

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Section: \_\_\_\_\_

**AP US History**  
**Ms. Jennis ☼ 2009 - 2010**  
**Linden Hall**  
**Course Syllabus and Contract**

**Course Objectives:** AP US History is designed to meet two objectives: one, to offer the students a challenging, college-level history course; and two, to offer the students an opportunity to prepare for an examination that will allow them to gain college credit for a college-level history course. In addition to textbook work, we will examine various primary and secondary sources, work on timed document-based question and free response question essays, and practice multiple choice standardized test taking. Please note, in order to focus on those tasks more directly linked to success in the external exam, AP US History will not include a major research assignment. **Students enrolled in AP US History are expected to sit for the AP and SAT II US History exams in May as requirements for receiving credit in the class. Students not interested in sitting for those tests SHOULD NOT enroll in AP US History.**

**Texts:** Photocopied, printed, or downloaded readings will be added, but the base readings for this class include:  
A People and a Nation, 8<sup>th</sup> Ed, Vols 1 & 2. Mary Beth Norton et al. Boston: Houghton Mifflin.  
United States History: Preparing for the AP Examination, Revised Edition.  
Kaplan: AP US History, 2009 or later if new edition published.  
Cracking the AP US History Exam, Princeton Review 2008-2009 Edition or later if new edition published .  
Released Exams from Previous Years and Other Materials from College Board

**Sources of Historical Scholarship/Historiography (excerpts from):**

De Crevcoeur's *Letters from an American Farmer*  
Thomas Jefferson's *Notes on the State of Virginia*  
Frederick Jackson Turner's Frontier Thesis Speech  
*Souls of Black Folk*  
*The Jungle*  
Nancy M Cott's *Born for Liberty*  
*Bury My Heart at Wounded Knee*  
Stephen Ambrose's *Band of Brothers*  
others as seem appropriate

**Primary Sources (in roughly the order in which they will appear):**

political cartoons (various)  
MLK's "Letter from a Birmingham Jail"  
Federal Era portraiture  
landscapes from the Hudson River School of Art  
"Sinners in the Hands of an Angry God"  
Adam Smith's "Wealth of Nations"  
John Locke's "Common Sense"  
*Declaration of Independence*  
*Poor Richard's Almanac*  
*Articles of Confederation*  
*The Federalist and Anti Federalist*  
*Constitution of the United States* (including all of the amendments)  
*Autobiography of Frederick Douglas*  
*Declaration of Secession for the State of South Carolina*  
*Emancipation Proclamation*  
*Gettysburg Address*  
excerpts from: *The Jungle*, *Looking Backward*, *The Yellow Wallpaper*, *How the Other Half Lives*  
President Wilson's *14 Points*  
excerpts from: *The Grapes of Wrath*, Lyrics from Arlo Guthrie  
FDR's "Nothing to Fear" speech  
Churchill's "Iron Curtain" speech  
MLK's "I Have a Dream" speech  
music lyrics from protest music (anti-war, rap, feminist...)  
others as seem appropriate

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### Course Themes:

Public Perceptions vs. Historical Perceptions (How History is Written)  
Geographic Determinism (Geo-Political History)  
Evolution of Economic Systems (Economic History)  
Economic Bases of Conflict and Co-Existence (Economic History and Peace Studies)  
Parallel Emergence of Market Capitalism and Hyper Individualism (Economic and Social Histories)  
The Role of the Individual Leadership (Biographical History)  
Group Dynamics (Social History)  
Military History (Geo-Political & Diplomatic Histories)  
“City on the Hill” Americanism (later Manifest Destiny, later Arsenal for Democracy)

### Materials:

Notebook and Folder Just For AP US History  
College Rule Loose Leaf Paper  
Blue and Black Ink Pens for Quizzes, Tests, In-Class Essays, Turned in Assignments

**Readings:** All students must complete assignments given in writing or orally. Class discussion generally will focus on a consideration of the implications and significance of the material studied and not a review of the facts of the material themselves. To prepare for class discussion, students will complete Textbook Chapter Summary Outlines and bring them to class for the first day of discussion (usually Mondays). I will generally start class (after collecting formal assignments) by asking if there were any questions from the reading. Speak up! The only foolish question is the one left unasked.

**Assignment Format:** All Textbook Chapter Summary Outlines must be typed in a 10-12 point font formal outlines and then single-spaced on a single-sided, standard page with a proper Heading and 1-inch top, bottom, and side margins. The proper Heading is (from first line to third): your full name, class and section, the due date of the assignment. All formal assignments (presentation handouts and others) must be typed in a 10-12 point font and then double-spaced on a single-sided, standard page with a proper Heading and 1-inch top, bottom, and side margins.

