



Advanced Placement U.S. History; 2017-2018



Teacher: Mr. Vann Libranda Email: vlibranda@gdoe.net Contact: 300-1870 ext.

Room: D-123 GDOE VISION: Every Student, Responsible, Respectful and Ready for Life

Okkodo High School Mission Statement

Okkodo High School provides a respectful environment for quality learning that builds knowledge and skills to succeed in the 21st century

Okkodo High School Expected School-wide Learner Objectives (SLOs)

E4 = Excellence by Choice
Effectively communicate with others
Excellence in Academics
Embrace Cultural diversity
Environmentally respectful

School Profile:

Okkodo High school situated at the heart of Dededo is the only high school of the Dededo Village. Okkodo High is one of the recently and newest schools built in 2008 and an added expansion in 2014. Okkodo High is near to the newly built hospital, Guam Regional Medical City, near the Communications Navy base, and the growing businesses in downtown Dededo, with these potential businesses and agencies alongside with Okkodo High, there is a lot of available opportunity within this village. Okkodo high provides students a broad range of career opportunities, with its Guam Community College programs, AP Programs, Pre-engineering course, ROTC Marine Program, and Marketing DECA programs.

Course Description:

Course Description: Students will examine the history of the U.S. from its earliest beginnings to the present. Students examine the impact of constitutional issues on American society, evaluate the origins and dynamic relationship of the three branches of federal government, and analyze efforts to expand the democratic process. Students analyze the impact of technological innovations on the American labor movement. Students use critical-thinking skills to explain and apply different methods that historians use to interpret the past, including points of view and historical content. This understanding involves knowing what things were like in the past and how things change and develop. Students learn chronological thinking and the connections between cause and effect and between continuity and change. History enables students to see how people in other times and places have grappled with fundamental questions of truth, justice, and personal responsibility; comprehend that ideas have real consequences; and realize that events are shaped by ideas and the actions of individuals. History shows the relationship among past, current, and future issues.

Text Book:

Danzer, Gerald A, Klor De Alva et. al. *The Americans*.

Grading System

10% Quarterly Exam
20% Tests and Quizzes
25% Assignments
20% Notes
20% Projects
5% Participation

Grading Scale (Standards Based Grading will apply) Citizenship:

100-110% = A
90-99% = B
80-89% = C
70-79% = D
0-69% = F

E = Displays great character, punctual and prepared.
S = Shows interest in class & work. Participates well.
U = Poor Character and behavior. Refuses to participate

Course Materials:

- Composition Notebook
- Folder 1/2 inch binder
- High lighters (5 colors set)
- Filler Paper

Classroom rules and expectations: Students are expected to adhere to all the rules of the student handbook that is provided by the school. Students must exemplify professional and a collegial atmosphere in the classroom. Students should be ethical, respectful, enthusiastic and willingly engaged in lectures and assignments. If students show a lack of interest, refusal to participate, a nuisance to others or anything that affects or prohibits others from learning, then that student will undergo one on one counseling with the teacher to discuss how to improve the quality of learning and behavior of the student or discuss with parents & student the status and enrollment in the class. Students should not at all being using their cell phones to text, call, engage in social network activities, nor charge their phones in the outlets. Cell phones can be confiscated and sent to the office for proper disciplinary actions.

Discipline Guidelines:

- Minor offense 1 - Student Warning
- Minor offense 2 - Counseling between teacher and student
- Excessive minor offense or major offenses shall be referred to the office
- Minor Offense 3 - Parent Call, Notice, or Email
- Minor Offense 4 – Referral to counselor

Attendance Guidelines: Attendance will be taken promptly. Those who are late, must provide a valid excuse. Those who are absent must provide an excuse from their parents either by a signed letter with contact information or a “working” and “valid” parent email or an email indicated by the PowerSchool.

Make up work: Students should know the makeup work policies based on the following circumstances.


1. If students provide a valid excused absence
2. If students request for the makeup work in advance prior to the situation occurring
3. If students provide a reasonable and valid excuse to make up work
4. Students cannot make up work after a quarter ends
5. Students cannot make up work if work was plagiarized
6. Students **must initiate** and **request** the makeup work opportunity, either by coming in during lunch, during the 15 minute break or within the 15 minutes after the last bell of the day.

Service Learning: Service learning opportunities will be provided. At least 5 hours of service learning will be offered in this course. Students must collaborate and be responsible for themselves and actions during the service time. Parents must be aware of their children’s whereabouts during the service learning activity. Students and Parents will be responsible for the child’s transportation to and from the event.

Technology Usage: Students must follow the student hand book guidelines regarding technology usage. Student will be responsible for their laptops at all times and must be assured that their laptops or iPad will be fully charged before entering the classroom. Laptops or iPad will be used only if relevant content information is at hand. Such technology may be used “IF” there is a lack of school resources or a student is under the provisions of *IDEA*.

