CollegeBoard
Advanced Placement
Program

AP® United States History

Teacher's Guide

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connect to college success™
www.collegeboard.com

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The College Board: Connecting Students to College Success

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,000 schools, colleges, universities, and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools, and 3,500 colleges through major programs and services in college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT®, the PSAT/NMSQT®, and the Advanced Placement Program® (AP®). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities, and concerns.

For further information, visit www.collegeboard.com.

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Welcome Letter from the College Board

Dear AP® Teacher:

Whether you are a new AP teacher, using this AP Teacher's Guide to assist in developing a syllabus for the first AP course you will ever teach, or an experienced AP teacher simply wanting to compare the teaching strategies you use with those employed by other expert AP teachers, we are confident you will find this resource valuable. We urge you to make good use of the ideas, advice, classroom strategies, and sample syllabi contained in this Teacher's Guide.

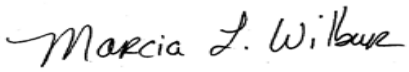
You deserve tremendous credit for all that you do to fortify students for college success. The nurturing environment in which you help your students master a college-level curriculum—a much better atmosphere for one's first exposure to college-level expectations than the often large classes in which many first-year college courses are taught—seems to translate directly into lasting benefits as students head off to college. An array of research studies, from the classic 1999 U.S. Department of Education study *Answers in the Tool Box* to new research from the University of Texas and the University of California, demonstrate that when students enter high school with equivalent academic abilities and socioeconomic status, those who develop the content knowledge to demonstrate college-level mastery of an AP Exam (a grade of 3 or higher) have much higher rates of college completion and have higher grades in college. The 2005 National Center for Educational Accountability (NCEA) study shows that students who take AP have much higher college graduation rates than students with the *same* academic abilities who do not have that valuable AP experience in high school. Furthermore, a Trends in International Mathematics and Science Study (TIMSS, formerly known as the Third International Mathematics and Science Study) found that even AP Calculus students who score a 1 on the AP Exam are significantly outperforming other advanced mathematics students in the United States, and they compare favorably to students from the top-performing nations in an international assessment of mathematics achievement. (Visit AP Central® at apcentral.collegeboard.com for details about these and other AP-related studies.)

For these reasons, the AP teacher plays a significant role in a student's academic journey. Your AP classroom may be the only taste of college rigor your students will have before they enter higher education. It is important to note that such benefits cannot be demonstrated among AP courses that are AP courses in name only, rather than in quality of content. For AP courses to meaningfully prepare students for college success, courses must meet standards that enable students to replicate the content of the comparable college class. Using this AP Teacher's Guide is one of the keys to ensuring that your AP course is as good as (or even better than) the course the student would otherwise be taking in college. While the AP Program does not mandate the use of any one syllabus or textbook and emphasizes that AP teachers should be granted the creativity and flexibility to develop their own curriculum, it is beneficial for AP teachers to compare their syllabi not just to the course outline in the official AP Course Description and in chapter 3 of this guide, but also to the syllabi presented on AP Central, to ensure that each course labeled AP meets the standards of a college-level course. Visit AP Central® at apcentral.collegeboard.com for details about the AP Course Audit, course-specific Curricular Requirements, and how to submit your syllabus for AP Course Audit authorization.

As the Advanced Placement Program® continues to experience tremendous growth in the twenty-first century, it is heartening to see that in every U.S. state and the District of Columbia, a growing proportion of high school graduates have earned at least one grade of 3 or higher on an AP Exam. In some states, more

than 20 percent of graduating seniors have accomplished this goal. The incredible efforts of AP teachers are paying off, producing ever greater numbers of college-bound seniors who are prepared to succeed in college. Please accept my admiration and congratulations for all that you are doing and achieving.

Sincerely,



Marcia Wilbur
Director, Curriculum and Content Development
Advanced Placement Program

Equity and Access

In the following section, the College Board describes its commitment to achieving equity in the AP Program.

Why are equitable preparation and inclusion important?

Currently, 40 percent of students entering four-year colleges and universities and 63 percent of students at two-year institutions require some remedial education. This is a significant concern because a student is less likely to obtain a bachelor's degree if he or she has taken one or more remedial courses.[1]

Nationwide, secondary school educators are increasingly committed not just to helping students complete high school but also to helping them develop the habits of mind necessary for managing the rigors of college. As *Educational Leadership* reported in 2004:

> The dramatic changes taking place in the U.S. economy jeopardize the economic future of students who leave high school without the problem-solving and communication skills essential to success in postsecondary education and in the growing number of high-paying jobs in the economy. To back away from education reforms that help all students master these skills is to give up on the commitment to equal opportunity for all.[2]

Numerous research studies have shown that engaging a student in a rigorous high school curriculum such as is found in AP courses is one of the best ways that educators can help that student persist and complete a bachelor's degree.[3] However, while 57 percent of the class of 2004 in U.S. public high schools enrolled in higher education in fall 2004, only 13 percent had been boosted with a successful AP experience in high school.[4] Although AP courses are not the only examples of rigorous curricula, there is still a significant gap between students with college aspirations and students with adequate high school preparation to fulfill those aspirations.

Strong correlations exist between AP success and college success.[5] Educators attest that this is partly because AP enables students to receive a taste of college while still in an environment that provides more support and resources for students than do typical college courses. Effective AP teachers work closely with their students, giving them the opportunity to reason, analyze, and understand for themselves. As a result, AP students frequently find themselves developing new confidence in their academic abilities and discovering their previously unknown capacities for college studies and academic success.

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1. Andrea Venezia, Michael W. Kirst, and Anthony L. Antonio, *Betraying the College Dream: How Disconnected K–12 and Postsecondary Education Systems Undermine Student Aspirations* (Palo Alto, Calif.: The Bridge Project, 2003), 8.

2. Frank Levy and Richard J. Murnane, "Education and the Changing Job Market." *Educational Leadership* 62 (2) (October 2004): 83.

3. In addition to studies from University of California–Berkeley and the National Center for Educational Accountability (2005), see the classic study on the subject of rigor and college persistence: Clifford Adelman, *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment* (Washington, D.C.: U.S. Department of Education, 1999).

4. *Advanced Placement Report to the Nation* (New York: College Board, 2005).

5. Wayne Camara, "College Persistence, Graduation, and Remediation," *College Board Research Notes* (RN-19) (New York: College Board, 2003).

Which students should be encouraged to register for AP courses?

Any student willing and ready to do the work should be considered for an AP course. The College Board actively endorses the principles set forth in the following Equity Policy Statement and encourages schools to support this policy.

> The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population.

The fundamental objective that schools should strive to accomplish is to create a stimulating AP program that academically challenges students and has the same ethnic, gender, and socioeconomic demographics as the overall student population in the school. African American and Native American students are severely underrepresented in AP classrooms nationwide; Latino student participation has increased tremendously, but in many AP courses Latino students remain underrepresented. To prevent a willing, motivated student from having the opportunity to engage in AP courses is to deny that student the possibility of a better future.

Knowing what we know about the impact a rigorous curriculum can have on a student's future, it is not enough for us simply to leave it to motivated students to seek out these courses. Instead, we must reach out to students and encourage them to take on this challenge. With this in mind, there are two factors to consider when counseling a student regarding an AP opportunity:

1. Student motivation

Many potentially successful AP students would never enroll if the decision were left to their own initiative. They may not have peers who value rigorous academics, or they may have had prior academic experiences that damaged their confidence or belief in their college potential. They may simply lack an understanding of the benefits that such courses can offer them. Accordingly, it is essential that we not gauge a student's motivation to take AP until that student has had the opportunity to understand the advantages—not just the challenges—of such course work.

Educators committed to equity provide all students in a school with an understanding of the benefits of rigorous curricula. Such educators conduct student assemblies and/or presentations to parents that clearly describe the advantages of taking an AP course and outline the work expected of students. Perhaps most important, they have one-on-one conversations with the students in which advantages and expectations are placed side by side. These educators realize that many students, lacking confidence in their abilities, will be listening for any indication that they should not take an AP course. Accordingly, such educators, while frankly describing the amount of homework to be anticipated, also offer words of encouragement and support, assuring the students that if they are willing to do the work, they are wanted in the course.

The College Board has created a free online tool, AP Potential™, to help educators reach out to students who previously might not have been considered for participation in an AP course. Drawing upon data based on correlations between student performance on specific sections of the PSAT/NMSQT® and

performance on specific AP Exams, AP Potential generates rosters of students at your school who have a strong likelihood of success in a particular AP course. Schools nationwide have successfully enrolled many more students in AP than ever before by using these rosters to help students (and their parents) see themselves as having potential to succeed in college-level studies. For more information, visit http://appotential.collegeboard.com.

Actively recruiting students for AP and sustaining enrollment can also be enhanced by offering incentives for both students and teachers. While the College Board does not formally endorse any one incentive for boosting AP participation, we encourage school administrators to develop policies that will best serve an overarching goal to expand participation and improve performance in AP courses. When such incentives are implemented, educators should ensure that quality verification measures such as the AP Exam are embedded in the program so that courses are rigorous enough to merit the added benefits.

Many schools offer the following incentives for students who enroll in AP:

- Extra weighting of AP course grades when determining class rank
- Full or partial payment of AP Exam fees
- On-site exam administration

Additionally, some schools offer the following incentives for teachers to reward them for their efforts to include and support traditionally underserved students:

- Extra preparation periods
- Reduced class size
- Reduced duty periods
- Additional classroom funds
- Extra salary

2. Student preparation

Because AP courses should be the equivalent of courses taught in colleges and universities, it is important that a student be prepared for such rigor. The types of preparation a student should have before entering an AP course vary from course to course and are described in the official AP Course Description book for each subject (available as a free download at apcentral.collegeboard.com).

Unfortunately, many schools have developed a set of gatekeeping or screening requirements that go far beyond what is appropriate to ensure that an individual student has had sufficient preparation to succeed in an AP course. Schools should make every effort to eliminate the gatekeeping process for AP enrollment. Because research has not been able to establish meaningful correlations between gatekeeping devices and actual success on an AP Exam, the College Board **strongly discourages** the use of the following factors as thresholds or requirements for admission to an AP course:

- Grade point average
- Grade in a required prerequisite course
- Recommendation from a teacher

- Recommendation from a teacher
- AP teacher's discretion
- Standardized test scores
- Course-specific entrance exam or essay

Additionally, schools should be wary of the following concerns regarding the misuse of AP:

- Creating "Pre-AP courses" to establish a limited, exclusive track for access to AP
- Rushing to install AP courses without simultaneously implementing a plan to prepare students and teachers in lower grades for the rigor of the program

How can I ensure that I am not watering down the quality of my course as I admit more students?

Students in AP courses should take the AP Exam, which provides an external verification of the extent to which college-level mastery of an AP course is taking place. While it is likely that the percentage of students who receive a grade of 3 or higher may dip as more students take the exam, that is not an indication that the quality of a course is being watered down. Instead of looking at percentages, educators should be looking at raw numbers, since each number represents an individual student. If the raw number of students receiving a grade of 3 or higher on the AP Exam is not decreasing as more students take the exam, there is no indication that the quality of learning in your course has decreased as more students have enrolled.

What are schools doing to expand access and improve AP performance?

Districts and schools seeing the greatest success in improving both participation and performance in AP have implemented a multipronged approach to growing an AP program. These schools offer AP as capstone courses, providing professional development for AP teachers and additional incentives and support for the teachers and students participating at this top level of the curriculum. The high standards of the AP courses are used as anchors that influence the 6–12 curriculum from the "top down." Simultaneously, these educators are investing in the training of teachers in the pre-AP years and are building a vertically articulated, sequential curriculum from middle school to high school that culminates in AP courses—a broad pipeline that prepares students step-by-step for the rigors of AP so that they will have a fair shot at success in an AP course once they reach that stage. An effective and demanding AP program necessitates cooperation and communication between high schools and middle schools. Effective teaming among members of all educational levels ensures rigorous standards for students across years and provides them with the skills needed to succeed in AP. For more information about Pre-AP® professional development, including workshops designed to facilitate the creation of AP Vertical Teams® of middle school and high school teachers, visit AP Central.

Advanced Placement Program
The College Board

Participating in the AP® Course Audit

Overview

The AP Course Audit is a collaborative effort among secondary schools, colleges and universities, and the College Board. For their part, schools deliver college-level instruction to students and complete and return AP Course Audit materials. Colleges and universities work with the College Board to define elements common to college courses in each AP subject, help develop materials to support AP teaching, and receive a roster of schools and their authorized AP courses. The College Board fosters dialogue about the AP Course Audit requirements and recommendations, and reviews syllabi.

Starting in the 2007-08 academic year, all schools wishing to label a course "AP" on student transcripts, course listings, or any school publications must complete and return the subject-specific AP Course Audit form, along with the course syllabus, for all sections of their AP courses. Approximately two months after submitting AP Course Audit materials, schools will receive a legal agreement authorizing the use of the "AP" trademark on qualifying courses. Colleges and universities will receive a roster of schools listing the courses authorized to use the "AP" trademark at each school.

Purpose

College Board member schools at both the secondary and college levels requested an annual AP Course Audit in order to provide teachers and administrators with clear guidelines on curricular and resource requirements that must be in place for AP courses and to help colleges and universities better interpret secondary school courses marked "AP" on students' transcripts.

The AP Course Audit form identifies common, essential elements of effective college courses, including subject matter and classroom resources such as college-level textbooks and laboratory equipment. Schools and individual teachers will continue to develop their own curricula for AP courses they offer—the AP Course Audit will simply ask them to indicate inclusion of these elements in their AP syllabi or describe how their courses nonetheless deliver college-level course content.

AP Exam performance is not factored into the AP Course Audit. A program that audited only those schools with seemingly unsatisfactory exam performance might cause some schools to limit access to AP courses and exams. In addition, because AP Exams are taken and exam grades reported after college admissions decisions are already made, AP course participation has become a relevant factor in the college admissions process. On the AP Course Audit form, teachers and administrators attest that their course includes elements commonly taught in effective college courses. Colleges and universities reviewing students' transcripts can thus be reasonably assured that courses labeled "AP" provide an appropriate level and range of college-level course content, along with the classroom resources to best deliver that content.

For more information

You should discuss the AP Course Audit with your department head and principal. For more information, including a timeline, frequently asked questions, and downloadable AP Course Audit forms, visit apcentral.collegeboard.com/courseaudit.

Preface

It has been several years since the College Board developed a new Teacher's Guide for AP U.S. History, and many of us felt it was time for a revision. When we were asked to prepare this book, we were excited about the opportunity to write about a course we love and have been teaching for a combined 37 years, yet we were also somewhat daunted by the responsibility before us. We have had great fun collaborating on this project over the past several months, and, with a good deal of assistance from a number of colleagues, we have completed our endeavor. We hope you find it helpful.

First, we would like to extend a warm welcome to educators, both those new to the profession and those with teaching experience, who are joining us in teaching AP U.S. History. We begin with the assumption that you may have little experience with the Advanced Placement Program. However, we are confident that this guide has much to offer experienced teachers as well. We certainly have learned more about teaching from sitting down and putting our ideas on paper, and, like us, you will gain from taking time to reflect on your practices and comparing them to the wide range of materials presented here, which, among many other things, address the following questions:

- How can I best prepare to teach this course?
- How can I possibly cover all of this U.S. history?
- How do I develop units and lessons?
- What can I do to avoid lecturing all of the time?
- How can I engage my students in their learning?
- What analytic skills should my students master, and how can I help?
- How can I help my students improve their writing?
- How can I best use primary sources in my class?
- What will my students have to know and be able to do on the exam?
- What materials are available for my students and me to use?

This guide comprises five chapters. It begins with an overview of the course, including a new outline of topics to be covered, as well as a list of 12 themes woven throughout U.S. history that would be valuable to address in your classes. Because the emphasis on these themes is new, we include a discussion of how to implement analysis of themes in your teaching. Chapter 2 presents advice on topics ranging from how to initiate an AP U.S. History course in your district to writing the document-based essay. In chapter 3 we offer a number of sample syllabi, along with suggestions for developing your own plan for the year. We also include a sample unit on colonial America. Chapter 4 takes you through the "culminating activity"—the AP U.S. History Examination and how to prepare your students for it. We conclude with a chapter that lists many of the sources for the materials you will need—primary, secondary, and electronic.

We trust that you will be able to put this Teacher's Guide to good use and that your experience teaching AP U.S. History will be a rewarding one. It has been the focus of our long careers and has enriched us in

many ways as we, like you, have taken on the challenge of providing our students with academic rigor, engaging assignments, application of analytic skills, and lively conversation while we examine the grand and powerful story of the American people.

Nancy Schick

Nancy Schick teaches AP U.S. History and AP European History at Los Alamos High School in New Mexico and was the 2005 New Mexico Teacher of the Year. She is a College Board consultant and an Exam Leader at the AP U.S. History Reading. Ms. Schick has also served on the AP U.S. History Development Committee.

Warren Hierl

Warren Hierl is an AP U.S. History teacher at the Career Center, Winston-Salem, North Carolina. He has been a College Board consultant since 1989 and serves as a Question Leader at the AP U.S. History Reading. Mr. Hierl is a coauthor of the AP Vertical Teams® Guide to Social Studies.

Chapter 1
About AP U.S. History

Overview: Past, Present, Future

Those of us who teach and write in the field of U.S. history participate in a vibrant and exciting enterprise. Over the past 30 years, our discipline has changed dramatically, and nowhere is that more evident than in the AP® U.S. History course and AP U.S. History Exam.

Thirty years ago the parameters of U.S. history were narrowly defined. Political, military, and economic history dominated our research and set the agenda in the classroom. Gradually, however, the field began to open to new ideas, although not without intense feelings on the part of those who wanted to maintain the status quo, as well as those who wanted change. Social history, African American history, women's history, immigrant history, quantitative history, psychohistory, cultural history, and comparative studies have now transformed our understanding of the American past.

Today we ask new questions about United States history and challenge our students to do the same. We seek to understand the lives of both famous American leaders *and* ordinary citizens. We work to comprehend the effects of social and economic change on men, women, and children and to theorize about the complex processes involved when cultural and intellectual patterns begin to shift, when traditional political mores no longer hold.

Even as we have opened the field to new ideas and different ways of thinking, we remain committed to the basic principles of historical inquiry—studying change over time; paying attention to context; collecting and preserving a broad range of stories about the past; and examining U.S. history from multiple perspectives—public and private, governmental and diplomatic, personal and political, and local, national, and global.

What does the future look like for those of us who teach U.S. history? In an era marked by uncertainty at home and abroad, historians will play a crucial role in helping students understand American history from a more international perspective. Globalization did not begin in the 1990s—or the 1890s, or the 1790s. Increasingly, we must broaden the contextual frames within which we present the past in order to deepen our understanding of American democracy, citizenship, diversity, and national identity. In the twenty-first century, teaching about the richness and complexity of the American experience challenges us as never before.

Our work in AP U.S. History continues to broaden the worlds in which our students live, to encourage connections and comparisons, and to provide them with an understanding of the American past that will grow and develop throughout their lives.

Mary E. Frederickson
Former Chair, AP U.S. History Examination Development Committee
Miami University of Ohio

Course Description Essentials

The AP U.S. History course is designed to teach students to think critically about the issues that have confronted and influenced the United States, through a process that integrates the examination of factual knowledge, the development and application of analytic skills, and the assessment of primary and secondary sources. For complete and detailed information about course requirements, the topics and themes in the course, and sample exam questions and answers (both multiple-choice and free-response), be sure to consult the *AP United States History Course Description*, which can be downloaded for free at AP Central® (apcentral.collegeboard.com) or purchased in hard copy at the College Board Store (http://store.collegeboard.com).

This class is the equivalent of an introductory college survey course in U.S. history, and its content spans the discovery and settlement of the New World to the present. Just as introductory college courses vary in organization and emphasis, the College Board does not prescribe specific texts or other materials for the AP course, nor does it demand particular teaching methods. However, it is expected that AP U.S. History teachers will design their course so that it achieves the following:

- Covers the 500-year scope of U.S. history—from North America's pre-Columbian beginnings to the present
- Integrates a number of important themes that recur throughout American history
- Includes analysis of primary-source documents
- Helps students develop analytic ways of thinking, such as recognizing cause and effect, drawing inferences, dealing with conflicting viewpoints, and tracing the evolution of themes throughout history
- Requires that students write often and insightfully
- Equips students to weigh different interpretations of history and introduces them to historical criticism
- Integrates social, cultural, political, diplomatic, economic, and intellectual history into the narrative of the American experience
- Requires students to form and express thoughtful opinions that they share with others

The AP U.S. History Development Committee

The AP U.S. History Development Committee, consisting of six teachers from high schools and colleges nationwide, is responsible for designing the course and writing the exam. This group, along with the Chief Reader and two ETS consultants, meets several times a year to determine the key topics and themes that must be included in the course and to write the exam. Every effort is made to see that the makeup of the committee is balanced by region, gender, and ethnicity.

AP Comparability Studies

Every few years the Development Committee conducts a curriculum survey of college faculty around the United States to ensure that the course is comparable to a college survey course. This survey is designed to determine the contents of a college-level survey course for the benefit of schools that offer AP programs. The results of the survey are tabulated and shared with the Development Committee, and based on this feedback the Committee revises exam specifications. For instance, after the most recent (as of this writing) curriculum survey, conducted in 2004, the committee made some minor adjustments to the chronological

distribution of multiple-choice questions. In addition, it decided to combine the categories of social and cultural history.

The AP Program also conducts comparability studies in each subject every five to seven years in order to verify that AP students perform at college level. In an AP U.S. History comparability study, a portion of a recent or current AP U.S. History Exam is administered to students enrolled in U.S. history survey courses at colleges and universities where many high school students apply for advanced placement and/or credit. The students take the exam at or near the end of their course and are motivated to perform well on it because the results count for a portion of their course grade. Besides administering and grading the exams, the college instructors send the AP Program course and exam grades for each of their students. The free-response sections are sent to the AP Reading for scoring, and then composite scores are created for the college students by combining scores on the multiple-choice and free-response sections.

The 2004 comparability study for AP U.S. History included eight universities. When college students' performances on this shortened version of the 2003 exam were compared with high school students' scores on the full version, high school students who had earned a grade of 4 or 5 on the exam consistently outperformed university students who ultimately earned a grade of A in the U.S. history survey courses at their institutions.

Topic Outline

The topic outline below, reproduced directly from the 2006, 2007 *AP United States History Course Description,* is informed by an AP U.S. History Curriculum Survey, conducted by the AP Program online with more than 100 colleges and universities, and reflects the content of a typical introductory college course in U.S. history. It should serve merely as a general guide for teachers and is not intended to be rigidly followed. The topics here are chronological and include the major subject categories for the course—they may be adapted to fit individual needs.

1. Pre-Columbian Societies

Early inhabitants of the Americas
American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley
American Indian cultures of North America at the time of European contact

2. Transatlantic Encounters and Colonial Beginnings, 1492–1690

First European contacts with Native Americans
Spain's empire in North America
French colonization of Canada
English settlement of New England, the Mid-Atlantic region, and the South
From servitude to slavery in the Chesapeake region
Religious diversity in the American colonies
Resistance to colonial authority: Bacon's Rebellion, the Glorious Revolution, and the Pueblo Revolt

3. Colonial North America, 1690–1754

Population growth and immigration
Transatlantic trade and the growth of seaports
The eighteenth-century back country
Growth of plantation economies and slave societies
The Enlightenment and the Great Awakening
Colonial governments and imperial policy in British North America

4. The American Revolutionary Era, 1754–1789

The French and Indian War
The Imperial Crisis and resistance to Britain
The War for Independence
State constitutions and the Articles of Confederation
The federal Constitution

5. The Early Republic, 1789–1815

Washington, Hamilton, and the shaping of the national government
Emergence of political parties: Federalists and Republicans
Republican Motherhood and education for women
Beginnings of the Second Great Awakening
Significance of Jefferson's presidency
Expansion into the trans-Appalachian West; American Indian resistance
Growth of slavery and free Black communities
The War of 1812 and its consequences

6. The Transformation of Economy and Society in Antebellum America

The transportation revolution and creation of a national market economy
Beginnings of industrialization and changes in social and class structures
Immigration and nativist reaction
Planters, yeoman farmers, and slaves in the cotton South

7. The Transformation of Politics in Antebellum America

Emergence of the second party system
Federal authority and its opponents: judicial federalism, the Bank War, tariff controversy, and states' rights debates
Jacksonian democracy and its successes and limitations

8. Religion, Reform, and Renaissance in Antebellum America

Evangelical Protestant revivalism
Social reforms
Ideals of domesticity
Transcendentalism and utopian communities
American Renaissance: literary and artistic expressions

9. Territorial Expansion and Manifest Destiny

Forced removal of American Indians to the trans-Mississippi West
Western migration and cultural interactions
Territorial acquisitions
Early U.S. imperialism: the Mexican War

10. The Crisis of the Union

Pro- and antislavery arguments and conflicts
Compromise of 1850 and popular sovereignty
The Kansas–Nebraska Act and the emergence of the Republican Party
Abraham Lincoln, the election of 1860, and secession

11. Civil War

Two societies at war: mobilization, resources, and internal dissent
Military strategies and foreign diplomacy
Emancipation and the role of African Americans in the war
Social, political, and economic effects of war in the North, South, and West

12. Reconstruction

Presidential and Radical Reconstruction
Southern state governments: aspirations, achievements, failures
Role of African Americans in politics, education, and the economy
Compromise of 1877
Impact of Reconstruction

13. The Origins of the New South

Reconfiguration of southern agriculture: sharecropping and crop lien system
Expansion of manufacturing and industrialization
The politics of segregation: Jim Crow and disfranchisement

14. Development of the West in the Late Nineteenth Century

Expansion and development of western railroads
Competitors for the West: miners, ranchers, homesteaders, and American Indians
Government policy toward American Indians
Gender, race, and ethnicity in the far West
Environmental impacts of western settlement

15. Industrial America in the Late Nineteenth Century

Corporate consolidation of industry
Effects of technological development on the worker and workplace
Labor and unions
National politics and influence of corporate power
Migration and immigration: the changing face of the nation
Proponents and opponents of the new order, e.g., Social Darwinism and Social Gospel

16. Urban Society in the Late Nineteenth Century

Urbanization and the lure of the city
City problems and machine politics
Intellectual and cultural movements and popular entertainment

17. Populism and Progressivism

Agrarian discontent and political issues of the late nineteenth century
Origins of Progressive reform: municipal, state, and national
Roosevelt, Taft, and Wilson as Progressive presidents
Women's roles: family, workplace, education, politics, and reform
Black America: urban migration and civil rights initiatives

18. The Emergence of America As a World Power

American imperialism: political and economic expansion
War in Europe and American neutrality
The First World War at home and abroad
Treaty of Versailles
Society and economy in the postwar years

19. The New Era: 1920s

The business of America and the consumer economy
Republican politics: Harding, Coolidge, Hoover
The Culture of Modernism: science, the arts, and entertainment
Responses to Modernism: religious fundamentalism, nativism, and Prohibition
The ongoing struggle for equality: African Americans and women

20. The Great Depression and the New Deal

Causes of the Great Depression
The Hoover administration's response
Franklin Delano Roosevelt and the New Deal
Labor and union recognition
The New Deal coalition and its critics from the Right and the Left
Surviving hard times: American society during the Great Depression

21. The Second World War

The rise of fascism and militarism in Japan, Italy, and Germany
Prelude to war: policy of neutrality
The attack on Pearl Harbor and United States declaration of war
Fighting a multifront war
Diplomacy, war aims, and wartime conferences
The United States as a global power in the Atomic Age

22. The Home Front During the War

Wartime mobilization of the economy
Urban migration and demographic changes
Women, work, and family during the war
Civil liberties and civil rights during wartime
War and regional development
Expansion of government power

23. The United States and the Early Cold War

Origins of the Cold War
Truman and containment
The Cold War in Asia: China, Korea, Vietnam, Japan
Diplomatic strategies and policies of the Eisenhower and Kennedy administrations
The Red Scare and McCarthyism
Impact of the Cold War on American society

24. The 1950s

Emergence of the modern civil rights movement
The affluent society and "the other America"
Consensus and conformity: suburbia and middle-class America
Social critics, nonconformists, and cultural rebels
Impact of changes in science, technology, and medicine

25. The Turbulent 1960s

From the New Frontier to the Great Society
Expanding movements for civil rights
Cold War confrontations: Asia, Latin America, and Europe
Beginning of Détente
The antiwar movement and the counterculture

26. Politics and Economics at the End of the Twentieth Century

The election of 1968 and the "Silent Majority"
Nixon's challenges: Vietnam, China, Watergate
Changes in the American economy: the energy crisis, deindustrialization, and the service economy
The New Right and the Reagan revolution
End of the Cold War

27. Society and Culture at the End of the Twentieth Century

Demographic changes: surge of immigration after 1965, Sunbelt migration, and the graying of America
Revolutions in biotechnology, mass communication, and computers
Politics in a multicultural society

28. The United States in the Post–Cold War World

Globalization and the American economy
Unilateralism vs. multilateralism in foreign policy
Domestic and foreign terrorism
Environmental issues in a global context

Themes in AP U.S. History

There are a number of thematic approaches to the teaching of AP U.S. History. The following itemization and introductory note explaining them are taken verbatim from the 2006, 2007 *AP United States History Course Description*.

Note from the Development Committee

- The themes listed in this section are designed to encourage students to think conceptually about the American past and to focus on historical change over time.
- These themes should be used in conjunction with the topic outline.
- The themes are not presented in any order of importance; rather they are in alphabetical order. These ideas may serve as unifying concepts to help students synthesize material and to place the history of the United States into larger analytical contexts.

- These themes may be used to provide ideas for class projects.
- AP U.S. History courses may be constructed using any number of these themes.
- Teachers and students also should feel free to develop their own course themes as they look at the American past through a variety of lenses and examine U.S. history from multiple perspectives.
- Teachers who wish for their courses to be designated AP on the AP Course Audit must indicate that they use at least one theme or topic, similar to the ones below, to structure the course.

American Diversity

The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

American Identity

Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.

Culture

Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

Demographic Changes

Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

Economic Transformations

Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

Environment

Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

Globalization

Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.

Politics and Citizenship

Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

Reform

Diverse movements focusing on a broad range of issues, including antislavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.

Religion

The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

Slavery and Its Legacies in North America

Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in Native American societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

War and Diplomacy

Armed conflict from the precolonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

Using Themes

The 12 themes emphasized by the Development Committee provide teachers with an additional tool for demonstrating the dynamic nature of history. They help students to make sense of seemingly disparate bits of factual information, to make connections between similar events over time, and to identify recurrent ideas and patterns of behavior, both within individual units and between units of study.

Incorporating these 12 themes into your AP U.S. History course reinforces the idea of multicausation and multieffects, elevating student thought and analysis to the level of the "big picture." The themes demonstrate the complex nature of history and provide a framework for encouraging students to examine the past from multiple perspectives. By emphasizing change over time, they encourage students to make connections, to think about context, and to consider historical evidence from many types of sources. Students can use themes to broaden their understanding of the way that history is constructed. Addressing a question thematically encourages students to think in terms of making an argument.

Teachers can help students gain a richer understanding of the American past by using several themes in each unit. For example, a unit on World War II could address issues of war and diplomacy, globalization, economic transformations, and American identity.

Moreover, integrating the themes in your course will help students understand the complexity of studying the past. A thematic approach helps students contextualize factual information as they broaden their understanding of the multiplicity of causes and effects involved in analyzing the past. Listed below are different ways of weaving themes into the course throughout the year.

Getting Started: Themes in Colonial American History

Begin to address themes early in the year. Consider focusing each unit on a few themes, and introduce new ones as the course develops. *The AP Vertical Teams® Guide for Social Studies* (2001) includes an activity called conceptual identifications, designed to help students work with themes. Students create a number of note cards on various concepts or themes and add to them as they study new time periods, refining their definitions and adding examples of the manifestation of various themes. Teachers might find it helpful to keep the students' cards in a small box—like a recipe file—in the classroom.

For example, as you plan your first major unit, colonial America, consider three key themes that emerged in this era: i.e, American identity, politics and citizenship, and religion. As you work through this unit, be sure to take time to introduce and define these themes and investigate how they evolved in colonial America.

The questions below might help students consider these three themes.

- To what extent did English colonists identify themselves as "Americans" by 1750?
- What factors contributed to the emergence of this American identity?
- How did this identification differ from region to region? Why?
- What American political institutions emerged in colonial America? What factors promoted this?
- To what extent were these institutions uniquely American?
- In what ways did religious beliefs shape the lives of colonial Americans?
- Analyze the impact of the Great Awakening in promoting an American identity.
- Analyze the tensions between religious conformity and religious tolerance in colonial America.

These themes recur often throughout American history. Determine the best times in the chronology to reintroduce your students to them. Regularly returning to the themes is a good way for students to link periods of history and to review what they have learned in past units.

Tracing a Single Theme Throughout the Course

Themes can and should be explored, where applicable, throughout the topic outline. Certain themes are likely to be more emphasized in certain units. As many themes as possible should be interwoven within each unit to give meaning to specific factual information, provide continuity, and allow students to acquire a "big picture" view of history.

Some sample prompts that help connect the theme of American diversity (race, class, ethnicity, and gender) to the topic outline include:

Pre-Columbian Societies

- To what degree and in what ways did Native American societies differentiate societal roles according to gender?

Transatlantic Encounters and Colonial Beginnings, 1492–1690

- To what degree and in what ways were society's class differences reflected by each of the following?
  - Challenges to the "New England Way" (Puritan authority)
  - Disputes between the Tidewater Aristocracy and the backcountry
  - The Salem witch trials

Colonial North America, 1690–1754

- How did voluntary and forced immigration contribute to sectional differences prior to the French and Indian War?

The American Revolutionary Era, 1754–1789

- How and why did different social, ethnic, and religious groups tend to join either the revolutionaries or the loyalists?

The Early Republic, 1789–1815

- Analyze the reasons for and the ways in which American society reacted to three of the following:
  - The growth of slavery and free black communities
  - Indian resistance
  - Republican Motherhood and increased education for women
  - Jeffersonian democracy's increased emphasis on the "common man"

The Transformation of Economy and Society in Antebellum America
- To what degree and in what ways did early industrialization impact the lives of African Americans, women, and immigrants?

The Transformation of Politics in Antebellum America
- Analyze the ways in which Jacksonian democracy changed American society's perceptions of gender, race, class, and ethnicity.

Religion, Reform, and Renaissance in Antebellum America
- To what degree and in what ways did reform movements of the Jacksonian era reflect the society's concerns for the disadvantaged in terms of class, race, gender, and ethnicity?

Territorial Expansion and Manifest Destiny
- In what ways was American society changed by westward expansion and the resulting cultural interaction with ethnically diverse groups?

The Crisis of the Union
- Analyze the role of women and free blacks in the widening sectional crisis between 1830 and 1860.

Civil War
- Analyze the role of immigrants, women, and African Americans in the Civil War in *both* the Union and the Confederacy.

Reconstruction
- To what degree did the Civil War and Reconstruction effect revolutionary change in the status of blacks—socially, economically, and politically?

The Origins of the New South
- Analyze the ways in which class and race affected the formation of the New South.

Development of the West in the Late Nineteenth Century
- Compare and contrast the roles of minorities and women in the West and the East between 1860 and 1890.

Industrial America in the Late Nineteenth Century
- To what degree and in what ways did the industrial development of the late nineteenth century accentuate class, gender, and ethnic differences.

Urban Society in the Late Nineteenth Century
- Characterize the efforts made to deal with urban poverty during the Gilded Age, and their degree of success.

