



# IB United States History

IB U. S. History consists of a chronological survey from the colonial period through the modern era. Social, economic, diplomatic and political history will be developed in relation to the major periods of U. S. History. The course includes in-class lectures and discussions from the assigned readings. The IB class meets 4 times per week for 60 minutes they rely primarily on lecture notes, daily assigned readings, document analysis, discussions, quizzes and multiple-choice/essay tests. Much attention is paid to the essay process including the Document Based Questions and review methods for IB and AP exams.

In both semesters an emphasis is placed on issues that relate to U.S. - Latin American relations. Examples include: the Monroe Doctrine; Mexican-American War; Spanish-American War; and interventions in Latin America under T. Roosevelt, Taft, and Wilson; and the Good Neighbor policy and hemispheric security under F.D.R.

## Course Materials

### Textbook

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. The American Pageant. 16th ed. (Boston: Houghton Mifflin, 2017)

### Additional Reading

Burns, Bradford. Latin America: A concise Interpretative History, (Prentice-Hall, 1990)

American History Review Text, Amsco Publications

Kennedy, David M. and Thomas Bailey, The American Spirit Vol. I & II; (Boston: Houghton Mifflin, 2002)

Davidson, James West and Mark H. Lytle. After the Fact: The Art of Historical Detection (New York: McGraw-Hill, 2004)

Garraty, John. Historical Viewpoints (New York: Longman, 2002)

Stanford History Education Group. Reading Like a Historian. <http://sheg.stanford.edu>.

Zinn, Howard. A People's History of the United States (New York: Harper Perennial, 2005)

### Materials

- Students will need to purchase 2 books through LuLu.com. One is notes and reading material for the class and the second is a workbook.
- Paper
- Black/Blue Pens, Pencils, Highlighters
- **5 Blue Books from USC Sumter's bookstore (they cost 35 cents each)**



## Major Themes of the Course

These themes are woven throughout unit discussions and assessments (quizzes, essays, and exams) being structured around them:

- ❖ American Diversity
- ❖ American Identity
- ❖ Culture
- ❖ Demographic Change
- ❖ Economic Transformation
- ❖ Environment
- ❖ Globalization
- ❖ Politics and Citizenship
- ❖ Reform
- ❖ Religion
- ❖ Slavery and Its Legacies in North America
- ❖ War and Diplomacy

## Aims:

The aims of the history program at the higher level are:

- ❖ to develop a perspective of history as a flow of interrelated events.
- ❖ to develop a broad understanding of the cultural diversity of the Western Hemisphere.
- ❖ to help students look at events and issues from different perspectives.
- ❖ to promote the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures.
- ❖ to see current issues within their historical context.

## Objectives:

Having followed the program at the higher level, candidates should be able to:

- evaluate, interpret, and use primary and secondary source materials critically as historical evidence.
- explain the causes and effects of historical continuity and change.
- present clear, concise, relevant, and well-substantiated arguments.
- explain the causes, practices, and effects of war.
- understand the major political, economic, diplomatic and social movements of the nineteenth and twentieth centuries in the Americas.
- understand the nature of conflict in the contemporary world.
- understand the rise and rule of single-party states in the Western hemisphere and in Europe in the twentieth century.
- to develop an ability to understand and communicate historical knowledge in a clear, systematic and coherent manner (written and spoken).



**Student Outcomes:**

The student will read, write, discuss, and participate in activities related to the topics presented. Progress will be evaluated based on objective and essay examinations, periodic quizzes on reading assignments, review of books and articles assigned, and the completion of research assignments. The student who successfully completes the course will be prepared for the A.P. U.S. History examination. Additionally, the student will be prepared to more thoroughly evaluate and respond to the decision-making activities of American citizenship.

Topics of major consideration during the first semester are: comparison and contrast of European colonization in the Americas; political, social, and economic foundations of British colonization in North America; causes and consequences of the American Revolution; strengths and weaknesses of the Articles of Confederation period and the Philadelphia Constitutional Convention; transition from Federalist to Jeffersonian to Jacksonian politics; manifest destiny and the rise of sectionalism; social, intellectual, and cultural history of 1790 to 1860; causes and consequences of the Civil War and Reconstruction; political, social, and economic history of the late 1800's.

