Advanced Placement US History 2009-2010

COURSE DESIGN:
AP US History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. It is a two-semester survey of American history from the age of exploration and discovery to the present. In order to succeed, students must be willing to devote considerable time to homework and study.

SOME OF THE KEY THEMES TO EXAMINE THROUGHOUT THE COURSE:
1. The development and evolution of a unique American Identity and Culture.
2. The role of religion and reform in American society.
3. The struggle to fulfill the promises of the Declaration of Independence, the Constitution, and the Bill of Rights.
4. Political change and continuity over time.
5. Economic evolution from colonial mercantilism to the world’s economic power.
6. E Pluribus Unum: America’s efforts to find unity through diversity.
7. America’s foreign policy from isolation and neutrality to uneasy global power.

COURSE OBJECTIVES - In this course, students will be expected to:
1. Master a broad body of historical knowledge.
2. Develop an appreciation for the study of history.
3. Demonstrate an understanding of historical chronology.
4. Use historical data to support an argument or position.
5. Develop an understanding of the great issues that are at the heart of American history.
6. Interpret and use data from original documents including cartoons, graphs, & letters.
7. Effectively use analytical skills such as evaluation, cause/effect, and compare/contrast.
8. Improve writing, researching and critical reading skills.
9. Work effectively with others to produce quality products and solve problems.
10. Prepare for, and pass, the AP Exam.

COURSE TEXT
**Some additional books to complement the textbook readings.**


**ORGANIZATION:**
Class schedules should be provided every 2-3 weeks to help facilitate student learning, organization, and preparation. Reading assignments, homework assignments including reading logs, essays and projects, quizzes and tests should be noted on the schedule. Students are responsible for the reading assignments and being ready for quizzes, tests, and other assignments. Class work is a combination of lecture, group work, coverage of discussion questions/thought provokers, and answering student questions.

**AP EXAM:**
The AP exam is a national test that is given in early May. If students score a 3, 4, or 5 (on a 5 point scale), they will most likely get college credit for some type of history class during freshman year in college. (Each college is different but almost all 4 year colleges have social studies requirements; some colleges accept 3’s while others only give credit for a 4 or a 5). The exam costs close to $80. Teachers are encouraged to help students with financial need.

**SOME NOTES FOR STUDENTS:**
1. Please set aside some time EACH night for AP work. This will reduce some of the stress and will improve retention by keeping the information fresh in your brain. Cramming may work for a classroom test or quiz but it won’t work too well for the comprehensive AP exam in May. Try to learn things the 1st time so that you can build on the knowledge for future assignments and so that you won’t have to try to cram too much material right before the AP exam.
2. Plan ahead. Don’t wait to the last minute for research projects, tests or essays.
3. Do NOT get discouraged! It might take awhile to get used to the amount of reading, the work load and the pace. If you need help or want to talk, set a time to talk to your teacher.

**SUMMER PREPARATION:**
Read 2 chapters in *America: The Last Best Hope.*
BINDER:
Students should keep a 3 inch binder to help you throughout the year and so that you have all the material you need for our study sessions in April and early May. The general format for the binder will be:
1. Information/Prep Sheets: General information and test-taking tips.
2. Reading Logs: One page summary of each chapter that you read.
3. Lectures Sheets/Notes: Lecture sheets, class notes, definitions, etc.
4. Worksheets: All worksheets turned in for a grade.
5. TP’s/DBQ’s/Essays/Project Sheets: All essay type assignments including DBQ essays, free-responses, projects, etc.
6. Tests/Quizzes: All classroom quizzes and tests.

1st Semester Syllabus: AP US History

SUMMER WORK:
June and July before fall semester
Unit 1 - Colonial America: Read the first two chapters of Last Best Hope Volume I and do a reading log for each chapter.
QUARTER ONE:
Unit 1 Review – Colonial America (1 to 2 weeks)
*Last Best Hope, Volume I: Chapters 1-2*
1. Turn in *Last Best Hope* Reading Log
2. Geography and background of early cultures and colonization
3. Compare and contrast – Spanish and British colonization
4. Events that shaped New World colonization: Defeat of Spanish Armada, Jamestown, Pequot War, etc.
5. Pros and cons of colonization
6. Compare and contrast New England, Middle and Southern colonies based on political, social, economic and religious factors.
7. Events and factors that led to the emergence of a distinct “American culture”

**DISCUSSION QUESTIONS/ESSAY TOPICS:**
b. Discuss English motivation – mercantilism, freedom of religion/expression, elbow room, economic opportunity, etc. Rank and explain why.
c. Discuss colonial sections with their similarities/differences and distribute “Colonial Section Map.” This information will be applied to the first DBQ on the evolution of distinct societies in the New England and Chesapeake regions. Pairs work together to complete the Practice DBQ worksheet which involves developing a PK (Prior Knowledge) list, forming a solid thesis statement, identifying the main sub-topics, choosing some useful information from the documents (half + 1) and combining this info with facts from the PK list.