Respectfully,


Mr. Librand, AP U.S. History

Principal’s Approval:


Ms. Rita Flores, Asst. Principal – Curriculum

Parent Signature:

Student: Name/Date/Signature

Curricular Requirements

CR1a The course includes a college-level U.S. history textbook. See pg. 3 - 12
CR1b The course includes diverse primary sources including written documents and images as well as maps See pg. 3 - 12
CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past. See pg. 3 - 12
CR2 Each of the course historical periods receives explicit attention. See pg. 3 - 12
CR3 Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples. See pg. 3 - 12
CR4 Students are provided opportunities to apply learning objectives in each of the seven themes Throughout the course. See pg. 3 - 12
CR5 Students are provided opportunities to evaluate the reliability of primary sources by analyzing the author's point of view, author's purpose, audience, and historical context. — Analyzing evidence (Proficiency Skills A1, A2) See pg. 3 - 12
CR6 Students are provided opportunities to analyze and compare diverse historical interpretations. — Interpretation & Comparison (Proficiency Skills B1, B2, C1) See pg. 3 - 12
CR7 Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison & Synthesis (Proficiency Skills C2, C4) See pg. 3 - 12
CR8 Students are provided opportunities to situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred. — Contextualization (Proficiency Skill C3) See pg. 3 - 12
CR9 Students are provided opportunities to make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue. — Synthesis (Proficiency Skill C5) See pg. 3 - 12
CR10 Students are provided opportunities to explain different causes & effects of historical events or processes, and to evaluate their relative significance. — Causation (Proficiency Skills D1, D2) See pg. 3 - 12
CR11 Students are provided opportunities to identify and explain patterns of continuity and change over time, relating these patterns to a larger historical process. — Patterns of continuity and change over time (Proficiency Skills D3, D4) See pg. 3 - 12
CR12 Students are provided opportunities to explain and analyze different models of periodization. — Periodization (Proficiency Skills D5, D6, D7) See pg. 3 - 12
CR13 Students are provided opportunities to articulate a defensible claim about the past in the form of a clear thesis. — Argumentation (Proficiency Skill E1) See pg. 3 - 12
CR14 Students are provided opportunities to develop written arguments that have a thesis supported by relevant historical evidence that is organized in a cohesive way. — Argumentation (Proficiency Skills E2, E3, E4) See pg. 3 - 12

Projects Include:

Research Paper: Phases 1, 2, 3, & 4 (1 st – 4 th quarter)	CR1b, CR1c, CR2, CR8, CR9, CR10, CR11, CR12, CR13, CR14,
Current Event Paper: “7 Themes of APUSH”	CR4, CR9, CR10, CR11, CR 12, CR13,
“Makers of America” Digital Presentations (power point/google slides)	CR6, CR3, CR 4
“Examining the Evidence” Digital Presentations (Power Point/ Google Slides)	CR6, CR3, CR4, CR9, CR10, CR11, CR 12, CR13,

Part 1 “Founding the New Nation” CR2

Chapter 1 “New World Beginnings”

- Textbook (American Pageant)
 - Examining the Evidence *Making sense of the New World* (pg.7) CR3, CR6
 - Chart Analysis “Columbian Exchange: Globalization” CR8
 - Class Discussion/Debate: Columbus, Hero or Villain? CR13
 - Chronology Discussions (pg. 24) CR7
- Primary Source Analysis (American Spirit textbook)
 - Visualizing the New World (1506- 1510) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Columbus – Washington Irving* CR6,
 - DBQ’s Stating your Thesis, CR1c CR 13, CR 14
- Test 1 - “Three World’s Meet” Map, Timeline Chart, and Essay CR1b, CR7, CR 10, CR 11, CR 12

Chapter 2 “The Planting of English America”

- Textbook (American Pageant)
 - Makers of America *Iroquois* (pg.40-41) CR6, CR3, CR 4,
 - Chart Analysis “Thirteen Colonies: Regional, National, and Global Context” CR8
 - Chronology Discussions (pg. 42) CR7
- Primary Source Analysis (American Spirit textbook)
 - The Starving Time: *Captain John Smith* (pg. 31-32) (1609) CR5, CR1b
 - The Intolerant Act of Toleration (1649) (pg. 38) CR5, CR1b

Chapter 3 “Settling the Northern Colonies”

- Textbook (American Pageant)
 - Makers of America: *The English* (pg. 50) CR6, CR3, CR 4,
 - Examining the Evidence *A Seventeenth Century Valuables Cabinet* (pg. 61) CR6, CR3
 - Varying Viewpoints: *Europeanizing America or Americanizing Europe?* (pg. 64) CR6, CR13
 - Chronology Discussions (pg. 63) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Framing the Mayflower Compact (1620)* (pg. 43) CR5, CR1b
 - *Anne Hutchinson Is Banished (1637)* (pg. 47) CR5, CR1b
 - *John Winthrop’s Concept of Liberty (1645)* CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: The Puritan Influence – James Truslow Adams CR6,
 - DBQ’s Stating your Thesis, CR1c CR 13, CR 14
- Test 2 - “The American Colonies Emerge” Map, Chart, & Essay CR1b, CR7, CR 10, CR 11, CR 12

Chapter 4 “American Life in the 17th Century”

- Textbook (American Pageant)
 - Examining the Evidence *An Indentured Servants Contract* (pg. 69) CR3, CR6
 - Makers of America: *From African to African American* (pg. 74) CR6, CR3, CR 4
 - Chronology Discussions (pg. 83) CR7
- Primary Source Analysis (American Spirit textbook)
 - *A Contract for Indentured Servants (1635)* CR5, CR1b
 - *The Baconite Grievances (1677)*
 - *The Salem Witchcraft Hysteria (1692)* (pg. 80)

Chapter 5 “Colonial Society on the Eve of Revolution”

- Textbook (American Pageant)
 - Makers of America: *The Scots-Irish* (pg. 86) CR6, CR3, CR 4
 - Varying Viewpoints: *Colonial America: Communities of Conflict or Consensus?* (pg.104) CR6, CR13
 - Map Analysis “Triangular Trade” (pg. 93) CR7, CR8
 - Chronology Discussions (pg. 104) CR7
- Primary Source Analysis (American Spirit textbook)
 - *George Whitefield Fascinates Franklin (1739)* (pg. 90) CR5, CR1b
 - *Jonathan Edwards Paints the Horrors of Hell (1741)* (pg. 97) CR5, CR1b