The main topics of the second semester are: U.S. foreign policy during the age of imperialism; the Progressive Era; the causes of W.W. I and the isolationist responses; the social, political, and economic history of the 1920's; the causes of the Great Depression and the New Deal response; the origins of the Cold War and the response of the U. S. administrations from Truman to Reagan; domestic reform issues from Truman to Reagan; survey of post-W.W. II social history.

**ASSESSMENT:**

Students will take standard multiple-choice and essay tests with an emphasis on writing essays using primary and secondary documents. Extended essays (reports) that demonstrate research will be required. Participation in class and oral presentations will also be part of the assessment. Students will be assessed based on breadth and depth of knowledge, quality of analysis and effectiveness of communication.

**Grading Scales**

- A 100-90
- B 89-80
- C 79-70
- D 69-60
- F 59-0



# Units of Study

Each unit of study will address the concept questions as related to the time period.

<b>Themes</b>	<b>Concept Questions</b>
<b>Identity</b>	How has the American national identity changed over time?
<b>Work, Exchange, and Technology</b>	How have changes in markets, transportation, and technology affected American society?
<b>Peopling</b>	How have changes in migration and population patterns affected American life?
<b>Politics and Power</b>	How have various groups sought to change the federal government's role in American political, social, and economic life?
<b>America in the World</b>	How has U.S. involvement in global conflicts set the stage for domestic social changes?
<b>Environment and Geography</b>	How did the institutions and values between the environment and Americans shape various groups in North America?
<b>Ideas, Beliefs, and Cultures</b>	How have changes in moral, philosophical, and cultural values affected U.S. history?



**Procedures, Rules and Expectations**  
**E-mail: Chad.Hoshour@sumterschools.net**

1. **Textbooks:** Each student will be issued an electronic history textbook and hard copy. I will have a classroom set available to the students.
2. **Notebooks or Purchased Books:** Each student is required to have a 3 Ring notebook (to be used exclusively for your history class and should be brought to class every day or purchase the books through Lulu.com).
3. **Student Handbook:** Students are expected to be familiar with and follow the SHS handbook rules. Please read the sections on dress code, cell phone use and ID procedures.
4. **Absences and Make-up Work:** Test dates will usually be announced 2 or 3 days in advance. If you are present when the test is scheduled and you are absent the day of the test, then you must make up the test the day you return (the sooner the better).
5. **ID Cards:** All students are required to have ID cards when they enter room C210.
6. **Cell phones and Electronic Devices:** First offense of any electronic device visible and/or audible in C210 will result in confiscation of device and turned over to your administrator. Parent/guardian may pick up device the next day and must sign a form outlining future consequences. Second offense and thereafter the parent will be notified and the device will be retained for one year. (District Policy)
7. **Tests and Grades:**
  - a. **Test**                   **70% of the grade**
    - i. Unit Test (DBQ, Essay, Multiple choice and ID's)
    - ii. USA Test prep Benchmark Test (Averaged for 1 test grade)
  - b. **Quizzes**               **20% of the grade**
    - i. Daily Quizzes
    - ii. Reading Quizzes
  - c. **Daily Work**           **10% of the grade**
    - i. Classwork and homework
8. **Discussions:** From time to time there will be group discussions on controversial topics. Students are asked to show the proper respect for differing points of view. Students should not interrupt when the teacher or another student is talking.
9. **Preparation for Class:** The student who reads the assigned chapters, is willing to participate and take an interest in the material that is presented, will be the same student who will feel confident and prepared on the day of the test.
10. **Exam:** Students will be required to take the South Carolina End of Course Test which will count 20% of their overall grade. IB students will have the option to take the AP exam in May where they can receive up to 6 college credit hours based on their score.
11. **Late Work:** If an assignment is not turned in by the due date and time **40 points** will be taken off the grade at that point and 10 points each day after until you get to a 20. Any assignment not turned by the date given for the end of the quarter work will receive a zero. (For example, all work must be submitted by the EOC day or will not be accepted during the 4<sup>th</sup> Quarter.)

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Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Parent Email: \_\_\_\_\_

Parent Cellphone: \_\_\_\_\_



## Introduction

The student will identify the different schools of historiography and the historians associated with each.

“Reading like a Historian” lessons “What is History?” and “Historical Thinking Skills”— contextualization, evaluating sources, corroboration. Students will write an essay that compares the ideological framework in Howard Zinn’s *A People’s History of the United States* with that in *The American Pageant*.

