?

“The Cold War is Over”: 1981-1992

Themes:

Economics
War & Diplomacy

Key Questions:

1. What were the main elements and consequences of Reaganomics?
2. What was Reagan's stance on the Soviet Union and how did it affect his foreign policy?
3. What were Reagan's goals in Central America and how did his administration seek to achieve them?
4. What troubles arose in the greed-is-good culture?
5. How did President Bush seek to ensure stability in the post-Cold War world?
6. What was President Bush's approach to the slumping economy and other domestic issues?

Major Writing Activities

1. Create Your Own DBQ and answer it.