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Modern American History

If you enjoy American history, you may enjoy this free [ebook](#), and this site's [videos](#).

Credits: 1

Prerequisite: While not absolutely necessary, Early American History directly precedes this course in content.

Recommended: 12th

Test Prep: [CLEP History of the US II](#), [AP American History](#) when combined with Early American History

Course Description: Honors US History II (transcript course title) This honors course takes students from Reconstruction, post Civil War, through the election of President Obama. Students will learn about America's modern history by using online AP and college course materials. The information is presented in readings and video lectures; students will respond with written work. Students will interact with numerous primary sources and be charged with creating effective policy decisions. Students will be challenged to evaluate contradictory information about historic events and will learn to become independent thinkers.

Reading List: [sageamericanhistory.net](#), [apstudynotes.org](#) I did not create a reading list because there are too many readings. I did not use any whole books. If someone creates a reading list, please share

it with us. Students will read (and listen to) speeches, Supreme Court opinions, contemporary articles, interviews, etc.

(Note: This course is based on [Saylor's HIST 212 course](#). I have taken from there some links to readings with questions to go along with the readings. I have NOT used everything they use in their course.)

Reconstruction

Day 1(*)

1. (*)Print out the 1st quarter [grading sheet](#) or use the [Excel](#) version.
2. Read this review of the [Civil War and Reconstruction](#).
3. Write a paragraph on the affect of war and its aftermath on politics in America.
4. Record 5 points for thoughtful completion in proper paragraph form (intro, three points, and conclusion) You should be able to find all the information you need in the reading.

Day 2

1. Start with part one and complete each section, there are several things to click on. Don't miss the quotes. Then complete part two. This shows [how the South changed](#) from before to after the Civil War.

Day 3

1. Read, *[Proclamation Declaring the Insurrection at an End President Andrew Johnson, 1866](#)*.
2. What does this document tell us about President Johnson's opinion of the Confederate States of America and the concept of secession?
3. What does this document reveal concerning Johnson's position on the rights of Americans under the U.S. Constitution?
4. Record your score out of 4. (Two points for each completed answer. Answer in complete sentences. You should be able to find the answers in your reading. A complete sentence should repeat the question. The reader should know what you're answering without having to read the question. Example: The Proclamation Declaring the Insurrection at an End by President Johnson reveals that Johnson believed...)
5. While the questions tend to come from the readings, you should always feel free to do research on a question if you don't feel like you know the complete answer.

Day 4

1. Read the [Report of the Joint Committee on Reconstruction](#).

2. What reasons were given in this congressional report for suspending the rights of some of the inhabitants of the former Confederacy?
3. According to this report, why was it necessary to guarantee the rights of the African American freedmen?
4. How would the proposals made in this report enable the Republican Party to dominate in the states of the former Confederacy?
5. Record your score out of 6. (Two points for each completed answer. Answer in complete sentences. You should be able to find the answers in your reading.)

Day 5

1. Read to the end of page 6 of, [An Appeal for an Impartial Suffrage](#). Before you read look at the questions you will be answering. Don't complete the answers until you finish reading it on Day 6.
2. In his appeal, what arguments does Frederick Douglass employ to persuade Congress to grant African Americans the right to vote?
3. According to Douglass, what would be the negative consequences of denying African Americans the right to vote?
4. Record your score out of 4. (Two points for each completed answer. Answer in complete sentences. You should be able to find the answers in your reading.)

Day 6

1. Read to the end from page 7, [An Appeal for an Impartial Suffrage](#).
2. In his appeal, what arguments does Frederick Douglass employ to persuade Congress to grant African Americans the right to vote?
3. According to Douglass, what would be the negative consequences of denying African Americans the right to vote?
4. Record 4 points. (Two points for each completed answer. Answer in complete sentences. You should be able to find the answers in your reading.)

Day 7

1. Read about the [reconstruction and its aftermath](#).
2. Read each part and click on the each picture to see it up close. What does each show?
3. Here is more artwork, [Lawrence's Migration series](#) that is from a little bit later but shows the same themes.
4. What themes are shown?

Day 8

1. Watch this lesson the [success and failures of the Reconstruction](#).
2. List successes and failures of the Reconstruction.
3. Record up to 4 points.

Day 9

1. Read the summary of “[separate but equal](#)” in America.
2. Read the [Supreme Court opinion in the Plessy vs. Ferguson](#) case through the bottom of page 8.

Day 10

1. Finish reading the [Supreme Court opinion in the Plessy vs. Ferguson](#) case.
2. How does this Supreme Court decision distinguish between political and social equality?
3. How did this distinction shape this Supreme Court decision?
4. In this decision, what is the relationship between state government and the federal government?
5. Record up to 6 points. (Two points for each completed answer. Answer in complete sentences. You should be able to find the answers in your reading.)

Day 11

1. Read the [fourteenth amendment](#).
2. Be a Supreme Court judge and write an *opinion* on “separate but equal” based on this Constitutional amendment.
3. Record up to 10 points.

Day 12

1. Answer the first [question](#). (You can use your notes and answers you’ve written on questions like these, but not any online sources.)
2. Here’s what [250 words](#) looks like. Half this size is the shortest your answers should be.
3. You will score this on Day 13 for thoroughness and accuracy and following directions.

Day 13

1. Answer the second [question](#).
2. Here’s what [250 words](#) looks like. Half this size is the shortest your answers should be.
3. Read these [responses](#).
4. Record up to 18 points for thoroughness of response (3), accuracy (3) and completing the assignment according to the directions (3) for each essay answer.

Industrialization

Day 14

1. Read [Growth and Transformation](#).
2. Read until you get to “The Divided South” after all the pictures.
3. Take note of the major changes in technology and in the economy during the end of the 19th century.

Day 15

1. Read [Politics in the Gilded Age](#) until the heading “Agricultural Discontent.”
2. Take note of the major economic and political issues of the period.
3. How did the term “Gilded Age” originate?
4. How does the moniker reflect this era in American history?
5. Record up to 4 points. (Two points for each completed answer. Answer in complete sentences. You should be able to find the answers in your reading.)

Day 16

1. Watch this lecture on [The Impact of the Second Industrial Revolution](#).
2. Take notes on the growth during this period.

Day 17

1. Read [The Industrial Revolution in America](#).
2. What factors led to the development and growth of large corporations?
3. Record up to 2 points. (Answer in complete sentences. You should be able to find the answers in your reading.)
4. You can trace the [railroad’s construction](#) across the continent with this map.

Day 18

1. Read this short bio of [Frederick Taylor](#).
2. Read the first ten pages of this version of his study on [workplace efficiency](#).

Day 19

1. Finish reading the study on [workplace efficiency](#), pages 10-16.
2. You may have noticed his biography was on a communist website. The communist philosophy is all about the individual not being important. Everyone works together for the good of the state, or the factory as it is in this context.
3. However, his ideas were utilized in America and transformed how factories were run, cutting down costs while increasing production.

4. What do you think of his ideas? What would you think if you were a factory owner? What would you think if you were a worker?
5. Record up to 6 points. (Two points for each completed answer. Answer in complete sentences. You should be able to find the answers in your reading.)

Day 20

1. Look at this picture from a [cotton mill](#).
2. What, if any, labor restrictions do you think should have been put in place during this era?
3. Read [The War Between Capital and Labor](#) just through to the chart. Stop after looking at the chart.