## PERIOD 1: 1491-1607 Content

Demographics of Europe, the Americas, and West Africa; Meso-American culture; transatlantic commerce; comparison of colonies across the Americas (religion, economies, politics, cultures); and foundations of slavery.

**Reading Assignments:** *The American Pageant*, Chapters 1–2

## Activities

- History Logs—informal writing in class
  1. Read your notes and write a 1-2 sentence summary at the bottom of each page.
  2. Underline or highlight the important facts.
  3. Choose one idea or event that is most important.
  4. On your dated History Log, write a short essay using the following to stimulate your thinking: What have you learned? What have you thought about? What questions do you have?
- Students will be divided into groups, each one given a different pre-contact native population to research. As part of an oral presentation, groups will create a visual showing the social, political, and economic structures and interaction with the environment and other groups.
- Working in groups, students develop a class presentation that analyzes reasons for the development of different labor systems in any two of the following regions of British colonial settlement: New England, the Chesapeake, the southernmost Atlantic coast, and the British West Indies.
- Using *The American Spirit* (pages 3-6) readings, students will identify the European view of Native Americans. “Juan Gines de Sepulveda Belittles the Indians”(1547) and “Bartoleme de Las Casas Defends the Indians” (1552).
- Students will complete a Semantic Features Chart comparing England, France, and Spain during the period of exploration and colonization. Once the chart is completed, students will write an essay on the following: *Analyze the cultural and economic responses of TWO of the following groups to the Indians of North America before 1750.*
  - A) British
  - B) French
  - C) Spanish



### Review

As a review for the unit, students will work in groups discussing and framing answers to the essential questions.

<b>Identity</b>	How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas?
<b>Work, Exchange, and Technology</b>	How did the Columbian Exchange—the mutual transfer of material goods, commodities, animals, and diseases—affect interaction between Europeans and natives and among indigenous peoples in North America?
<b>Peopling</b>	Where did different groups settle in the Americas (before contact) and how and why did they move to and within the Americas (after contact)?
<b>Politics and Power</b>	How did Spain’s early entry into colonization in the Caribbean, Mexico, and South America shape European and American developments in this period?
<b>America in the World</b>	How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans?
<b>Environment and Geography</b>	How did pre-contact populations of North America relate to their environments? How did contact with Europeans and Africans change these relations in North America?
<b>Ideas, Beliefs, and Cultures</b>	How did cultural contact challenge the religious and other values systems of peoples from the Americas, Africa, and Europe?



**PERIOD 2: 1607–1754 Content**

European colonization; American Indian resistance; economic and population patterns; each of the course historical periods receives explicit attention formation of race and identity; and tensions with Britain.

**Reading Assignments:** *The American Pageant*, Chapters 2–5

**Activities: Colonization**

- Complete a map showing the resources and products for different regions. Describe the settlement of Northern, Middle, and Southern colonies showing motives, location, religious influences, political system, economic structure, labor source, relations with natives, etc. Discuss in small groups the environmental and geographic impact on the development of each region.
- Center for Learning Lesson—Compare Great Awakening, Puritans, and Enlightenment and the influence of each on colonial ideology and development.
- Students will read articles from *Opposing Viewpoints*, and be ready to discuss the two articles in small groups, focusing on sourcing and contextualization. “A Defense of the Salem Witch Trials” (1692) Cotton Mather and “An Attack on the Salem Witch Trials” (1692) Thomas Brattle.
- After studying colonial development and utilizing all readings, students will write an essay on the following: *Early encounters between American Indians and European colonists led to a variety of relationships among the different cultures. Analyze how the actions taken by BOTH American Indians and European colonists shaped those relationships in TWO of the following regions. Confine your answers to the 1600s.*
  - A) New England
  - B) Chesapeake
  - C) Spanish Southwest
  - D) New York and New France





### **PERIOD 3 1754–1800 Content**

British colonial policies; enlightenment ideas; war for independence; formation of republic and national identity; work and labor (free and unfree); and regional economic differences.

