

Syllabus

Advanced US History - Semester B

Course Overview

This online course is designed to provide learners with the opportunity to think critically and to gain factual knowledge about US history. Students will learn to analyze and critique historical materials and evaluate historical interpretations presented in research. This course will help learners acquire the necessary skills to come to conclusions based on informed judgments and provide sound reasoning and evidence for those judgments.

Each of the units in the course provides students with a survey of US history topics in which they analyze problems and themes for each era through supplementary readings while developing and deepening their understanding of the events, people, and places that were relevant during the time period. Students will also learn to assess primary and secondary sources. This course is meant to have students think conceptually about the issues facing the United States and how those issues have influenced our history, rather than just memorizing facts and dates.

Students will write often in this course in the form of both short answers and essays. These writings will require students to think critically and thoughtfully on different topics and on different interpretations of history. Students will encounter frequent prompts to analyze and interpret a wide variety of original source documents. In addition, students are asked to read the works of historians, to answer questions about how those historians present events, and to compare and analyze how the historians' approach affects readers' perceptions of the events and people involved (see especially "Nixon's 'Imperial' Presidency" in unit 7, semester B).

The following themes are intricately woven into the course:

Themes

While the course follows a narrative structure supported by the textbook and audiovisual materials, the following seven themes described in the AP U.S. History Course and Exam Description are woven throughout each unit of study:

1. Identity (ID)
2. Work, Exchange, and Technology (WXT)
3. Peopling (PEO)
4. Politics and Power (POL)
5. America in the World (WOR)
6. Environment and Geography (ENV)

7. Ideas, Beliefs, and Culture (CUL)

Historical Thinking Skills

These skills reflect the tasks of professional historians. While learning to master these tasks, AP U.S. History students act as “apprentice historians.”

Chronological Reasoning

- Historical Causation
- Patterns of Continuity and Change Over Time
- Periodization

Comparison and Contextualization

- Comparison
- Contextualization

Crafting Historical Arguments from Historical Evidence

- Historical Argumentation
- Appropriate Use of Historical Evidence

Historical Interpretation and Synthesis

- Interpretation
- Synthesis

Course Goals

By the end of this course, the student will:

- have gained knowledge of US history that will help them on the college-level exam
- understand the dynamic nature of history
- be able to analyze and synthesize primary source documents
- be able to discuss and analyze varying and, in many cases, conflicting interpretations of history
- be able to write essays that are focused on the critical analysis of historical events, places, and people

Teaching Strategies

Structure

This online course is organized into units and lessons. Each lesson incorporates multiple learning activities designed to develop, apply, and assess specific learning objectives. (See Course Outline, below)

Concept Development Activities

In order to generate skills for lifelong learning and to employ the most appropriate learning approach for each topic, many of the lessons will use student-driven, constructivist approaches for concept development. The remaining lessons will employ direct instruction approaches. In either case, students will take full advantage of the online learning environment, linking to rich, online multimedia and interactive resources. Developing critical 21st century skills is an important secondary goal of this course.

Application

Practice and creative application will be an integrated part of the lessons, with frequent writing activities, either student self-checked or teacher graded. Students will submit written work online for review, comment, and grading.

Discussions

Students will also have the opportunity to engage in online (asynchronous) discussions during this course. Discussion topics provide the chance to dig deeper into the reading selections.

Writing Assignments

Writing assignments will be frequent so that the students can prepare for and develop their writing skills for the college-level exam. The majority of the writing assignments will be self-checked by students, but there will be teacher-graded essays that require students to present their analysis or interpretations of history with a clear argument and thoughtful evidence.

All but one of the unit activities consists of a Document Based Question (DBQ) or a Long-Essay question. Some Lesson Activities also employ DBQs. The focus of DBQ essays will be on reading primary and secondary source documents and incorporating what the student has learned from these documents into an essay on a given historical topic. All DBQ and Long-Essay topics are listed within the Schedule, Topics, and Objectives section of the syllabus. Most of these questions are taken from previous AP US History questions, but employ the Fall 2014 rubrics.

Student Evaluation

Multiple evaluation tools will be used to assess understanding at all appropriate cognitive levels:

- **Lesson-Level Mastery Tests:** Each lesson will be accompanied by a multiple-choice mastery test to assess mastery of the basic lesson concepts.
- **Self-Assessment Lesson Activities:** Especially useful in constructivist-oriented lessons, self-assessment activities will provide sample responses against which learners can assess their own learning.
- **Teacher-Graded Lesson Activities:** These lesson activities will require teacher assessment, employing rubrics. Students will be provided with the rubrics for each assignment.
- **Unit-Level Posttests:** Each unit will have a multiple-choice assessment to confirm that all the material within the unit has been retained and can be applied in a larger context than a single-lesson format.
- **Unit-Level Activities:** Learners will have the chance to apply their knowledge of the concepts that cut across the lessons within a unit. All of the units will include this teacher-graded activity for evaluation of higher-order thinking skills.
- **End-of-Semester Tests:** At the end of each of the two semesters, learners will take a multiple-choice test to assess mastery of lesson concepts and provide additional practice for a long-form exam.

US History Semester B Course Outline

- **Unit**

This course will be structured in 18-week semester with the following unit:

Semester B

Unit 1 – The Changing Nation

Unit 2 – Populism and Progressivism

Unit 3 – The United States on the Global Stage

Unit 4 – The Great Depression and the New Deal

Unit 5 – World War II

Unit 6 – The Cold War and the Transformation of American Society

Unit 7 – Changing Times: The Tumultuous Decades of the 1960s and 70s

Unit 8 – The Return of Conservatism and the Post-Cold War Era

- **Readings**

This course will employ the following textbook as a resource for deep research and learning:

Kennedy, David M., Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant AP Edition*. Boston: Wadsworth, Cengage Learning, 2010.

This course also leverages electronic versions of primary and secondary source documents, and students will access these documents as links within the course.

Primary Sources:

Primary sources are listed in “Additional Reading Assignments” for each lesson in the Schedule, Topics, and Objectives section.

Secondary Sources:

American Experience. N.p., n.d. Web. 25 June 2014.

<http://www.pbs.org/wgbh/amex/dday/peopleevents/p_bradley.html>.

Avery, Kevin J. "The Hudson River School". In *Heilbrunn Timeline of Art History*. New York: The Metropolitan Museum of Art, 2000–.

http://www.metmuseum.org/toah/hd/hurs/hd_hurs.htm (October 2004)

Bacon, Paul. "End of the Line." *PBS*. N.p., n.d. Web. 25 June 2014.

<http://www.pbs.org/wnet/amerpres/presidents/pres37/pres37_intro.html>.

"The Birth of American Popular Culture." *Digital History*. N.p., n.d. Web. 18 June 2014.

<http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3555>.

Blight, David. "David Blight on racism in the abolitionist movement." *PBS*. N.p., n.d. Web. 18 June 2014.

