

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

i **GOVERNOR LIVINGSTON HIGH SCHOOL**
(a) SOCIAL STUDIES

(i) **ADVANCED PLACEMENT U. S. HISTORY I:**

(ii) **EARLY HISTORY**

(iii) #0123

(iv) **ADVANCED PLACEMENT U. S. HISTORY II:**

(v) **MODERN HISTORY**

(vi) #0124

(a) Curriculum Guide

b. **September 2002**

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(i)

This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP).

Approved by the Berkeley Heights Board of Education
at the regular meeting held on _____.

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Addendum:*

New Jersey Core Curriculum Content Standards – Social Studies

New Jersey Core Curriculum Content Standards – Workplace Readiness

New Jersey Core Curriculum Standards may be viewed at www.nj.state.us

American History Videos

Advanced Placement United States History Sample Tests

PHILOSOPHY/RATIONALE

The Advanced Placement United States History course is a two year sequence and consists of Advanced Placement United States History 1: Early History, and Advanced Placement United States History 2: Modern History. It is offered to qualified students during grades 10 and 11. The A. P. seminars present the student with a rigorous in-depth study of our national history using a college level text, monographic, and primary source materials. Emphasis is placed on well-reasoned, argued, and supported historical analysis as well as a broad knowledge of history. Students write document based essays and thesis papers based on extensive reading and research. The course is broken down into seven chronological units that cover the pre-Columbian period to the modern day. There is an eighth unit of directed research in American History required at the end of the Advanced Placement United States History II course. In addition to preparing students to take the National Advanced Placement Exam, all units are devised to meet the New Jersey Social Studies Core Curriculum Standards as well as to increase knowledge of social studies, and to provide students with opportunities to apply this knowledge in new and challenging situations.

The curriculum also addresses the tasks of the High School Proficiency Assessment (HSPA), and includes many skills suggested by the national standards. These include, but are not limited to, reading, study, research, technical, and critical thinking skills. These skills are developed throughout the year. The curriculum provides opportunity to practice many of the skills contained in the Workplace Readiness Standards. The social studies curriculum provides consistent and enriched teaching and learning of content and skills throughout high school.

It is the purpose of the Advanced Placement United States History I and II courses to prepare students to perform at higher levels of historical study in the high school and beyond. The ultimate goal of these courses is to educate students to become informed citizens of the United States

COURSE PROFICIENCIES

COURSE OBJECTIVES

- I. Examine the formation of the American colonial experience, culture, and character from its foundation to the American Revolution. (6.1 A3-6, C5, D1; 6.3 F2, C1, D1,2; 6.5 E1, F1; 6.6 A1, F1; 6.7 A1; 6.8 A1,2; 8.1 B1-3; 8.2 A3, B3; 8.3 A1; 8.4 A1-4, B2, C1,2, D1; 8.6 A3,8-11)
 - A. Interpret European contact, conquest, and colonization of the Americas.
 - B. Appraise the early American colonial experience.
 - C. Survey early American society and culture.
 - D. Determine the strengths and weaknesses of England's American Empire.
 - E. Assess the struggles facing the colonists through the course of the Revolution, and in the creation of a new nation.

- II. Analyze the creation of the American Republic and the growth of America's political, economic, and cultural identity. (6.1 A2-6, B1-3, C2,4,5, E1,2; 6.2 2-4; 6.4 E1; 6.5 G1,2; 6.6 D1, F1; 6.7 A3, D1-5; 6.8 A1,2; 8.1 B1-3; 8.2 A3, B3; 8.3 A1; 8.4 A1-4, B2, C1,2, D1; 8.6 A3,8-11)
 - A. Examine the formulation of the Constitution and the development of the New Republic.
 - B. Assess the Jeffersonian Era in the development of American democracy.
 - C. Discuss the growth of both sectionalism and nationalism in America.
 - D. Examine the Presidency of Andrew Jackson and his impact upon American democracy.
 - E. Assess American economic development during the antebellum period.

- III. Evaluate the causes, course, and consequences of the American Civil War and how the nation attempted to solve the problems of Reconstruction and civil rights. (6.1 A2,5,6, B2,3, C2,4,5; 6.4 F1-3, G1,2; 6.5 H1-3, I1; 6.6 F1; 6.7 A3, D1-5; 6.8 A1,2; 8.1 B1-3; 8.2 A3, B3; 8.3 A1; 8.4 A1-4, B2, C1,2, D1; 8.6 A3,8-11)
 - A. Examine the political, economic, and social structure of the Old South.
 - B. Analyze antebellum culture and reform movements.
 - C. Analyze the events and circumstances that accelerate America toward Civil War.
 - D. Analyze the course of the American Civil War.
 - E. Examine the social, political, and economic consequences of the Civil War.

- IV. Chart the industrial, technological, and economic development of the United States, and evaluate its impact upon the formation of American politics, culture, and society. (6.1 A2,5,6, B2,3, C2,4,5; 6.2 2-4; 6.3 2-4; 6.3 F3; 6.4 H1,2, I1; 6.5 J1-3; 6.6 B1, F1; 6.7 A3, D1-5; 6.8 A1,2; 8.1 B1-3; 8.2 A3, B3; 8.3 A1; 8.4 A1-4, B2, C1,2, D1; 8.6 A3,8-11).

COURSE PROFICIENCIES (continued)

- A. Understand the social, political, and economic motivations for Western migration.
 - B. Analyze the causes and consequences of the Second Industrial Revolution.
 - C. Map the development of American cities.
 - D. Survey politics in the Gilded Age.
 - E. Analyze the motivations, form, and impact of the Progressive movement.
- V. Assess the emergence of the United States as a great power upon the world stage and examine how these changes challenged and changed the American political, social, economic, and cultural experience. (6.1 A2,5,6; 6.3 G1,3; 6.4 I1-4; 6.5 K1,2; 6.6 B1, C2, F1; 6.7 A3, B1, D1-5; 6.8 A1,2; 8.1 B1-3; 8.2 A3, B3; 8.3 A1; 8.4 A1-4, B2, C1,2, D1; 8.6 A3,8-11)
- A. Analyze the motivations, form, and impact of the Progressive movement.
 - B. Assess the strengths and weaknesses of American imperialism.
 - C. Evaluate the presidencies of Theodore Roosevelt, Taft, and Wilson.
 - D. Analyze the causes, course, and consequences of the First World War.
 - E. Evaluate American society in the 1920's.
- VI. Investigate the events that led to the United States growth from great power to superpower upon the world stage, and the impact of global responsibilities upon America's political, social, economic, and cultural identity. (6.1 A1,2,6, B2,3 C2-5,7; 6.2 2-4; 6.3 F5, G3-5; 6.4 J1,2; 6.5 K3, L1,2; 6.6 A1, B1, C1,3,4 D1, E1, F1; 6.7 A3, D1-5; 6.8 A1,2, B1,2; 8.1 B1-3; 8.2 A3, B3; 8.3 A1; 8.4 A1-4, B2, C1,2, D1; 8.6 A3,8-11)
- A. Interpret America's experience in the Great Depression.
 - B. Evaluate the New Deal.
 - C. Trace American foreign policy from 1921-1941.
 - D. Analyze the causes, course, and consequences of America's involvement in World War II.
 - E. Assess the evolution and ideologies of the Cold War.
- VII. Assess the manner in which American democracy has responded to the challenges of technological, societal, political, and economic global leadership at the end of the twentieth century. (6.1 A2,5,6, B2, C2-5,7; 6.2 2-4; 6.3 F5, G3-5; 6.4 J1,2; 6.5 K3, L1,2; 6.6 A1, B1, C1,3,4 D1, E1, F1; 6.7 A3, D1-5; 6.8 A1,2, B1, 2; 8.1 B1-3, 8.2 A3, B3; 8.3 A1; 8.4 A1-4, B2, C1,2, D1; 8.6 A3,8-11)
- A. Evaluate The Eisenhower Presidency.
 - B. Assess the major foreign and domestic challenges of the period 1960-1968.
 - C. Analyze the foreign and domestic policies of the Nixon Administration.

COURSE PROFICIENCIES (continued)

- D. Evaluate the impact and response of American politics to Watergate. (1973-1984)
 - E. Assess the challenges and responses of the United States to crises at the end of the twentieth century.
- VIII. Participate in an in-depth group research of a person/topic/event in American History: colonial to the present to produce a final presentation. (6.1 C1,8, D1, E1-3; 6.4 L1; 8.1 B1-3; 8.2 A3, B3; 8.3 A1; 8.4 A1-4, B2, C1,2 D1; 8.6 A3, 8-11)

STUDENT PROFICIENCIES

The students will be able to:

1. Identify, explain, and analyze significant historical, social, and political trends. (6.4/K3,6,5, M1,2)
2. Summarize, categorize, analyze, and evaluate information in multiple forms. (6.1/A6; 6.8/A1,2)
3. Draw informed and accurate conclusions using primary source data. (6.8/A2)
4. Identify and assess cause and effect relationships. (6.3/G4)
5. Draw inferences and predict outcomes. (6.8/A1)
6. Evaluate various sources of information to detect bias and analyze credibility.
7. Enhance problem-solving skills.
8. Critically interpret statistical, graphic, and economic data and draw accurate conclusions. (6.6/A1, C1-4)
9. Create graphic representations of key events, concepts, and/or trends.
10. Identify alternative courses of action and predict consequences.
11. Evaluate the impact of a leader's personality upon decision-making. (6.1/E3)
12. Use tools of economic analysis to predict outcomes. (6.6/A1, C3, D1, F1,2)
13. Foster group process and decision-making skills.
14. Interpret information to develop an understanding of the complexities involved in meeting the needs of a diverse population. (6.8/C2-5)
15. Identify situations in which social, political, and/or legal action is needed. (6.8/C2-5)
16. Participate in decision-making activities that promote consensus, tolerance, and interpersonal effectiveness. (6.8/C1-5)
17. Continue to develop research and productivity skills using computers, software, and the Internet.
18. Combine critical concepts into an informed conclusion.
19. Continue to develop public presentation and speaking skills by presenting individual, and/or group reports.
20. Continue to build skills in written expression by creating papers and projects of varying lengths and formats.