Chapter 6 “The Duel of North America”

- Textbook (American Pageant)
 - Makers of America: *The French* (pg. 116) CR6, CR3, CR 4
 - Map Comparison “North American before and After 1754” CR7
 - Chronology Discussions (pg. 121) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Benjamin Franklin Characterizes General Edward Braddock (1755)* (pg. 109) CR5, CR1b

- *Francis Parkman Analyzes the Conflict (1884)* (pg. 112) CR5, CR1b
- *The Proclamation of 1763* (pg. 117) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Was Colonial Society Democratic?* CR6, CR1c
 - DBQ's Stating your Thesis, CR1c CR 13, CR 14
- Test 3 - "The Colonies Come of Age" Map, Slave Graph, and Essay CR1b, CR7, CR 10, CR 11, CR 12

Chapter 7 "The Road to Revolution"

- Textbook (American Pageant)
 - Chronology Discussions (pg. 139) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Virginia Resents Restrictions (1671)* (pg. 126) CR5, CR1b
 - *Connecticut Decries the Boston Port Act (1774)* (pg. 132) CR5, CR1b
 - *Patrick Henry Demands Boldness (1775)* (pg. 141) CR5, CR1b
 - *Conflicting Versions of the Outbreak (1775)* (pg. 143) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Revolution or Evolution – Bernard Bailyn?* CR6, CR1c
 - Guide to writing the DBQ, *Deciding what position to argue* CR1c CR 13, CR 14

Chapter 8 "America secedes from the Empire"

- Textbook (American Pageant)
 - Examining the Evidence: *A Revolution for women? Abigail Adams (pg.147)* CR3, CR6
 - Makers of America: *The Loyalists (pg. 148)* CR6, CR3, CR 4
 - Varying Viewpoints: *Whose Revolution? (pg. 162)* CR6, CR13
 - Chronology Discussions (pg. 161) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Washington's Deep Discouragements (1775-1776)* (pg. 148) CR5, CR1b
 - *Thomas Paine Talks Common Sense (1776)* (pg. 150) CR5, CR1b
 - *Richard Henry Lee's Resolution of Independence (1776)* (pg. 117) CR5, CR1b
 - *Thomas Jefferson's Declaration of Independence (1776)* (pg. 118) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *The Revolution – Radical or Conservative? – Crane Brinton* CR6, CR1c
 - DBQ's Stating your Thesis, CR1c CR 13, CR 14
- Test 4 - "The War for Independence" Map, Documents, and Essay CR1b, CR7, CR 10, CR 11, CR 12

Part 2 "Building the New Nation" CR2

Chapter 9 "The Confederation and the Constitution"

- Textbook (American Pageant)
 - Examining the Evidence: *Copely Family Portrait, c. 1776-1777 (pg.169)* CR3, CR6
 - Varying Viewpoints: *The Constitution: Revolution or Counterrevolutionary?(pg.18)CR6, CR13*
 - Chronology Discussions (pg. 188) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Daniel Gray Explains the Shaysites' Grievances (1786)* (pg. 167) CR5, CR1b
 - *The Debate on Representation in Congress (1787)* (pg. 170) CR5, CR1b
 - *The Argument over Slave Importations (1787)* (pg. 171) CR5, CR1b
 - *James Madison Defends the New Constitution (1787)* (pg. 184) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Views of the Constitution*
 - DBQ's Stating your Thesis, CR1c CR 13, CR 14
- Test 5 - "Shaping a new Nation" Map, Convention Chart, and Essay CR1b, CR7, CR 10, CR 11, CR 12

Chapter 10 Launching the New Ship of State

- Textbook (American Pageant)
 - Chronology Discussions (pg. 210) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Alexander Hamilton V. Thomas Jefferson on Popular Rule (1780s- 1820s)* (pg. 189) CR5, CR1b
 - *The Clash over States' Rights (1780s-1820s)* (pg. 191) CR5, CR1b
 - *The French Revolution: Conflicting Views (1790s)* (pg. 201) CR5, CR1b

Chapter 11 "The Triumphs and Travails of the Jeffersonian Republic"

- Textbook (American Pageant)
 - Examining the Evidence: *The Thomas Jefferson-Sally Hemmings Controversy(pg.213)* CR3, CR6

- Chronology Discussions (pg. 210) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Marshall Sanctions the Bank (1819) (pg. 217) CR5, CR1b*
 - *Jefferson Stretches the Constitution to Buy Louisiana (1803) (pg. 224) CR5, CR1b*
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Political parties – Charles Beard & Richard Hofstadter* CR6, CR1c
 - DBQ’s Stating your Thesis, CR1c CR 13, CR 14
- Test 6 - “Launching the New Nation” Map, Pol. Cartoon, and Essay CR1b, CR7, CR 10, CR 11, CR 12

Chapter 12 “The Second War for Independence and the Upsurge for Nationalism”

- Textbook (American Pageant)
 - Makers of America: *Settlers of the old Northwest (pg. 244) CR6, CR3, CR 4*
 - Chronology Discussions (pg. 255) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Tecumseh Challenges William Henry Harrison (181 0) (pg. 237) CR5, CR1b*
 - *Representative Charles Pinckney Upholds Slavery (1820) (pg. 252) CR5, CR1b*
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Monroe Doctrine* CR6, CR1c
 - Guide to writing the DBQ: *Organizing the Historical Evidence* CR1c CR 13, CR 14

