

AP United States History

Mr. Mollenkopf – Room 150

Contact:

voice mail	797-8227
school e-mail	mollenkd@wsoh.org
home e-mail	mo@mr-mo.com
website	mr-mo.com
twitter	@moapush

Introduction:

Welcome to Advanced Placement American History. This course is designed for the highly motivated, above average history student. You will be challenged to draw upon a reservoir of factual knowledge and will develop the capacity to exercise analytical skills.

The aim of an advanced placement course is to provide a student with a learning experience equivalent to that obtained in most college introductory American History courses. Upon completion of the course, the student will better understand and appreciate our American heritage, as well as be prepared to take the College Board Advanced Placement Test if they choose to do so.

Texts:

The textbook we will be using is American History by Alan Brinkley. A book of supplemental readings, American Issues is also used. In addition, supplemental readings in the form of documents, essays or books on special themes will provide chronological and thematic coverage.

- Brinkley, Alan. American History: A Survey. 11th edition. New York: McGraw-Hill, 2003.
- Dollar, Charles M., and Gary W. Reichard, editors. American Issues: A Documentary Reader. New York: Glencoe/Macmillan/McGraw-Hill, 1994.
- Madaras, Larry, and James M. SoRelle, editors. Taking Sides: Clashing Views on Controversial Issues in American History. 6th edition. Guilford, Connecticut: Dushkin Publishing Group, 1995.

Also, while not required, I have found that review materials for the Advanced Placement exam for U.S. History provided by The Princeton Review are excellent resources and come highly recommended by former students. These items can be found at most bookstores and on Amazon.com.

Expectations:

Assignments -

- There will be weekly essay assignments including written responses to at least 6 Document Based Questions (DBQ's)
- Quizzes over daily assignments are given regularly
- Unit tests are modeled after the College Board Exam with multiple choice and essay questions
- There are 2 major projects each year:

- A comparative book review (compare the works of two historians on the same topic)
- A research paper on an historical issue

* The essay questions at the end of each semester will ask the student to demonstrate a knowledge of themes in American History that connect the different eras. (i.e. the growth in power of the national government; the conflict between regionalism and nationalism; class conflict; minority rights vs. majority will)

* See *the addendum at the end of the syllabus for further details*

Absences - If you have an absence that is excused by the attendance office, you will have as many days as you missed to complete all missed work without penalty. You may not make-up assignments missed due to an unexcused absence. **MAKE-UP WORK IS YOUR RESPONSIBILITY.** To facilitate this, all assignments are clearly posted in the classroom and on the class website found at <http://mr-mo.com>. I will not chase after you, nor worry if you choose not to get it from me. In an AP course, I do not feel that it is unreasonable to expect that students take ownership and responsibility in their education.

Extra Credit - In my experience, students usually do not receive the kind of grade they hope for because they fail to do the required work. It is my strong belief that it is unfair to those students who have been diligent about this work to offer extra-credit to those students who have not. Therefore, I do NOT offer any extra-credit, for any reason, period. 'Nuff said.

Class Policies:

Unlike the rest of this syllabus, I like to keep this short and sweet. Students are expected to follow the school's Code of Student Conduct. You are expected to reflect the maturity and responsibility that will be demanded of you now and in the future. No inappropriate actions will be tolerated. Other than that, we have three standing rules:

1. Time is short and we have a lot to cover so I will always strive to start on-time. It is my belief that by accommodating late-comers, I would be, in essence, rewarding them for being late. To that end, you must be in the classroom before the tardy bell rings. If you are late to class without an excuse from me or another staff member, you will receive a warning. The third unexcused tardy will result in a detention. Each additional tardy after that will warrant another detention. Excessive tardies will result in parent communication and/or referral to the front office.
2. Falsely claiming another's work or ideas as your own is called plagiarism. I consider it to be the gravest educational offense, and will deal with it harshly. At the **least**, you will receive zero credit for that particular assignment.
3. The foundation of the Warrior Way is built on the idea that RESPECT IS A TWO-WAY PROPOSITION. Please show me and all of your colleagues the same consideration that you would wish to receive, and I will reciprocate. Any other instance where I *could* come up with a policy is much more simply covered by following this cardinal (and gold-en) rule. ;-)

Conferences:

This course is designed to be very challenging, but not ultimately overwhelming, tedious, boring, or anxiety-producing. If you have a problem, it's best to talk it over with me. Don't let my forthrightness frighten you. Most of the time we can find a solution and the problem will pass. **Don't** put it off. Talk with me. I think you'll find that I'm very laid back and will help you the best I can. I'll be available in the classroom before school, during my lunch, my posted prep period, and after school. My door is always open, and I'm happy for you to visit with a question, a problem, a joke, or even a good debate.

