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Curricular Requirements

- CR1a The course includes a college-level U.S. history textbook.
- See page 2
- CR1b The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.
- See pages 2, 5, 12
- CR1c The course includes secondary sources written by historians or scholars interpreting the past.
- See page 2
- CR2 Each of the course historical periods receives explicit attention.
- See pages 2-18
- CR3 The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.
- See page 4
- 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*.
- See pages 2, 7, 12, 17, 19
- CR5 The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation
- See pages 7, 11
- CR6 The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation
- See page 3
- 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 relevant historical evidence
- See page 15
- CR8 The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation
- See page 9
- 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 continuity and change over time
- See page 17
- CR10 The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization
- See page 13
- CR11 The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison
- See page 17



Curricular Requirements

- 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
- See page 3
- 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. —
Synthesis
- See page 6
- CR13b The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. — Synthesis
- See page 8

Course Description

AP U.S. History covers the spectrum of American history from pre-Columbian days to the present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Class participation through seminar reports, discussions, debates, and role-playing activities is required; special emphasis is placed on critical reading and essay writing to help students prepare for the AP examination. The course is structured chronologically, divided into 21 units. Each unit includes one or more of the nine periods and/or key concepts outlined in the AP U.S. History curriculum framework.

Key Themes: The course is structured both chronologically and thematically. The themes include: Identity, Work, Exchange and Technology, Peopling, Politics and Power, America in the World, Environment and Geography, and Ideas, Beliefs, and Culture. Elements of these themes are included in most unit assignments.

Skills Developed: In each unit, students will get practice developing the following **content-driven skills:** Crafting Historical Arguments from Historical Evidence (including Historical Argumentation and Appropriate Use of Relevant Historical Evidence), Chronological Reasoning (including Historical Causation, Patterns of Continuity and Change over Time, and Periodization), Comparison and Contextualization, and Historical Interpretation and Synthesis. In addition, class activities and assignments will address the following **academic skills:** Reading for comprehension and recall, improving study skills in preparation for assessments, improving formal writing skills (addressed below), improving public speaking skills in class discussions and activities, and improving skills of map reading and interpretation.

Writing Focus: Historical work at a collegiate level requires students to write proficiently. For this reason, writing is emphasized in every unit of this course. Students receive “essential questions” to frame class discussions; these are often used as writing assignments. Assessment of essays are measured by the following: the degree to which they fully and directly answer the question, the strength of thesis statement, level and effectiveness of analysis, amount and quality of supporting evidence, and organizational quality. In addition to these standards, DBQs are graded on the basis of the degree to which a significant number of the documents have been used to support the thesis, and the amount and quality of outside information included in the response.

Historical Interpretations: Another key to work at the collegiate level is an understanding of basic historiography. To provide students with an introduction to this aspect of historical study, several units, beginning with the summer reading assignment, *The Birth of the Republic*, by Edmund Morgan, include “Historical Interpretations” activities. Textbook materials are supplemented by readings from Charles Beard, Bernard Bailyn, Forrest McDonald, James McPherson, and Walt Rostow. These authors help students to recognize how historical interpretations change over time, and examine how emerging trends can influence the process of historical inquiry.

Primary Source Analysis Activities: To be truly meaningful, the study of history requires primary source analysis. For this reason, most units in this course provide students with the opportunity to read and interpret a diverse selection of primary source materials. The teacher introduces each document, and then students (either alone or in groups) read, interpret, and discuss the document, noting the style, language, intent, and effect. These activities help students become more familiar with primary sources, and develop their abilities to read, understand, and use these sources.

As a result, students are better prepared to respond to DBQs on the AP U.S. History exam.

Course Texts:

Textbook:

Carnes, Mark C. and Garraty, John. *The American Nation*, 13th edition. [CR1a]

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

Supplemental Texts: [CR1c]

Foner, Eric. *Reconstruction: America's Unfinished Revolution, 1863-1877*. New York, New York: Harper Collins, 1988.

Heffner, Richard D. *A Documentary History of the United States*, 8th ed.

Morgan, Edmund. *The Birth of the Republic, 1763-89*. Chicago, Illinois: U. of Chicago Press, 2013.

Schulman, Bruce. *Lyndon B. Johnson and American Liberalism*, 2nd ed. New York, New York: Bedford St. Martin's.

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

Unit 1: Settlement And Expansion Of Colonial America [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapters 1-2; Mayflower Compact. [CR1b]

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

Themes: ID, WXT, PEO, POL, WOR, ENV

Major Topics:

Early contacts among groups in North America, and North American societies in the context of the Atlantic World; Spanish exploration and the development of colonies in the Americas; the rise of the English as an imperial power, including the conflict with the Spanish; initial English colonial settlements, including successes and failures, and the unique attributes of each of the colonies; the evolution of relations between the colonies and England, including the debate over citizenship and representation; and the military conflicts with the French, culminating in the French and Indian War.

