

[Pre] AP[®]/Dual Credit U.S. History



Course Purpose

As articulated on page 4 of the College Board AP United States History Course and Exam Description manual, the course “*focuses on developing students’ understanding of American history from approximately 1491 to the present. The course has students investigate the content of American history for significant events, individuals, developments, and processes...and develop and use the same thinking skills and methods...employed by historians.*”

Thematic Learning Objectives, Historical Periods with Weight, & Textbook Correlation

The themes “*focus on major historical issues and changes...developments and processes that have emerged*” over centuries in what become the United States. The percent that follows the period is the portion of the AP Exam that covers the corresponding period. Each period has been correlated with the current textbook.

Thematic Learning Objectives

1. American and National Identity (ID)
2. Politics and Power (P&P)
3. Work, Exchange, and Technology (ECON)
4. Culture and Society (C&S)
5. Migration and Settlement (MIGS)
6. Geography and Environment (ENV)
7. America in the World (World)

AP Historical Periods with Weight

1. 1491-1607	5%
2. 1607-1754	11.25%
3. 1754-1800	11.25%
4. 1800-1848	11.25%
5. 1844-1877	11.25%
6. 1865-1898	15%
7. 1890-1945	15%
8. 1945-1980	15%
9. 1980-Present	5%

Textbook Units, Henretta, *America’s History*

Part 1 – Ch.1-2, 1450-1700
Part 2 – Ch.3-4, 1660-1763
Part 3 – Ch.5-8, 1763-1820
Part 4 – Ch.9-12, 1800-1860
Part 5 – Ch.13-16, 1844-1877
Part 6 – Ch.17-20, 1877-1917
Part 7 – Ch.21-24, 1890-1945
Part 8 – Ch.25-29, 1945-1980
Part 9 – Ch.30-31, 1980-Present

AP Exam & Scoring

AP Exams are taken the first two weeks of May. There are two sections of the exam, with each section sub-divided into parts. Each part is measured as a percentage of the total raw score. Raw scores are converted into a composite AP Exam score of 5, 4, 3, 2, or 1. Below are tables indicating the exam breakdown and college equivalent of each AP score with a descriptive qualifier:

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	4 questions	50 minutes	20%
II	Part A: Document-based question	1 question	55 minutes	25%
	Part B: Long essay question	1 question (chosen from a pair)	35 minutes	15%

AP Score	Qualification	College Equivalency
5	Extremely well qualified	A+
4	Well qualified	A- to B+
3	Qualified	B- to C+
2	Possibly Qualified	C- to D+
1	No recommendation	D- to F

More information may be found at apcentral.collegeboard.org.

AP Student Accounts & Scores

All students electing to enroll in an Advanced Placement course and/or take the/an exam are required to have an online account. New accounts can be made and current accounts accessed by login in at <https://apstudents.collegeboard.org/> If you elect to take an exam, once scores are released they may be viewed at <https://apscore.collegeboard.org/scores/#/>



Course Purpose

As stated in the St. Louis Community College Course Profile for HST 101 - U.S. to 1865 and HST 102 - U.S. 1865 to Present, collectively the courses will provide students with a “*survey of the cultural, economic, institutional, political, and social forces and events which have shaped the United States through the Civil War*” and “*from the Civil War to the present.*”

More information may be found at <https://catalog.stlcc.edu/course-descriptions/>

Enrollment Qualification Criteria

- GPA: Senior/Junior, 2.5
- Sophomore, 2.6
- Test Scores: ACT - Reading, 18
- SAT - Reading, 500
- Accuplacer Reading 77

More information may be found at <https://www.stlcc.edu/admissions/apply-to-stlcc/dual-credit.aspx>

STLCC Grading System & Grade Point Average

Only grades earned at St. Louis Community College are included in the calculation of grade point averages for degrees and certificates. The grade of D may be considered unsatisfactory in some programs.

Grading Symbol	Grade Points	Explanation
A	4	Superior
B	3	Above Average
C	2	Average
D	1	Passing, Below Average
F	0	Failing

More information may be found in the catalogue at <https://www.stlcc.edu/departments/academics/grades.aspx>



Course Structure & Policy
As They Are For Mr. Pipes' Course at University City High School

Textbook

Henretta, James A. *America's History*, For AP Courses, 8th ed. Boston: Bedford/St. Martin's, 2014

Summative - 70%

Summative Assessments include the following:

Full Exams – 100 points.

