



# Sonoran Science Academy

## Course Syllabus: AP United States History

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| <b>Teacher:</b>   | Mrs. Amanda Hanson  | <b>Website:</b>  | <a href="http://ahanson.sonoranacademy.org">http://ahanson.sonoranacademy.org</a> |
| <b>Classroom:</b> | 134   | <b>E-mail:</b>   | <a href="mailto:ahanson@sonoranacademy.org">ahanson@sonoranacademy.org</a>        |
| <b>Edmodo:</b>    | <a href="http://sonoranschools.edmodo.com">http://sonoranschools.edmodo.com</a> | <b>Password:</b> | 14V9Y4  |

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### Course Description

AP United States History course is a **college-level** class requiring that students develop historical thinking skills by using appropriate analytical skills and a variety of written and visual primary and secondary sources to evaluate selective factual knowledge and make conclusions. The major difference between a regular high school history course and a college-level history course is the greater amount of reading and the depth of focus that is found in the college-level course. Moreover, the AP curriculum demands higher-order thinking skills within a rigorous academic context. Students will learn to craft plausible, persuasive historical arguments with clear, comprehensive and analytical theses and support them with relevant historical evidence. They will describe, analyze, and evaluate the arguments of others using the available evidence within their respective contexts/circumstances taking into account their respective bias or point-of-view. An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays. Topics include life and thought in colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, and Manifest Destiny. Other topics include the Civil War and Reconstruction, immigration, industrialism, Populism, Progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, the Cold War, the post-Cold War era, and the United States at the beginning of the twenty-first century. This course will fulfill the United States history graduation requirement.

In addition to the topics listed above, the course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of United States history. The themes will include discussions of American diversity, the development of a unique American identity, the evolution of American culture, demographic changes over the course of America's history, economic trends and transformations, environmental issues, the development of political institutions and the components of citizenship,

social reform movements, the role of religion in the making of the United States and its impact in a multicultural society, the history of slavery and its legacies in this hemisphere, war and diplomacy, and finally, the place of the United States in an increasingly global arena. The course will trace these themes throughout the year, emphasizing the ways in which they are interconnected and examining the ways in which each helps to shape the changes over time that are so important to understanding United States history.

**Period Covered Approximate Percentage of Test**

|                       |     |
|-----------------------|-----|
| Pre-Columbian to 1789 | 20% |
| 1790 to 1914          | 45% |
| 1915 to the present   | 35% |

**Material Covered Approximate Percentage of Test**

|   |     |
|---|-----|
| Political institutions, behavior, and public policy       | 35% |
| Social change, and cultural and intellectual developments | 40% |
| Diplomacy and international relations                     | 15% |
| Economic developments                                     | 10% |

**Objectives**

Students will:

1. Demonstrate a mastery of a broad body of historical knowledge
2. Use historical evidence to defend and support basic arguments and positions
3. Differentiate between various schools of historical thought and interpretation
4. Interpret and draw conclusions from various pieces of historical data including original documents, cartoons, graphs, etc.
5. Demonstrate an effective use of analytical skills, evaluation, cause-and-effect relationships, and the ability to compare and contrast related information
6. Work effectively in groups to produce projects, make presentations, and solve problems
7. Prepare to receive a passing score on the AP U.S. History Exam

**Required Books/Resources**

- Textbook: Divine, Robert A., et al. *America: Past and Present*, AP Edition, 8<sup>th</sup> Ed. New York: Longman, 2007.
- Colbert, David, Ed. *Eyewitness to America: 500 Years of American History in the Words of Those Who Saw it Happen*, New York: Vintage Books, 1997.
- Study Guide: *The Princeton Review: Cracking the AP United States History Exam*
- Study Guide: Divine, et al. *AP\* Test Prep Series: AP\* United States History*, New York: Longman, 2007.

**Supplemental Resources**

- Gorn, Elliott J., et. al. *Constructing the American Past: A Source Book of a People's History*, 7<sup>th</sup> Ed., 2 Vol. Boston, MA: Pearson, 2011
- Wyle, Susan. *Revisiting America: Readings in Race, Culture, and Conflict*. Upper Saddle River, NJ: Pearson, 2004.
- Unger, Irwin and Robert R. Tomes. *American Issues: A Primary Source Reader in United States History*, 4<sup>th</sup> Ed. 2 vols. New Jersey: Pearson/Prentice Hall, 2005.
- Madaras, Larry, and James M. SoRelle. *Taking Sides: Clashing Views on Controversial Issues in American History, Volumes One and Two* (Guilford, CT: Dushkin Publishing Group Inc., 2002
- *Debating the Documents: Interpreting Alternative Viewpoints in Primary Source Documents*, United States History Series. Culver City, CA: Mind Sparks, 2008. This resource is used to provide frequent practice in analyzing written and visual documents including, etchings, political cartoons, and other artwork. It also includes unit debates that present two opposing essays written by scholars for use in class debates.
- There will also be various articles provided by the teacher throughout the course.

## Course Materials

- One notebook with college-ruled paper and folders devoted exclusively to U. S. History
- Black pens (all free response questions must be completed in black or dark blue pen)
- Pencils (all multiple choice questions must be completed in pencil)
- Highlighters

Students should keep the following items in your notebook: syllabus, notes (from readings, lectures, and class discussions), daily assignments, and any items handed out in class. All graded tests and quizzes should be kept for studying for the semester final and AP test to be taken in May. Any student not registering for the AP test will be required to take a cumulative final exam.

## Research Project

- Students will participate in the National History Day Competition by completing a year-long research project in which they must utilize scholarly historical research and primary sources to support a thesis based on the annual theme. This year the theme is ***Rights and Responsibilities in History***. While there is not specific limit to the number of sources used, successful projects will use over 20 sources minimum, of which 2/3 must be primary sources and the remaining 1/3 must be ***scholarly*** secondary sources. Wikipedia and Ask.com are NOT considered scholarly sources. Students will produce an annotated bibliography in MLA format indicating the historical context, purpose and/or intended audience, author's point of view, and type of source or argument and tone. A process paper is also required, which specifies where the student obtained the idea for the topic and how he or she when about

researching for the project, including how interviews were conducted (in person, over the phone, etc.).

## Course Policies

### MAKE-UP WORK:

After an **excused absence** it is the student's responsibility to contact the teacher to receive any instruction or paperwork that was missed. Students are responsible for making-up assignments, tests or quizzes missed as a result of an excused absence.

