

# AP<sup>®</sup> United States History

## Syllabus 4

Each class meets on a 70-minute block schedule every other day. In addition, there is a 40-minute “drop-down” section that meets once every 10-day cycle. The drop-down periods are usually used either to develop specific skills or tackle current events (presidential elections, international issues, or key social debates). Students also take part in a 70-minute AP U.S. History seminar once every 10 days geared toward helping them prepare for the AP U.S. History Exam. This seminar is mainly devoted to skills and strategies for the exam, although it also provides an opportunity to dig deeper into the material than in a regular course. Students are not required to take part in this section, but it is strongly recommended for those who plan to take the exam. There are usually two sections of the seminar, each taught by one of the two U.S. history teachers, with about 15 students each.

### Course Overview

This course examines the evolution of the American republic from the initial European incursions into North America to the present. Our investigation of the nature of American democracy includes methods, evidence, and scholarship from the areas of social, political, economic, cultural, and diplomatic history. The course is divided into periods of time and focuses on the themes in the *AP Course Description*, including national identity, economic transformation, and U.S. actions on the world stage. [CR5]

**CR5**—The course uses themes and/or topics as broad parameters for structuring the course.

### Textbook

Nash, Gary B., et al. *The American People: Creating a Nation and a Society*. 4th ed. New York: Longman, 1998.

### Additional Readings

Cohen, David. *Chasing the Red, White, and Blue: A Journey in Tocqueville's Footsteps Through Contemporary America*. 1st ed. New York: Picador USA, 2001. (Summer reading)

Davidson, James West, and Mark Hamilton Lytle. *After the Fact: The Art of Historical Detection*. 4th ed. Boston: McGraw-Hill, 2000.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. 1st ed. New York: Dover Publications, 1995.

Grafton, John, ed. *Abraham Lincoln: Great Speeches*. 1st ed. New York: Dover Publications, 1991.

Leuchtenburg, William E. *The Perils of Prosperity, 1914–1932*. 2nd ed. Chicago: University of Chicago Press, 1993.

Remini, Robert V. *Andrew Jackson*. 1st reissue ed. New York: Perennial, 1969. [CR6]

**CR6**—The course teaches students to analyze evidence and interpretations presented in historical scholarship.

Students should also be familiar with current events. I expect them to read a daily newspaper, such as the *New York Times* or the *Baltimore Sun*, and a news magazine, such as *Time*, *Newsweek*, or the *Economist*.

## Student Evaluation

Students are given a variety of assessments, including tests and quizzes (approximately 40 percent of the final grade) and graded homework assignments (10 percent of the grade). The centerpiece of their appraisal, however, is the U.S. history portfolio, which accounts for approximately 50 percent of their final grade. During both the first and second semesters, students choose three (out of a possible four) assignments covering a variety of different formats, for a total of six projects. They also must complete at least four of the following types of assignments: research essay, document analysis, annotated bibliography, film analysis, cartoon/visual analysis, and PowerPoint presentation. Although students are not required to keep their completed portfolio in a folder, teachers may want to consider some type of mechanism to allow them to keep their work together in order to provide them with a broader sense of what they have accomplished during the academic year. This provides students with the opportunity to write a statement at the end of the course reflecting on what they've learned from the portfolio assignments.

## Course Planner and Student Activities

From Colonies to Nation, 1607–1783 (four weeks: nine full classes / two drop-downs / two seminars)

Date	Topic/Assignment [Homework is in brackets and is due on the day it is listed.]
Day 1 (short period)	Course introduction
Day 2	Life and death in colonial Chesapeake. [Read “Serving Time in Virginia” in Davidson and Lytle, <i>After the Fact</i> , 1–22; and Nash, 38–48.] [CR2]
Day 3	Puritan New England: A city on a hill? [Read Nash, 48–58, and write a paragraph on an element of Puritan society. Pose a question about Puritan life and develop a thesis and supporting paragraph in answer to your question.]
Day 4	Summer reading discussion: What are the key issues of American history? [Review <i>Chasing the Red, White, and Blue</i> , and list what Cohen and Alexis de Tocqueville (discussed in Cohen’s introduction) see as the main themes of American history.] [CR5]
Day 5	Quiz: colonial Chesapeake, New England, and Cohen. In class: the