Communication:

It is vital that the student, parent and teacher all work together towards the goal of a student's education. I passionately believe that communication plays a vital role in reaching that goal. To that end, students and parents can please feel free to contact me at their leisure.

The very best way to get in touch with me is through e-mail. I have voice mail at school, but usually will only think to check it if the classroom phone's beacon is flashing, thus I cannot promise that I will hear your message the same day. I am, however, **constantly** in touch with my e-mail accounts and will always try to respond the same day (usually within an hour or two). Those accounts are listed at the top of this syllabus.

If you do not have reliable internet access, you may still leave a voice mail and I will get back to you as soon as I get your message.

Course Outline:

Unit	Topic	Unit Length
1	Colonialism and Revolution	3 weeks
2	The Constitution and the Federalist Era	3 weeks
3	Antebellum America	3 weeks
4	Civil War and Reconstruction	4 weeks
5	The Age of Growth and Reform	4 weeks
6	Becoming a World Power	2 weeks
7	The Emergence of Modern America	3 weeks
8	W.W. II and the Roots of the Cold War	2 weeks
9	Conflicts at Home and Abroad	3 weeks
10	America Under the Baby Boomers	3 weeks
11	Special Topics	3 weeks

Unit 1 - Colonialism and Revolution (3 weeks)

Goals:

1. Analyze motives for establishment and settlement of colonies
2. Determine the relationship between geography and economics in early colonial settlements
3. Examine the origins of sectionalism
4. Describe the mercantile system and explain its relationship to the American Revolution
5. Form generalizations concerning the impact of religion on colonial development
6. Examine the role of dissenters in early American culture
7. Analyze the inherent conflict between Native Americans and the colonists
8. Identify the origins of democracy in America
9. Have a chronological knowledge of the events leading to the Revolution
10. Evaluate the cause and effects of the British colonial policy in America
11. Develop arguments justifying the Revolution based on primary source materials
12. Assess the role of the Loyalists in the Revolution
13. Identify the factors that led to the British defeat
14. Debate the arguments for and against independence
15. Debate whether or not the Revolution was truly revolutionary
16. Improve reading and writing skills

Reading:

Brinkley pp. 3-30, 33-63, 66-71, 75-96, 100-123, 126-131, 141-146, Appendix pp. A-9 – A-11,

American Issues 5.6

Selected Bibliography:

Rossiter, Clinton. The First American Revolution.

Brown, Wallace. The Good Americans.

Morrison, Samuel. Sources and Documents Illustrating the American Revolution.

Hofstadter, Richard. America at 1750.

Ver Steeg, Clarence. The Formative Years.

Boorstin, Daniel. The Americans: The Colonial Experience.

McCullough, David. John Adams.

McCullough, David. 1776.

Isaacson, Walter. Benjamin Franklin.

Wood, Gordon. The American Revolution.

Ellis, Joseph. His Excellency: George Washington.

Unit 2 - The Constitution and the Federalist Era (3 weeks)

Goals:

1. Contrast and compare the strengths and weaknesses of a confederation and a federation
2. Draw conclusions about the motives of the framers of the Constitution
3. Identify the major compromises reached at the Constitutional Convention
4. Have a factual knowledge of the basic organization of the US government as set up by the Constitution
5. Examine the role of Washington and his administration in establishing a strong central government
6. Contrast and compare the philosophies of Hamilton and Jefferson
7. Trace the history of modern day political parties back to their philosophical origins
8. Examine the role of the Marshall court in establishing a strong central government
9. Improve reading and writing skills

Reading:

Brinkley pp. 147-156, 159-178, 182-190, 198-200, 228-229, Appendix pp. A-12 – A-19

American Issues 6.5, 6.7, 7.3, 7.4, 7.6, 7.7

Selected Bibliography:

Mason, Ed. Signers of the Constitution.

Vidal, Gore. Burr.

Catton, Bruce. The Bold and Magnificent Dream.