**Reading Assignments:** *The American Pageant*, Chapters 6–10

#### **Activities: American Revolution**

- Students examine two charts representing two time periods of riots and rebellions, looking for patterns of location and categories of unrest for each time period. Students will then draw conclusions based on the chart and conversation.
- Introduce the DBQ with students working in groups, reading and analyzing the documents to answer the prompt: *In what ways did the French and Indian War (1754-1763) alter political, economic, and ideological relations between Britain and its American colonies?* Students will also utilize information from lessons and articles to answer prompt: “The Real First World War and the Making of America” by Fred Anderson.
- Students read and discuss in small groups Howard Zinn’s Chapter 2 “Drawing the Color Line” from *A People’s History of the United States*. Students will then organize the pre-writing for the prompt: *How did economic, geographic, and social factors encourage the growth of slavery as an important part of the economy of the Southern colonies between 1607 and 1775?*
- Students will read Gordon S. Wood, “Radical Possibilities of the American Revolution” and Gary B. Nash, “The Radical Revolution from the Bottom Up” from *Major Problems in American History* to help them determine: “Who was the real patriot?” Students also read “Mohawk Leader Joseph Brant Commits the loyalty of His People to Britain” and “Virginian Patrick Henry Warns the British to Maintain America’s Liberties.”
- Students will list the 10 events that led directly to the Revolution. Students will defend their choices, then pick the one event that made the Revolution inevitable.
- Students look at primary and secondary sources on the Articles of Confederation and U.S. Constitution, then debate the degree to which the Constitution reflected an emerging sense of American national identity



### Review

As a review for the unit, students will work in groups discussing and framing answers to the essential questions.

<b>Identity</b>	What were the chief similarities and differences among the development of English, Spanish, Dutch, and French colonies in America?
<b>Work, Exchange, and Technology</b>	How did distinct economic systems, most notably a slavery system based on African labor, develop in British North America? What was their effect on emerging cultural and regional differences?
<b>Peopling</b>	Why did various colonists go to the New World? How did the increasing integration of the Atlantic world affect the movement of peoples between its different regions?
<b>Politics and Power</b>	In what ways did the British government seek to exert control over its American colonies in the 17 <sup>th</sup> and 18 <sup>th</sup> centuries?
<b>America in the World</b>	How did the competition between European empires around the world affect relations among the various peoples in North America?
<b>Environment and Geography</b>	How and why did the English North American colonies develop into distinct regions?
<b>Ideas, Beliefs, and Cultures</b>	How did the expansion of cultural contact that took place with permanent colonization alter conditions in North America and affect intellectual and religious life, the growth of trade, and the shape of political institutions?



### **PERIOD 3: 1754–1800 continued Content**

British colonial policies; enlightenment ideas; war for independence; formation of republic and national identity; work and labor (free and unfree); and regional economic differences.

#### **Activities: Early Nationhood**

- Students will read “The War for Independence was Not a Social Revolution” by Howard Zinn and “The War for Independence Was a Social Revolution” by Gordon S. Wood. Using these articles as well as the primary documents (Declaration of Independence, U.S. Constitution, Abigail and John Adams, etc.) from the period, students will write an essay responding to the following: *Based on the arguments provided by Zinn and Wood as well as the primary source documents, to what extent did the American Revolution fundamentally change American society? In your answer, be sure to address the political, economic, and social effects of the Revolution in the period from 1775 to 1800.*
- Read excerpts from writings of John Winthrop, Cotton Mather, and George Washington about American exceptionalism. How did the time period of these writings influence differences, if any, of the concept of American exceptionalism?
- Using Linda Kerber’s “The Fears of the Federalists” and Drew McCoy’s “The Fears of the Jeffersonian Republicans” as sources, students will compare and contrast the ideologies of Hamilton and Jefferson in terms of the role of government, individual rights, and the economic destiny of the United States.
- Students will create a double bubble graphic organizer comparing the Articles of Confederation with the Constitution. Students will write an essay on the prompt FRQ: *Evaluate the extent to which the Articles of Confederation were effective in solving the problems of the new nation. What promises of republicanism did the Articles offer?*
- Students will write an essay on the following: *Analyze the contributions of TWO of the following in helping establish a stable government after the adoption of the Constitution:*
  - A) John Adams
  - B) Thomas Jefferson
  - C) George Washington



**Review**

As a review for the unit, students will work in groups discussing and framing answers to the essential questions.

