

# Wilson Area School District Planned Course Guide

**Title of planned course:** AP US History

**Subject Area:** Social Studies

**Grade Level:** 11 and 12

**Course Description:** AP United States History is a college level history course that covers materials from the Age of Exploration to the present day American History. Students will be expected to dedicate large amounts of time to primary source document analysis, historical writing and preparation for daily lessons. Emphasis is placed on critical thinking skills, primary source document analysis, historical writing, and interpretation of themes in history.

**Time/Credit for this Course:** One full academic year / 1 credit

**Curriculum Writing Committee:** James Sommerville

# Curriculum Map

**August:** Period 1: 1491-1607

**September:** Period 2: 1607-1754  
Period 3: 1754-1800

**October:** Period 4: 1800-1848

**November:** Period 5: 1848-1877

**December:** Period 5: 1848-1877  
Period 6: 1865-1898

**January:** Period 6: 1865-1898

**February:** Period 7: 1890-1945

**March:** Period 7: 1890-1945  
Period 8: 1945-1980

**April:** Period 8: 1945-1980  
Period 9: 1980-present

**May:** Review AP Exam  
AP Exam  
Relating US History to Modern Day issues

# Wilson Area School District Planned Course Materials

**Course Title:** AP US History

**Textbook:** Divine, Robert A., et al. *America: Past and Present Sixth Edition/AP Edition*. New York, NY: Pearson/Longman, 2003.

**Supplemental Books:**

Chambers II, John W., et al. *Major Problems in American Military History*. Vol 1. Boston, MA: Houghton Mifflin Co, 1999.

Chudacoff, Howard P., et al. *Major Problems in American Urban and Suburban History*, 2<sup>nd</sup> Ed. Boston, MA: Houghton Mifflin Co, 2005

Dudley, William, (ed.) *The Bill of Rights: Opposing Viewpoints*. San Diego, CA: Greenhaven Press Inc, 1994

Hall, Kermit L., (ed.) *Major Problems in American Constitutional History*. Vols. 1 & 2. Lexington, MA: D.C. Heath and Co, 1992.

Jones, Mary E. (ed.) *The American Frontier: Opposing Viewpoints*. San Diego, CA: Greenhaven Press Inc, 1994.

Madaras, Larry, et al. *Taking Sides: Clashing Views on Controversial Issues in American History*. Vols. 1 & 2. U.S.: McGraw-Hill/Dushkin, 2001.

# Curriculum Scope & Sequence

**Planned Course:** AP US History

**Unit:** Period 1: 1491-1607

**Time frame:** 1 week

**Essential content/objectives:** At end of the unit, students will be able to describe and relate the following content:

- Native American Histories before conquest
- Europe on the Eve of Conquest
- Spanish Make Sense of a New World
- French Claim Canada
- English Enter the Competition
- The Chesapeake: Dreams of Wealth; Reinventing England in America
- The Middle Colonies
- Carolinas and Georgia

**Core Activities:** Students will complete/participate in the following:

- In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- Read *Issue 4: Did Capitalist Values Motivate the American Colonist?* starting on page 66 in the Taking Sides book, Volume I. [CR1c][CR6]
  - Write a ONE PAGE analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text.
- Students will prepare an in class debate based on the reading above.
- Read the Introduction and the Documents of *Chapter 2: Constitutionalism before the Constitution* in the Major Problems in American Constitutional History book starting on page 23 and ending on page 42.
  - Write a TWO PAGE essay citing evidence from at least four of the eight documents in the chapter that answers the following Prompt:
    - Analyze the impact the Magna Carta had over the ideas of early Colonists and how those ideas evolved and adjusted to the realities of life in Colonial America
- Group Presentation: Students will be put into four groups and will need to complete a multimedia presentation focusing on the political, cultural, economic and religious background of one colonial area. Groups must include a primary source document that correlates to the topic.

**Instructional Methods:**

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Journaling
- Debate

**Assessments:**

- Tests will be given periodically. Tests will include multiple choice questions, and essays
- Each student is responsible for creating an outline of each chapter to prepare for classroom discussion
- Every student is responsible for writing discussion questions that are meant to evaluate the themes of the Unit.

# Curriculum Scope & Sequence

**Planned Course:** AP US History

**Unit:** Period 2: 1607-1754

**Time frame:** 2 weeks

**Essential content/objectives:** At end of the unit, students will be able to describe and relate the following content:

- New England Colonies of the 17<sup>th</sup> Century
- The Planters' World
- Race and Freedom in British America
- Commercial Blueprint for Empire
- Colonial Gentry in Revolt, 1676-1691
- Common Experiences
- Separate Cultures

**Core Activities:** Students will complete/participate in the following:

- In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- Read *Issue 3: Were Socioeconomic Tensions Responsible for the Witchcraft Hysteria in Salem?* starting on page 44 in the Taking Sides book, Volume I.
  - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text.
- Students will prepare an in class debate based on the reading above.
- Featured Essay: *Anthony Johnson: A Free Black Planter on Pungoteague Creek*. Students will read the essay and break into two groups. One group will develop and argument on why Johnson's land should have been given to his family after his death. One group will argue why it was legal for Johnson's land to revert back to England after his death. Arguments will be presented in class.
- Party Like a Colonist Project: Class will be broken into four groups and assigned specific jobs to organize a Colonial Period in class party. The areas assigned to research and develop will be Catering, Fashion, Entertainment, and Guest Coordinator. Students will "present" the day of the party.

**Instructional Methods:**

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Journaling
- Debate

**Assessments:**

- Tests will be given periodically. Tests will include multiple choice questions, and essays
- Each student is responsible for creating an outline of each chapter to prepare for classroom discussion
- Every student is responsible for writing discussion questions that are meant to evaluate the themes of the Unit.