A full exam consists of multiple sections; multiple choice, and written responses. Each will cover at least one chapter/unit but can cover multiples. There will also be a final exam [which may or may not be comprehensive] that will impact student's final average; sometimes, but not always, the term paper is substituted in the place of a final exam. These are the highest weighted assessments because they most closely simulate the AP requirements, specifications, testing environment, and assigned weight of each section. These are performed in class, hand-written, timed, and must be completed within the given time constraints. Any full length exam will include a combination of the following:

Multiple Choice - 50 points

The purpose of this question types are to assess a student's ability to interpret various forms of historical data. They are designed to mirror the content, level-of-difficulty, level-of-rigor, time-constraints, and format of the multiple choice portion of the AP U.S. History exam.

Free-Response Questions – 50 points

There are three types of free response questions, *short answer*, *long essay*, and *document based questions*. Each of these four types are designed to assess a student's strength in an area of content knowledge and an associated skill—all mirror the content, level-of-difficulty, level-of-rigor, time-constraints, and format of the free-response portion of the AP U.S. History Exam. Any type can be part of an exam, sometimes providing students with a choice

Take-Home FRQs - 50 points

Sometimes Free-Response Questions (FRQs) are assigned independent of multiple choice and/or full exams. In such cases they are to be done at home, typed, double-space, 12-point font, any standard script, even margins, citations and work cited page in MLA format AP U.S. History Exam. Any type may be assigned, sometimes providing students with a choice.

Quick View & Essential Description of Free Response Question Types

AP FRQ Types

- *Short Answer Questions* ask students to provide concise answers to a set of three questions that may or may not include a stimulus (map, graph, chart). Responses should answer each question and provide evidence from the stimulus [if included] and outside information.
- *Long Essays* ask students provide in-depth historical explanation for the given prompt. Essays should include a thesis and supporting evidence using outside information.
- *Document Based Questions* ask students to perform an historical analysis of a document set. Essays should provide have a thesis and incorporate supporting evidence from as many of the provided documents as possible in addition to outside information.

Non-AP FRQ Types

Syllabus – Unified U.S. History (AP-Dual)

- *Book/Article/Film Reviews* ask students to evaluate the credibility of another scholar’s work using both internal and external evidence.
- *Original Research Papers* use primary sources to construct new and unique historical narratives not found in the literary record.
- *Literature Reviews* often come at the beginning of a piece of original research identifying that which scholars have not written about by synthesizing and evaluating secondary sources.
- *Term Papers* require students to identify themes, developments, trends, etc. that have either continued through or changed across the entire history studied up to the point of the term paper.

Book/Article/Film Analysis - 50 points

Book and film analysis, or “dissection,” as it is referred to in some settings, is a required skill in the profession of academic history. It is also necessary for learning how to vet information as a functioning citizen of a modern society. Students may be assigned multiple book/articles/film analyses throughout a semester. The final product will either be a formal paper or presentation. Typically, more simple texts are dissected individually and more advanced texts are given to students as groups, upon which they must present in a professional presentation.

Original Research & Literature Review Papers - 100 points each

There will never be more than one research or literature review paper per semester. Typically, the first semester is dedicated to the literature review and the second semester filling the original research paper. Both consist of a protracted deep inquiry into a particular topic and specific research question(s). These papers include formal elements not typically associated with lesser assignments or full exams but are standard specifications common to most disciplines. The final product is an in-depth answer and analysis to the findings pertaining to the stated research question(s). The paper should be written in 12-point font, even margins, double-spaced, with in-text citations and a work cited page in MLA format

Term Papers - 100 Points each

There will never be more than one term paper per semester. The purpose of the assignment is to engage students in long-range historical vision and analysis as well as provide an opportunity for review. Combined they assess student’s skills in historical thinking, application, argumentation, writing, and prepare them for the AP U.S. History Exam.