Homework assignments, tests, and quizzes are announced at least a week in advance on the homework board and on my website, as a result, students are expected to make-up quizzes and turn in missing assignments on the day they return to school. Tests must be made-up within three days of returning to school. It is the student's responsibility to schedule a time to make up a missing test with the teacher.

In-class assignments missed due to an excused absence may be made up with three days of returning to school. If missing assignments, tests, or quizzes are not made up within the specified time they will receive a zero.

### HOMEWORK POLICY:

Students are expected to complete weekly readings in both the textbook and supplementary assignments. Students will complete a detailed outline of the textbook chapter, in addition to, answering assigned questions or preparing a 2 – 3 page précis for the supplemental material.

**No late homework assignments will be accepted.** If you do not have your homework at the beginning of class on the due date, you will receive a zero.

In terms of extended projects and papers, the grade will drop one letter grade for each day the assignment is late. One Day Late – highest grade possible is a B, Two Days Late – highest grade possible is a C, etc. **Late projects and papers will not be accepted after 5 days.**

The teacher will inform students when a project or paper that follows this policy is being assigned and will remind them of the grading policy.

Tutoring is offered after school by *appointment* on Mondays or Wednesdays from 3:15 – 4:15.

### HONOR CODE:

I expect every student to conduct themselves honorably. I WILL NOT TOLERATE CHEATING, LYING, STEALING OR PLAGIARIZING!

**Cheating** is attempting to receive academic credit or helping someone else receive credit for work that was not personally done or for knowledge not personally mastered.

Cheating occurs not only when you receive an answer but also when you give an answer. Cheating also occurs when you copy someone else's homework or allow someone else to copy your homework. Examples of cheating include, but are not limited to: deception; the use of talking,

signs, or gestures during a quiz or test; copying from another student or allowing another student to copy an individual assignment; passing test or quiz information during a class period or from one class period to members of another class period; submission of pre-written writing assignments at times when such assignments are supposed to be written in class; illegally exceeding the time limits on timed tests, quizzes, or assignments; unauthorized use of study aids, notes, books, data, or other information; computer fraud; sabotaging the projects the projects or experiments of other students.

**Plagiarism** occurs not only when you turn in someone else's work as your own but also when you turn in a previous assignment done by you for a current assignment. It occurs when you use the ideas of someone else and do not give them credit. Examples include: having a parent or another person write an essay or do a project that is then submitted as your own work; failing to use proper documentation and bibliography. ***Please be aware that it is not acceptable to use quote large portions (i.e. two or more paragraphs) of another's work, even if properly cited.***

**Penalties:**

THE PENALTY FOR CHEATING OR PLAGIARIZING IS A ZERO ON THAT ASSIGNMENT OR TEST THAT CANNOT BE DROPPED OR REPLACED, A PHONE CALL TO YOUR PARENT OR GUARDIAN, AND A DISCIPLINE NOTICE SENT TO THE PRINCIPAL (DPS will be assessed).

The purpose of this Honor Code is to communicate with you so that you have a clear understanding of when cheating, plagiarism, lying, stealing occurs and the resulting harsh penalty. If you neither cheat, nor give the appearance of cheating there will be no penalty. Because the circumstances under which cheating, plagiarizing, lying and stealing occurs are clearly spelled out, I do not expect to see any such situations, however, in the unhappy event that such an occurrence arises, there will be no exceptions to enforcing the stated penalty. THE PRESUMPTION IS THAT YOU ARE HONORABLE AND ETHICAL AND WOULD NEVER KNOWINGLY CHEAT.

**Grading:**

**Grading scale**

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|------------------|-----------|
| <b>98-100%</b>   | <b>A+</b> |
| <b>90-97%</b>    | <b>A</b>  |
| <b>88-89%</b>    | <b>B+</b> |
| <b>80-87%</b>    | <b>B</b>  |
| <b>78-79%</b>    | <b>C+</b> |
| <b>70-77%</b>    | <b>C</b>  |
| <b>65-69%</b>    | <b>D</b>  |
| <b>Below 65%</b> | <b>F</b>  |

## Course Schedule:

### SEMESTER 1

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| <b>UNIT 1 – Colonial America, 1492–1783</b> | 4 weeks |
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### Essential Questions

1. Describe the Indian societies and their geographic distribution before the coming of the European explorers. What did these cultures contribute to the Europeans, and why, despite these contributions, did the invaders still think of the Native Americans as savages?
2. How did earlier exploration and colonization experiences influence the way England, Spain, and other European nations attempted to colonize America?
3. Compare and contrast the economy of the northern colonies with that of the southern colonies. What made the two regions develop as they did? How did these economic systems reflect social systems emerging at the same time?

### **Week 1 – Pre-Columbian Societies, Transatlantic Encounters, and Colonial Beginnings, 1492—1690**

Early inhabitants of the Americas  
American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley  
American Indian cultures of North America at the time of European contact  
First European contacts with American Indians  
Spain's empire in North America  
French colonization of Canada

Optional Video: "The Age of Discovery" from the *Just the Facts Learning Series*

BELL WORK: *Debating the Documents*: The Pilgrims: Image and Reality

HOMEWORK: *America Past and Present (America)* Textbook: Chapter 1, New World Encounters  
Gorn, Chapter 1, Contact and Conquest: The Meeting of the Old and New Worlds, pp. 1-19 and answer questions 1 – 4 & 6.  
*Princeton Review*: Chapters 1 - 3

### **Week 2 – Colonial North America, 1690–c. 1700**

English settlement of New England, the Mid-Atlantic region, and the South  
From servitude to slavery in the Chesapeake region  
Religious diversity in the American colonies  
Population growth and immigration  
Transatlantic trade and the growth of seaports

## Growth of plantation economies and slave societies

Video: *10 Days that Unexpectedly Changed America: Pequot War*

BELL WORK: *Debating the Documents*: Anne Hutchinson and the Antinomian Crisis

HOMEWORK: *America* Textbook: Chapter 2, England's Seventeenth-Century Colonies

Gorn, Chapter 2, Colonizing North America: The Founding of Virginia and Massachusetts Bay, pp. 20-46 and answer questions 1-5.