**Due Dates:** Also unless otherwise noted, all assignments are due at the beginning of the class noted on the syllabus. Extensions must be arranged in advance with me. Except for pre-arranged extensions, students will lose a third of a letter grade for turning in an assignment after the class period starts and, then, a full letter grade (10 points) for each school day the assignment is late until the assignment reaches 50%. If the assignment is never handed in, it is worth zero (0) points; nothing tanks a class grade quicker than a zero.

**Writing Policy:** Writing is a process and we will re-enforce the process of writing through in-class and timed essays. Because it is especially important that students become used to and proficient in timed (handwritten) essays, I will ask students to complete written tests in conditions that directly mimic AP administration conditions.

**Ink Policy:** Okay, without stepping on your constitutional rights to use gel pens, for AP US History please observe:

1. Anything you hand in must be in blue or black ink. I am too young to go blind by the flickering light of my lamp and the faint scratch of lightly applied and dutifully smeared number two lead.
2. And, most importantly, do not use red ink. I will scrawl out my comments to you in red ink and sometimes supportive, constructive, and congratulatory messages come in red ink.

**Quizzes, Tests, and Exams:** Quizzes can be announced or unannounced. There will be an Exam at the mid-year mark; dates for the first Exam are determined by the Upper School. On completion of the external exam in May, AP US History students **will not** take a final exam at the end of the school year. Finally, as the most successful strategy for mastering standardized tests is practice on said, students will complete several (up to six if we keep to the schedule) practice exams before sitting for the external exam in May. We will begin this process with partial timed writing exercises and, by end of the second trimester, students will complete a full practice exam as homework (in addition to the required reading; that is approximately three additional hours of work for students without extended time considerations) every two or three weeks. While this assignment can be broken down to one night’s multiple choice, one night’s writing, it cannot be broken down any farther without undoing one key objective: acclimating the student to the time constraints and pressures of the external exam. **It is assumed that AP students will prepare sufficiently to sit for the AP Exam in May; occasionally, however, a student is not prepared for external examination. If I determine (based on grades, practice exam performance, and student input) that a student is not prepared, the student will not sit for the exam in May. Students who do not sit for the AP Exam in May will take an internal exam and complete additional work or will be removed from the class.**

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**Textbook Chapter Summary Outlines:** AP students must create and use outlines to help them prepare for the AP Exam in May. These outlines combine textbook summaries with classroom discussion notes. The first step of that process is for you to come into class with Textbook Chapter Summary Outlines. I would highly recommend simply adding handwritten class notes (which you can then update in your file as a means of review). The Textbook Summary Outlines will be jigsawed so that a portion of the class will be responsible for outlining one chapter while another portion outlines another. A copy of the best Summary Outline for each chapter will be made available to every class member. Because you will not each be outlining every chapter, it is VITALLY important that you carefully read, review, and annotate the chapter summaries, especially for the chapter you did not outline. Periodically, I may need to collect these for in-depth grading if it appears as if students are not working consistently (i.e. If students do not each regularly earn the “Best Summary Outline” designation.) Please, let’s all avoid this.

**Practice Tests:** I just cannot over-emphasize how helpful and important Practice Tests are to the AP process. But here is the hitch, they are most effective when taken under conditions closest to the AP. No, I will not check via satellite if you are actually timing your AP sections; you will simply find that the AP time restrictions are a real limitation unless you are used to writing under pressure and answering multiple choice questions under pressure.

**Presentations:** At least once each trimester, each student will be responsible for presenting a subject to the rest of class. These Presentations should include a Note-Taking Handout for each class member (and me). Each Handout will be one page, double sided of typed, final form text (see Assignment Format) and will present the question being presented; summarize the background of the topic; give bullet point highlights of the key themes, people, and events; properly cite its sources; and at least partially answer the original question. For example, a Presentation might begin with the question: *How can we understand the call for President Johnson’s impeachment in terms of the political issues of Post-Civil War America?* You would then include some background information and bullet points as to the Johnson presidency and impeachment, the process of impeachment, Post Civil War America, and anything else that seems relevant to you. You will cite the sources of your information (being sure to go beyond the textbook and class discussion) and you will be sure to summarize your findings. (For example, you may decide that the impeachment was entirely a matter of political in-fighting, entirely a matter of steely-eyed resolve to maintain the rule of law, or something in the middle.) You will give at least three pieces of evidence to support it.