Populism and Progressivism
- To what degree and in what ways were Populists and Progressives successful in improving the lives of people between 1890 and 1920? Consider the following groups:
  - Women
  - African Americans
  - The urban poor
  - The rural poor

The Emergence of America as a World Power

- Evaluate the impact of New Imperialism and World War I on ethnic, racial, and gender stereotypes between 1890 and 1920.

The New Era: 1920s

- To what degree and in what ways did the disillusionment of World War I shape American perceptions of each of the following groups?
  - Immigrants
  - African Americans
  - Women

The Great Depression and the New Deal

- Analyze the ways in which the Great Depression and the resulting New Deal affected class distinctions.

The Second World War

- To what degree and in what ways were the traditional roles of both women and African Americans altered by the World War II experience?

The Home Front During the War

- Evaluate the contributions of and the hardships encountered by women, African Americans, and immigrants during World War II.

The United States and the Early Cold War

- To what degree and in what ways did the Cold War reflect class distinctions and affect immigrant populations?

The 1950s

- To what extent did the 1950s reflect a continuation of traditional perceptions of the roles of African Americans and women?

The Turbulent 1960s

- Analyze the ways in which the activism of each of the following groups led to political realignment during the 1960s:
  - The poor
  - Ethnic minorities
  - African Americans
  - Women

Politics and Economics at the End of the Twentieth Century

- To what degree and in what ways were class differences accentuated or reduced by the Reagan Revolution?

Society and Culture at the End of the Twentieth Century

- In what ways and why did racial, gender, and ethnic diversity become a central political issue by the end of the twentieth century?

The United States in the Post–Cold War World

- In what ways did the rise of terrorism in the early twenty-first century affect ethnic minorities?

Using Themes in More Complex Ways

Here are some possibilities for using the theme of American diversity in a unit covering the period from the end of World War I (1918) to the entry of the United States into World War II (1941). As students study this period, they might consider the following questions:

- What changes occurred between 1918 and 1941 that affected Americans' perceptions of race, class, gender, and ethnicity? What were the consequences of those changes?
  - How did the Harlem Renaissance alter American perceptions of race?
  - What was the impact of the Red Scare on American perceptions of ethnicity, and how were those perceptions manifested?
  - To what degree did the Nineteenth Amendment expand the role of women in American society?
  - What was the impact of World War I on Americans' perceptions of race, ethnicity, class, and gender?

Students might also consider whether these changes and consequences represent a continuation of, or a departure from, trends in American diversity covered in previous units. In other words, students should consider relationships across units of study as well.

- To what degree did the changes in Americans' perceptions of race, class, gender, and ethnicity between 1919 and 1941 represent a continuation of prewar Progressive ideals?
  - In what ways and to what degree were the goals of the Niagara Movement and the NAACP maintained between 1919 and 1941?
  - To what degree and in what ways was the Victorian view of womanhood altered between 1919 and 1941?
  - What were the consequences of World War I and the Great Depression on American nativist sentiment?

Beyond that, students should consider the interaction of two or more themes within a time period and across time periods. For example, they can address the impact of notions of American diversity on the other themes *within* the time period with the following questions:

- To what degree did changes in Americans' perceptions of race, ethnicity, class, and gender result in political realignment in the period 1919 to 1941?
  - How did growing anti-immigrant sentiment affect social reform between 1919 and 1941?
  - To what degree and in what ways did changing gender perceptions affect the economy of the United States between 1919 and 1941?

Finally, students need to consider the impact of changes in Americans' perceptions of American diversity on other themes in other units. For example:

- To what degree did changes in Americans' perceptions of race, ethnicity, class, and gender between 1919 and 1941 alter the reforms of the Progressive Era?
  - To what degree and in what ways did demographic changes between 1890 and 1941 alter Americans' perceptions of ethnicity?

- Analyze the impact of the "Great Migration" of southern blacks to northern cities during World War I on American attitudes toward race in the 1920s and 1930s.

Students should support their answers to these questions with specific information relevant to each theme. If, for example, they are defending a thesis relative to demographic change between 1919 and 1941, they should be able to cite information such as: the Emergency Quota Act of 1921, the National Origins Act, the KKK, Okies, the Resettlement Administration, urbanization, growth of suburbs, impact of the automobile, Hoovervilles, the Florida Land Boom, marriage rates, X-rays, ultraviolet rays, migrant workers, and birth control. (This is not meant to be a complete list, just a sampling.)

The AP Exam assesses students' ability to use factual information to good purpose. Working with themes enables students to make connections between specific information and broader concepts, helping them understand how the issues play out over extended periods of time. Thus, particular pieces of information become pillars that support a thesis and reflect an understanding of the flow of history, rather than simply a list of facts to be memorized. Additionally, students recognize that thematic content is interrelated both within and between units of study, emphasizing the dynamic nature of history. They also learn that, in many cases, specific information can be used to support theses dealing with more than one theme (e.g., the National Origins Act was a reaction to the changing demographics of the United States and reflected growing nativist sentiment, *or* the Red Scare of 1919–1920 reflected movement toward a more nativist definition of American identity, which was reinforced by the National Origins Act of 1924).

Key Concepts and Skills

The AP U.S. History Exam is designed to measure students' knowledge of historical facts, degree of comprehension of forces of change and causality, and information-based analytical skills. The AP U.S. History course should be designed to move beyond mere recall to an understanding of historical chronology, topical concepts and themes, cause and effect, similarities and differences, major turning points, and significant issues and problems. In addition, students should demonstrate their mastery of historical interpretation and be able to express in writing their opinions and knowledge. They should be able to integrate their learning sufficiently to construct a logical historical argument.

As a history teacher, you assume responsibility for helping students develop and apply those analytic skills that will allow them to understand the themes, answer the important questions, see the larger picture, and thereby find meaning in the vast amount of factual information that is before them.

The AP U.S. History Exam tests skills that generally fall into three broad, overlapping categories: mastery and application of factual knowledge, understanding and analysis of concepts, and a grasp of historical generalizations and ability to synthesize information. Students should be able to do the following:

- Ask thoughtful questions about and make sound inferences from factual information
- Determine the causes that led to a particular event
- Recognize the significance of important events
- Assess the relative importance of causes and effects
- Account for apparent inconsistencies and ambiguity in the materials they examine
- Recognize common themes and trends
- Recognize and explain change or continuity over time
- Categorize information

- Read, understand, and interpret primary sources
- Examine the extent or the degree to which an assertion is true
- Discern and account for different points of view
- Compare and contrast two historical phenomena
- Construct a logical historical argument

There are, of course, many strategies to use in teaching students these skills. *The AP Vertical Teams Guide for Social Studies* is one valuable source of ideas. We also recommend that you attend the one-day workshops and five-day AP Summer Institutes to share ideas and teaching strategies with experienced AP teachers. These and other venues for sharing strategies are discussed in chapter 2.

Here are two examples of activities that could be used to develop and reinforce analytic skills.

Synthesizing Information Exercises

Students often have difficulty accounting for change over time and incorporating this notion into their writing. Give students several bits of information, and have them write a clear and concise sentence or two, using all of the terms but also requiring that they illustrate change.

Détente, Cold War, Richard Nixon, peaceful coexistence, containment
Possible response: Richard Nixon's policy of détente reflected a transition from the Cold War policy of containment toward peaceful coexistence.

Victorian values, separate spheres, flappers, new woman
Possible response: The flapper image of the "new woman" of the 1920s challenged Victorian values and the traditional concept of "separate spheres."

Cult of domesticity, Lowell girls, Republican Motherhood, Seneca Falls Declaration
Possible response: This information relates to the changing perceptions and role of women over time. The notion of "republican motherhood" was prescribed for women in the early republic. By the early nineteenth century, there emerged a different perception—the cult of domesticity, which expanded on the earlier notion but emphasized the separation of work and home. This role was both embraced and challenged by the Lowell factory girls and later debated following Elizabeth Cady Stanton's Seneca Falls Declaration, which was a milestone in the women's rights movement.

Primary Source Activity

Working with primary sources can give students the opportunity to make connections between the information they are encountering in their text and other visual, audio, and written images. It also requires them to make sense of overlapping and even contradictory perspectives on events. Teachers may want to assign students to examine primary sources on the topic of middle-class life in the late nineteenth century, for example. The students' task would be to examine such images as popular advertisements from magazines of the period to determine what values were then held by middle-class Americans and how these values were affected by technological change. This activity requires that students have a basic understanding of life in the late nineteenth century, that they make inferences based on visual sources, and that they link these inferences to the information they have read in their text. It also requires analysis of change over time, understanding of point of view, and recognition of ambiguity in various sources.

Chapter 2
Advice for AP U.S. History Teachers

Establishing an AP Course

Crafting and implementing an AP course offers benefits for everyone—students, teachers, parents, and your entire school system. The College Board's Advanced Placement Program offers a nationally recognized standard of excellence. Increasingly, competitive colleges and universities are weighing the rigor of the curriculum selected by students as a factor in admissions. Offering AP U.S. History provides qualified students with the potential to gain college credit or advanced placement, or both, while better preparing students for success at the college level. Many school systems find that offering AP classes has a ripple effect on their curriculum. In numerous instances, for students to be successful on AP Exams, districts may find that they need to increase the rigor of classes in years prior to AP work, from middle school to high school. As districts begin to vertically align for success, more students encounter and welcome academic challenges and become enthusiastic about learning.

Working with Other Teachers

The relationship between AP U.S. History teachers and other teachers, both AP and non-AP, is essential in optimizing the number of students in the program and their success rate. Teachers at all levels have a hand in encouraging students to challenge themselves and in giving them the tools to succeed. Beyond that, the establishment of a collegial relationship that respects the contribution of all teachers to AP success enhances the possibility that a Vertical Teams program can be created to strengthen students' critical thinking, document analysis, and writing skills at early grade levels. Teachers can align their curriculum, devise a scope and sequence, and decide where skills should be taught, retaught, and mastered. The most important aspect of Vertical Teams is the input AP teachers receive from teachers in the preceding grades. Your team's support will help you recognize that you're not the only person invested in AP students—these students are an amalgam of all their previous teachers and subjects. (Information on vertical teaming is available through College Board regional offices.) Such a program strengthens academics throughout a school system and improves student performance across the board. When all teachers in a school district understand the requirements for its AP program, they can work together to provide experiences that improve student success in AP courses. Similarly, by working with school counselors and teachers in other AP disciplines, classes can sometimes be paired in a way that reinforces the content and skill requirements of each. For instance, AP English Language teachers and AP U.S. History teachers can work together to construct reading assignments that emphasize content and critical thinking skills for both classes. The analytical writing required in many AP classes reinforces the writing skills necessary for success in AP U.S. History.

Building Enrollment and Generating Support

AP courses challenge students by providing a demanding curriculum, and each and every interested student should have the opportunity to participate (see the Equity and Access section at the beginning of this book). The College Board offers AP Potential™ as one means for determining the likelihood of success in AP classes among students who have taken the PSAT/NMSQT®, and this is a good tool to use as you begin your recruitment efforts. While AP classes might initially be small, success will bolster the program and interest other students. Don't be alarmed if you don't have everything you want when you start. Build your program and collect resources as you go.

If your school is just beginning to introduce its AP program, or if you are trying to increase AP offerings and enrollment, you may need to do some public relations work to get the message out. Meet with your colleagues who teach the courses that feed into your AP courses. Make arrangements to speak to their classes. Solicit names of potential students from other teachers. If you have students who have already taken AP courses, have them talk with their peers. Post flyers around your building. Speak to relevant groups throughout your school community—parent–teacher associations, civic organizations, site councils. Use your school's and department's Web sites to disseminate information about AP courses. Hold an open house, and invite all prospective students and their parents to an informational meeting. Make some phone calls. Meet one-on-one with potential students. Consider holding a minority recruitment fair for underrepresented students and their parents. All of this advance planning, especially when done in the spring before students register for classes, will help get your program off to a solid start.

In order to initiate an AP program at your school, you will of course need the enthusiastic support of your local and district administrators. Give them materials about the AP Program, and encourage them to attend an administrative session offered at workshops given by the College Board's regional offices and to visit and talk with other administrators in your area about the benefits of the program. You may also want to contact AP U.S. History teachers from other schools and invite them to discuss their programs with your administrators and department colleagues.

Before teaching your first AP course, you should also undertake some personal preparation. Plan to attend a half- or one-day workshop or, better yet, a weeklong summer institute to receive training in teaching an AP class. (For additional information on summer institutes and workshops, see below in this chapter under Getting Help and the Professional Development section of chapter 5.)

The AP Coordinator

Each school participating in the AP Program has an AP Coordinator who serves as a liaison between the school and the College Board, and who takes primary responsibility for organizing and administering the school's AP program. The AP Coordinator may be a full- or part-time administrator or counselor, or a faculty member who is not teaching an AP course. You will be working closely with this person throughout the year. AP Coordinators manage the receipt, distribution, administration, and return of AP Exam materials. Early in the spring, AP teachers consult with the Coordinator to help determine the correct number and type of exams that need to be ordered. Be sure that you communicate before the exam with your AP Coordinator so that you are both comfortable with the exam process and procedure. How to deal with excessive noise outside the testing area, the policy on students' taking breaks, and instructions that the students are given during the exam should all be areas with which you are familiar. Questions about exam fees, dates and deadlines, and exam-specific policies should be directed to the AP Coordinator.

Planning for Success

As a beginning AP U.S. History teacher, you have a unique chance to enhance your students' critical thinking, reading, and writing skills. You also have a wonderful opportunity for personal intellectual and professional growth as you teach this rigorous and exciting course. Many experienced AP teachers comment that they have never worked so hard or enjoyed teaching as much as they have in preparing for this class. For those who are new to the task, teaching AP U.S. History can seem a daunting challenge, but numerous resources exist to help you.

Do not expect to offer "the perfect course" in your first year. Make use of the knowledge and skills of successful veteran educators who at one time faced the same apprehensions. Be willing to adapt and grow as you refine your techniques each successive year.

What are the essential elements of teaching this course?

- **Master the content.** AP U.S. History is a college-level survey course that runs the gamut from the pre-Columbian period to the present. You can best prepare yourself by examining multiple perspectives of history. Read differing scholarly interpretations and expose yourself to a variety of primary sources. This allows you to more clearly identify historical trends and take a more conceptual approach to the teaching of history.
- **Cover the content.** The AP U.S. History Exam is based on the content covered in a typical college survey course. One of the biggest stumbling blocks for new AP teachers is running out of time. Have a plan for pacing yourself. At the start of each year, map out the course week by week and day by day according to your school's schedule—in September you should know exactly where you will be in April. Stick to your plan, and refine it as you gain experience. Once you have determined your schedule for the year, focus on developing individual units. Begin with the number of class periods mandated by your yearly schedule, and then decide exactly what concepts and content you want your students to master each day and in each unit. Determine which textbook and primary-source assignments will help students achieve these goals, and develop measures to assess their progress.
- **Engage students in developing and practicing analytical skills.** The AP U.S. History Exam requires that students have a degree of content mastery beyond mere memorization that allows them to draw conclusions from factual information. Students must develop facility in using factual information to support a particular interpretation of history.
- **Focus on themes.** Introduce your students to the 12 themes outlined in the *AP U.S. History Course Description* (see chapter 1) as a tool for processing and connecting factual information within and between units. Help students develop a comprehensive view by using specific factual information to support a particular interpretation of history. For example, the theme of American identity should be addressed throughout the year in different units. Students might ask themselves such questions as, "How did views of American identity change between 1763 and 1789?" "To what degree and in what ways did sectionalism alter perceptions of American identity between 1820 and 1860?" or "To what degree and in what ways did the Cold War alter views of American identity between 1945 and 1970?"
- **Vary methodology.** Do not spend all of your time lecturing. Instead, hold students accountable for contributing to their learning and that of their classmates. Require students to be active participants in your class. Conduct formal seminars, informal discussions, debates, simulations, and collaborative learning experiences.

Keys to Success

Do what works for you—there's no need to reinvent the wheel. Just because you are teaching an AP class does not mean you have to abandon your non-AP best practices. If you developed an activity or exercise that was successful with a non-AP class, adapt it and use it. As with any history class, in AP U.S. History you want students to make connections and understand how historical events have shaped their lives and the world today. The key to success is to challenge students to think critically and analytically so they will understand that there is more to success in a college-level history course than memorizing a series of facts, places, and dates.

—Dena Soled, Hayfield Secondary School, Alexandria, Virginia

- **Teach writing.** Fifty percent of the AP Exam consists of a writing component. Present students with a logical framework for constructing essays, thereby increasing their comfort level under pressure. Consider frequent, short, in-class journal assignments so that students get accustomed to writing quickly while at the same time using content to develop important ideas. Assign analytical essays throughout the year. Grade holistically with a rubric that holds student writing to a high standard. Construct essay questions that emphasize change over time and analysis rather than description. Use essay questions from Released Exams so your students can see just what kind of questions are used.
- **Teach document analysis.** The document-based question (DBQ) on the AP U.S. History Exam represents 22.5 percent of the overall exam grade. Have students practice reading and analyzing primary sources and extracting the main idea of the source relative to a particular question. Acquire a copy of *The AP Vertical Teams Guide for Social Studies* for help in teaching your students to analyze primary sources. Use this and a variety of other models to help them use primary sources. Give students frequent practice in the "total exam experience" of analyzing documents and constructing responses in a timed setting.
- **There is no one right way to teach AP U.S. History.** Evaluate the effectiveness of your teaching style and teach from your strengths while still being flexible and willing to change. From year to year, assess your areas of strength and weakness by conducting anonymous student evaluations and by critically analyzing your students' performance on the previous years' AP U.S. History Exams (AP Instructional Planning Reports are sent to principals each fall—see chapter 4 for more information). If something is not working, then change it. Remember that the common denominator among the multitude of successful methodologies is content coverage and the enhancement of critical thinking skills that allow students to use factual information with purpose.
- **Have fun.** Enjoy the opportunity to grow intellectually and professionally and to teach kids how to think in new ways. It doesn't get any better than this!

Avoiding Common Pitfalls

Pacing

One of the biggest problems confronting beginning teachers (and for that matter, experienced ones) is getting through the course content. It is imperative that new teachers understand that this is a survey course in U.S. history—getting to World War II is not enough. That being said, follow the pacing suggestions contained in this guide and you should be able to stay on track. Use the syllabi in chapter 3 as models for surveying the subject in a focused, time-effective manner.

Content

There is no substitute for student mastery of the factual content. Still, teachers must do more than teach isolated facts. Indeed, the heart and soul of AP U.S. History is increasing the facility of students in making connections between bits of specific information. Getting students to see the "big picture" and focus on concepts and themes enhances their potential for success both on the AP Exam and in college. Use the 12 themes the Development Committee has formulated (see chapter 1) to help give meaning and direction to the specific factual information.

Skills

Don't assume that your students already have the skills necessary to be successful at the AP level. Students need to develop added sophistication in reading comprehension, analysis, thinking, and writing—particularly writing. The writing component of AP U.S. History is essential for success. Find a writing model with which you are comfortable and teach it to your students. If your students have a weak background in writing, they'll only improve with practice. Have them write early and often! Teach techniques for critically analyzing the documents, constructing a thesis statement, and writing a response to the DBQ.

Rigor

You must consistently challenge your students and maintain high expectations if your students are to achieve success. The AP U.S. History Exam may serve as one (although not necessarily the only) standard of rigor. Encourage student growth by offering challenges that stretch their minds.

Writing Responses to a Document-Based Question

It is essential for students who wish to do well on the AP U.S. History Exam to skillfully respond to the document-based question: the DBQ score accounts for approximately 22.5 percent of the total exam grade. Even more important, the aptitude that students develop in writing DBQs is essential to a serious study of history. They must be able to assess the significance of several documents, integrate content with the inferences that they make about the documents, and develop and support a solid thesis statement. The intent of the DBQ is to move students beyond the mere study of content to the more sophisticated practice of interpretation.

Students can develop their DBQ skills in a variety of ways. The first thing we suggest is that you collect a variety of published DBQs and familiarize yourself with the periods of U.S. history that they cover. You can download recent DBQs from AP Central (from the AP U.S. History Exam Questions page, scroll down to the Free-Response Questions section, and select "All Questions" under the year of your choice), or you can purchase the College Board publication *Doing the DBQ: Advanced Placement U.S. History Examination; Teaching and Learning with the Document-Based Question* (1995). Be aware that the format of DBQs has changed over time, and more recent ones better mirror the format of the current exam. You will do your students a great service by working on DBQs regularly. Writing some of these yourself—admittedly not an easy task—will force you to think seriously about DBQ writing techniques and will help you teach your students to do the same.

The importance of using primary-source documents, including written materials, pictures, cartoons, maps, and other visual materials, throughout the year cannot be emphasized enough. Success on the DBQ depends on effectively integrating and interpreting different types of sources in context. Indeed, there is no better way to study the men and women of the American past than to listen to their own words. Who

can better speak for Thomas Jefferson or Sojourner Truth, for instance, than they? You can approach these sources in a variety of ways: read the words aloud occasionally, use a format such as APPARTS (author, place and time, prior knowledge, audience, reason, the main idea, significance), develop your own model for document analysis, and frequently ask your students to respond to these documents both orally and in writing.

Approach the DBQ a step at a time. You might, for example, divide the students into groups and introduce them to the format by using the 1993 DBQ, which requires them to account for the differences between the New England and Chesapeake colonies. Initially, you might only want to go as far as ensuring that students have an understanding of the question; that they know the difference between description (what the differences were) and analysis (why these differences occurred); that they practice generating a list of outside information; and that they develop an introductory paragraph with an effective thesis. Other colonial DBQs to use in the early part of the year are the 2004 question on the impact of the French and Indian War and the 1999 DBQ that requires students to determine the extent to which the colonists developed a sense of both unity and identity by the eve of the American Revolution.

As you move through the year, use the DBQs in different ways. Many can be employed as the organizing principle for an entire unit; introduce these questions at the start of the unit, and focus on them as it progresses. Two DBQs that serve this purpose well are the 1990 question, which asks students to evaluate the extent to which Jacksonians protected the Constitution, political democracy, individual rights, and economic opportunity, and the 1986 question, which states that the 1920s was a period characterized by conflict between those who held to tradition and those who embraced change and requires students to give examples of how this conflict was manifested and to account for the tension. This approach helps students to use content to examine an important theme in U.S. history and thereby bring together seemingly disparate information.

Although during the AP Exam students need to write responses to the DBQ within tight time constraints, we suggest you have them practice planning their essay (which is more than half the battle) and work in groups to analyze documents and structure essays. Students can be given a DBQ as a take-home writing assignment, allowing unlimited time and use of resources (perhaps appropriate earlier in the year). By the spring, however, writing responses to DBQs should be done in an exam-like setting.

Work with students on DBQs to which they might have difficulty interpreting documents and formulating responses. For example, students often have trouble understanding the 1998 question, which asks the extent to which Federalists and Republicans held true to their beliefs between 1801 and 1817, because during those years only Republican presidents held office. The 2002 DBQ, which requires students to assess the degree to which democratic ideals were expanded during the antebellum reform period, forced students to first of all determine what are democratic ideals. The 2000 DBQ on the success of organized labor prior to 1900 is unique in that there is one best answer (unions were not very successful).

Though DBQ topics vary, the strategies for writing responses to them are consistent. Students who understand and practice these techniques are more comfortable when they confront this portion of the exam. Share with students, via a one- or two-page handout, a plan for attacking a DBQ, and regularly refer to it. Consider the following instructions to students for effectively responding to a DBQ:

- Read the question carefully. Restate in your own words what the question requires. Determine what analysis is demanded. Remember that you are to emphasize analysis and not merely describe a historical event or simply discuss documents.
- Do *not* immediately turn to the documents. Try to plan your response as if you do not have any documents to assist you. Avoid relying entirely on the documents and aim instead for equal parts

information and documents. Keep in mind that the question will always be on issues that are widely discussed and studied.

- Brainstorm a list of all the possible outside (non-document-based) information you might use in answering the question. You do not need to use all of this information, and you may later add to the list. But if you do not have this list in front of you, you may later forget to include important examples. Your essay *must* include a substantial amount of outside factual information. Just as you cannot score well on this question if you fail to include analysis of a substantial number of documents, you cannot be successful if your essay lacks specific outside information.
- Try to formulate a tentative thesis statement *before* you read the documents. Be sure that your thesis statement fully answers the question, takes a position, and establishes the categories you will discuss and analyze. You may have to adjust this thesis once you look at the documents, but having a tentative one in mind will help you structure your essay and use the documents appropriately. Organizing your essay can be a challenge; the key to successful organization is to identify the categories you will use to dissect and respond to the question. This will help you develop and articulate an effective thesis.
- Think about the organization of your essay. Sometimes the way the question is formulated provides a structure; it defines categories for analysis. If so, consider using that structure. For example, a six-paragraph essay flows quite naturally from the makeup of the Jacksonian question mentioned above. Remember, however, that a good response to the DBQ need not conform to any predetermined, prescribed format. You may want to create a chart to help you plan your essay. The Jacksonian DBQ lends itself to using a grid to organize both the outside information and the documents. This chart would consist of horizontal rows for each of the four categories in the question followed by two columns, labeled "yes" and "no."
- Now, move to the documents. Use a strategy like APPARTS (see *The AP Vertical Teams Guide for Social Studies*), or another analytical tool to examine each document. If you are using a chart, place the documents in the appropriate cells. Do not use the documents in the order in which they appear—this can lead to a bad habit called "laundry listing," which may inhibit you from writing an essay with a strong synthesis. Rather, it is better to group them into categories. Remember that you do not need to use every document, but you must use a majority of them.
- Once you have developed a list of outside information and have studied and analyzed the documents, begin to write. Keep in mind that this is not an exercise in merely describing the content of documents. (Remember that on exam day, you will have a 15-minute planning period in which to prepare for writing the essay.)
- When you have used the document, you may write (A) or (Doc A) at the end of the reference to the document. This is not essential, but it can help you and the Reader keep track of the number of documents you have used. Do not take credit for using a document if you merely assert something that you know independently. Neither should you merely paraphrase a document. Avoid lengthy quotations from the documents. You are to be the author of this essay, not the editor.
- Show that you understand how the essence of the document relates to your thesis. Extract the main idea of the document relative to the question. Never begin a sentence with "Document A says . . ." or "In document A . . ." The subject of your sentence should be the author or the idea of the document. For example write, "In his letter to Gideon Granger, Jefferson reiterates his support for the traditional Republican principle of limited government," instead of writing, "Document A talks about Jefferson's view of government."
- Attempt to ascertain why each document has been given to you; most should trigger recollection of outside information. Carefully analyze each one to determine how it can support your thesis. Clearly

relate each document you use back to your thesis. Draw inferences from the documents. Many can be used to support both sides of the question. Notice that some documents appear to contradict others. This is a typical dilemma for historians (and you are the historian here). You can deal with this difficulty in one of two ways. You can opt not to use a problematic document. However, the most sophisticated students welcome ambiguity and tackle it, trying to account for apparent inconsistencies. Be sure to examine sources for bias.

- Remember that your score on the DBQ will be based on how well you develop a strong thesis, integrate outside information, and use the documents for support. Use your own interpretive commentary to analyze both outside information and the documents, clearly showing how and why they support your ideas. Practice makes perfect. The more DBQ responses you write, the easier it gets. By the time the May exam arrives, you should feel comfortable with writing a DBQ response and may find yourself actually enjoying the experience!

A Basic Writing Model for the AP Exam

Writing timed essays for the AP U.S. History Exam puts students under tremendous stress. The best preparation for writing any essay is to master the subject matter. But also useful is a structured essay format, reinforced throughout the year, which provides students with a level of comfort that allows them to present the information they know in an organized way. When the format of the essay becomes second-nature, students can concentrate on factual knowledge rather than structure. The following model provides a clear, repeatable format designed to both simplify the writing process and showcase the students' knowledge.

- Begin with a well-developed thesis statement that does three things:
  - Directly answers the question
  - Takes a position (interpretation)
  - Establishes organizational categories

Some teachers prefer essays in which students state their thesis in the first sentence, whereas others prefer that they funnel down to a thesis at the end of an introductory paragraph. As long as the thesis statement does the above three things, the placement doesn't matter.

- Begin each paragraph with a topic sentence that does three things:
  - Directly addresses the question
  - Introduces a particular category
  - Takes a position on that category

The topic sentence should always give the student something to prove in the paragraph. When students do not have a position to argue, they tend to merely list or describe factual information, losing focus on the specific question they are asked.

- Each paragraph should contain four components:
  - Topic sentence (components listed above)
  - Relevant specific factual information (as much as the student can bring to bear)
  - Interpretative commentary (analysis) that states *how* and/or *why* the factual information supports the thesis (this should occur throughout the paragraph)
  - Clincher sentence (ties the entire paragraph directly back to the thesis) *or* a transition statement (creates a logical link between paragraphs)

Students should fully develop their ideas by making direct connections between the factual information and their thesis throughout the paragraph, not simply in its last sentence. The number of paragraphs should be dictated by the question and the organizational categories. Essays do not always have to be five paragraphs long.

- End with a conclusion that does two things:
  Synthesizes the topic sentences of each paragraph
  Directly answers the question (a reiteration of the thesis statement in different words)

Getting Help

How does the beginning AP U.S. History teacher accomplish all of this? Well, there is more help out there than you can imagine. Because of the stringent time constraints, you will need to effectively use the resources that are available without becoming overwhelmed by sheer volume.

Teacher Training

The College Board sponsors, conducts, and endorses a vast number of half-day, one-day, and two-day workshops each year, as well as weeklong Summer Institutes, which provide in-depth, subject-specific training and will also acquaint you with the types of materials that are needed to implement a successful AP U.S. History course. Workshops and Institutes allow new teachers to draw on the knowledge of experienced and successful AP teachers in designing courses, selecting strategies, and presenting content in ways that enhance the critical thinking skills necessary for success on the AP Exam. Attending more than one of these sessions provides exposure to more than one perspective on how to teach the class.

Making Connections

Find another AP U.S. History teacher, either in your school, in a school close by, or in the electronic discussion group, with whom to exchange information. Attend an AP Summer Institute or workshop, and meet teachers. Making connections with other teachers is a valuable tool to success. Dialogue with fellow AP U.S. History teachers can spark new teaching strategies and class activities to connect students to the course material, especially particularly challenging units and themes.

—Tracey Wilson, Conrad High School,
West Hartford, Connecticut

You can browse a listing of upcoming workshops and events at http://apcentral.collegeboard.com/events. Pick a workshop, and then choose from three easy registration methods:

1. Online: Go to www.collegeboard.com/meetings.
2. By fax: Fax your registration form with credit card or purchase order information to 866 549-6810.
3. By mail: Simply mail your registration form with payment to
   The College Board—AP Workshops
   Ansonia Station
   P.O. Box 234093
   New York, NY 10023-9424

To register for AP Summer Institutes, you will need to contact the individual Institutes directly for cost and registration information.

The College Board Fellows program is a competitive grant program that provides stipends for AP Summer Institutes to teachers in secondary schools that serve minority and/or low-income students who have been traditionally underrepresented in AP courses. To qualify, a school must have 50 percent or more underrepresented minority students and/or be located in an area where the average annual income level is equivalent to, or below, the national average for a low-income family of four (approximately $36,000). About 250 awards are distributed each year. Application forms become available each September on AP Central. Paper copies can be obtained through your regional office or by e-mailing: apequity@collegeboard.org.

Publications

The *AP United States History Course Description* is available on AP Central as a free download and for purchase at the College Board Store, at store.collegeboard.com. It is your primary resource for information on the course and exam. The description outlines course content, explains the kinds of skills students are expected to demonstrate, and gives valuable information about the exams. Sample multiple-choice questions with an answer key are included, as are sample free-response questions.

Previously administered AP Exams in all subjects are published regularly on a revolving schedule. Each Released Exam contains a complete copy of the exam, including the multiple-choice questions and answers. It also describes the process of scoring the free-response questions and includes examples of students' actual responses, the scoring standards, and commentary that explains why the responses received the scores they did. You can purchase Released Exams at the College Board Store, at store.collegeboard.com. The 1996 and 2001 U.S. History Exams are currently available, and the 2006 Released Exam will be available in spring 2007.

Make use of other published materials as well. Request from publishers examination copies of a variety of different textbooks to gain a broader perspective of U.S. history. Get copies of as many commercially published "Prepare for the AP U.S. History Exam"–type books as possible, and selectively weave sample questions into the class structure. Order the invaluable publication by Luther Spoehr and Alan Fraker, *Doing the DBQ: Advanced Placement U.S. History Examination; Teaching and Learning with the Document-Based Question* (New York: College Entrance Examination Board, 1995), from store.collegeboard.com. This publication contains 22 DBQs from previous exams. Other recent DBQs can be downloaded from the AP Central U.S. History Exam Questions Page (apcentral.collegeboard.com/examquestions).

Sample AP U.S. History syllabi are available on AP Central at apcentral.collegeboard.com/courses/syllabi. Most of the syllabi available on the page have been written by high school teachers who teach in public or private schools, but some are from college professors, since AP courses are designed to cover material usually taught at the college level.

AP U.S. History is one of the subjects for which an APCD® CD-ROM is available. In addition to Released Exams, *APCD: U.S. History* also contains interactive tutorials, study tips, and test-taking strategies. The teacher version, which can be licensed for up to 50 workstations, lets you keep track of your students' progress so that you can give them individual feedback. The associated *Teacher's Manual* fully explains the process and also provides valuable suggestions for implementing the APCD in the classroom. Further information is available on AP Central, and you can purchase the APCDs at the College Board Store.

AP Central®

The single most useful online resource for all AP teachers, particularly new teachers, is AP Central. The AP U.S. History Course Home Page (http://apcentral.collegeboard.com/ushist) contains multiple

resources to assist you. Registration is free. AP Central helps you develop your course; gives suggestions for activities and materials; introduces you to and updates information on the exam; and invites you to join an electronic discussion group where you can converse with, learn from, and even disagree with other AP U.S. History teachers. Lawrence Charap, Associate Director, Curriculum and Content Development, Advanced Placement Program at the College Board, offers the following commentary about the site:

> The Course Home Page brings together almost all of the U.S. history–specific content on the site. Content-specific articles discuss how to teach particular time periods or subjects. We also have several resources that are geared to new teachers. For example, a series of 10 lesson plans from the History Teaching Institute at Ohio State University has a lot of useful background material and classroom exercises.
>
> Another addition to AP Central is a series of articles entitled "America on the World Stage." The product of a unique collaboration between the Organization of American Historians and the AP U.S. History Program, more than a dozen essays are planned for this series, which will be published on the site and in the OAH *Magazine of History.* Several of the essays have already been posted on AP Central. Scholars focus on significant topics and events in U.S. history, emphasizing both the importance and distinctiveness of the American national experience in the context of world history. The Course Description and the exam information pages are must-haves for new teachers. Yet another "must" is to join the AP U.S. History Electronic Discussion Group, which allows new AP teachers to connect with AP veterans.
>
> The College Board Store, accessed via AP Central, also contains a number of resources developed specifically for AP teachers. Teaching units on *Brown v. Board of Education* and a set of special resources on teaching with primary sources are just two online documents that can be downloaded. Similar resources are developed throughout the year.
>
> AP Central is also the site for several online events, seminars, and workshops. Members of the AP community can register to participate in these events in real time or read the transcripts later.
>
> Finally, we offer reviews of more than 500 AP U.S. History resources in the Teachers' Resources area (under the tab marked "Teachers' Resources" near the top of every page). The reviews are written by veteran teachers and instructors who offer advice issues of how to teach with a specific resource (textbook, artifact, video, Web site, etc.). The overviews of textbooks—reviewing pros and cons and pitfalls—are particularly good. There are also reviews of more than 60 primary sources that address how to use a difficult reading in the AP classroom, showing you how to get the most bang for your buck in the very tight AP schedule.