*Princeton Review*: Chapter 4 & 5

Chapter 1 quiz

### **Week 3 – Colonial North America, c. 1700-1754**

Resistance to colonial authority: Bacon's Rebellion, the Glorious Revolution, and the Pueblo Revolt

The eighteenth-century back country

Video: "America's Documents of Freedom, 1215 – 1774" from *Just the Facts Learning Series*

BELL WORK: *Debating the Documents*: The Covenant Chain: The Iroquois and Colonial America

HOMEWORK: *America* Textbook: Chapter 3, Putting Down Roots: Opportunity and Oppression in Colonial Society

Gorn, Chapter 3, Eighteenth-Century Voices, pp. 47-71 and answer questions 1-6

*Princeton Review*: Chapter 6

Chapter 2 quiz

### **Week 4 – War and Resistance, 1754–1783**

The Enlightenment and the Great Awakening

Colonial governments and imperial policy in British North America

The French and Indian War

The Imperial Crisis and resistance to Britain

Classroom Simulation: *A More Perfect Union: Independence and Constitution (Week 1a)*

Video: *America: The Story of Us*, "Rebels" – OR – *Washington the Warrior*

BELL WORK: *Debating the Documents*: What Did the Great Awakening Awaken?

HOMEWORK: *America* Textbook: Chapter 4, Experience of Empire: Eighteenth-Century America

Gorn, chapter 4, What Kind of Revolution?: Justifications for Rebellion, pp. 72-96 and answer questions 1-5

*Eyewitness*, pp. 47-69 and write a one – two page précis.

*Princeton Review*: Chapter 7

Chapter 3 & 4 quiz

**Friday, August 30, 2012 – NHD Topic due**

**UNIT 1 EXAM – 2 Free Response Questions on Colonialism and Native American relations.**

**UNIT 2 – The Revolution and an a New Republic, 1783–1820**

4 weeks

Essential Questions:

1. Explain the role the colonial assemblies played in the American protests of British policies after 1763. Why did the assemblies take such a leading role, and what effect did the British attitude (and action) toward these legislatures have on the American decision to revolt?
2. Why was Massachusetts the leader of the anti-British protest from the outset? What was it in the economic, political, and intellectual climate of that colony that made it such a hotbed of revolution? What part, if any, did Puritanism play in shaping this climate?
3. Explain how conflicts and rivalries among European nations both helped and hindered the American struggle for independence.
4. How did Revolutionary ideology challenge the way minorities were treated in America? What changes in this treatment resulted from this challenge, and why did some minorities find their circumstances improved while others were not?
5. Examine the relative successes and failures of the Articles of Confederation. Do you think that this government was capable of providing the stability that the new nation needed? Why or why not?
6. Explain how the political ideology that was the foundation of the American Revolution influenced the writing of state constitutions and the Articles of Confederation.
7. What safeguards are contained in the Constitution to protect the states from violations of their rights?

**Weeks 5 and 6 – The American Revolutionary War**

Structure of Colonial Society  
Eroding the Bonds of Empire  
Steps Toward Independence  
The War for Independence  
The Loyalists Dilemma

Classroom Simulation: *A More Perfect Union: Independence and Constitution* (Week 1b)

Video: *America: The Story of Us*, "Revolution" – OR – *The American Revolution: The Conflict Ignites* – OR  
- *Washington and Arnold*

Video: "America's Documents of Freedom, 1775 – 1786" from *Just the Facts Learning Series*

BELL WORK: *Debating the Documents: Loyalists and Patriots*



HOMEWORK: *America* Textbook: Chapter 5, The American Revolution: From Elite Protest to Popular Revolt

*Eyewitness*, pp. 70-111 and write a one – two page précis.  
*American Issues*, vol. I, chapter 4, pp. 102 – 113, answer the questions.  
*Princeton Review*: Chapter 8

DEBATE: *Colonial America: Seedbed of liberty or age of imperial conquest?*

### **Week 7 – The Republican Experiment, 1783–1789**

State constitutions and the Articles of Confederation  
The federal Constitution

Classroom Simulation: *A More Perfect Union: Independence and Constitution* (Week 2)

Video: “America’s Documents of Freedom, 1787 – 1796” from *Just the Facts Learning Series*

Video: *10 Days that Unexpectedly Changed America: Shay’s Rebellion*

Video: *Founding Brothers*, parts 1 & 2

Optional Video: *Ben Franklin: Inventor, Diplomat, Icon ... and a Human Being*

BELL WORK: We Hold These Truths: The Meaning of the Declaration

HOMEWORK: *America* Textbook: Chapter 6, The Republican Experiment

*Taking Sides*, Vol. 1 “Were the Founding Fathers Democratic Reformers?”  
Gorn, Chapter 5, Forming a More Perfect Union: Friends, Foes, and the Disfranchised, pp. 98-115 and answer questions 1-4 & 6.  
*Princeton Review*: Chapter 9

### **Weeks 8 – The Republican Experiment**

Chapter 5 & 6 quiz

### **UNIT 2 EXAM – DBQ Essay on the Early Republic and Constitution**

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| <b>UNIT 3 – The Early Republic, 1783–1820</b> |
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| 6 weeks |
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### Essential Questions

1. Compare and contrast the political, economic, and social philosophies of Thomas Jefferson and Alexander Hamilton. Explain the sort of nation each wished created.
2. What caused Jefferson and his party to change their approach to governing, what reservations did they have about what they were doing, and how were they able to rationalize this apparent change in program and philosophy? How did the Federalists respond to the Republican programs?

3. In what way did British policies prior to 1812 threaten our independence? Had the United States not fought the war, what might the results have been?
4. Andrew Jackson thought of himself as the “president of the people.” Was he? What can you find in the career of Jackson that would support his assertion, and what can you find to deny it?
5. What were the major technological inventions and innovations of this period? How did they both unite and divide the nation?

**Weeks 9 – The Early Republic, 1789–1815**

Washington, Hamilton, and shaping of the national government  
Emergence of political parties: Federalists and Republicans  
Republican Motherhood and education for women  
Beginnings of the Second Great Awakening

Class Simulation: Challenge to the New Republic: The War of 1812 (Day 1)

Video: *Founding Brothers*, parts 3 & 4

“America’s Documents of Freedom, 1798 – 1814” from *Just the Facts Learning Series*

BELL WORK: *Debating the Documents: The Lowell Experience*

HOMEWORK: *America* Textbook: Chapter 7, The Violence of Party Politics

*American Issues*, vol. I, chapter 6, Federalists Versus Republican, pp. 145-174; answer questions listed in the introductions to each section.