**Attendance:** As per Linden Hall’s attendance policy, “students who miss more than five classes, whether excused or unexcused, in any course during a trimester will have their trimester grade in that course reduced by one point per class missed in excess of five. Students who miss more than fifteen total classes in a given course may be required to repeat that course. Please note that three tardies or early dismissals count as an absence. These absences do not include religious holidays, school sponsored events, college visits, or snow days.” (Student Handbook, 15)

**Plagiarism and Academic Honesty:** At the end of the day, all an academic has are her ideas and her reputation. To protect both, academic communities count plagiarism as one of the highest crimes imaginable; even the hint of it has ruined otherwise impressive academic careers and cast into suspicion works of otherwise inspiring diligence and worth. That is a very high brow way of saying “take credit for your work and only your work.” If you use someone else’s ideas or research (and most of you will because that is what we do at the earlier stages of learning), admit it and give that person credit. This is true for your use of evidence in essays (where doing so only makes you look more well-read and more thoughtful) and for your weekly assignments. I would MUCH prefer that you honestly admit that you simply could not complete an assignment than to see you attempt to pony off someone else’s work as your own. For the former, there will be a small penalty for time management; with the latter, you and I will meet with higher academic administrators to discuss whether or not you can continue in and pass the class for the year.

**Trimester Grading Rubric** To take some of the sting/terror out of the dreaded practice tests, I weight class performance differently as the year progresses. At first, participation and preparation are more important than testing. By the end, let’s be frank, you care most about predicting your performance on the external exam in May so the class also weighs that more heavily. It is my goal that an A in the class corresponds with my estimation that you can earn a 5 on the AP Exam. Similarly, a B predicts a 4; a C predicts a 3... The closer we get to the Exam itself, the more the trimester grade should mirror that prediction. This isn’t a guarantee, but it has worked in the past.

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**Grading Standards:** AP Essays are graded on a 0-9 scale. The following descriptions are based upon the advice from Kaplan's *AP US History* 2004 Edition, pgs. 20-21. (I took the advice verbatim except when I generalized portions that previously applied to only one essay topic.) I will use them as I grade your essays. (Multiple Choice formatted assessments will be a simple Number Correct divided by Total Number computation.)

The 8-9 Essay

- contains a clear, well-developed thesis that analyzes the specific elements of the question.
- supports the thesis with substantial, specific, relevant information.
- presents a reasonably balanced treatment of the topic.
- is well organized.
- may contain minor errors.

The 5-7 Essay

- presents a thesis, which may be partially developed, that analyzes the specific elements of the question.
- supports the thesis with some relevant and specific information.
- has some analysis of the impact of the topic of the question.
- may be unbalanced in the treatment of the topic.
- has acceptable organization.
- may contain errors that do not seriously detract from the quality of the essay.

The 2-4 Essay

- simply restates the question or lacks a thesis or contains a confused or unfocused thesis.
- provides few relevant fact or lists facts with little application to the thesis.
- has little or no analysis; may contain only generalizations.
- may deal with only one portion of the question or all of the question in a limited manner.
- may be poorly organized.
- may contain major errors that detract from the essay.

The 0-1 Essay

- Contains no thesis or a thesis that does not address the question.
- Exhibits inadequate or inaccurate understanding of the question.
- Contains no analysis.
- Is poorly organized and/or poorly written.

I have read and understand this AP US History Course Syllabus and Contract. I agree to abide by its terms and work to make this a great year and a thought provoking class!