Resources on AP Central

The AP U.S. History Course Home Page includes a wealth of resources for new and veteran teachers. Be sure to check the Web site regularly for new resources, including book reviews, sample syllabi, and advice from other teachers. You can access wonderful links to resources, such as political cartoon sets. There are also a variety of content-related articles and essays that are great for the new teacher with a more limited U.S. history background.

—Barbara Ramsey, Chamberlain High School, Tampa, Florida

Exam Questions on AP Central

AP Central provides valuable information about student performance on past exams. Every year the Chief Reader compiles a student performance analysis of the DBQ (and other free-response questions) in a question-and-answer format. Those insights, available on the Exam page linked from the Course Home Page, examine the intent of the question, student performance on the question, and suggestions for improving student performance. Over the past several years the Chief Reader's comments indicate that students need to devote more attention to the following:

- Read the question more carefully and have a solid idea of what the question is asking before tackling the documents.
- Develop the thesis statement throughout the essay by explaining how and why the documents and outside information support the thesis.
- Extract the main idea of the document relative to the question rather than simply paraphrasing or quoting the documents.
- Refer to a greater volume of outside information within the chronological parameters of the question.

Electronic Discussion Groups

New teachers can subscribe to the electronic discussion group (EDG) by going to AP Central. Current moderators Robert F. Zeidel at the University of Wisconsin–Stout and Kurt E. Leichtle at the University of Wisconsin–River Falls offer this advice to beginning AP U.S. History teachers concerning its use:

> The AP U.S. History EDG might best be described as a means by which to bring hundreds of other teachers, or at least their knowledge, expertise, and experiences, into one's AP classroom. It allows teachers to connect with their peers. Participants who sign up on the AP Central Web site receive daily e-mail of messages sent by other AP participants, usually teachers or Exam Readers, and subscribers also can pose their own questions to the others in the EDG. This results in an extensive sharing of relevant AP information and insight.
>
> Specifically, the EDG can help teachers acquire substantive information, classroom strategies, knowledge of pertinent resources, and thoughts and strategies for taking the AP Exam. New AP teachers quickly understand something that "old hands" learned long ago: no one knows everything. Subscribers represent a broad cross-section of training and expertise, which they willingly share with others. Similarly, individuals share ideas for classroom activities, grading schemes, and test methods.
>
> The AP Exam poses a special challenge for teachers—to cover all of the topics in the Course Description. The EDG, however, provides a connection to instructors with considerable experience in exam preparation and to Readers with similar scoring experiences. Teachers can discuss strategies with each other and pose questions about how the students should approach various types of essay questions. For example, they can share ideas about how best to incorporate information from documents when doing the DBQ. Teachers also can learn how Readers view their task as exam scorers.

Using the AP U.S. History Electronic Discussion Group

When I began teaching AP U.S. History this year, I didn't even know what questions to ask my fellow teachers. Once I joined the AP U.S. History Electronic Discussion Group, I connected to AP teachers whose advice has been invaluable to me. Experienced teachers on the EDG have mentioned all types of materials, texts, activities, lessons, and rubrics. Some of their ideas and strategies would have taken me years to develop through trial and error. Using the EDG significantly helped me to develop my course—I highly recommend it.

—Wendy Faircloth, Hillsborough High School, Tampa, Florida

Regional Offices

The six regional and three state services offices maintained by the College Board provide information and features specific to their region of the country. Through them you can learn more about programs, services, professional development opportunities, associational activities, legislative relations, and governance structure.

Refer to the back inside cover of this guide to locate the street address, phone and fax number, and e-mail address of your regional office.

Chapter 3
Course Organization

Create Your Own Syllabus

Just as students soon learn that the key to writing a good essay is to spend considerable time organizing their thoughts, the AP U.S. History teacher needs to plan well. Once the basic outline of your course is in place, much of the stress about getting through the quantity of content vanishes, and you can get down to the "fun" part—planning meaningful and effective activities for your students. Our thoughts and suggestions on organizing an AP U.S. History course follow.

It is essential to plan just how you will get from the first chapter to the last. Do this before the school year begins. Sit down with your school's calendar and your text—and a large sheet of paper (or a computer). Write down all the weeks of your school year, and then match chapters or topics of your book to the calendar dates. Plan to complete your study of U.S. history prior to May 1; this will give you time to further prepare your students for the exam. (For those whose school year ends several weeks after the exam, plan for the remaining weeks—going back to cover your favorite topics in more depth, working on and presenting special projects, or reading and reviewing supplementary books.) It is important to follow a schedule; otherwise, you run the considerable risk of finding that it is March and you have only just reached the Progressive Era and that the class is studying the Wobblies rather than the Beats. Chances for student success on the AP Exam increase greatly when the full scope of U.S. history is covered.

Of course, you'll need to adapt your course to your text and to your school's schedule, but here is one example of how to get through the AP U.S. History topic outline in about 30 weeks, leaving time for holidays, semester exams, and other distractions.

AP U.S. History, 2004–2005
(Number of actual class meetings on an every other day
block schedule appears in parentheses following the dates)

August 26–September 10 (6)	Unit 1: Colonial America, 1600–1750
September 14–28 (6)	Unit 2: The American Revolution, 1700–1783
September 30–October 18 (6)	Unit 3: The New Nation, 1783–1824
October 20– November 3 (6)	Unit 4: The Age of Jackson, 1824–1860
November 5–18 (5)	Unit 5. The Nation Divided, 1800–1861
November 22–December 6 (5)	Unit 6: Civil War and Reconstruction, 1861–1877
December 8–January 3 (5)	Unit 7: The Gilded Age, 1865–1900
January 5–13 (4)	Unit 8: The West, 1865–1900
January 18–21	Semester Exams
January 24–February 7 (5)	Unit 9: America Emerges as a World Power, 1890–1919
February 9–24 (6)	Unit 10: Progressivism and World War I, 1901–1919

February 28–March 15 (6)	Unit 11: The 1920s, the Depression, and the New Deal
March 17–25 (5)	Unit 12: World War II and the Cold War, 1933–1952
March 29–April 21 (7)	Unit 13: The United States at Home and Abroad, 1953–1996
April 25–May 5 (5)	Review for the AP Exam
May 6	AP U.S. History Exam
May 9–27	Unit 14: The Challenges Ahead
May 31–June 3	Final Exams

New AP U.S. History teachers may panic at the start of the year, wondering how on earth to provide meaningful activities and still "get through the material." Indeed, you might want to move beyond a simple schedule like the one above and plan your year around specific topics and organizing principles. Here is an example of a more detailed schedule. It should be noted that organizing principles could easily be rephrased to form "big picture" questions and that there is no one correct organizing principle for each unit.

Scheduling Using Unit Organizing Principles

1. Exploration Through the French and Indian War — 3.0 weeks (standard), 1.5 weeks (18-week block)

Organizing principles: Between 1607 and 1763, the British North American colonies gained experience in, and the expectation of, self-government in the development of political, religious, economic, and social institutions.

Topics: Exploration, colonization, governmental development, economic development, religious development, colonial wars, salutary neglect, social development

2. Treaty of Paris (1763) Through the Constitution — 3.0 weeks (standard), 1.5 weeks (18-week block)

Organizing principles: Between 1763 and 1776, British attempts to exert control over the colonies led to violent, organized, successful resistance. The Articles of Confederation provided a reasonable and workable transition from the unitary system of British rule to the federal system established under the Constitution.

Topics: British tax policy, colonial reaction, intercolonial unity, intercolonial conflict, independence movement, revolution, revolutionary change, Articles of Confederation, Constitution

3. Early National Period Through Era of Good Feelings — 3.0 weeks (standard), 1.5 weeks (18-week block)

Organizing principles: Between 1789 and 1820, conflict over the increasing power of the national government created intensified sectional tension. Between 1789 and 1823, geographic isolation allowed the United States to pursue a policy of selective involvement in world affairs.

Topics: Federalism, first American party system, Hamilton's economic plan, neutrality and foreign policy, Jeffersonian democracy, Supreme court cases, territorial expansion, freedom of the seas, War of 1812, convention system, national market economy, industrial revolution, transportation revolution, agricultural revolution, nationalism, sectionalism, Era of Good Feelings

4. Age of Jackson — 3.5 weeks (standard), 1.75 weeks (18-week block)

Organizing principles: In the 1820s and 1830s, during and after the presidency of Andrew Jackson, popular political movements expanded, the two-party political system merged, the power of the presidency increased, America became more optimistic and expansionist, and sectionalism supplanted nationalism.

Topics: Jacksonian democracy, second American party system, democratization, sectionalism, reform movements, Native Americans, Bank War, nullification, American Renaissance, Manifest Destiny, slavery

5. Causes of the Civil War Through Reconstruction 3.5 weeks (standard)
1.75 weeks (18-week block)

Organizing principles: 1840–1877. The Civil War was caused by historic economic, social, and political sectional differences that crystallized around the slavery issue. The Civil War effectively determined the nature of the Union, the economic direction of the United States, and political control of the country.

Topics: Sectionalism, abolition, expansion of slavery, apologists, Compromise of 1850, Kansas–Nebraska Act, third American party system, popular controversies over slavery, economic development, social development, Civil War (social, economic, political consequences), amendments, Reconstruction (economic, political, social consequences), Compromise of 1877

6. Gilded Age Through Populism 3.5 weeks (standard)
1.75 weeks (18-week block)

Organizing principles: Post–Civil War–1890s. The Gilded Age fostered the consolidation of business, the beginnings of government involvement in the economy, and the organization of disadvantaged economic and social classes.

Topics: Grantism, corruption, politics, rise of big business, agrarian reform, labor movement, Native Americans, cattle frontier, mining frontier, agricultural frontier, immigration, urbanization, Social Gospel, Social Darwinism, changing function of government

7. New Imperialism, Progressivism, and World War I 4.0 weeks (standard)
2.0 weeks (18-week block)

Organizing principles: From 1890 to 1918, the United States became increasingly active and aggressive in world affairs. The Progressive movement partially succeeded in improving life for average Americans by curbing big business, making the government more responsive to the will of the people, and enacting social welfare legislation.

Topics: New Imperialism, Spanish–American War, Big Stick policy (jingoism), internationalism, Progressive reform (political, social, economic), regulatory agencies, Square Deal, Old Guard (Conservative Republicans led by Speaker of the House "Uncle" Joe Cannon) versus Insurgents (Progressive Republicans who sought to limit the power of the Speaker of the House), New Nationalism, New Freedom, Supreme Court and social welfare, World War I (economic, political, social consequences), the Committee on Public Information, Red Scare, Treaty of Versailles

8. 1920s Through the New Deal 4.0 weeks (standard)
2.0 weeks (18-week block)

Organizing principles: Disillusionment with the idealism that led the country into World War I drove Americans to fear change and difference and to retreat into a superficial shell of self-satisfaction. The Great Depression and New Deal resulted in an expectation of government intervention to maintain the economic stability of the nation.

Topics: Fear of change and difference, value conflicts, mass society, consumerism, technological development, foreign policy, social changes, arts and entertainment, economics, "normalcy," Great Depression, New Deal, relief, recovery, reform, public works projects, labor, political realignment, changing function of government

9. World War II Through 1960 3.0 weeks (standard) 1.5 weeks (18-week block)

Organizing principles: Between World War II and 1960, the New Deal philosophy that the government was a legitimate agent of social welfare became firmly embedded in the American mind. The Cold War led the United States to pursue an ambivalent policy of confrontation, negotiation, and preparedness between 1945 and 1970.

Topics: 1930s foreign policy, neutrality, World War II (political, economic, social consequences), strategies and battles, postwar demobilization, Fair Deal, Red Scare, containment, Cold War, NSC 68, Korean War, modern Republicanism, massive retaliation, social changes, politics of the 1950s, consumerism, baby boom

10. 1960 Through the Present 3.0 weeks (standard) 1.5 weeks (18-week block)

Organizing principles: Disillusionment with the increasingly violent protest of the 1960s and the social movements in their aftermath led to the rise of conservative ideology and political groups between 1968 and 1992. Following the breakup of the Soviet Union, America's foreign policy groped for ways to promote world peace with minimal U.S. direct military involvement. Technological developments between 1950 and 2000 radically altered the economic, social, and moral fiber of the nation.

Topics: Liberalism, civil rights, feminism, identity politics, political activism, foreign policy, Vietnam, youth culture, poverty, conservative resurgence, energy, Watergate, malaise, Reagan revolution (foreign policy, economy, social issues), technology and affluence, post–Cold War foreign policy, Middle East, multiculturalism, welfare, Clinton scandals

As you can see, it is much easier to think about a two- or three-week stretch of time rather than a year or a semester. Let's look, for example, at how to plan the first unit, which generally covers the period of settlement and colonization. Look at your schedule and see how many class periods are allotted for this unit. In this case, we will assume a block schedule, meeting with students every other day, all year, for 90 minutes. (If you meet your students every day for 50 minutes, or see them daily for a block each day for only one semester, adjust accordingly.)

Consider the essential content topics, the concepts to be covered, and the analytic skills you wish to include in this unit. Schedule an examination for the last day, and possibly schedule an essay to be submitted at the end of the unit or the first day of the next unit. Gather your collection of primary sources, and determine those most relevant for this unit. Think of several different teaching strategies that will best help your students learn the material, consider the pertinent issues, and develop the skills of a historian. Map all of this out on a schedule, and distribute it to your students.

Now you no longer have to focus on an entire year or semester or even on a three-week period. You only have to consider how you will make your next few days challenging, enlightening, and rewarding for your students.

For example, here is a further breakdown of Unit 1, Colonial America:

Textbook

Bailey, Thomas A., David M. Kennedy, and Lizabeth Cohen. *The American Pageant: A History of the Republic.* 11th ed. Boston: Houghton Mifflin, 1998.

Students are expected to have completed whatever assignments that are listed as "due" (chapters in Bailey et al., other reading, written essays, etc.) when they arrive in class on that day.

Thursday, August 26	Introduction to the Course Attacking a primary source—Crèvecoeur, "What Is an American?" Three levels of questions: literal, interpretive, and evaluative De las Casas, *The Tears of the Indians*
Monday, August 30	Topic: Cultures in Conflict: The Spanish and the Indians Due: chapter 1, "New World Beginnings" Due: Jake Page, "The Pueblo Revolt," *Journal of American History* (February 2002) In-class activity: Mary Rowlandson, *The Narrative of the Captivity and Restoration of Mary Rowlandson*
Wednesday, September 1	Topic: The Southern Colonies Due: chapter 2, "The Planting of English America" Also due: Introduction to Jon Butler's *Becoming America: The Revolution Before 1776* (Cambridge, Mass.: Harvard University Press, 2000) In-class activity: "Dying and Surviving in Virginia," chapter 2 in Elliott J. Gorn, Randy Roberts, and Terry D. Bilhartz, *Constructing the American Past: A Source Book of a People's History,* 3rd ed. (New York: Addison Wesley Longman, 1998)
Friday, September 3	Topic: New England and the Middle Colonies Due: chapter 3, "Settling the Northern Colonies" Due: The Mayflower Compact Due: Bradstreet, section "A Woman's Pen" in David E. Shi and Holly A. Mayer, *For the Record: A Documentary History of America,* 2nd ed. (New York: W. W. Norton, 2004) Winthrop, *Arabella* sermon ("A City upon a Hill") In-class activity: Boorstin, "How Orthodoxy Made the Puritans Practical"
Wednesday, September 8	Topic: Developing American Institutions Due: chapter 4, "American Life in the 17th Century" Due: Nathaniel Bacon's "Manifesto" Edwards, "Sinners in the Hands of an Angry God" In-class activity: Introduction to the DBQ—**"**Why did the New England and Chesapeake colonies develop differently?"
Friday, September 10	Exam: chapters 1–4
Tuesday, September 17	Unit essay due

Four Sample Syllabi

Pacing is a fundamental concern of both beginning and experienced AP U.S. History teachers. The following syllabi from three high school AP teachers and one college faculty member are offered as examples of how some successful educators employ diverse methodologies to cover the necessary material. Because of widely varying textbooks, state requirements, and class length and format, it is unlikely that you will be able to use one of them in its entirety. We suggest selecting pieces from each and modifying to suit individual needs. We hope that the syllabi provided in this guide will serve as a catalyst to stimulate ideas on pedagogical variation, topic coverage, outside reading possibilities, and tempo.

The first syllabus comes from Jason George, who teaches at the Bryn Mawr School, an independent college preparatory school in Baltimore. His school is on a block schedule that also includes, once every 10 days, an additional 40-minute discussion section and a 70-minute AP Exam preparation seminar. The second sample syllabus is by Rich Mayorga, who teaches at Sunnyside High School, a large public school in Tucson, Arizona. His school is in an area with a high number of minority students who do not speak English at home and have low family incomes. Sunnyside High School is on a traditional five days per week schedule. Karin Swedenborg and Elizabeth Brickley offer a third example; they teach at Hudson High School in Hudson, Ohio, a middle-class suburb between Cleveland and Akron. Their course is spread over two years, and the school has a modified block schedule—three 55-minute periods and one 90-minute period each week. College coverage is provided in the fourth syllabus, developed by Vernon Burton, who teaches the two-semester U.S. history survey course at the University of Illinois, Urbana-Champaign, a leading teaching and research university with over 29,000 undergraduates.

Important note: The AP Course Audit

The syllabi included in this Teachers Guide were developed prior to the initiation of the AP Course Audit and the identification of the current AP U.S. History Curricular Requirements. These syllabi contain rich resources and will be useful in generating ideas for your AP course. In addition to providing detailed course planners, the syllabi contain descriptions of classroom activities and assignments, along with helpful teaching strategies. However, they should not necessarily be used in their entirety as models that would be authorized under the guidelines of the AP Course Audit. To view the current AP U.S. History Curricular Requirements and examples of syllabi that have been developed since the launch of the AP Course Audit and therefore meet all of the Curricular Requirements, please see AP Central.

http://apcentral.collegeboard.com/courseaudit/resources

Sample Syllabus 1

Jason George
The Bryn Mawr School
Baltimore, Maryland

School Profile

School Location and Environment: The Bryn Mawr School is an independent, college-preparatory school located at the northern edge of the Baltimore City limits, very close to the city-county line. It is located in a quiet, wooded, high-income neighborhood in the Roland Park area. Although Bryn Mawr is a girls' school, U.S. history courses are coordinated with students from the all-boys Gilman School.

Grades: K–12

Type: Private school

Total Enrollment: 796

Ethnic Diversity: African American, 11.3 percent; Asian American, 7.7 percent; multiracial, 3 percent

College Record: A major part of Bryn Mawr's mission is to prepare students for higher education. One hundred percent of the school's students are accepted into college.

Personal Philosophy

The study of history is an intellectually rigorous discipline that involves interaction between past and present. In particular, studying history can help us to understand who we are today, as both individuals and a nation, by examining the responses, adaptations, and decisions people made in response to the conditions around them. The discipline of history involves much more than simply memorizing a body of basic information—it requires both analysis and investigation as we seek to understand why our predecessors made the decisions that they did. My goal is to communicate this perspective to students, so that they will come away from this course with a sense of how invigorating and rewarding the study of history can be.

Class Profile

Bryn Mawr generally offers five regular sections of U.S. history, each meeting on a 70-minute block schedule every other day. In addition, there is a 40-minute "drop-down" section that meets once every 10-day cycle. The drop-down periods are usually used either to develop specific skills or tackle current events (presidential elections, international issues, or key social debates). Students from the regular sections also have the opportunity to take part in a 70-minute seminar once every 10 days geared toward helping them prepare for the AP U.S. History Exam. This seminar is mainly devoted to skills and strategies for the exam, although it also provides an opportunity to dig deeper into the material than in a regular course. Students are not required to take part in this section, but it is strongly recommended for those who plan to take the exam. There are usually two sections of the seminar, each taught by one of the two U.S. history teachers, with about 15 students each.

Course Overview

This course examines the evolution of the American republic from the initial European incursions into North America to the present. Our investigation of the nature of American democracy includes methods, evidence, and scholarship from the areas of social, political, economic, cultural, and diplomatic history.

Required Texts

Cohen, David. *Chasing the Red, White, and Blue: A Journey in Tocqueville's Footsteps Through Contemporary America.* 1st ed. New York: Picador USA, 2001. (Summer reading)

Davidson, James West, and Mark Hamilton Lytle. *After the Fact: The Art of Historical Detection.* 4th ed. Boston: McGraw-Hill, 2000.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass.* 1st ed. New York: Dover Publications, 1995.

Grafton, John, ed. *Abraham Lincoln: Great Speeches.* 1st ed. New York: Dover Publications, 1991.

Leuchtenburg, William E. *The Perils of Prosperity, 1914–1932.* 2nd ed. Chicago: University of Chicago Press, 1993.

Nash, Gary B., et al., gen eds. *The American People: Creating a Nation and a Society.* 4th ed. New York: Longman, 1998.

Remini, Robert V. *Andrew Jackson.* 1st reissue ed. New York: Perennial, 1969.

Students should also be familiar with current events. I expect them to read a daily newspaper, such as the *New York Times* or the *Baltimore Sun,* and a news magazine, such as *Time, Newsweek,* or the *Economist.*

Course Planner and Student Activities

From Colonies to Nation, 1607–1783 (four weeks: nine full classes/two drop-downs/two seminars)

Date	**Topic/Assignment** [Homework is in brackets and is due on the day it is listed.]
Day 1 (short period)	Course introduction
Day 2	Life and death in colonial Chesapeake. [Read "Serving Time in Virginia" in Davidson and Lytle, *After the Fact,* 1–22; and Nash, 38–48.]
Day 3	Puritan New England: A city on a hill? [Read Nash, 48–58, and write a paragraph on an element of Puritan society. Pose a question about Puritan life and develop a thesis and supporting paragraph in answer to your question.]
Day 4	Summer reading discussion: What are the key issues of American history? [Review *Chasing the Red, White, and Blue,* and list what Cohen and Alexis de Tocqueville (discussed in Cohen's introduction) see as the main themes of American history.]

Date	Topic/Assignment [Homework is in brackets and is due on the day it is listed.]
Day 5	Quiz: colonial Chesapeake, New England, and Cohen. In class: the Restoration colonies. [Review for quiz (five multiple-choice questions, five matching questions, and one short paragraph), and read Nash, 60–68.]
Day 6	What were the characteristics of British colonial America in 1750? The mercantile system, colonial politics, and the Great Awakening. [Read Nash, 85–93 (skip 86–87) and 128-36 (skip 134-35).] AP seminar: Introduction to the document-based question. How do we interpret historical documents? (Review of DBQ on American identity before the Revolution.)
Day 7 (short period)	The U.S. history portfolio: Introduction—discussion of assignment options, academic integrity, and source analysis. (For a full explanation of the student portfolios, see below under Student Evaluation.)
Day 8	Was 1763 a watershed in American history? The great war for empire. [Read Nash, 146-53.]
Day 9	Test: America to 1763. [Review for test (10 multiple-choice questions, two documents, and one essay).]
Day 10	The road to revolution: Were the colonists motivated by self-interest or principle? [Read Nash, 153-68 (skip 154-55), and outline key events leading to independence. Indicate what you see as the most decisive event in causing the colonies to seek separation from Great Britain.]
Day 11	The Declaration of Independence: What ideas motivated the colonists to seek independence? [Read the Declaration of Independence (available at www.law.indiana.edu/uslawdocs/declaration.html) and Nash, 203-9. Identify Enlightenment influences in the preamble to the Declaration, and match colonial grievances with specific actions by the British government.]
Day 12	The War for Independence: Civil war or revolution? [Read Nash, 194–203. Portfolio #1 due.] AP seminar: The Historian's Craft: Martha Ballard and *A Midwife's Tale* (discuss Web site and clip on Ballard).
Day 13 (short period)	The California recall election: Does the recall serve the purpose for which it was originally intended?

Special Activities

Indentured servitude simulation: This activity helps students to understand the incentives that caused people to come to the colonies. Students are given roles as agents and prospective indentured servants and asked to negotiate terms of indenture. This allows the class to see how close they can come to approximating the average length of indenture in eighteenth-century America.

Sermon analysis for the Great Awakening: Students are given a series of four sermons and asked to determine which are Old Light, New Light, and traditional Puritan, and are asked to justify their answers.

Revolutionary War battle: Students are given a blank map of the Boston area and a scenario. They are asked to develop a strategy from the British perspective for removing colonial troops from their position on Breed's Hill and to justify the strategy. This allows students to become actively involved in understanding military issues (something they often find dry and difficult) and to come to grips with the constraints faced by British decision makers during the Revolution. This simulation is available as part of the *Six Involvement Exercises for United States History,* vol. 1, 1607–1820 (for ordering information, see Teacher Resources at the end of this syllabus).

AP Exam preparation: During this unit, we have two sessions devoted to specific AP Exam preparation. In the first session, we work through a document-based question from an old AP Exam on something that the students haven't yet studied (this is fairly easy to select, since the year has just started) and see how much information the students can derive from simply taking into account the data provided and using their document analysis tools. This is a good opportunity to use the APPARTS method.

For the second AP seminar, I use an online exercise based on Martha Ballard's diary, which formed the basis for *The Midwife's Tale*. Students compare Ballard's account of a rape that occurred in her community with the official documentary record, using the exercise entitled "One Rape, Two Stories" from the DoHistory Web site (available at www.dohistory.org). This provides students with an excellent introduction to using primary sources and the need to exercise great care in analyzing historical documents. Teachers can also supplement this lesson with clips from the PBS *American Experience* version of *A Midwife's Tale* (for more information, go to www.pbs.org/wgbh/amex/midwife) or with excerpts from Laurel Thatcher Ulrich's Pulitzer Prize–winning book of the same title.

Assessments

Colonial Chesapeake quiz: Students are given a short quiz on colonial Chesapeake, Puritan New England, and their summer reading assignment, as well as a longer test on colonial America to 1763. The test usually consists of multiple-choice questions, document analysis, and an essay that asks students to note the degree to which the colonies had developed an identity distinct from Great Britain by the end of the Seven Years' War in 1763.

Portfolio #1: Rebels: Students also prepare their first of eight portfolio assignments. Because it is so early in the year, there are usually fewer options here than for later assignments. One of the most successful themes I have used for this research paper is the issue of colonial "rebels." Students are given a variety of individuals from whom to choose and asked to determine the extent to which these could be considered rebels. Possible figures include, but are not limited to, Roger Williams, Anne Hutchinson, Nathaniel Bacon, Popé, Jacob Leisler, and Metacomet. Students write a three- to four-page essay on this topic and turn it in for a grade.

The New Nation Takes Shape, 1783–1815 (four weeks)

Date	**Topic and Assignment**
Day 1	How critical was the "critical period"? America under the Articles of Confederation. [Read Nash, 222-32 (skip 228-29) and abridged copy of the Articles of Confederation (available at www.yale.edu/lawweb/avalon/artconf.htm); complete worksheet. Extra credit: Who was the first president of the United States?]
Day 2	Quiz: the American Revolution. In class: choose teams and begin preparation for ratification debate. [Review for quiz.]

Date	Topic and Assignment
Day 3	The Constitution: the supreme law of the land. How did the Constitution differ from the Articles of Confederation? [Read Constitution (available at www.house.gov/Constitution/Constitution.html) and fill in chart.
Day 4	The Constitution: What compromises were necessary to achieve ratification of the Constitution? [Read Nash, 232-43.] AP seminar: The Supreme Court
Day 5	Ratification debate: Should the proposed federal constitution be ratified? [Prepare a paragraph explaining your position (Federalist or Antifederalist) as if it is the year 1789.]
Day 6 (short period)	Constitution quiz
Day 7	How did the founders view political parties? America under the Federalists. [Read Nash, 246-60.]
Day 8	No class: PSATs
Day 9	No class: history drop day. (No history classes meet to allow teachers to write student comments.)
Day 10	The revolution of 1800. Did Jefferson hold true to his principles when he was in office? [Read Nash, 272-79.] AP seminar: Political Parties
Day 11	The War of 1812. Was this a conflict over neutral rights or westward expansion? [Portfolio #2 due.]
Day 12 (short period)	The national anthem ***End of First Quarter***

Special Activities

Ratification debate: Students divide into three groups—Federalists, Antifederalists, and judges—and debate, from the perspective of the 1780s, whether or not the federal Constitution should be ratified. Each student is responsible for developing an individual argument about some aspect of ratification, such as taxation, executive authority, military affairs, or foreign policy.

Hamilton vs. Jefferson Internet activity: Students visit the Annenberg Foundation "Biography of America" Web site (www.learner.org/biographyofamerica/prog05/index.html) and follow a series of prompts about whether they find Hamilton or Jefferson to have a more compelling vision for the United States.

War of 1812 simulation: Students take on the roles of representatives from various states (Connecticut, Maryland, Kentucky, and South Carolina). They are given a packet of documents concerning various issues related to America's entry into the War of 1812, and they then develop speeches on their state's position. The activity culminates with a vote on declaring war against Great Britain.

AP Exam preparation: During this unit, we have two seminar periods devoted specifically to exam preparation. During the first, we discuss the role of the Supreme Court throughout American history, which fits in well with our coverage of the Constitution. We focus on key decisions, particularly the Marshall and Warren Courts, and their impact on American institutions.

The second AP seminar is an overview of political parties throughout American history. We begin by reading a short article by William Safire from the *New York Times Magazine* on the changing meanings of the term "federalism" and then proceed into a discussion of the evolution of the first, second, and third party systems. As a follow-up, if time permits, students view television commercials from the 1952 through 2004 elections, part of the American Museum of the Moving Image's excellent exhibit, "The Living Room Candidate: Presidential Campaign Commercials, 1952–2004" (available at www.movingimage.us/site/site.php).

Assessments

Portfolio #2: The Revolution and the Early Republic

Film analysis of *The Patriot* or *The Last of the Mohicans:* Students are asked to choose either of these popular films and write a three- to four-page essay assessing the strengths and weaknesses of the film as a source for studying the time period. This allows students to come to grips with why popular films portray certain events as they do (for example, *The Patriot* offers a controversial, and, according to many, simplified view of slavery in the period of the American Revolution).

Annotated bibliography on the Washington or Jefferson administrations: Students choose 8 to 10 sources (only 4 of which may be Internet sources) on the Washington *or* Jefferson administrations. They are asked to write short commentaries for each source, assessing its thesis, scope, and reliability for historical research.

Cartoon and editorial on ratification of the Constitution: Students create a political cartoon and write an accompanying editorial from the perspective of the late 1780s on whether the federal Constitution should be ratified. This exercise exposes them to the time period's style of writing and argumentation, as well as its key political issues.

Research essay on the American Revolution: Students write a three- to four-page essay on the following question: Which better reflects the ideals of the American Revolution, the Articles of Confederation or the federal Constitution?

Take-home test with DBQ from the 1998 AP Exam: "With respect to the federal Constitution, the Jeffersonian Republicans are usually characterized as strict constructionists who were opposed to the Federalists' broad constructionism. To what extent was this characterization of the two parties accurate during the presidencies of Jefferson and Madison?"

Nationalism, Sectionalism, and the Road to Disunion, 1820–1860 (four weeks)

Date	Topic and Assignment
Day 1	Nationalism and sectionalism. Which tendency was stronger after the War of 1812? [Read Nash, 281-90.]
Day 2	Quiz: the Early Republic. [Review for quiz.]
Day 3	"A Roaring, Rollicking Fellow." To what degree does personality shape history? [Read Remini, chapters 1 and 2.]

Date	Topic and Assignment
Day 4	Jacksonian democracy. What factors led to the expansion of American democracy in the 1820s? [Read Remini, chapters 5 and 6.] AP seminar: Reform Movements in American History
Day 5	Jackson in power. Does Jackson belong on Mount Rushmore? [Read Remini, chapters 7 and 8.]
Day 6 (short period)	The age of reform. How did antebellum reform movements differ from contemporary reform movements?
Day 7	Manifest Destiny. What forces drove American expansion in the 1840s? [Read Remini, chapter 9. Portfolio #3 due.]
Day 8	Frederick Douglass and the slave narrative. What made slavery "work"? [Read Douglass, 1–30.]
Day 9	Abolition and slave resistance. How did the slave narrative develop as a literary form? Discussion of the historiography of slavery—Fogel and Engerman vs. Douglass. [Read Douglass, 30–69.]
Day 10	America in 1850. How did America change between 1820 and 1850? [Jackson DBQ due.] AP seminar: Two Centuries of Foreign Policy
Day 11	Nineteenth-century political parties. What led to the breakdown of the second party system? [No homework.]
Day 12	The 1850s: Was war inevitable? [Read Nash, 472-85.]

Special Activities

Sectionalism game: Students divide into three sections (North, South, and West) and assume the roles of congressional representatives. They bargain to elect a Speaker of the House and then vote on three issues: a gag rule prohibiting discussion of slavery on the floor of the House of Representatives, a protective tariff, and federal land policy. Each group gets points on the basis of whether it can pass legislation that benefits its section.

Jackson debate: Resolved—"Andrew Jackson should be included on Mt. Rushmore."

Mexican War analysis: Students divide into groups and are given a packet of documents on the outbreak of the Mexican War. They are asked to determine whether the United States or Mexico is more responsible for the hostilities. This activity provides good opportunities for drawing parallels with recent events, especially the recent Gulf War.

Abolitionism simulation: Students are divided into groups of five and given roles as part of a simulation in the New York legislature on slave emancipation in 1799. They are asked to devise a plan for emancipation that will address the following questions: (1) Which slaves will be emancipated (all, those above or below a certain age limit, etc.)? (2) What will the time frame be for emancipation? (3) How will slave owners be compensated? The activity culminates in comparing the student plans with the actual emancipation bill

passed by the New York legislature. Students come away with a strong understanding of the political and social dilemmas posed by emancipation.

Nineteenth-century political parties game: A detailed game using candy that allows students to see the change from national to sectional parties between 1840 and 1860. Although it is not particularly lively, it does provide an effective object lesson of an important dynamic that students often find confusing. Directions for the game and an accompanying *PowerPoint* presentation can be found at the following address: www.sonoma.edu/tah/lessons.html (scroll down to items 23–25 on the list after you reach the site).

AP Exam preparation: The first seminar in this unit is devoted to reform movements throughout American history. We view a 35-minute video on antebellum reform and then proceed to a discussion of what common assumptions reformers shared in the early to mid-nineteenth century. We then compare this with contemporary reform movements, noting the degree to which government plays a much more significant role in twentieth-century reform movements.

During the second AP period, we undertake an overview of American foreign policy, focusing on the degree to which eighteenth- and nineteenth-century foreign policy traditions shaped later policies. We also read excerpts from Samuel Flagg Bemis (traditionalist), George Kennan (realist), and William Appleman Williams (New Left) to expose students to the major historiographical approaches to American foreign policy.

Assessments

Portfolio #3: The Age of Jackson

Annotated bibliography on Andrew Jackson and Indian removal: Students choose 8 to 10 sources about Andrew Jackson's policy toward Native Americans and write annotations covering the thesis, scope, and reliability of each source.

***Women on the Westward Journey PowerPoint* presentation:** Students read the John Mack Faragher and Christine Stansell article, "Women and Their Families on the Oregon Trail," in Nancy F. Cott, ed., *History of Women in the United States: Historical Articles on Women's Lives and Activities,* part 6, "Working the Land" (New York: K. G. Saur, 1992), 241-57. The authors argue that the westward journey allowed women to take on new roles and responsibilities, although they still had to continue many of their traditional roles. Students then compare Faragher and Stansell's article with journal entries from the collection edited by Lillian Schlissel, *Women's Diaries of the Westward Journey* (New York: Schocken Books, 1982), to determine whether they offer an accurate interpretation.

