AP US History – Course Syllabus

Course Description

This year-long AP U.S. History course provides an in-depth study of American history from the pre-Colombian era to the present and is aligned to the new 2015 AP U.S. History exam. The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change. Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing.

Course Materials

In addition to the online materials, students will need copies of the three books listed below.

Course Textbook [CR1.1]*
Henretta, James. *America's History, Eighth Edition*, Boston and New York: Bedford/St. Martin's, 2014.

Primary Source Readers
Sheets, Kevin. *Sources for America's History Volume I. Eighth Edition*, Boston and New York: Bedford/St. Martin's, 2014.

Sheets, Kevin. *Sources for America's History Volume II. Eighth Edition*, Boston and New York: Bedford/St. Martin's, 2014.

Other Selections
Selections from these texts are included in the online course materials. Students do not need copies of these texts.

Madaras, Larry and SoRelle, James M. *Taking Sides: Clashing Views in United States History Volume I,* New York: McGraw Hill, 2013.

Madaras, Larry and SoRelle, James M. *Taking Sides: Clashing Views in United States History Volume II,* New York: McGraw Hill, 2013.

Units of Study [CR2]

Course content is organized into the following units:

Unit 1: Period 1 (1491–1607)

Unit 2: Period 2 (1607–1754)

Unit 3: Period 3 (1754–1800)

Unit 4: Period 4 (1800–1848)

Unit 5: Period 5 (1844–1877)

Unit 6: Period 6 (1865–1898)

Unit 7: Period 7 (1890–1945)

Unit 8: Period 8 (1945–1980)

Unit 9: Period 9 (1980–present)

Unit 10: Exam Preparation and Review

Course Themes [CR3]

Throughout the course, students will investigate the following themes. These themes drive instruction, related activities, and writing assignments. Specific examples are provided in the course activities. **Note: at least one exemplar is highlighted in the course outline.**

- **Theme 1 – American and National Identity (NAT):** This theme focuses on how and why definitions of American and national identity and values have developed among diverse and changing population of North America. The theme also focuses on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
- **Theme 2 – Work, Exchange, and Technology (WXT):** Theme focuses on the factors behind the development of systems of economic exchange - particularly the role of technology, economic markets, and government.
- **Theme 3 – Geography and the Environment (GEO):** This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the U.S.
- **Theme 4 – Migration and Settlement (MIG):** This theme focuses on why and how the various people who moved to and within the U.S. both adapted to and transformed their new social and physical environments.
- **Theme 5 – Politics and Power (PCE):** This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.
- **Theme 6 – America in the World (WOR):** This theme focuses on the interactions between nations that affected North American history in the colonial period. The t heme also focuses on the influence of the U.S. on world affairs.
- **Theme 7 – American and Regional Culture (ARC):** Theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.
- **Theme 8 – Social Structures (SOC):** Theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on broader society.

Course Skills

All students will need to master the AP Historical Thinking Skills to be successful in the course. All assignments and assessments will focus on one or more of these skills. Specific examples are provided in the course activities. **Note: at least one exemplar for each skill is highlighted in the course outline.**

Skill 1: Development and Processes – Identify and explain historical developments and processes. **[CR 4]**

- 1.a: Identify a historical concept, development, or process.
- 1.b: Explain a historical concept, development, or process.

Skill 2: Sourcing and Situation – Analyze sourcing and situation of primary and secondary sources. **[CR5]**

- 2.a: Identify a source's point of view, purpose, historical situation, and/or audience.
- 2.b: Explain the point of view, purpose, historical situation, and/or audience of a source.
- 2.c: Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

Skill 3: Claims and Evidence in Sources – Analyze arguments in primary and secondary sources. **[CR6]**

- 3.a: Identify and describe a claim and/or argument in a text-based or non-text-based source.
- 3.b: Identify the evidence used in a source to support an argument.
- 3.c: Compare the arguments or main ideas of two sources.
- 3.d: Explain how claims or evidence support, modify, or refute a source's argument.

Skill 4: Contextualization – Analyze the context of historical events, developments, or processes. **[CR7]**

- 4.A Identify and describe a historical context for a specific historical development or process.
- 4.B Explain how a specific historical development or process is situated within a broader historical context.

Skill 5: Making Connections – Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes. **[CR8]**

- 5.a: Identify patterns among or connections between historical developments and processes.
- 5.b: Explain how a historical development or process relates to another historical development or process.

Skill 6: Argumentation – Develop an argument. **[CR9]**

- 6.a: Make a historically defensible claim.
- 6.b: Support an argument using specific and relevant evidence.
    - Describe specific examples of historically relevant evidence.

    - Explain how specific examples of historically relevant evidence support an argument.
- 6.c: Use historical reasoning to explain relationships among pieces of historical evidence.
- 6.d: Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:
    - Explain nuance of an issue by analyzing multiple variables.
    - Explain relevant and insightful connections within and across periods.
    - Explain the relative historical significance of a source's credibility and limitations.
    - Explain how or why a historical claim or argument is or is not effective

Period 1 (1491–1607) [CR2]

Diverse American Indian societies, including their cultural characteristics and interactions with the environment; Spain in the Americas; French, Dutch, and British exploration; a variety of maps showing American Indian migration and European exploration.

Lessons include:

- American Indians of the East Coast
- Voyages of Exploration
- Conquest of the Americas
- English Exploration
- French and Dutch Exploration

Textbook Reading Assignments

- Chapter 1: Colliding Worlds, 1450–1600

Additional Readings and Sources [CR1.2]

- Bartolomé de Las Casas, *A Brief Account of the Destruction of the Indies* (1552) **[CR1.2 - Textual]**
- Journals of Christopher Columbus **[CR1.2 - Textual]**
- A map of Secotan, an Algonquin Village **[CR1.2 - Map]**

Activities

1. Students will practice identifying the elements of Historical Thinking skills by analyzing maps, reading primary sources, and viewing photos and artwork. Sources include: a map showing the effects of the Atlantic slave trade; a drawing of a Spanish mission by Gaspard Duché de Vancy; the journals of Christopher Columbus; John Winthrop's *A Model of Christian Charity*; a letter from Plymouth Colony settler Edward Winslow; a map of Secotan, an Algonquin village; and a series of documents comparing the depiction of the first Thanksgiving (from the 1600s and 1900s). **[CR1.2 – Text, Map, Visual] (Skill 2)**