METHODS OF EVALUATION

1. Teacher observation/questioning/monitoring.
2. Teacher developed tests and quizzes.
3. Publisher developed tests and quizzes.
4. Summer reading and writing assignments.
5. Directed research assignments.
6. Homework and class work.
7. Class participation.
8. Activities and projects.
9. Notebooks, journals, and portfolios.
10. Performance assessments.
11. Self-assessment.

SCOPE AND SEQUENCE
COURSE OUTLINE/STUDENT OBJECTIVES

The student will be able to:

N. J. Core Curriculum Standards	Indicators	Course Outline/Student Objectives
6.1 6.3 6.4 6.5 6.6 6.7 6.8 8.1 8.2 8.3 8.4 8.6	A3-6 C5 D1 F2 C1 D1,2 E1 F1 A1 F1 A3 A1,2 B1-3 A3 B3 A1 A1-4 B2 C1,2 D1 A3,8-11	I. America to the American Revolution (1492-1776) (9 weeks) A. Interpret European Contact, Conquest, and Colonization of the Americas 1. Understand the social, political, and economic conditions in Europe in 1492 2. Examine the reasons for the success of the conquest of New Spain 3. Analyze the impact of interaction through an examination of the Colombian exchange 4. Outline the various methods of English, French, and Dutch colonization B. Appraise the Early American Colonial Experience. 1. Classify the colonial experience of the Chesapeake colonies 2. Outline the colonial experience of the New England colonies 3. Illustrate the colonial experience of the Restoration colonies 4. Evaluate the development of England’s American Empire C. Survey Early American Society and Culture 1. Interpret the population demographics of early colonial colonies 2. Identify the economic models employed in the American colonies 3. Compare and contrast plantation society with Puritan New England 4. Investigate the causes and consequences of the witchcraft phenomena. 5. Distinguish the trends of intellectual history in early America 6. Identify the origins and results of the Great Awakening D. Determine the Strengths and Weaknesses of England’s American Empire 1. Evaluate the consequences of neglect 2. Analyze the course and results of the

		<p>I. America to the American Revolution (1492 1776) (continued)</p> <p>Anglo-French conflict</p> <ol style="list-style-type: none"> 3. Elaborate upon the crises facing England following the Seven Years' War 4. Categorize the causes of the American Revolution <p>E. Assess the Struggles Facing the Colonists Through the Course of the Revolution and in the Creation of a New Nation</p> <ol style="list-style-type: none"> 1. Define the military and political objectives of both sides of the American Revolutionary War 2. Examine the major campaigns of the American Revolutionary War. 3. Discuss the societal divisions caused by the American Revolutionary War 4. Analyze the differing governmental solutions proposed and implemented before the adoption of the Constitution
<p>6.1</p> <p>6.2</p> <p>6.4</p> <p>6.5</p> <p>6.6</p> <p>6.7</p> <p>6.8</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.6</p>	<p>A2-6</p> <p>B1-3</p> <p>C2,4,5</p> <p>E1,2</p> <p>2-4</p> <p>E1</p> <p>G1,2</p> <p>D1</p> <p>F1</p> <p>A3</p> <p>D1-5</p> <p>A1,2</p> <p>B1-3</p> <p>A3</p> <p>B3</p> <p>A1</p> <p>A 1-4</p> <p>B2</p> <p>C1,2</p> <p>D1</p> <p>A3,8-11</p>	<p>II. The Early Republic (9 Weeks)</p> <p>A. Examine the Formulation of the Constitution and the Development of the New Republic</p> <ol style="list-style-type: none"> 1. Analyze the forces that shaped the creation of the Constitution 2. Chart the beginnings of the two-party system 3. Examine the beliefs of the Federalist and Republican Parties 4. Evaluate the way in which the new American government dealt with the issues of sovereignty. 5. Classify the effects of a democratic election as a "bloodless revolution" <ol style="list-style-type: none"> a. identify problems facing the American government due to the French Revolution b. examine the Alien and Sedition Acts as a challenge to the Constitution c. assess the Virginia and Kentucky resolutions d. chart the election of 1800 <p>B. Assess the Jeffersonian Era in the Development of American Democracy</p> <ol style="list-style-type: none"> 1. Define the development of American character and culture 2. Illustrate the development of American

		<p>II. The Early Republic (continued)</p> <p>industrial growth</p> <ol style="list-style-type: none"> 3. Evaluate the presidency of Thomas Jefferson 4. Debate the powers of the American president <ol style="list-style-type: none"> a. examine territorial expansion b. investigate war powers 5. Analyze the cause, course, and consequence of the War of 1812 <p>C. Discuss the Growth of Both Sectionalism and Nationalism in America</p> <ol style="list-style-type: none"> 1. Chart the economic development of the United States by section 2. Map the immigration and migration patterns of antebellum America 3. Judge the “Era of Good Feelings” 4. Assess the issues that deepen sectional rifts <ol style="list-style-type: none"> a. dissect the Missouri Compromise b. categorize the rulings of the Marshall court 5. Predict the impact of the Monroe Doctrine 6. Assess the Election of 1824 7. Evaluate the Presidency of John Quincy Adams <p>D. Examine the Presidency of Andrew Jackson and his Impact Upon American Democracy</p> <ol style="list-style-type: none"> 1. Elaborate upon the rise of mass politics 2. Analyze the Nullification Crisis <ol style="list-style-type: none"> a. define Nullification b. predict the consequences of the Nullification argument 3. Discuss the pattern of America’s interaction with Native Americans 4. Explain the War on the Bank <ol style="list-style-type: none"> a. define the function of a bank b. understand the creation of the national bank c. discuss the politics of the War on the Bank d. compare and contrast the personalities of the major players of the War on the Bank 5. Evaluate the rise of the Whig Party <p>E. Assess American Economic Development During the Antebellum Period</p>
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		<p>II. The Early Republic (continued)</p> <ol style="list-style-type: none"> 1. Chart the changing population demographics of America 2. Trace the impact of the Transportation, Communication, and Technological Revolutions 3. Examine the rise of American commercial and industrial systems 4. Examine American class and economic structures <ol style="list-style-type: none"> a. compare and contrast the factory system with the artisan tradition b. discuss the impact of immigration upon the American work force c. analyze the formation of American class structure d. debate the changing role of women 5. Dissect life in the agricultural north
<p>6.1</p> <p>6.4</p> <p>6.5</p> <p>6.6</p> <p>6.7</p> <p>6.8</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.6</p>	<p>A2,5,6</p> <p>B2,3</p> <p>C2,4,5</p> <p>F1-3</p> <p>G1,2</p> <p>H1-3</p> <p>I1</p> <p>F1</p> <p>A3</p> <p>D1-5</p> <p>A1,2</p> <p>B1-3</p> <p>A3</p> <p>B3</p> <p>A1</p> <p>A1-4</p> <p>B2</p> <p>C1,2</p> <p>D1</p> <p>A3,8-11</p>	<p>III. The American Civil War and Reconstruction (9 weeks)</p> <p>A. Examine the Political, Economic, and Social Structure of the Old South</p> <ol style="list-style-type: none"> 1. Explain the role of cotton upon the southern economy 2. Discuss the social class system found among whites in the south 3. Trace the evolution of American slavery as “a peculiar institution” 4. Evaluate the unique culture developed by African-Americans in response to the conditions of slavery <p>B. Analyze Antebellum Culture and Reform Movements</p> <ol style="list-style-type: none"> 1. Appraise the growth and development of the American intellectual experience 2. Elaborate upon America’s reforming impulse and the development of specific reform movements 3. Chart the foundations of the abolitionist movements <p>C. Analyze the Events and Circumstances That Accelerate America Toward Civil War</p> <ol style="list-style-type: none"> 1. Debate the issues of Manifest Destiny 2. Map American expansion as a result of Manifest Destiny 3. Measure the consequences of the Mexican War

		<p>III. The American Civil War and Reconstruction (continued)</p> <ol style="list-style-type: none"> 4. Examine the rising tide of sectionalism and the social, political, and economic consequences of the expansion of slavery 5. Discuss the acceleration of events that lead to secession <ol style="list-style-type: none"> a. describe the economic and political plans for the development of the trans-continental railroad b. dissect the Kansas-Nebraska Act c. interpret the personalities and events involved with “Bleeding Kansas” d. compare and contrast the free-soil movement with the pro-slavery argument for the territories e. examine the final political maneuverings that lead to secession <p>D. Analyze the Course of the American Civil War</p> <ol style="list-style-type: none"> 1. Compare and contrast the relative advantages and disadvantages of both the north and south 2. Chart the home front issues and goals of the North and South during the Civil War 3. Evaluate the diplomatic concerns facing both the north and south 4. Map the campaign, battles, and personalities of the American Civil War <p>E. Examine the Social, Political, and Economic Consequences of the Civil War</p> <ol style="list-style-type: none"> 1. Chart the problems and plans of Reconstruction 2. Define the goals and personalities of radical Reconstruction 3. Analyze the impact of Reconstruction upon all aspects of southern society 4. Evaluate the impact of presidential politics upon Reconstruction 5. Inspect the events that lead to the end of Reconstruction 6. Describe the birth of the “New South”
6.1	A2,5,6 B2,3 C2,4,5	<p>IV. The Emergence of the Modern Nation (1877-1920)</p> <p>A. Understand the Social, Political, and Economic Motivations for Western</p>

6.2	2-4	<p>IV. The Emergence of the Modern Nation (1877-1920) (continued)</p> <p>Migration</p> <ol style="list-style-type: none"> 1. Evaluate western economic and social structure 2. Inspect the mythology of the West 3. Trace the closing of the frontier and the end of independent Indian nations 4. Map the rise and decline of the western farmer <p>B. Analyze the Causes and Consequences of the Second Industrial Revolution</p> <ol style="list-style-type: none"> 1. Chart the causes of industrial growth in early modern America 2. Define capitalism 3. Examine the political, social, and economic impact of capitalism 4. Survey the birth of the industrial worker as a social, political, and economic unit 5. Dissect the foundations of the new industrial economy and predict possible consequences <p>C. Map the Development of American Cities</p> <ol style="list-style-type: none"> 1. Assess the relationship of technology, industrialization, and urbanization 2. Illustrate the American urban landscape 3. Discuss the strengths and weaknesses of urbanization 4. Evaluate the social, political, and economic impact of urbanization <ol style="list-style-type: none"> a. outline the origins of mass consumption b. define leisure time and its impact on urban America c. relate the unique development of American urban culture <p>D. Survey Politics in the Gilded Age</p> <ol style="list-style-type: none"> 1. Define the Gilded Age 2. Chart the political structure of the Gilded Age <ol style="list-style-type: none"> a. look at patronage b. describe bossism c. examine corruption 3. Summarize the causes and consequences of American agrarian discontent
6.3	F3	
6.4	H1,2 I1	
6.5	J1-3	
6.6	B1 F1	
6.7	A3 D1-5	
6.8	A1,2	
8.1	B1-3	
8.2	A3 B3	
8.3	A1	
8.4	A1-4 B2 C1,2 D1	
8.6	A3,8-11	