Antebellum reform essay: Students choose a reform issue (temperance, women's rights, abolition of slavery, treatment of the insane, penal reform) and write a three- to four-page essay, focusing on the changes, if any, that occurred as a result of reform efforts.

Document analysis of *The Lowell Offering*: Students read excerpts from *The Lowell Offering* (available at www.berwickacademy.org/millgirls/offering.htm) and write a three- to four-page essay on the goals and tactics of the Lowell operatives. Students are asked to focus on how successful were the operatives in accomplishing their goals and what were the long-term effects of the Lowell protests.

Jackson DBQ and take-home test: Students answer the 1990 document-based question on Jacksonian democracy: "Jacksonian Democrats viewed themselves as the guardians of the United States Constitution, political democracy, individual liberty, and equality of economic opportunity. Based on the documents and on your knowledge of the 1820s and 1830s, how valid is the Jacksonians' assessment of themselves?" Students also answer a series of multiple-choice and matching questions.

Civil War and Reconstruction, 1861–1877 (four weeks)

Date	Topic and Assignment
Day 1	North and South: a tale of two societies. [Read Lincoln's first inaugural address, in Grafton, ed., *Abraham Lincoln: Great Speeches,* 53–61, and summarize his argument about why secession was unconstitutional.]
Day 2	Campaigns and battles of the Civil War. Why did the war last four years? [Portfolio #4 due. Bring Grafton to class.]
Day 3	The war on the home front. How did northern and southern ideology dictate each side's conduct? [Read Nash, 519-24 and Gettysburg Address in Grafton.] AP seminar: Historiography and Conflicting Interpretations
Day 4	The consequences of the war
Day 5 (short period)	Does the camera ever lie? Civil War photographs.
Day 6	Test: the Civil War. [Review for test.]
Day 7 (short period)	The 2004 election: What were the key issues facing the nation? ***Winter Break: Friday, December 19–Monday, January 5***
Day 8	Presidential Reconstruction: What were the various plans for dealing with the South after the war? [Read Nash, 540-50; bring Grafton to class.]
Day 9	Reconstruction in the South: What was the experience of Reconstruction on the ground? [Read Nash, 550-60.] AP seminar: Sample Multiple-Choice Test
Day 10	The impeachment of Andrew Johnson. [Read Nash, 560-71.]
Day 11 (short period)	Reconstruction through Thomas Nast cartoons
Day 12	The legacy of Reconstruction and the emergence of civil rights. [Write a one-page biography of either Booker T. Washington or W.E.B. DuBois, noting his program for advancing African American rights.]
Day 13	Exam review. [Choose a person, event, idea, or trend that you feel had the most influence on the development of American democracy up to 1865. Write a paragraph explaining your position (to be presented).] U.S. History Examination—Tuesday, January 20. Good luck!

Special Activities

Antietam simulation: Students are given a blank map of the area around Sharpsburg, Maryland, and a series of memoranda about the location of Confederate troops. They are then asked to issue a battle order for Union troops from the perspective of General George McClellan. The purpose of the exercise is for students to understand the issues that military leaders must take into account when developing tactics. It leads to a discussion about why Robert E. Lee took the risk of dividing his troops.

Civil War illustrations activity: After a discussion of Union and Confederate ideology, students in small groups can go to the excellent HarpWeek site on Civil War illustrations (www.harpweek.com) and explore the various factors that helped to achieve Northern victory.

Civil War photographs: This exercise, based on the Library of Congress site, "Does the Camera Ever Lie?" (http://memory.loc.gov/ammem/cwphtml/cwpcam/cwcam1.html) introduces students to the skills necessary for deconstructing photographs. Here they will find, for example, several cases of the same scene being depicted from multiple angles, with the same dead soldiers being portrayed as both Union and Confederate casualties. Students are able to discuss how visual evidence can be manipulated.

Reconstruction plans: In this exercise, students read aloud a variety of speeches from the perspectives of Senator Charles Sumner, General William T. Sherman, Frederick Douglass, Andrew Johnson, and Jefferson Davis. After this, the other students in the class form a coalition around the figure with whose Reconstruction plan they most agree. They then fill out a worksheet dealing with key impeachment issues (that is, the role of freedmen, conditions for allowing the return of Confederate states, and the treatment of Confederate leaders). Students complete the class by filling out a chart, using their textbook, comparing Lincoln, Johnson, and congressional plans for Reconstruction in the period from 1863 to 1866.

Andrew Johnson impeachment trial: After using the previous class to recognize the key difference between presidential and congressional Reconstruction, students can understand the issues involved in Andrew Johnson's impeachment by using the HarpWeek exercise "Finding Precedent: The Impeachment of Andrew Johnson" (www.andrewjohnson.com). Students divide into three groups—prosecution, defense, and jury—and research the impeachment issues on the site. The prosecution and the defense then present their cases, and the jury decides whether Johnson should be removed from office.

Booker T. Washington vs. W.E.B. DuBois: After writing a short biography of either Washington or DuBois for homework, students can go to the Annenberg Foundation's Web site and take part in an Internet exercise that allows them to choose Washington or DuBois as having a better plan for achieving African American equality (www.learner.org/biographyofamerica/prog19/index.html).

AP Exam preparation: During the first period, students are introduced to historiography and changing interpretations. We cover major interpretations of the Civil War (slavery, states' rights, economic differences, and extremism and poor leadership), reading excerpts from historians representing different schools, then provide factual information to support each of the major schools.

During our second seminar, students take a practice multiple-choice test with AP Exam questions through the end of Reconstruction. This both helps students to practice for the exam and serves as a review for their midterm examination.

Assessments

Civil War test: Students take a test with multiple-choice, map, and document analysis questions. For the document analysis, students are given a copy of the Mississippi Legislature's Secession Resolution and are asked to match the generalized grievances expressed by Mississippi with specific actions by the North. Students are then asked to write an essay explaining a graph that shows the growth of sectional tensions after 1820.

Portfolio #4: The Civil War

Annotated bibliography on life in the North or South: Students are asked to choose either the Union or the Confederacy and select 8 to 10 sources (only 4 of which may be Internet sources) that shed light on Union and Confederate society during the war. They are asked to write short annotations that include the work's thesis, scope, and reliability as a historical source.

***Glory* film analysis:** Students view the film *Glory* and write a three- to four-page essay discussing the stereotypes about African Americans that the film seeks to debunk. They can use the *Harper's Weekly* obituary of Colonel Robert Gould Shaw from the collection *African American History in the Press, 1851–1899: From the Coming of the Civil War to the Rise of Jim Crow as Reported and Illustrated in Selected Newspapers of the Time; The Schneider Collection* (Detroit: Gale Press, 1996) to help them assess the film's accuracy.

Mexican War *PowerPoint* presentation: Students produce a *PowerPoint* show dealing with United States strategy during the Mexican War. They are directed to pay particular attention to factors that influenced the development of U.S. strategy, such as domestic opinion and President Polk's fear of the emergence of a military leader as a political rival.

1850s cartoon and editorial: Students are asked to write an editorial and draw a political cartoon dealing with a key sectional issue from the 1850s (the Compromise of 1850, the Kansas–Nebraska Act, or the Dred Scott case). This exercise asks students to research and understand the political arguments of the time period and the style of journalism in the 1850s.

Midyear examination: Students take a midyear examination that covers material from 1607 to 1877. The format is as follows: 30 multiple-choice questions (students are given 32 questions and can answer 30 correctly for full credit); 30 matching questions; four out of seven document analyses; two maps (one on territorial expansion and one on sectional tensions and the Civil War); and an essay question (students choose from three).

Industrial Democracy and Its Responses, 1877–1914 (four to five weeks)

Date	Topic and Assignment
Day 1	Exam return/class evaluation discussion
Day 2	Does the frontier mentality determine the American character? [Read excerpt from Frederick Jackson Turner, "The Significance of the Frontier in American History" (available at http://xroads.virginia.edu/~hyper/turner) and Nash, 578-89.]
Day 3	Federal Native American policy: assimilation or annihilation? In-class debate: Does the Dawes Act represent the best approach for dealing with Native Americans? [Read Nash, 290-95, 404-5, and 589-96.]
Day 4	Quiz: Turner and Native American policy. Introduction to the second Industrial Revolution: Is this the fulfillment of Hamilton's vision? [Study for quiz.] AP seminar: DBQ Practice: Writing

Date	Topic and Assignment
Day 5	Were nineteenth-century business leaders robber barons or industrial statesmen? [Read Nash, 616-27, and outline the reasons for American economic growth in the late nineteenth century.]
Day 6 (short period)	The Haymarket Square incident
Day 7	The development of labor unions: Why is there no radical labor movement in American history? [Read Nash, 644-54.]
Day 8	The Populist revolt: reactionary or forward-looking? [Portfolio #5 due.]
Day 9	Was there such a thing as a Progressive movement? [Read Nash, 748-62.]
Day 10	Chautauqua discussion. Progressivism: freedom or tyranny? [Research character and write a one-page summary of your views. Consult Nash, 726-48, for background on key Progressive issues.] AP seminar: Free-Response Practice: Writing
Day 11	Test review: responses to industrialism. [Begin review.]
Day 12 (short period)	The Triangle Shirtwaist fire: Should the factory owners be held liable?
Day 13	Test: responses to industrialism. [Review for test.]

Special Activities

Dawes Act debate: Students debate whether or not the Dawes Act and the policy of assimilation for dealing with Native Americans helped to promote Indian well-being.

Robber barons vs. industrial statesmen: Students are presented with a variety of well-known business leaders from the late nineteenth century, including Andrew Carnegie, John D. Rockefeller, Jay Gould, Cornelius Vanderbilt, and others, and are asked to determine whether these figures should be characterized as robber barons or industrial statesmen. Students use the reading from their textbooks as well as Internet research during class to help them arrive at an answer. A good follow-up would be to conduct a debate between those who choose different sides of the issue, arguing the overall impact of these figures.

Labor simulation: Students take on the roles of labor union members and management and engage in a series of bargaining sessions. This exercise allows students to understand the process by which each side attempts to accomplish its goals.

Wizard of Oz and Populism: After a discussion of Populism, students complete a worksheet that allows them to examine parallels between the Populist era and *The Wonderful Wizard of Oz.* The worksheet asks them to attempt to determine what historical figure or issue was represented by each of the major characters in L. Frank Baum's popular story.

Chautauqua discussion on Progressivism: Students choose a role and assume the persona of an individual taken from a list of 15 to 20 key figures from the Progressive era (ranging from Jane Addams to Booker T. Washington—teachers can tailor the assignment to include any number of different figures from the period). Students do outside research on the individual, paying particular attention to the question of what the individual believed was the proper role of government in protecting individual freedom (again, teachers can use any number of different questions). Students conduct a roundtable discussion on this question, staying in character throughout the exchange.

AP Exam preparation: Students practice writing a DBQ and a free-response essay, respectively, during our two AP seminars. I score each and discuss them as a group with students, and then in more detail individually.

Assessments

Portfolio #5: Industrialism and Its Discontents

Immigration: Students choose to either create a *PowerPoint* presentation or write a three- to four-page essay tracing their family's immigration to the United States. Students do additional research to determine whether or not their family experience is typical or atypical of that of other immigrants from their country of origin.

Document analysis on the Chinese Exclusion Act: Students read and research the background to the 1882 Chinese Exclusion Act. They write a three- to four-page essay on the act, focusing on why the Chinese were the first group chosen for systematic exclusion from the United States. They are also asked to address the long-term impact of the act on the immigration of both Chinese and other immigrant groups to the United States.

***PowerPoint* presentation on labor unrest:** Students create a *PowerPoint* show on either the Railroad Strike of 1877 (this is popular because of the central role that Baltimore played in the event), the Homestead Strike of 1892, or the Pullman Strike of 1894. They are asked to assess the long-range impact that their event had on labor-management relations in the twentieth century.

Annotated bibliography on Native American culture: Students compile a bibliography with sources that target Native American culture in North America during the nineteenth century, with a focus on one geographic region or one tribe. They must consult at least eight sources (at least half of which should be non-Internet sources), not including any general encyclopedic references. For each item they write a brief summary of the work, its scope, and the author's thesis, as well as an evaluation of how this source would be useful in explaining either the region or tribe.

Progressive era test: Students take a test with a variety of multiple-choice and matching questions on key issues of the late nineteenth and early twentieth centuries, with a focus on how various groups responded to industrialism. Students also answer a document-based question.

Twentieth-Century Crises—Foreign and Domestic, 1900–1945 (five weeks)

Date	Topic and Assignment
Day 1	The Spanish–American War and America's entrance on the world stage. How new was the "new imperialism"? [Read Nash, 690–707.]
Day 2	Why did the United States become involved in World War I? [Read Leuchtenberg, prologue and chapter 1.]

Date	Topic and Assignment
Day 3	World War I on the home front: Was World War I progressive or reactionary? [Read Leuchtenberg, chapter 2.] AP seminar: Crossword Puzzle Review
Day 4	The struggle over the League of Nations: Why did Woodrow Wilson's vision fail? [Portfolio #6 due.]
Day 5 (short Period)	Civil liberties in wartime
Day 6	The first Red Scare: What forces created so much anxiety after World War I? [No homework.]
Day 7	Prosperity: How "roaring" were the 1920s? [No homework.]
Day 8	Perils: Who was left out of the 1920s prosperity? [Read Leuchtenberg, chapters 9 and 10.]
Day 9	Debate: the Scopes trial. What does the trial tell us about the culture clash of the 1920s? [Research character and read Leuchtenberg, chapter 11.]
Day 10	The Great Crash: What factors caused the Great Depression? [Take-home test due.] AP seminar: Free-Response Practice
Day 11	The emergence of FDR: What was "new" about the New Deal? [Read Nash, 841-50, and work on New Deal chart (complete side one on first New Deal).]
Day 12 (short period)	Everyday life during the Great Depression
Day 13	Did the New Deal save capitalism and democracy? [Read Nash, 850-64, and complete New Deal chart (side two on the second and third New Deal).]
Day 14	Was FDR caught sleeping at Pearl Harbor? [Read Nash, 876-83, and outline key events in America's road to World War II between 1933 and 1941. Indicate what you see as the key turning point in bringing the United States toward involvement.]
Day 15	Battles, strategies, and tactics: What were American military objectives in World War II? [Read Nash, 897-908.] AP seminar: DBQ Practice
Day 16	The war at home: Did America violate its ideals on the home front? [Read Nash, 893-97 (skip 890-91).]
Day 17	Test: New Deal and World War II. [Review for test.]

Special Activities

World War I simulation (from *OAH Magazine of History*): The Organization of American Historians has an excellent simulation on American entry into World War I. Students move through four rounds, assuming the roles of various groups from the time period, giving their positions on possible American entry into the conflict. They are asked to respond to events such as the sinking of the *Lusitania* and the Zimmerman telegram. The exercise does an excellent job of helping students see the changes in American opinion as the war progressed.

Stock market exercise: Students are given $500 in "History Money" in 1920 and allowed to invest in a collection of eight different stocks. They proceed through eight different rounds until the stock market crash of 1929, being told how each stock performed as a basis for making their investment decisions for the following year. While this exercise works better if students have not yet read about the 1929 crash, it still allows them to gain a sense of the hysteria that gripped people during the periods of steady growth in the mid- to late-1920s and to understand investors' psychology.

Red Scare exercise: Students visit the Red Scare Image Database (available at http://newman.baruch.cuny.edu/digital/redscare) and are given an issue or theme to examine. This comprehensive site allows them to view political cartoons in the immediate post–World War I period according to theme (for example, anarchism, fear of immigrants, or labor strife). Using an Infocus machine or projector, students present their cartoons to the class, which leads to a discussion of the issues of the period.

AP Exam preparation: For the first of our three AP seminars during this period, which usually occurs immediately after students have returned from spring break, I distribute U.S. history crossword puzzles and have students compete against each other in small groups to complete the puzzles. Although this may seem frivolous, I find that students absorb a surprising amount of material from this activity. For ordering information, go to http://members.aol.com/histxword, or write to History Puzzles, PO Box 82883, Seattle, WA, 98028-0883.

For the other two AP seminars during this period, we work on free-response and document-based questions. In each case, I distribute sample essays from past years and have students practice scoring (we discuss the scoring rubric ahead of time). Showing them actual student-written essays helps them to get a strong sense of what will be expected of them in terms of length, level of detail, writing and documentation style, and other issues of concern and interest.

Assessments

Portfolio #6: Twentieth-Century Crises

Radicalism *PowerPoint* presentation: Students are asked to research a radical individual or group (Eugene Debs, the Black Panthers, the Weathermen—teachers can include any group that they feel is appropriate) and indicate why the group or individual should be considered radical. They should also determine what impact that individual had on American history in the twentieth century.

Civil liberties in wartime essay: Students are asked to compare the Sedition Act or the Espionage Act of the World War I period with the Patriot Act of 2001. They write a three- to four-page essay comparing the provisions of the different acts and noting the historical context in which each act was passed. They are asked to draw any generalizations that they see about the role that government plays during wartime.

New Deal essay: Students choose a minority group (women, African Americans, Mexican Americans, Native Americans, etc.) or an interest group (farmers, business leaders, organized labor, etc.) and write a three- to four-page essay tracing the effect that the New Deal had on this

group. This exercise lets students assess how far-reaching the New Deal was in affecting various groups in society and asks them to come to terms with why the New Deal did not go further in helping such groups.

***Best Years of Our Lives* film analysis:** Students view the 1946 film *The Best Years of Our Lives* and write a three- to four-page essay, focusing on what statements the film makes about the United States at the conclusion of World War II. They often relate to the main characters and gain human insight into the conversion from war to peace after 1945.

New Deal Test: Covers FDR's New Deal.

American Democracy and the Cold War (five weeks)

Date	Topic and Assignment
Day 1 (short Period)	The dropping of the atomic bomb
Day 2	The origins of the Cold War: Can we assign responsibility for U.S.–Soviet tensions? [Read Nash, 948-58.]
Day 3	The Cold War under Eisenhower, Kennedy, and Johnson: What role did ideology play in the Cold War? [Read Nash, 958-75.]
Day 4	The Vietnam War: Why did the United States commit to a quagmire? [Read Nash, 975-85, and outline key turning points in U.S. involvement.]
Day 5	Vietnam: My Lai video. [Portfolio #7 due.] AP seminar: Multiple-Choice Exam Practice
Day 6	Postwar America. [Skim Nash, chapter 26, and choose one aspect of 1950s culture to research and present to the class.]
Day 7 (short period)	The legacies of Vietnam
Day 8	Nixon and Watergate: What conditions are necessary for impeachment? [Read Nash, 1,012-21.]
Fri., 5/7	**AP U.S. History Exam**
Day 9	The 1960s: Culture and protest. [Ask your parents about their '60s experience.]
Day 10	Quiz: America during the Cold War. [Study for quiz.]
Day 11	The emergence of the civil rights movement. [Read Nash, 1,028-42, and outline key events in the African American struggle for equal rights.]
Day 12	Film: *The Long Walk Home.* [Portfolio #8 due *or* final draft of term paper due.]
Day 13 (short period)	Finish *The Long Walk Home.* [Work on civil rights essay.]

Date	Topic and Assignment
Day 14	Video: *Eyes on the Prize.* [Work on civil rights essay.]
Day 15	The 1980s. [Prepare presentation on an aspect of American culture during the 1980s to deliver to the class.]
Day 16	America at 2004. [Write a paragraph on the person, idea, event, or trend that has had the most influence on the development of American democracy.]
Day 17	Review for exams. [Write seven objective questions (matching, multiple-choice, identifications) for assigned exam section.]
Wed., 6/2	U.S. history final examination. Good luck!

Special Activities

AP Exam preparation: As a final preparation for the AP U.S. History Exam, students are given a full set of 80 questions from a Released Exam (I usually use the 2001 exam). Doing the questions in a 50-minute period allows students to simulate the exam and instills confidence once we have reviewed the answers—students often find that they know more than they thought.

Assessments

Portfolio #7: America at Midcentury

Annotated bibliography of World War II battles and strategy: Students choose *either* the Atlantic or Pacific Theater during World War II and consult 8 to 10 sources (only 4 of which may be Internet sources) to create an annotated bibliography, focusing on the thesis, scope, and reliability of each source.

Origins of the Cold War essay: Students research historians' interpretations of the early Cold War, focusing on how different sources assign responsibility for the breakdown of U.S.–Soviet relations after the war. Students produce a three- to four-page essay, noting which interpretation of the Cold War they find most convincing.

***JFK* or *Thirteen Days* film analysis:** Students view either Oliver Stone's *JFK* or the film about the Cuban missile crisis, *Thirteen Days,* and analyze what each film says about American politics in the 1960s. For *JFK,* students can focus on Stone's interpretation of American involvement in the Vietnam War; for *Thirteen Days*, they can be asked to assess how the film presents JFK's handling of the Cuban missile crisis.

Vietnam oral history: Students interview either their parents or another adult who lived through the Vietnam War period and ask them about their experiences and their attitude toward the war. Students then write an analysis of their interview subject's experiences and how they reflect larger trends of the Vietnam War period.

Portfolio #8: The Late Twentieth Century

The year of your birth *PowerPoint* presentation or essay: Students create a *PowerPoint* show or write a three- to four-page essay about the year of their birth, focusing on the key political, social, economic, and cultural trends. Students then create a thesis about what makes the year of their birth distinctive.

Minorities time line: Students choose a minority group (African Americans, women, Native Americans, etc.) and create a time line of that group's experiences during the twentieth century. They then formulate a thesis about the experiences and development of the minority group throughout the twentieth century.
Twentieth-century amendment *PowerPoint* presentation or poster: Students choose an amendment from the twentieth century (Sixteenth through Twenty-Seventh) and either create a *PowerPoint* show or a poster about it. They note the context in which the amendment was ratified and formulate a thesis about its impact on twentieth-century American society.
Watergate's impact on America research essay: Students research the Watergate scandal that led to the resignation of President Nixon in 1974 and consider either the public reaction to the events or the historical context and the political situation, especially the relationship between the president and Congress. They then write a two- to four-page analytical essay evaluating one of these aspects of Watergate.

Student Evaluation

Students are given a variety of assessments, including tests and quizzes (approximately 40 percent of the final grade) and graded homework assignments (10 percent of the grade). The centerpiece of their appraisal, however, is the U.S. history portfolio, which accounts for approximately 50 percent of their final grade. During both the first and second semesters, students choose three (out of a possible four) assignments covering a variety of different formats, for a total of six projects. They also must complete at least four of the following types of assignments: research essay, document analysis, annotated bibliography, film analysis, cartoon/visual analysis, and *PowerPoint* presentation. Although students are not required to keep their completed portfolio in a folder, teachers may want to consider some type of mechanism to allow them to keep their work together in order to provide them with a broader sense of what they have accomplished during the academic year. This provides students with the opportunity to write a statement at the end of the course reflecting on what they've learned from the portfolio assignments.

Because this is a survey course that moves rapidly through American history in order to reach 1975 by the time of the AP Exam, the portfolio is designed to allow students to examine topics in greater depth than is possible during a regular class.

Students also have the option of choosing a 10- to 12-page term paper on a twentieth-century topic in place of their three portfolios for the second semester. Generally, about 25 percent of students choose this option.

Teacher Resources

Curriculum Units/Simulations

The following are indispensable resources for teaching AP U.S. History.

Choices for the Twenty-First Century, a program created under the auspices of Brown University's Watson Institute for International Studies, offers a number of curriculum units that provide excellent simulations, as well as a rich variety of teaching activities, including primary sources, political cartoons, and questions for reflection. Units generally focus on foreign affairs, emphasizing the options open to decision makers at various points in history and allowing students to gain a sense of the values that guided those decisions. The *U.S. History Series* contains 12 titles. To order, go to www.choices.edu/index.cfm, and click on "Curriculum Resources," or call 401 863-3155.

Economic Forces in American History, a program sponsored by the Foundation for Teaching Economics, supplies teaching units that offer an interdisciplinary approach to historical issues. Units and lesson plans highlight the role of incentives in historical decision making. The foundation also offers summer workshops for students and teachers, in which participants are exposed to more in-depth lessons and materials. For more information, go to http://fte.org/teachers/lessons/lessons.htm, or call 530 757-4630.

National Center for History in the Schools, based at UCLA, provides more than 70 teaching units on U.S. and world history. This material includes a wide variety of primary source–based teaching activities, with discussion questions and ideas for student projects. These lend themselves to student group work in reading, interpreting, and presenting documents. For ordering information, go to www.sscnet.ucla.edu/nchs, and access "U.S. Teaching Units," or call 310 825-4702.

Six Involvement Exercises for United States History, vols. 1–4. This is an excellent collection of simulations, ranging from the early seventeenth to the mid-twentieth century. These activities are well thought out and successfully combine student involvement with meaningful historical content. Prepared by David Sischo, Roosevelt High School, Fresno, California. Publication and ordering information are available at Involvement 2, PO Box 172, Fish Camp, CA 93623; phone 209 375-6273.

U.S. History, Books 1–4. Published by the Center for Learning, these books provide a wide variety of simple and easy-to-use primary sources and activities for teaching all aspects of U.S. history. For ordering information, go to www.centerforlearning.org, and type in "social studies" for category, "secondary" for grade level, and "U.S. history" in the search box. To order by phone, call 800 767-9090.

Video Documentaries

Alistair Cooke's America. This 13-episode set, narrated by the well-known British journalist Alistair Cooke, may seem dated given the fact that it first appeared in 1972. However, Cooke's thoughtful analysis and perspective as an outsider provides students with a valuable lens for considering American history. I have used it as a review for the AP Exam, letting students view the series (voluntarily) during lunch periods, and many have noted that it proved helpful on the exam. The series is available through Ambrose Video Publishers (more information is available at www.ambrosevideo.com/displayitem.cfm?vid=623).

The American President. This 10-hour PBS production consists of a series of 10- to 15-minute segments about each president from George Washington to Bill Clinton. The late Harvard political scientist Richard Neustadt provides excellent commentary. Although each episode groups four presidents by theme, these presentations work best as stand-alone introductions to each administration. The thematic organization necessitates that the teacher supplement each clip, but students will certainly remember many of the anecdotes and personal-interest stories, along with key interpretive points about each president. Ordering information is available at www.pbs.org/wnet/amerpres/about.html.

The Century: America's Time. This 12-hour ABC series, produced in 1999, is narrated by Peter Jennings and provides a broad, but useful, introduction to many of the key events of the twentieth century. Rapidly paced and colorful, the series is especially good for introducing students to the spirit of an era such as the 1920s and 1950s through first-person interviews and colorful visuals. Intended for a popular audience, the series is understandably much less valuable for specific historical content. The entire series is available either online at www.abcnewsstore.com, or by phone at 800 505-6139.

The Civil War: A Film by Ken Burns. Students invariably respond favorably to this monumental documentary series by acclaimed filmmaker Ken Burns. Teachers should be aware that they will

have to supplement some of the film's interpretations and to balance its tone, but this video is a good starting point for discussing a crucial period in American history. The film's short, thematic chapters make it particularly useful for the classroom. A Teacher's Guide and ordering information are available at www.pbs.org/civilwar, or call the PBS Customer Service Department at 800 531-4727.

Liberty! The American Revolution. This four-part PBS series provides a lively overview of many key events, personalities, and ideas from the era of the American Revolution. Students sometimes laugh at the actors impersonating historical figures, but nonetheless retain much of what they see in the series. A Teacher's Guide and list of related resources can be found at www.pbs.org/liberty. Ordering information for the series, through PBS, is available at www.pbs.org/liberty, or call the PBS Customer Service Department at 800 531-4727.

United States History Video Collection (*Origins–2000).* Produced by Schlessinger Media, this 26-episode series offers a comprehensive collection of 35-minute videos covering a variety of key themes and topics in American history. Although the presentation is not terribly dynamic, the videos provide expert commentary and strong coverage of key events, trends, and factual material. For ordering information, call 800 843-3620, or go to www.libraryvideo.com, and type in the title.

Books

These books include monographs, novels, and memoirs that the Bryn Mawr School has used in past years. Even when not used in the classroom, they are indispensable background resources for teachers.

Ambrose, Stephen E., and Douglas G. Brinkley. *Rise to Globalism: American Foreign Policy Since 1938.* 8th rev. ed. New York: Penguin Books, 1997.

Caputo, Philip. *A Rumor of War.* Reprint ed. New York: Owl Books, 1996.

Ellis, Joseph J. *Founding Brothers: The Revolutionary Generation.* 1st ed. New York: Knopf, 2000. (Summer reading)

Foner, Eric. *The Story of American Freedom.* 1st ed. New York: W. W. Norton, 1998.

Greene, Melissa Fay. *Praying for Sheetrock: A Work of Nonfiction.* Reprint ed. New York: Ballantine Books, 1992. (Summer reading)

Hays, Samuel P. *The Response to Industrialism, 1885–1914.* 2nd ed. Chicago: University of Chicago Press, 1995.

Isaacson, Walter. *Benjamin Franklin: An American Life.* 1st ed. New York: Simon and Schuster, 2003. (Summer reading)

Jenkins, Philip. *A History of the United States.* 2nd ed. New York: Palgrave Macmillan, 2003.

Lewis, Anthony. *Gideon's Trumpet.* Reprint ed. New York: Vintage, 1989. (Summer reading)

O'Brien, Tim. *The Things They Carried: A Work of Fiction.* Reprint ed. New York: Broadway Books, 1998. (Summer reading)

Shaara, Michael. *Killer Angels.* Reprint ed. New York: Ballantine Books, 1987. (Summer reading)

Sample Syllabus 2

Rich Mayorga
Sunnyside High School
Tucson, Arizona

School Profile

School Location and Environment: Sunnyside High School is in an urban district that has the lowest socioeconomic status in Pima County. Located near the Mexican border, the student population has a high mobility rate, and more than one-third of their parents are monolingual Spanish speakers. Most of the parents are blue-collar workers, and few have attended any college.

Grades: 9–12

Type: Public high school

Total Enrollment: 2,100

Ethnic Diversity: 92 percent Hispanic; 3 percent Native American/African American/Pacific Islander

College Record: Ten years ago, only about 18 percent of our graduates went on to college; today about 50 percent do so.

Personal Philosophy

Education is fun, and this motto applies to students as well as teachers. A positive environment gives students the best chance of achieving their full potential. Given a challenging and productive setting, each student should feel special and worthwhile. The classroom is not about me and my success as a teacher; rather, it is about my facilitating the students' successes. It is my job to motivate them to want to learn more than I offer, to go beyond the classroom's pedagogical directions, to yearn for more, and to achieve higher levels of understanding, both today and for the rest of their lives.

It is my objective to make "our home away from home" a pleasant and positive place where students experience a respectful and nurturing environment in which they can take risks and still be successful. I strive to help the class become more academically competitive and successful and to develop the skills necessary for continual improvement. Students regularly ask me to conduct after-school study sessions and Saturday practice test meetings. I fulfill these requests to help my students grow academically.

A truly outstanding teacher is one who motivates students and peers to achieve their highest levels of potential, educates the students using many stimulating and exciting techniques, and inspires everyone to learn more and to achieve greater success. I believe that my attempt to be such a teacher invites my students' best efforts.

Class Profile

Sunnyside High offers two sections of AP U.S. History, with an annual total enrollment of about 40 students. Good advertisement has been a key factor in recruitment. We meet five times a week for 50-minute periods. The only prerequisites for the course are a desire to learn, a good attitude, and the commitment to do about four to five hours of homework weekly. Any student whose average grade falls

below 70 percent at the nine-week mark is removed from the course. We have found that having students stay in a class that they are failing is a no-win situation for all parties. This policy affects only a few students each year.

Course Overview

AP U.S. History is a chronological study of American history from pre-Columbian to present times through literature, textbooks, videos/movies, observations, discussions, cultural/social investigation, cooperative learning, and a heavy emphasis on writing exercises. All students in the course are expected to take the AP U.S. History Exam.

Textbook

Kennedy, David M., Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant: A History of the Republic.* 12th ed. Boston: Houghton Mifflin, 2002.

Or alternatively,

Garraty, John A., and Robert A. McCaughey. *The American Nation: A History of the United States.* 6th ed. New York: Harper and Row, 1987.

Classroom Expectations

Behavior: Students in this college-preparatory course will be treated with college-level respect and will therefore need to exhibit a corresponding level of discipline, behavior, and responsibility. Cheating will not be tolerated; consequences will be a "0" on that project/test and dismissal from the class. I permit nothing less than ethical behavior and strong commitment from my students.

Supplies: Students need to bring to class a calendar, three-ring binder, paper, pen, pencil, and textbook every day.

Grading: Students are responsible for keeping a record of their grades (called a "Test Scores Paper"). This is passed out and organized during class. Grades are earned via homework, projects, participation, writings, assignments, and, especially, teacher-generated tests.

Attendance and make-up work: Each student is responsible for obtaining and completing all assignments on time. A calendar posted on the classroom wall contains at least a few weeks' advance notice concerning assignments. Work should be turned in early if a student knows he or she will be out, or upon returning to class if the absence was unplanned. Each day missed from class, excused or not, is a major loss; daily attendance is vital to the class.

Extra credit and tutoring: Extra credit generally does not exist in AP courses, but tutoring is available (and strongly recommended) upon request.

Course Planner

Some of the best advice that I can pass on is simply to move along at whatever speed allows the students to grasp the information fairly well. With practice they will gain their footing, digesting the material more quickly. When we used the Garraty textbook, we covered one chapter about every three days. With the Kennedy et al. textbook, we do about one chapter every two days (as there are more and smaller chapters). Taking into account review periods, tests, discussions, and school activities, this pace allows us

to completely finish the book about a month before the AP Exam. It should be noted, however, that our students begin classes in mid-August.

Looking at this schedule in terms of major concept breaks, we have covered a massive amount of material—from the colonial beginnings to 1824 (Jacksonian era)—by the end of the first quarter of the school year (mid-October). We get through at least the Reconstruction era before Christmas break. Then we reach the modern American history unit by the end of the third quarter (mid-March). We spend the four weeks preceding the AP Exam in the second semester reviewing the material. This major content review, where I reinforce conceptual/thematic connections, really helps students understand the "flow" of history.

The most effective way to get through the information is to use your class textbook to its fullest potential. Obviously, different textbooks break the material down differently, so do what is best for you and your class.

We have major tests after each of the following units: (1) geography unit, (2) 1492–1699, (3) 1700–1812, (4) 1812–1861, (5) 1861–1880s [semester break], (6) 1865/rehearsal–1912, (7) 1913/Wilson–1939, (8) 1939–present. I present the concepts as they appear in the textbook. I find this gives the students something solid to read, review, and discuss throughout the course.

In the weekly breakdown that follows, "time line" is used to signify a review or overview of learning via time lines, whereas "time line due" indicates that students will be turning in their time lines for a grade. For the practice AP Exams, I use Released Exams from 1988, 1996, and 2002. The DBQs are a mix of in-class and homework assignments, depending on the difficulty of the question, the time left in the class period, how much assistance the students need, and how well peer editing is working for the class. We also take at least a few minutes every couple of days to talk about current events, tying the discussion as much as possible to the historical material we have covered and linking it to future topics.

Semester One

Week 1: World and U.S. geography review and writing skills review. Summer homework is discussed.

Week 2: Cover material from "the beginnings." Note-taking skills and time lines are practiced.

Week 3: Cover the period from 1600 to 1700. Map drawing and study skills are practiced.

Week 4: Review of the material "beginnings to 1700." Quiz, time line due, and practice AP Exam. Then, cover the period from 1700 to the French and Indian War. Students also complete a practice DBQ.