2. Students will read and analyze an excerpt from Bartolomé de Las Casas's *A Brief Account of the Destruction of the Indies* by identifying its historical context, intended audience, author's purpose, and author's point of view. **[CR1.2 - Textual]** **(Skill 2)**
3. **[GEO]** In a short essay, students compare the American Indian cultures of the Great Basin and Great Plains to those on the Atlantic seaboard and the Northeast. Why did these differences occur? How was geography a factor? **(Skill 5: Comparison)**

Short Writing, Discussion, and Guiding Questions

- How does de Las Casas characterize the American Indians in his account? What factors influence his point of view, and how are they different from the typical European view of the time?
- What effects did migration, disease, and warfare have on American Indian populations after European contact?
- Compare and contrast the regional cultures and economies of the English, French, and Spanish areas of control in the Americas.
- In a short writing, students respond to the following prompt a) Choose two of the nations below and explain how these choices best represent the statement: "Contact with Europeans dramatically altered American Indian societies, both culturally and economically." (France, Britain, Spain).
  and b) Explain why the third choice is not the best option. **(Skill 1)**

Period 2 (1607–1754) [CR2]

The economic and social interactions of the Columbian Exchange and its influence on Europe, Africa, and American Indians; the settlement and colonization of North America; the economic and social motivations for the founding of the British colonies; a comparison between French, Spanish, and British colonization, including their interactions with American Indians; a comparison of the geographical, economic, political, and social characteristics of the British colonial regions; the role of women in colonial society; the reasons for the growth of the Atlantic slave trade and its effects; the Great Awakening; and the causes and effects of the French and Indian (Seven Years') War.

Lessons include:

- The Columbian Exchange
- The Middle Passage
- Colonization
- The New England Colonies
- The Southern Colonies
- The Middle Colonies
- Colonial Life
- New Economies
- The Growth of Slavery
- Religious Revival

- The French and Indian War

Textbook Reading Assignments

- Chapter 2: American Experiments, 1521–1700
- Chapter 3: The British Atlantic World, 1660–1750
- Chapter 4: Growth, Diversity, and Conflict, 1720–1763

Additional Readings and Sources

- John Winthrop, "A Model of Christian Charity" **[CR1.2 - Textual]**
- Excerpts from the Virginia Slave Codes **[CR1.2 - Textual]**
- "Act for Suppressing Outlying Slaves" (1691) **[CR1.2 - Textual]**

Students will read opposing views on the question: "Was the Salem witchcraft hysteria a product of women's search for power?" **[CR1.3]**
YES: Lyle Koehler, from *A Search for Power: The "Weaker Sex" in Seventeenth-Century New England* (University of Illinois, 1980)
NO: Laurie Winn Carlson, from *A Fever in Salem: A New Interpretation of the New England Witch Trials* (Ivan R. Dee, 1999)

Activities

1. **[WXT]** Students will make a poster to illustrate the Columbian Exchange and provide analysis of its causes and effects in Europe, Africa, and the Americas. **[GEO] (Skill 1) (Skill 5: Causation)**
2. Students will analyze a set of primary source documents (including letters from Eliza Lucas 1740–1742, a diary excerpt from Mary V. Holyoke,1761, and an excerpt from *Being the Life and Adventures of Moll Placket-Hole,* 1765). Students will use the documents to explain the roles of women in colonial society and evaluate the role of wealth and class in the work expected of women. **[CR1.2 - Textual] [SOC] (Skill 6)**
3. **[SOC]** Students will read the opposing points of view on the question, "Was the Salem witchcraft hysteria a product of women's search for power?" by Lyle Koehler, from *A Search for Power: The "Weaker Sex" in Seventeenth-Century New England* (University of Illinois, 1980) and Laurie Winn Carlson, from *A Fever in Salem: A New Interpretation of the New England Witch Trials* (Ivan R. Dee, 1999). Students will evaluate the perspectives and arguments presented by Karlsen and Koehler and develop three main arguments, giving supporting evidence. Students will then participate in a class discussion. **(Skill 3)**
4. Students will create a graphic organizer comparing the similarities and differences in the geographic, political, social, and economic characteristics of the Chesapeake, Middle, and New England colonies. **[ARC] [SOC] [PCE] (Skill 1) (Skill 5: Comparison)**
5. Students will analyze a primary source, "Act for Suppressing Outlying Slaves" (1691) by the Virginia General Assembly, and describe the justification used to create slave codes. Students evaluate how the document provides evidence of the creation of a race-based class society in the colony. **[WXT] [SOC] (Skill 3)**

6. Students will analyze excerpts from the founding documents of the New England colonies (including the Mayflower Compact and the Fundamental Orders of Connecticut) to determine the factors influencing colonists' ideas about government. **[CR1.2 - Textual] [PCE] (Skill 2)**
7. Assessment: Students will write a long essay, responding to the following prompt: *Compare the similarities and differences in the development of the Chesapeake and New England colonies, accounting for why the major differences occurred. In your response, include a discussion of how the development affected American Indians in those regions.* **[GEO] [ARC] (Skill 5: Comparison) (Skill 6)**

Short Writing, Discussion, and Guiding Questions

- What was Winthrop's vision for the Massachusetts Bay colony? How does this document reflect the idea of the beginnings of the creation of an American identity?
- What was Bacon's Rebellion, and why was it so significant for the Virginia colony?
- In a short essay, students will describe the factors that contributed to the rise of the Atlantic slave trade in the British colonies and explain how slavery in the southern American colonies compared to slavery in the Caribbean. **[WXT] (Skill 5: Causation)**
- In a short essay, students will explain how the conclusion of the French and Indian War affected Britain, the colonists, and American Indians in the region. **[PCE] (Skill 4)**

Period 3 (1754–1800) [CR2]

The growing disconnect between Britain and her American colonies; the Enlightenment and its influence in the colonies; the colonial response to British taxation measures; the war for independence, the Articles of Confederation and the Constitution; the effects of the French and Indian War and the American Revolution on American Indian societies; the economic, political, and diplomatic challenges facing the new nation; the formation of the first political parties; and the start of the creation of an American identity.