Chapter 7 quiz

**Friday, September 27, 2013 – NHD preliminary bibliography due**

**Week 10 – Jeffersonian Period, 1789–1815**

Significance of Jefferson’s presidency  
Expansion into the trans-Appalachian West; American Indian resistance  
Growth of slavery and free Black communities  
The War of 1812 and its consequences

Class Simulation: Challenge to the New Republic: The War of 1812

Optional videos: PBS *The Journey of Sacagawea – OR – National Geographic’s Lewis & Clark*

BELL WORK: *Debating the Documents: Henry Clay’s American System*

HOMEWORK: *America* Textbook: Chapter 8, The Jefferson Vision

*Taking Sides*, Vol. 1, “Did Thomas Jefferson Abandon his Principles in Purchasing the Louisiana Territory?”  
*Eyewitness*, pp. 119-135a and write a one – two page précis

FALL BREAK

**Week 11 – Transformation of the Economy and Society in Antebellum America**

The transportation revolution and creation of a national market economy  
Beginnings of industrialization and changes in social and class structures  
Immigration and nativist reaction

Classroom Simulation: *Westward Expansion: A New History* (Day 1)

Video: *Chiefs: The Black Hawk War*

BELL WORK: *Debating the Documents*: "A Knack at Contriving": Why Americans Invented Things

HOMEWORK: *America* Textbook: Chapter 9, Nation Building and Nationalism

Gorn, chapter 10, Women in Antebellum America, pp. 187-206 and answer questions 1-5.

*American Issues*, vol. I, chapter 8, Capital Versus Labor, pp. 191-204; answer questions listed in the introductions to each section.

*Princeton Review*: Chapter 9

Chapter 8 quiz

**Week 12 – The Transformation of Politics in Antebellum America**

Emergence of the second party system

Federal authority and its opponents: judicial federalism, the Bank War, tariff controversy, and states' rights debates

Jacksonian democracy and its successes and limitations

History's Mysteries Crime Scene Investigation: "The Trail of Tears"

Video: "America's Documents of Destiny: Nationalism & Change, 1818 – 1830" from *Just the Facts Learning Series*

Video: *America: The Story of Us*, "Westward"

BELL WORK: *Debating the Documents*: The Monroe Doctrine: Was It Necessary?

HOMEWORK: *America* Textbook: Chapter 10, The Triumph of White Men's Democracy

Gorn, chapter 8, Leadership in the Age of the "Common Man": The Scope and Limitations of Jacksonian Democracy, pp. 149-162 and answer questions 1-5.

*Eyewitness*: pp. 149-178 and write a two-three page précis

*Princeton Review*: Chapter

Chapter 10 quiz

**Friday, October 25, 2013 – NHD Thesis Statement due**

**Week 13 – Slaves and Masters**

The divided society of the Old South  
The world of Southern Blacks  
White society in the Antebellum South  
Slavery and the Southern economy

History's Mysteries Crime Scene Investigation: "Nat Turner's Rebellion"

BELL WORK: *Debating the Documents*: Jackson and the Indians

HOMEWORK: *America* Textbook: Chapter 11, Slaves and Masters

Gorn, chapter 7, Living and Dying in Bondage: The Slave Conspiracy of 1822, pp. 131-148 and answer questions 1-4.

*American Issues*, vol. I, chapter 13, Slavery and the "Old South", pp. 282-325; answer questions listed in the introductions to each section.

*The Myth of the Antebellum South*, by Professor J.B. Calvert, 2001.

Chapter 11 quiz

**Week 14 – Religion, Reform, and Renaissance in Antebellum America**

Evangelical Protestant revivalism  
Social reforms  
Ideals of domesticity  
Transcendentalism and utopian communities  
American Renaissance: literary and artistic expressions

BELL WORK: *Debating the Documents*: Revivalists and Utopians: Reform in Antebellum America

HOMEWORK: *America* Textbook: Chapter 12, The Pursuit of Perfection

Gorn, chapter 6, Reflections on Religion: Church, State, and Society in the Early Republic, pp. 117-130 and answer questions 1-6.

*Eyewitness*: pp. 179-188a and write a one – two page précis

*Princeton Review*: Chapter 10

**Chapter 12 quiz**

DEBATE: *The Early Republic: Flawed experiment or freedom on the march?*

**UNIT 3 EXAM – Two free response questions on Jeffersonian and Jacksonian Ages**

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| <b>UNIT 4 – Divided Nation, 1830–1877</b> | 5 weeks |
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Essential Questions

1. What changes did the Kansas-Nebraska Act make in the agreements reached in the Missouri Compromise and the Compromise of 1850?
2. Why did the South perceive the Wilson Proviso as such a threat? What did the proviso indicate about the North's attitude toward slavery? Was the abolition of slavery the issue or was it something else? What was the southern response?
3. Why did the South secede? What pushed the southern states over the brink? Consider social and economic concerns, in addition to southern political philosophy.
4. Why did the North win? What factors contributed to the outcome?
5. Compare and contrast Lincoln's plans, the Wade-Davis Bill, Johnson's plan, and radical Reconstruction. Consider provisions, motives, goals, and results.
6. Evaluate the successes and failures of Reconstruction. What decision could have been made to avoid the failures? What groundwork was laid for future changes?

#### **Week 15 – Territorial Expansion and Manifest Destiny**

Forced removal of American Indians to the trans-Mississippi West  
Western migration and cultural interactions  
Territorial acquisitions  
Early U.S. imperialism: the Mexican War

Classroom Simulation: *Westward Expansion: A New History* –OR– *Westward Expansion Classroom Game*

Video: "America's Documents of Freedom: National Expansion, 1832 – 1848" from *Just the Facts Learning Series*

Video: *10 Days that Unexpectedly Changed America: Sutter's Mill*

BELL WORK: *Debating the Documents: The War with Mexico*

*Uncle Tom's Cabin*

HOMEWORK: *America* Textbook: Chapter 13, An Age of Expansionism

Gorn, chapter 9, Remembering the Alamo, pp. 163 – 186 and answer questions 1-6.