# Curriculum Scope & Sequence

**Planned Course:** AP US History

**Unit:** Period 3: 1754-1800

**Time frame:** 3 weeks

**Essential content/objectives:** At end of the unit, students will be able to describe and relate the following content:

- Meanings of Empire
- Challenge and Resistance
- Decision for Independence
- Fighting for Independence
- Loyalist
- Post-Colonial Challenges
- Defining New Political Culture
- The States
- Articles of Confederation
- New Constitution
- Establishing a New Government
- Jefferson Versus Hamilton
- Hamilton's Plan
- Battle Over Foreign Affairs
- Popular Political Culture
- Adam's Presidency; Election of 1800

**Core Activities:** Students will complete/participate in the following:

- In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- Read *Issue 6: Was the American Revolution a Conservative Movement?* starting on page 116 in the Taking Sides book, Volume I.
  - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text.
- Students will prepare an in class debate based on the reading above.
- Read the Introduction and the Documents of *Chapter 3: The Rise of Republican Constitutionalism* in the Major Problems in American Constitutional History book starting on page 62 and ending on page 90.
  - Write a **TWO PAGE** essay citing evidence from at least three of the seven documents in the chapter that answers the following Prompt:
    - What ideas and ideals lead to the rise of Constitutionalism in America and how did those ideas show themselves in early state constitutions?
- Primary Source Analysis: *Letter From a Pennsylvania Farmer (Boston Chronicle, 1767)*. Students will read the letter and fill out primary source analysis worksheet. Will be discussed in class.
- Constitutional Convention Project: Class will be broken into three groups (delegations) which will draft proposals for changes to school policy for the betterment of the population. A mock convention will be held were the class will debate and pass mock amendments to the student hand book.

**Instructional Methods:**

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Journaling
- Debate

**Assessments:**

- Tests will be given periodically. Tests will include multiple choice questions, and essays
- Each student is responsible for creating an outline of each chapter to prepare for classroom discussion
- Every student is responsible for writing discussion questions that are meant to evaluate the themes of the Unit.

# Curriculum Scope & Sequence

**Planned Course:** AP US History

**Unit:** Period 4: 1800-1848

**Time frame:** 4 weeks

**Essential content/objectives:** At end of the unit, students will be able to describe and relate the following content:

- Defining Identity in the New Republic
- Republicans in Power
- Jefferson's Crisis
- Embarrassments Overseas
- War of 1812
- Expansion and Migration
- Transportation and the Market Economy
- Nation Building After the War of 1812
- Jackson and the Politics of Democracy
- The Bank War and the Second Party System
- Rise of Evangelicalism
- Domesticity and Changes in the American Family
- Institutional Reform

**Core Activities:** Students will complete/participate in the following:

- In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- Read *Issue 9: Was Andrew Jackson's Indian Removal Policy Motivated by Humanitarian Impulses?* starting on page 182 in the Taking Sides book, Volume I.
  - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text.
- Students will prepare an in class debate based on the reading above.
- Andrew Jackson Political Cartoon Analysis: Student will use primary source document analysis worksheet to analysis the "King Andrew" political cartoon.
- Bill of Rights Presentations: Each student will be assigned one of the first ten amendments to present in front of the class. Presentations should included the bill, its meaning, one example of past use in a court case (its earliest use), and one modern reference to the bill.

**Instructional Methods:**

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Journaling
- Debate

**Assessments:**

- Tests will be given periodically. Tests will include multiple choice questions, and essays
- Each student is responsible for creating an outline of each chapter to prepare for classroom discussion
- Every student is responsible for writing discussion questions that are meant to evaluate the themes of the Unit.

# Curriculum Scope & Sequence

**Planned Course:** AP US History

**Unit:** Period 5: 1848-1877

**Time frame:** 5 weeks

**Essential content/objectives:** At end of the unit, students will be able to describe and relate the following content:

- Movement to the Far West
- Manifest Destiny and the Mexican-American War
- Internal Expansionism
- Slavery and the Southern Economy
- Slaveholding Society
- The Black Experience Under Slavery
- Compromise of 1850
- Political Upheaval
- The House Divided
- Election of 1860: Secession
- Total War
- Effects of the War
- Reconstruction
- The President Versus Congress
- Reconstruction in the South
- Age of Grant
- Reunion and the New South

**Core Activities:** Students will complete/participate in the following:

- In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- Read *Issue 15: Is Robert E. Lee Overrated as a General?* starting on page 328 in the Taking Sides book, Volume I.
  - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text.
- Students will prepare an in class debate based on the reading above.
- Read the Introduction and the Documents of *Chapter 6: Generals, Soldiers, and the Civil War* in the Major Problems in American Military History book starting on page 152 and ending on page 168.
- Write a **TWO PAGE** essay citing evidence from at least three of the seven documents in the chapter that answers the following Prompt:
  - Was the Civil War an example of modern "total war" and if so, to what extent were Civilians affected? What effect do you think the Civil War would have on future global conflicts?
- Oregon Expansion Political Cartoon Analysis: Student will use primary source document analysis worksheet to analysis the "Ultimatum on the Oregon Question" political cartoon.
- Graphic Organizer: Coming of the Civil War Chart. Student will work in groups to fill in graphic organizer of key events leading to the Civil War.

- Primary Sources Analysis: The Emancipation Proclamation. Students will read the proclamation and debate its significance to the war, its justification, and its legality.
- Civil War Key Events Chart: Students will group together to complete graphic organizer of key events in the Civil War.
- Civil War Photo Analysis: Students will analyze two Civil War photos using National Archives worksheet.

**Instructional Methods:**

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Journaling
- Debate

**Assessments:**

- Tests will be given periodically. Tests will include multiple choice questions, and essays
- Each student is responsible for creating an outline of each chapter to prepare for classroom discussion
- Every student is responsible for writing discussion questions that are meant to evaluate the themes of the Unit.

# Curriculum Scope & Sequence

**Planned Course:** AP US History

**Unit:** Period 6: 1865-1898

**Time frame:** 4 weeks

**Essential content/objectives:** At end of the unit, students will be able to describe and relate the following content:

- Native American Conflicts
- Settlement of the West
- The Bonanza West
- Industrial Development
- Railroad Empire
- The Sellers
- The Wage Earners
- Lure of the City
- Social and Cultural Change
- Stirrings of Reform
- Politics of Stalemate
- The Billion-Dollar Congress
- Populist Movement
- Crisis of the Depression
- Changing Attitudes
- Election of 1896
- The McKinley Administration

**Core Activities:** Students will complete/participate in the following:

- In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- Read *Issue 3: Did the Industrial Revolution Disrupt the American Family?* starting on page 52 in the Taking Sides book, Volume II.
  - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text.
- Students will prepare an in class debate based on the reading above.
- Inventions/Transportation Project: Students will be broken into groups and each group will research and invention or new mode of transportation for the 19<sup>th</sup> century. Students will present their research to the class in the form of a sales advertisement explaining why we should buy or use their invention.
- Boss Tweed Political Cartoon Analysis: Student will use primary source document analysis worksheet to analysis two Boss Tweed political cartoons.
- Musical Biography Project: Students will select one historical figure or major immigrant group from the turn of the century to research and complete a short biography or story. Students will then create a "sound-track" for the life of that figure using a minimum of five songs. Students will have to explain why they choose each song and compile the songs on a CD.