Lessons include:

- The Enlightenment
- Sons of Liberty
- The Revolution Begins
- The Declaration of Independence
- Fighting the Revolutionary War
- A Weak Confederation
- Creating a Constitution
- Ratification and the Bill of Rights
- American Indians in the Revolutionary Era
- Latin American Revolutions
- Washington's Presidency
- Political Parties
- Adams's Presidency

Textbook Reading Assignments

- Chapter 5: The Problem of Empire, 1763–1776
- Chapter 6: Making War and Republican Governments, 1776–1789
- Chapter 7: Hammering Out a Federal Republic, 1787–1820 (through page 231)

Additional Readings and Sources

- Thomas Paine, *Common Sense* **[CR1.2 – Textual]**
- The Bostonians Paying the Excise-man (political cartoon) **[CR1.2 – Visual]**
- Canassatego, "Papers Relating to an Act of the Assembly of the Province of New York" (1742) **[CR1.2 – Textual]**
- *The Declaration of Independence* (1776) **[CR1.2 – Textual]**
- *The US Constitution* **[CR1.2 – Textual]**
- *The Federalist Papers* **[CR1.2 – Textual]**
- "Opinions as to the Constitutionality of a National Bank" (T. Jefferson and A. Hamilton) **[CR1.2 – Textual]**
- Washington's Farewell Address **[CR1.2 – Textual]**

Activities

1. Students will complete a periodization chart analyzing British taxation measures leading to the American Revolution. **[PCE]** **(Skill 1)**
2. Students will read Simon Bolivar's "Message to the Congress of Angostura" (1819) and analyze how it reflects Enlightenment ideals. **[CR1.2 – Textual]**
3. Students will write a short essay in which they explain how changing religious ideals, Enlightenment beliefs, and Republican thought began to shape the politics, culture, and society of the late colonial periods, and how these factors increased colonial resistance to imperial control. **[NAT]**
4. Students will read primary sources describing Jefferson's and Hamilton's positions on the issues of a National Bank and analyze how their arguments related to the growing debate on the authority of the federal government. **[PCE]** **(Skill 3)**
5. Assessment: Students will complete a long essay, responding to the following prompt: *Analyze the causes and effects in the rise of a national American identity from 1754–1800.* **[NAT]** **(Skill 4) (Skill 5: Causation) (Skill 6)**

Short Writing, Discussion, and Guiding Questions

- Why were the Patriots able to defeat Britain in the Revolutionary War?
- In a short essay, students will describe the strengths and weaknesses of the Articles of Confederation and explain the reasons many began to call for their revision.
- What key disagreements emerged during the drafting of the Constitution? How did they reflect sectional interests? How were these issues resolved?

- Students will respond to the following short writing prompt: Read the following statement and then answer the questions: *Settlers in the backcountry created new distinctive cultures, fueling social and ethnic tensions and often resulting in violent protest to express grievances.*
  a) For TWO of the following, analyze the causes and effects of the revolt.
     - Bacon's Rebellion
     - Shay's Rebellion
     - Whiskey Rebellion
  b) Explain which ONE event best reflects the statement above.
  c) Explain why your choice is better than ONE of the other choices listed. **[PCE] [ARC] (Skill 4) (Skill 5: Causation)**

<u>Period 4 (1800–1848)</u> [CR2]

The election of 1800 and its effects; the growing influence of the Supreme Court and the effects of the landmark decisions of the Marshall Court; the growth of industrialization; the effects of industrialization on immigration, migration, and transportation; the development of the American market economy and the economic divergence of the North and South; the causes and effects of the growth of slavery in the South; the Second Great Awakening and its resulting reform movements; the continued development of American identity through the emergence of a new national culture; the changing roles of women and the effect on the family; American expansion and westward migration.

Lessons include:

- Expansion and Settlement
- Marshall Court
- Expanding Democracy
- The Missouri Compromise
- Reform Movements
- Women and Families in the New Republic
- The Industrialized North
- Growing Infrastructure
- Early Immigration
- Expanding Democracy
- The Nullification Crisis
- The National Bank
- Indian Removal
- American Art and Literature
- Rise of Abolitionism
- Rights for Women
- The Economic Impact of Slavery
- Slavery in American Culture

Textbook Reading Assignments

- Chapter 7: Hammering Out a Federal Republic, 1787–1820 (from page 231)
- Chapter 8: Creating a Republican Culture, 1790–1820
- Chapter 9: Transforming the Economy, 1800–1860
- Chapter 10: A Democratic Revolution, 1800–1844
- Chapter 11: Religion and Reform, 1800–1860
- Chapter 12: The South Expands: Slavery and Society, 1800–1860

Additional Readings

- The Monroe Doctrine **[CR1.2 – Textual]**
- Benjamin Rush, "An Argument for the Education of Republican Women" **[CR1.2 – Textual]**
- David Walker, "Preamble to Walker's Appeal in Four Articles" (1830) **[CR1.2 – Textual]**
- Calvin Colton, "Abolition a Sedition" (1839) **[CR1.2 – Textual]**
- Harriet Beecher Stowe*, Uncle Tom's Cabin* **[CR1.2 – Textual]**
- Harriet Jacobs*, Incidents in the Life of a Slave Girl* **[CR1.2 – Textual]**
- Harriet Robinson, "Early Factory Labor in New England" **[CR1.2 – Textual]**

Students will read opposing views on this question: "Did the Industrial Revolution provide more economic opportunities for women in the 1830s?" **[CR1.3] [WXT] [SOC]**
YES: Nancy F. Cott, from *The Bonds of Womanhood: "Woman's Sphere" in New England, 1780–1835* (Yale University Press, 1997).
NO: Gerda Lerner, from "The Lady and the Mill Girl: Changes in the Status of Women in the Age of Jackson," *The Majority Finds Its Past* (Oxford University Press, 1979)