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

\_\_\_\_\_  
Guardian Signature

\_\_\_\_\_  
Student Name

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<b>Week</b>	<b>Chapters</b>	<b>Topics</b>
Trimester One: Birth of a Nation		
1	Intro	Our First DBQ!!! (Political Cartoons on War and Politics) The 3 Rhetorical Appeals & MLK's "Letter from a Birmingham Jail" Subtopics: What is History? How do you organize ideas for DBQ? What is rhetoric? How do you frame arguments? Themes: Public Perceptions vs. Historical Perceptions, Military History, Journalistic History, Civil Rights History Skills: Timed Writing, Formal Writing, Critical Reading, Active Reading, Active Listening, Uses of Evidence
2	1/2	Three Worlds Create a New and Colonize North America Subtopics: Patterns of Colonization, Pre-Contact Americas and Geography, Trade Routes, 3Gs, Mercantilism, Birth of American Slavery, Triangle Trade, European Social Factors Pushing Exploration and Colonization Themes: Geographical Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, The Role of the Individual Leadership (explorers, kings and governors), "City on the Hill" Americanism Skills: Active Reading, Active Listening, Organizing Information
3	3/4	American Culture and a Changing World, Unit Test Subtopics: Colonial Characteristics (Southern, Middle & New England), Colonists and Native Americans, Colonists and Englishmen, Early American Arts, Economies Stabilize, Witch Trials & Religious Revivals, Indian Uprisings Themes: Geographical Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Parallel Emergence of Market Capitalism and Hyper Individualism, The Role of the Individual Leadership (governors and kings), Group Dynamics, "City on the Hill" Americanism Skills: Active Reading, Active Listening, Organizing Information, Test Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, Short Answer Testing, 5 Part Essay Writing
4	5	Path to Revolution Subtopics: 7 Years War, Acts and Taxes, New Leaders, <i>Declaration of Independence</i> and Other Revolutionary Acts, Growth of a Middle Class Themes: Geographical Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Parallel Emergence of Market Capitalism and Hyper Individualism, The Role of the Individual Leadership (revolutionaries), Group Dynamics Skills: Active Reading, Active Listening, Organizing Information
5	6	American Revolution, Unit Test Subtopics: Campaigns and Resources of War, France and Spain, Negotiating the Peace, Leaders Mature Themes: The Role of the Individual Leadership (revolutionaries), Military History, "City on the Hill" Americanism Skills: Active Reading, Active Listening, Organizing Information, Test Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, Short Answer Testing, 5 Part Essay Writing

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- 6 7 Forging a National Republic  
Subtopics: *Articles of Confederation*, What is a Republic?  
Weaknesses of Federation, Birth of a Political Class,  
Hamilton's Plans, *The Constitution*  
Themes: Geographical Determinism, Evolution of Economic Systems,  
Parallel Emergence of Market Capitalism and Hyper  
Individualism, The Role of the Individual Leadership  
(politicians), Group Dynamics, "City on the Hill"  
Americanism  
Skills: Active Reading, Active Listening, Organizing Information
- 7 8 The Early Republic, Conflicts at Home & Abroad  
Subtopics: Birth of the Supreme Court Mandate, *Bill of Rights*,  
Rebellions, *KY and VA Resolutions* and States' Rights, Alien  
and Sedition Acts, Birth of Political Parties, Revolution of  
1800, England and France in American Politics  
Themes: Geographical Determinism, Evolution of Economic Systems,  
Economic Bases of Conflict and Co-Existence, The Role of  
the Individual Leadership (politicians), Group Dynamics,  
Military History, "City on the Hill" Americanism  
Skills: Active Reading, Active Listening, Organizing Information
- 8 9 "A Wise and Frugal Government," Unit Test  
Subtopics: Jeffersonian Democrats, Exploration and Expansion,  
Jefferson as President, Lead up to War of 1812, Native  
American Relations  
Themes: Economic Bases of Conflict and Co-Existence, Parallel  
Emergence of Market Capitalism and Hyper Individualism,  
The Role of the Individual Leadership (politicians), Group  
Dynamics, "City on the Hill" Americanism  
Skills: Active Reading, Active Listening, Organizing Information, Test  
Preparation, Team & Individual Study Methods, Timed  
Testing, Multiple Choice Testing, Short Answer Testing, 5  
Part Essay Writing
- 9 10 National Expansion and The American System  
Subtopics: War of 1812, Presidents and Military Leaders, Birth of an  
Independent America Economically and Militarily  
Themes: Geographical Determinism, Evolution of Economic Systems,  
Economic Bases of Conflict and Co-Existence, Parallel  
Emergence of Market Capitalism and Hyper Individualism,  
The Role of the Individual Leadership (politicians), Group  
Dynamics, Military History, "City on the Hill" Americanism  
Skills: Active Reading, Active Listening, Organizing Information
- 10 11 Jacksonian Democracy  
Subtopics: Birth of Popular Politics, Kitchen Cabinet, Spoils System,  
Popular Reform Movements and Leaders, Whigs and Other  
Elites, Jackson as President and Lightning Rod  
Themes: Geographical Determinism, Evolution of Economic Systems,  
Economic Bases of Conflict and Co-Existence, Parallel  
Emergence of Market Capitalism and Hyper Individualism,  
The Role of the Individual Leadership (politicians), Group  
Dynamics, "City on the Hill" Americanism  
Skills: Active Reading, Active Listening, Organizing Information
- 11 12/13 American Culture Transformed and Evolving (North and South)  
Subtopics: Slavery and Agriculture, Birth of Industrial Revolution in  
US, Second Great Awakening, Literature and Politics