<<http://www.pbs.org/wgbh/aia/part4/4i2978.html>>.

Blumberg, Jess. "A Brief History of the Salem Witch Trials." *Smithsonian Institution*. N.p., n.d. Web. 18 June 2014.

<<http://www.smithsonianmag.com/history/a-brief-history-of-the-salem-witch-trials-175162489/?all>>.

Building Levittown: A Rudimentary Primer. N.p., n.d. Web. 25 June 2014.

<<http://tigger.uic.edu/~pbhales/Levittown/building.html>>.

Calliope Film Resources. "The Gold Rushes." Copyright 2000 CFR.

<<http://www.calliope.org/gold/gold.html>>

"Character Above All: FDR." *PBS*. N.p., n.d. Web. 25 June 2014.

<<http://www.pbs.org/newshour/spc/character/essays/roosevelt.html>>.

"Christopher Columbus Discovers America, 1492," EyeWitness to History, www.eyewitnesstohistory.com (2004).

"Colombian Exchange." *Learn NC*. Learn NC, n.d. Web. 18 June 2014.

<<http://www.learnnc.org>>.

"Cornelius Vanderbilt [1794-1877] Industrial/Commercial Leader." *New Netherland Institute*. N.p., n.d. Web. 25 June 2014.

<http://www.newnetherlandinstitute.org/history-and-heritage/dutch_americans/cornelius-vanderbilt/>.

"Creating a Distinctly American Culture." *Digital History*. N.p., n.d. Web. 18 June 2014.

<http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3550>.

Crosby, Alfred. "The Columbian Exchange." *The Gilder Lehrman Institute of American History*. The Gilder Lehrman Institute, 2014. Web. 18 June 2014.

<<http://www.gilderlehrman.org/history-by-era/american-indians/essays/columbian-exchange>>.

"Economic Aspects of Tobacco during the Colonial Period 1612-1776." *Tobacco*. N.p., n.d. Web. 18 June 2014. <<http://archive.tobacco.org/History/coloniaaltobacco.html>>.

"Evangelicalism, Revivalism, and the Second Great Awakening." *National Humanities Center*. N.p., n.d. Web. 18 June 2014. <<http://nationalhumanitiescenter.org/tserve/nineteen/nkeyinfo/nevanrev.htm>>.

"Exploration and Early Settlement." *Parallel Histories*. N.p., n.d. Web. 18 June 2014. <<http://international.loc.gov/intldl/eshtml/es-1/es-1.html#track1>>.

"France in America." *Parallel Histories*. N.p., n.d. Web. 18 June 2014. <<http://international.loc.gov/intldl/fiahtml/fiatheme.html#track1>>.

"Genealogy." *Ellis Island Foundation*. N.p., n.d. Web. 25 June 2014. <<http://www.ellisland.org>>.

"General Article: The Iran-Contra Affair." *PBS*. N.p., n.d. Web. 25 June 2014. <<http://www.pbs.org/wgbh/americanexperience/features/general-article/reagan-iran/>>.

"Henry George." *The Concise Encyclopedia of Economics*. 2008. Library of Economics and Liberty. 25 June 2014. <<http://www.econlib.org/library/Enc/bios/George.html>>

"Historical Background on Antislavery." *Teach US History*. N.p., n.d. Web. 18 June 2014. <<http://www.teachushistory.org/second-great-awakening-age-reform/articles/historical-background-antislavery>>.

"Isaac Newton's Life." *Microsoft Encarta*. N. pag. *Microsoft Encarta*. Web. 18 June 2014. <<https://www.newton.ac.uk/newtlife.html>>.

"John Steinbeck - Biographical". *Nobelprize.org*. Nobel Media AB 2013. Web. 25 Jun 2014.

<http://www.nobelprize.org/nobel_prizes/literature/laureates/1962/steinbeck-bio.html>

Kagan, Robert. "Multilateralism, American Style." *Carnegie Endowment*. N.p., n.d. Web. 25 June 2014.

<<http://carnegieendowment.org/2002/09/13/multilateralism-american-style/2poj>>.

Kennedy, David. "FDR and Hitler: A study in Contrasts." *The Gilder Lehrman Institute*. N.p., n.d. Web. 25 June 2014.

<<http://www.gilderlehrman.org/history-by-era/world-war-ii/essays/fdr-and-hitler-study-contrasts>>.

Kingseed, Wyatt. "President William McKinley: Assassinated by an Anarchist." *American History*. n. pag. *History: Live the History*. Web. 25 June 2014.

<<http://www.historynet.com/president-william-mckinley-assassinated-by-an-anarchist.htm>>.

Kort, Michael. "Racing the Enemy: A Critical Look." *The Historical Society*. N.p., n.d. Web. 25 June 2014.

<<http://www.bu.edu/historic/hs/kort.html>>.

Lewis, Anthony. "Friendly Persuasion." *NYTimes*. N.p., n.d. Web. 25 June 2014.

<<http://www.nytimes.com/2002/04/28/books/friendly-persuasion.html?pagewanted=all>>.

"Lincoln Home." *National Park Services*. N.p., n.d. Web. 18 June 2014.

<<http://www.nps.gov/liho/index.htm>>.

McKivigan, John. "A Brief History of the American Abolitionist Movement." *American Abolitionist Project*. N.p., n.d. Web. 18 June 2014.

<<http://americanabolitionist.liberalarts.iupui.edu/brief.htm>>.

Mintz, S., & McNeil, S. (2013). Digital History. Retrieved June 18, 2014 from
<<http://www.digitalhistory.uh.edu>>

"The Nobel Prize in Literature 1949". *Nobelprize.org*. Nobel Media AB 2013. Web.
25 Jun 2014.
<http://www.nobelprize.org/nobel_prizes/literature/laureates/1949/>

Nye, Joseph. "Unilateralism vs. Multilateralism." *Global Policy*. N.p., n.d. Web. 25
June 2014.
<<http://www.globalpolicy.org/component/content/article/199/41054.html>>.

"Our Aging World." *NPR*. N.p., n.d. Web. 25 June 2014.
<<http://www.npr.org/templates/story/story.php?storyId=130625614>>.

"The Perilous Fight." *PBS*. N.p., n.d. Web. 25 June 2014.
<<http://www.pbs.org/perilousfight/>>.

"The Presidency of Andrew Jackson." *Digital History*. N.p., n.d. Web. 18 June 2014.
<http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3544>.

Sidey, Hugh. Presidents Biographies. *The White House*. N.p., n.d. Web. 18 June
2014.
<<http://www.whitehouse.gov/about>>.

Stepanich, Lambert. "Heidegger: Between Idealism and Realism." *Harvard
Philosophy*. N.p., n.d. Web. 25 June 2014.
<<http://www.harvardphilosophy.com/issues/1991/Stepanich.pdf>>.

Stewart, Virginia. "A House Divided: America in the Age of Lincoln." *The Journal of
American History*: n. pag. *JSTOR*. Web. 18 June 2014.
<<http://www.jstor.org/discover/10.2307/2078804?uid=3739600&uid=2&uid=4&uid=3739256&sid=21104332069103>>.

