

AP United States History Curriculum V.Marchello

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Curricular Requirements

CR1a The course includes a college-level U.S. history textbook. • See page 1

CR1b The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables). • See pages 3, 7, 8, 11, 12, 16, 17

CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past. • See pages 1, 3, 5, 6, 8, 11, 13, 15, 16

CR2 Each of the course historical periods receives explicit attention. • See pages 1, 2, 4, 6, 8, 11, 13, 15, 16

CR3 Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples. • See page 14

CR4 Students are provided opportunities to apply learning objectives in each of the themes throughout the course. • See pages 3, 6, 7, 10, 12, 16, 17

CR5 Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context. — Analyzing Primary Sources • See pages 2, 3, 5, 6, 9, 11, 12, 15, 16

CR6 Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources • See pages 4, 5, 7

CR7 Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison • See pages 8, 18

CR8 Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization • See pages 7, 8, 14

CR9 Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation • See page 5

CR10 Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time •

See pages 4, 5

CR11 Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development • See pages 4, 12

CR12 Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development • See pages 2, 10

Advanced Placement United States History

Textbook

Kennedy, David M., and Lizabeth Cohen. *The American Pageant: A History of the American People*. 16th ed. Boston, MA: Cengage Learning, 2016. [CR1a]

[CR1a] — The course includes a college-level U.S. history textbook.

Secondary Sources

Madaras, Larry and James M. SoRelle. *Taking Sides: Clashing Views on Controversial Issues in American History, Volume I: The Colonial Period to Reconstruction*. 7th ed. Reading, PA: William C. Brown Company, 1997. [CR1c]

Madaras, Larry and James M. SoRelle. *Taking Sides: Clashing Views on Controversial Issues in American History, Volume II: Reconstruction to the Present*. 7th ed. Reading, PA: William C. Brown Company, 1997.

Zinn, H. (2003). *A people's history of the United States: 1492-2001*. [CR1c]

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Themes of AP U.S. History

1. American and National Identity (NAT)
2. Politics and Power (POL)
3. Work, Exchange, and Technology (WXT)
4. Culture and Society (CUL)
5. Migration and Settlement (MIG)
6. Geography and the Environment (GEO)
7. America in the World (WOR)

Unit I (5 weeks)

Period 1: 1491–1607 (2 weeks) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

The Americas and the Encounter: On the North American continent controlled by American Indians, contact between American Indians, Europeans, and Africans created a new world. The unit will examine Meso-American cultures and societies as well as Native American population demographics and cultures before the arrival of Columbus.

Readings

Kennedy, Chapters 1–2

Zinn, Chapter 1

Activities

Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author’s Point of View (PHIA). Students use PHIA to analyze one or more of the sources below during an in-class writing assignment. [CR5]

- Woodcut picture of North American economy after 1500
- Christopher Columbus’s journal from his fourth voyage (1502-1504)
- Memoir of Jacques Cartier (1534)
- Images from *El Lienzo de Tlaxcala*
- Second letter of Hernán Cortés to Emperor Charles V (1520)
- Gerard Mercators’ letter to Abraham Ortelius (1570)
- Legal statement by Pedro Hildago, soldier (1680)
- Excerpts from Spanish trial of the Pueblo Revolt (1680)

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

Historical Scholarship Analysis

Wilson, Tracy W. “Missing in History: The Pueblo Revolt,” *Stuff You Missed in History Class* (blog), January 27, 2014.

Students will analyze the two excerpts and listen to the podcast and evaluate their thesis, evidence, reasoning, and respond to these in an essay focusing on the demographic and economic changes during the Pueblo Revolt of 1680. Students will write an essay in response to the question: What events led up to the Pueblo Revolt and what were the effects of the Pueblo Revolt on the New World? [CR12]

[CR12] — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

Six Degrees of Separation: From 1491 to Jamestown

Students write an essay in which they evaluate the impact of the Columbian Exchange on Native Americans in North America during the sixteenth century.