Habenstreit, Barbara. Changing America and the Supreme Court.

Friendly, Fred. The Constitution: That Delicate Balance.

Boardman, Jr., Fon. America and the Virginia Dynasty.

Miller, John. The Federalist Era.

Jensen, Merrill. The Articles of Confederation.

Charles, Joseph. The Origins of the American Party System.

Ellis, Joseph. Founding Brothers: The Revolutionary Generation.

Berkin, Carol. A Brilliant Solution.

Chernow, Ron. Alexander Hamilton.

Unit 3 - Antebellum America (3 weeks)

Goals:

1. Utilize maps to locate the territory gained by the US from 1783 - 1853
2. Examine the motives and justification for expansion
3. Examine the motives for the writing of the Monroe Doctrine and for its implementation
4. Relate the development of the emerging American culture to the rise of nationalism
5. Evaluate the success of the antebellum reform movements
6. Analyze the extent to which Jacksonian democracy reflected social and economic developments in the nation
7. Improve reading and writing skills

Reading:

Brinkley pp. 190-198, 200-214, 218-224, 226, 229-233, 235-259, 262-275, 278-295, 320-334, 343-355.

American Issues 9.1, 9.2, 9.4, 9.5, 10.1, 10.4, 10.6, 10.7

Taking Sides Issue 8

Selected Bibliography:

May, Henry. The Enlightenment in America.

Schlessinger, Jr., Arthur. The Age of Jackson.

Tocqueville, Alexis de. Democracy in America.

May, Ernest. Making of the Monroe Doctrine.

Tyler, Alice. Freedoms Ferment.

Taylor, Robert. The Travels of Jamie McPheeters.

Mayfield, John. The New Nation.

Ellis, Joseph. After the Revolution: Profiles of Early American Culture.

McCoy, Drew. The Elusive Republic: Political Economy in Jeffersonian America.

Merk, Frederick. History of the Westward Movement.

Taylor, George. The Transportation Revolution.

Perkins, Dexter. Hands Off: A History of the Monroe Doctrine.

Remini, Robert. The Life of Andrew Jackson.

Unit 4 - Civil War and Reconstruction (4 weeks)

Goals:

1. Explain the development of the institution of slavery and its impact on both blacks and whites.
2. Appraise the multiple factors contributing to the rise of sectionalism
3. Have a knowledge of the chronology of events leading to the Civil War
4. Identify factors which led to the Northern victory
5. Assess the impact of Abraham Lincoln on the American nation
6. Analyze the shifts in the balance of power in the government created by crises such as the Civil War and Reconstruction
7. Discuss the political, social, and economic role of blacks in society as redefined by Reconstruction
8. Analyze the causes of political corruption which followed the Civil War
9. Improve reading and writing skills

Reading:

Brinkley pp. 71-75, 227-228, 275-278, 292-295, 297-316, 334-341, 355-368, 371-403, 407-432.

American Issues 12.1, 12.3, 12.5, 12.6, 13.3, 13.4, 13.7, 15.3, 15.4, 15.5

Selected Bibliography:

- Olmstead, Frederick. Slave States.
- Craven, Avery. The Growth of Southern Nationalism.
- Stampp, Kenneth. The Peculiar Institution.
- Dillon, M.L. The Abolitionists.
- Potter, David. The Impending Crisis.
- Donald, David. Lincoln Reconsidered.
- McPherson, James. Battle Cry of Freedom.
- McPherson, James. The Negro's Civil War.
- Patrick, Rembert. The Reconstruction of the Nation.
- Woodward, C. Van. The Strange Career of Jim Crow.
- Stowe, Harriet. Uncle Tom's Cabin.
- Goodwin, Doris Kearns. Team of Rivals
- Catton, Bruce. Any of his Civil War series.

Unit 5 - The Age of Growth and Reform (4 weeks)

Goals:

1. Define the factors which contributed to the industrial revolution in America
2. Debate the labels “captains of industry” and “robber barons”
3. Explain the impact of industrialization on both urban and rural areas
4. Compare and contrast the “dream” versus the “reality” of the immigrant experience
5. Examine the problems resulting from industrialization faced by both farmers and factory laborers
6. Analyze the responses by both of these groups to these problems
7. Recognize the social, political, and intellectual sources of Progressivism
8. Evaluate the success of the Progressive Movement as related to its goals
9. Discuss the origins and impact of investigative reporting
10. Improve reading and writing skills

Reading:

Brinkley pp. 441-470, 473-497, 499-528, 532-550, 576-599, 601-613.