"Stories from the Revolution: African Americans." *National Park Service*. N.p., n.d. Web. 18 June 2014.
<http://www.nps.gov/revwar/about_the_revolution/african_americans.html>.

Temperance and Prohibition. The Ohio State University, n.d. Web. 25 June 2014.
<<https://prohibition.osu.edu>>.

Tenement Museum. N.p., n.d. Web. 25 June 2014.
<<http://www.tenement.org>>.

"The Texas Question in American Politics." *Digital History*. N.p., n.d. Web. 18 June 2014.
<http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3261>.

Thowdis, Wendy. "Ronald Reagan on Reducing the Size of Government." *The Gilder Lehrman Institute*. N.p., n.d. Web. 25 June 2014.
<<http://www.gilderlehrman.org/history-by-era/age-reagan/resources/ronald-reagan-reducing-size-government>>.

"Triangular Trade." *Boston Tea Party Historical Society*. N.p., n.d. Web. 18 June 2014.
<<http://www.boston-tea-party.org/triangular-trade.html>>.

"Utopians in America." *National Park Services*. N.p., n.d. Web. 18 June 2014.
<<http://www.nps.gov/nr/travel/amana/utopia.htm>>.

Uzgalis, William, "John Locke", *The Stanford Encyclopedia of Philosophy* (Spring 2014 Edition), Edward N. Zalta (ed.), URL =
<<http://plato.stanford.edu/archives/spr2014/entries/locke/>>.

www.globalresearch.ca/the-u-s-nato-military-intervention-in-kosovo/1666" 18 June, 2014 "The U.S.-NATO Military Intervention in Kosovo">

- **Schedule, Topics, and Objectives**

The units will proceed through two semesters following the schedule below.

Advanced US History - Semester B

Unit 1 – The Changing Nation (3 Weeks, 6 Lessons)

Themes- ID, WXT, PEO, POL, CUL, ENV

Unit 1 Discussion: In the late nineteenth century, a large population of immigrants and rapid growth of cities coincided with the development of political bosses and political machines. Think about your own world and your own time. What manifestations of a similar dynamic do you observe? Based on your personal experience, what have you seen on news reports or in popular media?

Developing the West – Describe the development of the western states and territories

- Identify the significance of migration trails to the West
- Explain the creation of transcontinental railroads and their influence on westward expansion
- Describe the development and role of the farming, cattle, and mining frontiers and their impact on the western states and territories
- Analyze the causes and effects of homesteading
- Identify and discuss the role of government in the development of the West
- Additional Reading Assignments (all e-texts):
 - “The Gold Rushes of North America (1847-1900)”

The Effects of Westward Expansion – Describe the effects of westward expansion on various communities and the United States as a whole

- Analyze the impact of westward migration on American Indian populations, including specific government policies and battles
- Identify the evolution of the role of women in westward migrant culture, emphasizing the expansion of political rights
- Describe the various racial and ethnic groups that contributed to westward migration and interaction between and amongst these groups
- Characterize demographic differences between western, southern, mid-western, and eastern regions

- Deconstruct and discuss the cowboy/wild west myth of the American West
- Examine the Frederick Jackson Turner thesis
- Additional Reading Assignments (all e-texts):
 - Trail of Tears account from Indian Country Diaries

The Industrial Revolution – Examine the industrialization of the United States in the late 1800s

- Describe the factors and forces behind the Industrial Revolution in post-Civil War America
- Describe the significance of key inventions and inventors in the late nineteenth century
- Describe consolidation, innovation, and the rise of monopolistic corporations
- Debate to what extent the tycoons during this period were “Robber Barons” or Captains of Industry.
- Analyze the impact of industrialization and technological innovations on American society
- Trace the emergence and evolution of Labor Unions and describe the conflicts between unions and businesses
- Examine major labor events like the Homestead strike, Haymarket Square and the Pullman Strike
- Additional Reading Assignments (all e-texts):
 - Biography of Cornelius Vanderbilt, Andrew Carnegie
 - “The Wizard of Menlo Park” from Hypertext History: Our Online American History Textbook
 - Historian James Green’s perspective on the Haymarket Square Riots
- Writing Assignments:
 - After reading about Cornelius Vanderbilt, write a persuasive essay answering the following question. Be sure to include your opinion and try to sway the reader to agree with your opinion.
 - Should Cornelius Vanderbilt be given the title “Robber Baron” or “Captain of Industry”?
 - Listen to the clip about the Haymarket Square Riot of 1886. Once you have finished listening, write a reflective essay about whether or not you think it was fair for the eight men to

be put on trial for the riot. Be sure to include your opinion, using specific examples from the lesson and from the audio recording.

Immigration in the Late 1800s – Analyze the great immigration wave of the late 1800s and its effects on US society

- Describe and discuss the “push” and “pull” factors behind the “new” Immigration of the late 19th century
- Characterize the wave of immigration to the United States in the late nineteenth century, referencing immigration records, diaries, editorial cartoons, and other primary sources
- Compare and contrast responses to immigration, including the rise of nativism, referencing propaganda, political cartoons, and other primary sources
- Compare and contrast and discuss major ideas of the age of industry, Urbanization, Laissez Faire, Free Market, Social Darwinism, the Social Gospel, and the Gospel of Wealth, referencing autobiographies, political cartoons, propaganda, and other primary sources
- Analyze immigration issues using primary sources
- Additional Reading Assignments (all e-texts):
 - Ellis Island historical overview

The Growth of Cities – Examine the social and political impact of the growth of cities during the late 1800s

- Trace the rise of political machines in large American cities
- Explain the role of immigration, patronage, and political parties in American cities
- Research and examine the case study of Boss Tweed and Tammany Hall in New York
- Discuss the new technologies, transportation systems and attractions of the growing American city
- Compare and contrast the living patterns and conditions of the upper, middle and working classes
- Examine and analyze the writings of Jacob Riis
- Additional Reading Assignments (all e-texts):
 - Article about city life in the slums
- Writing Assignments

- Write an essay explaining why, in light of all the problems that occurred in tenement living, so many people continued to move into cities.
- After looking at art from both the [Ashcan Movement](#) and the [Hudson River School](#) period, compare what you saw in both movements. How were the styles different? How were they the same? Write a short comparative essay about the differences and similarities you observed. Be sure to include your own perspective as well.

An Era of Social and Cultural Change – Trace social and cultural change in the United States during the late 1800s and early 1900s

- Analyze the positive and negative effects of industrialization
- Explain the role of muckraking in American thought, including Upton Sinclair’s *The Jungle*
- Examine the role of religion in the late nineteenth and early twentieth century America
- Examine the early seeds of reform, the social justice movement, and attempts to reform the urban poor
- Examine the works of Henry George and Edward Bellamy
- Examine leisure time activities and practices, including Vaudeville and spectator sports
- Examine the literary and art movements of the period with a focus on realism and the Ashcan School of Art
- Additional Reading Assignments (all e-texts):
 - Biographical information on Henry George, Edward Bellamy, and Upton Sinclair
- Writing Assignments:
 - Women in the late nineteenth and early twentieth centuries began to attend college for the first time in American history. What about the era contributed to this change? Write a letter to the editor of the Boston Herald as if you lived in 1890, urging people to support college education for women.