Period 2: 1607–1754 (3 weeks) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Readings

Kennedy, Chapters 2–4

Madaras and SoRelle, “Was Salem Witchcraft Hysteria Caused by a Fear of Women?” Yes: Carol Karlsen; No: Kai Erikson (pp. 44–62 in *Taking Sides: Clashing Views on Controversial Issues in American History, Volume I: The Colonial Period to Reconstruction*) [CR1c]

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Activities

Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author’s Point of View (PHIA). Students use PHIA to analyze one or more of the sources below during an in-class writing assignment. [CR5]

- Samuel de Champlain and Algonquin allies fighting an Iroquois Army
- John Martin, “Proposal for Subjugating Native Americans” (1622)
- The Mayflower Compact (1620)
- John Winthrop, “A Model of Christian Charity” (1630)
- Captain John Mason, *A Brief History of the Pequot War* (1736)
- Virginia Slave Laws (1662–1669)
- George Washington’s speech to Half-King and the Seneca tribe (1754)
- Second Navigation Act of 1663
- John Locke, *Second Treatise on Civil Government* (1689)
- John Collet, *George Whitefield Preaching* (painting, C18th) [CR1b: visual]
- George Whitefield, “Sermon XXIII”
- Benjamin Franklin on George Whitefield (1739)
- Nathaniel Bacon’s Declaration against Governor Berkeley (1676)
- Virginia Slave Codes (1677–1705) [CR1b: textual]

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Six Degrees of Separation: From Jamestown to the French and Indian War

Working in groups, students develop a class presentation that analyzes reasons for the development of different labor systems in any two of the following regions of British colonial settlement: New England, the Chesapeake, the southernmost Atlantic coast, and/or the British West Indies. (WXT-1.0) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Semantic Features Chart: Students will complete a Semantic Features Chart comparing England, France, and Spain during the period of exploration and colonization. Once the chart is completed, students will write a short essay on the following: Choose one of the nationalities below and explain why your choice best represents how it impacted the Native Americans culturally and economically. Provide one piece of evidence to support your explanation for culture and one for economic.

- British
- French
- Spanish

Contrast your choice against one of your other options, demonstrating why that option is not a good choice.

Classroom Discussion: Students will evaluate the perspectives of Karlsen and Erikson and develop three main arguments, supporting evidence on the question: Was Salem witchcraft hysteria caused by a fear of women? They will form into pro and con sides and participate in a class discussion on the topic. The pro side: Carol F Karlsen, “The Devil in the Shape of a Woman: Witchcraft in Colonial New England” and the con side: Kai T. Erikson, “Wayward Puritans: A Study in Sociology of Deviance” (both in *Taking Sides: Clashing Views on Controversial Issues in American History, Volume I: The Colonial Period to Reconstruction*). **[CR6]**

[CR6] — Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources

Colonial Pamphlet: Students will develop a stock prospectus on why an investor should invest in one of the colonial regions (northern, middle, or southern colonies) and then choose one other region and explain why an investor should not invest in that region.

Students will create a narrative timeline on the evolution of self-governance in colonial America from 1607–1754 and analyze continuities and changes in self-government over time. **[CR10]**

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time

Assessment

Multiple-Choice Questions

Short-Answer Questions: Students will use detailed knowledge, such as names, chronology, facts, and events to write an answer to two questions on the following engraving by Theodor de Bry, *Native American Town of Secotan* (1588). Explain the point of view reflected in the illustration regarding Native Americans. For each European group, provide one specific fact or event that best represents its relationship with Native Americans.

Long-Essay Question: In response to the following prompt, students will construct a historical argument with a thesis that establishes a historically defensible and evaluative claim supported by evidence: Analyze and evaluate the role of trans-Atlantic trade and Great Britain’s mercantilist policies in the economic development of the British North American colonies in the period from 1650 to 1750. **[CR11]**

[CR11] — Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development

Document-Based Question: Students will read the sources from a DBQ on the Puritans (AP EXAM 2010). They will write an essay with a historically defensible and evaluative claim supported by historical evidence that focuses on the economic, political, and religious values of the Puritans.

Unit II (4 weeks)

Period 3: 1754–1800 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

Imperial competition produced a political revolution, a republic, and a continued struggle over the new nation’s social, political, and economic identity.