Chapter 13 “The Rise of a Mass Democracy” 1824-1840

- Textbook (American Pageant)
 - Examining the Evidence: *Satiric Bank Note, 1837 (pg.273) CR3, CR4, CR6*
 - Makers of America: *Mexican or Texican? (278) CR6, CR3, CR 4*
 - Varying Viewpoints: *What was Jacksonian Democracy (pg. 285) CR6, CR13*
 - Chronology Discussions (pg. 284) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Clay Protests (1830) (pg. 272) CR5, CR1b*
 - *Senator Robert Hayne Advocates Nullification (1830) (pg. 274) CR5, CR1b*
 - *South Carolina Threatens Secession (1832) (pg. 276) CR5, CR1b*
 - *Jackson Endorses the Indian Removal (1829) (pg. 284)*
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives - *Jacksonian Democracy – Arthur Shlesinger Jr.* CR6, CR1c
 - Guide to writing the DBQ: *Organizing the Historical Evidence* CR1c CR 13, CR 14
- Test 7 - “Balancing Nationalism and Sectionalism” Map, Chart, and Essay CR1b, CR7, CR10, CR11, CR12

Chapter 14 Forging the National Economy 1790-1860

- Textbook (American Pageant)
 - Makers of America: *The Irish (pg. 294) CR6, CR3, CR 4*
 - Makers of America: *The Germans (pg. 298) CR6, CR3, CR 4*
 - Examining The evidence: *The Invention of the sewing machine (pg. 305) CR6, CR4*
 - Chronology Discussions (pg. 319) CR7

Chapter 15 “The Ferment of Reform and Culture” 1790-1860

- Textbook (American Pageant)
 - Examining The Evidence: *Dress as Reform (pg. 333) CR6, CR4, CR3*
 - Makers of America: *The Oneida Community (pg. 336) CR6, CR3, CR4*
 - Varying Viewpoints: *Reform: Who? What? How? And Why? (pg. 346) CR6, CR13*
 - Chronology Discussions (pg. 346)
- Primary Source Analysis (American Spirit textbook)
 - *Joseph Smith Has a Vision (1820) (pg. 319) CR5, CR1b*
 - *Dorothea Dix Succors the Insane (1843) (pg. 323) CR5, CR1b*
 - *The Seneca Falls Manifesto (1848) (pg. 327) CR5, CR1b*
 - *Henry David Thoreau Praises Spiritual Wealth (1854) CR5, CR1b*
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives *Motives for Reform – Alice Tyler* CR6, CR1c
 - Guide to writing the DBQ: *Organizing the Historical Evidence* CR1c CR 13, CR 14
- Test 8 – “Reforming American Society” Map, Document, Cartoon, Essay CR1b, CR7, CR10, CR11, CR12

Part 3 “Testing the New Nation” 1820-1877 CR2

Chapter 16 “The South and the Slavery Controversy”

- Textbook (American Pageant)
 - Examining the Evidence: *Bellegrove Plantation, Donaldsville, Louisiana,(pg.363) CR3, CR4, CR6*

- Varying Viewpoints: *What Was the True Nature of Slavery* (pg. 346) CR6, CR13
- Chronology Discussions (pg. 369) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Human Cattle for Sale* (c. 1850) (pg. 354) CR5, CR1b
 - *From Slavery to Freedom* (1835) (pg. 356) CR5, CR1b
 - *The "Blessings" of the Slave* (1849) (pg. 364) CR5, CR1b

Chapter 17 "Manifest Destiny and It's Legacy" 1841-1848

- Textbook (American Pageant)
 - Makers of America: *The Californios* (pg. 386) CR6, CR3, CR4
 - Chronology Discussions (pg. 346) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Charles Sumner Assails the Texas Grab* (1847) (pg. 386) CR5, CR1b
 - *President James Polk Justifies the Texas Coup* (1845) (pg. 388) CR5, CR1b
 - *The Cabinet Debates War* (1846)) (pg. 389) CR5, CR1b
 - *Polk Submits the Trist Treaty* (1848) (pg. 395) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Manifest Destiny* CR6, CR1c
 - Guide to writing the DBQ: *Organizing the Historical Evidence* CR1c CR 13, CR 14
- Test 9 – "Expanding Markets and Moving west" Map, Cartoon, Essay CR1b, CR7, CR10, CR11, CR12

Chapter 18 "Renewing the Sectional Struggle" 1848-1854

- Textbook (American Pageant)
 - Chronology Discussions (pg. 408) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Southerners Threaten Secession* (1849) (pg. 402) CR5, CR1b
 - *John Calhoun Demands Southern Rights* (1850) (pg. 403) CR5, CR1b
 - *Joshua Giddings Rejects Slave-Catching* (1850) (pg. 407) CR5, CR1b
 - *Stephen Douglas's Popular-Sovereignty Plea* (1854) (pg. 411) CR5, CR1b
 - *The Ostend Manifesto* (1854) (pg. 416)
 - *Daniel Webster Sends Caleb Cushing to China* (1843) (pg. 421)
 - *The Narrative of Commodore Perry's Expedition to Japan* (1856) (pg.422)