Essential Questions:

Trace the rise of the English nation-state between 1492 and 1607. What important factors influenced this rise? In what ways did later colonization efforts attempt to learn from earlier experiences? To what extent was there religious freedom in the colonies? Explain the causes of the conflict between the British and the Native Americans and French in 1754. How did the war change the geopolitical standing of each group by the end of the war?

Unit Activities:

Class discussions on the rise of the English state, the Glorious Revolution, and the French and Indian War. Debate on Separatists, Puritans, Quakers, and the Crown. Document analysis activity: the Mayflower Compact. Historical interpretations lesson: Adam Smith and the Market System.

By drawing on selections from Heffner, *A Documentary History of the United States*, students write an essay that explores the evolution of identity based on race, ethnicity, and nationality. (ID-4) [CR4]

[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*.

Students write an essay in which they evaluate the impact of the Columbian Exchange on Native Americans in North America during the 16th century. [CR12]

[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

Assignments and Assessments:

Homework assignment on topics listed above. Multiple choice test on topics above, and several maps from the colonial period. Take home essay on the question, “To what extent was there true religious freedom in the colonies?”

Unit 2: Birth Of The New Nation (1759-1789) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapters 3-4; *The Birth of the Republic (1763-1789)* by Edmund Morgan; and excerpt from *Common Sense*, by Thomas Paine.

Themes: ID, WXT, PEO, POL, WOR, CUL

Major Topics:

Political and social causes of the French and Indian War; military engagements and consequences of the French and Indian War; growing tensions between the colonies and Parliament over taxation and representation; diplomatic relations between the colonies, the British Parliament, and the French strategies of both sides in the Revolutionary war, and the course of the battles; origins and structure of the Articles of Confederation; political, social and economic challenges of the Critical Period; circumstances surrounding the Constitutional Convention and the structure of the Constitution; and argument over ratification and the development of the Bill of Rights.

Essential Questions:

Was the American Revolution inevitable? To what extent could either side have contributed to a peaceful resolution to their differences? Analyze the ways in which the colonists used both legal and extra-legal means of protesting. Which tactic proved more successful and why? Who were the greatest generals of the war and why? In what ways was the Articles of Confederation designed to correct the perceived injustices of the colonial era? What were the resulting strengths and weaknesses of the document?

Unit Activities:

Class discussions on taxation without representation and colonial leadership. In-class debate between Federalists and Anti-Federalists. Document analysis: excerpt from *Common Sense*. Historical interpretations activity building on summer reading: Edmund Morgan, Charles Beard, Forrest McDonald, and Bernard Bailyn’s competing interpretations of the American Revolution. [CR6]

[CR6]—The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation

Students give an oral presentation explaining how the actions of specific colonial leaders did or did not influence the outcome of the American Revolution. [CR3]

[CR3]—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. *The Birth of the Republic* Test: multiple choice, matching, and maps of the revolutionary period. Take-home essay where students must argue for and defend one historian's interpretation of the American Revolution.

Unit 3: The Early National Period (1789-1812) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapters 5-6; DBQ on the Alien and Sedition Acts; and excerpt from *Marbury v. Madison* decision.

Themes: ID, WXT, PEO, POL, WOR, ENV

Major Topics:

Birth of a new nation and struggle for identity; growing pains of the New Republic; George Washington and the development of the role of the President; the debate over the Bank of the United States, and the emergence of political parties; foreign relations, including the Jay Treaty, the Pinckney Treaty, the XYZ Affair, the conflict with the Barbary Pirates, and the growing tensions with Europe during the Napoleonic Wars; *Marbury v. Madison* and the development of the role of the Supreme Court; Jeffersonian Republicanism, including policies regarding the Bank, Louisiana, Aaron Burr, and foreign relations; and elections from 1789 to 1812.

Essential Questions:

To what extent could it be said that the Anti-Federalists prevailed in the fight over ratification? In what ways did the United States government work to achieve stability, both domestically and internationally during the 1790s? Should the Alien and Sedition Acts be viewed as unconstitutional, or were they just an early example of hardball politics? Is it accurate to say that the Supreme Court did not become a co-equal branch of the government until after the appointment of John Marshall? How effective was the United States in responding to the geopolitical challenges it faced during this period?

Unit Activities:

Class discussions on U.S. Bank and the Louisiana Purchase and how both reflected arguments for a strict or loose construction of the Constitution. In-class debate on the Alien and Sedition Acts. In-class document analysis activity: excerpt from *Marbury v. Madison* decision.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. In-class essay on Federalists and Republicans. Chapter multiple choice test. Take-home DBQ on the Alien and Sedition Acts.

Unit 4: The War Of 1812 And Its Aftermath (1812-1828) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapters 7-8; and Court Case Briefs from *A Student's Guide to the Supreme Court*, by John J. Patrick.