Day 21

1. Read "[A Voice from the South](#)."
2. What idea was met with fear?
3. Read [Booker T. Washington's Speech](#).
4. What does Washington say will result in equality in the form of "enjoyment of all privileges"?
5. Read [DuBois' response to Booker T. Washington](#).
6. Why does Du Bois believe Washington's doctrine is harmful? Who does Washington shift the burden to?
7. Read about "[The Social Gospel](#)."
8. What does this sentence from the article mean? "Christian virtue, they declared, demanded a redress of poverty and despair on earth."
9. Record up to 8 points. (Two points for each completed answer. Answer in complete sentences. You should be able to find the answers in your reading.)

Day 22

1. Watch the lecture on [The Gilded Age in the East and the West](#).
2. Take notes on the social, economic and political trends of the period.

Day 23

1. Read [The Immigration Question](#).
2. What do the views expressed tell us about attitudes among Americans to immigrants by the late nineteenth century?
3. Record up to 2 points. (Answer in complete sentences. You should be able to find the answers in your reading.)

4. Finish reading [*The War Between Capital and Labor*](#). Start after the chart.

Day 24

1. Read chapter 1 of [*Italian Women in Industry*](#). This book gives first hand accounts from the early 1900s.

Day 25

1. Read chapter 2 of [*Italian Women in Industry*](#). This book gives first hand accounts from the early 1900s.

Day 26

1. Read chapter 3 of [*Italian Women in Industry*](#). This book gives first hand accounts from the early 1900s.
2. How would you describe the nature of the work for Italian immigrant workers?
3. Were these women victimized and exploited, or were they scrappy women who took advantage of any opportunity to improve their lives?
4. Do their stories put immigration in this era in a positive or negative light?
5. Record up to 6 points. (Two points for each completed answer. Answer in complete sentences. You should be able to find the answers in your reading.)

Day 27

1. Read chapter six of [*The New New York*](#).
2. What new things contributed to the new New York?
3. Record up to 2 points. (Answer in complete sentences. You should be able to find the answers in your reading.)

Day 28

1. Read chapter fifteen of [*The New New York*](#).
2. What were his ideas on immigrants?
3. Record up to 2 points. (Answer in complete sentences. You should be able to find the answers in your reading.)

Day 29

1. Answer the first [question](#). (You can use your notes and answers you've written on questions like these, but not any online sources.)
2. Here's what [250 words](#) looks like. Half this size is the shortest your answers should be.
3. You will score this on Day 30 for thoroughness and accuracy and following directions.

Day 30

1. Answer the second [question](#).
2. Here's what [250 words](#) looks like. Half this size is the shortest your answers should be.
3. Read these [responses](#).
4. Record up to 18 points for thoroughness of response (3), accuracy (3) and completing the assignment according to the directions (3) for each essay answer.

Day 31

1. Write your position on immigration. What, if any, limitations should be put on their acceptance into the country? What should be done for them once they are here?
2. Record 10 points for a well-thought out position.

Day 32

1. [Washington or DuBois: You Decide](#)
2. Complete the activity above and then write your position on what policies you think should be in place today to ensure the best possibility for education for the poor and disadvantaged in America (or your country).
3. Record 10 points for a well-thought out position.

Expanding Frontiers

Day 33

1. Read [Focus on the West](#).
2. Take notes.

Day 34

1. Read the interview, [Exodus to Kansas](#).
2. Why did Singleton seek new lands for blacks?
3. Read the [Nicodemus Circular](#).
4. At the time of its settlement, how much money did Nicodemus have in its treasury?
5. Record up to 4 points. (Two points for each completed answer. Answer in complete sentences.)

Day 35

1. Read [An Indian's view of Indian affairs](#) (Read IV only).
2. In his essay, Chief Joseph says, "If the white man wants to live in peace with the Indian he can live in peace."
3. Read about [Native Americans](#).
4. What were some of the effects of the wars with the Indians?

5. Record 2 points for an answer in a complete sentence.

Day 36

1. Click on the tabs and learn about [Native American populations](#) in America.
2. Write your position on Native Americans. What should have been done? Explain at the same time what would happen to European Americans as a result of your policy.
3. Should anything be done now for Native Americans?

Day 37

1. Because big kids want to have fun too...you can [play](#) this today. It's long. If you like it, you can play as long as you like, otherwise just complete part 1.

Day 38

1. Read [Cattle, Cowboys, and Beef Barons](#).
2. Read through the pages about [Cowboys and the Chisholm Trail](#).
3. What were different aspects of Cattle Drives?
4. Record up to 2 points. (Two points for a completed answer. Answer in complete sentences.)

Day 39

1. Read about [Farming on the Plains](#). Scroll down to the second section.
2. Take a look at the [Homestead Act](#).
3. Why would the United States government give away free land in the West?
4. Read this account of the [land rush](#).
5. Read [A Wood Floor for Minner](#).
6. Consider This: Seth and Minner were very young, strong, and willing to endure hardship to build their farm on the Kansas prairie. They lived for years in a home dug into a hillside with earth for a floor, and they were successful. But what sorts of problems do you think their nine neighbors might have encountered to make them be willing to sell their homesteads to Seth and move away?
7. Record up to 4 points. (Two points for each completed answer. Answer in complete sentences.)

Day 40

1. Read pages 5 and 6 of the Senate committee meeting on [Chinese immigrants](#), 1876. Chinese immigration exploded at the gold rush.
2. According to this, what causes the workers' problems?
3. What is this cartoon saying? [The Great Fear of the Period](#)

4. Why did Henry Cabot Lodge feel that a [literacy tests](#) was needed to restrict immigration?
5. Record up to 6 points. (Two points for each completed answer. Answer in complete sentences.)

Day 41

1. Read this excerpt about [The Significance of the Frontier in American History](#).
2. How did Turner feel the frontier effected American social and Institutional development?
3. Farming Becomes a Business. Look at the photos to see what goes into running a farm, [Farming on the Plains](#).
4. Farming as a business required a lot of work but only at certain times (like planting and harvesting). How would that create jobs for migrant workers?
5. Read the third topic on the page, [The Far West](#).
6. Look at this map, [United States Land Acquisitions](#).
7. What does the map represent?
8. What do you think?
 - How did westward expansion influence American history?
 - How did this movement shape American political institutions?
 - How did this movement help mold Americans' national character?
9. Record up to 12 points. (Two points for each completed answer. Answer in complete sentences.)

Day 42

1. Read topic one on the [postwar industrial expansion](#).
2. [Thomas Edison inventions](#) (Click on the links on the right to see more.)
3. If you wanted a top position with Thomas Edison you needed to pass a [Mental Fitness Test](#). (You don't have to take the whole thing unless you want to, but try some of it.)
4. The real deal: look at [Alexander Graham Bell](#)'s drawings and [notebook](#).

Day 43

1. Read about [entrepreneurs: J.P. Morgan, Andrew Carnegie, John D. Rockefeller](#).
2. America became a wealthier country during this time period. Do you think it was because of these men? Were they "Captains of Industry," making America a great industrial power, or were they "Robber Barons," robbing the poor for the benefit of the rich?
3. Why?
4. Explain how you think things would have played out without these men or others like them.

5. Do you think it's possible to not have powerful business men?
6. Record up to 4 points. (For addressing the questions in #2-5. Answer in complete sentences.)

Day 44

1. Read the last topic, [The Government Steps In](#).
2. Read [Wealth by Andrew Carnegie](#).
3. Answer the three questions at the bottom of the page.
4. Record up to 6 points. (Two points for each completed answer. Answer in complete sentences.)
5. Read the biography of [Benjamin Harrison](#).