**Instructional Methods:**

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Journaling
- Debate

**Assessments:**

- Tests will be given periodically. Tests will include multiple choice questions, and essays
- Each student is responsible for creating an outline of each chapter to prepare for classroom discussion
- Every student is responsible for writing discussion questions that are meant to evaluate the themes of the Unit.

# Curriculum Scope & Sequence

**Planned Course:** AP US History

**Unit:** Period 7: 1890-1945

**Time frame:** 8 weeks

**Essential content/objectives:** At end of the unit, students will be able to describe and relate the following content:

- America Looks Outward
- War with Spain
- Debate over Empire
- Changing Face of Industrialism
- Society's Masses
- Conflict in the Workplace
- A New Urban Culture
- Progressivism
- Reform in the Cities and States
- Teddy Roosevelt
- William Howard Taft
- Election of 1912
- Woodrow Wilson's New Freedom
- Foreign Policy at the Turn of the Century
- World War I, Home Front and European Front
- Treaty of Versailles
- Second Industrial Revolution
- Urban Versus Rural Culture
- Politics of the 1920s
- The Great Depression
- Franklin Roosevelt and Reform
- The New Deal
- Isolationism
- Road to War
- Turning the Axis Tide
- The Home Front
- Winning the War

**Core Activities:** Students will complete/participate in the following:

- In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- Read *Issue 8: Did Progressives Fail?* starting on page 170 in the Taking Sides book, Volume II.
  - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text.
- Students will prepare an in class debate based on the reading above.
- Read the Introduction and the Documents of *Chapter 11: World War II: Ground Combat in Europe and the Pacific* in the Major Problems in American Military History book starting on page 310 and ending on page 326.

- Write a **TWO PAGE** essay citing evidence from at least three of the six documents in the chapter that answers the following Prompt:
  - **How do American Armies in World War II compare to those of the Axis Nations? Based on the documents, determine three traits that made American fighters different and ultimate gave them victory in World War II.**
- Read *Issue 10: Was the New Deal an Effective Answer to the Great Depression?* starting on page 216 in the Taking Sides book, Volume II.
  - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text. **[CR13a]**
- Students will prepare an in class debate based on the reading above.
- Triangle Fire Article: Students will read article on the Triangle Factory Fire and engage in discussion concerning the significance of the fire on the early labor movement.
- Muckraker Magazine Project: Students will be broken into groups and each group will have to create a Muckraker magazine containing the following: cover, one political cartoon, one mock interview with a muckraker or suffragette, two advertisements, one feature article, table of contents, works cited page.
- Primary Sources Analysis: Zimmermann Telegram. Students will read the telegram and debate its significance to American entry in the war.
- Fill in the Gaps – World War I to World War II Activity: Students will be broken into groups which will have to list the top ten events that took place between World War I and World War II. The class will then come together and debate to create one top ten list that all can agree on.
- Primary Sources Analysis: The Einstein-Szilard Letter. Students will read and analyze the letter. Students will then list three ways this letter changed history and debate if it was for the better or for the worst

### **Instructional Methods:**

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Journaling
- Debate

### **Assessments:**

- Tests will be given periodically. Tests will include multiple choice questions, and essays
- Each student is responsible for creating an outline of each chapter to prepare for classroom discussion
- Every student is responsible for writing discussion questions that are meant to evaluate the themes of the Unit.

# Curriculum Scope & Sequence

**Planned Course:** AP US History

**Unit:** Period 8: 1945-1980

**Time frame:** 4 weeks

**Essential content/objectives:** At end of the unit, students will be able to describe and relate the following content:

- The Cold War Begins
- Containment
- The Korean Conflict
- Cold War at Home
- Eisenhower
- Postwar Boom
- Struggle over Civil Rights
- Kennedy and the Cold War
- New Frontier
- Johnson Escalates the Vietnam War
- Years of Turmoil
- Return of Richard Nixon
- Nixon in Power
- Watergate and the Crisis of Democracy
- Energy and the Economy
- Society in the 1970s
- Politics After Watergate
- From Détente to Renewed Cold War

**Core Activities:** Students will complete/participate in the following:

- In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- Read *Issue 13: Did the Civil Rights Movement Improve Race Relations in the United States?* starting on page 288 in the Taking Sides book, Volume II.
  - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text.
- Students will prepare an in class debate based on the reading above.
- 1950s Photo Analysis: Students will analyze select photos from the recently discovered work of Vivian Maier using the National Archives worksheet.
- Cold War Culture Projects: Students will choose a topic from the Cold War Era to research and create a multimedia presentation to share with the class. Research will be compiled into a two page paper which also describes the significance of the topic to the world and broader historical concepts.

**Instructional Methods:**

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Journaling
- Debate

**Assessments:**

- Tests will be given periodically. Tests will include multiple choice questions, and essays
- Each student is responsible for creating an outline of each chapter to prepare for classroom discussion
- Every student is responsible for writing discussion questions that are meant to evaluate the themes of the Unit.

# Curriculum Scope & Sequence

**Planned Course:** AP US History

**Unit:** Period 9: 1980-present

**Time frame:** 2 weeks

**Essential content/objectives:** At end of the unit, students will be able to describe and relate the following content:

- Reagan in Power
- Reaganomics
- Reagan and the World
- Social Dilemmas
- Election of 1988
- Changing American Population
- Economic Crosscurrents
- Election of 1992 and Democratic Revival
- Post Cold War World
- End of the Century and the September 11<sup>th</sup> Attacks

**Core Activities:** Students will complete/participate in the following:

- In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- Read *Issue 16: Did President Reagan Win the Cold War?* starting on page 350 in the Taking Sides book, Volume II.
  - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text.
- Students will prepare an in class debate based on the reading above.
- Inventions/Transportation Project: Students will be broken into groups. Each group will research an invention or new mode of transportation for the second part of the 20<sup>th</sup> century. They will present their research to the class in the form of a sales advertisement explaining why we should buy or use their invention.

**Instructional Methods:**

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Journaling
- Debate

**Assessments:**

- Tests will be given periodically. Tests will include multiple choice questions, and essays
- Each student is responsible for creating an outline of each chapter to prepare for classroom discussion
- Every student is responsible for writing discussion questions that are meant to evaluate the themes of the Unit.