Themes: ID, POL, WOR, CUL

Major Topics:

Growing pains of the New Republic; foreign relations between the United States and France and Britain; causes and course of the War of 1812; political, social, and economic aftermath of the War of 1812, including the death of the Federalist Party, the emergence of the Second Bank of the United States, and the conflict over internal improvements; the contested election of 1824 and the end of the Era of Good Feeling; tariffs and the specter of nullification; major decisions of the Marshall Court; the Monroe Doctrine and the growth of the United States in regional politics; and the rise of immigration and nativism.

Essential Questions:

Were the policies of the United States government new or merely a continuation of policies already in place? How did the addition, and settlement, of southern and western lands contribute to the political struggle that resulted in the Civil War? To what extent did the cotton boom fundamentally transform southern society, economically and culturally? In what ways was the emergence of the factory economy of the north beneficial to the region and the nation? What were the negative aspects of the new economy? Why is this period often considered the golden age for American transportation?

Unit Activities:

Class discussions on the two-party political system and the American System. Map skills activity: battles of the War of 1812. Debate on the contested election of 1824. Court Case Mania activity—each student will research one landmark court case and present a brief to the class. [CR1b]

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. In-class free response essay on one of the essential questions listed above. Multiple choice test covering the material in the textbook and class discussions and activities.

Unit 5: Jacksonian Democracy (1828-1840) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapter 9; DBQ on Jacksonian Democracy; and excerpts from Webster's debate and Jackson's bank veto, *A Documentary History of the United States*.

Themes: ID, WXT, POL, CUL

Major Topics:

Circumstances surrounding the elections of 1824 and 1828; rise of the Jacksonian Democratic party, including its beliefs, policies, and important members; and the Four Main Crises of the Age of Jackson: the expanding view of democracy (spoils system, rotation in office), the Native American question (court cases and Indian removal), the nullification crisis, and economic issues of the period (Second Bank of the United States and the Panic of 1837).

Essential Questions:

To what extent were the Jacksonian Democrats truly the guardians of the Constitution, political democracy, individual liberty, and equality of economic opportunity? In what ways did Andrew Jackson differ from his predecessors and in what ways did he continue the traditions, or reflect the traditional values of the early national period? To what extent did The Jacksonian Period live up to its characterization as the era of the "common man" in terms of economic development, politics, and expansion. In what ways did the conflicts over nullification and the bank point to the larger sectional, economic, and political tensions in the Jacksonian age?

Unit Activities:

The Jackson Game—simulation activity requiring students to research positions, write speeches, ask/answer questions from the point of view of their characters, and complete a formal reflective essay. In-class document analysis activity: excerpt from Daniel Webster’s debate with Robert Hayne, and Andrew Jackson’s bank veto.

Assignments and Assessments:

Homework assignment vocabulary terms listed above. In-class DBQ essay on Jacksonian Democracy—measuring the mastery of material, use of documents in supporting thesis statement, sophistication of argument in response to the prompt, and quality of formal writing. Multiple choice test covering the material in the textbook and from class discussions and activities. [CR13a]

[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.

Unit 6: Reform Era Policies And Practices (1800-1850) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapter 10; Douglass, Frederick, *The Narrative of the Life of Frederick Douglass* classroom set; excerpts from writings by Ralph Waldo Emerson and Henry David Thoreau; and excerpt from “Declaration of Sentiments.”

Themes: WXT, POL, CUL

Major Topics:

Trends in immigration, urbanization, industrialization; social and cultural reactions to the industrial age, including the Second Great Awakening, utopian movements, and reformers; reform movements involving treatment of the poor, the blind, the deaf, the insane, and criminals; the temperance movement; reform movements involving civil rights, including the status of slaves and women; and artistic and philosophical movements of the age, including the Hudson River School, romantic authors, and transcendentalists.

Essential Questions:

To what extent were the reform and utopian movements a reflection of Jacksonian ideals, and to what extent were they a reaction to those ideals? In what ways did the philosophers, reformers, artists, and authors of this time period contribute to the development of a uniquely American identity? What were the larger social goals of the reformers, and to what extent were they successful in achieving these? In what ways were strides made by advocates for abolitionism, temperance, and women’s rights? Which group made the most progress?

Unit Activities:

Class discussions on the Second Great Awakening and utopian societies. Reformers Checklist Group Activity. In-class document analysis activity: “Declaration of Sentiments” Seneca Falls Convention of 1848. Historical interpretations lesson: Walt W. Rostow’s stages of economic growth.

After reading the work of historians Richard Hofstadter and Ronald G. Walters, students are asked to write an essay agreeing or disagreeing with Hofstadter’s arguments by referencing one reform movement from the antebellum or progressive eras. (POL-3) [CR4] [CR5]

[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. — Historical argumentation

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Take-home essay on the transcendentalist movement. Message board posting on *The Narrative of the Life of Frederick Douglass*. Multiple choice test—multiple choice with a cumulative essay question drawn from one of the essential questions listed above.