		<p>IV. The Emergence of the Modern Nation (1877-1920) (continued)</p> <ol style="list-style-type: none"> 4. Evaluate the economic crises of the 1890s 5. Discuss the impact of economic crisis upon politics 6. Compare and contrast free silver and gold standard positions <p>E. Analyze the Motivations, Form, and Impact of the Progressive Movement</p> <ol style="list-style-type: none"> 1. Define Progressivism 2. Discuss the role of women in the reform movements 3. Appraise the impact of the Progressive Era upon party politics 4. Chart the different sources of Progressive reform 5. Compare and contrast the success of social and political reform movements
<p>6.1</p> <p>6.3</p> <p>6.4</p> <p>6.5</p> <p>6.6</p> <p>6.7</p> <p>6.8</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.6</p>	<p>A2,5,6</p> <p>B2,3</p> <p>C2-5</p> <p>G1,3</p> <p>I1-4</p> <p>K1,2</p> <p>B1</p> <p>C2</p> <p>F1</p> <p>A3</p> <p>B1</p> <p>D1-5</p> <p>A1,2</p> <p>B1-3</p> <p>A3</p> <p>B3</p> <p>A1</p> <p>A 1-4</p> <p>B 2</p> <p>C1,2</p> <p>D1</p> <p>A3,8-11</p>	<p>V. Onto the World Stage (1890-1929) (9 Weeks)</p> <p>A. Analyze the Motivations, Form, and Impact of the Progressive Movement</p> <ol style="list-style-type: none"> 1. Define Progressivism 2. Discuss the roles of women in the reform movement 3. Appraise the impact of the Progressive Era upon party politics 4. Chart the different sources of Progressive reform 5. Compare and contrast the success of social and political reform movements <p>B. Assess the Strengths and Weaknesses of American Imperialism</p> <ol style="list-style-type: none"> 1. Define Manifest Destiny 2. Examine the causes and consequences of the Spanish-American War 3. Discuss the dilemma of an imperial republic 4. Compare and contrast the American policies towards Puerto Rico, the Philippines, and Cuba <p>C. Evaluate the presidencies of Theodore Roosevelt, Taft, and Wilson.</p> <ol style="list-style-type: none"> 1. Analyze the domestic goals and policies of T. Roosevelt's administration <ol style="list-style-type: none"> a. describe trust-busting b. look at conservation 2. Critique the foreign policy of the T.

		<p>V. Onto the World Stage (1890-1929) (continued) Roosevelt administration</p> <ol style="list-style-type: none"> 3. Predict the lasting impact of the T. Roosevelt administration on the office of the president 4. Inspect the domestic and foreign policy of the Taft administration 5. Chart the election of 1912 and the consequences of the Republican Party schism 6. Evaluate the domestic policy of the Wilson administration 7. Compare and contrast the policies and personalities of T. Roosevelt, Taft and Wilson <p>D. Analyze the Causes, Course and Consequences of the First World War</p> <ol style="list-style-type: none"> 1. Determine the causes of the First World War 2. Trace the path of American isolation from its origins to entry into the war 3. Discuss the impact of total modern war upon American society 4. Evaluate the positions and motivations of the major players at the Versailles conference 5. Chart the significant clauses of the Versailles Treaty 6. Determine the reasons for the failure of the Versailles Conference <p>E. Evaluate American Society in the 1920's.</p> <ol style="list-style-type: none"> 1. Assess the state of the post-war American economy 2. Examine the changing American cultural scene of the 1920's and 1930's 3. Analyze both positive and negative responses to the "age of anxiety" 4. Chart the course of American government and its interaction with business through the 1920's and 1930's
6.1	A2,5,6 B2,3 C2-5,7	<p>VI. The Crucible: Domestic and Foreign (1929-1952) (9 Weeks)</p> <p>A. Interpret America's Experience in the Great Depression</p> <ol style="list-style-type: none"> 1. Identify the causes of the Great Depression 2. Elaborate upon the impact of the Depression on the American public
6.2	2-4	
6.3	F5	
6.4	G3-5 J1,2	

6.5	K3 L1,2	<p>VI. The Crucible: Domestic and Foreign (1929-1952) (continued)</p> <ol style="list-style-type: none"> 3. Assess the impact of the Depression upon American culture 4. Survey the popular protest movements caused by the Depression 5. Chart the government's responses to the Great Depression during the Hoover administration <p>B. Evaluate the New Deal</p> <ol style="list-style-type: none"> 1. Outline the goals of the New Deal 2. Chart the legislation of the New Deal and rate its effectiveness 3. Analyze the challenges and responses to New Deal programs 4. Assess the legacy of the New Deal 5. Predict the long-term consequences of the New Deal legislation on American government and society <p>C. Trace American Foreign Policy from 1921-1941</p> <ol style="list-style-type: none"> 1. Determine American foreign policy under Harding and Coolidge 2. Evaluate the state of the global economy in the 1920's 3. Examine the impact of the Great Depression on the economic and political structure of key foreign powers 4. Chart the various political responses to the Depression in key foreign powers 5. Define and assess America's Good Neighbor policy 6. Chart the evolution of American isolationism in the 1920's and 1930's 7. Assess American neutrality policy 8. Outline the progression of hostility between the United States and the Empire of Japan <p>D. Analyze the Causes, Course, and Consequences of America's Involvement in World War II</p> <ol style="list-style-type: none"> 1. Evaluate the goals and strategies of all the major powers in World War II 2. Map the course of the Pacific campaign 3. Map the course of the European campaign 4. Assess the impact of World War II on American society and culture
6.6	A1 B1 C1,3,4 D1 E1 F1	
6.7	A3 D1-5	
6.8	A1,2	
8.1	B1,2 B1-3	
8.2	A3 B3	
8.3	A1	
8.4	A1-4 B2 C1,2 D1	
8.6	A3,8-11	

		<p>VI. The Crucible: Domestic and Foreign (1929-1952) (continued)</p> <ol style="list-style-type: none"> 5. Investigate the motivations, personalities, and conflicts of the Allied leaders 6. Determine the reasons for the deterioration of Allied unity that led to the Cold War 7. Examine the goals, scope, and justification for the Manhattan Project and the dropping of the atomic bomb on Japan <p>E. Assess the Evolution and Ideologies of the Cold War</p> <ol style="list-style-type: none"> 1. Explain the origins of Soviet-American tensions 2. Chart the arenas of Cold War conflict from 1945-1952 including China, Europe, United Nations, Korea, and Third World nations 3. Analyze the development of American responses to the Cold War from 1945-1952 <ol style="list-style-type: none"> a. review Containment b. explain the Marshall Plan c. describe NATO 4. Analyze the causes, course, and consequences of the Korean conflict 5. Inspect American post-war society and culture from 1945-1952 6. Evaluate the causes, motivations, players, and results of the Red Scare from 1945-1952
<p>6.1</p> <p>6.3</p> <p>6.4</p> <p>6.5</p> <p>6.6</p>	<p>A2,5,6</p> <p>B2,3</p> <p>C1-8</p> <p>D2</p> <p>E1-3</p> <p>H1,2,6,7</p> <p>K1-3</p> <p>L1</p> <p>M1,2</p> <p>N1,2</p> <p>A1</p> <p>B1</p> <p>C3,4</p> <p>D1</p> <p>E1</p>	<p>VII. America the Superpower (1952 to the present) (9 weeks)</p> <p>A. Evaluate the Eisenhower Presidency</p> <ol style="list-style-type: none"> 1. Appraise the Economic Boom of the 1950s 2. Assess the impact of wealth on American society and culture 3. Chart the origins of the technological revolution 4. Discover and discuss the marginalized aspects of American society of the 1950s 5. Determine the origins of the American Civil Rights Movement 6. Judge the effectiveness of Eisenhower's foreign and domestic policies

<p>6.7</p> <p>6.8</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.6</p>	<p>F1</p> <p>A3</p> <p>D1-5</p> <p>E1-5</p> <p>A1,2</p> <p>B1-3</p> <p>C1-5</p> <p>B1-3</p> <p>A3</p> <p>B3</p> <p>A1</p> <p>A1-4</p> <p>B2</p> <p>C1,2</p> <p>D1</p> <p>A3,8-11</p>	<p>VII. America the Superpower (1952 to the present) (continued)</p> <p>B. Assess the Major Foreign and Domestic Challenges of the Period 1960-1968</p> <ol style="list-style-type: none"> 1. Chart the major issues and personalities of the election of 1960 2. Compare and contrast the development of the New Frontier and the Great Society 3. Analyze the different approaches towards the fight for equality 4. Evaluate the foreign policy of the Kennedy and Johnson administrations towards the Cold War 5. Outline the course of American involvement in Vietnam 6. Determine and interpret America's goals and strategies in Vietnam to 1968 7. Examine the major foreign and domestic crises of 1968 <p>C. Analyze the Foreign and Domestic Policies of the Nixon Administration</p> <ol style="list-style-type: none"> 1. Chart the progression of the various equality movements 2. Outline the process of America's withdrawal from Vietnam 3. Assess the success of the Nixon administration's foreign policy goals and initiatives 4. Evaluate the economic and domestic policies of the Nixon administration 5. Investigate the fall of Nixon and the implications of the Watergate scandal for the office of the presidency <p>D. Evaluate the Impact and Response of American Politics to Watergate. (1973-1984)</p> <ol style="list-style-type: none"> 1. Determine the foreign and domestic policies of the Ford and Carter administrations 2. Examine the causes and consequences of the birth of the New American Right 3. Analyze the political, economic, and social policies of Reagan's first term <p>E. Assess the Challenges and Responses of the United States to Crises of the End of the Twentieth Century</p> <ol style="list-style-type: none"> 1. Chart the causes, motivations, and
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		<p>VII. America the Superpower (1952 to the present) (continued)</p> <p>personalities of the major players on the end of the Cold War</p> <p>2. Analyze the foreign and domestic initiatives of the G. Bush and Clinton administrations</p> <p>3. Examine the major foreign and domestic challenges facing the United States at the end of the Twentieth Century including political, social, economic, technological issues</p>
<p>6.1</p> <p>6.4</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.6</p>	<p>C1,8</p> <p>D2</p> <p>E1-3</p> <p>L1</p> <p>B1-3</p> <p>A3</p> <p>B3</p> <p>A1</p> <p>A1-4</p> <p>B2</p> <p>C1,2</p> <p>D1</p> <p>A3,8-11</p>	<p>VIII. In depth research of a person/topic/event of American History: colonial to the present</p>

RESOURCES/ACTIVITIES GUIDE

ACTIVITY: EVALUATING ART EXAMPLES

OBJECTIVE: To draw conclusions about life in the US during the first half of the 19th century based upon the lithographs of Currier and Ives.