## AP US History Syllabus

<b>Curricular Requirements</b>	<b>Page(s)</b>
CR1a The course includes a college-level U.S. history textbook.	2
CR1b The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.	3, 6, 7, 9, 11, 12, 13, 14
CR1c The course includes secondary sources written by historians or scholars interpreting the past.	2, 3, 4, 6, 7, 8, 9, 10, 12, 14, 15
CR2 Each of the course historical periods receives explicit attention.	3, 4, 5, 7, 8, 10, 11, 13, 15
CR3 The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.	3, 6, 8, 9, 13, 13
CR4 The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.	3, 5, 11, 13, 14
CR5 The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation	3, 4, 5, 6, 8, 9, 11, 12, 13, 14, 15
CR6 The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation	3, 4, 6, 7, 8, 10, 12, 14, 15
CR7 The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. — Appropriate use of historical evidence	6, 9, 13, 14
CR8 The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation	9, 13
CR9 The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of change and continuity over time	6
CR10 The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization	13
CR11 The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison	14
CR12 The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization	10, 15
CR13a The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.	3, 4, 6, 7, 9, 10, 12, 14, 15
CR13b The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present.	8

# AP US History Syllabus

## **COURSE DESCRIPTION:**

AP United States History is a college level history course that covers materials from the Age of Exploration to the present day American History. Students will be expected to dedicate large amounts of time to primary source document analysis, historical writing and preparation for daily lessons. Emphasis is placed on critical thinking skills, primary source document analysis, historical writing, and interpretation of themes in history.

## **COURSE OBJECTIVES:**

1. Learn to engage in Historical Thinking
2. Decipher and interpret primary sources including, written documents, political cartoons, paintings, and photographs.
3. Read and analyze college level textbook
4. Prepare for classroom discussions
5. Understanding cause and effect relationships and chronological events
6. Create opinions of controversial issues in American History and participate in classroom debates
7. Successfully complete all aspects of the DBQ
8. Create various creative projects, which correlate to various themes
9. Prepare for and successfully pass the AP United States History Exam

## **COURSE THEMES:**

Seven themes will be examined within the context of each historical period. Themes are prescribed by AP U.S. History Curriculum Framework and are as follows:

1. Identity (ID)
2. Work, Exchange, and Technology (WXT)
3. Peopling (PEO)
4. Politics and Power (POL)
5. America in the World (WOR)
6. Environment and Geography (ENV)
7. Ideas, Beliefs, and Culture (CUL)

## **ORGANIZATION:**

Each Chapter will last approximately one to two weeks. All detailed information about specific readings, content and assessments will be included. Quiz and test dates will be listed in advance. Students are responsible for their organization of the materials and preparedness for the assessments. Each class period will include various methods of instruction, including, but not limited to, lectures, group work, projects, discussions, debates, and question and answer sessions. Students will be required to complete DBQ's and essays often throughout the course.

## **TESTS:**

Tests will be given periodically. Tests will include multiple choice questions, and essays.

# AP US History Syllabus

## DISCUSSION QUESTIONS:

Each student is responsible for creating an outline of each chapter to prepare for classroom discussion. Every student is also responsible for writing discussion questions that are meant to evaluate the themes of the Unit. These outlines and discussion questions will be the means for classroom debates and encourage students to use their critical thinking skills.

## MIDTERM EXAMINATION:

At the end of the first semester, all students will be required to successfully complete a midterm examination that focuses on the information from the first half of the year from colonial America to the rise of big business to 1900. After the completion of the course, all students are expected to successfully complete the AP United States History Examination. Any student who does not take the AP United States History exam will be required to complete a comprehensive exam in class. After the AP exam, students will complete additional critical thinking projects.

## COURSE TEXTS:

Chambers II, John W., et al. *Major Problems in American Military History*. Vol 1. Boston, MA: Houghton Mifflin Co, 1999. **[CR1c]**

Chudacoff, Howard P., et al. *Major Problems in American Urban and Suburban History*, 2<sup>nd</sup> Ed. Boston, MA: Houghton Mifflin Co, 2005. **[CR1c]**

Divine, Robert A., et al. *America: Past and Present Sixth Edition/AP Edition*. New York, NY: Pearson/Longman, 2003. **[CR1a]**

Dudley, William., (ed.) *The Bill of Rights: Opposing Viewpoints*. San Diego, CA: Greenhaven Press Inc, 1994. **[CR1c]**

Hall, Kermit L., (ed.) *Major Problems in American Constitutional History*. Vols. 1 & 2. Lexington, MA: D.C. Heath and Co, 1992. **[CR1c]**

Jones, Mary E. (ed.) *The American Frontier: Opposing Viewpoints*. San Diego, CA: Greenhaven Press Inc, 1994. **[CR1c]**

Madaras, Larry, et al. *Taking Sides: Clashing Views on Controversial Issues in American History*. Vols. 1 & 2. U.S.: McGraw-Hill/Dushkin, 2001. **[CR1c]**

CR1a – Course includes college level text book.

CR1c – Course includes secondary resources written by historians or scholars interpreting the past.

# AP US History Syllabus

## PERIOD 1: 1491-1607 [CR2]

**Primary Reading:** *America Past and Present* – Chapters 1 and 2: Read and complete a detailed outline of each chapter.

**Content:** Native American Histories before conquest; Europe on the Eve of Conquest; Spanish Make Sense of a New World; French Claim Canada; English Enter the Competition; The Chesapeake: Dreams of Wealth; Reinventing England in America; The Middle Colonies; Carolinas and Georgia.

### Assignments:

- 1) In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- 2) Read *Issue 4: Did Capitalist Values Motivate the American Colonist?* starting on page 66 in the Taking Sides book, Volume I. **[CR1c][CR6]**
  - a. Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text. **[CR13a]**
- 3) Students will prepare an in class debate based on the reading above.
- 4) Read the Introduction and the Documents of *Chapter 2: Constitutionalism Before the Constitution* in the Major Problems in American Constitutional History book starting on page 23 and ending on page 42. **[CR1c]**
  - a. Write a **TWO PAGE** essay citing evidence from at least four of the eight documents in the chapter that answers the following Prompt: **[CR1b]**
    - **Analyze the impact the Magna Carta had over the ideas of early Colonists and how those ideas evolved and adjusted to the realities of life in Colonial America [CR3][CR5]**
- 5) Group Presentation: Students will be put into four groups and will need to complete a multimedia presentation focusing on the political, cultural, economic and religious background of one colonial area. Groups must include a primary source document that correlates to the topic. **[CR1b][CR4](ID-5)(ENV-2)**

CR2 – Each of the course historical periods receives explicit attention.

CR1c – The course includes secondary sources written by historians or scholars interpreting the past.