*Eyewitness*: pp. 188b-197 and write a one – two page précis

#### **Week 16– The Crisis of the Union**

Pro- and antislavery arguments and conflicts  
Compromise of 1850 and popular sovereignty  
The Kansas–Nebraska Act and the emergence of the Republican Party  
Abraham Lincoln, the election of 1860, and secession

Video: *Underground Railroad*

Video: *America: The Story of Us*, "Division"

Video: "America's Documents of Destiny: Compromise and Conflict, 1848 – 1857" from *Just the Facts Learning Series*

BELL WORK: *Debating the Documents*: "Bleeding Kansas": A Failure of Compromise

John Brown

Calhoun vs. the Abolitionists

HOMEWORK: *America* Textbook: Chapter 14, The Sectional Crisis

*Taking Sides*: "Was Slavery the Key Issue in the Sectional Conflict Leading to the Civil War?" and write a one to two page evaluation of the articles provided.

Gorn, chapter 11, *A House Divided: Free Labor, Slave Labor*, pp. 207-227 and answer questions 1-5.

*Eyewitness*: pp. 198-233a and write a one – two page précis

Chapter 13 quiz

**Friday, November 22, 2013 – NHD rough draft, process paper, and bibliography due**

### **Week 17 – Civil War**

Two societies at war: mobilization, resources, and internal dissent

Military strategies and foreign diplomacy

Emancipation and the role of African Americans in the war

Social, political, and economic effects of war in the North, South, and West

Video: *10 Days that Unexpectedly Changed America: Antietam* - OR - Video: *America: The Story of Us*, "Civil War"

Optional Video: *The Civil War*

Small Group reading and discussion from Wyle: Chapter 4, *Slavery and the Civil War*, pp.253-329

BELL WORK: *Debating the Documents*: Blue or Gray: Why Men Fought in the Civil War

The Emancipation Proclamation

HOMEWORK: *America* Textbook: Chapter 15, Secession and the Civil War

*Taking Sides, Vol. 1*, "Did Abraham Lincoln Free the Slaves?"

Gorn, chapter 12, *A War Within a War: The New York City Draft Riots*, pp. 228-247 and answer questions 1-6.

*Eyewitness*: pp. 233b-279a and write a one – two page précis

Chapter 14 quiz

### **Week 18 – Reconstruction and The Origins of the New South**

Presidential and Radical Reconstruction

Southern state governments: aspirations, achievements, failures

Role of African Americans in politics, education, and the economy

Compromise of 1877

Impact of Reconstruction

Reconfiguration of southern agriculture: sharecropping and crop-lien system

Expansion of manufacturing and industrialization

The politics of segregation: Jim Crow and disfranchisement

Video: "America's Documents of Freedom, 1862 – 1870" from *Just the Facts Learning Series*

BELL WORK: *Debating the Documents: Why Reconstruction Failed*

HOMEWORK: *America* Textbook: Chapter 16, The Agony of Reconstruction

*Taking Sides*, vol. 1, "Was it Wrong to Impeach Andrew Johnson?"

Gorn, chapter 13, Reconstruction and the Rise of the Ku Klux Klan, pp. 248-266 and answer questions 1-5.

*Eyewitness*: pp. 279b-290a and write a one – two page précis

*American Issues*, vol. I, chapter 16, Reconstruction, pp. 372-402; answer questions listed in the introductions to each section.

*Princeton Review*: Chapter 11

#### **Unit 4 Test – DBQ on the Civil War Era**

Chapter 15 & 16 quiz

DEBATE: *Divided Nation: Could the Civil War have been avoided?*

#### **Week 19 –**

**SEMESTER 1 EXAM: Practice AP Exam - Practice AP Test, including 80 multiple choice, two free response, and one DBQ essay.**

WINTER BREAK

#### **SEMESTER 2**

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| <b>UNIT 5 – The Gilded Age, 1877–1902</b> |
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|---------|
| 5 weeks |
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#### Essential Questions

1. What role did the railroads play in the settling of the West?
2. What was the role of women in the far western mining and railroad towns and on the ranches and farms? How did the role change with time?
3. How did racial, ethnic, and cultural prejudice shape the development of the West? What were the similarities and differences in the experiences of Indians, Mexicans, and Asians?
4. What were the several main factors that combined to produce America's impressive rise to industrial supremacy?

5. The great industrialists and financiers praised unfettered free enterprise while at the same time they tried to eliminate competition through corporate consolidation. How can these apparently conflicting positions be reconciled?
6. What factors combined to attract the great masses of people to the cities of America? What were the characteristics of these migrants?
7. What problems were created by the rapid pace at which American cities were growing and how well did the institutions of urban life respond to these problems?
8. Compare and contrast the three major farm groups: the Grange, the Farmers' Alliances, and the Populists. Do you agree that Populism was a reasonable and realistic response to agrarian grievances? Why or why not?
9. Compare and contrast the old and new concepts of the Manifest Destiny. Consider the economic, philosophical, cultural, and racial motives for overseas expansion. How did these compare to the older continental expansionism?
10. What hesitations and doubts about imperialism did Americans evince between 1865 and 1898? How did the Spanish-American War change all this?

**Week 20 - Development of the West in the Late Nineteenth Century**

Expansion and development of western railroads  
Competitors for the West: miners, ranchers, homesteaders, and American Indians  
Government policy toward American Indians  
Gender, race, and ethnicity in the far West  
Environmental impacts of western settlement

Video: "America's Documents of Freedom: Transformation and Industrialization, 1868 – 1890" from *Just the Facts Learning Series*

Video: *Indian Chiefs*

BELL WORK: *Debating the Documents: The West: Paradise, or Paradise Lost?*

HOMEWORK: *America* Textbook: Chapter 17, The West: Exploiting an Empire

Gorn, Chapter 3, When Cultures Collide: Wounded Knee, pp. 35-55 and answer questions 1-6.

*Eyewitness*: pp. 290b-311 and write a one – two page précis

**Week 21 - Industrial America in the Late Nineteenth Century**

Corporate consolidation of industry  
Effects of technological development on the worker and workplace  
Labor and unions  
National politics and influence of corporate power  
Migration and immigration: the changing face of the nation  
Proponents and opponents of the new order, e.g., Social Darwinism and Social Gospel

Video: *10 Days that Unexpectedly Changed America: Homestead Strike* - OR - Video: *America: The Story of Us, "Heartland"*



BELL WORK: *Debating the Documents*: Rockefeller: Monster Monopolists or Marketplace Hero?