Unit Activity – DBQ on analyzing the ways in which technology, government policy, and economic conditions changed American agriculture in the period 1865-1900, including evaluation of farmer’s responses to these changes.

Unit 2 – Populism and Progressivism (2 Weeks, 5 Lessons)

Themes- WXT, PEO, POL, WOR, ENV, CUL

Unit 2 Discussion: During the Progressive Era, political leaders instituted policies designed to empower average Americans and curtail the power of large business interests. In the course of US history, the pendulum has swung between increasing government regulation of big business and leaving it free to grow as it will. In your lifetime, what decisions has the government made about increasing or decreasing this type of regulation? What have been the effects of those decisions? Compare the issues and outcomes to those of the early twentieth century decisions to regulate big business in the Progressive Era. You might also consider whether the media serve a similar "muckraking" role in causing this pendulum to swing one way or another.

Gilded Age Politics – Explain and evaluate political practices and divisions during the Gilded Age

- Review key legislation during and after the Civil War
- Explain the culture of corruption that existed in politics
- Examine the scandals and corruption of the Grant Administration
- Describe the domestic issues confronting politicians during this period
- Explain political practices and divisions within the two major parties, including issues of patronage, pensions, and Tariff issue
- Additional Reading Assignments
 - George Washington Plunkitt, "On the Shame of the Cities," Plunkitt of Tammany Hall. Riordon, William L. New York: 1903.
 - George Washington Plunkitt, "The Curse of Civil Service Reform," Plunkitt of Tammany Hall. Riordon, William L. New York: 1903.

The Populist Movement – Examine the roots and key principles of the populist movement

- Describe the economic controversies and shifts in the late nineteenth century
- Identify the roots of the populist movement
- Characterize the major tenets and personalities of the populist movement

- Explain the influence of the agricultural economy on the rise of populism
- Summarize key legislative victories associated with the Granger and populist movement using documents (WXT-6)
- Examine the election of 1896
- Additional Reading Assignments
 - “The Ark of State” by Rob Kennedy provided by HarpWeek
 - “The Political Crisis of the 1890s” from Hypertext History: Our Online American History Textbook
 - “The Farmer’s Revolt” from Hypertext History: Our Online American History Textbook
- Writing assignment: During the Progressive Era, political leaders instituted policies designed to empower average Americans and curtail the power of large business interests. In the course of US history, the pendulum has swung between increasing government regulation of big business and leaving it free to grow as it will. In your lifetime, what decisions has the government made about increasing or decreasing this type of regulation? What have been the effects of those decisions? Compare the issues and outcomes to those of the early twentieth century decisions to regulate big business in the Progressive Era. You might also consider whether the media serve a similar "muckraking" role in causing this pendulum to swing one way or another. Use the secondary documents listed in this section to help you compare the historical interpretations that have changed over time. [CR-6]

The Progressive Era – Explain and evaluate progressivism and the transformation of the role of government during the Progressive Era

- Identify the roots of the progressive movement
- Explain the characteristics of progressivism and areas of reform
- Characterize the major tenets and legislative victories of the progressives at the city, state and federal levels
- Analyze the progressive presidencies of Roosevelt, Taft, and Wilson
- Additional Reading Assignments
 - Original source material on the 1911 Triangle Factory Fire

Progressive Presidencies of the Early 1900s – Evaluate the progressive presidencies of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson

- Examine the Roosevelt Administration.

- Describe “bully pulpit”, Square Deal, trust-busting and conservation
- Analyze Taft’s presidency.
- Evaluate to what extent Taft was a progressive.
- Explain the tariff issue, the Pinchot Ballinger affair and Taft’s falling out with Teddy Roosevelt and the progressives
- Examine the importance of the election of 1912
- Explain the progressive features of the Wilson Administration
- Explain the Clayton Anti-Trust Act, Federal Reserve, and the Nineteenth Amendment etc
- Evaluate how the role of government changed during the progressive era
- Additional Reading Assignments
 - Biographical information on Theodore Roosevelt, William H. Taft, Woodrow Wilson

Women and African Americans in the Progressive Era – Describe the changing roles of women and African Americans during the Progressive Era

- Using maps and other primary sources, explain and analyze causes and effects of the Great Migration of African Americans
- Analyze interactions between whites and African Americans in northern and western cities
- Describe how the shift from an agricultural to an industrial-based economy affected the working lives of African Americans and women
- Compare and contrast WEB DuBois and Booker T. Washington
- Describe the women’s suffrage movement, the Nineteenth Amendment, and the increasing rights of women in the early twentieth century (PEO-7)
- Analyze key figures in the women’s rights movement
- Additional Reading Assignments
 - Stories from the Great Migration
- Writing Assignments:
 - DBQ essay - Booker T. Washington and W. E. B. Du Bois espoused different strategies for dealing with the problems of poverty and discrimination faced by black Americans at the end of the nineteenth and beginning of the twentieth centuries. Which of their strategies was most appropriate in the historical context in which they were developed? Write an essay expressing your opinion. Be sure to back up your choice with reasoned arguments and specific examples.

Unit Activity – DBQ on evaluating the effectiveness of Progressive Era reformers and the federal government in bringing about reform at the national level.

Unit 3 – The United States on the Global Stage (2 Weeks, 5 Lessons)

Themes- ID, POL, WOR, PEO, CUL

Unit 3 Discussion: In what ways did the Spanish-American War and its related wars and conflicts define the United States as you know it today – a military and economic world power? Does the nation make the same or different decisions about its role in world affairs now as it did then? How much do economic considerations play a role in decisions to be involved in armed conflicts today?