Week 5: Cover the Revolutionary War and its prelude, and Washington's presidency.

Week 6: Cover the War of 1812. Review, time line, writing exercises, quiz, and practice AP Exam.

Week 7: Cover the period from the War of 1812 through the antebellum era. Writing exercises are practiced.

Week 8: Cover the Civil War, including video clips and debates on each side's viewpoints.

Week 9: The Civil War era (continued) and writing exercises.

Week 10: Review of the period 1812–1865. Time line, writing exercises, quiz, and practice AP Exam.

Week 11: Arizona Unit with class readings and stories.

Week 12: Arizona Unit completed, with projects.

Week 13: Cover the Reconstruction Era. [Veteran's Day Break: two days.]

Week 14: Cover the period from the end of Reconstruction through the Gilded Age. Class does a practice DBQ.

Week 15: Finish the Gilded Age and discuss. [Thanksgiving Break: two days.]

Week 16: Review of the 1860–1890 material. Essays, time lines, and practice AP Exam.

Week 17: Review material and holiday song project (take a song and put "history words" to it).

Week 18: Review of semester's material ("beginnings" through 1890s). Time line and practice AP Exam.

Semester Two

Week 1: Review of the Gilded Age and continuation of writing skills.

Week 2: Cover the period from the end of the Gilded Age up to World War I. Review, time line, quiz, and practice AP Exam, 1860–1890.

Week 3: Presentation of family history/tree projects (see Student Activities, below).

Weeks 4–6: Cover World War I through World War II. Review, quiz, time line due, and practice AP Exam.

Week 7: Cover the period from the end of World War II through the 1950s. Writing exercises are practiced.

Week 8: Cover the 1960s, including video clips. [Rodeo Break (a local holiday): two days.]

Weeks 9–10: Cover the period from 1970 through the present. Writing exercises continue.

[Spring Break: One full week.]

Week 11: Review the period from World War II to the present. Quiz, time line due, and practice AP Exam.

Week 12: Review second-semester material. Quiz, time line due, and practice AP Exam.

Week 13: Practice writing skills and DBQs.

Week 14: Review first-semester material. Quiz, time line rewrite due, and practice AP Exam.

Week 15: Review material and take the AP Exam.

Weeks 16–17: Discussion, guest speakers, debates, and/or videos (by student vote).

Week 18: Review of year's material and take an AP U.S. History Released Exam for final grade.

Teaching Strategies

During the first week of school our AP U.S. History students review geography skills and do some basic writing assignments (including discussing and turning in their summer homework). Starting our school year in mid-August gives us a bit more time to work toward AP Exam success. Arizona schools are required to devote some time to Arizona history (we spend almost two weeks in October doing this—it's a break from AP with almost no homework). Additionally, we spend about a week in January presenting family history/tree projects (see below for the description); it's definitely a highlight for the students and for me (as well as eye-opening for a plethora of reasons).

By virtue of doing practice essays and DBQs throughout the year, students are exposed to many primary-source documents. They read primary sources in class that I provide in addition to the ones they use for the family tree project and read in the textbook. Because of low expectations placed on them in the past, having my students read more than 50 pages a week, in addition to preparing time lines, summaries, and writings would be overly demanding. I do have my students read Upton Sinclair's *The Jungle* and write five one- to two-page essays for summer homework—one critiquing that book and four others on any important figures of their choice in pre–Civil War America. That alone is unheard of for my school district. I've had to work hard to get that system to fly.

Typically, I give lectures and lead the discussions on the course material up to the War of 1812. Then the students take over. One unique characteristic of our classroom is my position that learning is their total responsibility. So, the students "teach" most of the course; each semester every student is assigned a chapter to teach. Two weeks before their chapter is to be presented, students turn in their outline-type notes to me. I edit their work, they make corrections, they type a final draft with the important items from the AP topic outline highlighted in some way, and then they direct the class. The students present their chapters not by reading their outlines aloud but by explaining its information and concepts. They are expected to see me beforehand if they don't understand something. They handle most of the chronology of events, while I supervise, tell stories, clearly define items, show associations, and set up future connections via writing and outlining exercises. Where the textbook is weak or insufficiently detailed (for example, the conspiracy behind Lincoln's assassination), I step in. The whole process demands more of me than simply making chapter outlines, but while students master "their chapter," they are fine tuning their analytical skills, which help them to connect concepts and material from many other areas. This brings history to life.

For each chapter, all students complete a "chapter summary" for homework (see Student Activities, below, for more details). Included in this paper are key concepts, names, maps, events, and topics from the AP U.S. History topic outline. Additionally, the students develop their own time lines (also in the Student Activities section) for each unit. They organize these chronologies in a way that helps them remember best. For their own benefit, students must include and highlight items from the AP topic outline. Cumulative semester time lines are excellent learning tools and review resources.

For four or five Saturdays before the AP Exam, students are expected to attend practice test sessions (95 percent attendance rates are the norm). All of our students take the exam.

We take one field trip each year to Tucson's downtown to view the area's historical sites. After-school movies (with food and "creative seating arrangements") include *Amistad, Glory, Geronimo, The Grapes of Wrath,* and *Schindler's List*.

Student Activities

Chapter Summaries and Time Lines

For homework, students are to read the assigned chapter in the text, complete a chapter summary, and create a time line. For the chapter summary assignments, I often create a chart that lists important persons in one column, events they influenced in the next column, and how these events affected the country and/or world in the third column. Or the summary consists of a list of vocabulary items that the students need to explain and apply using examples from that particular chapter. Still other times, I ask them to write multiple thesis statements for a specific chapter. Most often the chapter summaries are a mix of all the above and more. In yet another example, for the Civil War chapter, the students are required to draw a map of the Civil War battles, giving some details about each.

Time lines must include a date and event, as well as the corresponding cause/effect relationship.

Sample Time Line Format

Date/Event	***Cause/Effect Relationship***
1960/U-2 affair	USSR shoots down a U.S. spy plane/Distrust between the two countries increases; Cold War intensifies

Consider the following when you are creating your own time line assignment:

- Emphasize that items should be in chronological order.
- Encourage students to be concise rather than wordy.
- Explain to students that "connecting" the material is a major goal.
- Advise students that time lines will become study sheets for students to use throughout the year.
- Remember that handwritten final drafts minimize the possibility of students copying from one another.
- Color-coding the material is often beneficial as a study skill.
- Remind students that the "buzz words" of the material should be included in the time line multiple times (e.g., Manifest Destiny, antebellum era, spoils, imperialism).
- Advise students that the most important concepts need to be highlighted or underlined for quick reference and for future study periods. (This organization also assists in reducing the teacher's grading time.)
- Permitting students to use their time lines (early in the year) for essays provides them with some basic knowledge that can be beneficial.

This process is initially quite time-consuming for the students, but their pace greatly quickens after some practice and guidance. Semester time lines, in addition to unit time lines, are a great source of material review and synthesis for the students.

Prewriting

Outlining activities for specific events, chapters, or concepts are done whenever we have the time—often once a week, sometimes more often (near test time) and sometimes less frequently (when we need to move quickly through the material). This outlining activity is simply a prewriting drill that takes students about five minutes to do and me about five minutes to review (depending on the complexity of the question

and/or concepts). It provides students with the opportunity to use the information that they have read and we have covered in class. These first-semester writing assignments are often done just for practice, without grades. Then, in the second semester things get more intense, and the papers are often graded.

Family Tree/History Assignment

Each year I assign students a unique project—the creation of a family history/tree. I ask each student to trace his or her lineage back at least five generations (exemptions are only given to students after a parent conference) on at least one side of the family. I expect students to submit more than 100 names and 10 typed pages (including an autobiography). This assignment requires that students link their family history to U.S. history through documents, primary research, and oral history. This endeavor constitutes the second semester's only major graded project because of its complexity and the effort it requires. It is intended to integrate all the components of learning and historical research that we have practiced throughout the year. There are two parts to this project, as described in the following handout.

Family Tree/History Assignment

The **family tree** should be a listing of all family members by generation, oldest to youngest for as far back as anyone can remember or research. Part or all of a family tree may already be done for your family—that is fine. But, each student is required to make his or her "own copy." At length, this will take many drafts and conversations to achieve complete accuracy, of course. (Use your own coding system. For example, a slanted line may be an adopted child or a stepchild, possibly a dotted line shows a second marriage, etc.). Structure this project as best fits your needs. The more effort put into this project, the more points it is worth. (The norm is more than 100 names.)

The **family history** portion of this project is intended to get as much of the quality folk tales, important items, and fun stories on paper as possible. The arrangement is flexible. It can be presented in chapter fashion, one for each family member, or it can be organized in a sequential, time line manner. Obviously, some families have a limited historical horizon, for many reasons. Nonetheless, a high-quality project can be produced by simply interviewing a few family members about their childhood and past memories. Topics can range, for example, from their first recollections, foods, first dates, and habits to their remembrances of important people, family/national/world events, crises, wars, and sports. These memories can initiate from any place, time, source, person, or event. Make this project worthwhile for you! Ten typed pages is the norm (not including the cover sheet and scanned copies of pictures).

This task is obviously a difficult one, requiring lots of assistance from your family. That is why the assignment is given at the beginning of the school year. The project is intended to individualize the learning of history for each student; it is *not* intended to pry or meddle in any family's private or embarrassing past. If necessary, any portion, story, or person's name may be left blank. In fact, under extreme conditions, a student can research a family other than his or her own with *prior teacher permission*. Still, the fun of this project is that each student will end up with a valuable family history and tree that everyone in the entire family can be proud of. Feel free to contact me if you have any questions.

Please do not turn in any valuable family heirlooms. On your presentation date you can bring in an important piece and then take it home right after it's shown. Old pictures are best photocopied so that you can have a permanent copy too. Remember that this project will be graded mostly on effort—so make it good for yourself and your family! Family members are welcome to attend the presentations. (The average presentation length is about three minutes, but not more than five.)

This project should be completed in stages: by September contact and set up interviews with family members to acquire information; by October have a draft of family stories written; by November have a semiformal draft of your family tree; by December begin typing up the final draft; and finish all research and typing during the holiday break for a January due date.

Student Evaluation

The percentage breakdown for each semester's various assessments is as follows:

- Homework: 30 percent of the total grade (mostly readings, time lines, and chapter summary completions)
- Quizzes: 10 percent of the total grade (primarily based on homework effort)
- Projects: 10 percent of the total grade (readings, presentations, and genealogy project)
- Tests: 50 percent of the total grade

Teacher Resources

Books

Garraty, John A., and Robert A. McCaughey. *The American Nation: A History of the United States.* 6th ed. New York: Harper and Row, 1987.

Kennedy, David M., Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant: A History of the Republic.* 12th ed. Boston: Houghton Mifflin, 2002.

Wagoner, Jay J. *Arizona's Heritage.* Rev. ed. Santa Barbara, Calif.: Peregrine Smith Books, 1983.

Films

Amistad. Directed by Steven Spielberg. Dreamworks, 1997.

Geronimo. Directed by Roger Young. A made-for-TV movie, TNT, 1993.

Glory. Directed by Edward Zwick. Columbia/Tristar, 1989.

The Grapes of Wrath. Directed by John Ford. 20th Century-Fox, 1940.

Schindler's List. Directed by Steven Spielberg. Universal Studios, 1993.

Sample Syllabus 3

Karin Swedenborg and Elizabeth Brickley
Hudson High School
Hudson, Ohio

School Profile

School Location and Environment: Hudson is a rapidly expanding upper-middle-class suburban community, located between Cleveland and Akron. In the past, Hudson has been noted for its outstanding school system and currently is rated as an excellent district by the state of Ohio, having met all 18 requirements of the state report card. In June 2003, *Newsweek* placed Hudson High School in the top 4 percent of schools in the country for AP curriculum. Students consistently perform at an extremely high level on standardized tests. Corporate executives and entrepreneurs choose to move their families to Hudson because of the school system's strong reputation.

Grades: 9–12

Type: Public high school in a self-contained city system

Total Enrollment: 1,820

Ethnic Diversity: Hudson is an affluent school district with a homogeneous student body. Fewer than 3 percent of the students are Asian, less than 1 percent are African American or Hispanic, and only 0.5 percent of our student population is classified as economically disadvantaged. However, the accelerated and AP classes have a higher percentage of minority students, particularly Asians.

College Record: Our graduation rate is 94.3 percent, and 99 percent of our students enter college.

Personal Philosophy

We teach AP U.S. History because our students are important to us (this is not a cliché; it's the truth). We want our students to understand the complexities of our government, appreciate our system, and understand the possibility for change and reform.

Class Profile

Hudson High School typically offers seven sections of AP U.S. History. We have open enrollment, so any student may take Accelerated U.S. History (the first-year class) and AP U.S. History (the second-year class). Because it is a two-year course, usually taken in the students' sophomore and junior years, there are four sections of 20 to 25 students in the first year and three sections of about 20 students each in the second year. Generally speaking, we do "lose" about 15 students between the first and second years of the course. In some cases this is because students delay taking the second year's class owing to scheduling conflicts (usually with science classes, which in Ohio require more minutes of weekly instruction), whereas in others instances students choose not to go on because the course is too labor intensive. Approximately 60 students take the AP Exam each May. We are on a modified block schedule. Each class meets three days a week for 55 minutes and once for 90 minutes.

We do not team teach in the traditional sense. The first-year course (from the beginnings through the Civil War) is taught by Brickley, and both of us teach sections of the second-year course. But Swedenborg

can rely on the fact that students entering the second year have worked on essay writing, critical thinking, analysis, and DBQ writing.

Course Overview

We teach a challenging curriculum-driven course over a two-year period to a broad spectrum of motivated students. It is important for them to develop the skills that are essential for success on a university and professional level. Our AP students learn to read and evaluate college-level texts and primary-source materials, and to assess the context in which historians write. In addition, AP U.S. History is a writing-intensive class, and because our students hone critical thinking skills, their essays demonstrate insight and sophistication. Through class discussions and readings students become more skillful in analyzing and debating historical issues, especially those that surround the American experience. They develop a feeling for the ambiguities inherent in the study of history, which leads to an increased tolerance for varying viewpoints.

Textbooks for the First Year

Norton, Mary Beth, David M. Katzman, Paul D. Escott, Howard P. Chudacoff, Thomas G. Paterson, and William M. Tuttle Jr. *A People and a Nation: A History of the United States*. 5th ed. Boston: Houghton Mifflin, 1998.

Wilson, James Q., and John J. DiIulio Jr. *American Government: Institutions and Policies*. 9th ed. Boston: Houghton Mifflin, 2004.

Supplemented by:

Bailey, Thomas A., and David M. Kennedy. *The American Pageant: A History of the Republic*. 10th ed. Lexington, Mass.: D. C. Heath, 1994.

Textbook for the Second Year

Nash, Gary B., et al., gen. eds. *The American People: Creating a Nation and a Society.* 4th ed. New York: Longman, 1998.

Course Planner and Selected Activities

The following tables present in summary form the detailed syllabi that follow. The authors in the "Assigned Reading" column refer to the textbooks listed just above.

Timetable and Assignments for First Year

Unit		Time	Assigned Reading
1	Introduction	1 week	Review of *History Lessons* and "Textbooks Flunk Test." Handout on SOAPS method for interpreting primary-source documents
2	"The Beginnings"	2.5 weeks	Norton, chapter 1, "Three Old Worlds Create a New, 1492–1600"
3	European Encounter and Early Colonization	2.5 weeks	Norton, chapter 2, "Europeans Colonize North America, 1600–1640"
4	Formation and Structure of Colonial America	3 weeks	Norton, chapter 3, "American Society Takes Shape, 1640–1720" and chapter 4, "Growth and Diversity, 1720–1770"
5	The American Revolution	3.5 weeks	Norton, chapter 5, "Severing the Bonds of Empire, 1754–1774" and chapter 6, "A Revolution Indeed, 1774–1783"

Unit		Time	Assigned Reading
6	Founding the Republic	3.5 weeks	Norton, chapter 6 (continued) Wilson, chapter 2, "The Constitution"
7	The Republic of Virtue	4 weeks	Norton, chapter 7, "Forging a National Republic, 1776–1789" Wilson, chapter 3, "Federalism"; chapter 11, "Congress"; and chapter 12, "The Presidency"
8	Early National Period	4 weeks	Norton, chapter 8, "Politics and Society in the Early Republic, 1789–1800"; chapter 9, "The Empire of Liberty, 1801–1824"; and chapter 10, "Rails, Markets, and Mills: The North and the West, 1800–1860"
9	The Growth of Sectionalism	3.5 weeks	Bailey and Kennedy, chapter 12, "Shaping America in the Antebellum Age" Norton, chapter 11, "Slavery and the Growth of the South, 1800–1860" and chapter 12, "The American Social Landscape, 1800–1860"
10	The 1850s as a Decade of Crisis	3 weeks	Norton, chapter 14, "Slavery and America's Future: The Road to War, 1845–1861"
11	The Civil War	2 weeks	Norton, chapter 15, "Transforming Fire: The Civil War, 1861–1865"

Timetable and Assignments for Second Year

Unit		Time	Assigned Reading
1	Reconstruction to 1877	2 weeks	Nash, chapter 16, "The Union Reconstructed"
2	The Last West and the New South	2 weeks	Nash, chapter 17, "The Realities of Rural America"
3	The Rise of Industry	2 weeks	Nash, chapter 18, "The Rise of Smokestack America"
4	The Gilded Age	2.5 weeks	Nash, chapter 19, "Politics and Reform"
5	Becoming a World Power	2 weeks	Nash, chapter 20, "Becoming a World Power"
6	The Progressive Era	2 weeks	Nash, chapter 21, "The Progressives Confront Industrial Capitalism"
7	World War I	1 week	Nash, chapter 22, "The Great War"
8	America Between the Wars	2 weeks	Nash, chapter 23, "Affluence and Anxiety"
9	The Great Depression	2 weeks	Nash, chapter 24, "The Great Depression and the New Deal"
10	World War II	2 weeks	Nash, chapter 25, "World War II"
11	Postwar Society	2 days	Nash, chapter 26, "Postwar Growth and Social Change"
12	The Cold War	2 weeks	Nash, chapter 27, "Chills and Fever During the Cold War"
13	Postwar Growth and Social Change	2 weeks	Nash, chapter 28, "High Water and Ebb Tide of the Liberal State"
14	Social Reform	1.5 weeks	Nash, chapter 29, "The Struggle for Social Reform"
15	United States Since 1974	2 days	Nash, chapter 30, "The Revival of Conservatism"
16	AP Review	1.5 weeks	

First Year Accelerated U.S. History

Unit 1: Introduction (1 week)

Learning Goals[1]

- Understand the changing nature of historical interpretation, including Eurocentric views, Afrocentric views, and social history. Students will learn to discern political bias in historical writing and the consequent need for balance.

Content

Taking notes efficiently
Difference between primary and secondary sources
SOAPS method for interpreting primary source documents:

S = Subject
O = Occasion (time and place, context)
A = Audience
P = Purpose
S = Subject

Social history, marginalization, dead white guys, and the need for a balanced historical interpretation
Academic integrity and the definition of plagiarism
Interpreting political cartoons
Introduction of essay form and rubric
Ten types of essay questions

Activities

Mix parts from various puzzles together and put them in four or five bags. Students then choose groups by random and attempt to put the puzzles together. Of course no one can, although one group has a puzzle that comes close. This is really frustrating for the students, but it is a good way to break the ice for a new class. In addition, it is an illustration of how difficult the historian's craft is; sometimes we never get a full "picture" of an era or event. The class then writes a directed journal entry (10 minutes) on the activity.

Resources

Secondary Sources

George Archibald, "Textbooks Flunk Test," *Washington Times*, August 26, 2004.
Francis Fitzgerald, review of *History Lessons: How Textbooks from Around the World Portray U.S. History*, by Dana Lindaman and Kyle Ward, *Washington Post,* national weekly ed., August 23–29, 2004.
Gary Nash, "Lynne Cheney's Attack on the History Standards, 10 Years Later," History News Network, http://hnn.us/articles/8418.html.

Videos

ABC News, interview with Dr. John Barrie, founder of Turnitin.com, *20/20*, November 19, 2004.
Mike Wallace, segment on "holocaust revisionism," CBS, *60 Minutes*, March 20, 1994.

Unit 2: "The Beginnings" (2.5 weeks)

Learning Goals

- Understand the dynamic nature of precontact Native American civilizations.
- Examine West African civilizations before European encounter.

[1]Adapted from *National Standards for History* (Los Angeles: National Center for History in the Schools, 1996). See Unit 1 Introduction Learning Goals.

- Understand the factors that led to the European age of exploration and the results thereof.
- Describe the Columbian exchange and the exchanges between Africa, North America, and Europe.
- Evaluate the relationship between the European balance of power and European "discovery" and exploration of the Americas.

Content

Paleo-Indians and their world
The neolithic revolution and the development of complex civilization
Gender roles in the politics and culture of African, Native American, and European societies
Early European exploration efforts and the Columbian exchange
Spanish colonization patterns
European trade and early settlement
Early English colonization

Resources

Texts

Bailey and Kennedy, "Varying Viewpoints," in *The American Pageant*, 21.
Alan Brinkley, "Where Historians Disagree: The American Population Before Columbus," 8–9, in *American History: A Survey,* 11th ed. (Boston: McGraw-Hill, 2003).
Norton, chapter 1, "Three Old Worlds Create a New, 1492–1600."
James L. Roark, et al., "Why Did Cortés Win?" 36–37, in *The American Promise: A History of the United States,* compact ed. (Boston: Bedford/St. Martin's, 2000).

Primary Sources

"Jan Ginés de Sepulveda Belittles the Indians (1547)," 1:3; and "Bartolemé de las Casas Defends the Indians (1552)," 1:4, in Bailey, *The American Spirit.*

Unit 3: European Encounter and Early Colonization (2.5 weeks)

Learning Goals

- Describe the early colonizing efforts of European nations other than England.
- Appreciate the Atlantic context of early colonization efforts and their relationship to the European balance of power.
- Examine the encounter of English settlers and Native Americans.
- Discuss the development of the Chesapeake colonies.
- Understand the belief systems of the Separatists and Puritans and their effect on New England's structure and politics.
- Compare New England and the Chesapeake, including their relationship with Native Americans.
- Understand the crucial role of adaptation in the settlement of early colonies.

Content

Spanish settlement patterns, including the *encomienda* system
The Black Legend
New France and the role of the Black Robes
New Netherlands
The Caribbean
The plantation revolution

Conditions in England and the role of joint stock companies in the founding of its colonies
Headright, indenture, and tobacco culture in the Chesapeake
Life in the Chesapeake
New England, the City on a Hill, and the origin of American exceptionalism
Rhode Island, Connecticut, Maryland, and the middle colonies

Resources

Text
Norton, chapter 2, "Europeans Colonize North America, 1600–1640."

Primary Sources
"Contract of Indenture, 1619."
"Checklist for Virginia Bound Colonists (1624)."
"An Indentured Servant's Letter Home (1623)" (Richard Frethorne's letter to his parents).
"The Mayflower Compact."
"Sinners in the Hands of an Angry God."
New England Primer.

Secondary Sources
William Kelso, "Who Was and Who Shot JR102C, Where, with What, and Why?" *Secrets of the Dead: Death at Jamestown*, PBS video, 2002.
Caleb Crain, review of *Love and Hate in Jamestown: The Machiavelli of Colonial America*, by David A. Price. *New York Times Book Review*, October 19, 2003.
Jamestown Rediscovery Project, http://www.apva.org/jr.html.

Unit 4: Formation and Structure of Colonial America (3 weeks)

Learning Goals

- Understand the evolution of political, economic, religious, and social institutions in colonial North America.
- Appreciate the effect of the European balance of power on the New World.
- Understand the conditions leading to the development of chattel slavery.
- Compare slavery in Africa and slavery as it evolved in the Anglo-American world.
- Understand the development of slavery as a national, not sectional, institution.

Content

Mainland colonies and the web of Atlantic trade
The English Civil War, the Glorious Revolution, and the effect on the American colonies
North American slave trade
Enslavement of Africans
Native American–European Conflict: Popé's Rebellion, King Philip's War
Bacon's Rebellion
Great Awakening
Imperial reorganization
Dominion of New England

Resources

Texts

Norton, chapter 3, "American Society Takes Shape, 1640–1720"; and chapter 4, "Growth and Diversity, 1720–1770."

Alan Brinkley, "The Origins of Slavery," 66, in *American History: A Survey,* 11th ed. (Boston: McGraw-Hill, 2003).

Primary Sources

"Ye Olde Deluder Satan Act." Massachusetts School Law, 1642.

Oludah Equiano, excerpt from an "An African Narrative."

Secondary Sources

David Brion Davis, review of *Many Thousands Gone: The First Two Centuries of Slavery in North America,* by Ira Berlin, *American Historical Review* 104, no. 4 (October 1999). (Available at the History Cooperative Web site, www.historycooperative.org.)

Jonathan Yardley, review of *Landon Carter's Uneasy Kingdom: Revolution and Rebellion on a Virginia Plantation,* by Rhys Isaac. *Washington Post Book World*, vol. 34, no. 33, 2.

"To Be a Slave in Brooklyn." *New York Times Magazine*, June 24, 2001.

DBQ on slavery in the Chesapeake (teacher-generated question, not from an AP Exam).

Unit 5: The Era of the American Revolution, 1754–1789 (3.5 weeks)

Learning Goals

- Understand the ideological, political, and economic causes of the American Revolution.
- Evaluate the American Revolution in a global context.
- Appreciate the crosscurrents of Enlightenment ideas on the American colonies.
- Explain the economic and social effects on differing groups in the colonial population.
- Understand the military aspects of the war and explanation for American victory.

Content

The French and Indian War, the Great War for Empire, or both?

The new imperial policy, or, the empire strikes back

Demographics and split loyalties

The Declaration of Independence: its principles, background, and effects

The course of the war: Washington's leadership, gender, finance, alliances, and the effect of revolutionary rhetoric on unfree labor

The Treaty of Paris and its ramifications

Activities

Writing in the historical present, letters home from Revolutionary soldiers: emphasizes change over time

Resources

Text

Norton, chapter 5, "Severing the Bonds of Empire, 1754–1774"; and chapter 6, "A Revolution Indeed, 1774–1783."

Primary Sources

Excerpt from *Common Sense.*

"The Declaration of Independence."

Secondary Sources
2004 DBQ.
David Armitage, "The Declaration of Independence in the World Context" (available at AP Central under "Feature Articles" on the U.S. History Course Home Page).

Video
The Last of the Mohicans, directed by Michael Mann, Twentieth Century Fox, 1992. (Available at Social Studies School Service, listed in the Teacher Resources section.)

Unit 6: Founding the Republic (3.5 weeks)

Learning Goals

- Understand the extraordinary ideas and outcomes of the American Revolution, including the development of republican ideology.
- Evaluate marginalized groups in the new republic and the conflict between revolutionary ideology and republicanism as practiced in the early republic.
- Explore the evolution of federalism beginning with the Continental Congresses, the Articles of Confederation, and the Constitutional Convention.
- Assess the philosophies and pragmatism of the Founders as well as class and sectional differences.

Content

The global context of American victory and the Treaty of Paris
Economic dislocation and the state of the American economy
The Articles of Confederation and their inadequacies
Localism and the Annapolis Conference
The Constitutional Convention

Resources

Texts
Norton, chapter 6, "A Revolution Indeed, 1774–1783" (continued).
Wilson, chapter 2, "The Constitution."

Primary Sources
The Articles of Confederation.

Secondary Sources
Richard Hofstader, chapter 1, "The Founding Fathers: An Age of Realism," 3–22, in *The American Political Tradition and the Men Who Made It* (New York: Vintage Books, 1989).
Jay Tolson, "Founding Rivalries," *U.S. News and World Report,* February 26, 2001.
Evan Thomas, "Founders Chic Live from Philadelphia," *Newsweek*, July 9, 2001.

Video
Liberty! The American Revolution, "Are We to Be a Nation?" PBS. (For more information, see the PBS VIDEOdatabase, listed in the Teacher Resources section.)

Unit 7: The Republic of Virtue (4 weeks)

Learning Goals

- Appreciate the struggle for ratification and the philosophies of the Federalists and Antifederalists.
- Understand the compromises that made the Constitution possible.

- Understand the Bill of Rights.
- Understand the nature of republicanism and republican ideology as it applies to the evolution of the Constitution and American society.
- Evaluate the status of African Americans, both enslaved and free, and the development of theories about race.
- Assess Washington's presidency, including Hamilton's economic policy.

Content

Varieties of republicanism
The arts and education
Women's role, *femme covert*, and Republican Motherhood
Race and the republic
State governments
The Confederation government and its flaws
The Constitutional Convention, the compromises, the development of federalism
Ratification and the Bill of Rights
Structure of government, separation of powers, checks and balances

Activities

Students outline the Constitution (teacher template).
"Lester Cheese Takes Over the World." (I learned about this activity at an AP Reading.) This assignment is intended to help students think about citizens' rights in the United States. I especially want them to think about the first amendment—something that they take for granted. Students study the Bill of Rights and pick five rights to keep and five to give up. They must research the historical background of the amendments and explain why they have chosen to give up or keep each.
Analysis of a slave manifest to teach the Three-fifths Compromise and institutionalized inequality.
Comparison of the most recent inaugural address with that of George Washington's first inaugural address. Analysis of common elements (e.g., American exceptionalism). This takes work, but students are amazed at finding common ideas in both.
Current George Washington ads and the travails of media history.

Resources

Texts
Norton, chapter 7, "Forging a National Republic, 1776–1789."
Wilson, chapter 3, "Federalism"; chapter 11, "Congress"; and chapter 12, "The Presidency."

Primary Sources
Federalist 10, 39, and *51.*
"A President Bids Farewell," in Bailey, *The American Spirit,* 1:191.

Secondary Sources
Gordon S. Wood, "The Man Who Would Not Be King," *The New Republic*, December 10, 2004.
Thurgood Marshall, "The Constitution's Bicentennial: Celebrating the Wrong Document?" *Vanderbilt Law Review* 40 (1987): 1337-42.
Arthur M. Schlesinger Jr., "Rating the Presidents," *Political Science Quarterly* 112 (November 199): 179-90.
Arthur M. Schlesinger Jr., "The Future of the Vice Presidency," 337-45, in *The Cycles of American History* (Boston: Houghton Mifflin, 1986).

Videos
"The Republic of Virtue," *American Visions*, 1997, PBS.
"The Congress," from *Ken Burns' America,* PBS. (For more information, see the PBS VIDEOdatabase, listed in the Teacher Resources section.)

Unit 8: The Early National Period (4 weeks)

Learning Goals

- Understand the first party system.
- Explore U.S. territorial expansion in a national and international context.
- Explain the relationship between the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.
- Assess the federal government's Native American policy and the subsequent dislocation.
- Evaluate the ideological background of Manifest Destiny as a component of American expansionism.
- Analyze the role of technology as a seminal factor in American economic development.

Content

John Adams's presidency
The age of Jefferson
The evolution of the Supreme Court
The War of 1812
Growth of nationalism
Economic growth and early industrialization
Missouri Compromise
Monroe Doctrine

Resources

Text
Norton, chapter 8, "Politics and Society in the Early Republic, 1789–1800"; chapter 9, "The Empire of Liberty, 1801–1824"; and chapter 10, "Rails, Markets, and Mills: The North and the West, 1800–1860."

Primary Sources
Twelfth Amendment.
"Jefferson Stretches the Constitution to Buy Louisiana (1803)," in Bailey, *The American Spirit*, 1:206.
"Jefferson Is in My View Less Dangerous Than Burr," Gilder Lehrman Institute of American History, www.gilderlehrman.org/collection/print_ham3.html.
"The Number of Emigrants, Free Born, Number That Purchased Their Freedom, Number Emancipated," a census of the colony of Liberia, Gilder Lehrman Institute of American History.
The Virginia and Kentucky Resolutions.
"Wage Slavery in New England (1832)," 1:251; and "Chattel Slavery versus Wage Slavery (1840)," 1:299, in Bailey, *The American Spirit*.
The Compromise of 1820.

Secondary Sources
1999 DBQ.
2002 DBQ (Form B).
Joseph J. Ellis, review of *John Marshall: Definer of a Nation,* by Jean Edward Smith, *New York Times Book Review*, December 1, 1996.
Albert Biome, "Blacks in Shark-Infested Waters: Visual Encodings of Racism in Copley and Homer," *Smithsonian Studies in American Art* (Winter 1989): 19–47 (excerpts).

Video

Lewis and Clark, directed by Ken Burns, PBS. (For more information, see the PBS VIDEOdatabase, listed in the Teacher Resources section.)

Unit 9: The Growth of Sectionalism (3.5 weeks)

Learning Goals

- Understand the changing nature of political democracy.
- Evaluate the Jacksonian era as the age of the common people.
- Assess the relationship between the Second Great Awakening and antebellum reform.
- Analyze the growth of slavery, "the peculiar institution."

Content

The growth of the cotton kingdom
Southern society and culture and the many Souths
Immigration, early labor organizations, and the growth of nativism
Westward expansion
The growth of American culture, education, communitarianism, literature, and the arts

Resources

Texts

Bailey and Kennedy, chapter 12, "Shaping America in the Antebellum Age," in *The American Pageant.*
Norton, chapter 11, "Slavery and the Growth of the South, 1800–1860"; and chapter 12, "The American Social Landscape, 1800–1860."

Primary Sources

"The Hireling and the Slave," poem, William J. Grayson.
Frederick Law Olmstead, "Slave Management on a Mississippi Plantation, 1852."
Mary Chestnut, diary entry, March 19, 1861, in C. Vann Woodward, ed., *Mary Chestnut's Civil War* (New Haven, Conn.: Yale University Press, 1981).
Thomas R. Dew, "In Defense of Slavery (1831)."
"Dr. Cartwright, a Southern Doctor, Theorizes About the Peculiar Diseases of Slaves," in *Major Problems in American History, Volume I: To 1877,* ed. Elizabeth Cobbs Hoffman and Jon Gjerde (Boston: Houghton Mifflin, 2002), 362-65.
"George Fitzhugh Argues That Slavery Is a Positive Good That Improves Society, 1854," in ibid., 1:366.
The Autobiography of John Malvin, chapter 1.
"The Seneca Falls Declaration of 1848."
The Anti-Slavery Alphabet, 1847.
"A Carolinian Condemns the Tariff (1828)," in Bailey, *The American Spirit*, 1:251.

Secondary Sources

2002 DBQ.
Alice Felt Tyler, *Freedom's Ferment: Phases of American Social History from the Colonial Period to the Outbreak of the Civil War* (New York: Harper Torchbooks, 1944).
Doris Athineos, "Hudson River School Painting," *Traditional Home* (May 1998): 42–48.

Unit 10: The 1850s As a Decade of Crisis (3 weeks)

Learning Goals

- Identify the differences in the North, South, and the West.
- Learn how the end of the second party system contributed to political polarization.
- Analyze the relationship between the Compromise of 1850 and the Dred Scott decision as significant causes of the Civil War.
- Evaluate the ideology of Free Soil, Free Labor, and Free Men.
- Assess the election of 1860 as a catalyst for secession.

Content

Compromise of 1850
Kansas–Nebraska Act
John Brown's raid
The Impending Crisis and *Uncle Tom's Cabin*
Lincoln–Douglas debates
The secession crisis and the failure of compromise

Resources

Text
Norton, chapter 14, "Slavery and America's Future: The Road to War, 1845–1861."

Primary Sources
Daniel Webster, speech of March 7, 1850.
"George Templeton Strong Berates the Immigrants in His Midst, 1838–1857," Elizabeth Cobbs Hoffman and Jon Gjerde, eds., *Major Problems in American History, Volume I: To 1877* (Boston: Houghton Mifflin, 2002), 339-40.
Prologue to *Uncle Tom's Cabin*.