RESOURCES:

Copies of a series of Currier and Ives prints (postcards??)
Copies of various Currier and Ives print books available in neighboring libraries
Chronicles of America
World of Currier and Ives
Printmakers to the American People

PROCEDURE:

Provide the students with a bit of background on Currier and Ives, leading lithographers of the period. Explain the lithography process and why it was such a successful art form during the nineteenth century. Divide the students into small groups of three or four (depending on the resources available).

Provide each student with a copy of one of the Currier and Ives' print books, or with individual copies of fifteen or twenty Currier and Ives prints. Also give each student or group a list of questions to be answered based upon the various prints. Sample questions might include:

1. How were women viewed by Currier and Ives?
2. How were men viewed by Currier and Ives?
3. What favorite pastimes were depicted by Currier and Ives?
4. How were most homes pictured?
5. What were popular forms of transportation of the day?
6. What occupations were depicted in Currier and Ives prints?
7. What kinds of clothes were worn by the different genders?
8. How were children perceived by Currier and Ives?
9. What characteristics do the Currier and Ives prints have in common?
10. What differences between colonial times and the nineteenth century are illustrated by Currier and Ives?
11. Which sections of the country did Currier and Ives illustrate?
12. Why did Currier and Ives depict what they did?

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: BIO-POEM OR BIO-BOARD

OBJECTIVE: To research a specific reformer and creatively represent his/her philosophy

RESOURCES:

IMC and Internet resources

2' x 3' presentation boards (available in most office supply stores)

push pins

PROCEDURES:

Each student will be asked to research a specific reformer and his/her goals and methods. Based upon the student's research, he/she will create a bio-poem for contribution to a bio-board of similar reformers. Individual students' requirements include:

1. Research the individual assigned to determine his/her major interests, accomplishments, quotations, and impact on the public's attitudes or policies. In researching, the student should keep in mind:
 - a. Each student will need a picture (preferably head and shoulders) of his/her character. If none is available, the student will have to draw a caricature!
 - b. Each student will need at least one direct quotation from his/her character. The student should check primary sources as well as Bartlett's Familiar Quotations for a suitable quotation. If all else fails, the student will need to paraphrase his or her character's philosophy.
 - c. Each student will need personal background information, but the majority of the student's research should center upon what the individual reformer wanted to do and what he/she was ultimately able to accomplish.
2. Upon completion of the research, the student will create a bio-poem, which meets the following requirements:
 - a. The poem must be no larger than 8-1/2" x 11". Orientation may be horizontal or vertical.
 - b. A portrait of the individual must be included on the 8-1/2" x 11" inch paper.
 - c. The poem must follow the sample format presented. It **does not have to rhyme.**
3. Lastly, the student should generate five questions, each on an individual 3 x 5 index card. The question (any format except true or false) should be on the lined side of the card and the answer should be on the back. A fifty-question quiz should be created from the students' questions. The quiz should be designed for one period. The students may or may not have access to the bio-boards at the discretion of the teacher.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: BIO-POEM OR BIO-BOARD (continued)

Once all the poems are completed, each student should read his or her poem to the class and then tack it to the appropriate bio-board. Bio-boards can be divided into such areas as educational reform, health reforms, literary reforms, temperance reforms, etc.

Evaluation should be based upon:

- a. ability to follow directions
- b. neatness and readability of the poem
- c. accuracy of information concerning the reformer
- d. creativity
- e. quiz grade

This activity may be used at various times throughout the year and could include social reformers, political reformers, or candidates, etc. A sample list for the period of the 1840s and 1850s follows:

Grimke sisters
Walt Whitman
John Humphrey Noyes
William Lloyd Garrison
Henry David Thoreau
Robert Owen
Lucretia Mott
Mother Anne Lee or Mother Lucy Wright
George Riply
Sylvester Graham
Henry Barnard
Lucy Stone
Amelia Bloomer
Catherine Beecher
Emma Willard
Charles Finney
Washington Irving

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: BIO-POEM OR BIO-BOARD (continued)

SAMPLE BIO- POEM

- Line 1 First name (all capitals)
- Line 2 Title/career description
- Line 3 Four words to describe the person
- Line 4 Three things or ideas he/she loved
- Line 5 One or more things he/she believed in
- Line 6 Three things he/she wanted
- Line 7 Three methods he/she used
- Line 8 Three things he/she gave to society
- Line 9 A direct quotation
- Line 10 Last name (all capitals)

BENJAMIN

Renaissance Man

Printer, scientist, statesman, author

Lover of difficult literature, scientific experiments, and public service

Who believed in a united front for nearly all aspects of life

Who wanted to be a printer

Who wanted solidarity

And self government

Who used his writings to remedy himself and inform others

His experiments to prove himself and improve ideas,

And his influence to assist the country in achieving its goals

Who gave guidance to his son

Who gave the world new technologies,

Who gave America a Declaration, an alliance, a treaty and a Constitution

Who said, "Modest and sensible men

Who do not love disputation,

Will leave you undisturbed in the

Possession of your errors."

FRANKLIN

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: CONSENSUS SEEKING ACTIVITIES

OBJECTIVE: To brainstorm in small groups and to achieve consensus on controversial issues.

RESOURCES:

Textbook readings
IMC resources if desired

PROCEDURE:

Students should be divided into small groups of three or four for initial brainstorming and discussion. Then, these small groups should be rearranged (Jigsaw) so that one member of each group is associated with one member from each of the other groups. Each individual is responsible for representing his/her group but also for ultimately reaching consensus on a particular issue.

This activity can be very helpful in reviewing key topics or events in history. For instance, the groups can discuss the causes of the War of 1812 and ultimately reach consensus on how best to alleviate the points of irritation. Four subgroups can be established to discuss each of the primary causes of war: problems with the Indians, violation of neutral rights, war fever among the War Hawks, and the desire to acquire foreign lands. In each group the students should define their ultimate goals and then brainstorm various ways to achieve those goals. Again, students should not evaluate any of the suggestions, but simply creatively list alternatives. Then, the groups can be rearranged and individuals can discuss their goals and the various alternatives available to them. Hopefully, students will realize that other alternatives exist besides war. Final class discussion should evaluate why war was seen as the ultimate resolution of the problems.

The activity can also be used to summarize and evaluate Unit III: the New Republic. In this case students are asked to nominate American individuals who should be memorialized on a monument to nationalism (to commemorate the fiftieth anniversary of the Declaration of Independence). All nominations should be listed on the board and following a brief discussion should be narrowed to a field of three or four candidates. Small groups should be established to formulate a formal nomination for their candidate as assigned. Then groups should be reorganized to include a nominator for each candidate. Within these groups the students must reach consensus on one nominee and justify their decision. This activity allows the students to review the philosophy and policies of several key individuals in Unit III.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: ROLE PLAYING – NIGHTLINE (DAYLINE)

OBJECTIVE: To provide an opportunity for research, with a special emphasis on biography and primary sources, culminating in a role-playing simulation.

RESOURCES:

IMC and Internet resources, particularly primary sources

Annals of America

Dictionary of American Biography

Dictionary of Literary Biography

Great Events from History – microfiche series

PROCEDURE:

This activity centers around a simulation of the popular ABC network program “Nightline.” The activity develops several types of skills. Students must use a variety of research skills. Bibliography, note cards, biographical reference works, and collections of primary sources as well as the Internet are required. Oral presentation skills are also utilized.

A sample guide sheet/direction sheet for students is provided. The following guidelines are offered for the teacher:

1. The topic selected should be a substantial one that is worthy of the amount of time spent on it. It must also be a topic which will have ample amounts of information and one on which a sufficient number of historical figures would have developed positions and attitudes.
2. If your class is small (under 10) you can probably develop a topic with an adequate number of roles to accommodate the entire class. If your class is larger than ten, consider doing two simulations with two different casts of characters.
3. Teachers should be sure that any character to be assumed is not obscure to the point that students will have difficulty finding information. The key character in this activity is the role of moderator.
4. When scheduling this activity, it is essential to plan for some class time in the IMC. The actual simulation should occupy one class period.
5. It is suggested the teacher videotape the simulation. The videotape can be viewed by other classes, which may have researched different topics, may be used for evaluative purposes, or may be used to illustrate strengths and weaknesses of the students’ research and performances.

RESOURCES/ACTIVITIES GUIDE (continued)

RESEARCH ROLE PLAYING ACTIVITY – NIGHTLINE

This activity simulates the ABC Television Network “Nightline” show. The purpose of the activity is to provide an opportunity for research with a special emphasis on biography and primary sources. It also requires the use of oral skills.

Class time will be provided for several days to begin the necessary research for the simulation. Each student will be required to research the personality as well as political views of the character assigned. Each student will be required to submit note cards and a bibliography of sources used. These research notes will be due at the conclusion of the simulation.

The host’s responsibilities include knowing the general biography of each character as well as the main issues of the period. The hosts will have to prepare a list of appropriate general questions for the entire panel and specific questions directed to one or more panel members.

