

AP UNITED STATES HISTORY

A.J. Dimond High School—Mr. Lem Wheelles—2015-2016

SYLLABUS

Course Description

Welcome to Advanced Placement United States History (APUSH). This course is designed to provide you, the student, with the analytical skills and factual knowledge necessary to deal critically with the problems and issues in United States History. The course prepares you for intermediate and advanced college courses by making demands upon you equivalent to those of full year introductory college courses. Students will learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. Students will also be prepared to take the AP United States History examination offered by the College Board and earn college credit or placement at the college or university of their choice.

Scope of Study

This course will examine American history from the pre-Columbian era to the present. The course will be divided into 9 major historical periods, which also constitute the units of the course.

Class Expectations

This course is taught at the same level as a first year college class. The academia will be rigorous. Your level of preparedness for each class will determine your level of preparedness come exam time. Many class sessions will involve discussions or writing assignments; it is imperative that you complete all readings and class assignments on time. Failure to do either may result in grade sanctions. No late work will be accepted for credit.

Coursework

Coursework includes the following types of tasks, some of which are listed on the Course Calendar; others will be assigned in class.

1. Readings: Textbook at a rate of one chapter every week and required supplementary readings. Many students discover that two or more readings of the text assignment are necessary to achieve the desired grade.
2. Notes: Take notes on lectures, discussions, and readings.
3. Discussions: Be prepared to discuss readings, lecture materials, and various assignments.
4. Reading packets: Each chapter of reading will be accompanied by a packet of questions to be answered and submitted by the date noted in the Course Calendar.
5. Writing: Write synthesis essays and document-based questions (DBQs) on a regular basis.
6. Exams: Each unit will end with an exam. These exams will include multiple choice, essay, and/or document-based questions.
7. Projects: Students will complete one major research project each semester. Details will be provided in class.

Course Credit

Successful completion of both semesters of this course will fulfill the United States History graduation requirement. Students are expected to take the AP United States History exam in the spring; students can earn college credit based on their exam scores (depending on the policies of the university of their choice).

Time Commitment

Since this is a college level course, students should dedicate a minimum of twelve hours per week to this course. Since approximately five of these hours are in class, expect to spend about seven hours outside of class per week, an average of one hour per day. **Class time is not to be used as study time for another subject.** Please keep in mind that class lectures will not necessarily always cover the same material as the

textbook or supplemental readings, so it is essential that students are in class every day and keep up with the readings.

Grades

The standard grading scale (90-100 is an A, 80-89 is B, etc.) is in effect. I do not round grades; feel free to ask me why not. If your grade falls below a 70% I will ask you to call home and you, your parents, and I will discuss it. Students with less than 70% at the end of First Semester will be moved to a regular history class. Keep in mind that AP grades are weighted in your GPA (i.e. 5 points for an A, 4 for a B), except if your semester grade is an F. Grades will be weighted using the following category percentages:

20%	Reading Packets	10%	Projects
20%	In-Class Assignments	40%	Exams
10%	Attendance & Participation		

Supplies/Materials

Normal school supplies (notebook, paper, pens and pencils) are required on a daily basis. Take good notes-- they will aid you in the spring when you begin to review for the AP exam. I also suggest that you read the newspaper, current magazines, and view historical programs on PBS, A&E, the History Channel, and the Discovery Channel when possible. Studying for this class is an ongoing process.

Textbook/Readings

Primary textbook

Divine, Robert A, et al. *America, Past and Present* (8th edition). New York: Pearson, 2008.

Supplementary Texts

Garraty, John A. (ed.) *Historical Viewpoints: Vols. 1 & 2* (9th edition). New York: Longman, 2003.

Levine, Bruce, et al. *Who Built America? Vols. 1 & 2*. New York: Pantheon Books, 1989.

Primary Source Reader

Foner, Eric. *Voices of Freedom: Vols. 1 & 2* (3rd ed.). New York: Norton, 2011.

Supplemental readings will be handed out with each unit of study and will come from a variety of sources. Round table discussion on select readings and questions will take place.

Office Hours

I usually arrive by 7:00 AM and remain until 3:15 PM. I am available most days before school, after school (except Wednesdays), and at lunch to assist students and answer questions. You are also welcome to make an appointment with me for a particular day/time.

Academic Honesty

As this is a college-level course, students are expected to maintain the highest standards of academic honesty. All work submitted by a student must be their own. All writing that uses ideas or quotations from other sources should be cited appropriately using MLA format; plagiarism will result in a zero on the assignment and repeated offenses may result in failure of the course.