Fall Semester, HST 101 – U.S. History through the Civil War, Summative Points

Unit 1 Take-Home FRQ = 50	A+ = 300 - 291	A = 290 - 282	A- = 281 - 270
Unit 1-2 Mod-Term Exam = 100	B+ = 269 – 261	B = 260 – 252	B- = 251 - 240
Unit 3 Take-Home FRQ = 50	C+ = 239 – 231	C = 230 – 222	C- = 221 - 210
<u>Unit 1-4 Final Exam = 100</u>	D+ = 209 – 201	D = 200 – 192	D- = 191 - 180
Total Points = 300	F = 179 – 0		

Spring Semester, HST 102 – U.S. History After the Civil War, Summative Points

Unit 5 Take-Home FRQ = 50	A+ = 300 - 291	A = 290 - 282	A- = 281 - 270
Unit 5-6 Mod-Term Exam = 100	B+ = 269 – 261	B = 260 – 252	B- = 251 - 240
Unit 7 Take-Home FRQ = 50	C+ = 239 – 231	C = 230 – 222	C- = 221 - 210
<u>Unit 5-7 Term Paper = 100</u>	D+ = 209 – 201	D = 200 – 192	D- = 191 - 180
Total Points = 300	F = 179 – 0		

Formative - 30%

Formative Assessments are designed to upload and process the necessary information on which students will be assessed summatively. Because formative assessments involve combinations of each category, the amount points for each portion may increase or decrease depending of the variables at play. There is a degree of subjectivity in attaching values. If you are curious, simply ask and I will gladly explain the reasoning. Formative assessments include the following:

Homework - 50 points each

Students will have weekly homework that consists mostly of reading, annotations, taking notes, vocabulary, and/or answering questions. This is a college course, and in college homework is often not graded, students are expected to be diligent and committed to the process of being successful academically, they are to study on their own. However, history has shown that unless homework is graded, students by-in-large will not do them. This is why they are the largest portion of formative assessments.

Presentation - 50 points each

Presenting is a required skill for many professions, social studies included. They are also a means by which students can grapple with difficult high-level texts while demonstrating their understanding. These are most often done in groups regarding an assigned book or film analysis. Here elevated value is a function of prevalence. The value is a function of necessity. Presentation cannot suck, if they do, fellow students are harmed, therefore it is necessary that they be well-performed. Thus, their point value is elevated.

Quizzes - 20 points each

Quizzes are of the "pop" type and will be conducted individually and/or as a group depending on their purpose. The purpose are as follows: memory recall, review, information processing. There are also regularly scheduled multiple choice quizzes for the purpose of assessing whether or not students are retaining information from the required readings.

Discussion - 20 points each

Discussions are had on a regular basis for a variety of reasons. One means by which student learning can be observed is through question and answering regarding notes, film, text, anything. Sometimes they can be used to ascertain whether or not students are doing their homework.

Assignment Due Dates & Credit Opportunity

An assignment submitted upon entry to class on the day of the assigned due-date is considered on-time, and will be given full credit opportunity; any time after but still that day is considered late or missing and will only receive 85% credit opportunity. An assignment submitted the next day will be reduced to 70%; two days late will be 50%; students then have one week to submit otherwise credit opportunity will be reduced to 25%. No late work will be taken the last week of a grading period.

Extenuating Circumstances apply and must be communicated before submission.

An assignment missed due to an excused absence is classified as make-up work. Everything else is late and/or missing. Make-up assignments may be completed only during office hours. Students have one week from the submission date to make-up an assignment for full credit, otherwise a zero is incurred.

Academic Dishonesty

In the School District of University City Student Expectations Guide is the policy concerning cheating and plagiarism. It states, "*Cheating/Plagiarism is using, submitting, or attempting to obtain or give data or answers dishonestly, by deceit, or by means other than those authorized by the teacher. Plagiarism is taking someone else's ideas, words or thoughts and passing them off as one's own. Copying from another student's work is a form of plagiarism.*" Consequences are as follows:

High School Range	First Occurrence	Repeated Occurrence
Minimum:	Parent Involvement Score of zero on assignment	Parent Involvement Score of zero on assignment with no make-up
Maximum:	In-school Suspension Score of zero on assignment with no make-up	Short-term Suspension Score of zero on assignment with no make-up

Electronics

In the School District of University City Student Expectations Guide is the policy concerning Possession or Use of Electronic Devices. Part 1 states, "*students are not allowed to use personal electronic devices, laser pointers, video games, toys or other such items unrelated to instruction unless so authorized by school personnel. These items should not be displayed during school hours and must be kept in a locker or backpack.*" Part 2 states, "*Students are not allowed to use cell phones during instructional time unless given direct permission by a teacher or administrator. This rule applies to all school environments including field trips. Cell phones should be turned off and not displayed during classroom periods. This prohibition includes text messaging, e-mailing and actual phone calling.*" It goes on to say that "*Unauthorized electronic devices or electronic devices used in violation of Board policy will be confiscated. CONFISCATED PHONES MUST BE RETRIEVED BY A PARENT OR GUARDIAN.*" After confiscation, if a referral is submitted, consequences are as follows:

High School Range	First Occurrence	Repeated Occurrence
Minimum:	Administrative Conference	In-school Suspension
Maximum:	Short-term Suspension	Short-term Suspension

Instructor

Nathan Pipes, *M.A.*

Classroom: 234

Phone: 290-4100 ext.4113

Email: napipes@uctiychools.org or npipes@stlcc.edu

University City High School

7401 Balson Avenue

University City, MO 63130

Fall 2020 Course Schedule

1. Aug. 24-28: Greetings, Introductions, & Summer Assignment

Required Reading: Reynolds & Kendi, *Stamped Remix*

-----**Start of Content**

2. Aug. 31 – Sept. 4: Colliding Worlds & American Experiments, 1450-1700

Required Reading: Henretta, *America's History*, Ch.1 - *Colliding Worlds*, p.6-40

Ch.2 - *American Experiments*, p.40-79

Reynolds & Kendi, *Stamped Remix*, Ch.1-2 – *First Racist & Puritan Power*, p.1-20

Ch.3-4 - *Different Adam & Racist Wunderkind*, p.21-29

Suggested Reading: Zinn, *People's History*, Ch.1 - *Columbus, Indians...*, p.3-16

Ch.3 - *Persons of Mean and Vile Condition*, p.33-43

Formative Assessment: MC Quiz (20 pts)

3. Sept. 8-11: British Atlantic World, 1660-1750

Required Reading: Henretta, *America's History*, Ch.3 - *The British Atlantic World*, p.80-113

Banomi, *Black Christians Early...North Am. Journal Am Hst*, vol.103, no.1, p.34

Suggested Reading: Zinn, *People's History*, Ch.2 – *Drawing the Color Line*, p.23-31

Formative Assessment: MC Quiz (20 pts)

4. Sept. 14-18: Growth, Diversity, & Conflict, 1720-1763

Required Reading: Henretta, *America's History*, Ch.4 – *Growth, Diversity, & Conflict*, p.114-149

Butler, *Awash in a Sea of Faith*, p.1-6, 289-295

Greene, *Pursuit of Happiness*, p.1-5, 207-209

Suggested Reading:

Formative Assessment: MC Quiz (20 pts)

5. Sept. 21-25: Unit 1 Summative

Take-Home FRQ: DBQ - Students must complete one prompt: *Puritan Influence on New England (2010)* OR *Compare New England & Chesapeake Colonies (1993)* **(50 pts) DUE _____ in Google Classroom, 12:00 am**

-----**End of Unit 1 – Colonial Period**

6. Sept. 28-Oct. 2: Problems of Empire: Making War & Republican Governments, 1763-1789

Required Reading: Henretta, *America's History*, Ch.5 – *The Problems of Empire*, p.150-181

Ch.6 – *Making War & Republic Govern*, p.182-213

Suggested Reading: Zinn, *People's History*, Ch.4 – *Tyranny is Tyranny*, p.47-60

Formative Assessment: MC Quiz (20 pts)

7. Oct. 5-8: Hammering Out a Federal Republic, 1787-1820

Required Reading: Henretta, *America's History*, Ch.7 – *Hammering Out a Fed Republic*, p.214-247

Reynolds & Kendi, *Stamped Remix*, Sec.1 – *1743-1826*, p.41-69

Suggested Reading: Zinn, *People's History*, Ch.5 – *A Kind of Revolution*, p.61-80

Formative Assessment: MC Quiz (20 pts)

8. Oct. 12-16: Creating a Republican Culture, 1790-1820

Required Reading: Henretta, *America's History*, Ch.8 – *Creating a Republican Culture*, p.248-279

Wood, *Empire of Liberty*, p.1-4

Suggested Reading:

Formative Assessment: MC Quiz (20 pts)

9. Oct. 19-23: Unit 1-2 Summative: Mid-Term

Full Exam – MC w/ FRQs: SAQs - Students must choose one from each category. Choose ONE from Unit 1: Similarities & Differences on New England & Chesapeake Colonies (2015); Compare & Contrast the Goals of Spanish & English Colonization (2016); and ONE from Unit 2: Tension between Great Britain & North American Colonies (2016); Adams & Rush to Jefferson on Declaration & Revolution (2015); Articles of Confederation (2017) (100 pts) Oct. _____ In Class