CR6 – The course provides opportunities for students to identify and evaluate diverse historical interpretations.

CR13a – The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.

CR1b – The course includes diverse primary sources consisting of written documents, maps, images, quantitative data, and works of art.

CR3 – The course provides opportunities for students to apply detailed and specific knowledge to broader historical understandings.

CR4 – The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.

CR5 – The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence.

# AP US History Syllabus

**Thematic Review:** Students will choose two of the following questions and write short answer responses. **[CR5]**

Identity	What characteristics defined the identities of early colonial Americans?
Work, Exchange, and Technology	How did the mutual transfer of goods, animals, and diseases affect interaction between Europeans and Natives in North America?
Peopling	How did the populations differ between the Northern and Southern colonies?
Politics and Power	How did competition between Spain, France, and England determine colonial development in the Americas?
America in the World	How did the growth of European colonies in America affect Africans?
Environment and Geography	Compare and contrast the environmental challenges faced by Northern and Southern colonists.
Ideas, Beliefs, and Cultures	How did cultural contact challenge religious beliefs and other values of peoples from the Americas, Africa, and Europe?

## **PERIOD 2: 1607-1754 [CR2]**

**Primary Reading:** *America Past and Present* – Chapters 3 and 4: Read and complete a detailed outline of each chapter.

**Content:** New England Colonies of the 17<sup>th</sup> Century; The Planters' World; Race and Freedom in British America; Commercial Blueprint for Empire; Colonial Gentry in Revolt, 1676-1691; Common Experiences, Separate Cultures

### **Assignments:**

- 1) In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- 2) Read *Issue 3: Were Socioeconomic Tensions Responsible for the Witchcraft Hysteria in Salem?* starting on page 44 in the Taking Sides book, Volume I. **[CR1c][CR6]**
  - a. Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text. **[CR13a]**
- 3) Students will prepare an in class debate based on the reading above.
- 4) Featured Essay: *Anthony Johnson: A Free Black Planter on Pungoteague Creek*. Students will read the essay and break into two groups. One

CR5 – The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence.

CR2 – Each of the course historical periods receives explicit attention.

CR1c – The course includes secondary sources written by historians or scholars interpreting the past.

CR6 – The course provides opportunities for students to identify and evaluate diverse historical interpretations.

CR13a – The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.

## AP US History Syllabus

group will develop and argument on why Johnson’s land should have been given to his family after his death. One group will argue why it was legal for Johnson’s land to revert back to England after his death. Arguments will be presented in class. **[CR5]**

- 5) Party Like a Colonist Project: Class will be broken into four groups and assigned specific jobs to organize a Colonial Period in class party. The areas assigned to research and develop will be Catering, Fashion, Entertainment, Guest Coordinator. Students will “present” the day of the party. **[CR4](CUL-2)**

CR4 – The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.

CR5 – The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence.

**Thematic Review:** Students will choose two of the following questions and write short answer responses. **[CR5]**

Identity	Compare and contrast the colonial experiences of the Spanish, French, Dutch, and English settlers.
Work, Exchange, and Technology	Did slavery in the South give Southern Colonists an unfair advantage, why or why not?
Peopling	What were the various motives of people heading to the new world...were those motives justified in the colonial experience?
Politics and Power	How did the British emerge as the most powerful colonial government despite being one of the last to colonize?
America in the World	How did the growth of Colonies in America affect relations between the various European powers?
Environment and Geography	How was each colonial region defined by its geography?
Ideas, Beliefs, and Cultures	How were Natives and Colonists affected by each other’s beliefs?

### **PERIOD 3: 1754-1800 [CR2]**

**Primary Reading:** *America Past and Present* – Chapters 5, 6, and 7: Read and complete a detailed outline of each chapter.

**Content:** Meanings of Empire; Challenge and Resistance; Decision for Independence; Fighting for Independence; Loyalist; Post-Colonial Challenges; Defining New Political Culture; The States; Articles of Confederation; New Constitution; Establishing a New Government; Jefferson Versus Hamilton; Hamilton’s Plan; Battle Over Foreign Affairs; Popular Political Culture; Adam’s Presidency; Election of 1800

CR2 – Each of the course historical periods receives explicit attention.

# AP US History Syllabus

## Assignments:

- 1) In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- 2) Read *Issue 6: Was the American Revolution a Conservative Movement?* starting on page 116 in the Taking Sides book, Volume I. **[CR1c][CR6]**
  - a. Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text. **[CR13a]**
- 3) Students will prepare an in class debate based on the reading above.
- 4) Read the Introduction and the Documents of *Chapter 3: The Rise of Republican Constitutionalism* in the Major Problems in American Constitutional History book starting on page 62 and ending on page 90. **[CR1c]**
  - a. Write a **TWO PAGE** essay citing evidence from at least three of the seven documents in the chapter that answers the following Prompt: **[CR1b]**
    - **What ideas and ideals lead to the rise of Constitutionalism in America and how did those ideas show themselves in early state constitutions?** **[CR3][CR5]**
- 5) Primary Source Analysis: *Letter From a Pennsylvania Farmer (Boston Chronicle, 1767)*. Students will read the letter and fill out primary source analysis worksheet. Will be discussed in class. **[CR1b][CR7]**
- 6) Constitutional Convention Project: Class will be broken into three groups (delegations) which will draft proposals for changes to school policy for the betterment of the population. A mock convention will be held were the class will debate and pass mock amendments to the student hand book. **[CR9]**

**CR1c** – The course includes secondary sources written by historians or scholars interpreting the past.

**CR6** – The course provides opportunities for students to identify and evaluate diverse historical interpretations.

**CR13a** – The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.

**CR1b** – The course includes diverse primary sources consisting of written documents, maps, images, quantitative data, and works of art.

**CR3** – The course provides opportunities for students to apply detailed and specific knowledge to broader historical understandings.

**CR5** – The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence.

**CR7** – The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data, and works of art.

**CR9** – The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes.

**Thematic Review:** Students will choose two of the following questions and write short answer responses. **[CR5]**

Identity	How did American identities change from Colonists of Great Britain to citizens of an independent America? What cause this identity shift?
Work, Exchange, and Technology	How did the colonists combat British technological advances in the Revolution?

# AP US History Syllabus

Peopling	How did the Revolution affect Native populations?
Politics and Power	How did the Articles of Confederation prove to be inadequate and did the new Federal Constitution go too far?
America in the World	How could the early United States have better handled foreign policy with Great Britain and France in the midst of their conflict?
Environment and Geography	How did the opening of the Northwest Territory affect the new nation? What forces moved settlers to the region?
Ideas, Beliefs, and Cultures	Describe the ideological differences between Hamilton and Jefferson. How did the early republic reconcile these two ideas?