Toward an Imperialist United States – Evaluate the rise of US imperialism

- Explain the economic roots of expansionism during the late 19th century
- Explain the causes and effects of the Spanish-American War and the Filipino War
- Recognize the meaning and significance of Teddy Roosevelt’s “Big Stick” policy
- Analyze the Roosevelt Corollary to the Monroe Doctrine
- Evaluate the effects of American imperialism and the actions of the US on the world stage
- Additional Reading Assignments
 - Washington’s “Farewell Address”
 - “President William McKinley: Assassinated by an Anarchist” by Wyatt Kingseed

The US Role in World War I – Analyze the role of the United States in World War I, and examine the events surrounding the Treaty of Versailles

- Explain the causes of World War I
- Evaluate the position of neutrality adopted by the United States
- Trace the events that led to US participation in the war
- Examine the American “Homefront” during the war and the social and political changes that occurred at home
- Analyze the key US contributions to the war effort

- Evaluate Wilson’s world view and his role in the Treaty of Versailles, including the 14 Points
- Explain and analyze the debate over failure to ratify the Treaty of Versailles
- Analyze the reasons the US did not join the League of Nations
- Additional Reading Assignments
 - Article on the causes of WWI
 - President Wilson’s speech to Congress asking to declare war on Germany
 - “The Trenches: Symbol of the Stalemate” from PBS.org
 - Wilson’s Fourteen Points

The Roaring Twenties – Examine the factors that contributed to the prosperity of the 1920s

- Examine the major economic developments that created prosperity, including advertising and consumerism
- Analyze the Republican presidencies of Harding, Coolidge, and Hoover and the relationship between these presidencies and the Roaring Twenties
- Additional Reading Assignments
 - Prosperity and Thrift: The Coolidge Era and the Consumer Economy, 1921-1929 – Library of Congress documentation of the widespread prosperity of the Coolidge years
- Writing Assignments:
 - You've probably noticed that issues related to the role of government recur in history and in our lives. In what ways and in what circumstances is it beneficial for the government to be involved in Americans' lives? When and how is it detrimental?

The Effects of Modernism in the 1920s – Describe how key developments in science and the arts influenced American society in the 1920s

- Describe how key developments in science, art, music, and technology influenced popular thought, culture, and society as a whole

- Examine and explain the main features, people, and importance of the Harlem Renaissance
- Additional Reading Assignments
 - Historical overview of the Amos 'n' Andy show
 - Articles from The Crisis by DuBois
 - Excerpt of Alan Locke's "The New Negro"
 - Poems by Jean Toomer and Langston Hughes and other Harlem Renaissance writers
- Writing Assignments:
 - Read a poem or other literary work from the Harlem Renaissance and describe in two paragraphs how it conveys the experience of being black and being human and what literary devices it uses to convey that.

The Effects of Antimodernism in the 1920s – Identify and explain antimodernist sentiments and their effects on American society

- Examine the resurrection of the Ku Klux Klan, religious fundamentalism, xenophobia, and nativism during the decade of the 1920s
- Trace the causes of Prohibition and the failures that led to its repeal in 1933
- Additional Reading Assignments
 - "Women and Public Drinking, 1890-1920" by Madelon Powers
- Writing Assignments:
 - D. W. Griffith's silent film The Birth of a Nation encapsulates the nativist and racist feelings of the time. Watch the [film](#) and read these reviews ([review 1](#), [review 2](#), [review 3](#), [review 4](#), [review 5](#), and [review 6](#)). Then, write a 200-word analysis of this controversial and powerful film. Would you say it is racist and supports the ideologies of the KKK? Or is there some other message the film is trying to convey?
 - What kinds of arguments do you think Bryan and Darrow would have presented to the jury in the Scopes trial? Read more about the [trial](#). Then pick the role of either Bryan or Darrow and write the 250-word opening argument you would make to the judge.

- Clearly, Prohibition was not popular among many sectors of American society, nor was it successful at curing the social ills it targeted. But how, exactly, did it fail as a law of the land? Read more about [temperance and prohibition](#) and about [the history of Prohibition](#). Then write a 250-word essay on why you think Prohibition was finally repealed.

Unit Activity – DBQ on analyzing the extent to which the Spanish-American war was a turning point in American foreign policy.

Unit 4 – The Great Depression and the New Deal (2 Weeks, 4 Lessons)

Themes- ID, WXT, POL, CUL, ENV

Unit 4 Discussion: In what ways was the New Deal related to the economic times in which it occurred? In light of the accomplishments of the New Deal, how might the current administration apply New Deal strategies—in expanded or reduced forms—to current economic circumstances?

The Great Depression – Characterize the causes and effects of the Great Depression

- Explain the stock market crash of 1929 and the underlying weaknesses of the US economy
- Describe the Hoover administration’s limited government philosophy
- Examine and evaluate Hoover’s response to the stock market crash and collapse of the economy
- Summarize the causes of the Great Depression and its impact on American society
- Additional Reading Assignments
 - President Hoover’s inaugural address
 - New York Times articles about Black Tuesday
 - “The Human Meaning of the Great Depression”
 - First-hand accounts of the Great Depression from children who lived through it

Franklin Roosevelt and New Deal Legislation – Describe Franklin Roosevelt’s presidency and the development of New Deal legislation

- Describe the election of Franklin Roosevelt in 1932
- Identify the key aspects and depression fighting strategies of Roosevelt’s New Deal legislation
- Evaluate arguments for and against increased government involvement in the economy
- Trace the rise of socialist and communist parties in the United States
- Additional Reading Assignments
 - “The First 100 Days” from Hypertext History: Our Online American History Textbook
 - “The Farmer’s Plight” from Hypertext History: Our Online American History Textbook
 - Stories related to the experience of farmers during the Depression
- Writing Assignments:
 - DBQ essay - Closely look at these four documents (a to d) and then write an essay analyzing the effects of the Tennessee Valley Authority Act on the citizens and private power utility companies in the region. Use the documents and your knowledge of the Tennessee Valley Authority to write the essay.

New Deal Policies – Analyze the implementation, successes, and failures of New Deal policies

- Describe the successes and failures of Franklin Roosevelt’s two terms as president
- Identify and describe specific New Deal projects
- Describe the “New Deal Coalition” and the shifting allegiances of Republicans and Democrats
- Identify and describe opposition to and critics of the New Deal, including Huey Long and Father Coughlin
- Additional Reading Assignments
 - President Roosevelt’s address to Congress from January 1935
 - New Deal Story Archives (excerpts)
 - “A Negro in the CCC” by Luther C. Wandall

The Social Impact of the Great Depression – Examine the social changes associated with the Great Depression

- Describe Roosevelt’s “Fireside Chats”
- Examine the impact of the depression and FDR’s New Deal on African Americans, women, and minorities
- Analyze changes in American culture and society in the 1930s, including the role of the radio and movies
- Analyze the expanded role of the federal government and the legacy of the New Deal
- Additional Reading Assignments
 - Biographical information on William Faulkner, John Steinbeck, Richard Wright, Pearl S. Buck
 - Examples of FDR’s fireside chats
 - Historian Doris Kearns Goodwin’s essay on “Franklin D. Roosevelt” (excerpt)
- Writing Assignments:
 - Read historian Doris Kearns Goodwin’s [essay on Franklin Delano Roosevelt’s character](#). Then identify three traits that she believes were essential to FDR’s success. Explain how you think FDR exhibited those traits. Use examples from the essay to support your answer.

Unit Activity – DBQ on analyzing the responses of FDR’s administration to the problems of the Great Depression.

Unit 5 – World War II (2 Weeks, 5 Lessons)

Themes- ID, WXT, PEO, POL, WOR

Unit 5 Discussion: Think about and discuss the various labels that have been used across US history, from the Civil War to current times, to describe the psychological distress that comes from participating in war—insanity/melancholia, battle fatigue, being shell-shocked, and post-traumatic stress disorder (PTSD). What in the culture produces these labels? Why have the labels changed/evolved over time, and what do the differences suggest, about us, and about how we view war?