-----**End of Unit 2 – Revolution & Early Republic**

10. Oct. 26-30: An Economic Transformation & Democratic Revolution, 1800-1860

Required Reading: Henretta, *America's History*, Ch.9 – *Transforming the Economy*, p.284-313

Ch.10 – *Democratic Revolution*, p.314-343

Feller, *The Jacksonian Promise, America, 1815-1840*, Preface, p.xi-xiv

Suggested Reading: Zinn, *People's History*, Ch. 7 – *Grass Grows or Water Runs*, p.97-112

Formative Assessment: MC Quiz (20 pts)

11. Nov. 2-6: Religion & Reform, 1800-1860

Required Reading: Henretta, *America's History*, Ch.11 – *Religion and Reform*, p.344-375

Miller, *The Birth of Modern America*, Preface, p.ix-xvi

Suggested Reading: Zinn, *People's History*, Ch. 6 – *Intimately Oppressed*, p.81-96

Formative Assessment: MC Quiz (20 pts)

12. Nov. 9-13: South Expands: Slavery & Society, 1800-1860

Required Reading: Henretta, *America's History*, Ch.12 – *South Expands: Slavery & Society*, p.376-405

Slave Consum in South: Double-Edged Sword, Am Hist, no.12 May '17, p.40-45

Suggested Reading:

Formative Assessment: MC Quiz (20 pts)

13. Nov. 16-20: Unit 3 Summative

Take Home FRQ: DBQ - Students must complete one of the following prompts: *Rise of Mass Democracy, 1815-1840 (2011); Ideals of American Womanhood, 1775-1865 (2006); Anti-Slavery, 1756-1852 (2013); Slavery from 1775-1830 (2009) (50 pts) DUE _____ in Google Classroom 12:00 am*

-----**End of Unit 3 – Antebellum Era**

14. Nov. 23-24: Expansion, War, & Sectional Crisis & Two Societies at War, 1844-1865

Required Reading: Henretta, *America's History*, Ch.13 – *Expan, War, & Sectional Crisis*, p.410-443

Varon, *Disunion Coming War*, Intro, p.1-16, Pro, p.17-27, Epi, *War & Bey*, p.337-347

Suggested Reading: Zinn, *People's History of US*, Ch.8 – *Take Nothing by Conquest*, p.113-127

Formative Assessment: MC Quiz (20 pts)

15. Nov. 30-Dec. 4:

Required Reading: Henretta, *America's History*, Ch.14 – *Two Societies at War*, p.444-477

McPherson, *The Battle Cry of Freedom*, Preface, p.vii-x, *Afterward*, p.865-867

Suggested Reading: Zinn, *People's Hist*, Ch.9 – *Slavery W/out Sub, Eman W/out Freedom*, p.129-145

Formative Assessment: MC Quiz (20 pts)

16. Dec. 7-11: Reconstruction, 1865-1877

Required Reading: Henretta, *America's History*, Ch.15 – *Reconstruction*, p.478-507

Foner, *Recon, Unfinished Rev, 1863-1877*, Pre, p.xvii-xxiii, Epi: "River Bend," p.602-613

Suggested Reading: Zinn, *People's Hist*, Ch.9 – *Slavery W/out Sub, Eman W/out Freedom*, p.145-160

Formative Assessment: MC Quiz (20 pts)

17. Dec. 14-18: Unit 1-4 Summative: The Final

Full Exam – MC w/ FRQs: SAQs - Students must choose one from each category. Choose ONE from Unit 1-2: Bacon's Rebellion, Pueblo Revolt, Salem Witch Trials, & Stono Rebellion (Drummer); Developments in Massachusetts & Virginia Colonies (Drummer); Women From Colonial New England to Early Republic (2019) and ONE from Unit 3-4: Immigration, 1820-1859 (2016), Reconstruction (2017) (100 pts) Dec. _____ In Class

-----**End of Unit 4 – Sectionalism & Westward Expansion**

18. Jan. 5-8: *Glory*, Film Analysis

In Class Reading: McPherson, TNR Film Classic _ 'Glory' (1990) _ The New Republic