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Day 6	Restoration colonies. [Review for quiz (five multiple-choice questions, five matching questions, and one short paragraph), and read Nash, 60–68.]
Day 7 (short period)	What were the characteristics of British colonial America in 1750? The mercantile system, colonial politics, and the Great Awakening. [Read Nash, 85–93 (skip 86–87) and 128–36 (skip 134–35).] AP seminar: Introduction to the document-based question. How do we interpret historical documents? (Review of DBQ on American identity before the Revolution.)
Day 8	The U.S. history portfolio: Introduction—discussion of assignment options, academic integrity, and source analysis. (For a full explanation of the student portfolios, see below under Student Evaluation.)
Day 9	Was 1763 a watershed in American history? The great war for empire. [Read Nash, 146–53.]
Day 10	Test: America to 1763. [Review for test (10 multiple-choice questions, two documents, and one essay).]
Day 11	The road to revolution: Were the colonists motivated by self-interest or principle? [Read Nash, 153–68 (skip 154–55), and outline key events leading to independence. Indicate what you see as the most decisive event in causing the colonies to seek separation from Great Britain.]
Day 12	The Declaration of Independence: What ideas motivated the colonists to seek independence? [Read the Declaration of Independence (available at <a href="http://www.law.indiana.edu/uslawdocs/declaration.html">www.law.indiana.edu/uslawdocs/declaration.html</a> ) and Nash, 203–9. Identify Enlightenment influences in the preamble to the Declaration, and match colonial grievances with specific actions by the British government.]
Day 13 (short period)	The War for Independence: Civil war or revolution? [Read Nash, 194–203. Portfolio #1 due.] AP seminar: <i>The Historian’s Craft: Martha Ballard and A Midwife’s Tale</i> (discuss Web site and clip on Ballard). [CR6]  The California recall election: Does the recall serve the purpose for which it was originally intended?

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## Activities and Assessments

Sermon Analysis for the Great Awakening: Students are given a series of four sermons and asked to determine which are Old Light, New Light, and traditional Puritan, and are asked to justify their answers. [CR7]

**CR7**—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources.

For the AP seminar, I use an online exercise based on Martha Ballard’s diary, which formed the basis for *The Midwife’s Tale*. Students compare Ballard’s account of a rape that occurred in her community with the official documentary record, using the exercise entitled “One Rape, Two Stories” from the DoHistory Web site (available at [www.dohistory.org](http://www.dohistory.org)). This provides students with an excellent introduction to using primary sources and the need to exercise great care in analyzing historical documents. Teachers can also supplement this lesson with clips from the PBS *American Experience* version of *A Midwife’s Tale* (for more information, go to [www.pbs.org/wgbh/amex/midwife](http://www.pbs.org/wgbh/amex/midwife)) or with excerpts from Laurel Thatcher Ulrich’s Pulitzer Prize–winning book of the same title. [CR6]

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*Chesapeake Quiz*: Students are given a short quiz on colonial Chesapeake, Puritan New England, and their summer reading assignment, as well as a longer test on colonial America to 1763. The test usually consists of multiple-choice questions, document analysis, and an essay that asks students to note the degree to which the colonies had developed an identity distinct from Great Britain by the end of the Seven Years’ War in 1763. [CR8]

**CR8**—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions and thematic essays.

### The New Nation Takes Shape, 1783–1815 (four weeks)

Date	Topic and Assignment
Day 1	How critical was the “critical period”? America under the Articles of Confederation. [Read Nash, 222-32 (skip 228-29) and abridged copy of the Articles of Confederation (available at <a href="http://www.yale.edu/lawweb/avalon/artconf.htm">www.yale.edu/lawweb/avalon/artconf.htm</a> ); complete worksheet. Extra credit: Who was the first president of the United States?]
Day 2	Quiz: the American Revolution. In class: choose teams and begin preparation for ratification debate. [Review for quiz.]
Day 3	The Constitution: the supreme law of the land. How did the Constitution differ from the Articles of Confederation? [Read Constitution (available at <a href="http://www.house.gov/Constitution/Constitution.html">www.house.gov/Constitution/Constitution.html</a> ) and fill in chart.
Day 4	The Constitution: What compromises were necessary to achieve ratification of the Constitution? [Read Nash, 232-43.] AP seminar: The Supreme Court
Day 5	Ratification debate: Should the proposed federal constitution be ratified? [Prepare a paragraph explaining your position (Federalist or Antifederalist) as if it is the year 1789.]
Day 6 (short period)	Constitution quiz
Day 7	How did the founders view political parties? America under the Federalists. [Read Nash, 246-60.]
Day 8	No class: PSAT/NMSQT®
Day 9	No class: history drop day. (No history classes meet to allow

	teachers to write student comments.)
Day 10	The revolution of 1800. Did Jefferson hold true to his principles when he was in office? [Read Nash, 272-79.] AP seminar: Political Parties
Day 11	The War of 1812. Was this a conflict over neutral rights or westward expansion? [Portfolio #2 due.]
Day 12 (short period)	The national anthem End of First Quarter