**ADDITIONAL RESOURCES/ASSESSMENTS:**
a. Summer Work Quiz – mostly definitions and general trends
b. Timed Tests on Early Colonial Development/Structure/Key Events and Sectional Culture
Unit 2 – Struggle for Independence: (1 to 2 weeks)

Last Best Hope, Volume I – Chapter 3

2. Impact of the French-Indian war – causes, treatment of colonial militias, military costs, Proclamation of 1763, etc.
4. British/Parliamentary policy – post 1763
5. Common Sense/Declaration of Independence – Enlightenment ideals, causes, impact on colonists and foreign observers
6. American Revolution – Radical or conservative? Washington’s leadership and Franklin’s diplomacy
7. Victory and terms of the Treaty of Paris 1783

**DISCUSSION QUESTIONS/ESSAY TOPICS:

a. Small Group Question: “Parliament’s request for tax revenue from the colonies was very reasonable in light of the enormous costs of colonial defense.” Take a position on this statement and give 3-4 reasons to support your position.

b. Articulate the assigned colonial viewpoint with a clear statement of your belief and 3 reasons why you feel the way that you do. Be ready to meet with your “fellows,” compare notes and present a persuasive statement of why you believe what you believe and why others should join you. Viewpoints: Loyalist, Patriot, Neutral frontiersman.

c. What factors led to colonial victory? Rank in order of importance.

**ADDITIONAL RESOURCES/ASSESSMENT:

a. Watch parts of the “Liberty” video series
b. Timed test on the American Revolution
Unit 3 – Will America survive independence? (1 to 2 weeks)
Last Best Hope, Volume I – Chapter 4

1. Success and failure of Articles of Confederation
2. Impact of colonial experience on post-independence government
3. Constitutional Convention – characters, controversies and compromises
4. US Constitution and Bill of Rights – Development
5. National power vs. State’s rights
6. Washington’s leadership lays the groundwork – cabinet, two-term tradition, Proclamation of Neutrality
7. Hamilton vs. Jefferson – development of political parties; strict vs. loose

**DISCUSSION QUESTIONS/ESSAY TOPICS:

a. Individual DBQ Practice: “From 1781 to 1789 the Articles of Confederation provided the United States with an effective government.” Using the documents and your knowledge of the period, evaluate the statement.

b. Panel Discussion on the Constitution: Each person on the panel will focus on a particular role. #1 – Original writer of the Articles of Confederation (Why was it so “weak”?). #2 – Daniel Shays; #3 – One of the delegates to the Constitutional Convention (Why are you there?); #4 – James Madison (Federalist view); #5 – Patrick Henry (Anti-Federalist view)

c. Pair, Share: Outline the differences between Alexander Hamilton and Thomas Jefferson. Share with the class and produce a class list.

d. How did Hamilton and Jefferson’s philosophical discussions/disagreements impact all of American history and politics (even to today)? Explain & discuss.

**ADDITIONAL RESOURCES/ASSESSMENT:

a. Show short Presidential bios from “The History Channel Presents The Presidents” DVD

b. Timed quizzes/tests on the Articles and Constitution; Jefferson vs. Hamilton and the impact of their philosophical disagreements.
Unit 4 – Jeffersonian Politics and Nationalism: (1 to 2 weeks)

*Last Best Hope*, Volume I – Chapters 5-6

1. Jefferson’s “Revolution of 1800” – peaceful transfer of power
2. Louisiana Purchase, Diplomatic problems (Embargo, etc.)
3. National growth and the Era of Good Feelings
4. War of 1812 – Causes, Conduct and Consequences; end of the Federalist party
5. Marshall court – Federalism in the judicial branch and how it laid the groundwork for much of what we believe/practice today
6. Monroe Doctrine – Adams as Secretary of State, U.S. foreign policy
7. Election of 1824 – “Corrupt or….just politics?”

**DISCUSSION QUESTIONS/ESSAY TOPICS:**

a. Why is the Election of 1800 considered a revolution? Explain the role that Adams and Jefferson played.

b. DBQ practice: “What forces led Americans to declare war on Britain in 1812?”