Unit 11: The Civil War (2 weeks)

Learning Goals

- Understand slavery and modernization as significant causes of the Civil War.
- Compare the resources, including the need for conscription, of the Union and Confederate States of America.
- Assess the Confederate contention that the war was the "Second American Revolution."
- Identify the symbolic and actual significance of emancipation.
- Explore the home front and gender roles in both the North and the South.
- Analyze the Civil War as the harbinger of modern warfare.

Content

Election of 1860 as a point of no return and political polarization
Military preparedness and strategy of the Union and the Confederate States of America
The economy, home front, and civil dissent in the North, South, and West
Shiloh, Antietam, Gettysburg, and Vicksburg
Emancipation and foreign policy

Resources

Text
Norton, chapter 15, "Transforming Fire: The Civil War, 1861–1865."

Primary Sources
"Fire-Eaters Urge Secession (1860)," 1:430; "Alexander Hamilton Steven's Cornerstone Speech (1861)," 1:437; and "The War to Preserve the Union (1863)," 1:449, in Bailey, *The American Spirit*.

Videos
The Civil War: A Film by Ken Burns, Part 1, PBS, available at www.pbs.org/civilwar.
Glory, directed by Edward Zwick, 1989. A viewing guide is available that highlights exactly where the R-rated scenes appear. (Available at Social Studies School Service, listed in the Teacher Resources section.)

Summer Assignment

Nash, chapter 16, "The Union Reconstructed." Students take notes in an identify-and-explain format and respond to essay prompts.

Second Year AP U.S. History

Unit 1: Reconstruction to 1877 (2 weeks)

Learning Goals

- Understand the political controversy over Reconstruction.
- Analyze the manner in which Reconstruction programs transformed social relations in the South.
- Examine the successes and failures of Reconstruction in the South, North, and West.

Content

Presidential and congressional plans
The Reconstruction Amendments: 13, 14, and 15
Impeachment of Johnson
Shared northern and southern values limit racial reform
The Redeemers and the rise of the Ku Klux Klan
The election of 1876
Compromise of 1877 and Reconstruction undone

Resources

Texts
Brinkley, "Where Historians Disagree: Reconstruction," 424-25, in *American History: A Survey,* 11th ed. (Boston: McGraw-Hill, 2003).
Nash, chapter 16, "The Union Reconstructed."

Primary Sources
The Gettysburg Address.
Lincoln's Second Inaugural Address.
Jourdan Anderson, "A Letter to My Old Master."

Secondary Sources
1996 DBQ.

Videos
Selected footage on Reconstruction from *Gone with the Wind* (1939).
Selected footage on Reconstruction from *The Birth of a Nation*, directed by D. W. Griffith, 1915. (Available at Social Studies School Service, listed in the Teacher Resources section.)

Unit 2: The Last West and the New South (2 weeks)

Learning Goals

- Understand the politics of gender, race, and ethnicity in the West.
- Analyze the effects of postwar economic development and government policies in the West.
- Evaluate the politics of segregation in the New South.

Content

Expansion and development of railroads in the West
Rivalry in the West between ranchers, homesteaders, miners, and Native Americans
Native American government policy
Western settlement and the environment
Restructuring of southern agriculture
Jim Crow laws and *de jure* segregation

Resources

Text
Nash, chapter 17, "The Realities of Rural America."

Primary Sources
Helen Hunt Jackson, excerpt from *A Century of Dishonor.*
Luther Standing Bear, "What a School Could Have Been Established."
Turner thesis.
William Allen White, "What's the Matter with Kansas?"
Booker T. Washington, "The Atlanta Compromise Speech."
W.E.B. DuBois, "Of Mr. Booker T. Washington and Others."

Secondary Sources
Richard Bernstein, "Unsettling the Old West," *New York Times Magazine,* March 18, 1990.
Carl N. Degler, "The Hand That Feeds Is Bitten," in *Out of Our Past: The Forces That Shaped Modern America,* 3rd ed. (New York: Harper and Row, 1984).
The Center for Learning, Lesson 21: "The Rise and Fall of the People's Party," in *U.S. History,* Book 2.
John Hicks, "The Grievances," in *The Populist Revolt: A History of the Farmers' Alliance and the People's Party* (1931; reprint, Westport, Conn.: Greenwood Press, 1981).
Henry M. Littlefield, "The Wizard of Oz: A Parable on Populism," *American Quarterly* 16 (1964): 47–58.

Videos
"The Geography of Hope" from *The West,* directed by Ken Burns, PBS.
The Spirit of Crazy Horse, produced by Michael Dubois and Kevin McKiernan, 1990, PBS. (For more information, see the PBS VIDEOdatabase, listed in the Teacher Resources section.)

Unit 3: The Rise of Industry (2 weeks)

Learning Goals

- Understand the rise and effects of modern industry and corporations.
- Examine urbanization and internal migration.
- Evaluate the mechanization of agriculture, the effects of the international market on the United States, and the nature of the boom-and-bust economy.
- Assess the changing nature of work and the growth of unions.
- Appreciate the effects of the new immigration.

Content

Forms of business organization resulting from modernization
Railroad expansion and the development of a national market
Changes in rural and urban life
Scientific racism and immigration restriction
Business–government alliance
Bread and butter and uplift unions

Resources

Text
Nash, chapter 18, "The Rise of Smokestack America."

Primary Sources
"The Gospel of Wealth," in Bailey, *The American Spirit*.

Secondary Sources
Ron Chernow, excerpt from *Titan: The Life of John D. Rockefeller, Sr.* (New York: Vintage Books, 1999).
Jacob A. Riis, "Jewtown," in *How the Other Half Lives: Studies Among the Tenements of New York* (Boston: Bedford Books of St. Martin's Press, 1996).
2000 DBQ.

Videos
Hester Street, directed by Joan Micklin Silver, 1975.
Selected footage on Rockefeller, Carnegie, and the Homestead Strike from *The American Experience*, PBS. (For more information, see the PBS VIDEOdatabase, listed in the Teacher Resources section.)

Unit 4: The Gilded Age (2.5 weeks)

Learning Goals

- Understand the growth of big-city political machines and their constituencies.
- Analyze social Darwinism, gospel of wealth, and pragmatism.
- Explain the importance of ethnocultural issues to politics.
- Study the crucial issues of the era and their effects on the marginalized.
- Understand the seminal nature of the election of 1896.
- Evaluate the growth of materialism and the excesses of the Gilded Age.

Content

Political machines as a response to urbanization
Polarization
Art, culture, and the new leisure
Reform attempts and the cartoons of Thomas Nast
Middle-class life and consumption
The women's movement and civil rights
1890s as a pivotal decade

Activities

"Arts in the Gilded Age" group reports.
Students read chapter 21, "Intellectual and Cultural Trends," in John A. Garraty and Robert A. McCaughey, *The American Nation: A History of the United States,* 7th ed. (New York: HarperCollins, 1991), and complete individual written assignments.

Students view the video "The Gilded Age" from the PBS *American Visions* series. Divide students into five groups: art, architecture and interior design, literature, inventions and sports, and leisure. Then (a) have them research the major developments, characteristics, and people concerning their topic and (b) present an oral report that includes an analysis of the extent to which cultural developments were simply copying European styles in a search for respectability and to what extent American culture at that time was unique.

Resources

Text
Nash, chapter 19, "Politics and Reform."

Primary Sources
Plessy v. Ferguson and dissent.
Minor v. Happersett.
"Mrs. Vanderbilt's Great Fancy Dress Ball," in Hyser and Arndt, *Voices of the American Past*. "Plunkitt of Tammany Hall."
Political cartoons of Thomas Nast, Library of Congress, American Memory collection, http://memory.loc.gov/ammem.
William Jennings Bryan, "Cross of Gold."

Secondary Sources
Roger A. Fisher, excerpt from *Them Damned Pictures: Explorations in American Political Cartoon Art* (North Haven, Conn.: Archon Books, 1996), 2–23.

Videos
"The Gilded Age," from *American Visions*, PBS.
Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony, directed by Ken Burns, PBS.
Selected footage from *New York: A Documentary Film,* directed by Ric Burns, PBS. (For more information, see the PBS VIDEOdatabase, listed in the Teacher Resources section.)

Unit 5: Becoming a World Power (2 weeks)

Learning Goals

- Examine the changing role of the United States in world affairs in the late nineteenth and early twentieth centuries.
- Analyze earlier U.S. expansion and compare those motives with the reasons for expansion and imperialism at the turn of the century.

Content

Expansion in the 1890s
The Spanish–American War and the debate over empire: Cuba and the Philippines
Roosevelt's foreign policy: Panama Canal, Roosevelt Corollary, Asia
Foreign policy of Taft and Wilson: dollar diplomacy, moral (missionary) diplomacy

Activities

Lessons 35–37 in *Advanced Placement U.S. History 1.*
1994 DBQ.
Map work on Central America and Asia.

Resources

Text
Nash, chapter 20, "Becoming a World Power."

Primary Sources
"The Siren Song of Imperialism" (McKinley, Sumner, Beveridge), chapter 30; "The Bitter Fruits of Imperialism" (Beveridge, W. J. Bryan), chapter 31; and "Roosevelt Corollary" and "The Gentlemen's Agreement," chapter 31, in Bailey, *The American Spirit,* Vol. 2.

Secondary Sources
Painter, *Standing at Armageddon,* chapter 5, "The White Man's Burden."

Videos
Crucible of Empire: The Spanish–American War, PBS.
America 1900, from *The American Experience,* PBS. (For more information, see the PBS VIDEOdatabase, listed in the Teacher Resources section.)
A Man, a Plan, a Canal, Panama, written and narrated by David McCullough, for *Nova.* (Available at Social Studies School Service, listed in the Teacher Resources section.)

Unit 6: The Progressive Era (2 weeks)

Learning Goals

- Understand Progressivism as a reaction to modernization in America and discern antebellum reform as an antecedent to the Progressive impulse.
- Appreciate the diverse nature of Progressive reform and its exclusion of reform for the marginalized.
- Analyze the roles of each branch of government on a local, state, and national level in achieving Progressive reform.

Content

Social and religious origins of Progressivism
Labor reform, trust busting, and the rights of workers and consumers
The Progressive presidents
Women's suffrage and rights, and urban housekeeping
Immigrants, ethnic islands, and assimilation
The Wisconsin Idea and reform on the local and state levels

Resources

Nash, chapter 21, "The Progressives Confront Industrial Capitalism."
Select footage from *The Century*, Peter Jennings, ABC News.
Charlotte Perkins Gilman, "The Yellow Wallpaper."
Select footage on the Triangle Shirtwaist Fire and Jacob Riis from *New York*, Ric Burns, PBS.
Lincoln Steffins, "Shame of the Cities."
Upton Sinclair, excerpt from *The Jungle*.

Unit 7: World War I (1 week)

Learning Goals

- Understand the difficulties faced by the United States in maintaining neutrality.
- Analyze the conflict between the global nature of American economic interests and the desire to spread democracy around the world.
- Appreciate the changing role of the United States and its emergence as a dominant world power.

- Assess the role of economic mobilization in the changed structure of the American economy, as well as the status of civil liberties during World War I and its immediate aftermath.
- Evaluate Wilson's world view, his relationship with Congress, and how his personality and beliefs affected the actualization of the Fourteen Points.
- Understand World War I as the end of Progressivism.

Content

Moral diplomacy and watchful waiting in Mexico
Global causes of World War I, unrestricted submarine warfare, and American neutrality
Role of technology and the changed nature of war
Economic mobilization, conscription, and propaganda
Treaty of Versailles and the League of Nations

Resources

Nash, chapter 22, "The Great War."

Primary Sources
Zimmerman Telegram, National Archives.
Fourteen Points.

Secondary Sources
OAH Magazine of History: articles on the Great Migration, the American home front, the role of American women during World War I, and the road to American involvement (a simulation). Organization of American Historians.
Propaganda posters, American Memory collection, Library of Congress, http://memory.loc.gov/ammem.

Videos
Selected footage from *The Century*.
Selected footage from the Wilson biography on the Treaty of Versailles, *The American Experience,* PBS.
"Arming the Earth," from *A Walk Through the Twentieth Century with Bill Moyers,* PBS. (For more information, see the PBS VIDEOdatabase, listed in the Teacher Resources section.)

Unit 8: America Between the Wars (2 weeks)

Learning Goals

- Examine interwar foreign policy issues and the extent to which America was still isolationist.
- Analyze the rise of materialism and the consumer economy and its impact.
- Understand the postwar mood that resulted in the Red Scare and the rejection of Wilsonian idealism.
- Study the cultural changes of the period.

Content

Postwar problems including the Red Scare, nativism, Sacco–Vanzetti, and religious intolerance
Economic prosperity with the rise in standard of living and the modern corporation
The impact of automobile culture, consumerism, the communications revolution
Signs of economic collapse in agriculture
The clash of cultures and values as shown in the Scopes trial, the Immigration Acts, and Prohibition
Harlem Renaissance and the New Negro
Women's roles and continued effort for equality

Politics and foreign policy, including the Harding scandals and Coolidge and Hoover's philosophy of rugged individualism
The election 1928
America's involvement in world affairs, including the Washington Disarmament Conference, the Dawes Plan, and Kellogg–Briand

Resources

Text
Nash, chapter 23, "Affluence and Anxiety."

Primary Sources
Selections from Harlem Renaissance writers (Langston Hughes, Claude McCay, Jean Toomer, Zora Neal Hurston).
Hyser and Arndt, *Voices of the American Past.*
Frederick Lewis Allen, *Only Yesterday* (excerpts).
Bruce Barton, *The Man Nobody Knows.*

Secondary Sources
Kevin Boyle, *Arc of Justice* (New York: Henry Holt, 2004).

Videos
The Century, Vol.1, chapter 3.
Selections from *Inherit the Wind,* directed by Stanley Kramer, 1959. (Available at Social Studies School Service, listed in the Teacher Resources section.)
Against the Odds: The Artists of the Harlem Renaissance; Marcus Garvey; and *Jazz,* all PBS. (For more information, see the PBS VIDEOdatabase, listed in the Teacher Resources section.)

Unit 9: The Great Depression and the New Deal (2 weeks)

Learning Goals

- Understand the causes of the Great Depression.
- Contrast the background and leadership abilities of Hoover and FDR and the resulting responses to the Depression.
- Characterize the phases of the New Deal and specific legislation and evaluate their success.
- Understand the impact of the New Deal on labor and labor unions.
- Understand the New Deal coalition and its critics from the Right and the Left.
- Evaluate the involvement of minorities in the New Deal and its impact on them.
- Examine American culture during the Great Depression.
- Evaluate the significance and legacy of the New Deal.

Content

The stock market crash and other causes of the Depression
Hoover's response and legislation
FDR and the election of 1932
The First and Second New Deals
Critics of the New Deal
Roosevelt's second term and court packing
Labor, labor unions, and rise of the CIO
The New Deal and minorities
Election of 1940 and the legacy of the New Deal

Resources

Text
Nash, chapter 24, "The Great Depression and the New Deal."

Primary Sources
"The Depression Descends," "Hoover Clashes with Roosevelt," and "An Appraisal of Hoover," chapter 36; "An Enigma in the White House" and "The Supreme Court Fight and After," chapter 37, in Bailey, *The American Spirit,* Vol. 2.
FDR's first inaugural speech.
Huey Long's "Share Our Wealth" speech.
Hyser and Arndt, *Voices of the American Past.*

Secondary Sources
David Kennedy, *Freedom from Fear,* chapters 2, 5, and 12.
1986 DBQ.

Videos
The Century, Vol. 2, 1929–1936.
"The Democrat and the Dictator," from *A Walk Through the Twentieth Century with Bill Moyers.* (Available at Social Studies School Service, listed in the Teacher Resources section.)

Web Sites
Library of Congress, American Memory collection, http://loc.gov/ammem. Photos of the Great Depression and political cartoons of the New Deal.

Unit 10: Interwar Diplomacy and World War II (2 weeks)

Learning Goals

- Understand the international background of World War II.
- Be able to identify causative factors leading to the rise of fascism, national socialism, and communism in the interwar period.
- Evaluate the causes and effects of American isolationism on international relations within a global context.
- Appreciate the reasons for the growing hostility between the United States and Japan.
- Study the Holocaust and evaluate both contemporary and postwar Allied responses.
- Understand the Allied strategy in World War II, major turning points, and the reasons for their victory.
- Understand the effects of World War II mobilization on the home front.
- Evaluate the U.S. decision to use the atomic bomb and its implications for the future.
- Attempt to pinpoint the dawn of the Cold War in wartime diplomacy, conferences, and events.

Content

Diplomacy in the 1930s, including the Good Neighbor policy and hemispheric relations
Isolationism and neutrality legislation
Aggression of Germany, Japan, and Italy, and American response (Neutrality Acts, Lend–Lease, Atlantic Charter)
Pearl Harbor
The Second World War on the home front
The impact of mobilization
The internment of Japanese Americans and the civil rights issues raised (*Korematsu v. United States*)

The economic and social effects of the war at home on Blacks, Hispanics, and women
The use of propaganda in the war effort
The military aspects, including winning the war in Europe, the Pacific war, and island hopping
Wartime diplomacy and conferences (Teheran, Yalta, Potsdam) and the founding of the United Nations
The atomic age begins

Activities

The Center for Learning, *Advanced Placement U.S. History 2,* Lesson 14, "Pearl Harbor—Interpretations of History"; Lesson 15, "Japanese American Internment"; and Lesson 16, "The United States and the Holocaust."

Resources

Text
Nash, chapter 25, "World War II."

Primary Sources
"Franklin Roosevelt and the Shadow of War," chapter 38; and "America in World War II," chapter 39, in Bailey, *The American Spirit,* Vol. 2.
Hyser and Arndt, *Voices of the American Past.*
Ernie Pyle, "I Sure Am Sorry, Sir."

Secondary Sources
Michael Beschloss, *The Conquerors: Roosevelt, Truman and the Destruction of Hitler's Germany, 1941–1945* (New York: Simon and Schuster, 2002), chapters 1, 7, and 26.
David M. Kennedy, *Freedom from Fear,* chapter 13, "The Gathering Storm"; chapter 21, "The Cauldron of the Home Front"; and "Epilogue."
Social Education (February 1994), entire issue.
1988 DBQ (available in *Doing the DBQ: Advanced Placement U.S. History Examination; Teaching and Learning with the Document-Based Question,* by Luther Spoehr and Alan Fraker. New York: College Entrance Examination Board, 1995).
National Archives, *Teachers Guide: Teaching with Documents*, Exercise 8, "The Movies Go to War."

Videos
Between the Wars, PBS. (U.S.–Japanese relations prior to Pearl Harbor.) (For more information, see the PBS VIDEOdatabase, listed in the Teacher Resources section.)
The Century, Vol. 3, "Home Front."

Spring Break Assignment

Students read Nash, chapter 26, "Postwar Growth and Social Change," over spring break. They take an open notes test on the material when they return.

Unit 11: Society in Postwar America (2 days)

Learning Goals

- Analyze social implications of the economic boom and demographic changes in postwar American society.
- Identify the elements of modern American life that developed in this period.

- Identify the components of the culture of conformity in the 1950s and the challenges to it.
- Be aware of the "other America," those who did not benefit from the postwar prosperity.

Content

The economic boom: changing work patterns, corporate impact on America, union movement, and changing patterns of work
Demographic and technological trends
Consensus and conformity in the 1950s
The other America

Resources

Text
Nash, chapter 26, "Postwar Growth and Social Change."

Secondary Sources
David Halberstam, *The Fifties* (New York: Fawcett Columbine, 1993).
Hyser and Arndt, *Voices of the American Past.*

Unit 12: The Cold War (2 weeks)

Learning Goals

- Describe the conflicting political and economic goals of the United States and the USSR for the postwar world and how these clashing aims launched the Cold War.
- Define "containment" and explain the development and meaning of the Truman Doctrine, the Marshall Plan, and NATO.
- Show the relationship between the Cold War and the emergence of internal loyalty programs and the second Red Scare in the United States.
- Understand U.S. foreign policy in Africa, Asia, the Middle East, and Latin America.
- Understand the foreign and domestic consequences of U.S. involvement in Vietnam.
- Describe the various approaches to diplomatic affairs that each presidential administration took, from Truman to Bush.

Content

Origins of the Cold War
U.S. economic and strategic needs and the Truman containment strategy
The Soviet perspective
Containment in the 1950s: Korea, China, Middle East
Eisenhower and the nuclear arms race
John Foster Dulles: "brinkmanship, massive retaliation"
Hydrogen bomb and missile development and Eisenhower's critique of the nuclear arms race
The rise and fall of McCarthyism
Kennedy, Johnson, and the crises of the 1960s, including the Berlin Wall, Cuban Revolution, Bay of Pigs, Cuban missile crisis, and Vietnam
Nixon, Kissinger, and Détente: the opening of China and SALT
Jimmy Carter and the Cold War
Reagan and military expansion
Bush, Clinton, and the end of the Cold War

Resources

Text
Nash, chapter 27, "Chills and Fever During the Cold War."

Primary Sources
Eisenhower, "Farewell Address," in Hyser and Arndt, *Voices of the American Past.*
Herblock cartoons on the Cold War.
George Kennan, "The Long Telegram," in Hyser and Arndt, *Voices of the American Past.*
Joseph McCarthy, speeches, in Hyser and Arndt, *Voices of the American Past.*

Secondary Sources
Mary Jane Cappozzoli Ingui. *American History, 1877 to the Present.* Barron's EZ-101 Study Keys (hereafter Barron's Study Keys).
William H. Chafe, *The Unfinished Journey: America Since World War II,* 3rd ed. (New York: Oxford University Press, 1995), chapters 2 and 3.
George J. Church, "Lessons from a Lost War," *Time,* April 15, 1985.
"The Forgotten War," *U.S. News and World Report,* June 25, 1990.
2001 DBQ.

Videos
CNN, *The Cold War,* Vol. 2 (#5), "Korea."
HBO, *Dear America: Letters Home from Vietnam.* (Available at Social Studies School Service, listed in the Teacher Resources section.)
The Century, Vol. 4 (1960–1964).
The Manchurian Candidate, 1962 version.

Unit 13: Postwar Growth and Social Change (2 weeks)

Learning Goals

- Explain and analyze the strengths and weaknesses of the liberal state in the 1960s and 1970s.
- Analyze the goals, styles, achievements, and limitations of the presidential administrations of Truman, Eisenhower, Kennedy, Johnson, Nixon, Ford, and Carter.
- Explain and defend, with historical examples, their personal views of the proper role of the federal government in domestic affairs.

Content

The origin of the welfare state and Truman's Fair Deal
Eisenhower and "Modern Republicanism"
The election of 1960
The high tide of liberalism, the New Frontier, and the Great Society
The election of 1968
The decline of liberalism
Nixon and the Republican agenda
The Watergate scandal and Ford as a caretaker president
Carter's presidency

Resources

Text
Nash, chapter 28, "High Water and Ebb Tide of the Liberal State."

Primary Sources

"President Johnson's Great Society," chapter 42; and "The Move to Impeach Nixon," chapter 43, in Bailey, *The American Spirit*, Vol. 2.
Kennedy, New Frontier speech, July 1960.
Kennedy's inaugural address, January 1961.

Secondary Sources

Barron's Study Keys.
Robert A. Caro, *The Years of Lyndon Johnson: Master of the Senate* (New York: Alfred A. Knopf, 2002).
Doris Kearns Goodwin, *Lyndon Johnson and the American Dream,* chapter 8, "The Great Society" (New York: St. Martin's, 1991).

Videos

The American President, "Happenstance" (Truman), "Family Ties" (Kennedy), "Professional Politician" (Johnson), "Expanding Power" (Nixon), "Compromising Choices" (Ford), and "An Independent Cast of Mind" (Carter), PBS.
Truman, Part 3, *The American Experience*, PBS. (For more information, see the PBS VIDEOdatabase, listed in the Teacher Resources section.)

Unit 14: Social Reform (1.5 weeks)

Learning Goals

- Describe the major confrontations over civil rights in the 1950s and 1960s.
- Compare and contrast Kennedy's and Johnson's responses with those of the Republican presidents from Nixon to George H. W. Bush.
- Explain the reasons for the shift in the civil rights movement from nonviolence to black power militancy of the late 1960s.
- Describe the efforts of women, Hispanics, Native Americans, and gays to achieve their goals and how their efforts were patterned after the black civil rights movement.
- Explain the reasons for the student protest movement and describe the values of the counterculture.
- Describe the environmental and consumer protection movements.

Content

The struggle for black equality in the 1950s, including Emmett Till, Rosa Parks, and Little Rock
The leadership of Martin Luther King Jr. and the nonviolent struggle
Lyndon Johnson and civil rights legislation
The challenge of black power
Nixon and the "Southern Strategy"
The women's movement: its goals, achievements, and challenges, and the reasons for the failure of the ERA
Latino and Native American movements for civil rights
Social and cultural protest

Activities

We show the edited version of *Eyes on the Prize* and use that as the basis of our discussion on the development, successes, and opposition to the civil rights movement.
Students read biographical articles on Martin Luther King and Malcolm X.
A civil rights panel discussion is a good concluding activity. Students consider the following questions for discussion:

- Explain the theory of nonviolence. Do you think civil rights goals would have been achieved more quickly and more fully had King lived? Would his nonviolent strategies have continued to work?

- What has been the role of black violence in the U.S. civil rights movement? Is black violence in self-defense or in response to white violence justifiable and effective?
- What was black separatism? Is it a viable option in the United States?
- What did the civil rights movement achieve? Were certain groups and people more effective? What do you consider the greatest achievement of the civil rights movement? What still needs to be achieved?

1995 DBQ.

The Center for Learning, *U.S. History,* Book 4, Lesson 32, "The Road to Brown"; and Lesson 33, "Why the ERA?"

Resources

Text

Nash, chapter 29, "The Struggle for Social Reform."

Primary Sources

"The Black Revolution Erupts" (includes King's "Letter from a Birmingham Jail" and Johnson's speech on civil rights, 1965), and "The Politics of Protest" (includes the Port Huron Statement), chapter 42; and "The Feminist Revolution and the Future of the Family" (includes Betty Friedan's "The Feminine Mystique" and NOW's "Bill of Rights for Modern Women"), chapter 45, in Bailey, *The American Spirit,* Vol. 2.

Secondary Sources

Lawrence B. Goodheart, "The Odyssey of Malcolm X," *The Historian* 58 (Autumn 1990): 47–62.

Stephen Oates, "Trumpet of Conscience: A Portrait of Martin Luther King, Jr.," *American History Illustrated* (April 1988): 19–27.

Videos

Eyes on the Prize, PBS. (For more information, see the PBS VIDEOdatabase, listed in the Teacher Resources section.)

Selections from the movie *Malcolm X,* directed by Spike Lee, Warners, 1992. (Available at Social Studies School Service, listed in the Teacher Resources section.)

Separate but Equal, directed by George Stevens, Republic, 1991. (Available at Social Studies School Service, listed in the Teacher Resources section.)

The Spirit of Crazy Horse, PBS. Excellent connection between the First and Second Wounded Knee and the AIM movement. (For more information, see the PBS VIDEOdatabase, listed in the Teacher Resources section.)

Unit 15: The United States Since 1974 (2 days)

Learning Goals

- Evaluate the ways in which the conservative administrations of Reagan and Bush I represented a move from the liberal domestic policies since the New Deal and assess how successful they were in meeting the economic, political, and social needs of the American people.
- Understand how America's role in the world has drastically changed and the extent to which the old principles and practices of foreign policy might still guide America's relationship with the rest of the world.

Content

The Right and the conservative agenda

Ford's caretaker presidency: the energy crisis and stagflation

Carter, including Camp David Accords and emphasis on human rights
Reagan's agenda, including his economic policy and defense buildup
American society in the 1980s and 1990s: the demographic changes, the end to social reform, and the revival of fundamentalism
The postindustrial economy
The United States in the post–Cold War world: dealing with the end of the Cold War, the Middle East, and Latin America

Resources

Text
Nash, chapter 30, "The Revival of Conservatism."

Secondary Sources
John J. Newman and John M. Schmalbach. *United States History* (AMSCO), chapters 29 and 30.
Barron's Study Keys.

Students read the material in their text and AMSCO and are given corresponding sections from Barron's Study Keys. The major points are covered in a brief lecture in one class period. The material is included on the last test of the year before the AP Exam. We try to focus on the main points, continuity, and trends.

Teaching Strategies

Our modified block schedule gives us the flexibility to use a variety of teaching methods. Lectures constitute less than half of the class time. Class discussion, group projects and activities, student presentations, and videos, as well as library and guided Internet research are also important parts of the curriculum.

The scope and sequence of our AP U.S. History class requires two years for completion. First-year students study "the beginnings" to the Civil War and also learn about the development of our government, the Constitution, and the American political system. In both years of the course we use James Q. Wilson's *American Government* in conjunction with our history texts to add depth to our study of the American system. During the summer between the first and second year, students complete a reading and writing assignment on Reconstruction. The second year of our sequence extends from 1865 to the election of 2000. It is especially important for our students to review the first year's curriculum because of the time lag between the end of the first year and the date of the AP Exam.

After trying various methods of review, we found one that works well for our students. Before our spring break, which is usually the last full week in March, we divide the topic outline in the *AP United States History Course Description* according to the number of students in each second-year class. Students then draw numbers that correspond to a particular section, and research chronological and thematic factors about "their" era. Each student presents an oral report, which includes a copy of a student-generated handout for each class member. Every report must also include a visual aid (art, photographs, political cartoons, maps, graphs, or charts) and a primary-source document. The reports encourage students to discuss the various eras and ask questions. In addition, three optional review sessions of about an hour and a half are held outside of the school day. At this time we review material and answer specific questions.

Both of us help to score the free-response questions at the annual AP Reading, and some of our teaching ideas and strategies have been influenced by interacting with colleagues on secondary and postsecondary levels. Our experience as Readers is an enormous benefit to our students, bolstering our

credibility and their confidence in us. Once you complete three years of teaching an AP U.S. History course, we highly recommend that you apply to be a Reader.

Lab Component

Our school has portable computer labs, consisting of 12 to 24 laptops that can be used in individual classrooms. There are also 24 to 30 computers for student use in the media center. In addition, we have a small social studies computer lab with 20 desktop computers. Students can work individually or in groups depending on the parameters of the assignment.

Student Activities

See also the "Activities" subheadings throughout the Course Planner section.

First Year

One of the most successful and meaningful activities that we engage in during the first year is to examine the slave narratives from the WPA Federal Writers' Project at the Library of Congress American Memory collection (http://memory.loc.gov/ammem/snhtml/snhome.html). Each student chooses a narrative that interests him or her and then analyzes significant factors in these stories (e.g., credibility, historical detail, apparent misinformation, and the reasons for this). Students then share the information with the class. Based on the class reporting, we find common elements and anomalies. This assignment gives students a tremendous insight into the nature of chattel slavery in the antebellum United States. We also find evidence of change over time in the slave narratives, such as the hiring-out system used in some places in the South. We are hopeful that one of the students will find a narrative that refers to industrial or urban slavery, but so far that has not happened. The class then watches an HBO video in which African American actors read the WPA narratives, and students are drawn in by it. Some of "their" narratives are read, and the actors have strong emotional reactions to the material in their performances. It is an example of how emotion empathy reaches across the centuries and makes history real for us.

Second Year

An activity that students enjoy in the second year involves analyzing photographs and ephemera of the Depression era. Students use document and photo analysis sheets from the American Memory collection at the Library of Congress Web site (http://memory.loc.gov/ammem/fsowhome.html). We have also had success with a Progressive tea party in which students role-play specific individuals of the era to highlight the diverse nature of the movement.

Student Evaluation

Students are evaluated by means of unit tests, quizzes, written assignments, and special projects. Tests are generally conducted over two days. On the first day, students are assessed using a combination of multiple-choice, identify-and-explain, document analysis, and short-answer questions. Essays are written on the second day, and students usually have the whole class period (55 minutes) in which to write. From time to time, for closure follow-up on an essay, the class uses peer evaluation by discussing the essay question based on a rubric and historical content. Comparing students' work with sample essays and finding the positive and negative aspects of the "models" is a concrete way our students can determine what they need to do to improve. Test structure is modified in the second year, in that during the second semester, tests take only one day. Our goal is to help students become more proficient at time-management skills and have confidence in their abilities to write a free-response essay in approximately 35 minutes. The objective portion of the test is adjusted (e.g., fewer multiple-choice questions) to make the test fit the shorter time

parameters. For the first-year students, grades are structured in the following manner: one-third for tests, one-third for quizzes and projects, and one-third for homework and class work. In the second year, approximately 60 percent of the grade is determined by test and quiz grades.

In both years of the course, students write responses to document-based questions in class so we can answer their questions that are unique to this type of essay. This helps students realize the importance of correctly identifying layers of a question and to synthesize documents with outside information in order to construct a comprehensive DBQ essay. In addition, students become more skilled at document analysis and working within the time constraints of the AP Exam.

Teaching DBQs is difficult for everyone involved, and we find that acknowledging the difficulty of the learning process, helps students feel less daunted by the task at hand.

Teacher Resources

The following entries comprise both the first and second years of the course.

Class Textbooks

Nash, Gary B., et al., gen. eds. *The American People: Creating a Nation and a Society.* 4th ed. New York: Longman, 1998.

Norton, Mary Beth, David M. Katzman, Paul D. Escott, Howard P. Chudacoff, Thomas G. Paterson, and William M. Tuttle Jr. *A People and a Nation: A History of the United States*. 5th ed. Boston: Houghton Mifflin, 1998.

Wilson, James Q., and John J. DiIulio Jr. *American Government: Institutions and Policies*. 9th ed. Boston: Houghton Mifflin, 2004.

Class Supplements

Bailey, Thomas A., and David M. Kennedy. *The American Pageant: A History of the Republic*. 10th ed. Lexington, Mass.: D. C. Heath, 1994.

Bailey, Thomas A., and David M. Kennedy, eds. *The American Spirit: United States History as Seen by Contemporaries.* Vol. 1, *To 1877.* 9th ed. Boston: Houghton Mifflin, 1998.

Bailey, Thomas A., and David M. Kennedy, eds. *The American Spirit: United States History as Seen by Contemporaries.* Vol. 2, *Since 1865.* 8th. ed. Lexington, Mass.: D. C. Heath, 1994.

Calloway, Colin G. *First Peoples: A Documentary Survey of American Indian History*. Boston: Bedford/ St. Martin's, 1999.

The Catalogue of Antiques and Fine Art. Watertown, Mass: CAFA.

Frazier, Donald S., Marvin Schultz, Robert F. Pace, Richard Bruce Winders, and Amy M. Wilson. *A People and a Nation: Instructor's Resource Manual*. 5th ed. Boston: Houghton Mifflin, 1998.

Hyser, Raymond M., and J. Chris Arndt, eds. *Voices of the American Past: Documents in U.S. History.* 2 vols. 1st ed. Fort Worth, Tex.: Harcourt Brace College Publishers, 1995.

Newman, John J., and John M. Schmalbach. *United States History: Preparing for the Advanced Placement Examination.* Rev. ed. New York: AMSCO School Publications, 2002.

Other Resources

ABC News. *The Century: America's Time*. Vols. 1–6 (out of 12). Videos narrated by Peter Jennings. 1999. Available at www.abcnewsstore.com.

The Center for Learning. *Advanced Placement U.S. History.* Edited by Roberta J. Leach and Augustine Caligure. 2 vols. Villa Maria, Pa.: The Center for Learning, 1997.