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COURSE CALENDAR

The following is a tentative schedule of readings, assignment due dates, and exams for the semester. All chapter references are from *America, Past and Present* unless otherwise indicated. All questions require a minimum response of one paragraph, and must begin with a topic sentence. Additional readings and assignments will be given in class *during every unit*. **This schedule is subject to change.**

First Semester

Unit 1: Pre-Columbian & Early Colonization (1491-1607)

Weeks 1-2: August 19-28

Lecture Topics: Overview & Context for American History, Columbian Exchange, Challenges of Colonization, Key AP Terms

Additional Readings: *Voices of Freedom*: “Bartolomé de las Casas on Spanish Treatment of the Indians from *History of the Indies*” and “The Native Americans of New England” (Thomas Morton)

Chapter 1 Reading & Questions (due 8/21)

1. Compare and contrast the Native American experience pre- and post-European contact.
2. Which continent was more negatively impacted by the Columbian Exchange?
3. Compare and contrast the initial American settlements of the Spanish, the French, and the English.
4. What are the leading theories on the fate of the Roanoke Colony? Why is this chapter of history unclear?

Chapter 2 Reading & Questions (due 8/24)

1. Explain the key methods England used to organize her empire. How was control affected by the Glorious Revolution?
2. Define the term “joint-stock companies” and identify the major ones involved in establishing the original British colonies in America.
3. Discuss the differences and similarities between the earlier system of indentured servitude and slavery in the British colonies.
4. Describe Quaker beliefs and the efforts to build a peaceable kingdom in William Penn’s settlement in Pennsylvania.
5. How were the European migrants who were attracted to Georgia and the Carolinas different from the migrants from the Chesapeake and Middle Colonies?

Exam: Unit I (MC 8/24, FRQ 8/28)

Unit 2: Colonization & Conflict (1607-1754)

Weeks 3-4: August 31-September 11

Lecture Topics: Triangle Trade, Mercantilism, APPARTS Strategy

Additional Reading: Triangle Trade & Colonial Industries Maps, *Voices of Freedom*: “The Great Awakening Comes to Connecticut” (Nathan Cole)

Chapter 3 Reading & Questions (due 9/4)

1. Discuss the development and changes in status for blacks in the British colonies from 1619 through the mid-eighteenth century. Why did these changes happen?
2. Describe the purposes of the English mercantilist system and the laws enacted to enforce it. What were the results for the Americans?
3. Evaluate the significance of the Mayflower Compact in relation to the modern American concept of the role of government.
4. Discuss the impact of Native Americans on the relationships among British colonists. Be sure to address King Philip’s War and Bacon’s Rebellion.

5. Compare and contrast the theologies and lifestyles of Puritans and Quakers and discuss the assertion that Quaker women were the “mothers of feminism.”
6. Describe the major events surrounding the Salem witchcraft trials and discuss the various historiographical interpretations of those events.

Chapter 4 Reading & Questions (due 9/11)

1. Define the Albany Congress and the reasons for its successes and failures.
2. What are the similarities and differences between the impact of the Enlightenment and the Great Awakening on colonial society?
3. Define salutary neglect. How did it contribute to the eventual American Revolution?
4. Compare and contrast the colonial governments of at least three colonies.

Activity: APPARTS strategy analysis of Cole’s “The Great Awakening...”

Quiz: North American Geography (9/11)

Unit 3: Founding a Republic (1754-1800)

Weeks 5-7: September 14-October 2

Lecture Topics: French & Indian War, Road to Revolution, Philadelphia Convention

Additional Reading: Washington’s Letters (from loc.gov), *Common Sense* (Thomas Paine), *Declaration of Independence*, *United States Constitution*, *Federalist 10*, *Brutus I*, Washington’s Farewell Address

Chapter 5 Reading & Questions (due 9/18)

1. Why was 17th century British mercantilism acceptable to the American colonies but 18th century regulations increasingly unacceptable?
2. Explain the concept of “virtual representation.” Discuss the colonists’ opinions on the concept.
3. “The two great propaganda documents of the revolutionary era were Paine’s *Common Sense* and Jefferson’s *Declaration of Independence*.” Evaluate this statement after reading both of these documents.
4. What do you feel was the “point of no return” in the deterioration of colonial relations with England prior to the American Revolution?
5. Do you feel American advantages outweighed British advantages when the revolution broke out in 1775? Justify your answer.