HOMEWORK: *America* Textbook: Chapter 18, The Industrial Society  
*American Issues*, vol. 2, chapter 2, Industrial Growth, pp. 33-60a; answer questions listed in the introductions to each section.

Chapter 17 quiz

**Thursday, January 16, 2014 – NHD final project, process paper, and final bibliography due**

**Week 22 - Urban Society in the Late Nineteenth Century**

Urbanization and the lure of the city  
City problems and machine politics  
Intellectual and cultural movements and popular entertainment

Video: *America: The Story of Us*, "Cities"

BELL WORK: *Debating the Documents*: Arrival: The Immigrant and the City  
The Haymarket Square Riot

HOMEWORK: *America* Textbook: Chapter 19, Toward an Urban Society  
Gorn, Chapter 2, The Great Strike of 1877, pp. 20-34 and answer questions 1-6.  
*Eyewitness*: pp. 213-348a and write a one – two page précis

Chapter 18 quiz

**Week 23 - Populism in the 1890s**

Agrarian discontent and political issues of the late nineteenth century  
Rise of the Populist Movement  
The crisis of depression  
Changing attitudes

Video: *10 Days that Unexpectedly Changed America: McKinley Assassination*

BELL WORK: *Debating the Documents*: Bryan's Cross of Gold

HOMEWORK: *America* Textbook: Chapter 20, Political Realignment in the 1890s  
Gorn, Chapter 4, New Americans: The Immigrants, pp. 57-79 and answer questions 1-5.  
*American Issues*, vol. 2, chapter 2, Industrial Growth and the Last Frontier, pp. 60b-71; answer questions listed in the introductions to each section.

Chapter 19 quiz

**Week 24 – Toward Empire**

American imperialism: political and economic expansion

Classroom Simulation: *Beyond Manifest Destiny: America Enters the Age of Imperialism*

Video: "America's Documents of Destiny: An Emerging World Power, 1896 – 1916" from *Just the Facts Learning Series*

BELL WORK: *Debating the Documents*: Why Fight for Cuba?

HOMEWORK: *America* Textbook: Chapter 21, Toward Empire

Gorn, Chapter 5, Theodore Roosevelt and the Rise of American Empire: The Case of the Philippines, pp. 80-100 and answer questions 1-6.

*American Issues*, vol. 2, chapter 3, Outward Thrust, pp. 72-88; answer questions listed in the introductions to each section.

*Princeton Review*: Chapter 12

DEBATE: The Gilded Age: Age of the robber baron or birth of an industrial commonwealth?

Chapter 20-21 quiz

**UNIT 5 EXAM – two free response questions on Imperialism and Industrialization**

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| <b>UNIT 6 – War and Reform, 1902–1914</b> | 7 weeks |
|---|---------|

Essential Questions

1. Explain the three “impulses” of the progressive movement. What specific programs embodied those impulses?
2. In what way did Theodore Roosevelt transform the role of the presidency and the national government? What specific programs resulted from his vigorous executive leadership?
3. Were differences between the Taft administration and those of Roosevelt and Wilson more a matter of beliefs and objectives or of personalities and leadership style?
4. Was American involvement in World War I inevitable? What forces worked to maintain neutrality? What forces propelled the country away from neutrality and into full belligerency?
5. What surprises did America face as the reality of war unfold? How did the American people respond to them? What long-term legacies came from these responses?
6. Many people gained from the boom of the New Era, and others fell through the economic cracks. But the prosperity was widespread enough to usher in a modern consumer society. Who gained? Who did not? What were the main elements of the national consumer-based society?
7. List and explain the five factors that have been principally responsible for making the Great Depression severe. How did these factors interrelate with each other?

8. On what causes of the Depression did Herbert Hoover place emphasis? How did that shape his response?
9. How did Franklin Roosevelt's specific programs and general approaches combine to leave long-standing political and economic legacies from the New Deal?
10. Compare and contrast the American reactions to World Wars I and II. Explain the relationship between attitudes toward World War I and the isolationist sentiment and neutrality legislation of the 1930s.
11. Describe the issues involved in the Germany-first decision, the second-front debate, the Japanese-American internment, and the dropping of the atomic bombs. Were the right decisions made?
12. Which was more critical to the Allied victory, military strategy or American productive capacity? Explain your answer.

#### **Week 25 – The Progressive Era**

Origins of Progressive reform: municipal, state, and national  
Roosevelt, Taft, and Wilson as Progressive presidents  
Women's roles: family, workplace, education, politics, and reform  
Black America: urban migration and civil rights initiatives

Classroom Activity: *Histories Mysteries*: The Triangle Shirtwaist Fire Crime Scene Investigation

BELL WORK: *Debating the Documents*: How "Progressive" Was Progressivism?

HOMEWORK: *America* Textbook: Chapter 22, The Progressive Era

*Taking Sides*, Vol. 2, "Did the Progressives Fail?"

Gorn, Chapter 6, The Progressive Era: Two Issues, pp. 101-130 and answer questions 1-6.

*America* Textbook: Chapter 23, From Roosevelt to Wilson in the Age of Progressivism

*Eyewitness*: pp. 348b-384 and write a one – two page précis

#### **Week 26 - The Emergence of America as a World Power**

War in Europe and American neutrality  
The First World War at home and abroad  
Treaty of Versailles  
Society and economy in the postwar years

Video: *Dear Home: Letters from World War I*

Video: "America's Documents of Destiny: The World War I Years, 1917 – 1920" from *Just the Facts Learning Series*

Class Simulation: To End all Wars: World War I and the League of Nations Debate

BELL WORK: *Debating the Documents*: Should Wilson Have Kept Us Out of War?

HOMEWORK: *America* Textbook: Chapter 24, The Nation at War

Gorn, Chapter 7, *Selling the War: Recruitment Posters of World War I*, pp. 131-151 and answer questions 1-6.

*Eyewitness*: pp. 385-395 and write a one – two page précis

Chapter 22-23 quiz

**Week 27 - The New Era: 1920s**

The business of America and the consumer economy

Republican politics: Harding, Coolidge, and Hoover

The culture of Modernism: science, the arts, and entertainment

Responses to Modernism: religious fundamentalism, nativism, and Prohibition

The ongoing struggle for equality: African Americans and women

Classroom Activity: *Histories Mysteries*: The Palmer Raids Crime Scene Investigation

Video: *10 Days that Unexpectedly Changed America: Scopes Trial* – OR - Video: *America: The Story of Us*, "Boom"

Optional Video: *The Jazz Age*

BELL WORK: *Debating the Documents*: The Scopes Trial

HOMEWORK: *America* Textbook: Chapter 25, Transition to Modern America

Gorn, Chapter 8, *Science on Trial: Tennessee versus John Thomas Scopes*, pp. 152-168 and answer questions 1-6.