Day 45

1. Read about [life in the city](#), the whole thing.
2. Here are pictures to go with it. [Flatiron Building NYC](#), [store of Carson Pirie Scott & Co., Chicago](#), [North Western Railway Chicago](#), [Great Hall Library of Congress](#), [squalid streets](#), [inside slum house](#), [homeless children](#), [the short tail gang](#)
3. What enabled political machines to control of the poor living in the cities?
4. Record up to 2 points. (Two points for a completed answer. Answer in complete sentences.)

STOP This is the end of the first marking period. Save your written answers, especially paragraphs and essays. Calculate your grade for the quarter. Your goal is to get an A. Where did you lose points? How can you avoid that in the future?

Political and Social Reform

Day 46(*)

1. (*)Print out your next [grading](#) sheet or use the [Excel](#) version.
2. Read [Discontent and Reform](#).
3. How did reformists desire to use the power of the government?
4. Record up to 4 points. Two points for each example written in a complete sentence.

Day 47

1. Watch the lecture on the [populist and progressive reform movements](#).
2. Read Sage's [Politics in the Gilded Age](#), just the end section on "Agricultural Discontent & the Populist Movement." Scroll way down.

Day 48

1. Read the first topic, [The Tweed Ring and Machine Politics](#).
2. Look at this [cartoon](#) and read all about it.
3. Why were political cartoons a more effective tool than newspaper articles?
4. Record up to 2 points. (Two points for a completed answer. Answer in complete sentences. Remember that a complete answer includes the question. Example: Political cartoons were a more effective tool than newspaper articles because...)
5. Do you think you could have turned down a year's vacation in Europe and a new house?

Day 49

1. Read about the [populist party](#).
2. Read this mini economics lesson in [paper currency](#), just this one page. You are reading about "gold standard" and "silver standard." This is a simple explanation of what that means.
3. In that little article you read that the paper dollar is no longer tied to gold. It no longer represents gold. There is [no gold standard](#). Read about when that happened and its result.
4. All of these decisions make a big difference for a lot of people. How hard is it for politicians to know the impact of their decisions?
5. What about for the general public to understand the impact of the decisions when they are choosing who to vote for?
6. Is there a way for people to know the impact? What hides them from being able to understand?
7. Record up to 6 points. (Two points for each completed answer. Answer in complete sentences.)
8. My opinion: I think it's very hard for people to see the impact of decisions because the decision, possible outcomes, costs, benefits, etc. are never presented clearly. This is mostly because so much of politics is just based on sides. Whose side are you on? There is no thoughtful discussion, just us vs. them. Getting caught up in that clouds your judgment. If you only read and listen to news that is from "your side," you won't learn the good points of the other side. A president or other leader has a similar problem because they belong to a side. They have to keep their side happy to get money to get elected. Instead of serving the whole public as public servants, what all leaders are supposed to be, they are set up to serve the people who have the most money. That's the way it still most often works, even if it's not as obvious as during the gilded age. People have the advantage of easy, cheap

communication now which makes getting out a message a little easier, but the point can still easily be clouded over by skilled expensive marketing.

Day 50

1. Read the second topic, [Corruption in Business and Government](#).
2. Read the biography of [James Garfield](#).
3. What does this cartoon show? [Satire on Civil Service Reform](#)
4. The elephant is the symbol of the Republican party. It's chain says promises. Those pulling on it are the civil service reforms.
5. Record up to 2 points. (Two points for a completed answer. Answer in complete sentences.)

Day 51

1. Read the biography of [Chester A Arthur](#).
2. Read about [President William McKinley](#).
3. Read his speech on the [Cross of Gold](#) (Read only the last 2 paragraphs)
4. What do you think of Bryan's use of religious metaphors?

Day 52

1. Read through the page, [The Progressive Impulse](#).
2. What does this [political cartoon](#) show?
3. Here are some pictures of the suffragettes on parade.
 - [order of march](#)
 - [photograph](#)
 - [photograph](#)
4. Read about the [anti-suffragettes](#). They were active from 1912-1918 and attempts to get women the vote during that time were unsuccessful. The parade in 1920 was at a time when their cause had great momentum. What do you think had changed?
5. Record up to 4 points. (Two points for each completed answer. Answer in complete sentences.)

Day 53

1. Read through the page, [The Progressive Presidents](#).

Day 54

1. Here are some photographs of Teddy Roosevelt.
 - [Big Tree Grove](#)
 - [Yosemite](#)

- [Inland Waterways Commission](#)
2. The novel, [The Jungle](#), was written in 1906. Roosevelt read it and ordered an investigation of the meat industry. What laws resulted?
 3. Read the biography of [William Howard Taft](#).
 4. Read [Woodrow Wilson's Inaugural Address](#). Although Wilson and Roosevelt had shared goals, what was an important idea to Wilson that Roosevelt did not share?
 5. Read the article, [Wilson Must Go](#). Why did some hope Wilson would be different?
 6. Record up to 6 points. (Two points for each completed answer. Answer in complete sentences.)

Day 55

1. Read through the China section on the page, [McKinley and Roosevelt](#).
2. What was the Boxer Rebellion? Why did American join in to end it? What was a result in the relationship between China and America?
3. Read this article on [Chinese vs. Negroes as American Citizens](#).
4. Why did Samuel Raymond Scottron feel strongly about Chinese immigration?
5. Record up to 8 points. (Two points for each completed answer. Answer in complete sentences.)

Day 56

1. Watch the lecture on the [Spanish-American War and American Imperialism](#).

Day 57

1. Read from "[Ambivalent Empire](#)" to the end.
2. Read this excerpt from [Dr. Josiah Strong's Missionary Address](#). What is his opinion about the races? From that, what can you imply about his views on imperialism?
3. Take a look at this [Strategic map of our war with Spain](#).
4. Record up to 4 points. (Two points for each completed answer. Answer in complete sentences.)

Day 58

1. Read the article on [Roosevelt as a modern president](#).
2. How was Roosevelt a modern president?
3. Record up to 2 points. (Two points for a completed answer. Answer in a complete sentence.)

Day 59

1. Read about the [Panama Canal and the Roosevelt Corollary](#). They are 3rd and 4th on the page.
2. How does this [cartoon](#) show what you read in the Roosevelt Corollary?
3. Record up to 2 points. (Two points for a completed answer. Answer in a complete sentence.)

Day 60

1. Read "[Dollar Diplomacy](#)," the first section.
2. Read this article on the US's involvement in Haiti. I used ctrl + to make it bigger in order to read it more easily. [US Misrule of the Republic of Haiti](#)
3. Why did people have a negative opinion of America's involvement in Haiti?
4. Read [Woodrow Wilson](#)'s biography.

Day 61

1. Finish reading the page on the [Caribbean and the Mexican Revolution](#).
2. Look at this [map of Central America](#).
3. Why was Nicaragua important to America's economy?
4. Here's a picture of [Pancho Villa](#).
5. What destroyed the alliance between Pancho Villa and the United States?
6. Read this anti-war letter, [Shall we have war with Mexico](#). (You can click on it to make it bigger.)
7. What is the main reason they are against involvement in a war in Mexico?

Day 62

1. Choose a president from the course so far and write a paragraph about his impact as president, positive or negative. Include specific examples.
2. Score 5 points for a complete paragraph and up to 5 points for meeting the given guidelines.
3. Record your score out of 10.

Day 63

1. View the [timeline](#). Make sure to click on all three buttons.
2. Answer the first [question](#). You may use your notes.

Day 64

1. You decide, [Roosevelt and Wilson](#).
2. Answer the [second question](#).
3. Read these [responses](#).

4. Record up to 18 points for thoroughness of response (3), accuracy (3) and completing the assignment according to the directions (3) for each essay answer.
5. Your answers doesn't have to be the same. It couldn't possibly be the same unless you copied. In that case your answer is zero. It just gives an idea of a response.