<b>Identity</b>	How did different social group identities evolve during the revolutionary struggle? How did leaders of the new United States attempt to form a national identity?
<b>Work, Exchange, and Technology</b>	How did the newly independent United States attempt to formulate a national economy?
<b>Peopling</b>	How did the revolutionary struggle and its aftermath reorient white-American Indian relations and affect subsequent population movements?
<b>Politics and Power</b>	How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups?
<b>America in the World</b>	How did the revolution become an international conflict involving competing European and American powers?
<b>Environment and Geography</b>	How did the geographical and environmental characteristics of regions opened up to white settlement after 1763 affect their subsequent development?
<b>Ideas, Beliefs, and Cultures</b>	Why did the patriot cause spread so quickly among the colonists after 1763? How did the republican ideals of the revolutionary cause affect the nation's political culture after independence?



### **PERIOD 4 1800–1848 Content**

Definition of democratic practices; expansion of the vote; market revolution; territorial and demographic growth; two-party system; Andrew Jackson; and role of the federal government in slavery and the economy.

**Reading Assignments:** *The American Pageant*, Chapters 11–17

#### **Activities: Nationalism/Jackson**

- Students will examine cases of the Marshall Court and create a comic strip case study of each. After the information has been shared in a gallery walk, students will determine which case is the most important in the development of the U.S.
- Sectionalism simulation—students will role-play members of Congress and rise of sectionalism as reflected in issues such as the Bank of the U.S., sales of western lands, tariffs, slave importation, Native American removal, and internal improvements. Debriefing will focus on historical causation.
- Students are given an assignment to research one antebellum reform movement and explain how it fit into broader patterns of antebellum reform.
- Students will write an essay responding to the following question: *To what extent did the debates about the Mexican War and its aftermath reflect the sectional interests of New Englanders, westerners, and southerners in the period from 1845 to 1855?*

#### **Activities: 19th Century Reform**

- Students will conduct research and read selections from Chapter 10 in *Major Problems in American History*, both primary sources and the secondary sources Paul E. Johnson’s, “Religious Reform as a Form of Social Control” and Nell Irvin Painter’s, “Religion as Inhibiting and Liberating: The Complicated Case of Sojourner Truth” to create their character for the Reform Coffeehouse. During the role play, students will interact with the other characters, discussing views on abolition, women’s rights, religious revivals, etc.
- Students will read Nancy Cott’s, “The Market Revolution and Changes in Women’s Work” and Daniel Walker Howe’s, “The Changes Wrought by Cotton, Transportation, and Communication.”
- From *Major Problems in American History* as preparation for a class discussion of the following question: *In what ways did developments in transportation bring about economic and social change in the U.S. in the period 1820 to 1860?*



**Review**

As a review for the unit, students will work in groups discussing and framing answers to the essential questions.

<b>Identity</b>	How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?
<b>Work, Exchange, and Technology</b>	How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked? How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life?
<b>Peopling</b>	How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities?
<b>Politics and Power</b>	How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse?
<b>America in the World</b>	How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation?
<b>Environment and Geography</b>	How did environmental and geographic factors affect the development of sectional economics and identities?
<b>Ideas, Beliefs, and Cultures</b>	How did the idea of democratization shape and reflect American arts, literature, ideals, and culture?



## PERIOD 5: 1844-1877 Content

Tensions over slavery; reform movements; imperialism; women and nonwhites; public education; Mexican War; public education; Civil War; and Reconstruction.

**Reading Assignments:** *The American Pageant*, Chapters 17–22

### Activities: Sectionalism

- Students read the sources in a document-based question on the Mexican-American War and engage in a classroom debate on President Polk’s motives for entering the war. (WOR-5)
- Students will read “Popular Sovereignty Should Settle the Slavery Question” by Stephen A. Douglass; “Slavery Should Not Be Allowed to Spread” by Abraham Lincoln from *Opposing Viewpoints*. Students will identify major arguments of each man, and then debate whose argument was most persuasive. Their analysis should address at least two of the following features from each of the documents: audience, purpose, point of view, format, argument, limitations, and content germane to the evidence considered.
- Students will read *The Spectator* article “White Southerners Defense of Slavery.” What were the moral, political, and economic arguments for slavery?
- In small groups, students create and perform the Northern News Network program about the events from Gold Rush through the 1860 election that led to the Civil War. Students must present the information from a northern perspective.
- Utilizing information from presentations, articles, and textbooks, students will write an essay addressing the question: *Assess the moral arguments and political actions of those opposed to the expansion of slavery in the context of TWO of the following:*
  - A) Missouri Compromise
  - B) Mexican War
  - C) Compromise of 1850
  - D) Kansas-Nebraska Act