Each character must be aware of the major issues of the period and what position his/her character took or would be likely to take on the issue. The student should internalize as much information as possible concerning his/her character so that the character’s responses are as genuine as possible.

The discussion will be led by the host and will occupy one period. The characters should be prepared to interact with each other as well as the host. For this purpose each student will be asked to create a name card for his/her desk so that the “audience” will be able to identify each character. All questions and comments should be those that would likely have been used on the simulated date. The students are reminded of the specific date of the simulation; remember you can only predict the future. For the purposes of evaluation and discussion, the presentations will be videotaped.

Members of the class not directly participating in a particular “Dayline” presentation will serve as the audience and will have the opportunity to “phone in” questions to the panel of guests.

Evaluation will be based upon the student’s ability to reflect the personality and opinions of the assigned character as well as the student’s ability to clearly and concisely state his/her opinions. Note cards and bibliography will be graded as evidence of the student’s research.

RESOURCES/ACTIVITIES GUIDE (continued)

RESEARCH ROLE PLAYING ACTIVITY – NIGHTLINE

Sample “Dayline” issues include:

Broadcast #1: May 26, 1860 (shortly after the nomination of Abraham Lincoln as the Republican presidential candidate)

Topic: Slavery and related issues: “The Slavery Question”

Cast of characters:

- Ted Koppel or Nancy Drew (host)
- Stephen A. Douglas - US Senator (presidential hopeful)
- Charles Sumner - US Senator
- Roger B. Taney - Chief Justice – US Supreme Court
- Jefferson Davis - US Senator
- Harriet Beecher Stowe - author
- George Fitzhugh - author
- Abraham Lincoln - Republican candidate for President
- William Lowndes Yancey - southern secessionist
- Frederick Douglass - abolitionist

Broadcast #2 April 15, 1861 (the day after the attack on Fort Sumter)

Topic: The attack on Fort Sumter: What should the US government do?

Cast of Characters:

- Ted Koppel or Nancy Drew (host)
- Abraham Lincoln - president of the US
- George McClellan - military leader
- Robert E. Lee - military leader
- John Crittenden - US Senator
- William Seward - Secretary of State
- John C. Calhoun - South Carolina politician (deceased!!!)
- Jefferson Davis - President of the Confederacy

Broadcast #3 – February 22, 1868 (the day after the removal of Secretary of War Stanton)

Topic: Reconstruction - Which direction should it take?

Cast of Characters:

- Ted Koppel or Nancy Drew (host)
- Andrew Johnson – President of the US
- Thaddeus Stevens – Congressman, Pennsylvania
- Edwin Stanton – former Secretary of War
- Frederick Douglass – black leader
- Alexander Stephens - former Vice President of the Confederacy

RESOURCES/ACTIVITIES GUIDE (continued)

RESEARCH ROLE PLAYING ACTIVITY – NIGHTLINE

An alternate time frame would be:

Broadcast date: May 2, 1920

Topic: Liberty under attack: Individuality, Freedom, Conformity, and the Common Good during and after World War I.

Cast of Characters:

Ted Koppel or Nancy Drew (host)

George Creel - direction or Committee for Public Information

Eugene V. Debs - socialist, labor leader

Oliver Wendell Holmes, Jr. - Supreme Court Justice

A. Mitchell Palmer - Attorney General

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: DOCUMENT BASED QUESTIONS (DBQ)

OBJECTIVE: To introduce the concept of the DBQ and to provide the students with experience in writing responses to these questions.

RESOURCES:

Copies of past DBQ questions, which are available through the Advanced Placement Program of the College Board

PROCEDURE:

One of the requirements on the AP examination is the writing of a document-based essay question, commonly known as the DBQ. This question is one of two essay types on the exam. The other two essays are standard free response essay questions selected from two sets of two choices. There is only one DBQ; therefore, students do not have a choice. The score on the DBQ is weighed as approximately 25% of the total exam grade. The time period for the DBQ is available in June of the year preceding the exam.

It is important that students learn to work with documents. Many activities throughout the year will be based on the use of various types of primary sources. The DBQ requires that students utilize many skills in responding to the question. It is necessary to analyze and evaluate the significance, reliability, and importance of each piece of documentary evidence in order to address the issue raised in the question.

Students should be aware that the question requires them to use information obtained from the documents **as well as** outside information about the topic. Students also should be trained in how to use the documents, either in directly quoting the document, paraphrasing an author, or referring to statistical information. In all cases students should become comfortable with citing the documents they use.

In the actual AP exam there is a fifteen-minute required reading period when students should read the documents and make notes on the document pages, but no essay writing is permitted during this reading period. The reading period is followed by a 45-minute period to write the DBQ response, which is followed by approximately one hour to write the responses to the two free response questions.

During the course of the year, students should have opportunities to work with DBQs. It is suggested students be given a sample DBQ question and asked to word-process a response to that question overnight. The following day the class can collectively read, analyze, and discuss the documents and then add them appropriately to their essay by editing their word-processed essay the following night. Another alternative is to allow students to begin a DBQ in class and require them to write three paragraphs of the essay: the introduction and two of the body paragraphs during the class period.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: DOCUMENT BASED QUESTIONS (DBQ) (continued)

Sample copies of previous DBQs are available from the College Board or other teachers and often are accompanied by sample student responses and the standards used in grading these specific essays. It is a good idea to share these with students and ask them to assess or grade the samples.

Students should be required to write at least one DBQ with each of the units of the course.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: HISTORIC NONFICTION

OBJECTIVE: To be able to evaluate the veracity of contemporary nonfiction and to relate the book to the period of study.

RESOURCES:

Class sets of either Allen's Only Yesterday or Hersey's Hiroshima

PROCEDURE:

Students should be asked to read either of these texts and to maintain a dialectic notebook, which includes a brief summary of the content for each chapter on half the page, and a series of questions or thoughts on the other. This is most effective if the book can be assigned over the Spring Break so that students actually have the time to read the book continuously.

Class review of the book can take several forms. Teachers can choose to review the books, chapter by chapter, and discuss the students' reactions. Thought questions can be asked of small groups of students and class discussion can summarize their conclusions. Students can also be asked to react to the books creatively, using poetry, painting, collage, or other media to express their reactions to what they have read. Finally, class discussion should turn to the value of contemporary history: how accurate and therefore how valuable are "historic" books written right after key events?

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: HISTORIOGRAPHY AND IDENTIFYING BIAS

OBJECTIVE: To be able to identify an author's purpose and/or bias and to compare various sources concerning an historic event to determine the "facts".

RESOURCES:

Textbook readings
Primary sources
Visual sources
Robinson, As Others See Us (available in the IMC)

PROCEDURE:

At various times throughout the course, students should be asked to compare various readings to their textbooks summaries of key events. In this way, the students can begin to identify the bias of various authors, including Brinkley. An excellent source to begin with is Robinson's As Others See Us, which is a compilation of foreign textbook excerpts concerning various events and issues in American history. Therefore, students can compare their textbook with those of English students when learning about the American Revolution or War of 1812; they can read both the Spanish and Cuban version of the Spanish-American War.

Students should first do both readings, the textbook and another source. Students should then be asked to identify contradictions in the two versions. Class discussion should evaluate how these contradictions are worded and why they might be contradictions in the first place. Secondly, students should be asked to circle or identify opinions in the readings. These opinions may take the form of adjectives, adverbs, or selected verbs. By simply counting the number of incidences in each source, students can begin to understand the complexity of history and the reporting of the "facts."

As an alternative, students can each be given one of various textbook analyses of a particular historic event and asked to list the order of events as they occur. Then using the chalkboard or overhead transparencies, the order of events should be compared from the various sources to determine similarities. A final list of common "facts" could be generated to conclude the activity. This activity can be particularly interesting when used in controversial situations such as the Boston Massacre or the attack on Lexington and Concord.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: PICTURE ANALYSIS

OBJECTIVE: To be able to draw conclusions about life in the US in a particular period based upon visual resources.

RESOURCES:

Picture portfolios available in the IMC, particularly the portfolios on “Colonial Times,” “Slavery,” “Civil War,” “Industrialization,” and “Immigration”

Personal picture collections or postcards of various historic sights or restorations, i.e. Williamsburg, Carter’s Grove, Berkeley Plantation, Plimoth Plantation, etc.

Artistic representations from the period

PROCEDURE:

Divide the class into small groups of three or four students and distribute five to ten pictures to each group. Each group should be responsible for drawing twenty conclusions about life during the time period based solely upon the pictures provided. For each conclusion, the students must also provide a specific piece of evidence from the picture. For instance, at Plimoth Plantation all the “actors” dress in authentic woolen clothes. The students might draw the conclusion that it was cold in the Plimoth environment if they always wore so much clothing.

As the year progresses and the students become more experienced with “seeing,” the activity can become more complex, especially as photographs can be used for the activity rather than sketches or pieces of art. In these cases, the students can be asked to identify the purpose of the picture or the bias of the photographer based upon the samples provided. Lastly, students can be asked to “crop” the pictures to change the tone or impression made.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: POLITICAL CARTOON ANALYSIS

OBJECTIVE: To provide an opportunity for student research and graphic analysis of political cartoons.

RESOURCES:

Transparencies of several political cartoons from a particular period
(Suggested periods include: Revolutionary War era, Andrew Jackson's presidency, Thomas Nast's cartoons of Reconstruction or Tammany Hall, Teddy Roosevelt's presidency, Franklin D. Roosevelt's presidency, modern politics)

PROCEDURE:

As an introductory activity on political cartoons, project several sample cartoons on the screen using overhead transparencies of cartoons from a given period.

After class discussion of symbols, cartoon techniques and/or caricatures in the cartoon samples, assign each student to draw, reproduce or cut out a political cartoon dealing with a domestic or international issue from the period of history under study.

The student should utilize library resources or current newspaper and news magazines to research the background on the topic, as well as the visual examples depicted in the political cartoon itself. The cartoon itself should be securely mounted to a 9 x 12 piece of construction paper and should be accompanied by a three to five page researched-based essay explaining the background and the issue depicted in the political cartoon. The student should include a bibliography of resources used in preparing the report.

It is suggested that a transparency of the cartoon also be required so that all students can interpret the cartoon and benefit from each other's research.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: WRITING A PRECIS OR CONCISE SUMMARY/EVALUATION

OBJECTIVE: To synthesize the content and opinion of a monograph into a two page summary.