American Issues 16.2, 16.3, 17.1, 17.4, 17.5, 17.6, 18.4, 19.1, 19.2, 19.4

Taking Sides Issue 5

Selected Bibliography:

Atherton, Lewis. The Cattle Kings.

Billington, Ray. Westward Expansion.

Shannon, Fred. The Farmer's Last Frontier.

Prucha, Francis. The Long Death: The Last Days of the Plains Indians.

Garraty, John. The New Commonwealth.

Handlin, Oscar. The Uprooted.

McKelvey, Blake. The Urbanization of America.

Riis, Jacob. How the Other Half Lives.

Goodwin, Lawrence. The Populist Movement.

Hofstadter, Richard. The Age of Reform.

Wiebe, Robert. The Search for Order.

Sinclair, Upton. The Jungle.

Dreiser, Theodore. Sister Carrie.

Jackson, Helen Hunt. Century of Dishonor.

Morris, Edmund. Theodore Rex.

Unit 6 - Becoming a World Power (2 weeks)

Goals:

1. Utilize maps to identify territory gained outside the continental United States
2. Compare and contrast the old and new Manifest Destiny
3. Understand the motives behind US imperialism
4. Discuss the futile attempts to remain neutral and the US entry into World War I
5. Evaluate Wilson's plan for world peace
6. Analyze reasons for American rejection of the Treaty of Versailles
7. Assess the impact of World War I on America economically, socially, and politically
8. Improve reading and writing skills

Reading:

Brinkley pp. 553-572, 613-619, 621-640.

American Issues Chapter 20

Selected Bibliography:

Beisner, Robert. From the Old Diplomacy to the New, 1865-1900.

Pratt, Julius. Expansionist of 1898.

Trask, David. The War with Spain in 1898.

Burton, David. Theodore Roosevelt: Confident Imperialist.

Munro, Dana. Intervention and Dollar Diplomacy in the Caribbean, 1900-21.

LeFeber, Walter. The Panama Canal.

Gregory, Ross. The Origins of American Intervention in the First World War.

Kennedy, David. Over Here.

Ferrell, Robert. Woodrow Wilson and World War I.

Unit 7 - The Emergence of Modern America (3 weeks)

Goals:

1. Examine the relationship between World War I and the attitudes which developed during the 1920's
2. Analyze the political corruption of the Harding administration
3. Critically evaluate the description of the 1920's as prosperous
4. Examine the values of the 1920's as reflected in the arts
5. Analyze the interrelationship of the multiple causes to the Depression
6. Compare Hoover's and Roosevelt's response to the Depression
7. Discuss whether or not the New Deal represented a major economic, social, and political revolution in America
8. Improve reading and writing skills

Reading:

Brinkley pp. 640-646, 649-672, 676-699, 703-725, 729-731.

American Issues Chapter 21, 22

Taking Sides Issue 11

Selected Bibliography:

- Noggle, Burl. Into the Twenties.
- Leuchtenburg, William. The Perils of Prosperity.
- Allen, Frederick Lewis. Only Yesterday.
- Allen, Frederick Lewis, Since Yesterday.
- Galgrath, John Kenneth. The Great Crash.
- Schlesinger, Jr., Arthur. The Crises of the Old Order.
- Terkel, Studs. Hard Times.
- Lewis, Sinclair. Main Street.
- Fitzgerald, F. Scott. The Great Gatsby.
- Steinbeck, John. The Grapes of Wrath.
- Burns, James MacGregor. Roosevelt: The Lion and the Fox.
- Leuchtenburg, William. Franklin D. Roosevelt and the New Deal.

Unit 8 - W.W. II and The Roots of the Cold War (2 weeks)

Goals:

1. Discuss the origins of the United States' isolation and neutrality policies, 1920 - 1939
2. Compare the United States' policy in Asia with the U.S. policy in Europe, 1920 - 1939
3. Examine the economic, social and political impact of World War II on the American home front
4. Assess the factors that influenced the decision to drop the atomic bombs
5. Compare America's rejections of world leadership after World War I to its concept of our role as a world leader after World War II
6. Analyze the roots of the Cold War
7. Improve reading and writing skills

Reading:

Brinkley pp. 731-746, 750-774, 778-790.