### Activities: Civil War/Reconstruction

- “Reading Like a Historian” lesson: Students chart the evolution of northern attitudes toward freedmen during Reconstruction by analyzing two Thomas Nast cartoons 10 years apart.
- Working in groups of three, and using the following articles as a basis for their arguments, students will have a class discussion focused on the question: “What caused the Civil War?”
  1. *Magazine of History*, “The Economic Origins of the Civil War” by Marc Egna
  2. “The Political Origins of the Civil War” by Jonathan Earle
  3. “Slavery, the Constitution, and the Origins of the Civil War” by Paul Finkelman
- Working in small groups, students will prepare for the following DBQ: *Discuss the changing ideals of American womanhood between the American Revolution and the outbreak of the Civil War. What factors fostered the emergence of “republican motherhood” and the “cult of domesticity”? Assess the extent to which these ideals influenced lives of women during this period. In your answer, consider issues of class and race.* Students then write a take home essay on this question.



**IB U.S. History**

**Art Day**

Students will use OPTICS to analyze American art (Hudson River School) including the works of Thomas Cole, Samuel Colman, Asher Brown Durand, and Sanford Robinson Gifford.

As a review for the unit, students will work in groups discussing and framing answers to the essential questions.

<b>Identity</b>	How did migration to the United States change popular ideas of American Identity and citizenship as well as regional and racial identities? How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period?
<b>Work, Exchange, and Technology</b>	How did the maturing of northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877?
<b>Peopling</b>	How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities and the West?
<b>Politics and Power</b>	Why did attempts at compromise before the war fail to prevent the conflict? To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships?
<b>America in the World</b>	How was the American conflict over slavery part of larger global events?
<b>Environment and Geography</b>	How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West?
<b>Ideas, Beliefs, and Cultures</b>	How did the doctrine of Manifest Destiny affect debates over territorial expansionism and the Mexican War? How did the Civil War struggle shape Americans' beliefs about equality, democracy, and national destiny?

**Review and Semester Exam**





### **PERIOD 6 1865–1898 Content**

Reconstruction; U.S. imperialism, industrialization, immigration, urbanization; women’s movement; and working class culture and leisure.

**Reading Assignments:** *The American Pageant*, Chapters 23–26

#### **Activities: Gilded Age**

- “Reading Like a Historian” lesson: Students examine a political cartoon, a muckraker text, and the defense of a political boss to determine the extent to which political bosses were corrupt. Students will discuss the arguments in small groups and then individually write a response to the question.
- Interpret statistics: Using data from the Digital History website on farming in the Gilded Age, students will use OPTICS to discuss their findings in small groups and report their conclusions to the class.
- Students will write an essay on this DBQ: *In the post–Civil War United States, corporations grew significantly in number, size, and influence. Analyze the impact of big business on the economy and politics and the responses of Americans to these changes. Confine your answer to the period 1870 to 1900.*
- Students will read pages 69-82 from *Major Problems in American History* about workers and unions. *Students then choose TWO of the following organizations and explain their strategies for advancing the interests of the workers. To what extent were these organizations successful in achieving their objectives? Confine your answer to the period from 1875 to 1925.*
  - A) *Knights of Labor*
  - B) *American Federation of Labor*
  - C) *Socialist Party of America*
  - D) *Industrial Workers of the World*



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As a review for the unit, students will work in groups discussing and framing answers to the essential questions.

<b>Identity</b>	How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity?
<b>Work, Exchange, and Technology</b>	How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of working people?
<b>Peopling</b>	How and why did the sources of migration to the United States change dramatically during this period?
<b>Politics and Power</b>	How did the political culture of the Gilded Age reflect the emergence of new corporate power? How successful were the challenges to this power? Why did challenges to this power fail?
<b>America in the World</b>	How did the search for new global markets affect American foreign policy and territorial ambitions?
<b>Environment and Geography</b>	In what ways, and to what extent, was the West “opened” for further settlement through connection to eastern political, financial, and transportation systems?
<b>Ideas, Beliefs, and Cultures</b>	How did artistic and intellectual movements both reflect and challenge the emerging corporate order?