**ADDITIONAL RESOURCES/ASSESSMENT:**

a. “Presidential” bios on DVD
b. Timed test on Jeffersonian Democracy
c. Quiz on the War of 1812 and its impact.
Unit 5 - The Age of Jackson/Economic and Cultural Growth: (2 to 3 weeks)

*Last Best Hope, Volume I – Chapters 6-7*

1. Election of 1828 and Jackson’s victory
2. The “Common Man” in American politics – Universal WMS, Spoils system, Nominating conventions, etc.
3. Jackson’s admin – Spoils system, Nullification, Bank war, & Trail of Tears
4. The Two Party system

**DISCUSSION QUESTIONS/ESSAY TOPICS:**

a. Pairs – Complete a chart comparing & contrasting Jeffersonian & Jacksonian Democracy. Which of these principles have now become the norm?

b. DBQ practice: “What were the major arguments used pro and con, in the debate over expanding suffrage during the Age of Jackson? Which arguments were the most valid?”

c. Why were women allowed to play a prominent role in reform movements when they were usually confined to their homes? (Dorothea Dix visited prisons…why was this allowed?) To what extent were they allowed to lead? What did this show about the Cult of Domesticity/Cult of True Womanhood?

**ADDITIONAL RESOURCES/ASSESSMENT:**

a. “Presidential Bios” on DVD

b. In-class timed DBQ essay on Jacksonian Democracy: “Jacksonian Democrats viewed themselves as the guardians of the United States Constitution, political democracy, individual liberty and equality of economic opportunity.” To what extent do you agree with the Jacksonians’ view?

c. Quiz on Jacksonian Democracy

d. Matching quiz on reform movements
FIRST QUARTER PROJECT:
Five Paragraph Essay on a Prominent Literary Work from Early America.

1. Read one of the books from the list (including, but not limited to, the following): Last of the Mohicans – James Fennimore Cooper; The Alamo – Lon Tinkle; Uncle Tom’s Cabin – Harriet Beecher Stowe; Red Badge of Courage – Stephen Crane; A Century of Dishonor – Helen Hunt Jackson; The Age of Innocence – Edith Wharton; The Gilded Age – Charles Dudley Warner and Mark Twain; My Antonia – Willa Cather; O Pioneer – Willa Cather; Bury My Heart at Wounded Knee – Dee Brown; Twenty Years at Hull House – Jane Addams, etc.

2. Once you’ve read the book, write a five paragraph essay about what you learned.

FALL BREAK HOMEWORK:
Reading Log on Chapter 6 in Last Best Hope, Volume I
QUARTER TWO:
Unit 6 – Slavery, Manifest Destiny & Sectional Struggles: (1 to 2 weeks)
Last Best Hope, Volume I – Chapter 8
1. Slavery – political, social, moral, and economic issues
4. Sectional Differences and struggles - leading up to the Civil War

**DISCUSSION QUESTIONS/ESSAY TOPICS:

a. Why was American slavery called the “peculiar institution?”
b. Why would poor, white southerners enthusiastically support slavery even though they did not appear to benefit from the plantation system? Give clear reasons.
c. DBQ practice: “What forces or ideas motivated and inspired the effort to remake and reform American society during the antebellum years?”
d. To what extent did the Mexican War promote the national interest?

**ADDITIONAL RESOURCES/ASSESSMENT:

a. Lyceum meeting – Students will select a prominent reformer of the time. Bring a “snack” from the time period, produce a note card with 10 important facts about your person & take part in a meeting of reformers. The topic for discussion: What is the best way to improve the world?
b. Manifest Destiny chart and map.
c. Quiz on Slavery and Manifest Destiny
Unit 7 – Civil War and Reconstruction: (1 to 2 weeks)
_Last Best Hope_, Volume I – Chapters 9-10

1. Causes of the Civil War – state’s rights, slavery, tariffs, economic
2. Comparison of North and South – military strengths/weaknesses, strategies, manpower, public support, social, economic, and political impact of the war
3. Reconstruction – issues and plans, impact of Lincoln assassination, Congress vs. President, Amendments, Radical Republicans, Redeemers, etc.
4. The New South – Economic changes
5. Struggles for Equality – Freedmen, the KKK, legacy of Reconstruction

**DISCUSSION QUESTIONS/ESSAY TOPICS:**

a. Sectional Framework chart: Look at key mid 1800’s issues from the perspective of different sections.

b. DBQ practice: “What led the Southern states to secede from the Union in 1860 and 1861?”

c. Was there any way to avoid the Civil War? Explain your position and support with clear facts.

d. Pairs will complete a chart comparing and contrasting Presidential Reconstruction with Congressional Reconstruction of the South.

e. How did Reconstruction lay the groundwork for future civil rights movements in the mid 1900’s?