RESOURCES:

Perman, Perspectives on the American Past
Cramer, Causes of War

PROCEDURE:

At least once each unit, students should be asked to read a monograph or essay and to summarize that essay, in their own words, in a limited space (preferably two pages). To teach this skill it is useful to first have the students identify the author's thesis and then select the four or five main points that he/she uses to support that thesis. Once students have accomplished this activity for homework, small groups should meet to compare notes and to achieve consensus concerning the author's thesis. The students can either select a quotation from the essay or paraphrase a response to represent the thesis.

Once the class has determined the thesis, the small groups can once again meet to determine how the author supports that thesis. Finally, the small groups should establish a common introduction to the precis. Individual students should complete the assignment themselves.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: EVALUATION AND COMPARISON OF AMERICAN PRESIDENTS

OBJECTIVE: To be able to compare and contrast two or more American Presidents in their performances in handling an issue(s) facing the US.

RESOURCES:

Teacher-made comparative charts (or students can be asked to determine the categories for comparison in advance). Once the issue has been identified, categories for comparison might include: use of executive power, proposals for Congressional action, problems created for the US, judicial decisions related to the issue, evaluation of the presidential actions, precedents followed or set.

PROCEDURE:

Prior to discussion of a specific issue, the teacher should run off copies of a chart and distribute it to the students to fill in based upon a textbook reading. Class discussion of the chart and the presidents' handling of the issue could lead to a compare and contrast essay. Significant issues to consider might be: avoiding or entering a war; dealing with economic panic, recession or depression; dealing with an opposition party Congress; or dealing with scandal.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: EVALUATION – AMERICAN PRESIDENTS

OBJECTIVE: To be able to evaluate the performance of an American president.

RESOURCES:

Teacher-made chart including columns labeled “Causes and Issues,” “Achievements,” and “Failures.” Rows labeled “Budget Priorities,” “Taxation Policies,” “National Security Goals,” “Reform Proposals,” “Relations with Congress,” “Uses of the Mass Media,” “Social Welfare Programs,” “Diplomatic Relations,” and “Public Persona” might be included.

PROCEDURE:

Students should be asked to complete the chart for the president under study. Class discussion and evaluation of the presidency should follow. As the course progresses, these charts can be used to compare and contrast presidents of similar times or different parties. The charts will also serve as excellent review materials for the AP exam.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: PRESIDENTIAL ADVISOR

OBJECTIVE: To provide an opportunity for research and analysis of problems and government policy options, with the student playing the role of a policy advisor to the President of the US.

RESOURCES:

IMC and Internet resources

PROCEDURE:

Assign each student to research and then write a State Department Position Paper dealing with a problem facing the US. The students should first research the background of the problem and then compile a list of six to ten differing policy options for consideration by the government in dealing with resolving the problem.

Students should carefully consider the potential strengths, as well as risks involved with each policy option. The students should then recommend what they consider to be the best policy course of action and justify their decisions over the other policy options.

Each student should use IMC and Internet sources as well as news media sources where possible to research his/her position paper topic and then write the background, policy options, and final recommendations in a five to seven page paper. After submitting the paper, the students should be prepared to present their opinions to the president (teacher) in either an oral report format or that of a cabinet meeting (if students have researched similar topics or time frames).

Although this activity would require more detailed research in the fourth marking period (modern times), it could also be useful in the early part of the course. For instance, students could research the options available to George Washington as the first president, options available to Thomas Jefferson when faced with war and the purchase of Louisiana, options available to Andrew Jackson with regard to the Indians and the Bank of the US, etc.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: ROLE-PLAYING – PRESIDENTIAL CANDIDATE

OBJECTIVE: To research and assume the role of a presidential candidate in a Candidates' Forum.

RESOURCES:

Type directions for each student

PROCEDURE:

Assign students to do library research to examine and to take notes on the view of selected presidential candidates. Then each student is to assume the role of a particular candidate in a Candidates' Form.

After a five minutes opening statement by each candidate, a student panel of three to five news people will then pose questions to the candidates with some time at the end allowed for rebuttal.

During the Candidates' Forum, the other students in the class should take notes on the views expressed by the candidates including such areas of interest as: domestic policy position, foreign policy position, proposals for reform, major priorities of the candidate, and personal traits.

The following elections are samples suitable for this activity:

19th century

- 1824 John Quincy Adams, Andrew Jackson, William Crawford, and Henry Clay
- 1860 Abraham Lincoln, Stephen Douglas, John Breckenridge, and John Bell
- 1876 Rutherford Hayes and Samuel Tilden
- 1896 William McKinley and William Jennings Bryan

20th Century

- 1912 Woodrow Wilson, Theodore Roosevelt, William H. Taft, Eugene Chafin and Eugene V. Debs
- 1932 Franklin D. Roosevelt, Herbert Hoover and Norman Thomas
- 1948 Harry Truman, Thomas Dewey, Strom Thurmond, and Henry Wallace
- 1960 John Kennedy and Richard Nixon
- 1968 Richard Nixon, Hubert Humphrey and George Wallace
- 1976 Jimmy Carter and Gerald Ford
- 1980 Ronald Reagan, Jimmy Carter, John Anderson and Ed Clark Public Schools
- 1984 Ronald Reagan and Walter Mondale
- 1988 George Bush and Michael Dukakis
- 1992 George Bush and Bill Clinton

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: PRIMARY SOURCE INTERPRETATIONS

OBJECTIVE: To provide students with exposure to various primary sources and to require them to interpret them.

RESOURCES:

Document source books such as Great Issues, 1765-1865
Copies of documents from reference sources such as Commager's Documents of American History

PROCEDURE:

With many homework assignments taken from the textbook, students can also be assigned to read a document or two. For each document the students should be directed to pay particular attention to the author, the date of the document (as well as its historic context), and the content of the document. As the students' skills in reading documents increase, students should also pay attention to the proposed audience and the potential biases of the author in preparing the document.

Initially students can simply be asked to summarize the documents' content. As the students' abilities to read the documents improves, students can then be required to relate the documents to the textbook readings, class discussions or small group question and answer activities.

Finally, students should be asked to incorporate the documents into summaries or essays using a variety of citing techniques.

This activity is suitable throughout the AP US course and should not be restricted to simply written documents, but it may ultimately include political cartoons, statistical charts and graphs, as well as comparative maps.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: RESEARCH PAPERS

OBJECTIVE: To prepare a research paper including in-depth research of a particular topic, an appropriate bibliography reflecting primary and secondary sources, appropriate citations, and a well developed thesis.

RESOURCES:

Required IMC and Internet sources

MLA Guidebook (available to each student from his/her English teacher)

PROCEDURE:

Each student in AP US should be required to write at least two major research papers during the course. One of these research papers can serve as the final project following the AP exam in May. It is suggested that one paper be assigned each semester. Papers may vary in length but should be no less than seven to ten pages. As noted above in the objective, all research papers should include a bibliography, notes in some form for verification of research, and an appropriately cited, scholarly paper. Since the basic skills of research should have been taught in the first two years of required history, the teacher should be able to serve as consultant or facilitator for this project.

It is suggested that students be allowed to select their own topics for research within the time frame provided by the teacher. One of the more difficult tasks for high school students is the selection of a topic broad enough to allow for in-depth research and yet narrow enough to be handled effectively in a short research paper. Once topics have been selected (and it is suggested that no two students select the same topic), class time should be provided for preliminary research. This time will allow the teacher to meet with students individually to guide their research.

A specific list of required sources sometimes directs students' research and requires them to use the various references available to them. In all cases students should be required to use both hard copy and Internet sources, both primary and secondary references. Also, all students should be required to provide notes from all of the sources used to write the paper. It is recommended that notes be submitted on note cards to ensure students understand the need for accurate note making and citing of pages. Teachers may wish to conduct preliminary checks of selected sources, note cards, and organizational outlines.

It is recommended that the students be given approximately two weeks to accomplish each research paper. The teacher should provide for IMC or computer lab time to begin research (two to three days) and then may wish to conduct in-class checks of progress during the ensuing weeks. It is also suggested that at least two weekends be included so students will have time to work at home on the project.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: RESEARCH PAPERS

Evaluation should include not only the final paper but also the student's use of research time, the student's notes, and the student's ability to follow directions and develop a thesis.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: ROLE PLAY – IMPEACHMENT ACTIVITY

OBJECTIVE: To research a particular government official and his actions, and to impeach or defend his character and actions.

RESOURCES:

IMC materials
Textbook readings
“US Constitution” – available in the back of the textbook

PROCEDURE:

Students should be instructed to read the appropriate sections of the textbook concerning the individual to be impeached. Both Thomas Jefferson and Andrew Jackson are good candidates for impeachment. Then students should be assigned roles: two prosecutors, two defending attorneys, one Supreme Court Chief Justice, one defendant, and Senators to serve as the jury.

Students should then be assigned to research several possible impeachable offenses. For the attorneys and Supreme Court Chief Justice, this will entail additional research into the Constitution as well as the issues. For the defendant this will require some primary source research into statements or policies he may have made. For the Senators it will also require some additional research into the issues and the Constitution as well. All parties involved should be aware of the articles of impeachment before the “trial.”

On the day of the presentation, all students should be prepared to assume their individual roles. Those who make presentations should be evaluated on their oral presentations and research notes. Those who are Senators should be evaluated on their written analysis of each of the articles of impeachment and their ultimate individual decisions.

Impeachable offenses might include:

1. Abuse of power
 - TJ in the purchase of Louisiana or his involvement in the impeachment of Sam Chase and Pinckney
 - AJ in the Trail of Tears or kitchen cabinet incident
2. Constitutional issues
 - TJ and the embargo to stop trade (not just “regulate commerce”)
 - AJ and the removal of government funds from the BUS II

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: HISTORICAL ANALYSIS

OBJECTIVE: To be able to practice the skills of historical investigation using a hypothetical “historic” problem.