Chapter 6 Reading & Questions (due 9/25)

1. Why did the Articles of Confederation prove inadequate for the task assigned to them? Would a stronger government have been possible at the time they were adopted? Explain.
2. The Constitution is built on compromise. Identify and summarize three key compromises that made the Constitution possible.
3. In Federalist 10, why does James Madison indicate that “faction” is one of the major dangers facing the new nation? How does he propose to reduce that danger? What do think Madison means when he states, “Liberty is to faction what air is to fire?”
4. In Federalist 10, what attitude does Madison express toward direct democracy?
5. In Brutus I, Yates offers a view of the Constitution’s division of powers very different from Madison’s. Why does he say the Constitution does not adequately secure limited government? Does Brutus’ argument prove to be accurate?

Chapter 7 Reading & Questions (due 10/2)

1. Assess the arguments on both sides of the proposition that the Bank of the United States was necessary and constitutionally sound.
2. Read Washington’s “Farewell Address” (find it online). What did Washington mean in his statement from his farewell address, “the jealousy of a free people ought to be consistently awake”?
3. How does Washington contrast the United States to Europe in his Farewell Address?

- Was it realistic in 1796 to expect the nation, as Washington urged, to “steer clear of permanent alliances”? Is it realistic in the early twenty-first century? Why or why not?
4. What were the main points expressed in the Kentucky and Virginia Resolutions? What is your opinion of the theory of nullification expressed in them?

Activity: Federalist vs. Anti-Federalist Debate: Students will examine arguments made by both sides in the ratification debate using primary sources (selected Federalist and Anti-Federalist papers) and secondary sources (i.e. *We the People* text [Center for Civic Education]) and then will advocate for a position on ratification during an in-class debate.

Exam: Units 2 & 3 (MC 10/1, FRQ 10/2)

Unit 4: A Growing Nation (1800-1848)

Weeks 8-10: October 5-22

Lecture Topics: Document Based Questions, *Marbury v. Madison*, War of 1812, Jacksonian Politics

Additional Reading: *Marbury v. Madison* from landmarkcases.org, *Marbury v. Madison* from *Historical Viewpoints*, *Democracy in America* (Tocqueville) Chapter 10, “Appeal of the Cherokee Nation” from *Voices of Freedom*, *Declaration of Sentiments*

Chapter 8 Reading & Questions (due 10/9)

1. Discuss the principles that Jefferson advocated before becoming President, and then show how circumstances caused him to reverse himself in some degree in almost every instance.
2. In *Marbury v. Madison* how did the Court rule with regard to Marbury’s right to his commission?
3. Explain judicial review. How does it affect our society today?
4. Argue both sides of the proposition that the Embargo Act was a failure as to both its direct and indirect results.
5. Why did nationalism flourish in the United States in the years after the War of 1812 but not before?

Chapter 9 Reading & Essay (due 10/14)

Using at least half of the following terms and concepts, as well as other relevant historical evidence, write an essay evaluating which had a greater impact on the economic development of the United States in the early 19th Century: technological advances or infrastructure developments. Terms/concepts to consider: *Claims Associations*, *Preemption Rights*, *National Road*, *Erie Canal*, *Cotton Gin*, *Putting-Out System*, *American System*.

Chapter 10 Reading & Questions (due 10/19)

1. Explain the unrest among laborers in the 1820s and 1830s. What changes in industry contributed to the unrest?
2. Summarize the unique nature of the Election of 1824. What factors led to this complex scenario?
3. Compare and contrast the Second Party System to our modern political party system.
4. Describe and analyze each of the following aspects of Andrew Jackson’s presidency:
 - a. The Spoils System
 - b. Indian Removal
 - c. The Nullification Crisis
 - d. The Bank Crisis

Chapter 12 Reading & Questions (due 10/22)

1. Contrast the varying impacts of the Second Great Awakening in the North, the South, and the West.
2. How did the role of women change in society during the first half of the Nineteenth Century?
3. Summarize the temperance, abolition, and women’s rights movements of the antebellum era. Which had the greatest impact on American society?
4. Describe the development of the public education system from the 1820s to the 1850s.