## PERIOD 4: 1800-1848 [CR2]

**Primary Reading:** *America Past and Present* – Chapters 8, 9, 10, and 11: Read and complete a detailed outline of each chapter.

**Content:** Defining Identity in the New Republic; Republicans in Power; Jefferson’s Crisis; Embarrassments Overseas; War of 1812; Expansion and Migration; Transportation and the Market Economy; Nation Building After the War of 1812; Jackson and the Politics of Democracy; The Bank War and the Second Party System; Rise of Evangelicalism; Domesticity and Changes in the American Family; Institutional Reform

### Assignments:

- 1) In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- 2) Read *Issue 9: Was Andrew Jackson’s Indian Removal Policy Motivated by Humanitarian Impulses?* starting on page 182 in the Taking Sides book, Volume I. **[CR1c][CR6]**
  - a. Write a **ONE PAGE** analysis succinctly summarize each essay author’s argument and evaluate which one was more convincing and why using proof from the text. **[CR13a]**
- 3) Students will prepare an in class debate based on the reading above.
- 4) Andrew Jackson Political Cartoon Analysis: Student will use primary source document analysis worksheet to analysis the “King Andrew” political cartoon. **[CR1b]**

CR2 – Each of the course historical periods receives explicit attention.

CR1c – The course includes secondary sources written by historians or scholars interpreting the past.

CR6 – The course provides opportunities for students to identify and evaluate diverse historical interpretations.

CR13a – The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.

CR1b – The course includes diverse primary sources consisting of written documents, maps, images, quantitative data, and works of art.

# AP US History Syllabus

- 5) Bill of Rights Presentations: Each student will be assigned one of the first ten amendments to present in front of the class. Presentations should include the bill, its meaning, one example of past use in a court case (its earliest use), and one modern reference to the bill.

**[CR3][CR4](POL-5)[CR13b]**

**CR3** – The course provides opportunities for students to apply detailed and specific knowledge to broader historical understandings.

**CR13b** – The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present.

**Thematic Review:** Students will choose two of the following questions and write short answer responses. **[CR5]**

Identity	How did the national identity change and grow in the time period leading up to the War of 1812?
Work, Exchange, and Technology	How did the growth of manufacturing in the North affect society? How did the slave system continue to affect southern social, political, and economic life?
Peopling	How did the settlement of the Trans-Appalachian frontier change settlement patterns in the United States?
Politics and Power	How did Andrew Jackson change the nature of the Presidency?
America in the World	Describe the positive and negative effects of the War of 1812 on American foreign policy.
Environment and Geography	How did environment and geography lead to a regionalization of the United States?
Ideas, Beliefs, and Cultures	How did the American ideal of Democracy manifest itself in society and culture?

## PERIOD 5: 1848-1877 [CR2]

**Primary Reading:** *America Past and Present* – Chapters 12, 13, 14, 15, and 16: Read and complete a detailed outline of each chapter.

**Content:** Movement to the Far West; Manifest Destiny and the Mexican-American War; Internal Expansionism; Slavery and the Southern Economy; Slaveholding Society; The Black Experience Under Slavery; Compromise of 1850; Political Upheaval; The House Divided; Election of 1860; Secession; Total War; Effects of the War; Reconstruction, The President Versus Congress; Reconstruction in the South; Age of Grant; Reunion and the New South

### Assignments:

- 1) In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- 2) Read *Issue 15: Is Robert E. Lee Overrated as a General?* starting on page 328 in the Taking Sides book, Volume I. **[CR1c][CR6]**

**CR2** – Each of the course historical periods receives explicit attention.

**CR4** – The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.

**CR5** – The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence.

**CR1c** – The course includes secondary sources written by historians or scholars interpreting the past.

**CR6** – The course provides opportunities for students to identify and evaluate diverse historical interpretations.

# AP US History Syllabus

- a. Write a **ONE PAGE** analysis succinctly summarize each essay author’s argument and evaluate which one was more convincing and why using proof from the text. **[CR13a]**
- 3) Students will prepare an in class debate based on the reading above.
- 4) Read the Introduction and the Documents of *Chapter 6: Generals, Soldiers, and the Civil War* in the Major Problems in American Military History book starting on page 152 and ending on page 168. **[CR1c]**
  - a. Write a **TWO PAGE** essay citing evidence from at least three of the seven documents in the chapter that answers the following Prompt: **[CR1b]**
    - **Was the Civil War an example of modern “total war” and if so, to what extent were Civilians affected? What effect do you think the Civil War would have on future global conflicts? [CR3][CR5]**
- 5) Oregon Expansion Political Cartoon Analysis: Student will use primary source document analysis worksheet to analysis the “Ultimatum on the Oregon Question” political cartoon. **[CR1b]**
- 6) Graphic Organizer: Coming of the Civil War Chart. Student will work in groups to fill in graphic organizer of key events leading to the Civil War. **[CR8]**
- 7) Primary Sources Analysis: The Emancipation Proclamation. Students will read the proclamation and debate its significance to the war, its justification, and its legality. **[CR1b][CR7]**
- 8) Civil War Key Events Chart: Students will group together to complete graphic organizer of key events in the Civil War. **[CR8]**
- 9) Civil War Photo Analysis: Students will analyze two Civil War photos using National Archives worksheet. **[CR1b][CR7]**

**CR13a** – The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.

**CR1c** – The course includes secondary sources written by historians or scholars interpreting the past.

**CR1b** – The course includes diverse primary sources consisting of written documents, maps, images, quantitative data, and works of art.

**CR3** – The course provides opportunities for students to apply detailed and specific knowledge to broader historical understandings.

**CR5** – The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence.

**CR7** – The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data, and works of art.

**CR8** – The course provides opportunities for students to examine relationships between causes and consequences of events or processes.

**Thematic Review:** Students will choose two of the following questions and write short answer responses. **[CR5]**

Identity	How did new immigrant groups affect national identity in the pre-civil war time period? What affect did the Civil War have on regional and racial identities?
Work, Exchange, and Technology	Quantify the contributions of technology to the Civil War? Was technology the cause or the quicker end to the conflict? How was the Northern and Southern economies changed in the Reconstruction period?