College Board. *Doing the DBQ: Advanced Placement U.S. History Examination; Teaching and Learning with the Document-Based Question,* by Luther Spoehr and Alan Fraker. New York: College Entrance Examination Board, 1995.

Countryman, Edward, ed. *How Did American Slavery Begin?* Boston: Bedford/St. Martin's, 1999.

Cowley, Robert, ed. *What If? 2: Eminent Historians Imagine What Might Have Been*. New York: Putnam, 2001.

Davidson, James West, and Mark Hamilton Lytle. *After the Fact: The Art of Historical Detection.* 3rd ed. New York: McGraw-Hill, 1992.

Finkleman, Paul. *Defending Slavery: Proslavery Thought in the Old South; A Brief History with Documents.* Boston: Bedford/St. Martin's, 2003.

Ingui, Mary Jane Cappozzoli. *American History, 1877 to the Present*. Barron's EZ-101 Study Keys. 2nd ed. Hauppauge, N.Y.: Barron's, 2003.

Jackdaw Publications. Publisher of document portfolios of primary-source materials. P.O. Box 503, Amawalk, NY 10501; phone 800 789-0022; www.jackdaw.com.

Kelso, William M. *Jamestown Rediscovery II: Search for 1607 James Fort.* Jamestown, Va.: Association for the Preservation of Virginia Antiquities, 1995.

Kennedy, David M. *Freedom from Fear: The American People in Depression and War, 1929–1945.* New York: Oxford University Press, 1999.

Kutler, Stanley I., ed. *American Retrospectives: Historians on Historians.* Baltimore: Johns Hopkins University Press, 1995.

LaFeber, Walter. *The American Age: United States Foreign Policy at Home and Abroad Since 1750.* Vol. 1, *To 1920.* 2nd ed. New York: W. W. Norton, 1994.

Lindaman, Dana, and Kyle Ward. *History Lessons: How Textbooks from Around the World Portray U.S. History.* New York: New Press, 2004.

McClellan, Jim R. *Historical Moments: Changing Interpretations of America's Past.* Vol. 1, *The Pre-Colonial Period Through the Civil War.* 2nd ed. Guilford, Conn.: Dushkin/McGraw-Hill, 2000.

McPherson, James M., gen. ed. "*To the Best of My Ability*": *The American Presidents.* The Society of American Historians. New York: Dorling Kindersley Publishing, 2000.

McPherson, James M., and Alan Brinkley, gen. eds. *Days of Destiny: Crossroads in American History.* New York. The Society of American Historians. New York: Dorling Kindersley Publishing, 2001.

Middleton, Richard. *Colonial America: A History, 1585–1776.* 2nd ed. Oxford: Blackwell Publishers, 1996.

Monk, Linda R. *The Bill of Rights: A User's Guide.* Alexandria, Va.: Close Up Publishing, 2000.

Monk, Linda R. *The Words We Live By: Your Annotated Guide to the Constitution.* New York: Hyperion, 2003.

National Center for History in the Schools. *National Standards for History.* Basic ed. Los Angeles: National Center for History in the Schools, 1996.

OAH Magazine of History. Bloomington, Ind.: Organization of American Historians.

Painter, Nell Irvin. *Standing at Armageddon: The United States, 1877–1919.* New York: W. W. Norton, 1987.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History.* 4th ed. Boston: Bedford/St. Martin's, 2004.

Reviews in American History. Baltimore: Johns Hopkins University Press.

Shi, David E., and Holly A. Mayer. *For the Record: A Documentary History of America.* 2nd ed. New York: W. W. Norton, 2004.

Social Education. Silver Springs, Md.: National Council for the Social Studies.

Sources in American History: A Book of Readings. Orlando, Fla.: Harcourt Brace Jovanovich, 1986.

Teaching with Documents: Article Compilation Series. Santa Barbara, Calif.: ABC-CLIO, 2002.

"The Terrible Transformation." *Africans in America: America's Journey Through Slavery.* PBS video, 1998.

Tindall, George Brown, and David E. Shi. *America: A Narrative History.* 4th ed. New York. W. W. Norton, 1996.

Wilson, James Q., and John J. DiIulio Jr. *American Government: Instructor's Guide with Lecture Notes.* Revised by Mary Anne Borelli. Boston: Houghton Mifflin, 2004.

Zinn, Howard. *A People's History of the United States: 1492–Present.* New York: HarperPerennial, 1995.

Web Sites

C-SPAN. American Presidents: Life Portraits. A site to complement C-SPAN's television series, *American Presidents: Life Portraits,* March–December 1999. You can view or order the videos here and also access a survey of presidential leadership. www.americanpresidents.org.

PBS VIDEO*index*. This site has numerous resources to accompany its videos. http://videoindex.pbs.org. Many of these may also be ordered at http://teacher.shop.pbs.org.

Social Studies School Service. A source for a variety of educational materials, including many of the videos/DVDs mentioned in this syllabus. www.socialstudies.com. Mailing address: 10200 Jefferson Blvd., PO Box 802, Culver City, Calif. 90232; phone 800 421-4246.

Sample Syllabus 4

Vernon Burton
University of Illinois, Urbana-Champaign
Urbana, Illinois

University Profile

Location and Environment: The University of Illinois is located in the twin cities of Urbana and Champaign, in a small metropolitan area of about 100,000 people. The university is known for its research library, whose 10 million volumes represent the largest public university collection in the world. More than 4,000 courses and 150 programs of study are offered at the school, and among its 3,216 faculty are Nobel, Pulitzer, and Crafoord Prize winners.

Type: The University of Illinois is a public land-grant institution of higher learning, the flagship university of the state of Illinois. It is a level one research institution, among the top five American universities in the annual number of doctoral degrees granted.

Total Enrollment: There are about 39,000 students at Illinois, including approximately 10,000 graduate students, representing all 50 states and 100 nations, although 89 percent of the students are Illinois residents. The student/faculty ratio is about 12:1. The most popular majors are business, engineering, and biology, but there are more than 600 history majors. Of the incoming freshmen, 48 percent enter the university with credit received through the AP Program; students who earn a grade of 4 or 5 on the AP U.S. History Exam are eligible for six credit hours in history.

Ethnic Diversity: The undergraduate student body as a whole is 6.5 percent African American, 5.4 percent Latino, 11 percent Asian American, and 0.2 percent Native American, and includes more than 1,100 students from outside the United States.

Personal Philosophy

As a boy growing up in the South during the civil rights movement and the Vietnam War, I was subject firsthand to the abuses of history, a history that justified exploitation and racism. I realized then that history should explain the past, not glorify it. I came to a passionate belief that history is a way of life, a way of making sense of the world and of oneself. My philosophy of teaching is twofold: I teach history, and I teach people.

History underpins a liberal arts education. As an art, history encourages intellect and spirit. As a discipline, history sharpens analytical rigor. Unfortunately, polls of high school students show that history rates as their least-favorite subject. In addition, studies suggest that minorities do better in subjects other than American history because they do not see its relevance to their lives. But American history should be inclusive, meaningful, and relevant to every age; it is inescapable, and every person becomes a part of it. History is the story of all the people; all are actors, and not simply acted upon, in the grand scheme of life.

History is eclectic, so I use an interdisciplinary approach, incorporating studies from various fields such as linguistics, folklore, demography, and statistics. Understanding history can enable students to maintain personal freedom and dignity in an increasingly technological world. In addition to teaching my students the role of history in their lives, I also try to motivate them to think, to demand more of themselves, and to find new ways of problem solving.

I introduce students to a textured understanding of the discipline by demonstrating that history is both a body of knowledge and an ongoing process of investigation. I use the idea that history is contested terrain and the fact that professional scholars use the same "evidence" to arrive at different conclusions to encourage all my students to approach any historical interpretation with a healthy sense of skepticism. I teach them to develop a critical perspective based on logic, careful analysis, reading, and thinking. My students are required to critique one of my interpretations and present an alternative. By demanding that students formulate their alternatives to my own interpretation of history, I hope to motivate them to become historians, to delve into primary sources, to educate themselves. Some students respond immediately to this style, and some students from less affluent backgrounds especially appreciate and blossom thanks to this mutual respect. This approach may be an uncomfortable growing experience for those students who prefer the less demanding method of memorizing a teacher's viewpoint and repeating it at exam time. I persist in requiring all my students to critique others' work, however, because I am firm in my belief that a critical perspective is essential, not for history alone but for all aspects of modern life. When students learn to make judgments about others' historical interpretations, they are also learning to make judgments about the daily news, conventional wisdom, and even their own ideas.

Developing their own interpretations requires that the students take risks, so I first work on building trust in the classroom. Students quickly learn that I am interested in them as individuals. I insist that they come to my office to discuss their work, and they are free to telephone me at home with their problems or successes. I invite students to my home for review sessions and class dinners each semester. Since I require a great deal of reading, I hold voluntary group discussions and study sessions. The time commitment for this is considerable, but this extra attention can really boost a student's confidence and success at a large research university.

My philosophy of teaching history involves helping students define and analyze the past, but they must also learn to express their ideas. I require many papers in addition to exams. I encourage students to go to the writing workshop for special tutoring and also allow them to turn in work early so I can offer suggestions on style and content before the due date. To foster creativity, I allow students with special talents and interests to submit art projects, dramatic and musical presentations, or computer projects with their written reports.

In every history class, I try to cover some basic issues of morality and ethics that I believe the students will confront. I address race relations and gender stereotypes, the role of activism, freedom versus the need for order, and anomie and angst in modern society. I choose readings that will broaden a student's outlook and develop open-mindedness. By encouraging a thinking, creative person, I am also helping the student to grasp and accept the complexities of history and of life. I consider myself most successful when students move beyond a position where they are simply recipients of "truths" from a professor. My hope is that they will view knowledge as relative, uncertain or valid only within a context, and arrive at a point where they accept responsibility for their judgments of the past and present.

Philosophy of the Department

Overall, the program is designed to help students develop the skills to read, interpret, and write critically about a range of demanding texts. The goal is to turn students who progress through the program from consumers into producers of history. Topics become more specialized as the readings progress from survey or introductory textbooks, closest to the students' own time, place, and language, to primary sources and scholarly works aimed toward more specialized audiences at the higher levels.

The 100-level classes provide survey coverage of the broad fields of history (e.g., U.S. or European history). They are often the first exposure that undergraduates have to the challenges of interpreting texts

and developing historical arguments. Most 100-level classes draw large enrollments and may employ either teaching assistants to conduct small discussion sections or graders, whose primary duty is to evaluate student work by marking papers but who can be asked to do more as agreed upon by the professor and the grader(s). Typically, classes at this level are suitable for general education listing. They have no prerequisites and should be accessible to both nonmajors and majors. Such courses may serve faculty as a means of recruiting students for further course work in their particular fields.

Class Profile

History 171, the first half of the U.S. history survey course, is usually taught in the fall semester and History 172, the second half, in the spring—although in the combined syllabus below, this seasonal sequence is reversed. In any given semester, two major sections of the survey are generally offered, taught by two different professors. Students register for a professor's lecture section, which meets twice a week and contains 200 to 250 students, and a smaller discussion section, which is limited to 25 students and usually run by a teaching assistant. Professors give two one-hour lectures per week, and the discussion sections meet once a week for an hour. During the past two semesters, total enrollment has increased to 750, with nine teaching assistants.

The U.S. history survey course, which carries three credit hours, is no longer a required course either for majors or nonmajors. It can, however, be used to satisfy a university distribution requirement for History and Philosophical Reasoning. History majors do have to take a survey course of some kind—either Global History or Western Civilization—but History 171 and 172 are not among those required for the major.

Of the 500 to 750 students who are taking a U.S. History survey course at any one time, about half are majors and half are nonmajors. (Students who have received a grade of 4 or 5 on the AP U.S. History Exam can earn credit for both History 171 and 172.)

Course Overview

The following description is taken directly from the course syllabus:

> This course offers an interpretive overview of American history, from the European invasion of America, beginning in the late fifteenth century, through the present. This course is also an introduction to the approaches, techniques, and sources historians use in drawing meaning from the past and in contextualizing the present. It is important to remember that the discipline of history is a way of arguing and a way of thinking. It is not about memorizing names and dates and facts. Historians make their living by providing interpretations, analyses, and insights into the past. The course tries to encourage the critical thinking and interpretive skills of the historian, and to convey knowledge of what historians do, rather than simply a set of facts.
>
> We will focus on the aspirations and behaviors of ordinary Americans, as well as investigate the transformative achievements of the powerful and famous. Students will gain familiarity with primary sources as well as secondary interpretations and will be encouraged to work on critical reading, writing, and speaking skills. Our objective is to understand not only what happened but also why it happened. To this end, we will employ a variety of analytical methods and consider a wide range of scholarly perspectives. As the semester progresses, each of you should be prepared to make your own judgments about the relative importance of different factors in shaping the American past.
>
> An important feature of the American history survey is coming to an understanding of who we are as a people and a nation. Where did we come from? Where did our institutions, families, values, and

ideas come from, and how did they change over time? Contradictions and complexities abound, and the best historical questions have no hard-and-fast answers.

Most instructors of 100-level courses assign readings from textbooks (if a suitable text is available), as well as a range of supplementary readings that may include both primary- and secondary-source material. Weekly assignments consist typically of approximately 100 pages divided among texts, secondary readings, and primary-source materials. Student papers are at least 8 to 10 pages (standard font, double-spaced, with references). Exams consist of a midterm and a final.

I try to vary the reading assignments from semester to semester. In this syllabus, the readings for both courses are taken from the following:

Boydston, Jeanne, et al. *Making a Nation: The United States and Its People.* Vol. 1. Upper Saddle River, N.J.: Prentice Hall, 2002.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass.* (Any edition will suffice.)

Faust, Drew Gilpin. *The Creation of Confederate Nationalism: Ideology and Identity in the Civil War South.* Reprint, Baton Rouge: Louisiana State University Press, 1990.

Gorn, Elliott J., Randy Roberts, and Terry D. Bilhartz. *Constructing the American Past: A Source Book of a People's History.* Vol. 1. 4th ed. New York: Longman, 2002.

Malone, Patrick M. *The Skulking Way of War: Technology and Tactics among the New England Indians.* New ed. New York: Madison Books, 2000.

Ulrich, Laurel Thatcher. *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785–1812.* New York: Vintage Books, 1991.

For the second half of the survey, the readings are taken from these books:

Evans, Sara. *Personal Politics.* New York: Vintage Books, 1980.

Moody, Anne. *Coming of Age in Mississippi.* New York: Laurel Books, 1968.

Murrin, John M., et al. *Liberty, Equality, Power: A History of the American People* (abbreviated in this syllabus as *LEP*). Concise 3rd ed. with Infotrac and American Journey Online. Belmont, Calif.: Thomson Wadsworth, 2004. This should be shrink-wrapped, at no extra cost, with *U.S. History Documents Package to Accompany "Liberty, Equality, Power"* (abbreviated as *DP*). Prepared by Mark W. Beasley. 3rd ed. Singapore: Wadsworth Thomson Learning, 2002.

Sinclair, Upton. *The Jungle* (any edition).

Wright, Richard. *Black Boy* (any edition).

In addition, several assignments are drawn from documents posted on the course Web site. I also recommend that students purchase William Kelleher Storey's *Writing History: A Guide for Students.* 2nd ed. New York: Oxford University Press, 2004.

Course Planner
U.S. History 171: U.S. History to 1877

Week 1: Introduction

January 21: Introduction: Why are we here?
January 23: Native peoples of North America
Assignments:
Chapter 1, "Worlds in Motion, 1450–1550," *Making a Nation*, 2–31.
Introduction, "Doing History," *Constructing the American Past*, xv–xxxi.

Week 2: Transplantation

January 28: Ecological imperialism
January 30: The search for social order
Assignments:
Chapter 2, "Colonial Outposts, 1550–1650," *Making a Nation*, 32–59.
Chapter 1, "Contact and Conquest: The Meeting of the Old and New Worlds," *Constructing the American Past*, 1–20.

Week 3: Colonial Encounters

February 4: The chicken and the egg: Slavery and racism
February 6: King Philip's War
Assignments:
Chapter 3, "The English Come to Stay, 1600–1660," *Making a Nation*, 60–59.
Chapter 2, "Dying and Surviving in Virginia," *Constructing the American Past*, 21–42.

Week 4: Religious Life

February 11: Salem
February 13: Awash in a sea of faith
Assignments:
Chapter 4, "Creating the Empire, 1660–1720," *Making a Nation*, 90–121.
Chapter 3, "The Puritan Experience in New England," *Constructing the American Past*, 43–64.

Week 5: Popular Culture in the Colonial Period

February 18: Doing time together: Europeans and Africans in the eighteenth-century South
February 20: The refinement of America
Assignments:
Chapter 5, "The Eighteenth-Century World, 1700–1775," *Making a Nation*, 122-53.
Chapter 4, "Eighteenth-Century American Voices," *Constructing the American Past*, 65-89.

Week 6: Toward the Revolution

February 25: Seafaring in the Atlantic world
February 27: The ideological origins of the American Revolution
Assignments:
Chapter 6, "Conflict on the Edge of the Empire, 1713–1774," *Making a Nation*, 154-83.
Chapter 5, "What Kind of Revolution? Justifications for Rebellion," *Constructing the American Past*, 91–115.

Week 7: The Radicalism of the American Revolution

March 4: The radicalism of the American Revolution
March 6: The Declaration of Independence and the meaning of liberty

Assignments:
Chapter 7, "Creating a New Nation," 1775–1788," *Making a Nation*, 184–219.

Week 8: Constituting the Republic

March 11: Midterm exam, covering materials through the American Revolution
March 13: Constituting the republic
Assignments:
Chapter 8, "The Experiment Undertaken, 1789–1800," *Making a Nation*, 220-47.
Chapter 6, "Forming a More Perfect Union: The Constitution of 1787 versus Friends, Foes, and the Disfranchised," *Constructing the American Past*, 117-33.

Week 9: Revolutions in the New Republic

March 18: Revolution and the word
March 20: The market revolution
Assignments:
Chapter 9, "Liberty and Empire, 1800–1815," *Making a Nation*, 248-77.
Foster, Hannah W., *The Coquette,* 1797 (any edition).

March 24–28: Spring Break

Week 10: Jacksonian Democracy

April 1: The age of Jackson
April 3: The world the slaves made
Assignments:
Chapter 10, "The Market Revolution, 1815–1824," *Making a Nation*, 278-307.
Chapter 11, "Securing Democracy, 1820–1832," *Making a Nation*, 308-33.
Chapter 8, "Living and Dying in Bondage: The Slave Conspiracy of 1822," *Constructing the American Past*, 147-65.

Week 11: Antebellum American Society

April 8: Domesticity and class formation
April 10: The politics of racial determination
Assignments:
Chapter 12, "Reform and Conflict, 1828–1836," *Making a Nation*, 334-61.
Chapter 10, "Women in Antebellum America," *Constructing the American Past*, 193–211.

Week 12: The Great West

April 15: Western history as imperial history?
April 17: Nature's metropolis
Assignments:
Chapter 13, "Manifest Destiny, 1836–1848," *Making a Nation*, 362-87.
Chapter 9, "Remembering the Alamo," *Constructing the American Past*, 167-92.

Week 13: Age of Reform

April 22: Antislavery appeal
April 24: Seneca Falls
Assignments:
Chapter 14, "The Politics of Slavery, 1848–1860," *Making a Nation*, 388–415.
Frederick Douglass, *Narrative*, 1845.

Week 14: The Civil War

April 29: The coming of the Civil War
May 1: What they fought for
Assignments:
Chapter 15, "A War for Union and Emancipation, 1861–1865," *Making a Nation*, 416-47.
Chapter 11, "A House Divided: Free Labor, Slave Labor," *Constructing the American Past*, 213-31.
Glory, directed by Edward Zwick, Columbia Tristar, 1989.

Week 15: Reconstruction

May 6: Who won?
Assignments:
Chapter 16, "Reconstructing a Nation, 1865–1877," *Making a Nation*, 448-79.
Chapter 13, "Reconstruction and the Rise of the Ku Klux Klan," *Constructing the American Past*, 253-70.

History 172: U.S. History Since 1877

Week 1: Introduction

August 28: Love/hate relationships with history; industrialization

Week 2: Reconstruction

September 2: Reconstruction, race, and historical memory
September 4: The African American predicament and the chains of colonial status
Assignments:
Liberty, Equality, Power (*LEP*), xxiii–xxiv, 449-71, 481-83, 545-46, 549-51.
American Journey Online (AJO), activity #8, 56–57 and 72 (access documents through the course Web site or www.wadsworth.com/history_d/special_features/amjourney.html, using your personal passcode enclosed in the front of your *Liberty, Equality, Power* textbook).
"Document Analysis: Women and Freedmen's Aid" and "Reconstruction and Its Aftermath" (access under "Course Documents" at the History 172 Web site).

Week 3: The Gilded Age

September 9: Political culture in the Gilded Age
September 11: Farmers' grievances, *The Wonderful Wizard of Oz,* and the movement culture of protest
Assignments:
LEP, 483-85, 487, 498–503, 505.
Continue discussion and assignments from September 2–4 readings.

Week 4: Immigrants and Industry

September 16: The immigrant "problem"
September 18: The making of an industrial working class
Assignments:
LEP, 493-98, 504, 516-28, 532-33.
Sinclair, *The Jungle*.
"Stockyards—The Jungle" (access under "Course Documents" in History 172 Web site).

Week 5: Empire and Economics

September 23: America, Inc.: The rise of the modern economy
September 25: Empire and civilization; gender and Anglo-Saxonism

Assignments:
LEP, 472-80, 486-87, 489-92, 507-15, 531, 564-88.
"Empire and Anglo-Saxons" (access under "Course Documents" at the History 172 Web site).
DP, 70 (document 159 and question 1).
AJO, activity #2, 60; and activity #3, 68–69.

Week 6: Separate Spheres?

September 30: Maternalism and the challenge to "women's place"
Assignments:
LEP, 528-30, 532, 547-48.
"ERA Debate" (access under "Course Documents" at the History 172 Web site).
DP, 70 (document 165 and question 6).

October 2: Midterm

Week 7: Progressivism and World War I

October 7: "Will the real Progressives please stand up?"
October 9: Mobilizing a nation: World War I and the Red Scare
Assignments:
LEP, 534-62, 589–614.
AJO, activity #6, 78–79.
DP, 127 (documents 190-91 and question 5).

Week 8: 1920s Culture

October 14: Cultural rebellion and mass culture in the 1920s
October 16: Cultures in conflict: Political responses
Assignments:
LEP, 614-43.
AJO, activity #4, questions 1–3, 85–86.
Final paper on *The Jungle* due this week.

Week 9: The Great Depression

October 21: Confronting the Great Depression
October 23: The New Deal: Limitations and legacy
Assignments:
LEP, 644-75.
AJO, activity #6, 95–96.
DP, 171-72 (documents 203, 205, 207, 209, 210 and questions 3, 5, 7, and 8).
Begin reading Moody, *Coming of Age.*

Week 10: The Second World War

October 28: The road to war
October 30: Historical memory, the greatest generation, and the controversy over the Enola Gay exhibit
Assignments:
LEP, 677–704.
DP, documents 211 and 217.
AJO, activity #3, 102-3.
"World War II propaganda posters" in "Course Documents" at the History 172 Web site.
Continue reading Moody, *Coming of Age.*

Week 11: Postwar Hopes and Fears

November 4: The origins of the Cold War, 1945–1950
November 6: The African American freedom struggle
Assignments:
LEP, 706-15, 721-26, 746-49.
AJO, activity #1, 109; and activity #10, questions 1–3, 116-17.
Complete Moody, *Coming of Age.*
Read Evans, *Personal Politics,* 1–24, 156–212.

Week 12: The 1950s

November 11: McCarthyism with and without McCarthy
November 13: The Ike age, the "consensus," and the consumers' republic
Assignments:
LEP, 716-21, 726-46, 749-53.
AJO, activity #4, questions 3–4, 112.
DP, documents 235, 238, 240, 241.
Final paper on *Coming of Age in Mississippi* due this week.

Week 13: The 1960s

November 18: The can-do presidency
November 20: Wars without victory: The Great Society, the Vietnam War, and racial challenges
Assignments:
LEP, 754-77, 807-9.
AJO, activity #1, 119-20.

Week 14: The Disintegration of America?

December 2: Social activism and the rise of the new right
December 4: Refighting the 1960s: Watergate, feminism, and the disintegrating consensus
Assignments:
LEP, 777-88, 805-15, 817.
DP, documents 248, 271, 276.

Week 15: The United States in the Post–Cold War World

December 9: Going for it after the age of limits
December 11: The post–Cold War world: Domestic and global crises, inequities, and opportunities
Assignments:
LEP, 790–804, 816, 819-47.
DP, documents 273 and 275.

December 17, 7–10 p.m.: Final Examination

Teaching Strategies

I have outlined above in my Personal Philosophy statement the teaching strategies that I find to be particularly effective. Beyond that, here are a couple of specific assignments that I have used with great success.

I find primary-source assignments to be excellent teaching tools, because they give students an opportunity to understand how historians do what they do. I try to demonstrate to students that history

is both a body of knowledge and an ongoing process of investigation. In the kind of primary-source assignments that I design, such as the one that follows, my goal is for the students to begin to understand that history is contested terrain—that professional scholars use the same "evidence" to arrive at different conclusions should lead them to approach any historical interpretation with a healthy sense of skepticism. (My notes on the results of the assignment, as I discussed it in class, appear below as well.)

Primary-Source Assignment

Use a good computer with a fast connection. Go to www.riverweb.uiuc.edu, select "Archives" from the drop-down menu at the top of the page, then choose "Historical Archives."

Select either the theater programs or these letters: Thomas Hutchins, Sam Berrian, and John Henry. Do not complete this assignment using both sets of sources. I would prefer you use the theater programs, but some of you might be interested in the early history of Illinois. Study the documents you choose, allowing adequate time to become familiar with their content.

Research question: What were the prominent features of daily life in the time period(s) and place(s) the documents mention? Interpret the documents using the procedures we have discussed.

Answer the Who? What? When? Where? Why? Questions, and answer the questions regarding the context of the source and author if appropriate. Be sure to place these documents in the larger context of the historical period.

Limit your response to no more than three pages.
You should type your answers.
This assignment is due in class one week from today.

Notes for RiverWeb Primary-Source Assignment: Letters

Assignment: What were the prominent features of daily life in the time period(s) and place(s) the documents mention?

Letters

a) The first thing to do is to identify these items. Name, location, and date should have featured prominently in your answers.

- Thomas Hutchins to Dr. W. Morgan of Kaskaskia; dated Cahokia, August 4, 1770, and postmarked Cahokia, August 8, 1770.
- Sam Berrian to Dr. I. M. Francis of New York; dated St. Louis, March 26, 1818, and postmarked Louisville, Kentucky, April 9, 1818.
- John Henry to Mrs. Mary M. Henry of Washington, Kentucky; dated Kaskaskia, October 2, 1818.

This immediately indicates that there is a large span of time (48 years) between the Hutchins letter and the other two. Can you see evidence of any changes over that period in the letters?

b) Two principal subjects stand out as topics in these letters: land and opportunity, and family and society. The authors are concerned with the potential wealth of the American Bottom region, and with communicating this to their friends and relatives, perhaps as a justification for their being so far away. Only Berrian's letter is written to a friend back East, and he spends time favorably comparing the western frontier to the Atlantic states in terms of wealth and social graces.

Hutchins's letter is to another frontier community, and Henry's is to his wife in a frontier state (Kentucky). Illness is another theme that stands out as well, at least in passing. While wealth and opportunity seem to be new and exciting to these authors, illness is mentioned as part of the perils of daily life.

c) We can also draw some interesting conclusions about the tone of these letters. Henry's letter, written to his wife, is the most positive, mentioning none of the hardships of frontier life and exploration. Class makes an appearance in the letters by Berrian and Hutchins. Berrian is writing to a friend in New York, and they appear to be equals (at least in Berrian's eyes). The tone of the letter is friendly, and yet Berrian disparages the "silken sons of fortune" who refuse to make the journey out west. Hutchins's letter is rather different, and perhaps the most interesting of all in terms of class. The tone in which he writes very strongly suggests that he considers himself the social inferior of Morgan, and he is at pains to pay him compliments and respects. As Hutchins seems newly arrived in Cahokia, it is possible that Dr. Morgan was his patron and that they have a client relationship.

d) It is also noticeable that Native Americans do not appear very much in these letters, except as trading partners. Clearly, the natives were not on everyone's mind all the time, as they [the letter writers] seem quite unconcerned with their proximity to potentially hostile tribes. Henry's letter also mentions the French, as river pilots, thus illustrating their continued role in the West.

There may be many other things to mention about these letters, depending on what you were in search of while reading them. However, these seemed to me (and to many of you) to be some of the most interesting and obvious.

Films

Another thing I have done in the survey course is use Hollywood films. From the second-half syllabus:

> Six films will be shown outside of class during the course. After the film is shown, plan to stay for a half-hour discussion about the film, plus a 10-minute response paper (less than one page) to be submitted at the end of this discussion. You are required to attend only *one* of these screenings. If each of the dates/times that films are scheduled is impossible for you, please notify the professor one week before the first film. The following films will be shown:
>
> *Boycott,* directed by Clark Johnson, HBO Films/Norman Twain Productions/Shelby Stone Productions, 2001.
>
> *Eight Men Out,* directed by John Sayles, Orion Pictures, 1988.
>
> *Invasion of the Body Snatchers,* directed by John Siegel, Walter Wagner Productions, 1956.
>
> *Lone Star,* directed by John Sayles, Castle Rock Entertainment/Columbia Pictures, 1996.
>
> *On the Waterfront,* directed by Elia Kazan, Columbia Pictures, 1954.
>
> *Rebel Without a Cause,* directed by Nicholas Ray, Warner Brothers, 1955.

Student Activities

Here is an example of a paper I have assigned survey-course students on the history of segregation.

A Brief History of Segregation

Reconstruction officially ended in 1877, with the national compromise that placed Rutherford B. Hayes in the presidency. However, by that time most of the southern states had already been euphemistically "redeemed" by conservative Democrats dedicated to the idea of white supremacy. These redeemers regained control over southern state governments through violence, fraud, and intimidation. In 1875, one Mississippian explained his plan thus: "Carry the election peaceably if we can, forcibly if we must."

Along with the move to disfranchise African American voters came the rise of legal, or *de jure,* racial segregation. Having supplanted the white and African American coalition of Republicans, the conservative Democrats, uneasy with their new political power, attempted, as much as they could, to erect rigid boundaries between blacks and whites. City ordinances, municipal codes, and state laws all told the story of a society driven by a system of apartheid. By the end of the nineteenth century, practically all institutions throughout the South, and some in the North, had become segregated.

Some laws designating public space as "black" and "white" existed before the Civil War. And during the sectional conflict, most troops in the Union armies were segregated. The Civil Rights Acts of 1866 and 1875, passed by radical Republicans in Congress, were attempts, in part, to eliminate racial segregation. However, in 1883 the Supreme Court undermined the intent of these laws by preventing the federal government from acting on private discrimination. Thirteen years later, in *Plessy v. Ferguson,* the Court upheld the right of states to pass statutory segregation with the "separate but equal doctrine." This ruling stood until 1954, when *Brown v. Board of Education of Topeka Kansas* overturned it.

Debates regarding the origins of Jim Crow segregation in the American South have proved a heated battleground for historians. In 1955, C. Vann Woodward, in *The Strange Career of Jim Crow*, argued that the South did not adopt a rigid system of *de jure* segregation until the 1890s. While this view dominated the scholarship for some years, Howard N. Rabinowitz countered Woodward, arguing "that during Reconstruction segregation was a widespread factor in southern life." Today, most historians grant that segregation existed before the Civil War, increased during Reconstruction, and expanded throughout the end of the nineteenth century.

The Assignment

Your task for this paper is twofold. First, you must locate one or two laws establishing a segregated practice in either a southern or northern state in the post–Civil War era. This will take some legwork on your part, as you may have to make trips to libraries. State, county, and municipal statutes can be found in any number of compilations of codes, laws, and ordinances. One suggestion for locating segregation laws is to use the books assigned for this class and the books and articles listed at the end of this handout as a guide. See what evidence these historians used, and trace that evidence to its original source. Another is to ask the librarians to help you and to use the Web. For laws before the 1950s, consult the wonderful volume originally published in 1950 by the Woman's Division of Christian Service, Board of Missions of the Methodist Church, and now available as a reprint edition by the University of Georgia Press—Pauli Murray, ed., *States' Laws on Race and Color* (Athens: University of Georgia Press, 1997). Once you locate your law or laws, make sure you photocopy them. Part of your final assignment will include submitting your copy of the laws with your final paper. Also, make sure you identify exactly where you obtained these laws, citing title of journal, state, date, publisher, and page number.

The second part of your assignment is to write a three- to five-page typed and double-spaced essay, with full source notation. In your essay address the question of segregation's origins. What do your sources suggest about the origins of segregation? Do your sources tend to support Woodward's or Rabinowitz's thesis? Why do you suppose people felt it was necessary to erect *de jure* segregation concerning the action,

activity, or places your laws address? What do the specifics for your law say about the nature of race relations in the South/North? Use the assigned readings for the class and the books and articles listed on the additional readings list to help orient yourself to the material. Two copies of your paper, with full copies of segregation laws, are due on October 8 or December 10. If papers are given to me by September 25 and November 20, I will allow students to rewrite their papers with my comments and suggestions.

Suggested Readings for This Assignment

Cell, John W. "The Origins of Segregation in the American South" chap. 4 in *The Highest Stage of White Supremacy: The Origins of Segregation in South Africa and the American South*. Cambridge: Cambridge University Press, 1982. I highly recommend that you also look at chapters 5 (economic interpretation), 6 (social interpretation), and 7 (Southern moderates), 103-91.

Kelley, Robin. "'We Are Not What We Seem': Rethinking Black Working-Class Opposition in the Jim Crow South." *Journal of American History* 80 (1993): 75–112.

Smith, John David, ed. *When Did Southern Segregation Begin?* New York: Palgrave, 2002.

Thelen, David, et al. "What We See and Can't See in the Past: A Round Table." *Journal of American History* 83 (March 1997): 1,217-72.

Thelen, David, Howard N. Rabinowitz, and C. Vann Woodward. "Perspectives: *The Strange Career of Jim Crow.*" *Journal of American History* 75 (December 1988): 841-68.

Besides the primary-source assignment described in the Teaching Strategies section, I usually assign two other papers in a semester, as follows:

Short Paper

You will write a paper discussing the relationship between fiction and history within a specific topic of your choice, growing out of your readings of a historical novel. Many historical novels cover the time period of this course. You may compare this novel to its movie if desired, but do not simply watch the movie without reading the book.

Suggested literature includes the following:

Vernon Burton and Georganne Burton, eds., *The Free Flag of Cuba: The Lost Novel of Lucy Holcombe Pickens* (Baton Rouge: Louisiana State University Press, 2002).

Alex Haley, *Roots* (New York: Doubleday, 1992).

Nathaniel Hawthorne, *The Scarlet Letter* (any edition).

James Michener, *Chesapeake* (New York: Random House, 1978); or *Texas* (Austin: University of Texas Press, 1986); or *Hawaii,* reissue ed. (New York: Fawcett, 1986).

Arthur Miller, *The Crucible* (New York: Penguin Classics, 2003).

Margaret Mitchell, *Gone with the Wind* (New York: Scribner, 1936).

Toni Morrison, *Beloved* (New York: Plume, 1987).

William Safire, *Freedom* (New York: Doubleday, 1991).

William Styron, *Confessions of Nat Turner,* 25th anniversary ed. (New York: Vintage Books, 1992).