### **PERIOD 7 1890–1945 Content**

Progressive reform; radicalism; World War I and Russian revolution; first red scare; first great migration of African Americans; race riots; culture wars of the 1920s; Hoover and FDR in the capitalist crisis; New Deal; and World War II.

**Reading Assignments:** *The American Pageant*, Chapters 27–35

#### **Activities: Expansionism/Progressivism**

- “Reading Like a Historian” lesson: Students examine Jacob Riis’s photographs and his written descriptions and explore the context of his work. In PowerPoint presentations, students must provide evidence to support or refute the validity of his depictions of urban life.
- Students will write a response to the following FRQ: *Analyze the roles that women played in Progressive Era reforms from the 1880s through 1920. Focus your essay on TWO of the following: Politics; social conditions; labor and working conditions.*
- “Reading Like a Historian” lesson: Students examine how advocates and critics used political cartoons to express their positions on annexation of the Philippines.

#### **Activities: War, Boom, and Bust**

- World War I simulation focusing on the U.S. entrance into the War. Students working in small groups will answer the following: “Was World War I an extension of the Progressive Movement?”
- Students will write an essay comparing Wilson’s Neutrality document to George Washington’s, and discuss the changes, if any, in the context in which U.S. foreign policy was made.
- Students will read selections from Chapter 32 of the *American Spirit* and write a response to the following: *Analyze the origins and outcomes of the intense cultural conflicts of the 1920s. In your response, focus on TWO of the following: Immigration, Prohibition, Religion.*

#### **Activities: FDR Era**

- Digital History: The Great Depression Statistics in maps—maps include data from 1920, 1930, and 1940 that focus on wealth and income broken down by race and gender. What do the numbers say? Not say? In small groups, students will draw conclusions and share results with the large group.
- Debate Topic: *The New Deal was an effective answer to the Great Depression.*
- Students will write an essay on the following FRQ: *To what extent were the policies of the New Deal a distinct turning point in U.S. history, and to what extent were they merely an extension of Progressive Era policy goals? Confine your answer to programs/ policies that addressed the specific needs of American workers.*
- “Debating the Documents” Lesson: *America First; Isolationism and World War II.* Students will interpret alternative viewpoints in primary documents, both visual and textual.
- “Reading Like a Historian” lesson: Students investigate a series of primary documents to address the question: *Why were Japanese-Americans interned during the Second World War?*



**IB U.S. History**

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As a review for the unit, students will work in groups discussing and framing answers to the essential questions.

<b>Identity</b>	How did continuing debates over immigration and assimilation reflect changing ideals of national and ethnic identity? How did class identities change in this period?
<b>Work, Exchange, and Technology</b>	How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals?
<b>Peopling</b>	Why did public attitudes towards immigration become negative during this time period? How and why did people migrate within the U.S. during this time period?
<b>Politics and Power</b>	How did reformist ideals change as they were taken up by reformers in different time periods? Why did opposition emerge to various reform programs?
<b>America in the World</b>	Why did U.S. leaders decide to become involved in global conflicts such as the Spanish American War, World War I, and World War II? How did debates over intervention reflect public views of America's role in the world?
<b>Environment and Geography</b>	Why did reformers seek for the government to wrest control of the environment and national resources from commercial interests?
<b>Ideas, Beliefs, and Cultures</b>	How did "modern" cultural values evolve in response to developments in technology? How did debates over the role of women in American public life reflect changing social realities?



### **PERIOD 8 1945–1980 Content**

Atomic age and the Cold War; suburban development and the affluent society; the other America; Vietnam; social movements of the long 1960s; Great Society programs; economic and political decline in the 1970s; and rise of conservatism.

**Reading Assignments:** *The American Pageant*, Chapters 36–39

#### **Activities: The Cold War Begins**

- Complete a map highlighting Cold War hot spots. Identify specific locations/events on all continents and include the U.S. president involved. Write an essay on the following: *Analyze the successes and failures of the U.S. Cold War policy of containment as it developed in TWO of the following regions during the period 1945 to 1975:*
  - A) Europe
  - B) Asia and Southeast Asia
  - C) Latin America
  - D) Middle East
- By looking at various primary sources, students debate the global implications of the Atomic age.