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Themes: Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Parallel Emergence of Market Capitalism and Hyper Individualism, The Role of the Individual Leadership (business men and inventors)

Skills: Active Reading, Active Listening, Organizing Information

6 19 Urban Transformation  
Subtopics: The Birth of the Modern City, Birth of the Suburbs  
Themes: Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, The Role of the Individual Leadership , “City on the Hill” Americanism (politicians and activists), Group Dynamics,  
Skills: Active Reading, Active Listening, Organizing Information

7 20 The Gilded Age  
Subtopics: Plutocrats, Monopolies, The Gospel of Wealth, Social Darwinism, Laissez-Faire Politics, Horatio Alger Story  
Themes: Economic Bases of Conflict and Co-Existence, Parallel Emergence of Market Capitalism and Hyper Individualism, The Role of the Individual Leadership (politicians and Activists, “City on the Hill” Americanism  
Skills: Active Reading, Active Listening, Organizing Information

8 21 The Progressives, AP Practice Test  
Subtopics: The Progressives, Middle Class Guilt, *The Jungle*, Evolution of a Movement, Presidential Progressives Roosevelt to Wilson, *How the Other Half Lives*  
Themes: Economic Bases of Conflict and Co-Existence, Parallel Emergence of Market Capitalism and Hyper Individualism, The Role of the Individual Leadership (politicians and activists), Group Dynamics, “City on the Hill” Americanism  
Skills: Active Reading, Active Listening, Organizing Information, Test Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, 5 Part Essay Writing, Reading the DBQ & Free Response Questions

9 **Review and Mid-Term Examinations**

10 22 Imperialism  
Subtopics: The Path to American International Power, White Man’s Burden, The Great White Fleet, the Roosevelt Corollary, The Dole Empire and Banana Republics, President Imperialists  
Themes: Geographical Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Parallel Emergence of Market Capitalism and Hyper Individualism, The Role of the Individual Leadership (presidents and military leaders), Group Dynamics, Military History, “City on the Hill” Americanism  
Skills: Active Reading, Active Listening, Organizing Information

11 23 WWI  
Subtopics: Wilson Moves from Isolationist to War President, Europe Falls to War, Military Campaigns and the Role of the US in Allied Victory, League of Nations, Victorious in War and Felled by Congress  
Themes: Economic Bases of Conflict and Co-Existence, The Role of the Individual Leadership (presidents and military leaders), Military History, “City on the Hill” Americanism  
Skills: Active Reading, Active Listening, Organizing Information

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- 12 NA Review and Catch-Up  
Subtopics: Review of Second Trimester  
Themes: Review of Second Trimester  
Skills: Active Reading, Active Listening, Organizing Information,  
Exam Preparation, Team & Individual Study Methods
- 
- Trimester Three: Emergence of an International Power
- 1 24 The Roaring Twenties, AP Practice Test  
Subtopics: Flappers, Prohibition, Luxury-Based Post War Boom  
Economy, Culture of Youth, Lost Generation (Writers and  
Musicians), Harlem Renaissance and Great Migration,  
American Fundamentalism, Scopes and Sacco & Vanzetti,  
Birth of the Modern, Speculation and the Seeds of Depression  
Themes: Evolution of Economic Systems, Parallel Emergence of  
Market Capitalism and Hyper Individualism, The Role of the  
Individual Leadership (writers and artists), Group Dynamics,  
“City on the Hill” Americanism  
Skills: Active Reading, Active Listening, Organizing Information
- 2 25 The Great Depression, The New Deal, AP Practice Test  
Subtopics: Dust Bowl, Crash, Economy of a Bust Cycle, The Limits of  
Laissez Faire Presidents, Demagogues and Democrats, Bank  
Runs and *The Grapes of Wrath*, Alphabet Soup & Fireside  
Chats, Keynesian Economics  
Themes: Evolution of Economic Systems, Parallel Emergence of  
Market Capitalism and Hyper Individualism, The Role of the  
Individual Leadership (presidents), Group Dynamics, “City on  
the Hill” Americanism  
Skills: Active Reading, Active Listening, Organizing Information, Test  
Preparation, Team & Individual Study Methods, Timed  
Testing, Multiple Choice Testing, 5 Part Essay Writing,  
Reading the DBQ & Free Response Questions
- 3 26 America Engages in the World  
Subtopics: What Actually Ends the Great Depression?  
Themes: Geographical Determinism, Economic Bases of Conflict and  
Co-Existence, Parallel Emergence of Market Capitalism and  
Hyper Individualism, The Role of the Individual Leadership  
(presidents and politicians), Group Dynamics, “City on the  
Hill” Americanism  
Skills: Active Reading, Active Listening, Organizing Information
- 4 Spring Break
- 5 27 WWII, AP Practice Test  
Subtopics: Europe Falls to War, Fascism and Communism, Military  
Campaigns and the Role of the US in Allied Victory, Pacific  
Campaign, Pearl Harbor and Hiroshima, European Campaign,  
Negotiating the Peace, FDR and Truman, Rosie the Riveter  
and the Double V Strategy  
Themes: Economic Bases of Conflict and Co-Existence, The Role of  
the Individual Leadership (presidents and military leaders),  
Military History, “City on the Hill” Americanism  
Skills: Active Reading, Active Listening, Organizing Information, Test  
Preparation, Team & Individual Study Methods, Timed  
Testing, Multiple Choice Testing, 5 Part Essay Writing,  
Reading the DBQ & Free Response Questions