Activities

1. **[NAT]** Students will create a multimedia presentation to complete an art analysis project. Students will respond to the following prompt: *How does American artwork reflect the development of an American identity?* Students will choose eight paintings from the period from 1700–1860, identifying the historical context of the painting, artist's purpose, and intended audience, and how each contributed to the development of American identity. **[CR1.2 – Visual] (Skill 4)**
2. **[WXT]** Students will read the opposing points of view on the question, "Did the Industrial Revolution provide more economic opportunities for women in the 1830s?" by Nancy F. Cott, from The Bonds of Womanhood: "Woman's Sphere" in New England, 1780–1835 (Yale University Press, 1997) and Gerda Lerner, from "The Lady and the Mill Girl: Changes in the Status of Women in the Age of Jackson," The Majority Finds Its Past (Oxford University Press, 1979). Students will evaluate the perspectives and arguments presented by Lerner and Cott, and develop three main arguments, giving supporting evidence on the question. **[SOC] (Skill 3) (Skill 6)**

3. Students will read excerpts from *Incidents in the Life of a Slave Girl* by Harriet Jacobs and "Early Factory Labor in New England" by Harriet Robinson, and compare their experiences. **[CR1.2 – Textual]**
4. Students will explain how the Second Great Awakening influenced the growth of social reform movements, and evaluate whether these developments represented countercultural movements, or a reappearance of traditional American beliefs and practices. **[ARC]**
5. Students will read primary sources detailing the arguments for and against slavery by David Walker and Calvin Colton. Students will write a short essay in which they compare their views and evaluate their use of Republican and religious ideology to support their arguments. **[CR1.2 – Textual] (Skill 3)**
6. Students will read excerpts from Harriet Beecher Stowe's *Uncle Tom's Cabin* and evaluate its influence on the abolitionist movement. **[CR1.2 – Textual]**
7. Assessment: Students will complete a long essay, responding to the following prompt: *The presidency of Andrew Jackson upheld values prevalent in American politics and society at the country's founding. Support, modify, or refute this statement.* Students will be required to satisfy all of the elements of the current AP US History rubric. **(Skill 6)**

Short Writing, Discussion, and Guiding Questions

- What was the role of the Marshall Court in shaping the balance of power in government and the development of constitutional interpretation?
- How did the industrial revolution affect labor, social structures, and economic development? Did the changes result in greater prosperity or new conflict?
- What roles did the presidencies of Thomas Jefferson and Andrew Jackson have in shaping American politics and identity?
- How did republican values shape American life in the areas of the economy, family, politics, and religion?
- Although the Atlantic slave trade was abolished in 1809, the number of slaves increased dramatically during the first half of the 19th century. What factors contributed to this growth? How did the enslaved resist the institution?
- Students will respond to the following short writing prompt: Choose TWO important Supreme Court cases decided by the Marshall Court and for each describe the historical circumstances surrounding the case, explain the Supreme Court's decision, and discuss the impact of the Court's decision on the balance of power in government. **[PCE]**
    - *Marbury v. Madison*
    - *McCulloch v. Maryland*
    - *Dartmouth College v. Woodward*
    - *Gibbons v. Ogden*
- **[NAT]** Students will respond to the following short writing prompt: a) Choose ONE of the events listed below, and explain why your choice represents the emergence of an American identity. Provide at least ONE piece of evidence to support your explanation.
    - The end of the French and Indian War in 1763
    - The ratification of the US Constitution in 1788
    - The end of the War of 1812 in 1814

  b) Contrast your choice against ONE of the other options, demonstrating why that option is not as good as your choice. **(Skill 4)**

- In a short essay, students will respond to the following prompt: a) The chapter revolves around the further development of the idea of republicanism in American society during the early 19th century. Explain the origins of this belief and how this idea influenced or revealed itself in TWO of the following during the period:
    - Economy
    - Social structures
    - Religion

  b) Explain how republicanism in one of the above areas caused significant challenges to traditional beliefs or practices (i.e., represented a major change).
- Students will respond to the following short writing prompt: a) The Market Revolution of the first half of the 19th century occurred as a result of new developments in transportation and manufacturing. Using specific examples, analyze how the Market Revolution produced changes in TWO of the following areas
    - Labor
    - Social organization and migration
    - Economic development

  b) Choose one of the above areas and explain how the Market Revolution contributed to a continuity. **[WXT]** **(Skill 5: Continuity and Change)**
- **(Skill 2)** In a short essay, students will respond to the following prompt: Analyze the cartoon King Andrew the First (c. 1833) by explaining its "HIPP" (historical context/situation, intended audience, author's purpose, and author's point of view). Refer to elements in the image to explain your response. **[CR1.2 – Visual]**
- Students will respond to the following short writing prompt: a) Choose THREE of the following movements. Explain their origins and the key people involved.
    - Transcendentalism
    - Utopianism
    - Mormonism
    - Abolitionism
    - Women's Rights

  b) Within your response, explain how they either challenged or reinforced specific traditional American values or beliefs. **[SOC] [ARC]**
- Students will respond to the following short writing prompt: a) Analyze how TWO of the following factors contributed to the growth of the slave trade and/or slavery in the southern region of the country from 1800–1850. **[WXT]**
    - Federal government policy
    - Cotton cultivation
    - Southern cultural ideologies

  b) How did enslaved blacks resist the institution of slavery?

<u>Period 5 (1844–1877)</u> [CR2]

The causes of Manifest Destiny and its effects, including the Mexican-American War and increased settlement of the West; the growing abolitionist movement; the attempts to solve issues related to expansion and slavery through compromise; the growing sectional crisis and the chronology, facts, and events leading up to the Civil War; the course of the Civil War; the challenges remaining following the war and the assassination of Lincoln; Presidential and

Congressional Reconstruction; the successes and failures of Reconstruction; and the eroding of the rights of African Americans following reconstruction.