### Activities and Assessments

War of 1812 Simulation: Students take on the roles of representatives from various states (Connecticut, Maryland, Kentucky, and South Carolina). They are given a packet of documents concerning various issues related to America’s entry into the War of 1812, and they then develop speeches on their state’s position. [CR7] The activity culminates with a vote on declaring war against Great Britain.

**CR7**—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources.

Research Essay on the American Revolution: Students write a three- to four-page essay on the following question: Which better reflects the ideals of the American Revolution, the Articles of Confederation or the federal Constitution? [CR8]

**CR8**—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions and thematic essays.

Take-home Test with DBQ from the 1998 AP Released Exam: “With respect to the federal Constitution, the Jeffersonian Republicans are usually characterized as strict constructionists who were opposed to the Federalists’ broad constructionism. To what extent was this characterization of the two parties accurate during the presidencies of Jefferson and Madison?” [CR8]

### National Identity, Sectional Identity, and the Road to Disunion, 1820–1860 (four weeks) [CR5]

**CR5**—The course uses themes and/or topics as broad parameters for structuring the course.

Date	Topic and Assignment
Day 1	Nationalism and sectionalism. Which tendency was stronger after the War of 1812? [Read Nash, 281-90.]
Day 2	Quiz: the Early Republic. [Review for quiz.]
Day 3	“A Roaring, Rollicking Fellow.” To what degree does personality shape history? [Read Remini, Chapters 1 and 2.]
Day 4	Jacksonian democracy. What factors led to the expansion of American democracy in the 1820s? [CR1] [Read Remini, Chapters 5 and 6.] AP seminar: Reform Movements in American History
Day 5	Jackson in power. Does Jackson belong on Mount Rushmore?

**CR1**—The course includes the study of political institutions in U.S. history

Day 6 (short period)	[Read Remini, Chapters 7 and 8.] The age of reform. How did antebellum reform movements differ from contemporary reform movements?
Day 7	Manifest Destiny. What forces drove American expansion in the 1840s? [Read Remini, Chapter 9. Portfolio #3 due.]
Day 8	Frederick Douglass and the slave narrative. What made slavery “work”? [Read Douglass, 1–30.]
Day 9	Abolition and slave resistance. How did the slave narrative develop as a literary form? Discussion of the historiography of slavery—Fogel and Engerman vs. Douglass. [Read Douglass, 30–69.] [CR2]
Day 10	America in 1850. How did America change between 1820 and 1850? [Jackson DBQ due.]
Day 11	AP seminar: Two Centuries of Foreign Policy [CR3] Nineteenth-century political parties. What led to the breakdown of the second party system? [CR1] [No homework.]
Day 12	The 1850s: Was war inevitable? [Read Nash, 472-85.]

**CR2**—The course includes the study of social and cultural developments in U.S. history.

**CR3**—The course includes the study of diplomacy in U.S. history.

**CR1**—The course includes the study of political institutions in U.S. history

## Activities and Assessments

**Mexican War Analysis:** Students divide into groups and are given a packet of documents on the outbreak of the Mexican War. They are asked to determine whether the United States or Mexico is more responsible for the hostilities. This activity provides good opportunities for drawing parallels with recent events, especially the recent Gulf War. [CR7]

**CR7**—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources.

**Antebellum Reform Essay:** Students choose a reform issue (temperance, women’s rights, abolition of slavery, treatment of the insane, penal reform) and write a three- to four-page essay, focusing on the changes, if any, that occurred as a result of reform efforts. [CR8]

**CR8**—The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions and thematic essays.

**Document analysis of *The Lowell Offering*:** Students read excerpts from *The Lowell Offering* (available at [www.berwickacademy.org/millgirls/offering.htm](http://www.berwickacademy.org/millgirls/offering.htm)) and write a three- to four-page essay on the goals and tactics of the Lowell operatives. Students are asked to focus on how successful the operatives were in accomplishing their goals and what the long-term effects of the Lowell protests were.