In Class Watching: *Glory*

19. Jan. 11-15: Exam Week

Study Session

-----**End of Fall Semester**

Spring 2021 Course Schedule

20. Jan. 19-22: Conquering a Continent, 1854-1890

Required Reading: Henretta, *America's History*, Ch.16 – *Conquering a Continent*, p.508-539
Brown, *Bury My Heart at Wounded Knee, Indian History of the West*, Intro, p.xvii-xix
Kreyche, *Visions of the American West*, Ch.8 - *Settlement...Cowboys*, p.255-270

Suggested Reading: Abstract: *Westward Migration & Real American Cowboys*

Formative Assessment: MC Quiz (20 pts)

21. Jan. 25-29: Industrial America: Corporations, Conflicts, & Cities, 1877-1917

Required Reading: Henretta, *America's Hist*, Ch.17 – *Indust Am: Corporation & Conflicts*, p.544-573
Ch.19 – *Civilization's Inferno...Industrial Cities*, p.606-635

Brands, *Am Colossus, Triumph of Capitalism*, Prologue - *Capitalist Rev*, p.3-8

Pipes, "Battle for the Alamo City," *Journal South Texas*, vol.34, no.1, p.110-115

Suggested Reading: Zinn, *People's History of U.S.*, Ch.11 – *Robber Barron & Rebels*, p.187-218

Formative Assessment: MC Quiz (20 pts)

22. Feb. 1-5: Victorians & Populists, 1880-1917

Required Reading: Henretta, *America's History*, Ch.18 – *Victorians Make the Modern*, p.574-605

Ch.20 - *Whose Government? Politics, Populists, and Progressives*, p.636-671

Tomes, *The Gospel of Germs, Preface: Memories of Disease Past*, p.xi-xv

Suggested Reading: Zinn, *People's History of United States*, Ch.13 - *Socialist Challenge*, p.235-262

Formative Assessment: MC Quiz (20 pts)

23. Feb. 8-12: An Emerging World Power, 1890-1918

Required Reading: Henretta, *America's History*, Ch.21 – *An Emerging World Power*, p.672-703

Zakaria, *From Wealth to Power*, Ch.1 – *Intro: What Makes a Great Power*, p.3-13

Suggested Reading: Zinn, *People's History of U.S*, Ch.12 - *Empire and the People*, p.219-234

Formative Assessment: MC Quiz (20 pts)

24. **Feb. 16-19: Unit 5 Summative [& Present Westward Migration & Real American Cowboys]**

Take-Home FRQs: Document Based Question. Students must choose one: *Environmental History of the West, 1840s-1890s (1992)*; *Organized Labor, 1875-1900 (2000)*; *Big Business, 1870-1900 (2012)*; *New Immigration, 1880-1925 (2008)*; *Strategies of Booker T. Washington and W.E.B. Du Bois, 1877-1915 (1989)*; *Position of American Women, 1892-1925 (1997)*; *Agrarian Discontent & the Rise of Populism, 1880-1900 (1983)*; *Progressivism, 1900-1920 (2003)*; *American Expansionism, Late 19th to Early 20th Centuries (1994)*
(50 points) DUE _____ In Google Classroom at 12:00 am

-----**End of Unit 5 – The Era of “isms”**

25. Feb. 22-26: Bubble, Bust, & Managing the Great Depression, 1919-1939

Required Reading: Henretta, *America's History*, Ch.22 – *Cultural Conflict, Bubble, & Bust*, p.704-733

Ch.23 – *Managing the Great Depression, Forging the New Deal*, p.734-765

Kennedy, *Freedom From Fear, Preface – November 11, 1918*, p.1-9

Suggested Reading: Zinn, *People's History of U.S.*, Ch.15 – *Self-Help In Hard Times*, p.277-298

Formative Assessment: MC Quiz (20 pts)

26. March 1-4: World War II, 1939-1945

Required Reading: Henretta, *America's History*, Ch.24 – *The World at War*, p.766-803

Klein, *A Call to Arms*, Preface: *The Unluckiest Generation*, p.1-6

Russell, *Train to Crystal City*, Preface, p.xvii-xxi

Suggested Reading: Zinn, *People's History of the United States*, Ch.16 – *A People's War*, p.299-321

Formative Assessment: MC Quiz (20 pts)

27. March 8-12: Cold War America, 1945-1963

Required Reading: Henretta, *America's History*, Ch.25 – *Cold War America*, p.804-837

Suggested Reading: Stone, Kuznick, & Graham, *Untold Story...Ch.5 - Cold War: Who Started It?* p.181-226

Formative Assessment: MC Quiz (20 pts)