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- 6                    28/30    Domestic Cold War Culture  
Subtopics: Baby Booms and Levittowns, Annie Get Your Apron, Consumer Culture, Birth of the Civil Rights Movement, Birth of the Women’s Lib Movement, Beats and Squares, I Like Ike and Camelot, Assassinations, “I Have A Dream”  
Themes: Evolution of Economic Systems, Parallel Emergence of Market Capitalism and Hyper Individualism, The Role of the Individual Leadership (presidents and activists), Group Dynamics  
Skills: Active Reading, Active Listening, Organizing Information
- 7                    29/31    International Cold War Arenas  
Subtopics: Two Super Powers, When Cold Wars Heat Up (Berlin, Cuba, Korea, Vietnam), Domino Theory, Presidential Doctrines, Space Race, Birth of the CIA, NATO, Warsaw Pact, Iron Curtains and Spy Satellites  
Themes: Geographical Determinism, Economic Bases of Conflict and Co-Existence, The Role of the Individual Leadership (presidents and military leaders), Military History, “City on the Hill” Americanism  
Skills: Active Reading, Active Listening, Organizing Information
- 8                    30-32    Domestic Reform, Backlash, and Stagflation, AP Practice Test  
Subtopics: The Great Society and Welfare State, Stagflation, Watergate, Impeachment, Presidents after the Trust is Gone, The New Media, OPEC and Gas Lines, Reagan Democrats  
Themes: Geographical Determinism, Evolution of Economic Systems, Economic Bases of Conflict and Co-Existence, Parallel Emergence of Market Capitalism and Hyper Individualism, The Role of the Individual Leadership (presidents and the media), Group Dynamics  
Skills: Active Reading, Active Listening, Organizing Information, Test Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, 5 Part Essay Writing, Reading the DBQ & Free Response Questions
- 9                    33            America in the 1990s  
Subtopics: The Gulf War, War in the Balkans, Famine and Wars in Africa, “It’s the Economy, Stupid,” Contract with America, Vast Right Wing Conspiracy, AIDS, Technology Bubble  
Themes: Geographical Determinism, Evolution of Economic Systems, Parallel Emergence of Market Capitalism and Hyper Individualism, The Role of the Individual Leadership (presidents and other leaders), Group Dynamics, Military History, “City on the Hill” Americanism  
Skills: Active Reading, Active Listening, Organizing Information
- 10                   NA            AP Review Presentations; AP Exam Friday  
Subtopics: Review of Year’s Topics  
Themes: Determined by Presentations  
Skills: Active Reading, Active Listening, Organizing Information, Guided Independent Research, Presentations, Creating Useful Handouts/Study Guides, Exam Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, 5 Part Essay Writing
- 11                   Presentations & Internal Exams  
Subtopics: Determined by Presentations  
Themes: Determined by Presentations

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Skills: Active Reading, Active Listening, Organizing Information, Guided Independent Research, Presentations, Creating Useful Handouts/Study Guides, Exam Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, Short Answer Testing, 5 Part Essay Writing

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Presentations & Internal Exams; Last Week of School

Subtopics: Determined by Presentations

Themes: Determined by Presentations

Skills: Active Reading, Active Listening, Organizing Information, Guided Independent Research, Presentations, Creating Useful Handouts/Study Guides, Exam Preparation, Team & Individual Study Methods, Timed Testing, Multiple Choice Testing, Short Answer Testing, 5 Part Essay Writing