**Jackson DBQ and Take-Home Test:** Students answer the 1990 document-based question on Jacksonian democracy: “Jacksonian Democrats viewed themselves as the guardians of the United States Constitution, political democracy, individual liberty, and equality of economic opportunity. Based on the documents and on your knowledge of the 1820s and 1830s, how valid is the Jacksonians’ assessment of

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themselves?" Students also answer a series of multiple-choice and matching questions.

### Civil War and Reconstruction, 1861–1877 (four weeks)

Date	Topic and Assignment
Day 1	North and South: a tale of two societies. [Read Lincoln's first inaugural address, in Grafton, ed., <i>Abraham Lincoln: Great Speeches</i> , 53–61, and summarize his argument about why secession was unconstitutional.]
Day 2	Campaigns and battles of the Civil War. Why did the war last four years? [Portfolio #4 due. Bring Grafton to class.]
Day 3	The war on the home front. How did northern and southern ideology dictate each side's conduct? [Read Nash, 519-24 and Gettysburg Address in Grafton.] AP seminar: Historiography and Conflicting Interpretations
Day 4	The consequences of the war
Day 5 (short period)	Does the camera ever lie? Civil War photographs.
Day 6	Test: the Civil War. [Review for test.]
Day 7 (short period)	The 2004 election: What were the key issues facing the nation?  Winter Break: Friday, December 19–Monday, January 5
Day 8	Presidential Reconstruction: What were the various plans for dealing with the South after the war? [Read Nash, 540-50; bring Grafton to class.]
Day 9	Reconstruction in the South: What was the experience of Reconstruction on the ground? [Read Nash, 550-60.] <b>[CR2]</b> AP seminar: Sample Multiple-Choice Test
Day 10	The impeachment of Andrew Johnson. [Read Nash, 560-71.]
Day 11 (short period)	Reconstruction through Thomas Nast cartoons
Day 12	The legacy of Reconstruction and the emergence of civil rights. [Write a one-page biography of either Booker T. Washington or W.E.B. DuBois, noting his program for advancing African American rights.]
Day 13	Exam review. [Choose a person, event, idea, or trend that you feel had the most influence on the development of American

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	democracy up to 1865. Write a paragraph explaining your position (to be presented.)
	U.S. History Examination—Tuesday, January 20. Good luck!

## Activities and Assessments

**Civil War Photographs:** This exercise, based on the Library of Congress site, “Does the Camera Ever Lie?” The Web site (<http://memory.loc.gov/ammem/cwphhtml/cwpcam/cwcam1.html>) introduces students to the skills necessary for deconstructing photographs. Here they will find, for example, several cases of the same scene being depicted from multiple angles, with the same dead soldiers being portrayed as both Union and Confederate casualties. Students are able to discuss how visual evidence can be manipulated. **[CR7]**

**CR7**—The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources.

**AP Exam Seminar:** Students are introduced to historiography and changing interpretations. We cover major interpretations of the Civil War (slavery, states’ rights, economic differences, and extremism and poor leadership), reading excerpts from historians representing different schools, then provide factual information to support each of the major schools. **[CR6]**

**CR6**—The course teaches students to analyze evidence and interpretations presented in historical scholarship.

**Civil War Test:** Students take a test with multiple-choice, map, and document analysis questions. For the document analysis, students are given a copy of the Mississippi Legislature’s Secession Resolution and are asked to match the generalized grievances expressed by Mississippi with specific actions by the North. Students are then asked to write an essay explaining a graph that shows the growth of sectional tensions after 1820.

**Economic Transformations: Industrialization and Responses, 1877–1914 (four to five weeks)** **[CR5]**

**CR5**—The course uses themes and/or topics as broad parameters for structuring the course.

Date	Topic and Assignment
Day 1	Exam return / class evaluation discussion
Day 2	Does the frontier mentality determine the American character? [Read excerpt from Frederick Jackson Turner, “The Significance of the Frontier in American History” (available at <a href="http://xroads.virginia.edu/~hyper/turner">http://xroads.virginia.edu/~hyper/turner</a> ) and Nash, 578-89.]
Day 3	Federal Native American policy: assimilation or annihilation? In-class debate: Does the Dawes Act represent the best approach for dealing with Native Americans? [Read Nash, 290-95, 404-5, and 589-96.]
Day 4	Turner and Native American policy. Introduction to the second Industrial Revolution: Is this the fulfillment of Hamilton’s vision? [Study for quiz.] AP seminar: DBQ Practice: Writing