#### **Activities: 1960s-1990s**

- Students take notes on a lecture about suburban patterns in the 1940s and 1950s and discuss how these patterns reflected and contributed to larger inequalities based on race, gender, and class.
- Students read Michael Harrington's, *The Other America* and then in a five-page, double-spaced essay, students write about the relationship between wealth and poverty and the social movements of the 1960s. Which movement had the best chance of solving the problems that Harrington wrote about?
- Students write an essay debating the role of popular music in affecting public attitudes toward the Vietnam War.
- Show DVD *1968* and then ask students to summarize the developments and characteristics of social and political movements in the United States for that year. *To what extent were events in the United States connected to what was happening in Paris, Prague, and Mexico City?*
- “Reading Like a Historian” lesson: Students consider Kennedy’s commitment to civil rights by comparing speeches from Kennedy and SNCC leader John Lewis.



IB U.S. History

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As a review for the unit, students will work in groups discussing and framing answers to the essential questions.

<b>Identity</b>	How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups in American society? How did American involvement in the Cold War affect debates over American national identity?
<b>Work, Exchange, and Technology</b>	How did the rise of American manufacturing and global economic dominance in the years after World War II affect standards of living among and opportunities for different social groups?
<b>Peopling</b>	How did the growth of migration to and within the United States influence demographic change and social attitudes in the nation?
<b>Politics and Power</b>	How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power?
<b>America in the World</b>	Why did Americans endorse a new engagement in international affairs during the Cold War? How did this belief change over time in response to particular events?
<b>Environment and Geography</b>	Why did public concern about the state of the natural environment grow during this period, and what major changes in public policy did this create?
<b>Ideas, Beliefs, and Cultures</b>	How did changes in popular culture reflect or cause changes in social attitudes? How did the reaction to these changes affect political and public debates?



## PERIOD 9: 1980-present

### Content

Reagan at home and abroad; growth of poverty; Bush, Sr. and end of Cold War; Clinton and the internet; race relations; NAFTA and other trade agreements; 9/11; Patriot Act; education policies of Bush, Jr. and Obama; and environmental policies.

**Reading Assignments:** *The American Pageant*, Chapters 39–42

### Activities:

- Students use a graphic organizer to compare and contrast the causes and goals of each act as described in excerpts from the 1924, 1965, and 1990 Immigration Acts.
- Students write an essay that compares technological developments from 1800 to 2013, noting the impact of technology on culture and politics.
- Students write a mock op-ed article for or against drilling for oil in the Arctic National Wildlife Refuge that cites precedents in U.S. law and history to justify their position.
- In a five-page, double-spaced essay, students compare the evidence and analysis in *The American Pageant* to that in *A People's History of the United States*. The essay should assess the goals and accomplishments of the Reagan; Bush, Sr.; Clinton; and Bush, Jr. Administrations. Students must bring in evidence from both sources and make an argument about which administration did the most for democracy.
- Students break into groups to examine different genres of music (punk, folk, country, rock and roll, rap, etc.) and then present to the class how their music helps us understand national political and cultural changes and continuities.
- Looking at economic data about employment, compensation, and household data broken down by race, gender, and education from the 1970s to 2010, each student will write an essay that makes an argument about whether or not the American Dream existed.



## Review and AP Exam

### Review and Semester Exam

As a review for the unit, students will work in groups discussing and framing answers to the essential questions.

<b>Identity</b>	How did demographic and economic changes in American society affect popular debates over American national identity?
<b>Work, Exchange, and Technology</b>	How did the shift to a global economy affect American economic life? How did scientific and technological developments in these years change how Americans lived and worked?
<b>Peopling</b>	How did increased migration raise questions about American identity and affect the nation demographically, culturally, and politically?
<b>Politics and Power</b>	How successful were conservatives in achieving their goals? To what extent did liberalism remain influential politically and culturally?
<b>America in the World</b>	How did the end of the Cold War affect American foreign policy? How did the terrorist attacks of September 11, 2001 impact America's role in the world?
<b>Environment and Geography</b>	How did debates over climate change and energy policy affect broader social and political movements?
<b>Ideas, Beliefs, and Cultures</b>	How did technological and scientific innovations in areas such as electronics, biology, medicine, and communications affect society, popular culture, and public discourse? How did a more demographically diverse population shape popular culture?