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Peopling	How did the relationships between former slaves and former masters evolve and settle into new patterns after the Civil War? What did those new relationships look like?
Politics and Power	How did the Civil War change the relationship between the States and the Federal Government?
America in the World	How did the disruption of the supply of Southern cotton affect Great Britain and how did they respond? What consequences did this have in the world?
Environment and Geography	What role did the Government play in the taming and settling of the West?
Ideas, Beliefs, and Cultures	How did the idea of Manifest Destiny affect territorial expansion and lead to the Mexican War? How did the Civil War shape Americans' beliefs about equality, democracy, and national destiny?

## **PERIOD 6: 1865-1898 [CR2]**

**Primary Reading:** *America Past and Present* – Chapters 17, 18, 19, and 20: Read and complete a detailed outline of each chapter.

**Content:** Native American Conflicts; Settlement of the West; The Bonanza West; Industrial Development; Railroad Empire; The Sellers; The Wage Earners; Lure of the City; Social and Cultural Change; Stirrings of Reform; Politics of Stalemate; The Billion-Dollar Congress; Populist Movement; Crisis of the Depression; Changing Attitudes; Election of 1896; The McKinley Administration

### **Assignments:**

- 1) In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- 2) Read *Issue 3: Did the Industrial Revolution Disrupt the American Family?* starting on page 52 in the Taking Sides book, Volume II. **[CR1c][CR6]**
  - a. Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text. **[CR13a]**
- 3) Students will prepare an in class debate based on the reading above.
- 4) Inventions/Transportation Project: Students will be broken into groups and each group will research and invention or new mode of transportation for the 19<sup>th</sup> century. Students will present their research to the class in the form of a sales advertisement explaining why we should buy or use their invention. **[CR12]**

**CR2** – Each of the course historical periods receives explicit attention.

**CR1c** – The course includes secondary sources written by historians or scholars interpreting the past.

**CR6** – The course provides opportunities for students to identify and evaluate diverse historical interpretations.

**CR13a** – The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.

**CR12** – The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional,

## AP US History Syllabus

- 5) Boss Tweed Political Cartoon Analysis: Student will use primary source document analysis worksheet to analysis two Boss Tweed political cartoons. **[CR1b]**
- 6) Musical Biography Project: Students will select one historical figure or major immigrant group from the turn of the century to research and complete a short biography or story. Students will then create a “sound-track” for the life of that figure using a minimum of five songs. Students will have to explain why they choose each song and compile the songs on a CD. **[CR4](PEO-6)**

**CR1b** – The course includes diverse primary sources consisting of written documents, maps, images, quantitative data, and works of art.

**CR4** – The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.

**Thematic Review:** Students will choose two of the following questions and write short answer responses. **[CR5]**

Identity	How did the rapid growth of immigration in the post-Civil War era generate debate over the definition of national identity?
Work, Exchange, and Technology	How were the growth of Railroads and industrialization connected and how did this transform the country?
Peopling	What factors contributed to the flow of immigrants to the United States in this period?
Politics and Power	How did big business begin to assert itself in politics in this era? What were the effects of this and what challenges grew against it?
America in the World	How did rapid industrialization at home affect American policy abroad?
Environment and Geography	How role did railroads play in conquering the West and how did they allow great exploitation of natural resources?
Ideas, Beliefs, and Cultures	How did cultural responses to the Gilded Age manifest themselves in society?

### **PERIOD 7: 1890-1945 [CR2]**

**Primary Reading:** *America Past and Present* – Chapters 21, 22, 23, 24, 25, 26, and 27: Read and complete a detailed outline of each chapter.

**Content:** America Looks Outward; War with Spain; Debate over Empire; Changing Face of Industrialism; Society’s Masses; Conflict in the Workplace; A New Urban Culture; Progressivism; Reform in the Cities and States; Teddy Roosevelt; William Howard Taft; Election of 1912; Woodrow Wilson’s New Freedom; Foreign Policy at the Turn of the Century; World War I, Home Front and European Front; Treaty of Versailles; Second Industrial Revolution; Urban Versus Rural Culture; Politics of the 1920s; The Great Depression; Franklin Roosevelt and Reform; The New Deal; Isolationism; Road to War; Turning the Axis Tide; The Home Front; Winning the War

**CR5** – The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence.

**CR2** – Each of the course historical periods receives explicit attention.

# AP US History Syllabus

## Assignments:

- 1) In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- 2) Read *Issue 8: Did Progressives Fail?* starting on page 170 in the Taking Sides book, Volume II. [CR1c][CR6]
  - a. Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text. [CR13a]
- 3) Students will prepare an in class debate based on the reading above.
- 4) Read the Introduction and the Documents of *Chapter 11: World War II: Ground Combat in Europe and the Pacific* in the Major Problems in American Military History book starting on page 310 and ending on page 326. [CR1c]
  - a. Write a **TWO PAGE** essay citing evidence from at least three of the six documents in the chapter that answers the following Prompt: [CR1b]
    - **How do American Armies in World War II compare to those of the Axis Nations? Based on the documents, determine three traits that made American fighters different and ultimate gave them victory in World War II.** [CR3][CR5]
- 5) Read *Issue 10: Was the New Deal an Effective Answer to the Great Depression?* starting on page 216 in the Taking Sides book, Volume II. [CR1c][CR6]
  - a. Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text. [CR13a]
- 6) Students will prepare an in class debate based on the reading above.
- 7) Triangle Fire Article: Students will read article on the Triangle Factory Fire and engage in discussion concerning the significance of the fire on the early labor movement. [CR3]
- 8) Muckraker Magazine Project: Students will be broken into groups and each group will have to create a Muckraker magazine containing the following: cover, one political cartoon, one mock interview with a

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CR6 – The course provides opportunities for students to identify and evaluate diverse historical interpretations.

CR13a – The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.

CR1b – The course includes diverse primary sources consisting of written documents, maps, images, quantitative data, and works of art.

CR3 – The course provides opportunities for students to apply detailed and specific knowledge to broader historical understandings.

CR5 – The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence.

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muckraker or suffragette, two advertisements, one feature article, table of contents, works cited page. **[CR4](WXT-7)**

9) Primary Sources Analysis: Zimmermann Telegram. Students will read the telegram and debate its significance to American entry in the war. **[CR1b][CR7]**

10) Fill in the Gaps – World War I to World War II Activity: Students will be broken into groups which will have to list the top ten events that took place between World War I and World War II. The class will then come together and debate to create one top ten list that all can agree on. **[CR3][CR8][CR10]**

11) Primary Sources Analysis: The Einstein-Szilard Letter. Students will read and analyze the letter. Students will then list three ways this letter changed history and debate if it was for the better or for the worst. **[CR1b][CR7]**

**CR4** – The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.

**CR1b** – The course includes diverse primary sources consisting of written documents, maps, images, quantitative data, and works of art.