**CR4**—The course includes the study of economic trends in U.S. history.

Day 5	Were nineteenth-century business leaders robber barons or industrial statesmen? [Read Nash, 616-27, and outline the reasons for American economic growth in the late nineteenth century.] [CR4]
Day 6 (short period)	The Haymarket Square incident
Day 7	The development of labor unions: Why is there no radical labor movement in American history? [Read Nash, 644-54.]
Day 8	The Populist revolt: reactionary or forward-looking? [Portfolio #5 due.]
Day 9	Was there such a thing as a Progressive movement? [Read Nash, 748-62.]
Day 10	Chautauqua discussion. Progressivism: freedom or tyranny? [Research character and write a one-page summary of your views. Consult Nash, 726-48, for background on key Progressive issues.] AP seminar: Free-Response Practice: Writing
Day 11	Test review: responses to industrialism. [Begin review.]
Day 12 (short period)	The Triangle Shirtwaist fire: Should the factory owners be held liable?
Day 13	Test: responses to industrialism. [Review for test.]

## Activities and Assessments

**Document Analysis on the Chinese Exclusion Act:** Students read and research the background to the 1882 Chinese Exclusion Act. They write a three- to four-page essay on the act, focusing on why the Chinese were the first group chosen for systematic exclusion from the United States. They are also asked to address the long-term impact of the act on the immigration of both Chinese and other immigrant groups to the United States.

**Annotated Bibliography on Native American Culture:** Students compile a bibliography with sources that target Native American culture in North America during the nineteenth century, with a focus on one geographic region or one tribe. They must consult at least eight sources (at least half of which should be non-Internet sources), not including any general encyclopedic references. [CR6] For each item they write a brief summary of the work, its scope, and the author's thesis, as well as an evaluation of how this source would be useful in explaining either the region or tribe.

**CR6**—The course teaches students to analyze evidence and interpretations presented in historical scholarship.

Progressive Era Test: Students take a test with a variety of multiple-choice and matching questions on key issues of the late nineteenth and early twentieth centuries, with a focus on how various groups responded to industrialism. Students also answer a document-based question.

**Twentieth-Century Crises—Foreign and Domestic, 1900–1945**  
(five weeks) **[CR3]**

**CR3**—The course includes the study of diplomacy in U.S. history.

Date	Topic and Assignment
Day 1	The Spanish-American War and America’s entrance on the world stage. How new was the “new imperialism”? [Read Nash, 690–707.]
Day 2	Why did the United States become involved in World War I? [Read Leuchtenberg, prologue and Chapter 1.]
Day 3	World War I on the home front: Was World War I progressive or reactionary? [Read Leuchtenberg, Chapter 2.] AP seminar: Crossword Puzzle Review
Day 4	The struggle over the League of Nations: Why did Woodrow Wilson’s vision fail? [Portfolio #6 due.]
Day 5 (short period)	Civil liberties in wartime
Day 6	The first Red Scare: What forces created so much anxiety after World War I? [No homework.]
Day 7	<b>Prosperity: How “roaring” were the 1920s? [No homework.] [CR4]</b>
Day 8	Perils: Who was left out of the 1920s prosperity? [Read Leuchtenberg, Chapters 9 and 10.]
Day 9	Debate: the Scopes trial. What does the trial tell us about the culture clash of the 1920s? [Research character and read Leuchtenberg, Chapter 11.]
Day 10	<b>The Great Crash: What factors caused the Great Depression? [CR4]</b> [Take-home test due.] AP seminar: Free-Response Practice
Day 11	The emergence of FDR: What was “new” about the New Deal? [Read Nash, 841–50, and work on New Deal chart (complete side one on first New Deal).]
Day 12 (short period)	Everyday life during the Great Depression

**CR4**—The course includes the study of economic trends in U.S. history.

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Day 13	Did the New Deal save capitalism and democracy? [Read Nash, 850–64, and complete New Deal chart (side two on the second and third New Deal).]
Day 14	Was FDR caught sleeping by Pearl Harbor? [Read Nash, 876–83, and outline key events in America’s road to World War II between 1933 and 1941. Indicate what you see as the key turning point in bringing the United States toward involvement.]
Day 15	Battles, strategies, and tactics: What were American military objectives in World War II? [Read Nash, 897–908.] AP seminar: DBQ Practice
Day 16	The war at home: Did America violate its ideals on the home front? [Read Nash, 893–97 (skip 890–91).]
Day 17	Test: New Deal and World War II. [Review for test.]