Readings

Kennedy Chapters 5–8 Davis, pp. 41–100

Madaras and SoRelle, “Was the American Revolution a Conservative Movement?” Yes: Carl N. Degler; No: Gordon S. Wood (pp. 112–128 in *Taking Sides: Clashing Views on Controversial Issues in American History, Volume I: The Colonial Period to Reconstruction*)

Zinn, Chapters 4-5 **[CR1c]**

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Activities

Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author’s Point of View (PHIA). Students use PHIA to analyze one or more of the sources below during an in-class writing assignment. **[CR5]**

- Benjamin Franklin, “Join, or Die” cartoon (1754)
- Map of Proclamation of 1763
- Excerpts from Thomas Paine, *Common Sense* (1776)
- Excerpt from the Declaration of Independence (1776)
- Excerpts from the Articles of Confederation (1777-1791)
- Federalist No. 10 (1787)
- Anti-Federalist No. 5 (1787)
- Abigail Adams’s letters to John Adams (1774)
- Diagram of Hamilton’s financial plan

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

Classroom Discussion: Students will develop three main arguments with supporting evidence for a pro or con classroom discussion on the topic: “Was the American Revolution a conservative movement?” The pro side: Carl N. Degler, “Out of Our Past: The Forces That Shaped Modern America” and the con side: Gordon S. Wood, “The Radicalism of the American Revolution” (both in *Taking Sides: Clashing Views on Controversial Issues in American History, Volume I: The Colonial Period to Reconstruction*). **[CR6]**

[CR6] — Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources

Six Degrees of Separation

Drawing on assigned secondary sources, students will discuss the extent to which views of basic civil rights changed from the drafting of the Declaration of Independence in 1776 to the Voting Rights Act of 1965. **[CR10]**

[CR10] — Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time
Essay: Students will write an essay on the following topic: Settlers in the eighteenth-century backcountry sometimes resorted to violent protest to express grievances. Analyze the causes and significant long- and short-term effects of both Shays’ Rebellion and the Whiskey Rebellion. **[CR9]**

[CR9] — Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation

Debate: Students look at primary and secondary sources on the Articles of Confederation and U.S. Constitution, and they then debate the degree to which the Constitution and ratification debates reflected an emerging sense of American national identity. (NAT-1.0) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Assessment

Multiple-Choice Questions

Short-Answer Questions: Students will use detailed knowledge such as names, chronology, facts, and events to write an answer to two questions on the following topics: What were the main political developments that contributed to an American identity in the period 1763–1788? What would be the impact of Hamilton’s financial plan on the role of the federal government?

Long-Essay Question: In response to the following prompt, students will construct a historical argument with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence: Analyze and evaluate the effect of the French and Indian War and its aftermath on the relationship between Great Britain and the British colonies. Confine your response to the period from 1754 to 1776.

Document-Based Question: In response to the following prompt, students will write an essay with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence focusing on the economic, political, and social effects of the American Revolution: “To what extent did the American Revolution fundamentally change American society from 1775 to 1800?” (AP EXAM 2005)

Unit III (5 weeks)

Period 4: 1800–1848 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

The new republic struggled to define and extend democratic ideas in the face of rapid economic, territorial, and demographic change.

Readings

Kennedy., Chapters 7–12 Davis, pp. 100–126

Madaras and SoRelle, “Did the Bank War Cause the Panic of 1837?” Yes: Thomas P Govan; No: Peter Temin (pp. 176–193 in *Taking Sides: Clashing Views on Controversial Issues in American History, Volume I: The Colonial Period to Reconstruction*)

Zinn, Chapter 8 [CR1c]

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Activities

Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author’s Point of View (PHIA). Students use PHIA to analyze one or more of the sources below during an in-class writing assignment. [CR5]

- Excerpts from Thomas Jefferson’s first inaugural address (1801)

- Monroe Doctrine (1823)
- Andrew Jackson, “First Annual Message to Congress” (1829)
- President Jackson’s bank bill “Veto Message” (1832)
- John C. Calhoun’s argument on nullification (1828)
- John O’Sullivan on Manifest Destiny (1845)
- Thomas Corwin, “Against the Mexican War” (1847)
- William B. Travis, “Letter from the Alamo” (1836)
- Nathaniel Currier, “The Drunkard’s Progress” cartoon (1846) [CR1b: visual]
- Excerpts from Timothy Shay Arthur, *Ten Nights in a Barroom* (1854)
- Excerpts from Frederick Douglass, *Narrative of the Life of Frederick Douglass* (1845)
- The Declaration of Sentiments from the Seneca Falls Convention (1848)

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Concept Map and Philosophical Chairs Activity: Students will complete a concept map on the following four Marshall Court Decisions:

1. *Marbury v. Madison* (1803)
2. *McCulloch v. Maryland* (1819)
3. *Dartmouth College v. Woodward* (1819)
4. *Gibbons v. Ogden* (1824)

They then participate in a Philosophical Chairs activity.