WWI and the 1920s

Day 65

1. Watch this lecture and take notes on the [causes of WWI](#).

Day 66

1. Read up until "[The Great Depression](#)."
2. Take notes on Wilson's involvement and decisions and political, economic and social changes occurring through the 20s.

Day 67

1. Watch the lecture on "[The Coming of the Great War](#)."
2. This is long. Get a drink, but take notes.

Day 68

1. Read the first section on [US neutrality](#).
2. Read Wilson's [Declaration of Neutrality](#).
3. What was Wilson's main reason for declaring neutrality?
4. Read the middle section on [subs](#).
5. Read Wilson's [declarations](#) to Germany.
6. Go through ALL of the slides on the [Lusitania disaster](#).
7. Read the [introduction](#) and then the [conspiracies](#) section.
8. Was Germany justified in sinking the Lusitania even if the conspiracies aren't true? It was officially, on record, carrying some munitions. Do you think America was justified in its outcry against this attack?
9. Record up to 6 points. (Two points for a completed answer. Answer in complete sentences.)

Day 69

1. Read [Wilson's messages to Congress](#) as he explains why American can no longer remain neutral.
2. Why would Wilson consider a war against Germany to be a war for democracy?
3. How does Wilson describe Germany's government?
4. Record up to 4 points. (Two points for a completed answer. Answer in complete sentences.)

Day 70

1. Finish reading the page, [Mobilizing a Nation for War](#).
2. Look at the [propaganda posters](#). Take your time. There are lots.
3. What kinds of feelings do they try to evoke to get men to enlist, sign up to fight? Do you think these would work today? Can you think of similar propaganda tactics? (Think of commercials.) What do you think would work to get people to enlist today?
4. Read these court decisions, [Espionage and Sedition](#).
5. What is the difference in these two cases that they came out with opposite outcomes?
6. Record up to 6 points. (Two points for #5 and four points for #3. Answer in complete sentences.)
7. The assignment on Day 71 is a long one. You might want to start today.

Day 71

1. Watch the first half of this lecture on [war in the trenches](#).
2. Take notes as you watch.

Day 72

1. Read "[Fighting at Home and Abroad](#)."
2. Also read about [Theodore Roosevelt's address](#) to the Circle for Negro War Relief.
3. Write a paragraph on African American's in the military and on the fight for equal rights.
4. Record 5 points for a complete paragraph that responds to both parts of the prompt with at least three points.

Day 73

1. Read chapter five (V) about [Our Government's Conduct of the War](#). Scroll down two-thirds of the way before looking for it. There's a break and the letters are really big.
2. Read through the whole chapter, but read the first two sections carefully and thoughtfully.
3. How does the author justify the government expanding and taking on more and more roles?
4. Was it necessary? What do you think? When is government too big and doing too much? When is it not doing enough? Give specific examples to explain your thinking. If you think government is too big, who would take over the jobs that the government handles? Think it through.
5. Record up to 6 points. (Two points for number three. Four points for number four. Answer in complete sentences.)

Day 74

1. Read "[America and World War I.](#)"
2. What changes did the war bring about in America?
3. How did the government work against those against the war?
4. Record up to 4 points. (Two points for a completed answer. Answer in complete sentences.)

Day 75

1. Read about the [peace conferences](#) at the end of WWI. (whole page)
2. Read Wilson's [Fourteen Points](#).
3. What would you think to be the most important?
4. What would you think could be compromised on?
5. Record up to 4 points. (Two points for a completed answer. Answer in complete sentences.)

Day 76

1. Read the three excerpts from the [Peace Treaty of Versailles](#).
2. What does it say might happen to a nation that violates a League covenant?
3. Read these [reparations](#) against [Germany](#) after the war.
4. Should the Germans have submitted to these or did the people have a right to defy them?
5. Do you think these influenced the rise of Nazi's to power? (When you answer a question like this, you need to explain why or why not.)
6. Read [Lodge's reservations](#) about the treaty.
7. What were some of his reservations?
8. Record up to 8 points. (Two points for a completed answer. Answer in complete sentences.)

Day 77

1. Complete this lesson on the [League of Nations](#). There is a continue button on each page. You don't have to write answers to the questions in the lesson.
2. Why was Senator Borah against America being part of the the League of Nations? (from the second reading)
3. Record up to 2 points. (Two points for a completed answer. Answer in a complete sentence.)

Day 78

1. Watch the lecture on the [roaring twenties](#).
2. Complete the activity. [Did the 20's roar?](#)

Day 79

1. Read about the [roaring twenties](#).
2. What were some of the key events/changes during the decade?

3. Record up to 4 points. (Record a point for each. Answer in a complete sentence.)

Day 80

1. Read Attorney General Palmer's [Case against the Reds](#).
2. What is the "ideal" of communism according to Palmer?
3. There are Christians who live in communes, all sharing all things. This is very different from governmental communism. You can read about that [here](#). (Linking to this site doesn't mean I agree with everything on it. I've not read more than a few pages on the site.)
4. Read this answer from [The Trial of Sacco and Vanzetti](#).
5. Why does he love [socialism](#)? (and by community, we mean government when we talk about socialism)
6. What is good in socialism? What is wrong? What is good with communism? What is wrong? What is good with [capitalism](#)? What is wrong? Think about it. Talk about it with your parents. See the good and bad in each. You don't need to write anything about this now.
7. Before you go, watch this short video explaining [forms of government](#).
8. Record up to 4 points. (Two points for each answer. Answer in a complete sentence.)

Day 81

1. What is good in socialism? What is wrong? What is good with communism? What is wrong? What is good with capitalism? What is wrong? Think about it. Talk about it with your parents. See the good and bad in each. You need to write something about this now. I don't want a rant. I want 12 sentences. I want examples, thought-out reasons for your answers.
2. Is there any way to take the good of each and leave the bad? What would be an ideal government system? (This needs to be a paragraph.)
3. Record up to 18 points. (One point for each well-thought out sentence)

Day 82

1. Read about the [18th](#) and [21st](#) amendments.
2. What does the 21st amendment say that states can do?
3. Read the [Volstead Act](#).
4. What's the penalty for a first offense?
5. Record up to 4 points. (Two for each answer written in a complete sentence.)

Day 83

1. Read [African Fundamentalism](#) through the [Marcus Garvey](#) biography (the first two sections).

2. What does Garvey say is their “only hope to withstand the evil designs of modern materialism?”
3. Read about the [Implicit Association Test](#). (If you want to take it, there is a link in the article. You don’t have to register. Click on “Go” to use as a guest. Choose the race test. You also don’t have to fill out the intro material. I’m pretty sure you can just scroll down and click to move on. I didn’t fill in any of the info on myself.)
4. Not only can blacks have a preference for whites, but that preference, or unconscious thought pattern, can carry over into other things. Studies show that test scores of black students drop simply by asking them to check their race before they begin a test. Doing so triggers a thought pattern of “I’m not good enough, smart enough,” etc. Garvey may seem extreme but how do such studies and this article show that he has a point?
5. Read about the [Harlem renaissance](#).
6. Record up to 4 points. (two for each answer written in a complete sentence)

Day 84

1. Take a look at the [Model T](#). How did it change as the years progressed?
2. Read the presidential biographies.
 - Harding [Warren Harding](#)
 - Coolidge – [Calvin Coolidge](#)
 - Hoover – [Herbert Hoover](#)
3. What’s something each is remembered for?
4. Record 4 points (one for the Model T and one for each president if answered in a complete sentence)

Day 85

1. Let’s stop and look at the [timeline](#).
2. Start after the Civil War and read slowly through the 1920s.
3. Click on “Expand” under society. Choose a couple of things you don’t know about to look up.
4. Write about them.
5. Record up to 4 points. (two points for each written in a complete sentence)

Day 86

1. Answer the second [question](#). (Remember, you can use your notes and answers you’ve written on questions like these, but not any online sources.)