## Activities and Assessments

We work on free-response and document-based questions. In each case, I distribute sample essays from past years and have students practice scoring (we discuss the scoring rubric ahead of time). Showing them actual student-written essays helps them to get a strong sense of what will be expected of them in terms of length, level of detail, writing and documentation style, and other issues of concern and interest.

**Civil Liberties in Wartime Essay:** Students are asked to compare the Sedition Act or the Espionage Act of the World War I period with the Patriot Act of 2001. They write a three- to four-page essay comparing the provisions of the different acts and noting the historical context in which each act was passed. They are asked to draw any generalizations that they see about the role that government plays during wartime.

**New Deal Essay:** Students choose a minority group (women, African Americans, Mexican Americans, Native Americans, etc.) or an interest group (farmers, business leaders, organized labor, etc.) and write a three- to four-page essay tracing the effect that the New Deal had on this group. This exercise lets students assess how far-reaching the New Deal was in affecting various groups in society and asks them to come to terms with why the New Deal did not go farther in helping such groups.

**New Deal Test:** Covers FDR’s New Deal.

### American Democracy and the Cold War (five weeks)

Date	Topic and Assignment
Day 1 (short Period)	The dropping of the atomic bomb

Day 2	The origins of the Cold War: Can we assign responsibility for U.S.-Soviet tensions? [Read Nash, 948–58.]
Day 3	The Cold War under Eisenhower, Kennedy, and Johnson: What role did ideology play in the Cold War? [Read Nash, 958–75.]
Day 4	The Vietnam War: Why did the United States commit to a quagmire? [Read Nash, 975–85, and outline key turning points in U.S. involvement.] <b>[CR3]</b>
Day 5	Vietnam: My Lai video. [Portfolio #7 due.] AP seminar: Multiple-Choice Exam Practice
Day 6	Postwar America. [Skim Nash, Chapter 26, and choose one aspect of 1950s culture to research and present to the class.]
Day 7 (short period)	The legacies of Vietnam
Day 8	Nixon and Watergate: What conditions are necessary for impeachment? [Read Nash, 1,012–21.]
Fri., 5/7	AP U.S. History Exam
Day 9	The 1960s: Culture and protest. [Ask your parents about their '60s experience.]
Day 10	Quiz: America during the Cold War. [Study for quiz.]
Day 11	The emergence of the civil rights movement. [Read Nash, 1,028–42, and outline key events in the African American struggle for equal rights.] <b>[CR1]</b>
Day 12	Film: <i>The Long Walk Home</i> . [Portfolio #8 due or final draft of term paper due.]
Day 13 (short period)	Finish <i>The Long Walk Home</i> . [Work on civil rights essay.]
Day 14	Video: <i>Eyes on the Prize</i> . [Work on civil rights essay.]
Day 15	The 1980s. [Prepare presentation on an aspect of American culture during the 1980s to deliver to the class.]
Day 16	America in 2004. [Write a paragraph on the person, idea, event, or trend that has had the most influence on the development of American democracy.]
Day 17	Review for exams. [Write seven objective questions (matching, multiple-choice, identifications) for assigned exam section.]

**CR3**—The course includes the study of diplomacy in U.S. history.

**CR1**—The course includes the study of political institutions in U.S. history

Wed., 6/2	U.S. History final examination. Good luck!
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## Activities and Assessments

Students are given a full set of 80 questions from a Released Exam (I usually use the 2001 exam). Doing the questions in a 50-minute period allows students to simulate the exam and instills confidence once we have reviewed the answers—students often find that they know more than they thought.

**Origins of the Cold War Essay:** Students research historians' interpretations of the early Cold War, focusing on how different sources assign responsibility for the breakdown of U.S.–Soviet relations after the war. Students produce a three- to four-page essay, noting which interpretation of the Cold War they find most convincing.

**Vietnam Oral History:** Students interview either their parents or another adult who lived through the Vietnam War period and ask them about their experiences and their attitude toward the war. Students then write an analysis of their interview subject's experiences and how they reflect larger trends of the Vietnam War period.