Lessons include:

- New Territories
- Texas and the Union
- The Mexican-American War
- Temporary Compromise
- Kansas-Nebraska Act
- Dred Scott and the Slavery Debate
- Lincoln
- The Civil War Begins
- The Emancipation Proclamation
- The Civil War at Home
- Turning Points
- End of the War
- Presidential and Radical Reconstruction
- Impact of Reconstruction
- Failures of Reconstruction

Textbook Reading Assignments

- Chapter 13: Expansion, War, and Sectional Crisis, 1844–1860
- Chapter 14: Two Societies at War, 1861–1865
- Chapter 15: Reconstruction, 1865–1877

Additional Readings

- Primary sources detailing reactions to the Fugitive Slave Act **[CR1.2 – Textual]**
- Political cartoons from the election of 1860 **[CR1.2 – Visual]**
- “Letter from Mother of a Northern Black Soldier to the President” **[CR1.2 – Textual]**
- *The Gettysburg Address* **[CR1.2 – Textual]**
- Cornelia Hancock, "Letters of a Civil War Nurse" **[CR1.2 – Textual]**

Activities

1. **[ARC]** Students will construct a timeline detailing the most important events leading up to the Civil War, selecting and identifying relevant persons, facts, and events, and explaining their significance in creating distinct regional cultures. **(Skill 1)**
2. Students will conduct a document analysis of Cornelia Hancock's "Letters of a Civil War Nurse" by identifying its historical context, intended audience, author’s purpose, and author’s point of view. **[CR1.2 – Textual] (Skill 2)**
3. Students analyze documents related to the Compromise of 1850, including an electoral map of the Election of 1848 **[CR1.2 – Map]**, charts detailing the popular vote of the election **[CR1.2 – Quantitative]**, accounts of miners participating in the California gold rush, a chart

comparing the cost of supplies in today's dollars **[CR1.2 – Quantitative]**, and Daniel Webster's position on the compromise.

4. Assessment: Students will complete a document-based essay, responding to the following prompt: *Analyze the changes and continuities in the size and scope of the federal government from 1844–1877.* Documents include: a chart showing the change in public debt from 1844–1877 **[CR1.2 – Quantitative]**, President Buchanan's Fourth Annual Message to Congress (1860), President Jefferson Davis' message to the Confederate Congress (1861), the Pacific Railway Act (1862), the Emancipation Proclamation (1863), the Habeas Corpus Suspension Act (1863), and William T. Sherman's Special Field Order No. 15 (1865). Students will be required to satisfy all of the elements of the current AP US History rubric. **[PCE] (Skill 3) (Skill 6) (Skill 5: Continuity and Change)**

Short Writing, Discussion, and Guiding Questions

- How did economic interests, cultural factors, and political ambitions contribute to an unprecedented territorial expansion from 1844–1860?
- How did economic differences and political conflicts from 1848–1860 bring the nation into a Civil War?
- How did the leadership of Abraham Lincoln contribute to the Union victory in the Civil War?
- Explain at least two ways in which 1863 was a turning point year in the Civil War.
- In a short essay, students will respond to the following prompt: What transformations were brought to the lives of African Americans as a result of the Civil War and Reconstruction? In what ways did their situation not see a major improvement?
- In a short essay, students will respond to the following prompt: Why did Reconstruction fail to produce the intended lasting effects that many sought?
- In a short essay, students explain how the following factors contributed to territorial expansion from 1844–1860: **(Skill 1)**
    - Economic interests
    - Cultural beliefs
    - Political ambitions
- In a short essay, students explain the economic and political causes in the rise of sectional tensions from 1848-1860 that would eventually lead to secession by some southern states. **(Skill 4)**
- In a short essay, students will respond to the following prompt: Analyze the advantages of both the Union and the Confederate forces during the Civil War. Why was the North able to win the war? **(Skill 1)**
- Students will respond to the following short writing prompt: a) Explain the Reconstruction measures implemented by Radical Republicans in Congress regarding the following areas:
    - Readmission of rebel states into the Union
    - Freedmen's social, political, and economic situations

  b) Explain the opposition that Congress faced from President Johnson

- **[SOC]** Students will respond to the following short writing prompt: a) Analyze the effects of the Civil War and Reconstruction on the lives of African Americans in the South socially, politically, and economically. b) In what ways did their situation represent continuities from the pre-Civil War period? **(Skill 5: Causation)**

Period 6 (1865–1898) [CR2]

American expansion and migration in the West; the causes and effects of the Indian Wars; the challenges of farmers and the creation of farmers' organizations; the causes and effects of the Second Industrial Revolution; the growth of big business, corporations, and trusts; the effects of new technologies on business, transportation, and society; the expansion of the American economy; the challenges related to industrialization, including the distribution of wealth; the growth of the American labor movement; immigration, migration, and urbanization; the growth of consumer culture; political corruption; and the growth of philanthropy and reform movements.

Lessons include:

- Homesteaders and the Transcontinental Railroad
- American Indians on a Closing Frontier
- A New Revolution
- New American Industries
- Trusts and Big Business
- Technology and Society in the Industrial Age
- A Worker's Life
- Labor and Unrest
- Socialism and Workers' Parties
- New Immigration
- Farmers on a Closing Frontier
- Philanthropy and the Gospel of Wealth
- Society in the Victorian Age
- Civil Rights at the Turn of the Century
- Women's Rights and Suffrage
- The Immigrant Experience
- Urbanization in America
- Urban and Social Reforms
- Political Machines
- Reforming Government
- Early Progressivism
- The Muckrakers

Textbook Reading Assignments

- Chapter 16: Conquering a Continent, 1854–1890
- Chapter 17: Industrial America: Corporations and Conflicts, 1877–1911

- Chapter 18: The Victorians Make the Modern, 1880–1917
- Chapter 19: Civilization's Inferno: The Rise and Reform of Industrial Cities, 1880–1917

Additional Readings

- Mourning Dove, "A Salishan Autobiography" **[CR1.2 – Textual]**
- Upton Sinclair, *The Jungle* **[CR1.2 – Textual]**
- Writings from Mary Elizabeth Lease **[CR1.2 – Textual]**
- Ida Tarbell, *The History of the Standard Oil Company* **[CR1.2 – Textual]**
- Booker T. Washington, *Up from Slavery* **[CR1.2 – Textual]**
- Photographs from Jacob Riis, *How the Other Half Lives* **[CR1.2 – Visual]**
- Jane Addams, "Why the Ward Boss Rules" **[CR1.2 – Textual]**