Classroom Discussion: Students will develop three main arguments with supporting evidence for a pro or con classroom discussion of the topic: “Did the Bank War Cause the Panic of 1837?” The pro side will read Thomas P. Govan, “Fundamental Issues of the Bank War” (in *The Pennsylvania Magazine of History and Biography*) and the con side will read Peter Temin, “The Jacksonian Economy” (in *Taking Sides: Clashing Views on Controversial Issues in American History, Volume I: The Colonial Period to Reconstruction*). [CR6]

[CR6] — Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources

Antebellum Reform Movement Lesson: Students are given an assignment to research one antebellum reform movement and explain how it fit into broader patterns of antebellum reform. (POL-2.0) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Six Degrees of Separation: From Jefferson to the Reform Era

Students will reflect on the Seneca Falls Convention around the following question: In what ways was it a consequence of pre-1848 reform activities and what did it contribute to the movement for women’s rights afterwards? Students will write an essay that makes an argument in response to this double-sided question. [CR8]

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

Assessment

Multiple-Choice Questions

Short-Answer Questions: Students will use detailed knowledge such as names, chronology, facts, and events to write an answer to two questions on the “King Andrew the First” cartoon (1832). **[CR1b: visual]** How did the cartoon reflect ideas of republican government? How did the cartoon reflect the changing perceptions of representative government? **[CR8]**

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization

Long-Essay Question: In response to the following prompt, students will construct a historical argument with a thesis that establishes a historically defensible and evaluative claim based on evidence: Evaluate the relative impact of the market revolution on the three major regions (north, south, and west) of the United States. **[CR7]**

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Document-Based Question: In response to the following prompt, students will use the documents and their knowledge of the years from 1800 to 1855 to write an essay with a thesis that establishes a historically defensible and evaluative claim supported by evidence: “The issue of territorial expansion sparked considerable debate in the period 1800 – 1855. Analyze this debate and evaluate the influence of both supporters and opponents of territorial expansion in shaping federal government policy.” (AP EXAM 2010 FORM B)

Unit IV (4 weeks)

Period 5: 1844–1877 **[CR2]**

[CR2] — Each of the course historical periods receives explicit attention.

As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society.

Readings

Kennedy, Chapters 13–16

Madaras and SoRelle, “Was Reconstruction a Success?” Yes: Kenneth Stampp; No: Eric Foner (pp. 344–364 in *Taking Sides: Clashing Views on Controversial Issues in American History, Volume I: The Colonial Period to Reconstruction*)

Zinn, Chapters 9-10 **[CR1c]**

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Supplemental Materials

Map of the former Confederate States of America during Reconstruction, showing dates of readmission to the Union and “Redemption” of each state. **[CR1b: maps]**

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Chart of comparative strategic resources, North vs. South in 1861

Activities

Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author's Point of View (PHIA). Students use PHIA to analyze one or more of the sources below during an in-class writing assignment. **[CR5]**

- John O'Sullivan, "Annexation" (1845)
- Thomas Corwin, "Against the Mexican War" (1847)
- Abraham Lincoln, "Spot Resolutions" (1847)
- The handbill for the California Gold Rush (1849)
- The Wilmot Proviso cartoon (1848)
- Excerpts from Frederick Douglass, *Narrative of the Life of Frederick Douglass* (1845)
- Walt Whitman, "O Captain! My Captain!" (1865)
- Mississippi's Black Codes (1865)
- "A Sharecropper Contract" (1882)

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context. — Analyzing Primary Sources

Classroom Discussion: Students will develop three main arguments with supporting evidence for a pro or con classroom discussion on the following topic: Was Reconstruction a Success? In their considerations of Reconstruction's success for their discussion, students will examine its political and economic effects and the extent to which African Americans in the South thought themselves integrated into the prevailing sense of American identity.

Who Freed the Slaves Lesson: Students will present their viewpoint on who freed the slaves, choosing from one of the following options: Congress, President Lincoln, the military, or African Americans. In addition, students will explain why the other three options were not as effective as their option.

All students will do a close read of the article "Who Freed the Slaves?" by Barbara J. Fields (in *The Civil War: An Illustrated History*, edited by Geoffrey C. Ward, 178-181. New York: Knopf Doubleday Publishing, 1994) and complete a concept map.