**ADDITIONAL RESOURCES/ASSESSMENT:**

a. “Presidential Bios” on DVD

b. Show parts of Ken Burns’ _Civil War_ documentary.

c. Panel Discussion: In the context of the late 1800’s, was Radical Reconstruction a failure or success? Each panelist must provide 4-5 pieces of evidence to support their position (political cartoon, a letter, newspaper article, speech, etc.).

d. Quizzes on sections related to the Civil War: Causes of the Civil War, key events in the early years of the war and overall impact.

e. Timed test on Reconstruction and its impact.
Unit 8 – The Gilded Age & Rise of the City: (2 to 3 weeks)

Last Best Hope, Volume I – Chapter 11

2. Compromise of 1877 and Home Rule – end of Reconstruction
3. Industrial Growth and impact – growth of cities, dumbbell tenements, immigrants, AF of L, Knight of Labor, Strikes and unrest.
4. Governmental support and actions – Laissez Faire, RR land grants, etc.
5. The Impact of Booming Business: tycoons (methods, accomplishments and philosophies), laboring class, organized labor– union leaders & success/failure
6. “New Immigration,” “New Morality,” Reform movements

**DISCUSSION QUESTIONS/ESSAY TOPICS:

a. Small groups: Produce a two-column poster outlining the conflicting views of the Industrial Leaders of the late 1800’s (Carnegie, Rockefeller, Vanderbilt, Stanford, etc.). In one column, list 4-5 reasons these men were considered “Captains of Industry” and in the other list 4-5 reasons they were considered “Robber Barons.”

b. Why did the AF of L succeed when so many other unions failed? Give specific reasons and contrast with other groups such as the “Wobblies” and the Knights of Labor.

c. DBQ practice: “To what extent and for what reasons did the policies of the federal government from 1865 to 1900 violate the principles of laissez faire?”

d. Pairs share: Do you agree more with Booker T. Washington’s perspective or W.E.B. Dubois’ perspective? Discuss, choose and then share with the class with clear reasons.

**ADDITIONAL RESOURCES/ASSESSMENT:

a. Railroad Video and worksheet...overview of big industry and transition to agrarian concerns and issues.

b. Timed test on the Gilded Age.
Unit 9 – Great West & American Expansion: (2 to 4 weeks)
*Last Best Hope, Volume I – Chapter 12 (Volume IIIE, Chapter 1)*

1. Native Americans: Plains wars and Reservation policy, Dawes Act
2. Comparison of reform attitudes towards Native Americans and African-Americans in the late 19th century
3. Agricultural Revolution and Populism – Omaha Platform, the Grangers and the Populist party
5. Spanish-American war and American Imperialism
6. “Open Door in China”, Roosevelt Corollary, Panama Canal

**DISCUSSION QUESTIONS/ESSAY TOPICS:**

a. “Presidential Bios” on DVD
b. Farmer’s Dilemma: To produce or not to produce? Use documents to form an answer to share with the class.
c. DBQ practice: Explain the reasons for agrarian discontent from 1880-1900 and evaluate the validity of the farmer’s complaints.
d. Pair Share: What did the election of 1896 show about the changes America had undergone through the 1880’s and 1890’s?
e. How could the U.S. reconcile its subsequent take over of Cuba with the Teller amendment?

**ADDITIONAL RESOURCES/ASSESSMENT:**

a. “Presidential Bios” DVD
b. Review of late 1800 Political Cartoons and deciphering their meaning(s).
c. Quizzes on small sections of this unit: Native Americans, Populist movement and American Imperialism.
SECOND QUARTER PROJECT: Group DBQ Packet. Students select a topic for a DBQ, work in groups to write a solid question (focus on key points of the issue), find eight primary source documents that relate to the topic and question, then produce and copy the DBQ document.

REVIEWS AND SEMESTER FINAL EXAM:
Cumulative Semester One Final Exam: Timed multiple choice, defining key terms and one short essay.