World War II and US Neutrality – Trace the rise of fascism, totalitarianism, and militarism around the globe and the response of the US government

- Trace the rise of Hitler in Germany, Mussolini in Italy, and the increasingly militaristic stance of Japan in the Pacific
- Define, provide examples of, and evaluate the effects of appeasement
- Identify key leaders of Ally and Axis countries
- Evaluate the US position of neutrality
- Discuss the forces behind US isolationism
- Describe US support for the Allies prior to the declaration of war and the steps taken by FDR to gain support for war
- Additional Reading Assignments
 - “FDR and Hitler: A Study in Contrasts” by David M. Kennedy
 - Roosevelt’s quarantine speech of 1937
- Writing Assignments:
 - Write an essay on the factors that account for Germany’s early success.

Pearl Harbor and US Involvement – Describe the events that led to US involvement in World War II

- Explain the tensions with Japan, the attack on Pearl Harbor, and the declaration of war
- Identify the "theaters of war"
- Explain the Allied goals and war strategies
- Additional Reading Assignments
 - “Day of Infamy” speech
 - Library of Congress documents – 246, 251, 252, 254
 - Various accounts of the experience of Japanese Americans

The Atomic Bomb and the End of World War II – Trace the events that ended World War II and evaluate the role of the United States as an atomic power

- Analyze the D-Day invasion as a turning point on the Western Front of the European theater during World War II
- Trace the defeat of Nazi forces in Europe, including the major battles

- Outline the major battles of the Pacific Theater, including the final battles of the conflict
- Describe the Manhattan Project
- Evaluate the historical arguments for and against the atomic bombing of Nagasaki and Hiroshima
- Analyze the political, social, human, moral, and military repercussions of the atomic bombing
- Additional Reading Assignments
 - New York Times article reported from Casablanca on the meeting between Churchill and Roosevelt
 - Paratrooper’s account of the D-Day invasion
 - Biographical information on Army General Omar Bradley
 - “Major Pacific Battles”
- Writing Assignments:
 - Write an essay that answers each of the following questions:
 - Could the use of the atomic bomb have been avoided and, if so, at what cost?
 - What was the long-term impact of the decisions of the United States, Britain, Germany, Soviet Union, and other countries to include targets with civilians in their war strategy (e.g., Berlin, London, Tokyo, Hiroshima, and Nagasaki)?

The Effects of World War II on the Home Front – Evaluate the effects of World War II on the home front

- Explain the changing role of women during wartime
- Identify changes in the US economy during wartime
- Explain why the United States emerged from World War II as the only major economic power
- Analyze the role of African Americans during the wartime effort, both on the home front and in conflict
- Evaluate the effects of World War II on the home front in a formal essay
- Additional Reading Assignments

- “The Perilous Fight – America’s World War II in Color” – article on the contributions of African Americans in World War II
- Writing Assignments:
 - After viewing your video selection, write a well-crafted essay to address the following question: How did the war experience alter the interviewee’s perspective of herself, her role in society, and her perception of American women? Use specific examples from the video to support your analysis.
 - After reflecting upon the lesson, write a well-crafted essay to address the following question: How did shifting workforce demographics contribute to the dramatic changes that occurred in the US labor force and industry during and immediately after World War II? Use the Internet to find specific facts to support your analysis and be sure to cite and reference your sources.

World War II and the Federal Government – Explain the changing role of the federal government as a result of World War II

- Explain and evaluate Executive Order 9066 (Japanese internment)
- Explain the changing civil rights landscape during and after World War II
- Analyze the growth of the federal government as a result of the war
- Additional Reading Assignments
 - Letters from Japanese Americans in internment camps
 - Hirabayashi and Korematsu court cases
 - Robert Jackson’s full dissent on the Karematsu decision

Unit Activity – DBQ evaluating the importance of the changes in American values (from isolationism to world leader) that were vital to supporting military and political imperatives on a global stage during and after World War II.

Unit 6 – The Cold War and the Transformation of American Society (3 Weeks, 6 Lessons)

Themes- WXT, POL, WOR, CUL, ENV

Unit 6 Discussion: American life after World War II has been described as a combination of anxiety and affluence. How might these two qualities have shaped the changing role of women and/or race relations during the 1950s? What ramifications of those changes continue to shape the current era, and in what ways do you perceive the effects of those changes?

Anticommunism and the Roots of the Cold War – Examine the causes of the Cold War

- Trace the roots of the Cold War with the Soviet Union
- Explain and evaluate Harry Truman’s policy toward the Soviets
- Evaluate the policy of containment
- Explain the significance of early Cold War incidents
- Explain the Marshall plan and its significance
- Analyze various political philosophies and theories regarding how best to confront the Soviet Union
- Additional Reading Assignments
 - Excerpts from “WWII – Behind Closed Doors”
 - “Racing the Enemy: A Critical Look” by Michael Kort
 - Truman Doctrine
 - Original text of NSC-68
 - Excerpts from Truman’s biography
- Writing Assignments:
 - George F. Kennan, an American Diplomat at the US embassy in Moscow, sent his summary of Soviet policies to the State Department in a very long telegram. The information in that telegram was eventually published anonymously as “The Sources of Soviet Conduct” in Foreign Affairs in 1947. His analysis of the Soviets and their desire to expand their physical and political control preceded President Truman’s formulation of the Truman Doctrine. Write an essay on how you think Kennan may have influenced the Truman Doctrine. Use the Internet to find sources to back up your ideas in the essay. The following links will take you to the text of what [Kennan had to say](#) and the [Truman Doctrine](#). (WOR-7)

Early Developments in the Cold War – Examine the causes of conflicts in China and Korea as well as other significant events of the early Cold War era

- Analyze the Chinese Civil War, the reasons that the Republic of China collapsed, and the US reaction
- Trace the events leading to war in Korea
- Explain the firing of General MacArthur
- Weigh the result of the Korean War and its effect on American politics
- Explain the immediate post war economy and the problems of reconversion
- Examine the Republican controlled 80th Congress and the role it played in rejecting Democratic policies
- Additional Reading Assignments:
 - NSC-76
 - Resolution 82
 - Truman's Executive Order
 - Youngstown Case
- Writing Assignments
 - Write an essay on the topic of President Truman's executive order to seize the steel mills and how the Supreme Court's decision on the case illustrated the separation of powers between the branches of government. Use the Internet to find information to support your essay. Be sure to cite and reference your resources.