5. What were the major features of transcendentalism? Who were the leaders of the movement?

Activity: *McCulloch v. Maryland* moot court (details provided in class)

Exam: Unit 4 (MC 10/23, DBQ 10/22)

Unit 5: A Nation Divided—Then Reunited (1844-1877)

Weeks 11-14: October 26-November 20

Lecture Topics: Antebellum Politics, *Dred Scott v. Sandford*, Civil War, Reconstruction

Additional Reading: Immigration Graph (1820-1860), *Dred Scott v. Sandford* from landmarkcases.org, Tables of White Population & Slave Population from National Bureau for Economic Research, Electoral Map and Graphs for 1860 from uselectionatlas.org, *Emancipation Proclamation*, “Gettysburg Address,” *Historical Viewpoints: “The South’s Inner Civil War,” Profiles in Courage: “Edmund G. Ross”* (John F. Kennedy), *Historical Viewpoints: “Why they Impeached Andrew Johnson”* (David H. Donald)

Chapter 11 Reading & Questions (due 10/29)

1. Describe in detail the life of slaves in the United States in the 1800s. Be sure to include family life, religion, living/working conditions, and other pertinent details.
2. Summarize efforts by slaves and abolitionists to help slaves escape from their masters.
3. Explain the social class structure among Southern whites in the period from 1800-1860. How did cotton and industrialization affect the class structure

Chapter 13 Reading & Questions (due 11/4)

1. Compare the United States’ foreign policy toward Mexico and Great Britain in the 1830s and 1840s. How do you account for the similarities and differences in America’s actions toward these countries?
2. Summarize the doctrine of Manifest Destiny. What factors contributed to its success? What factors inhibited it?
3. Analyze the trends in immigration to the United States from 1830-1860. Describe the situation of various immigrant populations that arrived during this period.
4. Using the NBER population tables, evaluate the proposition that a gradual plan of emancipating slaves would be better than immediate emancipation of all slaves.

Chapter 14 Reading & Questions (due 11/9)

1. Why was the Compromise of 1850 necessary? Why would the Missouri Compromise not work in 1850?
2. Which was more politically influential in the 1850s: political parties or sectionalism?
3. How did the *Dred Scott* decision shake up the entire national debate over slavery? In what ways did it force Northerners to take stock of their acceptance of slavery in the South and the status of slaves and former slaves?
4. Describe the fight for statehood in Kansas.
5. Identify the outcome of the Election of 1860. Discuss the causes and effects of this outcome.

Chapter 15 Reading & Questions (due 11/13)

1. Trace the secession of South Carolina from the Union.
2. Describe the battle that started the Civil War.
3. What advantages and disadvantages did the Union have at the start of the war?
4. What advantages and disadvantages did the Confederacy have at the start of the war?
5. Describe the government established by the Confederate States of America.
6. What did the *Emancipation Proclamation* do? Why did Lincoln issue it?
7. Analyze the “Gettysburg Address” using the APPARTS strategy.
8. Discuss Lincoln’s assassination. What was its intended purpose? What were its actual effects?

Chapter 16 Reading & Assignments (due 11/19)

1. Write an essay assessing the causes and effects of the Civil War Amendments. Be sure to consider other state and federal legislation, cultural factors, as well as modern impacts.

2. Based on the textbook, the readings by Kennedy and Donald, and other relevant historical evidence, prepare for and participate in a class debate over whether Andrew Johnson should have been impeached and whether he should have been convicted.

Annotated Map: Complete the annotated Civil War Map assignment provided in class.

Activity: Political Cartoon Analysis using Thomas Nast cartoons

Exam: Unit 5 (MC: 11/19, DBQ 11/20)

Unit 6: The Gilded Age (1865-1898)

Weeks 15-18: November 23-December 16

Lecture Topics: Labor Movement & Robber Barons

Additional Reading: Historical Viewpoints: “The Age of the Bosses” (William B. Shannon)

Film: *Ellis Island: Island of Hope, Island of Tears* (Guggenheim Productions, 1989)

Chapter 17 and 18 Readings & Short Essays (choose 2; due 11/30)

1. Compare expansion in the era of the overland trails to expansion in the era of the Transcontinental railroad. Be sure to discuss successes, challenges, and regions affected.
2. Describe life in the “Wild West.” Be sure to address the conditions for cowboys, Native Americans, and foreign immigrants. How did these conditions differ from antebellum America?
3. Contrast life for the Giants of Industry with life for the working classes in the 1860s-1890s. Be sure to discuss how each group sought to better their conditions.