Activities

1. **[WXT]** Students will conduct research on two "Captains of Industry" of the Industrial Era, and will provide one brief that defends one subject against the charge of being a "Robber Baron" and one brief that prosecutes a second subject on this charge.
2. **[MIG]** In an essay, students will evaluate the causes and effects of the industrial revolution on immigration patterns to the United States and discuss the challenges immigrants faced after their arrival. **(Skill 4) (Skill 5: Causation)**
3. Students will analyze political cartoons by Thomas Nast. **[CR1.2 – Visual]**
4. Students will explore the causes and effects of the Triangle Shirtwaist Factory fire by visiting an online exhibition, including primary source photographs of the disaster, a map showing the location of the fire, and secondary source analysis. **[CR1.2 – Visual, Textual]**
5. Students will read Mourning Dove's "A Salishan Autobiography" and write a short essay in which they evaluate the school's educational and social goals, based on Dove's experiences.
6. Students read "An Indians View of Indian Affairs" by Chief Joseph to determine point of view.
7. Assessment: Students will complete a long essay, responding to the following prompt: *From 1855–1890, western settlement increasingly brought Americans and American Indians into conflict with one another, especially on the plains. Analyze the causes and effects of these conflicts*. Students will be required to satisfy all of the elements of the current AP US History rubric. **[MIG] (Skill 5: Causation) (Skill 6)**

Short Writing, Discussion, and Guiding Questions

- What factors drew an increasing number of Americans into the West, and how did the settlement and development of these lands affect Indian life?
- How did changes in technology, business organization and marketing and retailing techniques in the American economy lead to economic, political, social, and cultural changes?
- How did women experience an expanded role in society during the Gilded Age?
- How did industrial workers and farmers react to new economic conditions from 1870–1900? Include similarities and differences.

- In a short essay, students will analyze two examples that illustrate an increased role for women in American society from 1880–1917.
- In a short essay, students will describe the changes in American culture in the following areas during the late 19th and early 20th century: **[ARC] [GEO]**
    - Environmental preservation
    - Popular sports
    - Art
- In a short essay, students will explain how the “industrial city” developed during the late 19th century in the following areas: **[MIG] [ARC] (Skill 1)**
    - Layout and transportation networks
    - Ethnic diversity
    - Entertainment and culture
- In a short essay, students will analyze how each of the following contributed to the rapid economic growth of the Gilded Age. Include references to specific people who were instrumental in implementing each. **[WXT] (Skill 1)**
    - New technologies
    - New business organizations
    - New marketing and retailing forms
- What were the corrupt and negative aspects of industrial cities, and how did early reformers attempt to address those issues?
- **[MIG]** In a short essay, students will a) Analyze how each of the following contributed to western settlement from 1854–1890: **(Skill 1)**
    - Desire for natural resources
    - Federal government policies
    - Technological developments

  And b) Explain how western settlement led to conflicts with and damage to American Indian communities.

<u>Period 7 (1890–1945)</u> [CR2]

Changes in foreign policy in the 20th century; the growth of American imperialism and responses to it; causes and effects of the Spanish American War; Progressive reform and its effects; new technologies and their effects; the United States as a world power; the causes and effects of World War I and the reasons for American involvement; American culture and social challenges of the 1920s; changes in immigration policies; the Great Migration and Harlem Renaissance; the causes and effects of the Great Depression; the New Deal and its critics; postwar isolationism; and America’s role in WWII.

Lessons include:

- The Populist Party
- Reforming Business
- Roosevelt's Square Deal
- Taft's Reforms
- Wilson's New Freedom

- Expanding Borders
- Spanish American War
- Neutrality and the War in Europe
- America in the Great War
- Wilson and the War
- Freedom of Speech and the War
- Prohibition
- Society in the 1920s
- The Great Migration
- A Roaring Economy
- Boom and Bust
- American Life in the Great Depression
- Roosevelt's Hundred Days
- The Second New Deal
- Opposition to the New Deal
- Fascism and Aggression
- American Entry into the War
- America and the War at Home
- Internment and the Constitution
- The War in Europe
- Turning Points in the Pacific
- War Crimes and the Holocaust
- End of the War in the Pacific

Textbook Reading Assignments

- Chapter 20: Whose Government? Politics, Populists, and Progressives, 1880–1917
- Chapter 21: An Emerging World Power, 1890–1918
- Chapter 22: Cultural Conflict, Bubble, and Bust, 1919–1932
- Chapter 23: Managing the Great Depression, Forging the New Deal, 1929–1939
- Chapter 24: The World at War, 1937–1945

Additional Readings

- “Omaha Platform” (1892) **[CR1.2 – Textual]**
- William Jennings Bryan, “Cross of Gold” speech **[CR1.2 – Textual]**
- President Woodrow Wilson, *Fourteen Points* **[CR1.2 – Textual]**
- Opposing views on the League of Nations (Henry Cabot Lodge and President W. Wilson) **[CR1.2 – Textual]**
- President Franklin D. Roosevelt, “New Nationalism” speech **[CR1.2 – Textual]**
- President Franklin D. Roosevelt, “Arsenal of Democracy” speech **[CR1.2 – Textual]**
- President Franklin D. Roosevelt, “Four Freedoms” speech **[CR1.2 – Textual]**

Students will read opposing views on the question: “Did the New Deal prolong the Great Depression?” YES: Burton W. Folsom, Jr., from *New Deal or Raw Deal? How FDR’s Economic Legacy Has Damaged America* (Simon & Schuster, 2008)
NO: Roger Biles, from *A New Deal for the American People* (Northern Illinois University Press, 1991) **[CR1.3] [PCE]**