Truman and Anticommunism – Examine the actions of the Truman administration and growing anticommunism in the United States

- Explain Truman's attempt to bring about Civil Rights and his Fair Deal
- Examine the politics and domestic actions of anticommunism
- Additional Reading Assignments:
 - Executive order 9808
- Writing Assignments

- Write a short essay that answers the question: How was the 1948 election an illustration of the dreams and fears of post-war America? First, read this [background information](#).
- Read pages 99-103 and 139-148 of the Committee on Civil Rights Report and write a short essay that answers the question: Why did the Committee believe it was the responsibility of the federal government to take a leading role in promoting civil rights?
- Timeline: create a timeline of the civil rights movement and annotate key turning points in the movement (POL-7)

US Foreign Policy and the Cold War – Characterize US foreign policy decisions related to the Cold War

- Analyze and evaluate Eisenhower’s foreign policy of the “New Look”
- Explain the Red Scare and McCarthyism in the United States
- Compare and contrast the foreign policy stances of early Cold War presidents: Truman, Eisenhower, and Kennedy
- Summarize key events of the Bay of Pigs and the Cuban Missile Crisis
- Weigh the effects of the Cuban Missile Crisis on Cold War diplomacy
- Analyze the early Cold War era in a formal essay
- Additional Reading Assignments
 - Eisenhower’s farewell speech of 1961
 - “The Bay of Pigs” essay
- Writing Assignments:
 - Write a short essay that answers this question: How did Kennedy’s actions in Southeast Asia set the stage for future conflict?
 - Write a formal AP exam style essay on the following topic: Describe the similarities and differences in foreign policy during the Eisenhower and Kennedy Administrations.

The Civil Rights Movement – Trace the roots, events, and achievements of the early civil rights movement

- Trace the roots of the “modern civil rights movement” of the 1950s

- Examine specific speeches, documents, memoirs, and other primary sources
- Identify key civil rights events of 1950s leaders and describe their mission, philosophies, tactics, and accomplishments, referencing memoirs, speeches, and other primary sources
- Analyze the role of the Warren Court in the expansion of civil rights, citing specific court decisions, reactions to the Warren court in the media and political cartoons, and other primary sources
- Evaluate achievements in civil rights during the 1950s
- Evaluate the modern civil rights movement in a document-based question (DBQ) essay
- Additional Reading Assignments
 - “The Southern Manifesto”
 - Ralph Ellison’s response to Myrdal’s book
 - Martin Luther King Jr’s speech at the Montgomery Bus Boycott
- Writing Assignments:
 - Choose two of the excerpted newspaper editorials that seem to take different views of the Brown v. Board of Education ruling. Write a brief essay (500–750 words) examining each, explaining whether it supports or rejects the ruling, and compare their reasons for doing so.
 - Read the declaration of resistance to Brown v. Board of Education that has been called “The Southern Manifesto.” Write a brief essay examining why the authors of the “Southern Manifesto” claimed that Earl Warren’s decision was a threat to the American constitutional order. Consider what type of arguments they make. Can you link this argument to any other situations in American history?

The Rise of the Middle Class – Describe the rise of the middle class and changes in American society in the 1950s

- Trace the economic effects of the wartime economy on the 1950s and 1960s
- Analyze the impact of federal investment in education and infrastructure
- Examine the growth of Suburbia and changes in the American family

- Describe advancements in science and medicine and the effects of these advancements on the American populace
- Explain the impact and influence of the television
- Examine the emergence of a dominant youth culture and its effects on society
- Additional Reading Assignments
 - “Building Levittown: A Rudimentary Primer” by Peter Bacon Hales
 - Excerpt from The Feminine Mystique by Betty Friedan
 - “Howl” by Allen Ginsberg
 - Eisenhower’s response to the Sputnik challenge
- Writing Assignments:
 - Reflect on its meaning and then answer these questions: Why do you think Ginsberg titled the poem Howl? What alternative to the life of middle-class suburban life does Ginsberg portray? Why do you think some people responded positively to this poem? Why might others have disliked it? Free write for five minutes on these questions.

Unit Activity – creation of a newscast responding to the following prompt:

You are a 1950s newscaster charged with the responsibility of explaining the events of the day to your audience. Choose what you believe to be the two most important historical changes that occurred during the 1950s and write a newscast explaining the ideas as clearly as possible to your audience.

Unit 7 – Changing Times: The Tumultuous Decades of the 1960s and 70s (2 Weeks, 4 Lessons)

Themes- ID, PEO, POL, WOR, CUL, ENV, WXT

Unit 7 Discussion: The 1960s brought major social change to the United States. In what ways do changes in the 70s and subsequent decades reflect a backlash to those cultural changes?

Kennedy and the New Frontier – Evaluate the extent to which John F. Kennedy’s New Frontier was successful in transforming America

- Explain the election of 1960

- Examine and evaluate JFK's domestic policies and the obstacles he faced
- Examine the civil rights movement of the early 1960s
- Evaluate JFK's role with regard to civil rights
- Additional Reading Assignments
 - Analysis of the 1960 election by James Reston
 - JFK's inaugural speech
 - MLK's "Letter from Birmingham Jail"
 - Essay on the role of televised debates in the 1960 election
 - Editorial by Martin Luther King III – "Still Striving for MLK's Dream in the 21st Century"
- Writing Assignments:
 - You are a reporter sent to cover the March on Washington in 1963. Use what you saw and heard in the video to describe the demonstration and the speech by Dr. King. Make sure you cover the key points of both, including descriptions of the organization, crowds, and activities, the focus of Dr. King's speech along with an analysis of his style of rhetoric. Also include information about the crowd's reaction to his speech and its powerful imagery.

Vietnam and Cultural Turmoil in the 1960s – Trace US involvement in the Vietnam War and explain the rise of the antiwar and counterculture movements in the United States during the 1960s

- Explain and evaluate Great Society legislation and the War on Poverty
- Trace US involvement in Vietnam beginning with the Truman Administration.
- Outline the escalation of conflict in Vietnam during Johnson's presidency and how it compromised and overshadowed his domestic agenda
- Write an essay on the anti-war movement in the United States and how it affected the public attitudes toward the war (CUL-6)
- Characterize the counterculture movement, changes in American society, and popular culture
- Additional Reading Assignments

- Book reviews of Master of the Senate, The Years of Lyndon Johnson
- Essay by Joseph Califano – “What Was Really Great about the Great Society”
- LBJ’s commencement address at the University of Michigan in 1964
- Anti-war movement essays by Tom Wells and Mark Barringer

Nixon's "Imperial" Presidency – Examine Richard Nixon's presidency and weigh the effects of the Watergate scandal on American politics

- Summarize the election of 1968 and Richard Nixon’s victory
- Examine and evaluate Nixon's and Kissinger’s foreign policy achievements and shortcomings
- Explain the concept of an “Imperial” presidency
- Explain the Watergate scandal and weigh its effects on American politics
- Additional Reading Assignments
 - “1968 Democratic Convention” by Haynes Johnson
 - “Dementia in the Second City” from the TIME archives, September 1968
 - “End of the Line” by Paul Bacon – an analysis of how President Nixon’s imperialism
 - “Richard M. Nixon” – essay excerpted from Tom Wicker
- Writing Assignments:
 - Read more about the [Watergate investigation](#) by the Washington Post, and then look through the [Watergate files](#) of the Ford Presidential Library. Both websites have intensive materials to let you sharpen your understanding of the Watergate scandal and its implications, so your first job is to explore both sites to make sure you have a good grasp of the details of Watergate. Both websites carry short biographies of people important to the Watergate story. Browse the People and Key Players sections of each site and pick two people whose actions and stories interest you. Use the information about them to answer the next question.

