

Weekly Agenda
December 12-16, 2016

Day/Date	Schedule—Block A	Schedule—Block B	Homework
Monday, December 12	<p>EQ: How do patterns of exchange, markets, and private enterprise develop in the 1920s in ways to contribute to economic collapse? and analyze ways that governments have responded to economic issues?</p> <p>SQ:</p> <ul style="list-style-type: none"> ▪ What explains the apparent financial prosperity of the 1920s, and how is this linked to the Stock Market? <p>Activity:</p> <ul style="list-style-type: none"> ▪ Discuss information contained in the “Politics of Prosperity” Slide Deck. 	<p>EQ: How do patterns of exchange, markets, and private enterprise develop in the 1920s in ways to contribute to economic collapse? and analyze ways that governments have responded to economic issues?</p> <p>SQ:</p> <ul style="list-style-type: none"> ▪ How does the 1929 Stock Market Crash set in motion the events that lead to total economic collapse? <p>Activity:</p> <ul style="list-style-type: none"> ▪ View from “The Crash of 1929” 	<ul style="list-style-type: none"> ▪ Watch Crash Course US History, “The Great Depression,” and complete Viewing Notes. You may want to consult the Crash Course Notes Guide (from another teacher) to help you jot down those things you’ll see when you view. Be sure to read the disclaimer on the APUSH Period 7 study page. ▪ Submit to TurnItIn by 8:05 AM on Tuesday, 12/13. ▪ Review information on this Instant Notes Handouts #1 and #2 on various causes of the Great Depression, including information about “The Bonus Army.” ▪ There is nothing specifically due for this, but it is expected that you review this information.
Tuesday, December 13	<p>EQ: How do markets affect economic development and society?</p> <p>SQ:</p> <ul style="list-style-type: none"> ▪ What were the larger effects of the Great Depression on the American people? <p>Activity:</p> <ul style="list-style-type: none"> ▪ Analysis of song lyrics from the Great Depression. ▪ View Study video regarding specific effects of unemployment, Dust Bowl, and effects on African Americans and Mexican workers. 	<p>EQ: How do different beliefs about the federal government’s role in U.S. social and economic life affect political debates and policies?</p> <p>SQ:</p> <ul style="list-style-type: none"> ▪ How does Roosevelt’s New Deal attempt to solve the hardships of the Great Depression? <p>Activity:</p> <ul style="list-style-type: none"> ▪ View Crash Course USH, “The New Deal” to learn about the overall intent and philosophy of the New Deal programs. ▪ Evaluation of the Relief, Recovery, and Reform of the Great Depression using INSTANT NOTES 	<ul style="list-style-type: none"> ▪ View Crash Course “World War II, Part One” and complete Viewing Notes. ▪ Submit to TurnItIn by 9:35 AM on Wednesday, 12/14. ▪ Watch Southern Guy talk about Foreign Policy 1920-1939 (important for WWII) and take your own personal notes. ▪ This is not being turned in, but you will need this information to complete an in-class assignment on Wednesday, 12/14. ▪ Finish watching Crash Course New Deal, if you so desire. Acts listed in the video are the ones that are best to know. Make sure you pay attention to the INSTANT NOTES regarding the New Deal. Know them well. AP wants you to understand the differences between “Relief, Recovery, and Reform.”
Wednesday, December 14 Late Start	<p>EQ: What are the reasons for, and the results of, U.S. diplomatic policies with regard to conflicts?</p> <p>SQ: How does U.S. Foreign Policy before the 1930s influence the nation’s positions when World War II erupts in Europe?</p> <p>Activity:</p> <ul style="list-style-type: none"> ▪ LEQ Writing Activity 	<p>EQ: How do ideas about democracy, freedom, and individualism found expression in the American effort in World War II?</p> <p>SQ: What explains the rampant calls for neutrality from most Americans prior to the Japanese attack on Pearl Harbor?</p> <p>Activity:</p> <ul style="list-style-type: none"> ▪ Document Detectives: Interwar Years 	<ul style="list-style-type: none"> ▪ Watch DHT Guy’s review of Mexican-Americans on the Homefront and Women and African Americans and complete Viewing Notes. Submit <u>one</u> assignment that contains the bulleted information from both videos with <u>one</u> summary that includes both videos. ▪ Submit to TurnItIn by 8:05 AM on Thursday, 12/15.
Thursday, December 15	<p>EQ: How do ideas about national identity change in response to U.S. involvement in international conflicts and views about the role of the U.S. Government?</p> <p>SQ: What are the methods used by the United States government to gain support for the “home front” in World War II, and how does this differ from</p>	<p>EQ: How do relationships among different racial groups relate to U.S. national identity and World War II?</p> <p>SQ: How did the government explain the need for Executive Order 9066 and the Internment of Japanese Americans; how does that contrast with actual experience?</p> <p>Activity:</p> <ul style="list-style-type: none"> ▪ Primary Source Film: Japanese 	<ul style="list-style-type: none"> ▪ Study for your test! Online study session at 7:45 PM on my YouTube Channel.

	<p>what was seen in World War I?</p> <p>Activity:</p> <ul style="list-style-type: none"> Viewing “Sacrifices and Shortages,” and using notes, write an abbreviated LEQ and compare to examples. 	<p>Relocation, produced by the War Department</p> <ul style="list-style-type: none"> Contrast with first person descriptions of Japanese American evacuation and the Korematsu decision. 	
Friday, December 16	<ul style="list-style-type: none"> APUSH Period 7 (1898-1945) Multiple Choice Exam 	<ul style="list-style-type: none"> APUSH Period 7 (1898-1945) Written Exam. (Abbreviated LEQ Format) 	<ul style="list-style-type: none"> View DHT Cold War Lecture #1 and Cold War Lecture #2 (you can skip 3:52-7:04) and complete one set of Viewing Notes for both videos. (Note: there are many terms from the APUSH Period 8 Unit Guide in these two vids, so make sure to note them and to indicate what is said about their importance; all other normal guidelines for Viewing Notes apply) Submit to TurnItIn by 8:05 AM on Tuesday, January 3, 2017.

Special Notes:

- Extra Credit Opportunity: Enter Essay Contests**
- Submit an entry to the [John F. Kennedy Profile in Courage Essay Contest](#) (with up to a \$20,000 first prize). To qualify as extra credit, you must complete the essay according to the contest guidelines AND you must submit evidence that you have entered your essay into the contest. Extra Credit will only be awarded if I deem you have adequately prepared an essay worthy of submission. You must submit the essay to the appropriate TurnItIn submission folder by [January 3, 2017](#). Your submission should include a screen shot of your contest entry. **You can earn 25 extra credit points in the CCA Points category.** (You are able to compete in the contest without doing so through our class.)
- Enter the [Prindle Institute High School Essay Competition](#)**, which can earn you up to \$300. Same rules apply as above, but this essay is worth **15 extra credit points in the CCA Points category.** The due date for this Extra Credit opportunity is [January 15, 2017](#).
- You can enter the [United States Ninth Circuit Civics Contest](#) (with up to a \$2000 prize for first place, plus travel to San Francisco to the Circuit Court’s location). The essay topic relates to Japanese American Internment. The contest opens on February 1, 2017, but you can prepare your essay for submission early in order to earn extra credit for class. **You can earn up to 25 extra credit points in the CCA Points category.** The due date is [January 25, 2017](#).
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Quotation of the Week:

- “We delight in the beauty of the butterfly, but rarely admit the changes it has gone through to achieve that beauty.”
 - Maya Angelou