Each group will get a series of primary and secondary sources to support their claims:

Abraham Lincoln

- Speech at New Haven, March 6, 1860
- Letter to Alexander H. Stephens, December 22, 1860
- Letter to William H. Seward, February 1861
- Letter to Horace Greeley, August 22, 1862
- Emancipation Proclamation, January 1, 1863
- Gettysburg Address, November 19, 1863
- Second inaugural address, March 4, 1864

African Americans

- William Henry Singleton, “Recollections of My Slavery Days,” 1922
- Lincoln’s Letter to Horace Greeley, August 22, 1862
- General Benjamin F. Butler’s letter to Winfield Scott, May 27, 1861
- Lewis Douglass describes the Battle of Fort Wagner, “I Hope to Fall With My Face to the Foe,” 1863
- Frederick Douglass, “Men of Color, To Arms!” March 2, 1863
- T. W. Higginson, Letter to the New York Times, February 14, 1864
- E. W. Hyde, Farewell Address to the Troops, February 9, 1866

Congress

- Proposed amendment to the Constitution, March 2, 1861
- First Confiscation Act, August 6, 1861
- Second Confiscation Act, July 17, 1862
- Militia Act, July 17, 1862
- Senator Charles Sumner argues for emancipation, May 1862
- Thirteenth Amendment, ratified January 31, 1865

Military

- General Benjamin F. Butler to General in Chief Winfield Scott, May 27, 1861
- Annual Report of Secretary of War Simon Cameron, December 1, 1861
- Company E, 4th United States Colored Infantry, c. 1864
- David Hunter’s General Orders, May 9, 1862
- Abraham Lincoln to General Hunter, May 19, 1862
- Testimony by the Superintendent of Contrabands at Fortress, MO, May 9, 1863

Debate: Students read the sources in a document-based question on the Mexican-American War and engage in a classroom debate on President Polk’s motives for entering the war. (WOR-2.0) [CR4] [CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Six Degrees of Separation: From *The Liberator* to the Compromise of 1877

Assessment

Multiple-Choice Questions

Short-Answer Questions: Students will use detailed knowledge such as names, chronology, facts, and events to write an answer to two questions on John Gast’s *American Progress* (1872): How does the author present the role of western expansion for the U.S.? How does the painting present the consequences of western expansion?

Long-Essay Question: In response to the following prompt, students will construct a historical argument with a thesis that establishes a historically defensible and evaluative claim supported by evidence: Assess the moral arguments and political actions of those opposed to the expansion of slavery in the context of two of the following: the Missouri Compromise, the Mexican War, the Compromise of 1850, and/or the Kansas-Nebraska Act. [CR12]

Considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. — Argument Development

Document-Based Question: In response to the following prompt, students will use the documents and their knowledge of the period from 1860 to 1877 to write an essay with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence: “In what ways and to what extent did constitutional and social developments between 1860 and 1877 amount to a revolution?” (AP EXAM 1996)

Unit V (4 weeks)

Period 6: 1865–1914 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural change.

Readings

Kennedy, Chapters 17–20

Madaras and SoRelle, “Did the Progressives Fail?” Yes: Richard M Abrams; No: Arthur Link and Richard L. McCormick (pp. 72–97 in *Taking Sides: Clashing Views on Controversial Issues in American History, Volume II: Reconstruction to the Present*)

Zinn Chapters 6-7 [CR1c]

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Supplemental Materials

Map of major battles, reservations, and removal of the Plains Indians, 1860-90 [CR1b: maps]

Table of immigration to U.S. by nation of origin, 1880-1920 [CR1b: quantitative]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Activities

Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author’s Point of View (PHIA). Students use PHIA to analyze one or more of the sources below during an in-class writing assignment. [CR5]

- Chief Red Cloud’s speech (1870)
- Excerpts from Mark Twain, *Adventures of Huckleberry Finn* (1884)
- The Dawes Act of 1887
- Joseph Keppler, “The Bosses of the Senate” cartoon (1889)
- Images from Jacob Riis, *How the Other Half Lives* (1890)
- Petition to the Ohio state legislature against women suffrage (1850)
- Andrew Carnegie, “The Gospel of Wealth” (1889)
- Excerpts from Jane Addams, *Twenty Years at Hull House* (1912)

Excerpts from Upton Sinclair, *The Jungle* (1906)

- W.E.B. DuBois, “Denounces Racial Prejudice in Philadelphia” (1899)
- Huang Zunxian, “Expulsion of the Immigrants” (1884)

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

Classroom Discussion: Students will develop three main arguments with supporting evidence for a pro or con classroom discussion on the following topic: Did the Progressives Fail?