RESOURCES:

Handout: History and the Historian

Davidson, After the Fact, “Introduction” and “Prologue: The Strange Death of Silas Deane”

“Artifact worksheet” - sample follows

PROCEDURE:

Students should be asked to read the handout and the Davidson articles before coming to class. This reading could be part of the summer reading assignment and used as the basis for discussion during the first week of school. During class discussion, particular emphasis should be placed upon the process of studying history: collecting data, drawing conclusions, pursuing additional information to support or refute those conclusions, and preparing a thesis. The article on the demise of Silas Deane provokes a great deal of discussion and speculation.

As a follow-up activity the teacher should prepare a list of ten to fifteen “artifacts.” A scenario should accompany these artifacts and the students should be asked to create a hypothesis, as well as questions they would like answered. Class discussion of each of the artifacts could be followed by the revelation of the “historic truth” by the teacher who created the scenario. A sample artifact list and scenario follow this activity.

RESOURCES/ACTIVITIES GUIDE (continued)

Activity # _____

Artifact Activity

John Doe has been discovered by the side of the road at the circle near the New Jersey Parkway entrance in Clark. His pocket contents are his only identification. Based upon the contents of his pockets, you are to draw possible conclusions about whom he was and why he was found where he was. Also please list questions you would want answers to for **each** piece of evidence. Please write a concluding paragraph describing John Doe's personal history and character.

Contents of John Doe's pockets:

Two crumpled gum wrappers

Book of matches - Rice Bowl (local Chinese restaurant)

Two, thousand lira bills

A faded picture of Franklin D. Roosevelt

A Ross Perot 1996 campaign button

A faded social security card (obviously washed in the laundry – the name is illegible)

Fifty-eight cents in American coins

A new St. Christopher's medal in a small plastic bag

A bus ticket for New York City

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: “WHAT IF?” – CREATIVE AND CRITICAL THINKING

OBJECTIVE: To encourage students to think critically and/or creatively.

RESOURCES:

Teacher generated question sheets

PROCEDURE:

Distribute a teacher-generated list of questions for the students to react and respond to in brief form. Allow the students several minutes to brainstorm individually and then assign them to small groups of three or four to share information and brainstorm as a group. No possible alternative should be immediately dismissed. Students should be encouraged to “think out of the box.” Class discussion can evaluate how history would/could have changed “if” these situations had occurred.

Any area of major decision-making on the part of the president or Congress could be the basis for such an activity. This activity can be used at any point during the course and can provide for lively discussion, especially when used in the modern unit. Sample “what if” situations might include:

What would have happened if George Washington had been unsuccessful at Princeton and Trenton?

What would have happened if Thomas Jefferson were found guilty of sedition?

What would have happened if the US had lost the War of 1812?

What would have happened if the south had won the Civil War?

What would have happened to the US if she chose not to enter World War I? World War II?

What would have happened in World War II if the US had not used the atomic bomb?

What would have happened to the Civil Rights movement if Martin Luther King had lived?

What would be the state of society if JFK had lived?

What would have happened if _____ were elected president?

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: FORMAL DEBATE

OBJECTIVE: To conduct a formal structured debate based upon significant research.

RESOURCES:

IMC and Internet sources
Issues books available in the IMC
Primary sources

PROCEDURE:

Students should be “walked” through the process of a formal debate with specific activities built into class so that each student has the opportunity to “practice” the various roles he/she may have to assume in the formal debate. When presenting oral reports to the class based upon scholarly research, the students should be reminded of good oral presentation skills. Students should also be reminded of good questioning techniques, emphasizing the need for open-ended questions in a debating situation. Lastly, from time to time throughout the course, students should be asked to extemporaneously speak on various subjects with minimal preparation time. These kinds of activities will allow the students to prepare for the formal debate.

When selecting debate topics the teacher should keep in mind that the resolution should provide for two defensible positions. Several “problems” books are available in the IMC to provide the teacher with additional suggestions for debate topics. Also, the Perman text provides topics which might be good for debate.

Depending upon the size of the class, the teacher may select teams of two or three students for each side of a debate. If two students are selected, then each will serve as a presenter, question-poser, and rebuttal expert. If three students are selected, then the roles may be divided. For instance, two may choose to present information and respond to questions, and the third may choose to pose questions and prepare the rebuttal. In all cases, it is suggested the teacher videotape the presentations. The videotape can be used for evaluation purposes, for class demonstration and discussion, or for presentation to classes which debated different topics.

All students should be required to use a variety of materials for research and to generate notes from each source. Each student should also be required to prepare a three to five page summary of his/her arguments for the debate and include a bibliography of all sources used or cited. All students should be required to speak from note cards only.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: FORMAL DEBATE (continued)

It is suggested that the teacher establish a time schedule similar to the one listed below which will ensure that the debate can be accomplished in a single period.

First affirmative speaker	4 minutes
Questioning by second negative	3 minutes
First Negative speaker	4 minutes
Questioning by first affirmative	3 minutes
Second Affirmative speaker	4 minutes
Questioning by first negative	3 minutes
Second Negative speaker	4 minutes
Questioning by second affirmative	3 minutes
Preparation time for rebuttal	5 minutes
Negative rebuttal	4 minutes
Affirmative rebuttal	<u>4 minutes</u>
	40 minutes

Topics for debate might include:

Resolved: The business community was the main force behind the US decision to annex the Philippines.

Resolved: Progressivism was a conservative movement intended to thwart radical reform.

Resolved: US intervention in World War I was contradictory to America's interests.

Resolved: The US should not have used both atomic bombs in the war against Japan.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: SHORT RESEARCH ESSAYS

OBJECTIVE: To provide students with the opportunity to research a given topic and to write a short research paper summarizing his/her findings and thesis.

RESOURCES:

IMC and Internet sources

MLA Guidebook (available to each student from his/her English teacher)

PROCEDURE:

At any time during the course of the unit, students can be asked to write short research essays (three to five pages in length). These papers can be related to a variety of topics and should require the students to use five to seven sources of information. Often times these research topics can also refer the students to visual sources such as the American Experience picture portfolios available in the IMC.

Suggested topics require the students to research a particular time period and category of information and then to make a value judgment concerning same. Several suggested topics include:

1. In the period following the War of 1812 and prior to the Civil War, the US experienced many advances in transportation, economic development, and westward expansion. Students should select what they regard to be the five most significant advances made by the US during this period and develop an essay justifying their choices. It might be helpful to have the students include illustrations of their choices when they present their findings/theses orally.
2. In the period following the Civil War (and before the turn of the century), the US experienced its second Industrial Revolution. Students should research the technological changes taking place and identify the five most significant inventions of the time period and develop an essay justifying their choices.
3. In the period since 1950 the US has once again experienced a technological revolution. As above, students should research the technological changes (perhaps in only one field of study) and identify the five most significant developments of the time period and develop an essay justifying their choices.
4. Students could also research the key personalities involved in a particular social movement and identify two or three significant individuals who “turned the tide” for social reform in a particular time.

RESOURCES/ACTIVITIES GUIDE (continued)

ACTIVITY: ORAL REPORT – ROLE PLAYING

OBJECTIVE: To present an oral report supporting a specific social reform.

RESOURCES:

IMC and Internet resources
Selected non-fiction sources on specific reforms

PROCEDURE:

Students should research American reform movements in the IMC based upon the reading list provided. Once the students have read the assigned book, they should research the social reform movement identified using additional sources. To conclude the reading and research, students should be asked to prepare a ten minute oral presentation in which they role-play an individual from the time period who supported the particular social reform assigned. The student's goal in the oral presentation is to convince the class (or Congress) of the need for the social reform and for funding to accomplish it.

Possible texts include:

Richard Lebeaux. Young Man Thoreau (1977)
Perry Miller. The Transcendentalists (1950)
Ronald G. Walters. American Reformers, 1815-1860 (1978)
Timothy Smith. Revivalism and Social Reform in Mid-Nineteenth Century America (1957)
Ian R. Tyrrell. Sobering Up: From Temperance to Prohibition in Antebellum America. 1800-1860. (1979)
Lawrence A. Cremin. American Education: The National Experience (1980)
Harold S. Wilson. McClure's Magazine and the Muckrakers (1970)
Arthur Ekirch. Progressivism in America (1974)
William O'Neill. Everyone was Brave: The Rise and Fall of Feminism in America (1969)
David Morgan. Suffragists and Democrats: The Politics of Woman Suffrage in America. (1967)
James Weinstein. The Decline of Socialism in America (1967)
Robert Sklar. Movie-Made America (1975)
Paul Carter. Another Part of the Twenties (1977)
Roderick Nash. The Nervous Generation: American Thought. 1917-1930 (1969)
Paul Carter. Another Part of the Fifties (1983)
Daniel Bell (ed.) The Radical Right (1963)

RESOURCES/ACTIVITIES GUIDE (continued)

UNIT VIII

Directed Research

Goal:

In depth group research of a person/topic/event of American History: Colonial to the present.

Method:

Two-three person groups working together to produce a final project. During the course of the project, benchmark grades will be assigned as quizzes and tests for the 4th marking period.

Required:

The groups must produce a project that fulfills the following requirements:

abstract

3 lecture topics with notes

3 discussion topics with background. (What if? You decide, and predict the outcome type questions. Controversial – debatable topics)

3 free response essay topics

1 Document based question topic with 15 documents minimum

10 (minimum) web sources with evaluation

3 visuals and/or maps

Extensive source notation (15 evaluated sources)

Approaches:

Students are encouraged but not required to make maximum usage of technology in the research and creation of their final project. Because the projects are in essence portfolios, students may choose to present their entire project using presentation software.

For example:

A group that chooses to make maximum usage of available technology would be able to create their lecture topics using a Power Point presentation.

Benchmarks:

Each benchmark is worth a test grade.

1. Abstract – students will hand in a 1 page typed document that contains the tentative topic, title, theme, and approach.

RESOURCES/ACTIVITIES GUIDE (continued)

UNIT VIII (continued)

2. Source notation - students will hand in a minimum of ten evaluated sources. Sources should be evaluated for educational value, reliability, and appropriateness for topic. The final project requires a minimum of 15 sources.
3. Web sources - students will hand in a minimum of ten evaluated web sources. Sources should be evaluated for educational value, reliability, and appropriateness for topic. The final project requires a total of 15 sources.
4. Lectures - students will create three lecture topics with supporting notes.
5. Document Based Question - students will create a DBQ with a minimum of 15 documents. Documents may include relevant picture, maps, cartoons, art, and quotations.
6. Three free response essay questions and three visuals.