Chapter 19 "Drifting Toward Disunion" 1854-1861

- Textbook (American Pageant)
 - Examining the Evidence: *Harriet Beecher Stowe, Uncle Tom's Cabin* (pg. 411) CR6, CR3, CR4
 - Varying Viewpoints: *Civil War: Repressible or Irrepressible?* (pg. 432) CR6, CR13
 - Chronology Discussions (pg. 346) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Charles Sumner Assails the Slavocracy* (1856) (pg. 432) CR5, CR1b
 - *Stephen Douglas Opposes Black Citizenship* (1858) (pg. 438) CR5, CR1b
 - *Abraham Lincoln Denies Black Equality* (1858) (pg. 439) CR5, CR1b
 - *Lincoln Disowns Brown* (1860) (pg. 443) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Causes of the Civil War – James G. Randall* CR6, CR1c
 - Guide to writing the DBQ: *Writing the Introduction and the Conclusion* CR1c CR 13, CR 14
- Test 10 – "The Union in Peril" Map, Chart, Essay CR1b, CR7, CR10, CR11, CR12

Chapter 20 "Girding for War: The North and The South" 1861-1865

- Textbook (American Pageant)
 - Makers of America: *Billy Yank and Johnny Reb* (pg. 440) CR6, CR3, CR4
 - Chronology Discussions (pg. 452) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Alexander Hamilton Stephens's Cornerstone Speech* (1861) (pg. 451) CR5, CR1b
 - *Southern Resentment Against England* (1862) (pg. 454) CR5, CR1b
 - *William Brownlow Scolds the Secessionists* (1861) (pg. 461) CR5, CR1b
 - *The War to Preserve the Union* (1863) (pg. 463) CR5, CR1b
 - *The War to End Slavery* (1865) (pg. 463) CR5, CR1b

Chapter 21 "The furnace of Civil War" 1861-1865

- Textbook (American Pageant)
 - Examining the Evidence: *Abraham Lincoln's Gettysburg Address* (pg. 465) CR6, CR3, CR4
 - Varying Viewpoints: *What Were the Consequences of the Civil War* (pg. 432) CR6, CR13

- Chronology Discussions (pg. 478) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Abraham Lincoln Answers Horace Greeley's Prayer (1862)* (pg. 471) CR5, CR1b
 - *George McClellan Snubs the President (1861)* (pg. 474) CR5, CR1b
 - *Lincoln Expresses Misgivings (1862)* (pg. 477) CR5, CR1b
 - *General William T. Sherman Dooms Atlanta (1864)* (pg. 489) CR5, CR1b
 - *General Ulysses S. Grant Displays Generosity (1865)* (pg. 492) CR5, CR1b
 - *Davis Deplores Lincoln's Murder (1881)* (pg. 498) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Why the North Won – Henry S. Commager* CR6, CR1c
 - Guide to writing the DBQ: Writing the Introduction and the Conclusion CR1c CR 13, CR 14
- Test 11 – “The Civil War” Map, Document, Essay CR1b, CR7, CR10, CR11, CR12

Chapter 22 “The Ordeal of Reconstruction” 1865-1877

- Textbook (American Pageant)
 - Examining the Evidence: *Letter from a freed man to his master, 1865* (pg. 483) CR6, CR3, CR4
 - Varying Viewpoints: *How Radical Was Reconstruction?* (pg. 500) CR6, CR13
 - Chronology Discussions (pg. 503) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Southern Blacks Ask for Help (1865)* (pg. 509) CR5, CR1b
 - *The Radical Republicans Take a Hard Line (1866)* (pg. 512) CR5, CR1b
 - *Thaddeus Stevens Demands Black Suffrage (1867)* (pg. 520) CR5, CR1b
 - *Alfred Richardson Testifies About Reconstruction-Era Georgia (1871)* (pg. 526) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Was Reconstruction a Failure? – William Dunning, ET. al,* CR6, CR1c
 - Guide to writing the DBQ: Writing the Introduction and the Conclusion CR1c CR 13, CR 14
- Test 12 – “Reconstruction and its effects” Map, Cartoon, Essay CR1b, CR7, CR10, CR11, CR12

Part 4 “Forming and Industrial Society” 1869-1909 CR2

Chapter 23 “Political Paralysis in the Gilded Age” 1869-1896

- Textbook (American Pageant)
 - Makers of America: *The Chinese* (pg. 516) CR6, CR3, CR4
 - Varying Viewpoints: *The Populist: Radicals or Reactionaries?* (pg. 529) CR6, CR13
 - Chronology Discussions (pg. 529) CR7
- Primary Source Analysis (American Spirit textbook vol.2)
 - *Rutherford B. Hayes Believes Himself Defrauded (1876)* (pg. 40) CR5, CR1b
 - *A Southern Senator Defends Jim Crow 1900* (pg. 44) CR5, CR1b
 - *The Supreme Court Declares That Separate Is Equal (1896)* (pg. 58) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Who were the Populists? – Richard Hofstadter & Michael Cazin,* CR6, CR1c
 - Guide to writing the DBQ: *Making Use of the Documents* CR1c CR 13, CR 14