Six Degrees of Separation: From the Homestead Act to the Battle of Wounded Knee

Populist Party Speech: Students will deliver a Populist Party speech on why they should be the Populist Party presidential nominees in 1892. Students, in groups of three to four, will analyze various documents on the Populist Party and create their speech.

Pullman Strike Lesson: Students will analyze two accounts of the Pullman Strike, one from the *Chicago Times* and the other from the *Chicago Tribune*. They will do a close reading of the article and conclude which newspaper supported the workers and which supported Pullman. **[CR1b: textual]**

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Progressive Social Reformers’ Attitudes Toward Employment and Housing Problems Lesson: Reading excerpts from Jane Addams and Jacob Riis, students will decide, considering their intent, audience, and biases, if the progressive social reformers had an effective approach to influencing the public and politicians to be more concerned about social problems. Students will list three main points and give evidence of their support for each side. **[CR5]**

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

Assessment

Multiple-Choice Questions

Short-Answer Questions: Students will use detailed knowledge such as names, chronology, facts, and events to answer the following question: How did race and class influence the demographics of cities in the nineteenth century? Students will use the following documents: W.E.B. DuBois, “Denounces Racial Prejudice in Philadelphia,” Huang Zunxian “Expulsion of the Immigrants,” and population maps urbanization in the U.S., 1850 and 1890. **[CR1b: textual and maps]**

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Long-Essay Question: In response to the following prompt, students will construct a historical argument with a thesis that establishes a historically defensible and evaluative claim supported by evidence: How did the acquisition of natural resources factor in U.S. foreign policy decisions since the late nineteenth century, and were the resources the driving force in U.S. expansion? (GEO-1.0) **[CR4] [CR11]**

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

[CR11] — Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis). — Argument Development

Document-Based Question: In response to the following prompt, students will use the documents and their knowledge of the period from 1870 to 1900 to write an essay with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence: “In the post–Civil War United States, corporations grew significantly in number, size, and influence. Analyze and evaluate the impact of big business on the economy and politics and the responses of Americans to these changes. Confine your answer to the period 1870 to 1900.” (2012 AP EXAM)

Unit VI (6 weeks)

Period 7: 1890–1945 [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

Readings

Kennedy, Chapters 21–24

Madaras and SoRelle, “Were the 1920s an Era of Social and Cultural Rebellion?” Yes: William E. Leuchtenburg; No: David A. Shannon (pp. 198–218 in *Taking Sides: Clashing Views on Controversial Issues in American History, Volume II: Reconstruction to the Present*)

Zinn, Chapter 9[CR1c]

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Activities

Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author’s Point of View (PHIA). Students use PHIA to analyze one or more of the sources below during an in-class writing assignment.

- Excerpt from Lincoln Steffens, *The Shame of the Cities* (1904)
- Eulogy of Susan B. Anthony by Reverend Anna Howard Shaw (1906)
- Early 1900s new transportation advertisements
- 1920s advertisements
- FDR’s Message to Congress recommending the Civilian Conservation Corps (1933)
- “Dear Mrs. Roosevelt” letters
- Espionage Act of 1917
- Sedition Act of 1917
- Eugene Debs’s speech condemning the Espionage Act and Sedition Act (1918)
- Various Langston Hughes poems
- U.S. Diplomatic cable to Spanish ambassador
- Platform of the American Anti-Imperialist League
- Joseph Buffington, “Friendly Words to the Foreign Born” (1917)
- Arguments for and against the League of Nations
- Franklin D. Roosevelt, “Quarantine Speech” (1937)
- Franklin D. Roosevelt, “Day of Infamy Speech” (1941)

- Walter Lippmann on Japanese internment
- Excerpts from *Korematsu v. United States* (1944)
- Fort Minor, “Kenji” (2005)
- President Truman’s “Decision to Drop the Atomic Bomb” documents (1945)

Six Degrees of Separation: From the Sinking of the Maine to Hiroshima

Students will construct a classroom presentation that argues one trial of the 1920s (Scopes, Leopold and Loeb, or Sacco and Vanzetti) that epitomizes the 1920s. In addition, the students will explain why the other two trials do not reflect the essence of the 1920s. **[CR8]**

[CR8] — Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred.