Gore Vidal, *Burr,* reprint ed. (New York: Vintage, 2000); or *Lincoln,* reprint ed. (New York: Vintage, 2000); or *1876,* reprint ed. (New York: Vintage, 2000).

Margaret Walker, *Jubilee* (Boston: Mariner Books, 1999).

Interpretive Essay

At the beginning of the semester, each of you will select one of the topics in the primary source book to be the focus of your interpretive essay. Following the class discussion section devoted to "your topic," you will prepare a 1,000-word essay that will present your interpretation of the week's topic. Your essay should draw on assigned readings and lectures. It will not require additional research. Due dates for each topic for this assignment will be given by your teaching assistant.

Student Evaluation

While grading remains at the instructor's discretion, the Undergraduate Curriculum Committee recommends that in courses at the 100 and 200 levels, no single exam or student writing should count for more than 40 percent of the final course grade. Therefore, final grades should be based on multiple exercises. And in the hope of promoting active learning, the committee also recommends that class participation count at least 10 percent toward the final grade.

For each semester, there are two exams. The midterm is a 50-minute, in-class test that covers material assigned before the exam date. The final examination is cumulative. Both exams consist of identification questions and short essays. Final grades for each half of my survey course are based on the following:

Midterm examination	15 percent
Papers and assignments	40 percent
Final examination	25 percent
Class participation	20 percent

Chapter 4
The AP Exam in U.S. History

Both teachers and students should regard preparation for the AP U.S. History Exam as a year-long process. As a teacher, you are faced with three fundamental expectations: you must cover the curriculum outlined in the first chapter of this guide; you should encourage your students to take the exam; and, although students are ultimately responsible for their grades on the exam, you have the responsibility to adequately prepare them for it.

The most important way to train your students is to teach a solid survey course in U.S. history. You can enhance their chances of success on the exam by providing a challenging curriculum that ensures that when they enter the examination site in May, they will be comfortable and confident that they are well-prepared. They must have thoroughly mastered the content and understand the ways in which themes are woven through history. Beyond this, students need training in the specific skills of critical thinking, analytical writing, and document analysis that are demanded by the exam.

Frequently Asked Questions

How is the exam structured?

The AP U.S. History Examination is three hours and five minutes long. Following a 55-minute, 80-item multiple-choice section, students are given a packet that contains five essay questions. The first is the required document-based question; the remaining four questions are divided into two pairs. Students must respond to one essay question from the first pair (labeled #2 and #3) and one from the second (labeled #4 and #5). Prior to writing any of these essays, students are given a mandatory 15-minute planning period. They are advised to spend most of this time planning their response to the DBQ; however, students are also free to select and plan their other essays.

Following the 15-minute planning time, students are given a packet of lined paper and are told to begin writing their responses to the DBQ and the two free-response questions they have selected. They are given 115 minutes in which to write all three of these essays. It is suggested that students use 45 minutes to write the DBQ and 35 minutes each (5 minutes to plan and 30 minutes to write) for the two free-response questions. Remind your students that this 115-minute block of time is not broken up for them; they must allot their time carefully so that they are certain to complete all three responses.

Both the multiple-choice and essay questions cover the period from the first European contact to the present, but by far the largest number of questions relate to the nineteenth and twentieth centuries. In the multiple-choice section, the questions are distributed approximately as follows:

Through 1789	20 percent
1790 through 1914	45 percent
1915 to the present	35 percent

In terms of content, the multiple-choice section is, in general, broken down this way:

Political institutions, behavior, and public policy	35 percent
Social change, and cultural and intellectual developments	40 percent
Diplomacy and international relations	15 percent
Economic developments	10 percent

Students may encounter a few questions on events since 1980 in the multiple-choice section, but this time period is never the exclusive focus of the DBQ or the other essay questions.

The multiple-choice questions are intended to assess students' overall grounding in the subject as well as specific, factual knowledge. The essay questions are designed so that students have the opportunity to exhibit their interpretive skills and their ability to develop insightful analysis.

Who should take the exam?

"Equity" and "access" are two guiding principles of the College Board and the Advanced Placement Program. Just as all students deserve an opportunity to participate in rigorous programs, all students who take an AP course have the right, and should be urged, to take the exam. You should encourage all students, not only those whom you feel will be successful on the exam, to take it. When your entire class is committed to this enterprise, all of you are working toward a common goal. Work to establish this goal in the minds of your students from the first day of class.

How is the exam scored?

Every June, more than 800 college and high school U.S. history teachers meet at one site to score more than 800,000 essays. Those Readers are specifically trained to maintain consistency in scoring, thereby assuring that the assessments students receive reflect the knowledge that they have incorporated and the analytical skills that they have mastered in U.S. history.

The DBQ and the two free-response questions are scored on a 0–9 scale and are evaluated on the basis of thesis, argument, and supporting evidence (including documents in the case of the DBQ). The multiple-choice section accounts for 50 percent of the student's grade on the exam and the essays for the other 50 percent. Of the essay component of the final score, the DBQ has a weight of 45 percent and the other two essays 27.5 percent each. For additional information on the exam scoring and to view scoring guidelines from past exams, visit the AP U.S. History Exam Page on AP Central.

The Readers' scores on the essay and problem-solving questions are combined with the results of the computer-scored multiple-choice questions, and the total raw scores are converted to a composite score on AP's 5-point scale.

AP GRADE	QUALIFICATION
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

What credit do colleges give to students who take the AP U.S. History Exam?

The decision about whether to grant college credit or placement in upper-level courses, or both, is made by each college and university. Students should check the Web sites of the colleges in which they are interested to find more information. The College Board's Web site also contains a database of information about institution and department policies regarding credit for AP Exams; see http://www.collegeboard.com/ap/creditpolicy/.

Students who earn a grade of less than a 3 on the exam most likely will not earn college credit, but evidence shows that these students are likely to perform well in U.S. history college survey courses. College credit aside, the experiences of taking the course and the exam prepare students very well for the rigor of college courses.

Strategies for Success

The following is a list of strategies and ideas to keep in mind as you prepare your students for the AP U.S. History Exam.

- Cover the material. Teach a comprehensive survey course in U.S. history that minimizes gaps in coverage. Develop a schedule at the start of the year and stick with it. Emphasize the dynamic nature of history and encourage understanding and synthesis, rather than memorization, of factual information.
- Emphasize the themes within each unit. Use these themes to connect each unit to those that came before and those that will follow. The AP U.S. History Exam requires conceptual understanding of the broad themes of U.S. history; students must see connections between seemingly disparate bits of factual information. Therefore, your course should present factual information within a conceptual framework. Students should come to the exam having developed analytical skills: the ability to discern multiple causes and effects; recognition of and the ability to confront ambiguity and conflicting information; and understanding of the importance of context and point of view.
- Familiarize yourself with the exam. (After you gain more experience, the best way to do this is to attend the June AP U.S. History Reading.) Your unit tests should mimic AP Exams. Find a number of sources of multiple-choice questions, including previous AP Exams, AP review books, and test manuals that come with your text, and use your own ingenuity. Be careful that the questions you select and those you write yourself "look" like the questions on the exam. Use questions that are at least as difficult as those on the exam. These should be sophisticated questions that demand analysis and not just recall of facts—multiple-choice questions should emphasize change over time, cause-and-effect relationships, and broad conceptual trends rather than simple definitions or rote learning. Questions must have four distracters and one correct answer. Never use "all (or none) of the above" as an option. You might find that test questions that come with your text are too simplistic. If that is the case, rework the questions and the possible answers, making them more challenging.
- The free-response section of the exam represents 50 percent of the exam grade. Give your students frequent practice writing essays, including timed essays. Model your essay questions, both those given for homework and those on your exams, on previous AP Exam questions. Students need experience crafting analytical essays that require them to take a position and defend it using specific factual information. Your essay questions should emphasize the themes of the course and force your students to examine change over time. Your emphasis should be on more comprehensive "big picture" questions rather than narrow themes that merely encourage descriptive narratives. Have an essay question on every unit exam during the year. Many teachers find that utilizing a rubric similar to published scoring guidelines used at the AP U.S. History Reading (available at

apcentral.collegeboard.com/examquestions) makes their scoring process more objective and helps improve student writing. It also gives students an idea of how the AP Exam will be scored.

- Give students experience in analyzing primary-source documents. The DBQ constitutes 22.5 percent of the overall exam grade and requires students to interpret primary-source documents and other evidence relative to a specific question. Working with documents during the year helps students develop facility in relating the content of a document to the question at hand. Students must be able to do more than simply tell what is in a primary source: they must be able to utilize its main idea to support a thesis statement that argues a particular interpretation of history. (See Writing Responses to a Document-Based Question in chapter 2 for a nuanced discussion of how to approach this task.)
- Give students experience writing responses to timed document-based questions. The AP U.S. History Exam requires them to analyze between 8 and 10 documents and gauge their relevance to a particular question. They are given a 15-minute reading period and then, in 45 minutes, must craft an essay using both documents and outside information. Students need to learn how to quickly but accurately extract the necessary information and inferences from primary sources, summon outside knowledge of the period, categorize information into an organized plan, and write an essay—all within a limited time. The more opportunities students have to practice these skills, the more comfortable they will feel during the actual exam.
- Train students to deal with conflicting interpretations of history. The free-response section of the exam essentially asks students to present and defend a particular interpretation. They must feel confident that there is more than one defensible position. During the year, as students encounter professional historians' varied interpretations of events, they will increase their ability to view factual information from different perspectives.
- Improve your students' reading comprehension. Hold them accountable for mastering the information they are asked to read. Simply "looking at all of the words" does not constitute the level of understanding necessary for success at the AP level. Help students recognize the structure of the textbook they are reading, where the critical points the author is trying to make are likely to be found, and the relative importance of specific factual information.
- Content knowledge is the most critical thing that students can bring to the table for the AP Exam. Of course, strong writing and analytical skills are also necessary for success. The more experience students have in working with a challenging curriculum and developing sophisticated assessment tools during the course of the year, the greater their comfort level will be when they take the exam.
- Essay questions asked on the exam generally include a date or reference to a period—Reconstruction, for example. As you teach, regularly refer to and review chronology. You might consider putting a time line around your room that you add to with each unit.
- Some teachers like to include a few multiple-choice questions from previous exams on each test. This practice encourages students to review material on which they have already been tested throughout the year.

Stay Updated on the Latest AP Exam Information

AP Central is an excellent resource for finding up-to-date information on the AP U.S. History Exam. You can find an overview of exam content and access multiple-choice, DBQ, and free-response questions from past exams. Direct your class to the College Board Web site, designed specifically for AP students (http://www.collegeboard.com/student). The Web site offers helpful reading and writing study skills that can guide students in their exam preparation outside the classroom. Take advantage of these comprehensive, easily accessible resources!

—Matt Cone, Plano Senior High School,
Plano, Texas

Reviewing for the Exam

Because the AP U.S. History curriculum is demanding and comprehensive, many teachers find it necessary to provide students with either in-class or out-of-class review sessions just prior to the exam. If your course is taught over an entire school year, plan to complete content lessons in late April. Allow at least a week—better yet, two—for review.

Offer Multiple Exam Preparation Strategies

Students respond differently to various teaching strategies, so it is important to offer a variety of exam preparation options. The AP U.S. History Electronic Discussion Group (EDG) is a great way for AP teachers across the country to share ideas, give feedback, and obtain creative tips on preparing students for the exam. It will not be long before you will feel comfortable giving others advice and sharing strategies that you find effective. Encourage student feedback. Ask your students which exam preparation activities they believe helped them most.

—Heather Deusenbery, Wayland-Cohocton Central School, Wayland, New York

Some districts that teach AP U.S. History on a fall semester block schedule build an AP review session into the spring semester schedule. There are a number of different approaches to review sessions, from teacher-directed to collaborative learning. Regardless of the method, students will benefit by focusing on several key elements:

- Review the themes, and identify broad trends or changes over time and the specific factual information that supports them.
- Review critical specific factual information and terminology.
- Review the specific strategies and skills necessary for success on the multiple-choice, DBQ, and free-response questions.
- Review published sample essays to allow students to recognize what a good essay looks like.
- Review the chronology or "flow" of U.S. history.
- Review the structure and format of the exam.
- Conduct a mock exam.

Ideally, when students open their exam booklets and begin to work, they will find that there are no surprises and that the level of difficulty is no greater than what they have faced all year. Providing students with a sense of confidence in their knowledge and skills reduces apprehension, better ensures success, and makes the exam much less stressful.

Expect the Best from Students

Consistently hold your students to high standards. Be tough. They may not like it, but the AP Exam is not a popularity contest. If the students learn the material and the writing and thinking skills, then strong exam scores are a natural result. When students go on to college, the rigorous academic training they received in your class will be a great asset to them.

—Tony Miller, The Bolles School, Jacksonville, Florida

AP Exam Reports

AP Grade Reports

AP grades are reported to students, their schools, and their designated colleges in July. Each school automatically receives an AP Grade Report for each student, a cumulative roster of all students, rosters of all students by exam, an AP Scholar roster for any qualifying students, and a *AP Instructional Planning Report.* (Note: Data for students testing late with an alternate form of the exam are not included in this report.) For a fee, schools may also request their students' free-response booklets.

Using the AP Instructional Planning Report

Schools receive the *AP Instructional Planning Report* for each of their AP classes in September. The report compares your students' performance on specific topics in the AP Exam to the performance of students worldwide on those same topics, helping you target areas for increased attention and focus in the curriculum. To get the most out of the report, please read the interpretive information on the document. It explains how the data, when used correctly, can provide valuable information for instructional and curricular assessment as well as for planning and development. Contact your school's AP Coordinator for this report.

Chapter 5
Resources for Teachers

How to Address Limited Resources

Many schools with limited resources have quality AP U.S. History programs. The main ingredients necessary for success are the dedication and commitment of students and teachers to academic challenge and growth. Beyond that, a quality college-level textbook, access to primary-source documents, and some examples of AP Exam questions provide the fundamental tools for the course. For some systems—those with inadequate budgets, minimal classroom materials, low enrollments, or geographical isolation—attaining even these basic resources requires some creative techniques. The following are some suggestions you can follow:

- Find public and private schools in your region that discard AP textbooks or other materials after new adoptions to see if they will donate them to your school.
- Work with business partners to supplement school resources; a good partner might help subsidize textbooks, supplementary materials, or AP Exam fees.
- Take advantage of AP Exam fee reductions offered by the College Board based on demographics or personal need.
- Contact your College Board Regional Office for suggestions on how to network with successful AP teachers and programs in your area. Many teachers and College Board consultants are willing to exchange ideas and pass along instructional materials.
- Contact your state department of public instruction to determine what assistance is available. Most states have funds specifically earmarked for their schools' AP programs.
- Utilize AP Central for downloadable examples of multiple-choice questions, free-response questions, DBQs, and other resources.
- Join an electronic discussion group, and network with other instructors. Teacher resources are frequently discussed on the AP U.S. History EDG, and there you will also find participants who are happy to share ideas and materials.
- Take advantage of grant opportunities. Many charitable organizations will assist school systems with limited resources that are attempting to enhance academic rigor among traditionally disadvantaged populations.
- Contact your College Board Regional Office regarding scholarships or grants to AP summer institutes. Often these opportunities are based on the demographics of your school system. Summer institutes provide a wealth of resources and networking opportunities.

The primary component in any successful AP U.S. History program is mastery of the content and the attainment of higher-level critical thinking skills necessary to demonstrate understanding of the "flow" of history. While it may be nice to have a vast quantity of ancillary material, a no-frills approach can be just as successful. In the end, the dedication and commitment of students and teachers is what matters most.

Resources

Survey Textbooks

Beginning teachers often agonize over the selection of a textbook or grumble about the one that they have inherited from their school districts. There are multitudes of AP-level textbooks that, in the hands of an enthusiastic teacher, are perfectly adequate. Textbooks tend to fall into one of two categories: they either favor a political, economic, or diplomatic perspective, or they have a greater social history orientation. Through supplemental readings and class discussions, you can cover material or address interpretations that your textbook does not.

Often, teachers select a textbook that plays to their strength in that it projects an interpretation of history similar to their own. You might want to consider purposely picking a textbook that presents an alternative position to your own, thus exposing students to varied interpretations. It is also important to be aware that textbooks sometimes employ different historical terminology to refer to the same concept or event. Students are better equipped to understand questions and fashion sophisticated responses when they are aware that multiple terms may refer to the same historic occurrence or theory.

The greater the familiarity that teachers have with a variety of textbooks, the better they are able to broaden their students' perspective. Most publishers have Web site components that allow you to order examination copies. The list that follows, while not meant to be all inclusive, is a sampling of many of the AP U.S. History textbooks now in use. The College Board endorses no specific text.

The list of textbooks that follows includes texts that the U.S. History Development Committee has found to meet the requirements of the college-level survey course. A fully up-to-date version of this list can be found on AP Central along with other Course Audit information related to AP U.S. History.

American Social History Project. *Who Built America? Working People and the Nation's Economy, Politics, Culture, and Society.* Boston: Bedford/St. Martin's, 2000.

Ayers, Edward L., et al. *American Passages: A History of the United States.* 2nd ed. Belmont, Calif.: Thomson Wadsworth, 2004.

Bailyn, Bernard, et al. *The Great Republic: A History of the American People.* 4th ed. Boston: Houghton Mifflin, 1992.

Berkin, Carol, et al. *Making America: A History of the United States*. 4th ed. Boston: Houghton Mifflin, 2006.

Boyer, Paul S., et al. *The Enduring Vision: A History of the American People.* 5th ed. Boston: Houghton Mifflin, 2004.

Brinkley, Alan. *American History: A Survey.* 11th ed. Boston: McGraw-Hill, 2003.

Burner, David, Virginia Bernhard, and Stanley I. Kutler. *Firsthand America: A History of the United States.* 2 vols. 7th ed. Naugatuck, Conn.: Brandywine Press, 2002.

Carnes, Mark C., and John A. Garraty. *The American Nation: A History of the United States.* 2 vols. 12th ed. New York: Pearson Longman, 2006.

Davidson, James West. *Nation of Nations: A Narrative History of the American Republic.* 5th ed. New York: McGraw-Hill, 2004.

Deloria, Philip J., et al. *This Land: A History of the United States.* Naugatuck, Conn.: Brandywine Press, 2003.

Divine, Robert A., et al. *America Past and Present.* 7th ed. New York: Pearson Longman, 2005.

Faragher, John Mack, et al. *Out of Many: A History of the American People.* 5th ed. Upper Saddle River, N.J.: Pearson Prentice Hall, 2006.

Foner, Eric. *Give Me Liberty! An American History.* New York: W. W. Norton, 2004.

Foner, Eric. *The Story of American Freedom.* New York: W. W. Norton, 1998.

Gillon, Steven M., and Cathy D. Matson. *The American Experiment: A History of the United States.* 2nd ed. Boston: Houghton Mifflin, 2006.

Henretta, James A., et al. *America's History.* 5th ed. Boston: Bedford/St. Martin's, 2004.

Jones, Jacqueline, et al. *Created Equal: A Social and Political History of the United States.* 2nd ed. New York: Pearson Longman, 2006.

Kennedy, David M., Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant: A History of the Republic.* 13th ed. Boston: Houghton Mifflin, 2006.

Maier, Pauline, Merritt Roe Smith, Alexander Keyssar, and Daniel Kevles. *Inventing America: A History of the United States.* New York: W. W. Norton, 2003.

Murrin, John M., et al. *Liberty, Equality, Power: A History of the American People.* 4th ed. Belmont, Calif.: Thomson Wadsworth, 2005.

Nash, Gary B., et al., gen. eds. *The American People: Creating a Nation and a Society.* 6th ed. New York: Pearson Longman, 2004.

Norton, Mary Beth, et al. *A People and a Nation: A History of the United States.* 7th ed. Boston: Houghton Mifflin, 2005.

Roark, James L., et al. *The American Promise: A History of the United States.* 3rd ed. Boston: Bedford/St. Martin's, 2004.

Tindall, George Brown, and David E. Shi. *America: A Narrative History.* 6th ed. New York: W. W. Norton, 2004.

Primary-Source Readers

Students need to establish the habit of reading and dissecting texts. Although a number of primary sources are available online, it is also helpful if each student has his or her own primary-source reader. However, given that school districts often have limited resources, this might not be possible. If no primary-source

reader is available, you should regularly introduce your students to such materials via other means (see the Online Resources section, below).

America: Classics That Help Define the Nation. New York: Modern Library/Random House, 1999.

Dudley, William, ed. *Opposing Viewpoints in American History.* San Diego: Greenhaven Press, 1996.

Hyser, Raymond M., and J. Chris Arndt, eds. *Voices of the American Past: Documents in U.S. History.* 3rd ed. Belmont, Calif.: Thomson Wadsworth, 2005.

Kennedy, David M., and Thomas A. Bailey, eds. *The American Spirit: United States History as Seen by Contemporaries.* 2 vols. Boston: Houghton Mifflin, 2006.

Marcus, Robert D., David Burner, and Anthony Marcus, eds. *America Firsthand.* 6th ed. Boston: Bedford/St. Martin's, 2004.

Rae, Noel, ed. *Witnessing America: The Library of Congress Book of Firsthand Accounts of Life in America, 1600–1900.* New York: Stonesong Press, 1996.

Ravitch, Diane, ed. *The American Reader: Words That Moved a Nation.* Rev. 2nd ed. New York: Perennial, 2000.

Shi, David E., and Holly A. Mayer, eds. *For the Record: A Documentary History of America.* New York: 2nd ed. W. W. Norton, 2004.

Unger, Irwin, and Robert R. Tomes, eds. *American Issues: A Primary Source Reader in United States History.* 4th ed. Upper Saddle River, N.J.: Pearson Prentice Hall, 2005.

Secondary Sources

The following books either combine primary sources with secondary sources, such as commentaries or guidelines for teaching, or else they are purely secondary sources, such as collections of scholarly essays or articles from periodicals.

Binder, Frederick M., and David M. Reimers, eds. *The Way We Lived: Essays and Documents in American Social History.* 5th ed. Boston: Houghton Mifflin, 2004.

The Center for Learning. *Advanced Placement U.S. History.* Edited by Roberta J. Leach and Augustine Caligure. 2 vols. Villa Maria, Pa.: The Center for Learning, 1997.

Davidson, James West, and Mark Hamilton Lytle. *After the Fact: The Art of Historical Detection.* 5th ed. Boston: McGraw-Hill, 2004.

Davis, Natalie Zemon, Ernest R. May, and David W. Blight, advisory eds. The Bedford Series in History and Culture. Boston: Bedford/St. Martin's.

Garraty, John A., ed. *Historical Viewpoints: Notable Articles from "American Heritage."* 9th ed. New York: Pearson Longman, 2003.

Graebner, William, and Leonard Richards, eds. *The American Record: Images of the Nation's Past.* 5th ed. Boston: McGraw-Hill, 2006.

Hartshorne, Thomas L., Robert A. Wheeler, John H. Cary, and Julius Weinberg, eds. *The Social Fabric.* 10th ed. New York: Pearson Longman, 2006.

Maddox, Robert James, ed. Annual Editions: American History series. Guilford, Conn.: McGraw Hill/ Dushkin.

Oates, Stephen B., and Charles J. Errico, eds. *Portrait of America.* 8th ed. Boston: Houghton Mifflin, 2003.

Paterson, Thomas G., gen. ed. Major Problems in American History series. Boston: Houghton Mifflin.

Smith, James L., ed. *Ideas That Shape a Nation: A Survey of Historical Ideas Important to the Development of the United States.* 2nd rev. ed. Las Cruces, N. Mex.: Suncrest Publications, 2000.

Wheeler, William Bruce, and Susan D. Becker, eds. *Discovering the American Past: A Look at the Evidence.* 5th ed. Boston: Houghton Mifflin, 2002.

Wilson, John R. M., ed. *Forging the American Character: Readings in United States History.* 4th ed. Upper Saddle River, N.J.: Pearson Prentice Hall, 2003.

Online Resources

Increasingly, AP teachers are relying on online resources for primary-source documents and interpretive commentaries. The following Web sites have been suggested as useful by experienced AP teachers.

AP Central
apcentral.collegeboard.com/ushist
The AP U.S. History Course Home Page features articles by AP teachers and college instructors, updates on AP conferences and other events, essay questions from recent exams, and a catalog of reviews of teaching resources, written by veteran AP U.S. History teachers and college instructors. Registration is easy (and free) and will open the door to a rich array of materials. Further information about this site appears below, in the Professional Development section.

U.S. National Archives and Records Administration
http://archives.gov
The U.S. National Archives and Records Administration Web site has an unbelievable amount of primary-source materials. In addition, it includes links to presidential libraries and features a "Digital Classroom" page with numerous worksheets and suggestions on how to analyze and evaluate various types of documents.

King County Snapshots
http://content.lib.washington.edu/imls/kcsnapshots/index.html
This collaborative site has 12,000 photographs of King County, Washington, which includes Seattle. This is an excellent site for demonstrating the historical development of a city.

American Memory Collection
http://memory.loc.gov/ammem
The American Memory collection at the Library of Congress's Web site contains a wide range of primary sources, from documents to photographs and cartoons.

GEM (Gateway to Educational Materials℠)
www.thegateway.org
This site, sponsored by the U.S. Department of Education, includes thousands of history lesson plans and resources. GEM makes collections of materials that are already available on various federal, state, university, nonprofit, and commercial Internet sites easily accessible.

University of Groningen
http://odur.let.rug.nl/~usa/
This University of Groningen (The Netherlands) Web site has hypertext documents, essays, links, biographies, and outlines of American history from colonial times to the present.

National Museum of American History
www.americanhistory.si.edu
The education Web site of the National Museum of American History at the Smithsonian Institution provides teachers with a variety of documents and lesson plans at many levels, including AP.

American Memory Initiative
www.americanmemory.org
The American Memory Initiative site utilizes the Library of Congress American Memory collection for class projects. All teachers can access class project activities. Hands-on learning workshops are available for in-service Illinois teachers.

U.S. History for AP Students
www.apstudent.com
U.S. History for AP Students is a student-created Web site that contains information about the exam, outlines, note cards of information, presidential administration facts, selected documents for each time period, links, and an online bulletin board.

American Social History Project
www.ashp.cuny.edu
The American Social History Project has produced two CD-ROMs, *Who Built America?* on the social history of the United States since 1876.

Digital History
www.digitalhistory.uh.edu
The Digital History site accesses documents, multimedia, lesson plans for teachers, and much more.

HarpWeek
www.harpweek.com
HarpWeek, the free *Harper's Weekly* site contains excellent political cartoons from various contemporary magazines with detailed explanations for every presidential election from 1860 to 1912. It also has separate pages about the creation of the Thirteenth, Fourteenth, and Fifteenth Amendments and another for the impeachment of Andrew Johnson.

Historyteacher.net
www.historyteacher.net
This model AP teacher's Web site for AP U.S. and European History courses has a wide assortment of links, practice multiple-choice questions, and teacher- and student-created document-based questions.

American History Class Page
www.socialstudieshelp.com/American_History_Class_Pag.htm
The American History Class Page site was designed for the New York Regents exam in American history. It has documents and some links.

The Avalon Project
www.yale.edu/lawweb/avalon/avalon.htm
The Avalon Project at Yale Law School Web site contains the full text of documents in law, history, and diplomacy (treaties, trade agreements, conference and convention papers, narratives, speeches, etc.) from 1700 to the present.

Professional Organizations and Journals

The following national organizations are important resources for U.S. history educators:

American Historical Association
400 A Street, S.E.
Washington, DC 20003-3889
202 544-2422; fax 202 544-8307
www.theaha.org

National Council for History Education
26915 Westwood Road, Suite B-2
Westlake, OH 44145
440 835-1776; fax 440 835-1295
www.history.org/nche

National Council for the Social Studies
8555 Sixteenth Street, Suite 500
Silver Spring, MD 20910
301 588-1800; fax 301 588-2049
www.ncss.org

Organization of American Historians
112 N. Bryan Ave.
PO Box 5457
Bloomington, IN 47408-5457
812 855-7311; fax 812 855-0696
www.oah.org
The OAH Web site also contains many useful links—to teaching and research sources, publications, state historical societies, and more.

You can also benefit from a regular review of the following professional journals:

American Historical Review
American Quarterly
History Now (an online journal at www.historynow.org)
History Teacher
Journal of American History
OAH Magazine of History
Social Education

Professional Development

In the following section, the College Board outlines its professional development opportunities in support of AP educators.

The teachers, administrators, and AP Coordinators involved in the AP Program compose a dedicated, engaged, vibrant community of educational professionals. Welcome!

We invite you to become an active participant in the community. The College Board offers a variety of professional development opportunities designed to educate, support, and invigorate both new and experienced AP teachers and educational professionals. These year-round offerings range from half-day workshops to intensive weeklong summer institutes, from the AP Annual Conference to AP Central, and from participation in an AP Reading to Development Committee membership.

Workshops and Summer Institutes

At the heart of the College Board's professional development offerings are workshops and summer institutes. Participating in an AP workshop is generally one of the first steps to becoming a successful AP teacher. Workshops range in length from half-day to weeklong events and are focused on all 37 AP courses and a range of supplemental topics. Workshop consultants are innovative, successful, and experienced AP teachers; teachers trained in developmental skills and strategies; college faculty members; and other qualified educational professionals who have been trained and endorsed by the College Board. For new and experienced teachers, these course-specific training opportunities encompass all aspects of AP course content, organization, evaluation, and methodology. For administrators, counselors, and AP Coordinators, workshops address critical issues faced in introducing, developing, supporting, and expanding AP programs in secondary schools. They also serve as a forum for exchanging ideas about AP.

While the AP Program does not have a set of formal requirements that teachers must satisfy prior to teaching an AP course, the College Board suggests that AP teachers have considerable experience and an advanced degree in the discipline before undertaking an AP course.

AP Summer Institutes provide teachers with in-depth training in AP courses and teaching strategies. Participants engage in at least 30 hours of training led by College Board-endorsed consultants and receive printed materials, including excerpts from AP Course Descriptions, AP Exam information, and other course-specific teaching resources. Many locations offer guest speakers, field trips, and other hands-on activities. Each institute is managed individually by staff at the sponsoring institution under the guidelines provided by the College Board.

Participants in College Board professional development workshops and summer institutes are eligible for continuing education units (CEUs). The College Board is authorized by the International Association for Continuing Education and Training (IACET) to offer CEUs. IACET is an internationally recognized organization that provides standards and authorization for continuing education and training.

Workshop and institute offerings for the AP U.S. History teacher (or potential teacher) range from introductory to topic-specific events and include offerings tailored to teachers in the middle and early high school years. To learn more about scheduled workshops and summer institutes near you, visit the Institutes & Workshops area on AP Central: apcentral.collegeboard.com/events.

Online Events

The College Board offers a wide variety of online events, which are presented by College Board-endorsed consultants and recognized subject-matter experts to participants via a Web-based, real-time interface. Online events range from one hour to several days and are interactive, allowing for exchanges between the presenter and participants and between participants. Like face-to-face workshops, online events vary in focus from introductory themes to specific topics, and many offer CEUs for participants. For a complete list of upcoming and archived online events, visit apcentral.collegeboard.com/onlineevents.

Archives of many past online events are also available for free or for a small fee. Archived events can be viewed on your computer at your convenience.

AP Central

AP Central is the College Board's online home for AP professionals. The site offers a wealth of resources, including Course Descriptions, sample syllabi, exam questions, a vast database of teaching resource reviews, lesson plans, course-specific feature articles, and much more. Bookmark the information on AP Central about AP U.S. History: apcentral.collegeboard.com/ushist.

AP Program information is also available on the site, including exam calendars, fee and fee reduction policies, student performance data, participation forms, research reports, college and university AP grade acceptance policies, and more.

AP professionals are encouraged to contribute to the resources on AP Central by submitting articles or lesson plans for publication and by adding comments to Teacher's Resources reviews.

Electronic Discussion Groups

The AP electronic discussion groups (EDGs) were created to provide a moderated forum for the exchange of ideas, insights, and practices among AP teachers, AP Coordinators, consultants, AP Exam Readers, administrators, and college faculty. EDGs are Web-based threaded discussion groups focused on specific AP courses or roles, giving participants the ability to post and respond to questions online to be viewed by other members of the EDG. To join an EDG, visit apcentral.collegeboard.com/community/edg.

AP Annual Conference

The AP Annual Conference (APAC) is a gathering of the AP community, including teachers, secondary school administrators, and college faculty. The APAC is the only national conference that focuses on providing complete strategies for middle and high school teachers and administrators involved in the AP Program. The 2007 conference will be held July 11 to 15 in Las Vegas, Nevada. Conference events include presentations by each course's Development Committee, course- and topic-specific sessions, guest speakers, and pre- and postconference workshops for new and experienced teachers. To learn more about this year's event, please visit www.collegeboard.com/apac.

AP professionals are encouraged to lead workshops and presentations at the conference. Proposals are due in the fall of each year prior to the event (visit AP Central for specific deadlines and requirements).

Professional Opportunities

College Board Consultants and Contributors

Experienced AP teachers and educational professionals share their techniques, best practices, materials, and expertise with other educators by serving as College Board consultants and contributors. They may lead workshops and summer institutes, sharing their proven techniques and best practices with new and experienced AP teachers, AP Coordinators, and administrators. They may also contribute to AP course and exam development (writing exam questions or serving on a Development Committee) or evaluate AP Exams at the annual AP Reading. Consultants and contributors may be teachers, postsecondary faculty, counselors, administrators, and retired educators. They receive an honorarium for their work and are reimbursed for expenses.

To learn more about becoming a workshop consultant, visit apcentral.collegeboard.com/consultant.

AP Exam Readers

High school and college faculty members from around the world gather in the United States each June to evaluate and score the free-response sections of the AP Exams at the annual AP Reading. AP Exam Readers are led by a Chief Reader, a college professor who has the responsibility of ensuring that students receive grades that accurately reflect college-level achievement. Readers describe the experience as providing unparalleled insight into the exam evaluation process and as an opportunity for intensive collegial exchange between high school and college faculty. (More than 8,500 Readers participated in the 2006 Reading.) High school Readers receive certificates awarding professional development hours and CEUs for their participation in the AP Reading. To apply to become an AP Reader, go to apcentral.collegeboard.com/readers.

Development Committee Members

The dedicated members of each course's Development Committee play a critical role in the preparation of the Course Description and exam. They represent a diverse spectrum of knowledge and points of view in their fields and, as a group, are the authority when it comes to making subject-matter decisions in the exam-construction process. The AP Development Committees represent a unique collaboration between high school and college educators.

AP Grants

The College Board offers a suite of competitive grants that provide financial and technical assistance to schools and teachers interested in expanding access to AP. The suite consists of three grant programs: College Board AP Fellows, College Board Pre-AP Fellows, and the AP Start-Up Grant, totaling over $600,000 in annual support for professional development and classroom resources. The programs provide stipends for teachers and schools that want to start an AP program or expand their current program. Schools and teachers that serve minority and/or low income students who have been traditionally underrepresented in AP courses are given preference. To learn more, visit apcentral.collegeboard.com/apgrants.

Our Commitment to Professional Development

The College Board is committed to supporting and educating AP teachers, AP Coordinators, and administrators. We encourage you to attend professional development events and workshops to expand

your knowledge of and familiarity with the AP course(s) you teach or that your school offers, and then to share that knowledge with other members of the AP community. In addition, we recommend that you join professional associations, attend meetings, and read journals to help support your involvement in the community of educational professionals in your discipline. By working with other educational professionals, you will strengthen that community and increase the variety of teaching resources you use.

Your work in the classroom and your contributions to professional development help the AP Program continue to grow, providing students worldwide with the opportunity to engage in college-level learning while still in high school.