*Eyewitness*: pp. 396-423 and write a one – two page précis

Chapter 24 quiz

**Week 28 - The Great Depression and the New Deal**

Causes of the Great Depression

The Hoover administration's response

Franklin Delano Roosevelt and the New Deal

Labor and union recognition

The New Deal coalition and its critics from the Right and the Left

Surviving hard times: American society during the Great Depression

Classroom Activity: *Histories Mysteries*: The Bonus Army Crime Scene Investigation

Class Simulation: *Between the World Wars: FDR and the Age of Isolationism*

Video: *The Great Depression: Hoover & the Start of the Depression* (vol. 1) – OR – *Union Strikes* (vol. 3) – OR - Video: *America: The Story of Us*, "Bust"

BELL WORK: *Debating the Documents*: The New Deal: Did It Work?

HOMEWORK: *America* Textbook: Chapter 26, Franklin D. Roosevelt and the New Deal

Gorn, Chapter 9, *Writing the Great Depression*, pp. 169-188 and answer questions 1-5.

*Eyewitness*: pp. 424-451a and write a one – two page précis

Chapter 25 quiz

**Week 29 - The Second World War**

The rise of fascism and militarism in Japan, Italy, and Germany  
Prelude to war: policy of neutrality  
The attack on Pearl Harbor and United States declaration of war  
Fighting a multi-front war  
Diplomacy, war aims, and wartime conferences  
The United States as a global power in the Atomic Age

Video: *10 Days that Unexpectedly Changed America: Einstein's Letter* – OR - Video: *America: The Story of Us, "WWII"*

Optional videos: *Iwo Jima: 36 Days of Hell* – OR – *Victory at Sea* - OR – *World War II: The Lost Color Archives*

BELL WORK: *Debating the Documents: America First: Isolationism and World War II*

HOMEWORK: *America Textbook: Chapter 27, America and the World 1921-1945*

Gorn, Chapter 10, *The Good War*, pp. 190-213 and answer questions 1-6.

*American Issues*, vol. 2, chapter 9, *World War II*, pp. 194-215; answer questions listed in the introductions to each section.

Chapter 26 quiz

SPRING BREAK

**Week 30 - The Home Front During the War**

Wartime mobilization of the economy  
Urban migration and demographic changes  
Women, work, and family during the war  
Civil liberties and civil rights during wartime  
War and regional development  
Expansion of government power

Classroom Activity: *Histories Mysteries: Japanese-American Internment Crime Scene Investigation*

BELL WORK: *Debating the Documents: The Japanese American Internment: Bigotry or Security?*

HOMEWORK: *America Textbook: Chapter 27, America and the World*

*Eyewitness: 451b-494a* and write a one – two page précis

Chapter 27 quiz

**Saturday, March 29, 2014, 8:30 AM – 12:00 noon - Practice AP Exam , including multiple choice, free response, and DBQ – It is required to attend one Saturday session, as this will count as an exam grade. If attending two sessions the highest grade score will be used.**

**Week 31 - The United States and the Early Cold War**

Origins of the Cold War

Truman and containment

The Cold War in Asia: China, Korea, Vietnam, and Japan

Diplomatic strategies and policies of the Eisenhower and Kennedy administrations

The Red Scare and McCarthyism

Impact of the Cold War on American society

Classroom Simulation: *Origins of the Cold War: U.S. Choices After World War II*

Video: *Sputnik Mania*

BELL WORK: *Debating the Documents: How the War Changed America*

HOMEWORK: *America* Textbook: Chapter 28, The Onset of the Cold War

Gorn, Chapter 11, The Cold War, pp. 214-240 and answer questions 1-6.

*Eyewitness*: pp. 494b-514 and write a one – two page précis

*Princeton Review*: Chapter 12

DEBATE: War and Reform: The Early 20<sup>th</sup> Century: The triumph of liberal reform or the rise of the administrative state?

**UNIT 6 EXAM - DBQ Essay on Progressive Era**

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| <b>UNIT 7 – Modern America 1945 to Today</b> |
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| 5 weeks |
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Essential Questions

1. Explain how the Truman Doctrine, the Marshall Plan, NATO, support for Chiang Kai-shek, and the Korean War were based on the policy of containment. What did that policy concede to the Soviets? How did NSC-68 refine the doctrine? What geopolitical realities limited American options in Asia and Eastern Europe?
2. What general factors made the United States susceptible to the anticommunist paranoia of the 1947 to 1953? What activities fanned the fury and paved the way for the rise of McCarthy?
3. What new cultural developments accompanied the prosperity and suburbanization of the 1950s? How did intellectuals regard the highly organized and homogenized new society?
4. What were the central elements of the New Frontier and the Great Society? Why was Johnson able to succeed where Kennedy had failed? What were the long-term results of the liberal legislation of 1964 to 1966?
5. How did the reaction of many southern whites to the civil rights activities ironically serve to help the blacks' cause? How did blacks respond when it became clear that the legislative victories of 1964 and 1965 were not enough to satisfy their aspirations?

6. What was the heart of the problem in Vietnam that made military victory so difficult, if not impossible? Who seemed to understand this problem better – the Johnson administration or its critics? How was the Johnson administration trapped by the war?
7. Did Gerald Ford's pardon of Richard Nixon accomplish its purpose to "shut and seal the book" on Watergate? What else did Ford do to try to restore credibility to the presidency?
8. Compare the domestic and foreign policies of Jimmy Carter, Ronald Reagan, and George Bush, Sr.
9. Describe the various elements of the rise of conservative politics in the 1970s and 1980s. How did they come together around the figure of Ronald Reagan?
10. Explain the fundamental changes in the nature of the American economy that were evident by the mid-1990s. What caused such transformation? What are the long term social implications of a "two-tiered" economy in a global setting?