Chapter 26 “The Great West and Agricultural Revolution” 1865-1896

- Textbook (American Pageant)
 - Makers of America: *The Plains Indians* (pg. 600) CR6, CR3, CR4
 - Examining the Evidence: *Robert Stevensons’ Transcontinental Journey, 1879* (pg. 609) CR6, CR3, CR4
 - Varying Viewpoints: *Was the West Really “Won”?* (pg. 625) CR6, CR13
 - Chronology Discussions (pg. 625) CR7
- Primary Source Analysis (American Spirit textbook)
 - *The U.S. Army Negotiates a Treaty with the Sioux (1868)* (pg. 130) CR5, CR1b
 - *She Walks with Her Shawl Remembers the Battle of the Little Bighorn (1876)* (pg. 135) CR5, CR1b
 - *Opening Montana (1867)* (pg. 150) CR5, CR1b
 - *An Iowan Assesses Discontent (1893)* (pg. 156) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Stages of Frontier Development – Frederick Jackson Turner, Charles Glaab, & William Cronon* CR6, CR1c
 - Guide to writing the DBQ: Making Use of the Documents CR1c CR 13, CR 14
- Test 13 – “Changes On the W. Frontier” Map, Voting Chart, Essay CR1b, CR7, CR10, CR11, CR12

Ch. 24 “Industry Comes of Age” 1865-1900

- Textbook (American Pageant)
 - Examining the Evidence: *The Photography of Lewis W. Hine* (pg. 549) CR6, CR3, CR4
 - Makers of America: *The Knights of Labor* (pg. 554) CR6, CR3, CR4
 - Varying Viewpoints: *Industrialization: Boon or Blight?* (pg. 557) CR6, CR13
 - Chronology Discussions (pg. 557) CR7
- Primary Source Analysis (American Spirit textbook)
 - *John D. Rockefeller Justifies Rebates* (1909) (pg. 70) CR5, CR1b
 - *Andrew Carnegie's Gospel of Wealth* (1889) (pg. 73) CR5, CR1b
 - *The Nation Challenges Carnegie* (1901) (pg. 75) CR5, CR1b
 - *The Knights of Labor Champion Reform* (1887) (pg. 89) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Industrial Statesman or Robber Barrons?* – Charles Beard, CR6, CR1c
 - Guide to writing the DBQ: Making Use of the Documents CR1c CR 13, CR 14
- Test 14– “A New Industrial Age” Map, Political Cartoon, Essay CR1b, CR7, CR10, CR11, CR12

Chapter 25 “America Moves into the City” 1865-1900

- Textbook (American Pageant)
 - Makers of America: *The Italians* (pg. 564) CR6, CR3, CR4
 - Examining the Evidence: *Manuscript Census Data, 1900* (pg. 567) CR6, CR3, CR4
 - Makers of America: *Pragmatists* (pg. 580) CR6, CR13
 - Chronology Discussions (pg. 593) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Frederick Law Olmsted Applauds the City's Attractions* (1871) (pg. 98) CR5, CR1b
 - *The Shock of Darwinism* (1896) (pg. 114) CR5, CR1b
 - *Henry Ward Beecher Accepts Evolution* (1885) (pg. 115) CR5, CR1b
 - *An Italian Immigrant Woman Faces Life Alone in the Big City* (c. 1896) (pg. 124) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Melting Pot or Cultural Diversity* – J. Hector St. John Crevecoeur, Israel Zangwill, Carl N. Degler, Oscar Handlin, & Richard C. Wade CR6, CR1c
 - Guide to writing the DBQ: Making Use of the Documents CR1c CR 13, CR 14
- Test 15 – “Immigrants and Urbanization” Map, Immigration Chart, Essay CR1b, CR7, CR10, CR11, CR12

Chapter 27 “Empires and Expansion” 1890-1909

- Textbook (American Pageant)
 - Makers of America: *The Puerto Ricans* (pg. 638) CR6, CR3, CR4
 - Makers of America: *The Filipinos* (pg. 644) CR6, CR13
 - Varying Viewpoints: *Why did America become a World Power* (pg. 653) CR6, CR13
 - Chronology Discussions (pg. 653) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Joseph Pulitzer Demands Intervention* (1897) (pg. 172) CR5, CR1b
 - *President McKinley Submits a War Message* (1898) (pg. 174) CR5, CR1b
 - *Albert Beveridge Trumpets Imperialism* (1898) (pg. 177) CR5, CR1b
 - *The Nation Denounces Atrocities* (1902) (pg. 180) CR5, CR1b
 - *John Hay Twists Colombia's Arm* (1903) (pg. 182) CR5, CR1b
 - *Roosevelt Launches a Corollary* (1904) (pg. 185) CR5, CR1b
 - *President Roosevelt Anticipates Trouble* (1905) (pg. 188) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Was Imperialism Driven Only By Economic Motives?*- William Appelman Williams, Walter Le Feber, Ricahrd Hofstadter CR6, CR1c
 - Guide to writing the DBQ: Making Use of the Documents CR1c CR 13, CR 14
- Test 16 – “America Claims an Empire” Map, Political Cartoon, Essay CR1b, CR7, CR10, CR11, CR12

Part 5 “Struggling for Justice at Home and Abroad” 1901-1945 CR2

Ch. 28 “Progressivism and the Republican Roosevelt” 1901-1912

- Textbook (American Pageant)
 - Examining the Evidence: *Muller v. Oregon* (pg. 663) CR6, CR3, CR4
 - Makers of America: *The Environmentalists* (pg. 670) CR6, CR13
 - Chronology Discussions (pg. 678) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Theodore Roosevelt Roasts Muckrakers* (1906) (pg. 193) CR5, CR1b

- *Child Labor in the Coal Mines (1906) (pg. 200) CR5, CR1b*
- *Sweatshop Hours for Bakers (1905) (pg. 202) CR5, CR1b*
- *Roosevelt Defends the Forests (1903) (pg. 206) CR5, CR1b*
- *Senator Robert Owen Supports Women (1910) (pg. 214) CR5, CR1b*