Final Product:

In preparation for the final product, students will expand their research and make all corrections on benchmark materials. The final product will equal two test grades.

RESOURCES/ACTIVITIES GUIDE (continued)

AP US HISTORY

GOVERNOR LIVINGSTON HIGH SCHOOL

SOPHOMORE SUMMER READING ASSIGNMENT

Purpose:

To practice analysis of primary and secondary documents to be used as evidence in an historical essay.

Philosophy and Rationale:

The philosophy of the sophomore summer reading assignment is to introduce the AP students to the DBQ process and to evaluate their historical analysis and writing ability.

The students will be given three substantial DBQ-type assignments from the colonial era of which he/she will choose two to be completed according to the given schedule.

Expectations:

Each essay should be:

- typed
- 2-3 pages in length
- 12-point font
- Times New Roman or Arial
- double-spaced
- one inch margins

Each essay should demonstrate an understanding and analysis of the given documents.

Submission and Grading:

- Students must complete **any two** of the three summer assignments.
- Each assignment is worth one test grade for the first marking period.
- Each assignment must be handed in on or before the appropriate date.
- **Essays will be graded on form, content, and correctness of ideas.**

Submission Schedule:

- Assignment #1: On or before July 26th
- Assignment #2: On or before August 9th
- Assignment #3: On or before August 23rd

These dates may be adjusted for the summer calendar and by the teacher to fit his/her summer schedule.

RESOURCES/ACTIVITIES GUIDE (continued)

AP US HISTORY

GOVERNOR LIVINGSTON HIGH SCHOOL

JUNIOR SUMMER READING ASSIGNMENT

Purpose:

To develop historical analysis and critical reading and writing skills using historical biographies and monographs.

Expectations:

Each essay should be:

- Typed
- 2-3 pages in length
- 12-point font
- Times New Roman or Arial
- Double-spaced
- One-inch margins

Each essay should demonstrate an understanding and analysis of the chosen book.

Submission and Grading:

- This assignment is due on the first day of school. (or earlier as per teacher)
- The assignment will be weighted as two test grades in the first marking period of the AP United States History II.

Book reviews will be graded on form, content, and correctness of ideas.

RESOURCES/ACTIVITIES GUIDE (continued)

INSTRUCTIONS FOR THE BOOK REVIEW

Choosing a Book:

You will review any book related to American History from colonial times to the present. A list has been attached with pre-approved books. Books will be assigned on a first come, first served basis. No more than two students may be approved for the same book. If your book is not on the list, please obtain the approval of the teacher for the book before you begin your review. Historical novels are not acceptable.

Book Review Objective:

Your reading must be critical, meaning that you must make the author prove his case to you. You do this by "listening" to the author's arguments, developing a set of questions and responses to them, and then seeing how the author answers (or fails to answer) your questions as he/she states his/her case.

Book Review Process:

In addition to developing your powers of analysis, the book review should also deepen your knowledge of the subject, increase your understanding of the complexity of human endeavors, and widen your horizons concerning approaches used by historians to recreate the past. You can only achieve these ends if you enter into the spirit of the review and genuinely attempt to come to grips with the historical events and the author's description of them.

READING

While reading your book, remember your objective. You are trying to identify the author's central argument or purpose, while being aware of any indications of a particular bias.

As you read:

1. Write down and note the location of any passages which suggest what you believe to be the author's thesis. If the book has no stated thesis, identify the author's purpose in writing the book. Be sure to keep careful notes.
2. Write down any passages, along with their location in the book, which seem to indicate a partisan treatment of controversial points, sweeping generalizations without support, or similar possible indications of a lack of objectivity.
3. Keep up with documentation; that is, follow and read the footnotes or endnotes. Look for questionable evidence. Where documentation is not so evident (no footnote or endnote) use your critical, even skeptical judgment to question the validity of the narrative.

RESOURCES/ACTIVITIES GUIDE (continued)

READING (continued)

4. Stop occasionally to reflect on what you have just read.

WRITING

Your review will be divided into three sections.

1. The first section identifies the scope or theme of the book, the author's thesis or purpose how the book is organized, and the material upon which the book is based.
 - A. The scope of the book includes the general subject area and the chronological period covered.
 - B. The thesis is what the author is trying to prove; that is, the message he is attempting to convey concerning the historical period under consideration. In some cases, identifying the thesis or purpose will be extremely easy – the author will spell it out for you in the introduction or conclusion. In other cases, it may be more difficult and you may have to synthesize a good deal of what the author says into a simple sentence. In any event, you should attempt to state the author's central idea or argument in one sentence. Remember, in this section, you are merely identifying his thesis or purpose, not evaluating it.
 - C. Your identification and classification of the sources the author has chosen should also be brief. Tell whether the book relies mainly on primary materials or secondary sources.
 - Primary materials include original documents, eyewitness accounts, personal papers, memoirs, etc. They are materials that the author is using to get his knowledge of the facts without relying on other historians.
 - Secondary sources are usually biographies or other works of history in which the author's knowledge of the facts is conditioned by what others studying the past have said.

There is obviously some overlap between primary and secondary data, but the categories are fairly well identifiable. You should briefly summarize the actual materials the author uses. For example, the account may be based largely on official reports, private papers, memoirs, other works of history, or a combination of the above. It is extremely important that you know the material upon which the book is based, because it will aid you greatly in your evaluation.

RESOURCES/ACTIVITIES GUIDE (continued)

WRITING (continued)

2. The second section will consist of an analysis of the author's treatment of his subject using the criteria of accuracy, logic, and balance. Include a discussion of the book's strengths and weaknesses. This analysis, along with the thesis identification, is the most important aspect of your book review.

A. In evaluating the work for accuracy, you should examine the author's facts. Does he make glaring errors of fact, especially regarding important points in his argument? This may require your spot-checking some of his key points with another source. Do not overly concern yourself with minor errors such as the spelling of a name or an exact date, unless it makes a real difference in his argument. You may not find many substantial errors if the book is well written.

B. In evaluating the work for logic, you should ask whether or not the author's argument makes sense.

- Does the author leave any questions unanswered?
- Does he/she make unwarranted assumptions?
- Are his/her statements of cause and effect reasonable?

This is especially crucial if an author is developing a major new interpretation and his evidence base is slim. In other cases, this may not be a significant factor, and you should concentrate on evaluating the book's accuracy and balance.

C. In evaluating the work for balance, you should ask yourself if the author is fair.

- Does he/she have a particular axe to grind, or is he/she attempting to view the past as a detached observer seeking to discover the truth?
- Does he/she weigh the evidence (pro and con) carefully and use it fairly, or does he/she seem to bend it to fit his/her own presuppositions?

An author's national origin, political affiliation, occupation, and even religious beliefs can have an influence on his objectivity, and you must develop some information on the author of the book. This can sometimes be gathered from the preface, from the dust jacket (if it is still extant), or the backs of paperback books.

3. In the third section, conclude your review by stating your opinion about the relevance of the book.

- Was it a good source?
- Are there better accounts?
- Would I recommend this for others to read?

RESOURCES/ACTIVITIES GUIDE (continued)

WRITING (continued)

The length of your book review is to be approximately 1,000 words (four or five typewritten, double spaced pages). You will probably have to rewrite your review at least once in order to boil the required analysis down to this length. I strongly suggest that you write your review one week before it is due, let it gather dust for a while, and then go back and put it into final form.

Please use the Book Review Format that has been provided with this course. Reviews must be typewritten or clearly printed in ink. Please use only the front side of the form and only one side of additional sheets.

RESOURCES/ACTIVITIES GUIDE (continued)

BOOK REVIEW FORMAT

Date:

Course:

Name:

AUTHOR AND TITLE OF BOOK:

SECTION ONE: (Source Information)

Scope:

Thesis:

Description of Sources:

SECTION TWO: (Factual Analysis)

Accuracy:

Logic:

Balance:

SECTION THREE: (Value Judgment)

RESOURCES/ACTIVITIES GUIDE (continued)

APPROVED BOOKS

1. Kissinger White House Years
2. Woodward and Bernstein All the President's Men
3. Woodward and Bernstein The Final Days
4. White Breach of Faith – Fall of Nixon
5. Stone Men to Match My Mountains
6. Schlesinger The Age of Jackson
7. Schlesinger The Coming of the New Deal
8. Schlesinger The Imperial Presidency
9. Catton Terrible Swift Sword
10. Catton This Hallowed Ground
11. Carter Cherokee Sunset
12. Brown Bury My Heart at Wounded Knee
13. Wilkins Cherokee Tragedy
14. Terry Bloods
15. Caputo A Rumor of War
16. Palmer Shrapnel in the Heart
17. Houston Farewell to Manzanar
18. Steiner Treblinka
19. Toland Infamy
20. Wyden Day One
21. Sterling The Trouble They Seen
22. Beschloss Mayday
23. Busch T. R.
24. Goldman The Tragedy of L.B.J.
25. Smith The Shattered Dream
26. Russell Harding – The Shadow of Blooming Grove
27. The Delaney Sisters Having our Say
28. Gates Colored People
29. Huie Execution of Pvt. Eddie Slovik
30. Pick Simon Wiesenthal – A Life in Search of Justice
31. Tateishi And Justice For All
32. Levine A Fence Away From Freedom
33. Truman Bess Truman
34. Gray Margaret Sanger
35. Taylor Carry Nation
36. Parks Rosa Parks – My Story
37. Larsen Paul Robeson
38. Bacon Valiant Friend – Life of Lucretia Mott
39. Bacon Once They Ran Life the Wind
40. Bacon The Emperor's Last Soldier
41. Lisle Portrait of an Artist
42. Brokaw The Greatest Generation
43. Ambrose Eisenhower: Soldier and President

RESOURCES/ACTIVITIES GUIDE (continued)

APPROVED BOOKS (continued)

44. Ambrose D-Day June 6, 1944: The Climactic Battle of World War II
45. McNamara In Retrospect: The Tragedy and Lessons of Vietnam

SUGGESTED AUDIO VISUAL/COMPUTER AIDS

SUGGESTED MATERIALS

Resources for Students

Brinkley, Alan. American History: A Survey. New York: McGraw-Hill College, 1999.

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