Chapter 19 Reading & Questions (due 12/3)

1. Describe the role of technology and innovation in the growth of American cities during the Gilded Age.
2. How did immigration patterns change from 1870 to 1910.
3. Summarize the process of immigrating to America.
4. Describe the career of Boss Tweed.
5. Explain Social Darwinism and the Social Gospel.

Chapter 20 Reading & Questions (due 12/8)

1. How did the final few presidents of the 19th Century strengthen the office of the President?
2. Discuss the competing economic plans of the Republicans and Democrats in the 1890s.
3. How did the discovery of gold in Alaska impact the rest of the United States?

Essay: Answer the following prompt in a 3-4 page essay, including a thesis statement, supported by relevant historical evidence. Discuss the lasting impacts, both positive and negative, that your selected inventor, innovator, or tycoon had on life and society in the United States and/or the world. (due 12/11)

Presentation: Inventors, Innovators, and Tycoons Project (December 14-15)

Semester 1 Final Exam (December 16)

Second Semester

***Decades Project**

During 2nd Semester, all students will complete a research project on one of the decades in the 20th Century. The project will include a group presentation on particular aspects of the decade and the role it played in the development of the United States in the 20th Century, and an individual research paper focusing on a student-selected topic from the decade. More details will be provided in class at the start of the semester.

Unit 7: America Becomes a World Power (1890-1945)

PART A: Imperialism through the Great War (1890-1919)

Weeks 19-22: January 4-29

Lecture Topics: Imperialism, The Great War, Trench Warfare

Additional Reading: “On the Goals of Trade Unions” (Samuel Gompers), “How Women are Treated by the Pullman Company” (Jennie Curtiss), “Stories of Survivors” (*New York Times*, 3/26/1911, on Triangle Shirtwaist Fire)

Chapter 21 Reading & Questions (due 1/8)

1. Define imperialism. Explain the reasons America began engaging in imperialism in the late 19th Century.
2. Identify and explain the causes of the Spanish-American War.
3. In one paragraph each, explain the involvement of the US with each of the following areas during the Age of Imperialism:
 - a. Hawaii
 - b. Samoa
 - c. Cuba
 - d. Philippines
 - e. China

Chapter 22 Reading & Questions (due 1/15)

1. How would the political reforms advocated by the “progressives” have made the government of the United States more responsive to the popular will?
2. Describe the role of the media in exposing problems and in instigating legislation during the Progressive era.
3. Explain the conditions that prompted formation of the NAACP. Evaluate its success during the Progressive Era.
4. Describe the innovative practices employed by Henry Ford that made his business successful. What impacts on American society as a whole resulted from Ford’s successful business model?
5. Identify the main labor organizations that were active in the Progressive Era. Summarize their successes and failures.
6. What did Americans do in their leisure time during the Progressive Era? What factors influenced these new pastimes?

Chapter 23 Reading & Questions (due 1/22)

Discuss the presidencies of the following men, highlighting the good and bad of their time in office, and offering comparisons between the three when appropriate. Your response should be approximately one page per president.

1. Theodore Roosevelt
2. William Howard Taft
3. Woodrow Wilson

Chapter 24 Reading & Questions (due 1/29)

1. What was the Roosevelt Corollary? What is “Dollar Diplomacy”? Provide an example of each.
2. Summarize the five main causes of World War I.
3. Which of the causes of World War I was most responsible for the outbreak of the war? Justify your response.
4. Trace the entry of the United States into World War I. Be sure to address at least three events that pushed the US towards war.
5. Summarize the provisions of the Treaty of Versailles. Why was Woodrow Wilson disappointed with the treaty?
6. How did life in the United States change as a result of World War I?

Activity: “American or Not?” Project in small groups. Students will investigate the fate of territories acquired by the United States during the Age of Imperialism and determine what role, if any, the United States plays in the control of these territories today. Details provided in class.

PART B: Roaring Twenties through World War II (1920-1945)

Weeks 23-26: February 1-26

Lecture Topics: Great Depression & the New Deal, World War II

Films: *World War II* by Discovery Education, *Address to Congress* (Franklin Roosevelt, 12/8/1941), *Korematsu v. United States* (Annenberg Foundation, 2011)

Chapter 25 Reading & Questions (due 2/5)

1. What factors contributed to the upsurge in fundamentalism in the United States during the 1920s? How was this manifested in this period?
2. In what ways did the increasing popularity of the automobile contribute to the economic growth and social change in the United States during the 1920s?
3. How was the economic revolution of the 1920s different from the changes of the late 19th Century?