Unit 7: Westward Expansion (1819-1850) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapters 11-12; Reginald Horseman, *Race and Manifest Destiny*, excerpt from the text of Compromise of 1850; and Joaquin Herrera proclamation (1845), James Polk speech (1846), and John Sloat proclamation (1846).

Themes: ID, PEO, POL, WOR

Major Topics:

Trends in westward expansion, specifically independence in Texas and statehood issues involving slavery; life on the trail; Oregon and California; border crisis involving Mexico and the Mexican War; and negotiation of the Treaty of Guadalupe-Hidalgo and shifting power structure in North America.

Essential Questions:

What effect did John Tyler’s presidency have upon the sectional tensions of the era? What motivated settlers to come to Texas in the 1820s and 1830s? How did these motives contribute to the conflict that led to Texan independence? What were the issues in the debate over the admission of Texas to the Union? How did the gold rush and the establishment of the Oregon Trail contribute to manifest destiny and the growing sectional crisis?

Unit Activities:

Class discussions on Texas independence, the Wilmot Proviso, and the Compromise of 1850.

After looking at the textbook, Reginald Horseman’s *Race and Manifest Destiny*, and speeches/proclamations of leaders (Herrera, Polk, Sloat) at the time, students have a classroom debate on the question, “Was the Mexican War a justified act of self defense or an unjustified act of imperialism, and are there comparisons to the present wars in Iraq and Afghanistan?” [CR13b]

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

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Multiple choice test, including maps of the Mexican War. In-class DBQ on Manifest Destiny. Students write essay on the Compromise of 1850.

Unit 8: Coming Of The Civil War (1830-1860) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapter 13; excerpt from the *Dred Scott Decision*, *A Documentary History of the United States*; and excerpts from the trial of John Brown and the South Carolina secession convention.

Themes: ID, WXT, PEO, POL, CUL

Major Topics:

Effects of the Mexican War in terms of land acquisition, slavery, economics, and politics; The Four Horsemen of the American Apocalypse, including *Uncle Tom’s Cabin*, the Kansas-Nebraska Act, the *Dred Scott Decision*, and John Brown’s Raid; and the Secession Crisis.

Essential Questions:

In what ways did the debates over immigration and expansion merely mask the conflict over slavery? At what point did secession become inevitable? Provide supporting evidence for why you believe the Civil War could have been avoided before that point—or not. To what extent did the “Four Horsemen of the American Apocalypse” that we discussed in class contribute to the growing division in the country?

Unit Activities:

Class discussions on the effect of *Uncle Tom’s Cabin* and John Brown’s raid at Harpers Ferry. Document analysis of the *Dred Scott Decision*. Simulation of the Lincoln-Douglas debates.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. In-class essay on the Four Horsemen of the American Apocalypse. Multiple choice test and take-home essay on the constitutionality of secession.

Unit 9: Era Of The Civil War (1858-1865) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapter 14; “The Gettysburg Address” and “Second Inaugural Address;” and historical interpretations lesson drawn from Hugh Tulloch’s *The Debate on the American Civil War Era* and James McPherson’s *Battle Cry of Freedom*.

Themes: ID, POL, WOR, ENV, CUL

Major Topics:

Outbreak of the military conflict between north and south, and the course of the war; political, diplomatic, social, and economic consequences of the war, north and south; religion and the abolitionist cause; the Emancipation Proclamation and its effects on the war effort and the slave population; and generals and leadership during the crisis, north and south.

Essential Questions:

To what extent were the military fortunes of the north and south shaped by their generals and the political fortunes shaped by the leaders? In what ways and to what extent did the nature of warfare change as a result of the Civil War? Who are the heroes of this time period and what makes them so? Was it inevitable that the South would lose the Civil War? Why or why not?

Unit Activities:

Class discussions on Union and Confederate generals, wartime diplomacy, and turning points in the war. Student led simulation of a joint press conference with Presidents Lincoln and Davis, June 30, 1863. Debate on civil liberties during wartime. Document analysis activity: the Gettysburg Address and Lincoln’s Second Inaugural Address. Historical interpretations lesson: economic, political, and ideological interpretations of the causes and effects of the Civil War.

Students analyze the factors that led to Abraham Lincoln’s issuance of the Emancipation Proclamation and its resulting impacts on the Union’s war effort. [CR8]

[CR8]—The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Take-home essay: newspaper article covering the press conference. In-class free response question on historical interpretations: students choose and defend one interpretation of the Civil War.

Multiple choice test with an essay question drawn from the list of essential questions and maps of the Civil War.

Unit 10: Reconstruction (1865-1877) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapter 15, and Amendment XIV of the United States Constitution.

Themes: ID, POL, CUL

Major Topics:

Competing models for Reconstruction: Presidential, Congressional, and White Southern; the assassination of President Lincoln and its implications for Reconstruction and the policies of Andrew Johnson; military occupation of the south; the emergence of black republican governments; impeachment of Andrew Johnson; Radicalization of Reconstruction; 13th, 14th and 15th Amendments, white resistance, the KKK and the spiral of violence; and readmitting southern states, the Grant scandals, the restoration of conservative white governments, and the gradual denial of black rights in the South.