28. **March 15-19: Unit 5-6 Summative [& Set-Up Term Paper]: Midterm**

Full Exam – MC w/ FRQs: Long Essay. Students must choose one: *Cultural Conflict of the 1920s* (2012); *New Deal & Great Depression* (2002); *Home Front Experience During World War II* (2009). (100 pts) **DUE _____ In Class.**

Required Reading [for Term Paper]: Term Paper Abstract

Arnove & Zinn, "Preparing Half Revolution," *Voices People's Hist*, p.93

Kendi, *Stamped From Beginning*, Prologue p.1-11, Epilogue, p.497-511

Brands, *American Colossus*, Prologue - *The Capitalist Revolution*, p.3-8

-----**End of Unit 6: Establishing a New World Order**

29. March 29-April 2: Triumph of the Middle Class, 1945-1963

Required Reading: Henretta, *America's History*, Ch.26 – *Triumph of the Middle Class*, p.838-867

Rothstein, *The Color of Law*, Preface, p.vii-xii

Howard, *The Welfare State Nobody Knows*, Introduction, 1-4

Suggested Reading:

Formative Assessment: MC Quiz (20 pts)

30. April 5-9: The Civil Rights Movement, 1941-1973

Required Reading: Henretta, *America's History*, Ch.27 – *Walking Into Freedom Land...*, p.868-901

Orfield, "Race and the Liberal Agenda," *Politics of Social Policy in the U.S.*, p.313-356

Suggested Reading: Zinn, *People's History of the United States*, Ch.17 – "Or Does It Explode" p.327-346

Formative Assessment: MC Quiz (20 pts)

31. April 12-16: Liberal Crisis and Conservative Rebirth, 1961-1972

Required Reading: Henretta, *America's History*, Ch.28 – *Liberal Crisis and Conservative Rebirth*, p.902-935

Matusow, *Unraveling America: Hist of Liberalism in 1960s*, Preface to 2009 Ed, p.ix-xvii

Suggested Reading: Zinn, *People's History of the U.S.*, Ch.18 - *The Impossible Victory: Vietnam*, p.347-372

Formative Assessment: MC Quiz (20 pts)

32. April 19-23: Search for Order & Conservative America, 1973-1991

Required Reading: Henretta, *America's History*, Ch.29 – *The Search for Order in an Era of Limits*, p.936-971

Ch.30 – *Conservative America in Ascent*, p.972-1001

Suggested Reading: Zinn, *People's History of the United States*, Ch.19 – *Surprises*, p.373-396

Ch.21 – *Carter-Reagan-Bush: The Bipartisan Consensus*, p.413-442

Formative Assessment: MC Quiz (20 pts)

33. **April 26-30: Unit 7 Summative & Work on Term Paper**

Take-Home FRQ: Document Based Question. Students must choose one: *Cold War Fears, 1948-1961* (2001); *Changes in the 1960s African American Civil Rights Movement* (1995); *LBJ's Great Society, 1960-1970* (2007); *Vietnam, 1964-1975* (2008); *Nixon's Challenges, 1968-1974* (2011); *Women's Rights Movement, 1940-1975* (2016); *Rise of the New Conservatism, 1960-1989* (2015). **(50 pts) DUE _____ in Google Classroom at 12:00 am.**

-----**End of Unit 7: Cold War & Civil Rights**

34. May 3-7: Practice AP Exam Prep & Work on Term Paper

Prep Materials for AP Exam: *Major Era Timeline*

Major Events Timeline – Middle Ages to the 21st Century

U.S. Student Samples from Past Exams

Required Reading [for Term Paper]: *Term Paper Abstract*

Arnove & Zinn, "Preparing Half Revolution," *Voices People's Hist*, p.93

Kendi, *Stamped From Beginning*, Prologue p.1-11, Epilogue, p.497-511

Brands, *American Colossus, Prologue - The Capitalist Revolution*, p.3-8

35. May 10-14: AP Exam Week & Unit 5-7 Summative: Term Paper

Term Paper: Students must choose one on which to write: Arnove & Zinn, "Preparing Half Revolution," *Voices People's Hist*, p.93; Kendi, *Stamped From Beginning*, Prologue p.1-11, Epilogue, p.497-511; Brands, *American Colossus, Prologue - The Capitalist Revolution*, p.3-8 **(100 pts) DUE May _____ In Google Classroom 12:00 am**