Chapter 26 Reading & Questions (due 2/12)

1. Summarize the causes of the Great Depression.
2. Did Hoover’s actions alleviate or exacerbate the Great Depression? Justify your response.
3. What strategies did Roosevelt employ to bring the nation out of the Great Depression? Comment on the effectiveness of each strategy you identify.
4. Identify and describe 4 New Deal programs and who they helped.
5. What problems did the New Deal face? What problems did it create?
6. Discuss the role of Eleanor Roosevelt in her husband’s administration.

Chapter 27 Reading & Questions (choose 8 to answer, due 2/22)

1. Describe the rise of dictators in Italy, Germany, Japan, and the Soviet Union after World War I.
2. Summarize the actions taken by Germany from 1935 to 1939 that lead to the outbreak of World War II.
3. Contrast the French-German conflict with the British-German conflict during the first year of the war.
4. Discuss the official actions taken by the German government against German Jews from 1935 to 1945.
5. How did the United States gear up to fight in World War II?
6. Summarize fighting in the Pacific Theater.
7. Summarize fighting in Europe.
8. Describe Operation Overlord. Was it effective?
9. Compare and contrast the endings of the War in and the War in the Pacific?
10. Was the United States justified in using atomic bombs against Japan?

Exam: Unit 7 (MC 2/25, DBQ 2/26)

Unit 8: The Cold War and the Culture Wars (1945-1980)

Weeks 27-30: February 29-April 1

Lecture Topics: Cold War, Civil Rights Movement, Watergate Scandal, Communism

Additional Reading: “I Have a Dream” speech by Martin Luther King, Jr., “The Ballot or the Bullet” speech by Malcolm X, “The Unfinished Dialogue of Martin Luther King, Jr. and Malcolm X” by Clayborne Carson, *Who Built America: “The Rights-Conscious 1960s”*

Chapter 28 Reading & Questions (due 3/4)

1. What were the causes of the Cold War? Which side was more to blame for it—the United States or the Soviet Union?
2. Why did the Cold War escalate in the late 1940s and early 1950s? What were the major consequences?
3. What factors contributed to the rise and fall of Joseph McCarthy as a political power in the US from 1950 to 1954? What lessons might be learned from the experience of McCarthyism?

Chapter 29 Reading & Essay (due 3/10)

Using the speeches by Dr. King and Malcolm X, as well as the commentaries from Carson and *Who Built America*, compare and contrast the approaches and effectiveness of Dr. King and Malcolm X in achieving the goals of the Civil Rights Movement.

Chapter 30 Reading & Questions (choose one to answer as an FRQ/due March 24)

1. Analyze the ways in which the events and trends of the 1970s diminished the nation’s economic power and international influence, and challenged Americans’ confidence in both.
2. “Landslide presidential victories do not ensure continued political effectiveness or legislative success.” Assess the validity of this statement by comparing TWO of the following presidential administrations.
 - Lyndon Johnson (1964)
 - Richard Nixon (1972)
 - Ronald Reagan (1984)

Decades Research Paper (due 3/31)

Exam: Unit 8 (MC 3/31, DBQ 4/1)

Unit 9: Modern America (1980-present)

Weeks 31-32: April 4-15

Lecture Topics: Cold War (continued)

Additional Reading: *Voices of Freedom*: “Jimmy Carter on Human Rights”

Film: “Speech at the Brandenburg Gate” (Ronald Reagan, 6/12/1987)

Chapter 31 Reading & Questions (due 4/8)

1. Discuss the successes and failures of the Carter administration in terms of foreign policy.
2. Evaluate the claim that Reagan’s victory in 1980 signaled a major realignment in American politics with the Republicans becoming the majority party.
3. What were the causes of the AIDS epidemic that threatened the US during the 1980s? Why was the federal government slow and ineffective in its responses?

Chapter 32 Reading & Essay (due 4/15)

Lifetime Essay: Details provided in class.

Exam: Unit 9 (MC only 4/15)

Review for AP Exam

Weeks 33-35: April 18-May 5

Timeline Assignment: Students work in small groups to create timelines of key events in American History. Each group will be assigned a particular topic to focus on (territorial expansion, social movements, etc.) and will be required to develop a periodization scheme for their timeline based on their selected topic. (due 4/22)

AP US History Exam (Friday, May 6, 7:00 AM)

End of Year Projects (May 9-18)