**Week 32 - The 1950s: Affluence and Anxiety**

Emergence of the modern civil rights movement  
The affluent society and "the other America"  
Consensus and conformity: suburbia and middle-class America  
Social critics, nonconformists, and cultural rebels  
Impact of changes in science, technology, and medicine

Video: *10 Days that Unexpectedly Changed America: Elvis Rocks Ed Sullivan* – OR - Video: *America: The Story of Us, "Super Power"*

BELL WORK: *Debating the Documents: 1945: The Post-War Mood*

HOMEWORK: *America* Textbook: Chapter 29, Affluence and Anxiety  
*Taking Sides, vol. 2, "Were the 1950s America's 'Happy Days'?"*  
*Eyewitness: pp.515-529 and write a one – two page précis*

**Week 33 - The Turbulent 1960s**

From the New Frontier to the Great Society  
Expanding movements for civil rights  
Cold War confrontations: Asia, Latin America, and Europe  
Beginning of Détente  
The antiwar movement and the counterculture

Classroom Activity: *Histories Mysteries: Freedom Summer Murders Crime Scene Investigation*

Video: *10 Days that Unexpectedly Changed America: Freedom Summer*

Video: *The Korean War* – OR – *Voices from Vietnam*

BELL WORK: *Debating the Documents: Industrialism: Martin Luther King, Jr. and the "Black Power" Debate*

HOMEWORK: *America* Textbook: Chapter 30, The Turbulent Sixties

Gorn, Chapter 12, The Civil Rights Movement: Freedom Summer, 1964, pp. 241-262 and answer questions 1-6.

*Eyewitness*: pp. 530-589 and write a one – two page précis

Chapter 29 quiz

**Saturday, April 12, 2014, 8:30 AM – 12:00 noon - Practice AP Exam, including multiple choice, 2 free response and one DBQ essay.**

**Week 34 - Politics and Economics at the End of the Twentieth Century**

The election of 1968 and the “Silent Majority”

Nixon’s challenges: Vietnam, China, and Watergate

Changes in the American economy: the energy crisis, deindustrialization, and the service economy

The New Right and the Reagan revolution

End of the Cold War

Classroom Activity: *Histories Mysteries*: Watergate Crime Scene Investigation

Video: *America: The Story of Us*, “Cold War”

BELL WORK: *Debating the Documents*: *Debating the Documents*: Tet: Victory or Defeat?

HOMEWORK: *Civilizations* Textbook: Chapter 31, To a New Conservatism, 1969-1988

Gorn, Chapter 13, My Lai: The Nadir of the Vietnam War, pp. 263-282 and answer questions 1-5.

*Taking Sides*, vol. 2, “Will History Forgive Richard Nixon?”

*American Issues*, vol. 2, chapter 17, The Reagan Revolution and Conservative Ascendancy, pp. 359-381; answer questions listed in the introductions to each section.

*Princeton Review*: Chapter 9

Chapter 30 quiz

**Saturday, April 26, 2014, 8:30 AM – 12:00 noon – Practice AP Exam, including multiple choice and free response questions**

**Week 35 - Society and Culture at the End of the Twentieth Century**

Demographic changes: surge of immigration after 1965, Sunbelt migration, and the graying of America

Revolutions in biotechnology, mass communication, and computers

Politics in a multicultural society

BELLWORK: *Debating the Documents*: Ideals and Violence: The Sixties Youth Rebellion

HOMEWORK: *America* Textbook: Chapter 31, To a New Conservatism, 1969-1988

Gorn, Chapter 14, The Rise of Liberalism in the 1960s and 1970s, pp. 283-300 and answer questions 1-6.

*Taking Sides*, vol. 2, “Were the 1980s a Decade of Greed?”

*Eyewitness*: pp. 590-639a and write a one – two page précis

Chapter 31 quiz



**Week 36 - The United States in the Post-Cold War World**

Globalization and the American economy  
Unilateralism vs. multilateralism in foreign policy  
Domestic and foreign terrorism  
Environmental issues in a global context

BELL WORK: *Debating the Documents*: Suburbia: American Dream or Stifling Dead-End?

HOMEWORK: *America* Textbook: Chapter 32, To the Twenty-first Century, 1989-2006  
Gorn, Chapter 15, The Conservative Revolution, pp. 301-319 and answer questions 1-6.  
*American Issues*, vol. 2, chapter 18, War on Terror, pp. 382-424; answer questions listed in the introductions to each section.  
*Princeton Review*: Chapter 14

DEBATE: Modern America: Imperial republic or a city on a hill?

Chapter 32 quiz

**Unit 7 Exam –Two free response questions on the modern period.**

**AP EXAM**

*Any student, who chooses not to take the AP World History Exam, is required to take a cumulative Final Exam during finals week.*

**Week 37 – Current Affairs: Discussion of Current Events**

Classroom Simulation: U.S. Role in a Changing World

BELL WORK: TBA

HOMEWORK: none

Students are required to take a practice AP test in lieu of a final exam.

\* Additional video segments that may be shown throughout the year include:

*The Presidents: The Lives and Legacies of the 43 Leaders of the United States*  
*The Great Indian Wars, 1540 - 1890*

**THIS SYLLABUS IS SUBJECT TO CHANGE, IF NECESSARY, AND IS AVAILABLE ON THE TEACHER'S WEBSITE**

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(Return this portion to class)

AP United States History

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

Occasionally photos are taken of classroom activities and may be posted on Mrs. Hanson's school web page without any identifying labels indicating specific student names. I \_\_\_\_\_ give/ \_\_\_\_\_ do not give my permission to post such pictures of my child on Mrs. Hanson's school web site.

Preferred parent contact information:

Phone number: \_\_\_\_\_ E-mail: \_\_\_\_\_

My child will have access to (check all that apply):  computer;  printer;  internet

I give permission for my child to watch the documentaries listed in the syllabus

I give permission for my child to watch the documentaries listed, with the exception of the following: \_\_\_\_\_

I do not give permission for my child to watch the documentaries listed in the syllabus and understand that alternative assignments will be required instead.

I have read the Honor Code and understand the circumstances under which cheating, plagiarism, lying, and stealing occur and the resulting penalties.

Parent or guardian signature: \_\_\_\_\_

Printed parent name: \_\_\_\_\_ Phone # \_\_\_\_\_

E-mail Address \_\_\_\_\_

Student signature: \_\_\_\_\_

Printed student name: \_\_\_\_\_ Date: \_\_\_\_\_