American Issues 23.2, 23.3, 23.6, 23.7, 24.3, 24.4, 24.5, 24.6

Taking Sides Issue 12 p.256

Selected Bibliography:

Prange, Gordon. At Dawn We Slept.

Donoven, Robert. Conflict and Crisis.

Acheson, Dean. Present at the Creation.

Wakatsuk, Jeanne. Farewell to Manzanar.

Hersey, John. Hiroshima.

Blum, John Morton. V Was for Victory.

Offner, Arnold. The Origins of the Second World War.

Brokaw, Tom. The Greatest Generation.

Ambrose, Stephen. Band of Brothers.

Ambrose, Stephen. D-Day: June 6, 1944.

Unit 9 - Conflict at Home and Abroad (3 weeks)

Goals:

1. Identify the foreign and domestic responses to the Cold War
2. Analyze transitions in US foreign policy with respect to communism
3. Contrast the predominant values of the American people of the 1950's and the 1960's
4. Evaluate the success of the Civil Rights struggle in the 1950's and the 1960's
5. Explain the origins of America's involvement in the Vietnam War
6. Improve reading and writing skills

Reading:

Brinkley pp. 432-437, 593-594, 790-796, 800-823, 826-829, 831-857, 859-867, 879-882.

American Issues 25.1, 25.2, 25.3, 25.4, 25.6, 26.1, 26.3, 26.4, 26.5, 26.6 26.7, 27.1, 27.2, 27.3, 27.4, 27.5, 27.6, 28.5

Taking Sides Issue 15

Selected Bibliography:

Eisenhower, Dwight. Waging Peace.

Kissinger, Henry. White House Years.

Karnow, Stanley. Vietnam.

Miller, Merle. Lyndon.

White, Theodore. The Making of the President, 1960.

Schlesinger, Jr., Arthur. A Thousand Days.

King, Jr., Martin Luther. Why We Can't Wait.

Newfield, Jack. A Prophetic Minority.

Reich, Charles. The Greening of America.

The Pentagon Papers.

McCullough, David. Truman.

Ambrose, Stephen. Eisenhower: Soldier and President.

Unit 10 - America Under the Baby Boomers (3 weeks)

Goals:

1. Examine the growth of the counter-culture in America
2. Explain the relationship between the energy crisis and American foreign and domestic policy
3. Evaluate the impact of Watergate on the American political system
4. Examine the economic problems in post-World War II America and attempts to solve these problems
5. Analyze the disillusionment of the 1970's and the emergence of Reagan and Bush in the 1980's
6. Discuss America's foreign policy as it relates to the third world and the ending of the Cold War
7. Examine current politics and trends and make projections about their future impact
8. Improve reading and writing skills
9. Make final preparations for the College Board Exam

Reading:

Brinkley pp. 868-878, 882-891, 894-915, 919-950.

American Issues 27.7, 28.1, 28.2, 28.3, 28.4, 28.6

Taking Sides Issue 16

Selected Bibliography:

Friedan, Betty. The Feminine Mystique.

Safire, William. Before the Fall.

Woodward, Bob and Bernstein, Carl. All the President's Men.

Nixon, Richard. RN: The Memoirs of Richard Nixon.

White, Theodore. America in Search of Itself.

Cannon, Lou. Reagan.

Schwarzkopf, Norman. It Doesn't Take a Hero.

Woodward, Bob. The Agenda.

Addendum A

Analyzing evidence and interpretations presented in historical scholarship:

Unit 1:

- Read excerpt from “The Good Americans” by Wallace Brown.

Unit 2:

- Read and discuss 2 excerpts from Joseph Ellis’s “Founding Brothers”.

Unit 3:

- Read Taking Sides article “Did Jefferson Out-federalize the Federalists?”

Unit 4:

- Read and discuss the opinions of several historians about the causes of the Civil War in Brinkley’s “Where Historians Disagree”.

Unit 5:

- Read the Taking Sides article “Were the Populists True Reformers?”

Unit 6:

- Read David Healy’s article analyzing the concept of the “white man’s burden”.

Unit 7:

- Read the excerpt from Lois Sharf’s book, To Work and To Wed.

Unit 8:

- Read and discuss Brinkley’s “Where Historians Disagree” to assess different historian’s views on who was responsible for the attack on Pearl Harbor.