Chapter 29 “Willsonian Progressivism and Abroad” 1912-1916

- Textbook (American Pageant)
 - Varying Viewpoints: *Who were the Progressives? (pg. 695) CR6, CR13*
 - Chronology Discussions (pg. 695) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Theodore Roosevelt Proposes Government Regulation (1912) (pg. 222) CR5, CR1b*
 - *Louis Brandeis Indicts Interlocking Directorates (1914) (pg. 226) CR5, CR1b*
 - *Wilson Asks for War on General Huerta (1914) (pg. 230) CR5, CR1b*
 - *Lord Bryce's Propaganda Report (1915) (pg. 236) CR5, CR1b*
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Reform or Reaction?- Arthur M. Shlesinger, Samuel P. Hays, Gabriel Kolko, George Mowry, & Richard Hofstadter CR6, CR1c*
 - Guide to writing the DBQ: Making Use of the Documents CR1c CR 13, CR 14
- Test 17 – “The Progressive Era” Map, Documents, Essay CR1b, CR7, CR10, CR11, CR12

Ch. 30 “The War to End War” 1917-1918

- Textbook (American Pageant)
 - Examining the Evidence: *Mademoiselle from Armentieres (pg. 709) CR6, CR3, CR4*
 - Varying Viewpoints: *Woodrow Wilson: Realist or Idealist (pg. 718) CR6, CR13*
 - Chronology Discussions (pg. 695) CR7
- Primary Source Analysis (American Spirit textbook)
 - *President Wilson Breaks Diplomatic Relations (1917) (pg. 239) CR5, CR1b*
 - *Un-Christlike Preachers (1918) (pg. 243) CR5, CR1b*
 - *Woodrow Wilson Versus Theodore Roosevelt on the Fourteen Points (1918)(pg. 248) CR5, CR1b*
 - *General John Pershing Defines American Fighting Tactics (1917-1918) (pg. 253) CR5, CR1b*
 - *The Text of Article X (1919) (pg. 258) CR5, CR1b*
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Wilson's Decision for War – Harry Elmer Barnes, Arthur S. Link, George F. Kennan, Arno J. Mayer, & Gordon Levin CR6, CR1c*
 - Guide to writing the DBQ: Making Use of the Documents CR1c CR 13, CR 14
- Test 18 – “The First World War” Map, Documents, Essay CR1b, CR7, CR10, CR11, CR12

Ch.31 “American Life in the Roaring Twenties” 1919-1929

- Textbook (American Pageant)
 - Makers of America: *The Poles (pg. 720) CR6, CR3, CR4*
 - Examining the Evidence: *The Jazz Singer 1927 (pg. 739) CR6, CR3, CR4*
 - Chronology Discussions (pg. 745) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Theodore Roosevelt Preaches “Americanism” (1915) (pg. 265) CR5, CR1b*
 - *Randolph Bourne Defends Cultural Pluralism (1916) (pg. 266) CR5, CR1b*
 - *A Methodist Editor Clears the Klan (1923) (pg. 276) CR5, CR1b*
 - *The Supreme Court Declares That Women Are Different from Men (1908) (pg. 286) CR5, CR1b*
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Chapter 32 “The Politics of Boom and Bust” 1920-1932

- Textbook (American Pageant)
 - Examining The Evidence: *Lampooning Hoover, 1932 (pg. 765) CR6, CR3, CR4*
 - Chronology Discussions (pg. 769) CR7
- Primary Source Analysis (American Spirit textbook)
 - *William Randolph Hearst Blasts Disarmament at Washington (1922) (pg. 291) CR5, CR1b*
 - *Japan Resents the Washington Setback (1922) (pg. 292) CR5, CR1b*
 - *Roosevelt Stresses Humanity (1932) (pg. 301) CR5, CR1b*
 - *Hoover Defends His Record (1932) (pg. 304) CR5, CR1b*
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *How conservative were the 1920s? – Frederick L. Allen, H.L. Mencken, and Sinclair Lewis, Arthur Shlesinger Jr., Richard Hofstadter, Alan Brinkley Et. Al CR6, CR1c*
 - Guide to writing the DBQ: Making Use of the Documents CR1c CR 13, CR 14

- Test 20 – “The Politics of the Roaring Twenties” Map, Cartoon, Essay CR1b, CR7, CR10, CR11, CR12

Ch. 33 The Great Depression and the New Deal 1933-1939

- Textbook (American Pageant)
 - Makers of America: *The Dust Bowl Migrants* (pg. 786) CR6, CR3, CR4
 - Varying Viewpoints: *How Radical was the New Deal?* (pg. 799) CR6, CR13
 - Chronology Discussions (pg. 799) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Cesar Chavez Gets Tractor off the Land* (1936) (pg. 307) CR5, CR1b
 - *Norman Thomas Proposes Socialism* (1934) (pg. 320) CR5, CR1b
 - *Roosevelt Dedicates Boulder (Hoover) Dam* (1935) (pg. 331) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Was the New Deal Conservative or Revolutionary?* – Arthur M. Shlesinger, William E. Leuchtenberg, & Carl Degler, CR6, CR1c
 - Guide to writing the DBQ: Making Use of the Documents CR1c CR 13, CR 14
- Test 21 – “The Depression Begins” Map, Document, Essay CR1b, CR7, CR10, CR11, CR12