Essential Questions:

To what extent did the assassination of Abraham Lincoln contribute to more harsh Reconstruction policies? Trace the ways in which Congress attempted to secure rights for freed slaves and the steps southern states took to obstruct Congressional actions. In what ways did the impeachment of Andrew Johnson reveal the fault lines of American politics in the years following the Civil War? How did the scandals of the Grant Administration undermine the goals of Reconstruction? To what extent was Congressional Reconstruction a success?

Unit Activities:

Class discussions of the Reconstruction Acts, and on Arthur Schlesinger’s scale of presidential greatness as it applies to Johnson and Grant. Simulation of the Impeachment of Andrew Johnson. Document analysis activity: Amendment XIV.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Online message board posting on goals and accomplishments of Reconstruction. Reading quiz on major topics in the chapter and a multiple choice test on the 1870s.

Unit 11: Westward Expansion And Industrialization (1880-1900) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapters 16-17; and excerpt from Andrew Carnegie’s “Wealth.”

Themes: ID, WXT, PEO, POL, CUL, ENV

Major Topics:

Social and economic effects of post-bellum industrialization in the North and the South; the expanding economic power of the United States in the world economy; impact of an unregulated economy on the development of heavy industry and the emergence of business tycoons; case studies on Rockefeller, Carnegie, Morgan, and Vanderbilt; early attempts to rein in big business by the government at the state and federal levels; westward expansion as seen in the context of the railroad industry and emerging economic interests; conflicts between Native Americans and settlers, ranchers, miners; and military conflicts with Native Americans.

Essential Questions:

To what extent is “The Gilded Age” an apt description of the time period? In what ways did the courts undermine Reconstruction efforts to bring about racial equality? Trace the rise of American industrialization. What factors contributed to American industrialization in the late 19th Century?

FRQ: To what extent was the policy of the United States toward Native Americans a continuation of an early policy, and to what extent was it new? [CR5]

[CR5]—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation

Unit Activities:

Class discussions on Materialism, Marxism, and the Indian Wars. Map skills exercise: Native Americans of the Great Plains. Student-led roundtable debate on the social effects of westward expansion and industrialization. Document analysis activity, “Wealth” by Andrew Carnegie.

Assignments and Assessments:

Homework assignment on topics listed above and message board posting on the good and negative sides of Rockefeller, Carnegie and Morgan. Multiple choice test, including a take-home free response essay on “Rockefeller, Carnegie and Morgan: Robber Barons or Industrial Statesmen.”

Unit 12: The Gilded Age (1880-1900) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapters 18-19; Gilded Age DBQ; and excerpt from William J. Bryan’s “Cross of Gold” speech.

Themes: WXT, PEO, POL, WOR, ENV, CUL

Major Topics:

Industrialization, urbanization, and cultural transformations; domestic and global challenges and the creation of mass culture; cultural effects of deregulation, industrialization, and westward expansion; urbanization and the competing ideals of city and rural life in America; immigration, minority rights, and a rigid class system; corruption and machine politics in state and local governments; the rise of agrarian discontent and the Populist response; and competing arguments about the proper role of government in this era, leading to an introduction of Progressive ideals.

Essential Questions:

To what extent did state/federal governments attempt to regulate big business during the last quarter of the nineteenth century? In what ways did reform movements and organizations attempt to solve the social problems facing U.S. society? To what extent was society “reformed” by these efforts?

Unit Activities:

Class discussions on trends in immigration, industrialization and the Social Gospel. In-class debate on the proper role of government during this era. In-class document analysis activity: Bryan’s “Cross of Gold” speech. Historical interpretations lesson: Walt W. Rostow’s stages of economic development.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Document based question on the costs and benefits of industrialization during the Gilded Age. Multiple choice test, including an essay drawn from one of the essential questions listed above.

Unit 13: The Progressive Era (1890-1920) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapters 20-21; U.S. census and immigration charts from 1890, 1900, 1910, 1920; Lewis Hines and Jacob Riis photos; Jane Addams statement on reform; and maps of urban growth. [CR1b]

[CR1b]— The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

Themes: ID, WXT, POL, CUL

Major Topics:

Progressivism defined, goals of Progressivism, and types of Progressives; muckrakers, social reform, and the use of the media to achieve social, economic, and political goals; radical movements, the IWW and Socialist Party, the changing role in government (including state and local); role of Presidents Roosevelt, Taft, and Wilson in promoting Progressive agendas at the federal level; and successes and failures of the Progressive Era.

Essential Questions:

What were the root causes of the progressive movement? Why did the movement flourish in the north and west, but lack support in the south? To what extent did state and local governments influence the movement at the national level? Is it accurate to describe Roosevelt, Taft, and Wilson as progressives? Who was the most progressive and why? The least? Were the conditions of farmers, the poor, women, and African-Americans improved by progressive reforms from the Election of 1896 to the outbreak of World War I?