**CR7** – The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data, and works of art.

**CR3** – The course provides opportunities for students to apply detailed and specific knowledge to broader historical understandings.

**CR10** – The course provides opportunities for students to investigate and construct different models of historical periodization.

**CR8** – The course provides opportunities for students to examine relationships between causes and consequences of events or processes.

**Thematic Review:** Students will choose two of the following questions and write short answer responses. **[CR5]**

Identity	How did the World Wars contribute to creating a cohesive national identity despite the fragmented ethnic spectrum of early 20 <sup>th</sup> century America?
Work, Exchange, and Technology	How did technology grow as a result of two world wars and how did technology also help to win those wars? What changes did this growth have on society?
Peopling	How did issues such as the second industrial revolution and subsequent the Great Depression cause internal migration in America?
Politics and Power	What strategies did reformers use to create governmental change? How did FDR fundamentally alter the way government interacts with its citizens?
America in the World	Describe the evolution of American foreign policy from Expansionism, to Isolationism, to Interventionism.
Environment and Geography	How did the Dust Bowl of the 1930s reflect the country's mismanagement of resources?
Ideas, Beliefs, and Cultures	How did the World Wars change the role of women in society? How did the ideals of Freedom and Liberty motivate Americans in the World War and also cause debate in the Spanish American War?

## **PERIOD 8: 1945-1980 [CR2]**

**Primary Reading:** *America Past and Present* – Chapters 28, 29, 30, and 31: Read and complete a detailed outline of each chapter.

**CR2** – Each of the course historical periods receives explicit attention.

**CR5** – The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence.

# AP US History Syllabus

**Content:** The Cold War Begins; Containment; The Korean Conflict; Cold War at Home; Eisenhower; Postwar Boom; Struggle over Civil Rights; Kennedy and the Cold War; New Frontier; Johnson Escalates the Vietnam War; Years of Turmoil; Return of Richard Nixon; Nixon in Power; Watergate and the Crisis of Democracy; Energy and the Economy; Society in the 1970s; Politics After Watergate; From Détente to Renewed Cold War

**CR13a** – The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.

**CR1c** – The course includes secondary sources written by historians or scholars interpreting the past.

**CR7** – The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data, and works of art.

**Assignments:**

- 1) In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- 2) Read *Issue 13: Did the Civil Rights Movement Improve Race Relations in the United States?* starting on page 288 in the Taking Sides book, Volume II. **[CR1c][CR6]**
  - a. Write a **ONE PAGE** analysis succinctly summarize each essay author’s argument and evaluate which one was more convincing and why using proof from the text. **[CR13a]**
- 3) Students will prepare an in class debate based on the reading above.
- 4) 1950s Photo Analysis: Students will analyze select photos from the recently discovered work of Vivian Maier using the National Archives worksheet. **[CR1b][CR7]**
- 5) Cold War Culture Projects: Students will choose a topic from the Cold War Era to research and create a multimedia presentation to share with the class. Research will be compiled into a two page paper which also describes the significance of the topic to the world and broader historical concepts. **[CR4](WOR-4)[CR11]**

**CR4** – The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.

**CR1b** – The course includes diverse primary sources consisting of written documents, maps, images, quantitative data, and works of art.

**CR6** – The course provides opportunities for students to identify and evaluate diverse historical interpretations.

**CR11** – The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts.

**CR5** – The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence.

**Thematic Review:** Students will choose two of the following questions and write short answer responses. **[CR5]**

Identity	How did the Cold War between the United States and Russia come to define American identities and how did this show itself in everyday society?
Work, Exchange, and Technology	How did technology affect the American standard of living in the post World War II era?
Peopling	What strategies did African Americans employ in the Civil Rights movement and why were they so effective? Why were some women discontented with their roles in the 50s and how did this change in the 60s?
Politics and Power	How did the 1960 election epitomize the divisions between liberal and conservative forces in politics?

## AP US History Syllabus

America in the World	How effective was the United States in combating communism in Asia? Why did public opinion towards intervention change over time?
Environment and Geography	How and why did concern for the Natural Environment grow in this time period and what responses were made?
Ideas, Beliefs, and Cultures	How did popular culture evolve in this time period and what factors led to the cultural upheaval of the 60s and 70s?

### PERIOD 9: 1980-Present [CR2]

**Primary Reading:** *America Past and Present* – Chapters 32 and 33: Read and complete a detailed outline of each chapter.

**Content:** Reagan in Power; Reaganomics; Reagan and the World; Social Dilemmas; Election of 1988; Changing American Population; Economic Crosscurrents; Election of 1992 and Democratic Revival; Post Cold War World; End of the Century and the September 11<sup>th</sup> Attacks

#### Assignments:

- 1) In class Journaling: Students will informally answer journaling prompts each day pertaining to the topic of the day or review material covered previously.
- 2) Read *Issue 16: Did President Reagan Win the Cold War?* starting on page 350 in the Taking Sides book, Volume II. [CR1c][CR6]
  - a. Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text. [CR13a]
- 3) Students will prepare an in class debate based on the reading above.
- 4) Inventions/Transportation Project: Students will be broken into groups and each group will research and invention or new mode of transportation for the second part of the 20<sup>th</sup> century. Students will present their research to the class in the form of a sales advertisement explaining why we should buy or use their invention. [CR12]

CR2 – Each of the course historical periods receives explicit attention.

CR1c – The course includes secondary sources written by historians or scholars interpreting the past.

CR6 – The course provides opportunities for students to identify and evaluate diverse historical interpretations.

CR13a – The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.

CR12 – The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional,

CR5 – The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence.

**Thematic Review:** Students will choose two of the following questions and write short answer responses. [CR5]

Identity	Which term best describes America at the end of the century, patchwork quilt or melting pot, and why?
Work, Exchange, and Technology	How did person computers and the internet revolutionize the economy and the American standard of living?

## AP US History Syllabus

Peopling	How did the rise of Hispanic immigration create new issues within American society?
Politics and Power	Describe the rise of Neo-Conservatism in the 1980s and how did liberals respond?
America in the World	How has the United States struggled to define its role in the world after the fall of global communism?
Environment and Geography	How has the debate over global climate change played into broader social and political contexts?
Ideas, Beliefs, and Cultures	How do current cultural values align with those of the founding fathers?