WINTER BREAK HOMEWORK:
Finish American Expansion and start to prepare for Progressive Politics in Last Best Hope Volume I, Chapter 12 or Volume IIE, Chapter 1. Do a reading log.
2nd Semester Syllabus: AP US History

Unit 9 – The Great West and American Expansion – continued from the end of Semester One.

Unit 10–Progressive Politics in the early 1900’s: (1 to 2 weeks)
*Last Best Hope*, Volume I – Chapters 12-13 or Volume II E, Chapters 1-2
   1. Progressivism: founders and ideas
   2. “Muckrakers” and Progressive literature – Sinclair, Tarbell, Steffens, etc.
   3. Main focus of Progressive movement: social ills, help for immigrants, improved working conditions, etc.
   4. Roosevelt’s “Square Deal” and his 3 C’s (control of corps, consumerism, and conservation)
   5. Taft and the Republican party “split”
   6. Wilsonian politics: Fighting the “triple wall of privilege”
   7. American Neutrality during WWI – steps leading to war

**DISCUSSION QUESTIONS/ESSAY TOPICS:**
   a. Pairs chart: What were the national, state and local changes that were implemented by Progressives thinkers?
   b. Was Progressivism a liberal reform or conservative reaction to changes in American society?
   c. Why did Theodore Roosevelt and Taft split? If you were writing an algebraic equation, what equation would relate to the election of 1912? (What happened with Wilson?)

**ADDITIONAL RESOURCES/ASSESSMENT:**
   a. “Presidential Bios” on DVD
   b. Short readings from *The Jungle*. Compare to the real conditions in the early 1900’s in regards to: political machines, meat-packing, child labor, unemployment, etc.
   c. Timed test on the Progressive era.
Unit 11 – World War I & the Roaring Twenties: (1 to 2 weeks)

Last Best Hope, Volume II, Chapters 1-2 or Volume IIE – Chapters 3-4

1. US involvement in WWI – reasons and results (domestic and foreign)
2. 14 points and the Treaty of Versailles
3. Republican opposition and US rejection of Treaty and League of Nations
4. Return to Normalcy–Harding, Coolidge, “the business of America is business”
5. Roaring 20’s and Isolationism – Sacco & Vanzetti, growth of the KKK, Immigration quotas, Red Scare (A. Mitchell Palmer)
6. Prohibition: Failure, Gangs, Speakeasies, etc.
7. “Scopes Monkey Trial” – Urban vs. Rural values
8. Conflict of new and old: flappers, mass culture, new products, cars, flying, radio, jazz, etc.

**DISCUSSION QUESTIONS/ESSAY TOPICS:**

a. Pair, share: Why did America enter World War I? Rank the reasons in order of importance.

b. Was it a mistake for the U.S. not to join the League of Nations? Whose fault is it that the Senate did not ratify the Treaty of Versailles? Why?

c. DBQ practice: “Describe the urban-rural culture wars of the 1920’s and the issues over which they were fought.”

**ADDITIONAL RESOURCES/ASSESSMENT:**

a. “Presidential Bios” on DVD

b. Tests/Quizzes on World War I and the Roaring 20’s.
Unit 12 – Great Depression, FDR & the New Deal: (1 to 2 weeks)

Last Best Hope, Volume II, Chapter 3 or Volume IIE, Chapter 5

1. Boom and Bust economy
2. Harding and Coolidge: Hands off policies
3. Harding Scandals: Teapot Dome
4. Hoover’s “Dilemma” – 1928 and the “crash”
5. The Great Depression and the Dust Bowl
6. FDR and the New Deal: Relief, Recovery and Reform – 100 days
7. 2nd New Deal—tensions begin to build, issues with the Supreme Court: “Court Packing”

**DISCUSSION QUESTIONS/ESSAY TOPICS:**

a. Small Group: Make a poster outlining the 4 main reasons the American economy “crashed” in 1929. Share with the class and compare reasons.

b. Compare and contrast Hoover’s Rugged Individualism and FDR’s New Deal.

c. DBQ practice: “Identify those groups that most strongly opposed the New Deal and explain the reasons for their opposition.”

d. Did FDR accomplish what he wanted with the New Deal? Why or why not?

e. How do present day politicians struggle to maintain FDR’s legacy? Analyze style and legislation.