2. Here's what [250 words](#) looks like. This is the shortest it should be.
3. You will score this on Day 88 for thoroughness and accuracy and following directions.

Day 87

1. Answer the third [question](#).
2. Here's what [250 words](#) looks like. This is the shortest it should be.
3. You will score this on Day 88 for thoroughness and accuracy and following directions.

Day 88

1. Read the [first question](#).
2. Think about it.
3. Read these [responses](#).
4. Record up to 18 points for thoroughness of response (3), accuracy (3) and completing the assignment according to the directions (3) for each essay answer.
5. Now, go back to the [timeline](#).
6. Start at 1930. Take a sneak peek preview of what's ahead. Are there trends? patterns? parallels? progressions? that you see in the timeline (not just in the 30s)? No, is not an acceptable answer. Find something!

Day 89

1. They say that those who don't study history are doomed to repeat it. What does that warning mean? Why is it important to study history? What lessons can be learned from the what you study the first half of the academic year?
2. Record up to 15 points for answering each question in the directions with thoughtful responses.

The Depression and WWII

Day 90

1. Read the last section of chapter 10 on the [Great Depression](#).
2. Read chapter 11, [the New Deal and World War II](#).
3. This is an overview of our next section of study.

STOP This is the end of the marking period. Save your written answers, especially paragraphs and essays. Calculate your grade for the quarter. Your goal is to get an A. Where did you lose points? How can you avoid that in the future?

Day 91(*)

1. (*)Print out your third quarter [grading](#) sheet or use the [Excel](#) version.
2. Listen to this lecture on the [causes of the Great Depression](#).
3. What were the long and short term causes of the Great Depression?
4. Record up to 4 points. (answer in complete sentences)

Day 92

1. Read Sage's "[Crash](#)."
2. How did the stock market crash of 1929 precipitate the Great Depression?
3. Record up to 2 points. (answer in a complete sentence)

Day 93

1. Read the full briefing paper, click to open the pdf on [Herbert Hoover:Father of the New Deal](#).
2. What did Hoover do and not do during the first three years of his presidency?
3. What did Hoover do during the final year of his presidency to tackle the growing problems of the depression?
4. Record up to 4 points. (two points for each question, answer in complete sentences)

Day 94

1. Read about [the Great Depression years](#). Read down through the Smoot-Hawley Tariff. (The personal story link doesn't work.)
2. Read "[Herbert Hoover and the Great Depression](#)" to the bottom of the page.
3. What were some of the human impacts of the Great Depression?
4. Here are [images](#) from the Great Depression.
5. Record up to 4 points. Answer in complete sentences.

Day 95

1. Read "[The Bonus Army](#)."
2. Watch the lecture on the [first and second new deals](#).
3. Take notes.

Day 96

1. Read [Roosevelt's speech](#) accepting the Democratic presidential nomination.

Day 97

1. Start where you left off and read the sections, "[The Rise of FDR](#)" and "The Hundred Days."
2. From reading the assignments from days 95 and 96, what did Roosevelt say were the biggest problems the country faced and which did he tackle in the first 100 days of his term?

- Record up to 4 points, 2 for each answer in a complete sentence.

Day 98

- Read about the [Dust Bowl](#) and look at the [images](#).
- Read about the [TVA](#).
- Look at the [political cartoon](#). Hopkins is a university. WPA was one of the New Deal agencies. The public has ? mark. What is the cartoon saying?
- Record 2 points for a thoughtful answer in a complete sentence.

Day 99

- Look at the images and read about the [CCC](#).
- Read or listen to Roosevelt's [second inaugural address](#).
- What message did he want to get across?
- Record up to two points. (Do I have to write it? Always answer with a complete sentence, one that restates the question so that the reader knows what you are answering.)

Day 100

- Scroll down to the section on the [second new deal](#). Read through to the end of the page.
- What were some of the solutions offered by the social programs put in place from 1935-1937?
- Record up to four points. (one point for each "solution offered" presented in a complete sentence)

Day 101

- Read this page on [relief and reform](#) and explore the links.
- Which of the reforms do you think had the biggest impact or were the most important? Why?
- Record up to four points for answering both questions in complete sentences.

Day 102

- Watch the video lecture on the [US and WWII](#).
- What were the origins of WWII?
- Record up to two points for your answer.

Day 103

- Watch this video [history overview](#) of the period.
- Read the [first two sections](#) of the page on "Attempts at Collective Security" and "Diplomacy of the 1930s."
- Take notes.

Day 104

1. Read the [Kellogg-Briand Pact](#).
2. Read about the [Kellogg-Briand Pact](#).
3. What was its purpose?
4. Read the first [Inaugural Address of Hoover and Roosevelt](#).
5. According to Hoover, in what ways does America seek to “expand” and in what ways does it not?
6. What did the Roosevelt’s administration agree to as part of the Good Neighbor Policy?
7. Record up to 6 points (up to 2 points each)

Day 105

1. Finish reading the page, [The Rise of Fascism and Militarism](#) and American Isolationism.
2. Look at the [Japanese expansion map](#).
3. “When the U.S. refused to use military might to back the Stimson Doctrine, the Secretary of the State realized his words were equivalent to *spears of straw and swords of ice*.” (from NROC’s US History II course)
4. Why do you think the US didn’t have a direct response against the Japanese aggression?
5. Look at this political cartoon, [Only a Generation Apart](#).
6. Who and what is depicted in the cartoon?
7. What do you think that the artist was trying to say in comparing these WWI and WWII presidents?
8. Record up to 6 points (three questions).

Day 106

1. Read Lindbergh’s Address to the *America First Committee*.
2. What are his arguments against intervention in the war?
3. Why did he think Britain was losing the war?
4. What historical events did Lindbergh fail to anticipate that would enable the United States to invade Continental Europe successfully?
5. Record up to 6 points. (2 points each question)

Day 107

1. Read the first two sections on the page, [Military Harbingers](#) and The Diplomatic Response.
2. Read the [Three Power Pact](#).
3. How did this agreement help Francisco Franco in the Spanish Civil War?

4. Look at the photos and read about [Nazi Control](#).
5. France and Britain essentially handed Hitler, a fascist dictator, a portion of Czechoslovakia in 1938 at what conference?
6. Record up to 4 points. (two questions)

Day 108

1. Read through this [timeline](#). Don't just scroll through. Read each line.
2. The third thing on the list is what is called a "false flag operation." They set the fire themselves and blamed others to get the country in an uproar and backing them.
3. The timeline shows what was happening to the Jews leading up to and during the war.
4. There are lots of other things going on during the war and the course will talk about other things, but don't forget about the Jews and what is happening to them. This was pure evil.
5. Notice on the timeline the basic steps that Hitler used against the Jews: propaganda to turn public opinion against them, laws to discriminate against them, star of David to separate them, ghettos to isolate them, deportation to get rid of them.
6. You should also know that Hitler didn't just discriminate against the Jews. They were the largest group killed, though, because they were the most abundance in the European countries he was conquering. He also got rid of people with disabilities, blacks and Roma (Gypsies).
7. Also Christians who helped the Jews were sent to the death camps. Do you think you would risk being sent to a camp in order to save someone else? (Have you read *The Hiding Place*?)