Explain in a short essay how the life and actions of the two figures you have chosen illuminate important aspects of the Watergate scandal.

The Ford and Carter Presidencies – Examine the presidencies of Gerald Ford and Jimmy Carter and analyze the economic and foreign policy changes of the 1970s

- Evaluate the Ford and Carter Administrations
- Analyze changes to the US economy in the 1970s and 1980s, including the move towards a service-based economy and deindustrialization
- Explain the energy crisis, the establishment of OPEC, and the influence of the environmental movement
- Explain the end of Détente, including the Soviet invasion of Afghanistan
- Explain the events and implications of the Iran hostage crisis
- Additional Reading Assignments
 - Biography of Gerald R. Ford, Jimmy Carter

Unit Activity – DBQ on assessing the effectiveness of LBJ’s administration’s response to the political, economic, and social problems of the United States.

Unit 8 – The Return of Conservatism and the Post-Cold War Era (2 Weeks, 5 Lessons)

Themes- ID, PEO, POL, WOR, CUL, ENV, WXT

Unit 8 Discussion: What is the relationship between conservative ideals and international relations? In what ways does the political climate reflect or respond to the real or perceived threats of terrorist activities? Consider the 80s, 90s, and present day in your response.

The Reagan Era and the End of the Cold War – Examine the presidency of Ronald Reagan and trace the events that ended the Cold War

- Describe the election of Ronald Reagan in 1980
- Analyze and evaluate supply side economics or “Reaganomics” and the influence of conservative economic principles on American political dialogue and the economy

- Characterize Reagan’s foreign policy successes and failures
- Summarize the relationship between Reagan and Mikhail Gorbachev and the beginning of the end of the Cold War
- Outline the fall of Berlin Wall, the Eastern Block, and the Soviet Union
- Additional Reading Assignments
 - “Ronald Reagan on Reducing the Size of Government” by Wendy Thowdis (Reagan Doctrine)
 - “American President: A Reference Resource” – Information on Reagan’s foreign affairs policy
 - Carter’s “Malaise Speech” from 1979
 - Biographical information on Ronald Reagan
 - “1981 Strike Leaves Legacy for American Workers” by Kathleen Schalch
 - Retrospective on the Iran-Contra affair – 20 years later

Demographic Changes in the Late 1900s – Analyze demographic trends and their effect on US society in the late 1900s

- Describe contemporary immigration in the context of earlier waves of immigration
- Identify migration patterns within the United States in the past 20 years (e.g. depopulation of the rust belt, migration towards the Sun Belt, etc.)
- Analyze the challenges faced by the imminent retirement of the Baby Boom generation
- Analyze the demographic changes in a formal essay
- Analysis: Use a chart to compare the push and pull factors of immigration as described in the excerpts for the section. (PEO-7)
- Additional Reading Assignments
 - Excerpts from “Interviews with Today’s Immigrants”
 - “Aging of Population” by Leonid A Gavrillov and Patrick Heuveline
 - “Our Aging World is in for a ‘Shock of Gray’” by NPR Staff
- Writing assignments:

- You are advised to spend 5 minutes planning and 30 minutes writing your essay in response to the question below. Be sure to take a clear position, state it clearly in a thesis statement, and support your position with appropriate examples that demonstrate your knowledge of the topic. The United States is often called a “nation of immigrants,” and yet American history has many examples of anti-immigrant sentiment, actions, and legal restrictions. Which is true—that America is a nation of immigrants or that it is a nation that does not support immigration?

Foreign Policy Challenges of the 1990s – Describe foreign policy challenges during the presidencies of George H.W. Bush, Bill Clinton, and George W. Bush

- Compare and contrast the foreign policy philosophies of post-Cold War presidents, including George H.W. Bush, Bill Clinton, and George W. Bush
- Analyze post-Cold War use of military force, including the first Gulf War, Bosnia and Kosovo, and the wars in Afghanistan and Iraq
- Weigh the strengths and weaknesses of unilateralism vs. multilateralism and idealism vs. realpolitik
- Additional Reading Assignments
 - Excerpt of an unclassified memo from President Bush on the Tiananmen Square situation
 - Bush’s speech to Congress on the Persian Gulf crisis
 - Bush’s address to the Nation on Panama
 - “Heidegger: Between Idealism and Realism” by Lambert V. Stepanich
 - “Humanitarian and Military Intervention: NATO in Kosovo” from *Current Controversies: History Behind the Headlines*
 - “Multilateralism, American Style” by Robert Kagan
 - “Unilateralism vs. Multilateralism” by Joseph S. Nye, Jr.
- Writing Assignments
 - Use the materials you have reviewed and your own knowledge of the foreign policy challenges facing the United States after the Cold War to write an essay analyzing each president's overall approach to foreign affairs. Include the

general doctrine followed by each, and the way each used idealism, Realpolitik, multilateralism, and/or unilateralism to achieve his objectives for the United States.

Domestic and International Terrorism – Describe domestic and international terrorist events of the early twenty-first century and evaluate the successes and failures of the US government's response

- Trace the roots of radical Islamic terrorism
- Describe domestic terrorism in the United States
- Analyze the significance of the September 11 attacks
- Weigh the successes and failures of the Global War on Terror
- Evaluate the future of United States foreign policy in a multi-polar world
- Additional Reading Assignments
 - FBI account of the 1993 attack on the USS Cole
 - 9-11 Commission Report (excerpts)
- Writing Assignments
 - Read this [article](#) about declining world support for Bush's policies in Iraq. Drawing on what you have learned in this lesson, speculate on why international support dropped so much in the second term of Bush's presidency.

Climate Change and Other Environmental Challenges – Debate the challenges posed by climate change and environmental degradation in the early twenty-first century

- Trace the roots of the modern environmental movement
- Analyze and explain US challenges and opportunities regarding global environmental leadership
- Write an essay, using secondary sources, explaining the new interest in environment (ENV-5)

Unit Activity – DBQ – Richard Nixon's victory in 1968 is seen as the beginning of the end of Democratic Party dominance in national politics...some historians have argued that the 1968 election reflected realignment in American politics. The journalists Thomas and Mary Byrnes Edsall argue that it was the exploitation of "race, rights, and taxes" that permitted the Republican Party ... to create the Republican majority that would eventually bring Ronald Reagan into office.

Explain and assess the Edsalls' thesis using your knowledge of the time period and the sources provided to support your arguments.

Source: [Columbia University: Columbia American History Online](#)

(CUL-7)