Students use documents made by the Socialist Labor Party, Emma Goldman, and the IWW and make an argument for the validity of the radical ideas and movements that came out of the industrial age. (WXT-6) [CR4]

[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*.

Students use material from census data about immigration to make presentations on different ethnic and national groups and the creation of the Immigration Act 1924. (PEO-7) [CR4]

[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*.

Unit Activities:

Class discussions on the role of muckrakers and on third party candidacies in the Progressive Era. In-class debate focusing on the strengths and weaknesses of the Progressive mind set, as well as the successes and failures of Progressive programs. In-class document analysis: excerpts from *The Jungle* by Upton Sinclair and *The History of the Standard Oil Company* by Ida Tarbell.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Formal essay on the content discussed in the debates. Multiple choice test, including a free response essay question on industrialization.

Unit 14: From Isolation To Imperialism (1890-1914) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapter 22; DBQ on Imperialism; and document: “The Roosevelt Corollary.”

Themes: ID, POL, WOR

Major Topics:

Industrialization, urbanization, and cultural transformation; domestic and global challenges and the creation of mass culture; early expansionism, from Young America to the Chilean and Venezuelan conflicts; Mahan, Coaling Stations, the building of the United States navy, and initial imperialistic efforts, including Hawaii; American involvement and influence in the Spanish-American War, the Filipino Insurrection, and the Panamanian Crisis; Mexico, American involvement, the Tampico Incident, and Pancho Villa; and non-intervention in European affairs at the outbreak of the first World War.

Essential Questions:

To what extent did the domestic and international policies of Theodore Roosevelt reflect the values of his era? What were the causes, course, and effects of the Spanish-American War? What were the chief arguments of the imperialists and anti-imperialists; what was the particular significance of the Roosevelt corollary? How did the American interest in the development of a canal in Panama evolve?

Unit Activities:

Students engage in class debate analyzing the extent to which the Spanish-American War was a turning point in the history of U.S. foreign relations. [CR10]

[CR10]—The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization

Class discussion on the diplomacy surrounding status of the Canal Zone, the building of the Canal, and on the Philippine Insurrection. Simulation on the Open Door Policy. Debate on the causes, effects, and relative merits of imperialism. Document analysis: the Roosevelt Corollary.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Take-home document based question on American imperialism. Multiple choice test with short answer responses. Map skills take-home assignment: the American sphere of influence after 1898.

Unit 15: World War I And Its Aftermath (1914-1932) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapter 23; *Schenck* case brief handout from *The Supreme Court of the United States, A Student Companion*; and excerpt from “The Fourteen Points.”

Themes: WXT, PEO, POL, WOR, CUL

Major Topics:

Domestic and global challenges and the creation of mass culture; initial opposition to American involvement in the First World War; the *Lusitania*, the Sussex Pledge, the Zimmerman Telegram, and unrestricted submarine warfare; the course of the war, before and after American involvement; Civil Rights for Americans during and after the war; the Treaty of Versailles and the Senate fight over ratification and the League of Nations; Warren G. Harding, Normalcy, and the end of the Progressive Era; and social, political, economic, and cultural trends during the 1920s.

Essential Questions:

In what ways were American relations with Mexico a demonstration of the United States as the dominant power in the hemisphere? How did regional relations evolve during this period? What were the events and policies that culminated in the decision to go to war in 1917? Assess Woodrow Wilson in terms of his wartime leadership and his vision for a post war world. In what ways were the League fight and the Red Scare emblematic of the shift in America’s worldview in the years following the Great War? Were the major social issues and conflicts of the Twenties uniquely modern, or were they merely continuations of earlier issues and conflicts? To what extent is the following statement valid: “The Twenties were the new Gilded Age.” To what extent did the writers and artists of the Twenties reflect and challenge traditional American values?

Unit Activities:

Class discussions on American diplomacy before, during, and after World War I, the role of the national government during the 1920s, and the *Schenck v. U.S.* decision. Simulation activity on the ratification of the Treaty of Versailles. Document analysis activity: Woodrow Wilson’s Fourteen Points.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Take-home essay: position paper ruling on the *Schenck* case. Online message board posting on Normalcy, drawn from one of the essential questions listed above. Multiple choice test with several short answer questions.

Unit 16: The Great Depression And The New Deal (1929-1941) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapter 26; DBQ on the New Deal; and Studs Terkel’s *Hard Times* and the WPA slave narratives.

Themes: ID, WXT, POL, CUL, ENV

Major Topics:

Economic trends in the wake of the First World War, and the collapse of the world economy; the Stock Market Crash, crop failures, and the collapse of the banking industry by 1932; the Bonus Army, Hoovervilles, and the social crisis surrounding the election of 1932; FDR, Hundred Days, the First and Second New Deals, and the recasting of the role of government; court challenges to the New Deal programs, and other dissenting voices, including economic and religious critics; the overall effects of the New Deal programs on the economy, politics, and the popular understanding of the role of government in American society.