Day 109

1. Read about the [anti-Jewish laws](#) leading up to WWII.
2. Listen to the oral history, "[Night of Broken Glass](#)."
3. Listen to the oral history on [anti-Jewish measures](#).

Day 110

1. Read "[Outbreak of WWII](#)."
2. Read FDR's fireside chat about [The Great Arsenal of Democracy](#).
3. How did the Lend-Lease Act end American neutrality?
4. Read the [Atlantic Charter](#).
5. How was the Atlantic Charter influenced by one of Roosevelt's speeches?
6. Record up to 4 points (2 questions)

Day 111

1. Read the section entitled, [The United States Enters the War](#).
2. Use the map and timeline to learn about [Pearl Harbor](#).
3. Japanese leaders viewed the oil embargo and other US sanctions as threats.
4. Why did Admiral Isoruko Yamamoto target Pearl Harbor?
5. Record up to 2 points.

Day 112

1. Start at the heading, "[World War II the Home Front](#)." Read through the science section and then you can stop.
2. Complete the "[You Decide](#)" activity about internment camps.
3. Here's a [map](#) of where the camps were.

Day 113

1. Read this article on the [home front](#) in Washington state.
2. Tell someone about it. What do you think? Was the west coast different from the rest of the country or was it a snap shot of the whole country?

Day 114

1. Read about the [braceros](#).
2. Who were they?
3. Read the lyrics to the song, [Just a Negro Soldier](#)
4. What's the message in the lyrics? Do you think the war had an impact on segregation and civil rights in America? How?
5. Read about the [Zoot Suit Riots](#). (image of a [zoot suit](#)) The war stirred up lots of prejudices. How were those displayed? Was their anger misplaced?
6. Take a look at the [American Propaganda](#) posters.
7. Record up to 6 points (#2, #4, #5)

Day 115

1. Use the [WII Interactive](#) to learn about the war itself.
2. Make sure you "travel" to each continent.
3. Play the interactive to learn about one of the most famous days of the war. [Invasion of Normandy](#).
4. Read [A Sailor's Diary](#) from that day.
5. The end of the diary says the prisoners were Polish and Czech. Why were there few "true" Germans fighting on the front lines?

6. Record up to 2 points.

Day 116

1. Read about [battles in Europe](#).
2. Read the first section, [Hiroshima: The Atomic Age Arrives](#).
3. Here's an image from [Hiroshima](#).
4. "President Truman was not eager to use atomic weapons on Japan after tests confirmed their devastating effects. However, the allied leaders were anxious to end the war in Japan quickly in order to minimize the loss of life. The use of atomic bombs decimated Nagasaki and Hiroshima and broke the will of Japanese leaders, but left most of the country's infrastructure intact. What statement in the text (Potsdam Conference – [Agreements of the Berlin](#)) implies that traditional warfare would have caused greater devastation on Japan?" (from NROC US History II course)
5. Record your score out of 2.

Day 117

1. Read the whole page on [Wartime Diplomacy](#).
2. Take notes.

Day 118

1. Read the [Cairo Declaration](#).
2. The leaders of the allied nations made an agreement to fight until what was achieved?
3. Here are the [Main terms of the Treaty of Versailles](#), from the end of WWI.
4. Now read about the [Yalta conference](#), at the end of WWII.
5. Did the Yalta agreement avoid the problems created by the Versailles Treaty?
6. What were the differences between the agreements?
7. Look at this map of [Poland in 1945](#).
8. Why did Roosevelt and Churchill give Polish land to the Soviet Union and let communism control the Polish government?
9. Record your score out of 8. (four questions)

Day 119

1. Scroll down to the end of the page and read from the [summary](#) to the end.
2. Watch the presentation on the [US Post WWII](#).

Day 120

1. Answer the first [question](#). (This should take about thirty minutes.)

2. Here's what [250 words](#) looks like. This is the shortest it should be!
3. You will score this on Day 121 for thoroughness and accuracy and following directions.

Day 121

1. Answer the second [question](#). (This should take about thirty minutes.)
2. Read these [responses](#).
3. Record up to 18 points for thoroughness of response (3), accuracy (3) and completing the assignment according to the directions (3) for each essay answer.

The Cold War

Day 122

1. Read through the text on [post-war America](#). Stop at the end of the section on the culture of the 1950s. We're not going to read about the Civil Rights movement just yet.
2. You can always be taking notes.

Day 123

1. Watch the presentation on [Cold War America](#).
2. What were the origins of the Cold War?
3. What were some of the impacts of the Cold War?
4. Record up to 4 points. (Two questions)

Day 124

1. Read the section on [Truman's domestic policy](#).
2. Look at these [recruiting posters](#).
3. What was the message of the posters, not what is written on them, but what they were portraying to women?
4. Read this excerpt on racial discrimination from The Urban League, [Journal of Negro Life](#).
5. What is stated as the biggest obstacle to involving African Americans in the unions?
6. Record up to 4 points (2 questions).

Day 125

1. Read the section on the [election of 1948](#).
2. Read [Harry S. Truman Acceptance](#) of the democratic nomination.
3. In the speech, what group does Truman target?
4. Record up to 2 points.

Day 126

1. Read [US Soviet Relations](#).

2. Watch the first TWO minutes of this video on [nuclear attack](#) from the 1950s.
3. The video makes radiation seem like it had little impact. What does this article on the [long term health effects](#) of radiation say about it? (You don't have to read the whole thing. Look at the graph and read the surrounding information. What's happened to the people of Hiroshima?)
4. I came across this article when I was searching for the above. I haven't researched what it claims, but I like showing alternate versions of things to remind you that there is always more than one side to a story. It parallels this time period with that after the 9/11 plane crash and the "war on terror" that followed. Read the article, "[The Lies of Hiroshima Are the Lies of Today.](#)"
5. What do you think?
6. Read the [Truman Loyalty Oath](#).
7. While communists were found, many people who weren't had their reputations ruined.
8. Why were many civil libertarians sharply critical of the Loyalty Oath of 1947?
9. Record up to 2 points for answering number eight.

Day 127

1. Read through the timeline of the [origins of the Cold War](#), 1946-1950.
2. Take notes.

Day 128

1. Here are two speeches. One is Truman's address to Congress which outlines what is known as the [Truman Doctrine](#).
2. What reasons did Truman give for the US to provide aid to Greece and Turkey?
3. How did Truman describe the threat and the consequences of failing to provide aid?
4. Read the second speech, [Vyshinsky's speech to the UN](#).
5. Andrei Vyshinsky said the US is trying to "split Europe into two camps." The formation of NATO shows that he was correct in some ways.
6. What did he say was one of the Soviet Unions' biggest fears?
7. Look at the [Marshall Plan posters](#).
8. How has U.S. relations with European nations changed because of the Marshall Plan?
9. Record up to 8 points. (four questions)

Day 129

1. Scroll down and read from “President Truman’s Containment Policy” down to “Sputnik.”
You don’t have to read about the space race yet. You will be reading about the [Korean War](#).
2. Look at this [political cartoon on McCarthy](#).
3. Look at this [political cartoon on the Korean War](#). What do you think it is saying?

Day 130

1. Watch the video on the [overview of the Korean War](#).
2. Read the three sections on the [Korean War](#).

Day 131

1. Watch the video on the [culture of the 1950s](#).
2. Watch this video on the [suburbs of 1950s](#). This is an idealized version of suburbia.
3. What does it say about the values of middle class America of the time?
4. Record up to 2 points.