Unit 9:

- Read the Taking Sides articles on how much Martin Luther contributed to the success of the Civil Rights Movement.

Unit 10:

- Read “Where Historians Disagree” about Women’s history in Brinkley.

Addendum B

Instruction in analysis and interpretation of primary sources:

Unit 1:

- Read Thomas Paine's "Common Sense" and "The Crisis".
- Read and analyze the Declaration of Independence.
- Examine Franklin's "Albany Plan of Union".

Unit 2:

- Examine the Articles of Confederation and make comparisons to the Constitution.
- Examine the Bill of Rights.
- Analyze Patrick Henry's speech criticizing the constitution.
- Examine Federalist Paper #10.
- Read and discuss the ideas in Washington's Farewell Address.

Unit 3:

- Read and compare Jackson's speech in support of the Cherokee Removal Act to Davy Crockett's speech opposing it given before Congress.
- Analyze John Gast's painting "Manifest Destiny".

Unit 4:

- Examine the nature of slave ownership in the south and its relation to politics by looking at statistical table on slave ownership and wealth in the north, west, and south.
- Debate the Dred Scott case only using documents available at that time.
- Examine the Gettysburg Address.

Unit 5:

- Read excerpts from Upton Sinclair's "The Jungle" and Lincoln Steffens's "The Shame of the Cities".
- Read an excerpt from Carnegie's "Gospel of Wealth".
- Examine the court case United States v. E.C. Knight Company.

Unit 6:

- Examine charts demonstrating changes in American trade at the turn of the century.
- Read an excerpt from Alfred Thayer Mahan's book The Influence of Sea Power on History.
- Examine Wilson's Fourteen Points.

Unit 7:

- Analyze tables showing the economic status of farmers in the 1920's.
- Analyze tables showing immigration in the 20's and the impact of quotas.
- Read Al Smith's response to concerns about his religion when running for President in 1928.
- Read Huey Long's proposal of the Share-Our-Wealth Plan.
- Read FDR's first inaugural address.
- Look at statistical graphs to assess the effectiveness of the New Deal.
- Examine the photographs of Dorothea Lange and discuss the impact of the Dust Bowl.

Unit 8:

- Examine Norman Rockwell's paintings and then discuss Roosevelt's Four Freedom's speech.
- Examine the results of several pre-war Gallup polls and discuss the evolution of American public opinion as the world situation changed.
- Read Truman's speech detailing his reasons for dropping the atomic bomb.
- Read Churchill's "Iron Curtain" speech.

Unit 9:

- Read Booker T. Washington's Atlanta Compromise.
- Read Martin Luther King's "Letters from a Birmingham Jail".
- Examine parts of the Pentagon Papers.

Unit 10:

- Use statistical tables and graphs to show demographic changes in America over the last couple decades and discuss the impact socially, economically, and politically.
- Read Ford's Pardon of Richard Nixon.
- Examine the chart showing US imports and exports in the last 25 years and discuss the balance of trade.

Addendum C

Frequent practice in writing analytical and interpretive essays:**Unit 1:**

- Read "Where Historians Disagree" in Brinkley and write a position paper on which historian the student feels has the most valid opinion on the causes of the American Revolution.

Unit 2:

- Write a short reaction paper to Catherine Drinker Bowen's comments about "the miracle in Philadelphia".
- Write a response to the 1985 DBQ on the Articles of Confederation.

Unit 3:

- Write a 2 page essay supporting one of the viewpoints expressed by the historians in Brinkley's "Where Historians Disagree".
- Write a response to the 2005 DBQ on the antebellum compromise. (in class)

Unit 4:

- Write an essay discussing whether Reconstruction was a success or not.

Unit 5:

- Respond to the 2000 DBQ on labor unions and workers.

Unit 6:

- Answer 1994 DBQ on the roots of expansionism.

Unit 7:

- Answer the 1984 DBQ on Hoover and FDR's relative liberalism.

Unit 8:

- Write a short essay on how World War II triggered a social, economic, and political revolution in America.
- Respond to the 1988 DBQ on dropping the atomic bomb.

Unit 9:

- Write a timed, in-class essay comparing The Great Society to the New Deal.

Unit 10:

- Write a timed, in-class essay on whether presidential elections reflect more the rejection of the party in power or the promise of the challenging party using the elections of the 60's, 70's, and 80's.