Essential Questions:

What were the underlying causes of the Great Depression and the initial attempts by the Hoover administration to mitigate its effects? To what extent did the reforms of the New Deal truly transform the role of government, and to what extent did they merely build upon an earlier foundation? What was the evolution of the conflict between FDR and the Supreme Court from the beginning of his first term to the beginning of the Second World War? What were the major arguments made by New Deal critics? To what extent did Americans accept and approve of the changes wrought by New Deal policies and legislation? How did FDR reconcile his own beliefs about intervention with the isolationist mood of the country at the time?

Unit Activities:

Class discussions on the origins of the Great Depression, on the Hundred Days, and on New Deal critics. Student-directed role-playing activity about the Court Packing Plan. Document analysis activity: Images of the Great Depression and the New Deal.

Using the SOAPStone handout, students analyze and contrast oral histories from the Great Depression, such as Studs Terkel's *Hard Times* and the WPA slave narratives. [CR7]

[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

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. In-class document based question on the New Deal. Multiple choice test, with an essay question drawn from the essential questions listed above.

Unit 17: America And The Second World War (1935-1945) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapter 27; excerpt from “The Four Freedoms,” *A Documentary History of the United States*; and historical perspectives lesson drawn from *The Second World War: A Complete History*, by Martin Gilbert.

Themes: ID, WXT, PEO, POL, WOR

Major Topics:

American isolationism in the 1930s, the Neutrality Acts, and the slow drift toward intervention by 1941; Pearl Harbor, involvement in the War, mobilization, and its effects on American economy, society, and politics; civil liberties during the war, especially the status of Japanese Americans; the course of the war in the Pacific and in Europe,

including the dropping of the atomic bomb and the end of the war; and diplomacy during the war, from the Atlantic Charter to the Potsdam Conference.

Essential Questions:

Citing leaders, battles, and other events, what were the high points, low points, and turning points of the war in Europe? Citing leaders, battles, and events, what were the high points, low points, and turning points of the war in the Pacific? To what extent can the two wars be compared in terms of (a) treatment of minorities, (b) opportunities for women, (c) civil liberties, and (d) plans for the post-war order? Trace the course of diplomatic relations between allies from the beginning of the war to the end. How did the goals and strategies change over time? What were the arguments for and against dropping the atomic bomb in 1945?

Unit Activities:

Class discussions on Pearl Harbor, the two fronts of the war, and wartime diplomacy. Debate on the decision to drop the atomic bomb. Document analysis activity: “The Four Freedoms.” Map skills lesson: European and Pacific Theaters of War. Historical perspectives lesson: Japanese Internment.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Take-home essay on U.S. strategy and diplomacy during WW II. Multiple choice test on WW II.

Unit 18: Origins Of The Cold War (1945-1968) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapters 28-29; “The Sources of Soviet Conduct.”

Themes: WXT, POL, WOR, CUL

Major Topics:

The emergence of two opposing superpowers; containment, the Marshall Plan, NSC-68, and the growing military and economic burden of the Cold War; initial conflicts in Greece and Turkey produce the Truman Doctrine as a cornerstone of U.S. foreign policy; division of Korea, the invasion of the south in 1950 and the course of the Korean Conflict; the role of the United States in Cold War conflicts in Egypt, Hungary, French Indochina, and Cuba; and Kennedy and the Cold War: Bay of Pigs, Berlin, and the Space Race.

Essential Questions:

In what ways was the Marshall Plan an attempt to avoid the mistakes that had been made after the Treaty of Versailles? To what extent did relations break down between the United States and the Soviet Union in the wake of the Second World War? In what ways did the containment policy and the fallout from the Chinese Revolution contribute to the culture of fear and conservatism during the 1950s? In what ways were the Bay of Pigs, the Space Race, and the Cuban Missile Crisis related?

Unit Activities:

Class discussions on the war in Korea and the Cuban Missile Crisis. The McCarthy Project: student-directed simulation activity examining the fear and suspicion during the Red Scare.

In-class document analysis: excerpt from “The Sources of Soviet Conduct,” by George Kennan. Students working in small groups compare the underlying causes of WWI, WWII, and the Cold War and make an argument that U.S. foreign policy in the 20th century did or did not promote democratic governments around the world. (WOR-7) [CR4]

[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*.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. McCarthy Project formal essay.

Unit 19: Cold War Culture And Society (1950-1970) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapters 29-30; excerpt from “Letter from Birmingham Jail.”