Activities

1. **[ARC]** Students will produce a 5–7 minute “radio broadcast” from the 1920s. The broadcast will include a feature story that students choose from a predetermined list, as well as sports, arts/culture, and weather stories, and an advertisement**. (Skill 1)**
2. Students will analyze maps, charts and graphs related to the causes of the Great Depression, including a map of the area affected by the Dust Bowl **[CR1.2 – Maps]**, a graph showing the Dow Jones Industrial Yearly Average from 1919-1929 **[CR1.2 – Quantitative]**, and a graph showing Farm Foreclosures from 1920-1930. **[CR1.2 – Quantitative]**
3. Students will analyze primary sources from individuals who experienced the Great Depression. **[CR1.2 – Textual] [CR1.2 – Visual]**
4. Students will explore the contributions of Hollywood during the war by analyzing primary sources, including films and photographs. **[CR1.2 – Visual]**
5. Students will analyze opposing views on the decision to drop the atomic bomb on Japan. **[WOR]**
6. **[WXT]** Students will read the opposing points of view on the question “Did the New Deal prolong the Great Depression?” by Burton W. Folsom, Jr., from *New Deal or Raw Deal? How FDR’s Economic Legacy Has Damaged America* (Simon & Schuster, 2008) and Roger Biles, from *A New Deal for the American People* (Northern Illinois University Press, 1991). Students will evaluate the arguments presented by Folsom and Biles, and develop three main arguments, giving supporting evidence on the question. Students will then participate in a class discussion.
   [PCE] (Skill 3)
7. Students will read FDR’s “Four Freedoms” speech, and then write a short essay in which they describe each freedom he discusses and explain why he felt these freedoms were threatened. Students must cite specific evidence from the document to support their conclusions. **[WOR]**
8. **[WOR]** Assessment: Students will complete a DBQ essay, responding to the following prompt: *From 1914–1941, US foreign policy was influenced by isolationist sentiment. Analyze the causes for these beliefs, accounting for any significant changes from 1914–1941*. Documents include: President Woodrow Wilson’s Declaration of Neutrality (1914); the US declaration of war against Germany (1917); H. C. Engelbrecht and F. C. Hanighe, *Merchants of Death: A Study of the International Armament Industry* (1934); the Neutrality Act of 1935; Massachusetts Women's Political Club protest against the Lend-Lease Bill (1941); and Franklin D. Roosevelt’s Pearl Harbor Address (1941). Students will be required to satisfy all of the elements of the current AP US History rubric. **[NAT] (Skill 3) (Skill 4) (Skill 5: Causation) (Skill 6)**

Short Writing, Discussion, and Guiding Questions

- How did the populist and progressive movements bring about an overall more democratic culture in politics, gender roles, and the economy?
- Why did the post-WWI years bring economic growth and cultural revival, as well as tension and conflict?
- What factors led to a massive expansion in the size and scope of the federal government in the inter-war years? What new roles did the government take on?
- How did conflicts in Europe and Asia in the first half of the 20th century lead to an expansion of America's role in the world?
- How did World War I and World War II bring change to the African American community and lay the groundwork for the future civil rights movement?
- In a short essay, students will a) Explain the free silver policy supported by the People's (Populist) Party as well as two other goals of the movement. **[WXT]** and b) Explain how the populist movement impacted the election of 1896? **[PCE] (Skill 1)**
- In a short essay, students will a) Identify one example of a Progressive reform at either the local, state, or national level in each of the following areas and explain its significance: **[WXT] [SOC]**
    - Political
    - Social
    - Economic

  And b) Explain how the Progressive movement affected the election of 1912? **[PCE] (Skill 1) (Skill 4)**
- In a short essay, students: Explain three causes of the Spanish-American War of 1898. **[WOR]**
- In a short essay, students explain three justifications for US involvement in WWI. **[WOR]**
- In a short essay, students explain how the 1920s brought positive developments in each of these areas:
    - Economy
    - Culture
    - Status of women
- In a short essay, students will respond to the following prompt: Although the decade of the 1920s represents a period of economic growth, tensions and conflicts emerged. Identify one example of conflict in each of the following areas and explain the significance of each: **(Skill 1)**
    - Culture
    - Race relations
    - Immigration
    - Politics
- In a short essay, students respond to the following prompt: Identify one example of action taken by the Roosevelt administration during the Great Depression in the following areas and explain its significance: **(Skill 1)**
    - Finance or trading on stock market
    - Employment
    - Welfare for the elderly
- In a short essay, students respond to the following prompt: Identify one example of opposition to FDR's New Deal policies from each of the following groups and explain its significance: **(Skill 1)**
    - Supreme Court
    - The political "right"

    - The political “left”
- In a short essay, students respond to the following prompt: Explain how WWII impacted the following groups: **(Skill 1)**
    - Women
    - African-Americans
    - One other ethnic minority

<u>Period 8 (1945–1980)</u> [CR2]

The causes and effects of the Cold War; the Red Scare; decolonization and the spread of nationalism; the Korean War and the War in Vietnam; the economic changes of the 1950s and its effect on American culture and society; the arms race and space race, and their effects on technological growth; the Civil Rights movement and its effects; the counterculture of the 1960s; immigration reform; the Warren Court; the expansion of civil rights to other groups, including women and Latinos; the United States and its relationships in Latin America and the Middle East; and the growth of the environmental movement.

Lessons include:

- End of the War in Europe
- The Cold War
- The Korean War
- McCarthyism
- Brinkmanship in the Cold War
- Kennedy and the Cold War
- The Baby Boom
- The Civil Rights Movement Begins
- Organizing to Demand Rights
- Nonviolent Protest
- Civil Rights and Voting Rights
- Other Perspectives on Civil Rights (also called Expanding Civil Rights)
- Johnson's Great Society
- Women's Rights Movements
- The Warren Court
- The Vietnam War
- End of the War in Vietnam
- Nixon and Watergate
- Carter Presidency

Textbook Reading Assignments

- Chapter 25: Cold War America, 1945–1963
- Chapter 26: Triumph of the Middle Class, 1945–1963
- Chapter 27: Walking into Freedom Land: The Civil Rights Movement, 1941–1973
- Chapter 28: Uncivil Wars: Liberal Crisis and Conservative Rebirth, 1961–1972

- Chapter 29: The Search for Order in an Era of Limits, 1973–1980

Additional Readings

- Winston Churchill, “Iron Curtain” speech **[CR1.2 – Textual]**
- Dr. Martin Luther King, Jr., “Letter from a Birmingham Jail” **[CR1.2 – Textual]**
- Dr. Martin Luther King, Jr., "I Have a Dream" speech **[CR1.2 – Textual]**
- Malcolm X, “The Ballot or the Bullet” speech **[CR1.2 – Textual]**
- Cesar Chavez, "Lessons of Dr. Martin Luther King, Jr.” **[CR1.2 – Textual]**
- *Tinker v. Des Moines* **[CR1.2 – Textual]**
- Kim Willenson*, The Bad War: An Oral History of the Vietnam War* **[CR1.3]**
- Rachel Carson, *Silent Spring* **[CR1.2 – Textual]**
- Opposing Views on *Roe v. Wade* **[CR1.2 – Textual]**