— Contextualization

Stock Market Crash Lesson: Students will be involved in an operating stock market in which they have an opportunity to make decisions based on stock data that will cause them to succeed or fail.

Japanese Internment Lesson: Students will develop arguments on the topic: Why were Japanese Americans interned during World War II? Students will analyze the following sources: U.S. Government clip on Japanese interment, “Japanese Relocation” found at Archive.org (1943); Curtis B. Munson, “Munson Report” (1940); Harry Paxton Howard, “Americans in Concentration Camps” [*The Crisis* (September 1942)]; *Korematsu v. United States* ruling (1944); and excerpts from *Personal Justice Denied: Report of the Commission on Wartime Relocation and Internment of Civilians* (Seattle: University of Washington Press, 1997). For each document, students will complete the following: (1) reasons for internment suggested by this document and (2) evidence from this document to support these reasons. For each round develop a hypothesis on why Japanese Americans were interned during World War II. **[CR3]**

[CR3] — Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.

Assessment

Multiple-Choice Questions

Short-Answer Questions: Students will use detailed knowledge such as names, chronology, facts, and events to write an answer to two questions on Louis Dalrymple’s “The World’s Constable” cartoon (1905): How does the cartoon connect gender roles to U.S. foreign policy? What does the image say about race relations and how can you compare those race relations to race relations in the U.S.?

Long-Essay Question: To what extent were the policies of the New Deal a distinct turning point in U.S. history, and to what extent were they merely an extension of Progressive Era policy goals? Confine your answer to programs/policies that addressed the specific needs of American workers. Students will construct a historical argument with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence.

Document-Based Question: In response to the following prompt, students will use the documents and their knowledge of the period from 1939 to 1947 to write an essay with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence: “The United States decision to drop an atomic bomb on Hiroshima was a diplomatic measure calculated to intimidate the Soviet Union in the post–Second World War era rather than a strictly military measure designed to force Japan’s unconditional surrender. Evaluate this statement

using the documents and your knowledge of the military and diplomatic history of the years 1939 through 1947. Students will use the documents and their knowledge of the period from 1939 to 1947.” (AP EXAM 1988)

Unit VII (6 weeks)

Period 8: 1945–1980 (4 weeks) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.

Readings

Kennedy, Chapters 25–29

Madaras and SoRelle, “Were the 1950s America’s ‘Happy Days’?” Yes: Melvyn Dubofsky and Athan Theoharis; No: Douglas Miller and Marion Nowak (pp. 294–316 in *Taking Sides: Clashing Views on Controversial Issues in American History, Volume II: Reconstruction to the Present*)

Zinn, Chapters 10-12[CR1c]

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Activities

Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author’s Point of View (PHIA). Students use PHIA to analyze one or more of the sources below during an in-class writing assignment. [CR5]

- George Kennan’s long telegram (1946)
- Truman Doctrine (1947)
- Interrogation of Pete Seeger by HUAC (1961)
- Gulf of Tonkin Resolution (1964)
- Tim Driscoll, “There Really Is a War” letter from Vietnam (1964)
- House Judiciary Committee’s Conclusion on Impeachment (1974)
- Jimmy Carter’s inaugural address (1977)
- Ronald Reagan, “Evil Empire” speech (1983)
- Bob Dylan songs
- Vietnam War protest songs
- Excerpts from Betty Friedan, *The Feminine Mystique* (1963)
- Martin Luther King Jr., “Letter from a Birmingham Jail” (1963)
- Shirley Chisholm, “Equal Rights for Women” (1969)
- The American Indian Movement, “20-Point Proposal” (1969)
- Excerpt from Rachel Carson, *Silent Spring* (1962)

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

Six Degrees of Separation: From Containment to “Tear Down This Wall”

Classroom Discussion: Students will develop three main arguments with supporting evidence for a pro or con discussion on the following topic: Were the 1950s America’s “happy days”?

Coffee House Lesson: After reading and discussing beatnik poetry (Allen Ginsberg, Lawrence Ferlinghetti, Gregory Corso, and Gary Snyder), students will write their own beatnik poems on an issue of the 1950s.

Origins of the Cold War Class Debate Topic: Some scholars argue that the Cold War started with the Russian Revolution. Examine primary and secondary sources and make a case for the Cold War starting in 1945 or 1917.