Themes: ID, WXT, POL, CUL, ENV

Major Topics:

Trends in popular media and culture during the 1950s and 1960s; the Red Scare and its impact on cultural conformity, and the backlash against that conformity during the 1960s; the modern civil rights movement, including *Brown v. Board*, the Montgomery Bus Boycott, Sit-Ins, the Civil Rights Act and Voting Rights Act, Dr. Martin Luther King, Malcolm X, Huey Newton, the Black Panthers; civil rights movements by other groups, including women, Native Americans, and gays; post-war religious trends; youth and farm workers; and baby-boomers and the emergence of anti-institutionalism.

Essential Questions:

Who were the great figures in post-war art and literature? Specifically, what did their work say about the post-war society and values? To what extent was the sexual revolution revolutionary? To what extent was it a continuation of past movements? What were the high and low points of the Civil Rights Movement, from 1954 to 1968, and to what extent were the civil rights of African Americans extended? How did the role of students evolve during this period?

Students compare NAACP materials from the 1920s and 1930s on lynching and civil rights with 1950s civil rights materials. Students must make a presentation on why there were differences and similarities to the class. [CR9]

[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 continuity and change over time

Unit Activities:

Student-directed roundtable debate on the subject of the modern civil rights movement. In-class document analysis: “Letter from Birmingham Jail.”

Students write an essay that compares the women’s movement of the 1960s with the women’s movement at the turn of the 20th century. Students must make an argument about the nature of the ideas, strategies, and accomplishments of women from both eras. Were they similar or different? [CR11]

[CR11]—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Message board posting on the culture of the 1960s. Multiple choice test, including several short answer questions about the social movements of the 1960s.

Unit 20: The Vietnam War And Its Aftermath (1961-1975) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapters 29-30; DBQ on post-war America; *Lyndon B. Johnson and American Liberalism*.

Themes: ID, PEO, POL, WOR, CUL

Major Topics:

Dien Bien Phu, Ho Chi Minh, the assassination of Diem, and the growth of American involvement in French Indochina; the Gulf of Tonkin incident and the expansion of American involvement in the war; the course of the war from 1964 to 1975, including bombing campaigns of the North, the Tet Offensive, the incursion into Cambodia, the Paris Peace Accords, and the Fall of Saigon; and American support for and opposition to the war in Vietnam, and its effects on the political, economic, and social situation in the United States during this time.

Essential Questions:

In what ways did the war in Vietnam reflect the geopolitical struggles of the Cold War? To what extent did growing discontent with the war influence changes in American policy between 1968 and 1975? How effective were the tactics used by opponents of the war? To what extent was the counterculture movement driven by opposition to the war, and to what extent were other contributing factors at work?

Unit Activities:

Class discussion on the counterculture movement, the Cambodian Incursion and Kent State killings. Debate on the Gulf of Tonkin Resolution. Map skills lesson: the Tet Offensive.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. Take-home document based question on the post-WWII period. Multiple choice test, including in-class essay drawn from the essential questions listed above.

Unit 21: Sound Bite Society (1970-Present) [CR2]

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

Texts and other materials utilized: *The American Nation*, Chapters 31-32; “The Contract with America.”

Themes: ID, WXT, PEO, POL, WOR, ENV, CUL

Major Topics:

Increasing prosperity and global responsibilities after WWII; globalization and redefining national identity; creation of the Environmental Protection Agency; Watergate, the resignation of President Nixon, and the emerging distrust of government; expanding role of the popular media; modern religion and political activism; Reaganism: deregulation, increase in military spending, and the Iran-contra scandal; liberalism on the wane: the Republican Revolution of 1994, the Impeachment of President Clinton; Rodney King and Anita Hill; Welfare Reform Act of 1996; the election of 2000, terrorism and the wars in Afghanistan and Iraq, and emerging questions about civil liberties and the role of the federal government during a time of war; trends in immigration; and the election of 2008.

Essential Questions:

What ways did the various Middle Eastern conflicts first symbolize and later replace the major conflicts of the Cold War? To what extent were the Reagan/Bush presidencies successful in rolling back reforms of the New Deal and Great Society and in reshaping the role of government? To what extent was America transformed by societal changes—from television to race relations to AIDS and crack cocaine? How did the role of the President change in the years from the Watergate scandal through the terrorist attacks of September 11th?

Unit Activities:

Class discussions on the Reagan Revolution, the collapse of communism, and modern immigration. Debate on Ford's pardon of Nixon, and the rise of the New Right. Document analysis activity: Contract with America.

Using Lisa McGirr's *Suburban Warriors*, students map the ideas and strategies of the New Right and compare this movement to earlier moments (1880s, 1920s, 1950s) of conservative activism. What values remained constant over this long period of time? (CUL-7) [CR4]

[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*.

Students write a six to eight–page essay that examines the evolution of ideas and policies related to the environment from 1900 to 1975. The essay must use at least six secondary sources and make an argument about why the environment became worthy of regulation by 1970. (ENV-5) [CR4]

[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*.

Assignments and Assessments:

Homework assignment on vocabulary terms listed above. In-class essay on the cultural malaise of the 1970s and 1980s. Multiple choice test, including take-home essay from essential questions listed above.