Day 132

1. Answer the first [question](#).
2. Here’s what [250 words](#) looks like.
3. You will score this on Day 133 for thoroughness and accuracy and following directions.

Day 133

1. Answer the second [question](#).
2. Read these [responses](#).
3. Record up to 18 points for thoroughness of response (3), accuracy (3) and completing the assignment according to the directions (3) for each essay answer.

The Civil Rights Movement

Day 134

1. *“Reconstruction offered African-Americans a chance to participate in the American political process and exercise their civil rights, but this opportunity was short-lived in many southern states. Once Reconstruction ended in 1877, African-Americans faced harassment, violence, and intimidation at the polling booth. Jim Crow laws segregated African-Americans from white society and denied them equal rights and protections. Lynch mobs killed blacks that challenged white rule. African-American leaders in the North organized political campaigns to challenge segregation and discrimination and expose lynch-mob justice. By the end of the Second World War, this burgeoning civil rights movement began to have an impact on American society. In 1954, the U.S. Supreme Court overturned the “separate but equal”*

doctrine from the 1896 Plessy v. Ferguson decision in the landmark Brown v. Board decision. This decision spurred civil rights organizers to push for voter rights legislation and challenge racist southern political leaders who refused to integrate public facilities.” (from Saylor.org, HIS 212, Unit 8 Introduction)

2. Read the last two sections, starting with “[The Origins of the Civil Rights Movement](#).”
3. Read the first four sections of this chapter, [Decades of Change](#). Read through the Native American Movement.
4. What are some of the origins of the civil rights movement?
5. How was it able to grow?
6. How did it affect other populations (such as women)?
7. Record up to 6 points.

Day 135

1. Watch this lecture on the [roots of the civil rights movement](#).
2. Take notes.

STOP This is the end of the marking period. Save your written answers, especially paragraphs and essays. Calculate your grade for the quarter. Your goal is to get an A. Where did you lose points? How can you avoid that in the future?

Day 136(*)

1. (*)Print out your third quarter [grading](#) sheet or use the [Excel](#) version.
2. Read the first two topics, “[Domestic Concern](#)” and “Rebuilding Urban America.”
3. Read the Majority Opinion in the landmark case, [Brown vs. the Board of Education](#). This is the Supreme Court’s ruling on the case.
4. Why did segregated schools violate the 14th amendment? (2 points)
5. Compare and contrast this decision with that of Plessy v. Ferguson. (4 points)
6. Record up to 6 points.

Day 137

1. Read the last three paragraphs under the first section Brown vs. Board of Education and then the second section on [Civil Unrest](#).
2. Go through the photos of the [Little Rock school integration](#).

3. What is the [challenge](#) presented in this article to the youth involved in the Little Rock school integration?
4. Read this excerpt from a [Rosa Parks interview](#).

Day 138

1. Read about the [freedom riders](#).
2. Read about the [campaign for equal accommodations](#).
3. What were their goals?
4. Where were their methods?
5. What were the outcomes?
6. Record up to six points.

Day 139

1. Read Martin Luther King, Jr.'s [A Letter from Birmingham](#).
2. According to King's letter, what is the primary purpose for the use of "direct action" during a nonviolent campaign?
3. Read the third section on the [March on Washington](#).
4. What do you think made the civil rights movement effective? African Americans had wanted freedom and equality since they arrived on the continent. Why did they make such big strides forward during the 50s and 60s? Write a paragraph to respond.
5. Record up to five points.

Day 140(*)

1. (*)Watch the video of Martin Luther King, Jr.'s [I Have a Dream](#) speech ([video](#)). If this video isn't available, let me know but search for another. Don't skip listening to it. It's different than reading it.
2. What words does he choose to appeal to members of all races in American in 1963?
3. How does King use landmarks to create an inclusive message of liberty and equality?
4. Give the speech. Go on. Be inspiring. You probably want to print it out to read it.

Day 141

1. Watch the lecture on the [civil rights movement](#). (Reminder: take notes but think for yourself.)
2. If you are interested, here's an [interview](#) with someone who worked with MLK, Jr. It's an hour long I think. Choose lecture 11.

Day 142

1. Read about the different approaches to [activism](#) in the civil rights movement.

2. Also read about [Malcolm X](#).
3. What type of involvement did Malcolm X believe in?
4. Watch this short [speech by Malcolm X](#).
5. What does he believe is the source of black frustration?
6. What does he believe militant nationalism is necessary?
7. Record up to 6 points. (three questions—Are you still answering in complete sentences?)

Day 143

1. Read the page on the [consequences of the civil rights movement](#).
2. Read [LBJ's speech](#) on “the dignity of man.”
3. What does he say represents the “dignity of man”?

Day 144

1. Read about the [women's movement](#).
2. What of this do you see as progress? Is it all good? Stop and think. If you don't think some of this is good, what would the alternative be? If you do think it's all good, what of the alternative?
3. Write a paragraph response.
4. Record up to 5 points. (A paragraph needs at least five sentences.)

Day 145

1. Read “[A Day without Immigrants](#).”
2. What points are made?
3. What does it mean to be American?
4. What do you think about the issue?
5. Record up to 5 points. (A paragraph needs at least five sentences.)

Day 146

1. Write an essay on rights and equality. What are the fundamental rights of humans? What should allow someone to be denied their rights? (Give specifics!)
2. Record up to 25 points for a thoughtful, thorough essay. (five paragraphs—you can do it! — This should take about 50 minutes.)

The Vietnam Era

Day 147

1. Read the text starting at “[Counterculture](#)” and stopping where it says “The Carter Years.” Leave that for the next section.

2. What domestic and international challenges did the country face? (You don't have to write out today's answers, but you could tell someone.)
3. What were some of the changes within American society?

Day 148

1. Watch the lecture on the [Vietnam Era](#).
2. Take notes.

Day 149

1. Read to the end of the page, starting with [Sputnik](#).
2. What does Eisenhower warn against in his "Military-Industrial Complex" speech?
3. Record up to two points.

Day 150

1. Watch the Khan Academy lecture on the [Bay of Pigs](#).
2. Watch the Khan Academy lecture on the [Cuban Missile Crisis](#).
3. Take notes.

Day 151

1. Read down to "[Escalation](#)."
2. What was the history, the origins of the conflict in Vietnam and the US's involvement?
3. Record up to 2 points.

Day 152

1. Read the whole page on [JFK](#).
2. What was the famous line from his inauguration speech?
3. You get up to two points extra credit if you deliver the line for an audience (can be just family) with the energy and oratory prowess of Kennedy.
4. Want to see him? Here is he is in his [debate](#) with Nixon.

Day 153

1. Start at "[Escalation](#)" and read to the end of the page.
2. Read [Johnson's address to Congress](#) seeking to increase America's involvement in Vietnam.
3. On what grounds did President Johnson ask Congress to authorize the use of military force in Vietnam?
4. Watch this video comparing and contrasting the [US's responses during the Cold War](#).
5. How were the different interventions similar?
6. Record up to four points.

Day 154

1. Read this one [soldier](#)'s interview about his experience in Vietnam.
2. What was the principle role of [SEATO](#)?
3. What was the purpose of the Vietnam war?
4. Record up to 4 points.

Day 155

1. Watch this video on the [domestic impact](#) of the Vietnam war.
2. Take notes.
3. Look at this [cartoon](#).
4. What is the artist saying?
5. Record up to 2 points.

Day 156

1. Listen to the eye witness report of the [Tet Offensive](#).
2. Read this article on "[Frustrated Hawks, Tet 1968 and the Transformation of American Politics](#)."
3. How was American politics transforming?
4. Record up to 2 points.