Shootings at Kent State Lesson: Students will close read “The Shooting at Kent State” by Tom Grace (1970) and listen to “What Really Happened at Kent State” [*Stuff You Missed in History Class* (podcast), May 25, 2009]. They will write two editorials. The first editorial will address why the government had the right to allow the National Guard to fire on the students and the second will address why the firing was wrong.

Essay: Students write an essay debating the role of popular music in affecting public attitudes toward the Vietnam War. (CUL-2.0) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Demographic Map Analysis: Analyzing four maps of changing U.S. cities population (1920, 1940, 1960, and 1980), students will hypothesize why the frost belt/sun belt phenomena transpired. [CR1b: maps]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Period 9: 1980–Present (2 weeks) [CR2]

[CR2] — Each of the course historical periods receives explicit attention.

As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

Readings

Kennedy, Chapters 30–31

Davis, pp. 510–587

Madaras and SoRelle, “Were the 1980s a Decade of Greed?” Yes: Kevin Phillips; No: Alan Reynolds (pp. 382–396 in *Taking Sides: Clashing Views on Controversial Issues in American History, Volume II: Reconstruction to the Present*) [CR1c]

[CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past.

Activities

Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author’s Point of View (PHIA). Students use PHIA to analyze one or more of the sources below during an in-class writing assignment. [CR5]

- Jimmy Carter, “Crisis of Confidence” (1979)
- 1980s car advertisements

- Ronald Reagan, “Remarks on the Air Traffic Controllers’ Strike” (1981)
- Bill Clinton’s first inaugural address (1993)
- George W. Bush, Republican nomination acceptance speech (2000)
- Ronald Reagan’s “Evil Empire” speech (1983)
- Ronald Reagan, “Support for the Contras” (1984)
- George W. Bush, “Presidential Address, September 20, 2001”
- Creation of Homeland Security Department documents (2002)
- Bill Clinton, “Address on Health Care Reform” (1993)
- Barack Obama, “Address to Congress on Health Care” (2009)

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

American Dream Essay: Looking at charts, graphs, and tables summarizing economic data about employment, compensation, and household data broken down by race, gender, and education from the 1970s to 2010, students will write an essay that makes an argument about whether or not the American Dream existed. **[CR1b: quantitative]**

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Immigration Acts Graphic Organizer: Students use a graphic organizer to compare and contrast the causes and goals of each act as described in excerpts from the 1924, 1965, and 1990 Immigration Acts. They ask what was the same and what was different in each historical period about the debate over immigration. (MIG-1.0) **[CR4]**

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Iconic Moments Lesson: The entire class composes a list of iconic moments or events associated with U.S. history in the period 1980 to the present. Students can begin with moments or events that occurred within their own lifetimes, but they should also include moments/events that cover the chronological span from 1980 to the present. The purpose of this exercise is to deepen the students’ awareness of specific content within Period 9. Next, students will categorize the moments using the seven themes of APUSH

Politics and Partisanship Lesson: Students will evaluate Presidents Clinton, Bush, and Obama with a T-Chart citing positive and negative aspects of their presidencies and assign each president a grade with a brief explanation of their criteria. Next, for each president, students will pick one event listed and compare it to an event from the twentieth century. Then they will compare each president with another president prior to 1992. Finally, they will chart how the three presidents view the following topics: civil rights, immigration, technology, the economy, and the environment.

Mock Op-Ed Article Lesson: Students write a mock op-ed article for or against drilling for oil in the Arctic National Wildlife Refuge that cites precedents in U.S. law and history to justify their position. (GEO-1.0) **[CR4]**

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

Assessment Multiple-Choice Questions & Short-Answer Question: Students will use detailed knowledge such as names, chronology, facts, and events to write an answer to two questions on Herb Block’s “I am not a crook” Nixon cartoon (1974) **[CR1b: visual]** and

George W. Bush's Oval Office Address, delivered on September 11, 2001: What do these documents say about the image and role of the presidency? How might the authors' bias influence what is being presented?

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Long-Essay Question: In response to the following prompt, students will construct a historical argument with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence: Compare the successes and failures of President Nixon's, Reagan's, and Carter's domestic and foreign policies. **[CR7]**

[CR7] — Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Document-Based Question: In response to the following prompt, students will use the documents and their knowledge of the period from 1948 to 1961 to write an essay with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence: "What were the Cold War fears of the American people in the aftermath of the Second World War? How successfully did the administration of President Dwight D. Eisenhower address these fears?" (AP EXAM 2001)