Activities

1. **[WOR]** Students will read excerpts from The Bad War: An Oral History of the Vietnam War and analyze reasons why the United States failed to achieve its objectives in the war.
2. **[GEO]** Students will read excerpts from Rachel Carson’s Silent Spring to analyze its message and influence on US environmental policies.
3. **[SOC]** In a short essay, students identify one example from each of the following categories and explain how each worked toward greater civil rights for African Americans from 1941–1973.
    a. Federal court rulings
    b. Nonviolent direct action
    c. Black nationalist groups
4. Assessment: Students will write a long essay, responding to the following prompt: *Compare the causes and consequences of the Korean War (1950–1953) and the Vietnam War (1964–1973) for the United States.* Students will be required to satisfy all of the elements of the current AP US History rubric. **[WOR] (Skill 5: Comparison) (Skill 6)**

Short Writing, Discussion, and Guiding Questions

- How did the Cold War contribute to a culture of conformity during the 1950s?
- In what ways did the United States become increasingly involved in conflicts in international politics as a result of the Cold War?
- How did the implementation of nonviolent direct action lead to positive change in the civil rights movement? Why did part of the movement turn away a nonviolent approach after 1965?
- What conditions led to the growth of movements of protest and increased rights for various groups in the 1960s? What methods did they use?
- What were the causes of the rise of conservatism in the 1970s and how did it manifest itself?
- How were the economic challenges of the 1970s unique in American history?

- In a short essay, students identify one example of how the Cold War affected the United States in each of the following areas from 1947–1960 and explain the significance of each. **(Skill 1)**
    - Politics at home
    - Covert operations abroad
    - New alliances
- In a short essay, students identify three examples of how the Cold War affected American culture and society during the 1950s and explain their effects. **(Skill 5: Causation)**
- In a short essay, students describe one event that escalated American involvement in Vietnam and two events in the war that began to turn American public opinion against US involvement there. **(Skill 1)**
- In a short essay, students respond to the following prompt: The 1960s was a period of change and conflict in America. Describe one such development in THREE of the following areas:
    - Student movements
    - Women's liberation
    - Counterculture
    - Gay rights
- In a short essay, students respond to the following prompt: The 1970s saw a growth in the conservative movement in politics and society. Explain how this movement affected the following topics: **(Skill 5: Causation)**
    - Women's rights
    - Affirmative action
    - Religious reawakening
- In a short essay, students respond to the following prompt: The 1970s brought significant negative impacts on the US economy. Analyze one cause and two effects of this economic downturn. **(Skill 5: Causation)**

<u>Period 9 (1980–present)</u> [CR2]

The "Reagan Revolution"; the growth of conservatism and the increasing influence of evangelical Christians; the changing relationship between the United States and the USSR, and the end of the Cold War; post-Cold War foreign policy; the growth of government; terrorism and its effects in the US; 9/11 and its effects on government, foreign policy, and society; economic changes, including the growth of free trade, globalization, and MNCs; revolutions in technology; and changes in immigration and migration.

Lessons include:

- The Reagan Revolution
- The End of the Cold War
- Bush and Clinton
- Partisan Conflict in Government
- America in the Bush Years

- September 11
- Military Intervention in the Middle East
- The Obama Presidency
- Immigration and Demographic Change
- America and the Global Community
- Technology and Its Effects in Modern America

Textbook Reading Assignments

- Chapter 30: Conservative America in the Ascent, 1980–1991
- Chapter 31: Confronting Global and National Dilemmas, 1989–present

Additional Readings

- Bill Clinton's Farewell Address **[CR1.2 – Textual]**
- Madeline Albright, "Realism and Idealism in American Foreign Policy Today" (1994) **[CR1.2 – Textual]**
- President Bush's Address to Congress (2001) **[CR1.2 – Textual]**
- Charles Fishman, "The Wal-Mart You Don't Know" **[CR1.2 – Textual]**

Activities

1. **[ARC]** Research project: Students will create a multimedia presentation to analyze continuities and changes in American culture over three time periods, from 1607 to the present. Students will be required to choose three time periods from a given list, and then analyze continuities and changes in four of the following areas: gender roles, consumption, leisure activities, popular culture (art, literature, and media), social values and principles, the role of religion, and the role of science and technology. Relevant evidence in the form of documents, charts, art, and photographs must be included. **(Skill 4) (Skill 5: Continuity and Change)**
2. **[WXT]** Students will read Charles Fishman's "The Wal-Mart You Don't Know" and write an essay in which they describe the effects of Wal-Mart's business model on consumers, suppliers, workers, and their communities, and analyze how Wal-Mart's business model reflects the problems associated with globalization. **[WOR]**
3. **[WOR]** Students will read Madeline Albright's "Realism and Idealism in American Foreign Policy Today" and analyze how the US government has responded to the increasing complexity of US foreign policy. Students will evaluate how Albright's point of view may have shaped her perceptions of US actions during the 20th century. **(Skill 2 - Secondary)**

Short Writing, Discussion, and Guiding Questions

- In a short essay, students describe Reagan's strategy for dealing with the Soviet Union, and how it differed from the strategies of his predecessors. **(Skill 1)**
- Explain the factors that brought about the end of communism.

- Why was President Clinton impeached, and what were the effects of this decision?
- In a short essay, students explain the effects of conservatism and the religious right on politics and society. **[ARC]**
- Students will write a short essay in which they respond to the following prompt: What was the effect of deregulation on consumers, the federal bureaucracy, the environment, and workers?
- In a short essay, students evaluate the benefits and drawbacks of globalization in the United States. **[WXT] (Skill 1)**
- Students will write a short essay in which they respond to the following prompt: Describe the effects of the 9/11 attacks on the American public, the government, and foreign policy. **[WOR] [PCE] (Skill 5: Causation)**

Review

Students will complete a review unit of instruction. In addition, students will complete two practice exams as an end of year assessment.