**ADDITIONAL RESOURCES/ASSESSMENT:**

a. “Presidential Bios” on DVD

b. Timed Test on the Great Depression.
Unit 13 – World War II and the Cold War: (3 to 4 weeks)

*Last Best Hope*, Volume II, Chapters 4-8 or Volume IIE – Chapters 6-10

1. Neutrality turns to aid for the Allies: Lend Lease & Cash/Carry Acts
2. FDR: 3rd term and leadership during WWII
3. U.S. enters the war: Pearl Harbor, Europe 1st Policy, 2 fronts
5. War front: Leap frog to victory; North Africa to D-Day; Holocaust and Atomic bombs
6. Yalta Conference and plans for post-war world
7. Nuremberg and the concept of war crimes
8. Cold War/Korean War – Truman Doctrine; DMZ
9. Marshall Plan and efforts to rebuild Japan/Europe
10. Red Scare – Nixon, HUAC, McCarthyism, Sputnik
11. Truman - Fair Deal, Dixiecrats, integration of the military, victory in 1948

**DISCUSSION QUESTIONS/ESSAY TOPICS:**

a. Name three ways that America’s international response after World War II was different than the American response after World War I.

b. What time-honored traditions, started by President Washington, were broken during the 1940’s? Some are domestic and some were foreign. Do you agree with these changes or should we have stuck with President Washington’s policies?

c. Japanese Internment Camps: What were some of the long-term domestic responses (legally, culturally, politically) to Executive Order 9066?

d. How in the world did America win a two-front war (Pacific and Europe) against such formidable foes (Japan and Germany)? Give some reasons.

e. How did Truman respond to the threat of Communism? How did his policies impact America’s future?

**ADDITIONAL RESOURCES/ASSESSMENT:**

a. “Presidential Bios” on DVD
b. “The War” DVD from PBS
c. Quizzes on sections of the unit: World War II, Cold War, Truman and his domestic policy, key leaders/people and the Korean War
THIRD QUARTER PROJECT:
Review Timeline - Students work in pairs to outline and design a “Review Timeline” for an assigned section of the classroom. The sections in the room will correspond to certain eras in history (Colonial times, Age of Jackson, Progressive era, etc.) and should be displayed with posters, pictures and facts that will help you and your classmates to prepare for the AP exam.

SPRING BREAK HOMEWORK:
AP Practice Exam.
Read Last Best Hope, Volume II, Chapters 9 and 10 or Volume IIE, Chapters 11 and 12 and do a Reading Log for each chapter.
QUARTER FOUR:
Unit 14: 1960’s to Modern Times: (3 weeks)

*Last Best Hope*, Volume II, Chapters 9-12 or Volume IIE - Chapters 11-14

1. JFK, LBJ and MLK: Changes and Tumult in the Sixties
2. Space Race; Civil Rights; Women’s Rights; Woodstock
3. Vietnam War: Cold War policy and backlash
5. 1970’s - Economic problems, Oil Crisis and changes
6. Ford and Nixon’s Pardon
7. Carter: Camp David, Economic problems, boycott of the Olympics and Hostage Crisis
8. Return to Conservatism: Reagan and Bush

**DISCUSSION QUESTIONS/ESSAY TOPICS:**

a. Small Groups: Evaluate this statement - “JFK had the vision, LBJ brought it into reality.” Do you agree 100%, 75%, 50% or 0%? Pick a percent (or make up your own) and explain why with clear examples.

b. What events eroded the enthusiasm and confidence of the early 1960’s?

c. Were the civil rights movements (based on race, gender, etc.) of the 50’s, 60’s and beyond a success or failure? Highlight key events, legislation, cultural changes.

d. Why are the 1970’s sometimes called stagnant? Why was America “stuck”?

e. Small Groups: Choose one of the following presidents: LBJ, Nixon, Ford, Carter or Reagan. List the successes and failures of your chosen president. Rank the president on the following scale (Very good, good, okay, bad or terrible) and circle the reasons on your poster. You will share with the class and compare with historical rankings.

**ADDITIONAL RESOURCES/ASSESSMENT:**

a. “Presidential Bios” on DVD

b. “Eyes on the Prize” DVD

c. Quizzes on sections in the unit.

d. Decades Project.

**REVIEW SESSIONS:**

Most of class time from mid April until the AP Exam in May. Review sessions outside of class start in March and continue until the exam.
FOURTH QUARTER PROJECT:
Group Decades Project – The goal is to give everyone an overview of the mid to late 1900’s & to practice the “tools of a historian” by bringing the past to life. Historical inquiry, content and empathy should be emphasized. Since this part of US History is hard to cover due to the early AP US test date, it will help if different groups specialize in a decade and share their information with the class. Teachers will need to cover the key people, events, movements and decisions of the time.

AP US History Exam: May