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- Textbook (American Pageant)
 - Makers of America: *Refugees from the Holocaust* (pg. 808) CR6, CR3, CR4
 - Examining the Evidence: *Public Opinion Polling in the 1930s* (pg. 811) CR6, CR3, CR4
 - Chronology Discussions (pg. 820) CR7
- Primary Source Analysis (American Spirit textbook)
 - *Two Views of Isolationism* (1936, 1938) (pg. 341) CR5, CR1b
 - *Roosevelt Pleads for Repeal of the Arms Embargo* (1939) (pg. 343) CR5, CR1b
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 - *Togo Blames the United States* (1952) (pg. 357)
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *Could Pearl Harbor Have Been Avoided?* – Charles A. Beard, Gordon W. Prange, & John Toland CR6, CR1c
 - Guide to writing the DBQ: Making Use of the Documents CR1c CR 13, CR 14
- Test 22 – “World War Looms” Map, Graph, Essay CR1b, CR7, CR10, CR11, CR12

Chapter 35 “America in World War II” 1941-1945

- Textbook (American Pageant)
 - Makers of America: *The Japanese* (pg. 824) CR6, CR3, CR4
 - Examining the Evidence: *Franklin Roosevelt at Teheran* (pg. 839) CR6, CR3, CR4
 - Varying Viewpoints: *The Atomic Bombs: Were they justified?* (pg. 848) CR6, CR13
 - Chronology Discussions (pg. 820) CR7
- Primary Source Analysis (American Spirit textbook)
 - *The War Transforms the Economy* (1943) (pg.365) CR5, CR1b
 - *A Japanese American Is Convicted* (1943) (pg. 368) CR5, CR1b
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 - *Cordell Hull Opposes Unconditional Surrender* (1948) (pg. 383) CR5, CR1b
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- Textbook (American Pageant)
 - Examining the Evidence: *Advertising Prosperity* (pg. 855) CR6, CR3, CR4
 - Makers of America: *The Surbanites* (pg. 860) CR6, CR3, CR4
 - Varying Viewpoints: *Who Was to Blame for the Cold War?* (pg. 880) CR6, CR13
 - Chronology Discussions (pg. 881) CR7
- Primary Source Analysis (American Spirit textbook)
 - *The Move to Suburbia* (1954) (pg. 394) CR5, CR1b
 - *Franklin Roosevelt “Betrayed” China and Japan* (1945) (pg. 396) CR5, CR1b
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 - Historical Perspectives: *Who Started the Cold war? –Gar Alporovitz* CR6, CR1c
 - Guide to writing the DBQ: Making Use of the Documents CR1c CR 13, CR 14

Ch. 37 “The Eisenhower Era” 1952-1960s

- Textbook (American Pageant)
 - Makers of America: *The Great African American Migration* (pg. 892) CR6, CR3, CR4
 - Examining the Evidence: *The Shopping Mall as the new Town square, 1960* (pg. 905) CR6, CR3, CR4
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 - *Secretary John Foster Dulles Warns of Massive Retaliation (1954)* (pg. 430) CR5, CR1b
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 - Historical Perspectives: *A Silent Generation – William Oneil* CR6, CR1c
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- Textbook (American Pageant)
 - Examining the Evidence: *Conflicting Press “March on Washington,” 1963* (pg. 811) CR6, CR3, CR4
 - Varying Viewpoints: *The Sixties: Constructive or Destructive?* (pg. 936) CR6, CR13
 - Chronology Discussions (pg. 937) CR7
- Primary Source Analysis (American Spirit textbook)
 - *President Kennedy Proclaims a "Quarantine" (1962)* (pg. 464) CR5, CR1b
 - *Michael Harrington Discovers Another America (1962)* (pg. 469) CR5, CR1b
 - *Rosa Parks Keeps Her Seat (1955)* (pg. 474) CR5, CR1b
 - *President Johnson Supports Civil Rights (1965)* (pg. 486) CR5, CR1b
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 - Historical Perspectives: *Lessons of Vietnam – David Fromkin & James Chace* CR6, CR1c
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- Textbook (American Pageant)
 - Examining the Evidence: *The “Smoking gun” Tape, June 23, 1972* (pg. 951) CR6, CR3, CR4
 - Makers of America: *The Vietnamese* (pg. 954) CR6, CR3, CR4
 - Makers of America: *The Feminists* (pg. 958) CR6, CR3, CR4
 - Chronology Discussions (pg. 965) CR7
- Primary Source Analysis (American Spirit textbook)
 - *The President Defends His Incursion (1970)* (pg. 511) CR5, CR1b
 - *Nixon's Grand Plan in Foreign Policy (1968-1969)* (pg. 517) CR5, CR1b
 - *The National Org. for Women Proclaims the Rebirth of Feminism (1966)*(pg. 538) CR5, CR1b
- AP Exam Practice (quiz/assignments)
 - Historical Perspectives: *End of the Imperial Presidency? – Arthur Schlesinger, Jr.* CR6, CR1c
 - Guide to writing the DBQ: Making Use of the Documents CR1c CR 13, CR 14
- Test 26 – “The Vietnam War Years” Map, Chart, Essay CR1b, CR7, CR10, CR11, CR12

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- Textbook (American Pageant)
 - Varying Viewpoints: *Where Did Modern Conservatism Come from?* (pg. 987) CR6, CR3, CR4
 - Chronology Discussions (pg. 988) CR7
- Primary Source Analysis (American Spirit textbook)
 - *The Supply-Side Gospel (1984)* (pg. 550) CR5, CR1b
 - *Four Views on the End of the Cold War (1994)* (pg. 567) CR5, CR1b
 - *Editor Irving Kristol Defines Neoconservatism (1983)* (pg. 573) CR5, CR1b
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