Day 157

1. Read the page on [LBJ](#).
2. Read the [fall of Saigon](#) and the end of the war.

Day 158

1. Watch the lecture on the 1970s, "[The Age of Crisis](#)."
2. Take notes .

Day 159

1. Read the page on [Nixon](#) and foreign policy.
2. "The SALT I agreement specifies from the first word that it is an interim agreement. It also puts a limitation of five years on the duration of the agreement, and Section 3 of Article VII is an escape clause that allows either party to terminate the agreement upon six months' notice. Why do you think the SALT I agreement was expressed in such tentative terms?"
(from NROC, US History II)
3. Look at the [Yom Kippur War map](#).
4. Why do you think Syria and Egypt attacked Israel Simultaneously?

5. Record up to 4 points. (two questions)

Day 160

1. Read the page on [Nixon and Domestic Issues](#).
2. Who did [Armstrong and Aldrin](#) claim the moon for?
3. Read the two opinions from the [Roe vs. Wade](#) case. What valid points do you think are made? What would you add?

Day 161

1. Answer the [first question](#). As always, you can use your notes but not online sources. Answer in complete paragraphs. Follow the guidelines given and answer all of the parts to the question.
2. You will score this on Day 162 for thoroughness and accuracy and following directions.

Day 162

1. Answer the second [question](#).
2. Read these [responses](#).
3. Record up to 18 points for thoroughness of response (3), accuracy (3) and completing the assignment according to the directions (3) for each essay answer.

Day 163

1. *“America’s defeat in the Vietnam War and Richard Nixon’s resignation due to the Watergate Scandal plunged the nation into a period of popular discontent with political institution and leaders. Gerald Ford, Nixon’s Republican successor, did little to alleviate this discontent and voters elected Southern Democrat Jimmy Carter to replace him in 1976. Carter won voters with his folksy personality and his “outside the Beltway” credentials, but his popularity faded as an oil crisis, economic stagnation, and rampant inflation plunged the nation into an economic recession. In 1980, frustrated voters elected Ronald Reagan, the former Governor of California, president. Reagan’s optimism and his moderate-conservative political views appealed to many Americans.” (from saylor.org, HIS212, unit 10 introduction)*
2. Read [“The Carter Years.”](#) It’s the last section.
3. Read through [“US-Soviet Relations.”](#)
4. What were some of the challenges faced during these years?
5. What were some of the changes in society?
6. Record up to 4 points (two questions).

Day 164

1. Read the page on [Ford, Carter and Reagan](#).

2. Here's [Gerald Ford](#)'s biography.
3. Here's [Jimmy Carter](#)'s biography.
4. What do you think they each are known for?
5. Record up to 2 points.

Day 165

1. Read through "[The Growth of the Christian Right](#)."
2. What were Reagan's economic policies that produced sustained economic growth?
3. Record up to 2 points.

Day 166

1. Listen to the [interview](#) on the Reagan years and the end of the Cold War, James Mann's "The Rebellion of Ronald Reagan: A History of the End of the Cold War."
2. This is long. Get a drink. Take notes to stay focused.

Day 167

1. Read Reagan's "[Tear Down This Wall](#)" speech, or [listen to it](#) if it's available.
2. How does President Reagan contrast democratic and totalitarian governments?
3. Why would these differences be of interest to people in Eastern Europe and in the Soviet Union under Mikhail Gorbachev?

Day 168

1. Remember how there are always more sides to a story. Here's a "side."
2. Read the article on how [Reagan doesn't deserve credit for ending the Cold War](#). You don't have to take notes, but you may decide to include some of this in your answer.
3. I'm not saying this is right. In fact something jumped out at me immediately; he calls Reagan ending the Cold War a "dangerous myth." Really? Dangerous? How are we all endangered? Highly emotional words like that are used in propaganda. He may have plenty of facts. I don't know. I haven't checked out the facts. Again, this is to remind you that there are different sides to stories and to be on the lookout for facts vs. opinions. Emotional words are a give away that someone is trying to force you to agree with them. Be on the alert. Take in the facts, if you can discern what the real facts are, and make your own informed decision.
4. Answer the [second question](#).
5. This will be scored on Day 169.

Day 169

1. Answer the [first question](#).

2. Read the [responses](#).
3. Record up to 18 points for thoroughness of response (3), accuracy (3) and completing the assignment according to the directions (3) for each essay answer.

Day 170

1. *“Our final unit will evaluate trends in U.S. history during the 1990s and early 2000s. Following the collapse of the Soviet Union, the United States no longer had a powerful international adversary. Instead, America provided support for the reconstruction and reunification of Germany and much of Eastern Europe. With NATO and European Union allies, U.S. forces assisted with military and humanitarian efforts in the former Yugoslavian republics and Somalia. At home, economic prosperity pushed the stock market to new levels and some Americans began to speak of permanent economic prosperity. At the same time, warning signs of a growing threat from Islamist extremists began to appear abroad. Embassy bombings and attacks on U.S. forces in the late 1990s preceded the 9-11 terrorist attacks in which Al Qaeda targeted New York City and Washington, DC. These attacks resulted in the U.S. engaging in long military struggles in Afghanistan (beginning in 2001) and Iraq (beginning in 2003). By late 2008, the economic bubble that had been growing since early 2002 finally burst, plunging the U.S. stock market into the worst circumstances since the Great Depression and initiating a steep economic decline. In response to these problems, voters elected Barack Obama president based on his message of change and renewal. We will examine these contemporary political, economic, and social trends within the context of the past century of American history.”* (from saylor.org, HIS 212, unit 11 introduction)
2. Read the rest of this chapter, starting with the “[Presidency of George H. W. Bush](#).” That H is important. Why?
3. Why do you think third party candidates have been unsuccessful in getting elected president?
4. Read the beginning of this chapter and read about [Clinton](#). Stop where it says, “The American Economy in the 1990s.”
5. Record up to 4 points. (two questions)

Day 171

1. Finish reading the chapter on the [1990s](#) and beyond.
2. What were the challenges of the time period?
3. What were some changes in society?
4. Record up to 4 points (two questions).

Day 172

1. Watch the lecture on the [US post cold war](#).

Day 173

1. Read from the “[The Election of 1988](#)” through the end of the page.
2. Take notes.

Day 174 – Day 175

1. You have two days to read this [policy analysis of the financial crisis](#). This is from a libertarian perspective.

Day 176

1. Listen to [Obama](#)’s election night speech.
2. Then read the transcript underneath of an interview with him.

Day 177

1. Answer [question two](#).
2. Read the [response](#).
3. Record up to 19 points for thoroughness of response (3), accuracy (3) and completing the assignment according to the directions (3) for your essay answer.

Day 178-Day 180

1. Immigration is a common theme in American history. Study the links below. Write an essay on immigration, race and the future of America.
 - [Immigration Act of 1965](#)
 - [“History of Immigration to the United States”](#)
 - [Watts Riots](#)
 - [University of California Regents v. Bakke](#)
 - [2000 census](#)
2. This should be a five paragraph essay: intro, three supported, documented points, and a conclusion.
3. Record up to 25 points (up to 5 points for each paragraph). You need a thesis in your introduction. You need three points that support your thesis. You need details to prove your points. Be thoughtful and convincing.
4. I’m not giving you a final. I have not been asking you to learn definitions, dates and names. I’ve been asking you to think. If you are going to take the AP exam, you can read summaries online and you can find flashcards to use to study those names.

5. Calculate your final grade. Save all of your essays for your portfolio.