

Sample Syllabus 2 Contents

Curricular Requirements	ii
Advanced Placement U.S. History	1
Unit I	2
Unit II	4
Unit III	5
Unit IV	6
Unit V	7
Unit VI	9
Unit VII	10
Unit VIII	11
Unit IX	12

Curricular Requirements

- CR1a The course includes a college-level U.S. history textbook.
- See page 2
- CR1b The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.
- See pages 3, 4, 5, 7, 8, 12
- CR1c The course includes secondary sources written by historians or scholars interpreting the past.
- See pages 2, 3, 4, 6
- CR2 Each of the course historical periods receives explicit attention.
- See pages 2, 4, 5, 6, 7, 9, 10, 11, 12
- CR3 The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.
- See pages 4, 5
- CR4 The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.
- See pages 4, 5, 7, 8, 9, 10, 11
- CR5 The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation
- See pages 4, 5, 6
- CR6 The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation
- See page 8
- CR7 The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. — Appropriate use of relevant historical evidence
- See page 3
- CR8 The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation
- See pages 3, 6
- CR9 The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of continuity and change over time
- See page 10
- CR10 The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization
- See pages 8, 11
- CR11 The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison
- See pages 4, 11



Curricular Requirements

- CR12 The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization
- See pages 3, 8
- CR13a The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past. — Synthesis
- See pages 7, 11
- CR13b The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. — Synthesis
- See page 11

Advanced Placement U.S. History

Advanced Placement U.S. History is a college-level survey course of U.S. history from the pre-Columbian period to the present.

Themes

While the course follows a narrative structure supported by the textbook and audiovisual materials, the following seven themes described in the AP U.S. History Course and Exam Description are woven throughout each unit of study:

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

Historical Thinking Skills

These skills reflect the tasks of professional historians. While learning to master these tasks, AP U.S. History students act as “apprentice historians.”

Chronological Reasoning

- Historical Causation
- Patterns of Continuity and Change Over Time
- Periodization

Comparison and Contextualization

- Comparison
- Contextualization

Crafting Historical Arguments from Historical Evidence

- Historical Argumentation
- Appropriate Use of Historical Evidence

Historical Interpretation and Synthesis

- Interpretation
- Synthesis

Readings

The main text, *Out of Many*, provides students with a basic overview of the evolving American experience. The text is supplemented by a diverse selection of primary and secondary sources. Using secondary works from *Portrait of America*, students will analyze essays by prominent historians. Throughout the year, students will be asked to write essays that are designed to develop skills in argumentation and the use of evidence and interpretation.

Textbooks

Faragher, John Mack, et al. *Out of Many: A History of the American People, Fifth AP Edition*. Upper Saddle River: Pearson/Prentice Hall, 2007. [CR1a]

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

Secondary Sources: [CR1c]

Ellis, Joseph. *American Creation*. New York: Vintage, 2008.

Oates, Stephan and Charles J. Errico, eds. *Portrait of America, Vols. 1 and 2*. New York: Houghton Mifflin, 2010.

Ward, Kyle. *History in the Making*. New York: The New Press, 2007.

Zinn, Howard. *A People's History of the United States*. New York: Harper Perennial Modern Classic, 2005.

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

Audio-Visual Aids:

A Biography of America, Annenberg Media: Produced by Oregon Public Broadcasting: <http://www.learner.org/biographyofamerica/>

Grading:

- Grades will be calculated by points.
- Student progress will be evaluated, on a unit basis, through seminars, homework, writing assignments, quizzes, and tests.
- Students will complete a Reading Guide for each chapter of the textbook.
- Students will analyze diverse primary and secondary sources.
- There will be formal writing assignments based on the essay formats required for the AP U.S. History Exam.
- Students will be required to do group and individual presentations.
- Homework will be posted on the board and on Edline each day.
- Students must have a 3-ring binder filled with loose leaf paper. All homework, handouts, and other course material must be kept in student binders.

Summer Reading Seminar:

Held the first full day of class, this seminar provides a forum for the students to exchange their analysis of the issues of politics and power found in *American Creation* by Joseph Ellis. The summer reading assignment includes a five-page paper on the book in which students will demonstrate an understanding of his/her arguments and present their own opinions as to how the issues outlined in the book continue to be part of the American story.

Unit I**Period 1: 1491-1607 [CR2]**

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

Text Readings: *Out of Many*, Chapters 1, 2, 3, 4

Audio Visuals: *A Biography of America, Episode 1: New World Encounters*

Historical Scholarship Analysis:

David E. Stannard, “*The American Holocaust: Columbus and the Conquest of the New World*” from *Portrait of America, Vol. 1* Ed. Stephen B. Oates and Charles J. Errico. Students will analyze Stannard’s argument, evaluate his thesis, evidence, reasoning, and respond to these in an essay focusing on the demographic and economic changes among Native American populations as a result of European colonization. Students will participate in a seminar focusing on the article and the student responses. (WXT-1)(WXT-4)(POL-1)(WOR-1)(CUL-1) **[CR1c]** **[CR8]**

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

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

Student Activities:

- Students will map the Paleolithic Migration Routes from Asia to America. (PEO-1)(ENV-2)
- Students will complete a Society Comparison Chart analyzing similarities and differences between the Pueblo, Great Lakes, and Iroquois societies. The chart includes a section on the relationship between physical geography and societal development. (PEO-1)(ENV-2)
- Students will analyze the article “Inverting Bloom’s Taxonomy” by Sam Wineburg and Jack Schneider from *Education Weekly*. The guided analysis will direct students to relate the article to the AP Historical Thinking Skills and act as an introduction to SOAPSTone.
- After receiving primary source analysis instruction using SOAPSTone (Subject, Occasion, Author, Speaker, Tone), the students will analyze the following primary source: Christopher Columbus: Letter to Ferdinand and Isabella of Spain. (CUL-1) **[CR7]**
- Using a visual analysis chart, students will analyze the following primary source: Pictorial: Mesoamerican Maize Cultivation from the Florentine Codex. (CUL-1)
- Students will complete a Columbian Exchange Chart and participate in an Inner Outer Circle Seminar on the Columbian Exchange. The chart includes the exchange of plants, animals, diseases and human migrations with a special focus on small pox, corn, sugar, slaves, horses, and religion. (PEO-4)(POL-1)(ENV-1) **[CR12]**
- After reading the works of Bartolome de Las Casas, students using the analytical tool SOAPSTone will complete an Impact of the Individual Chart to analyze his goals and accomplishments. (PEO-4)(WXT-1)(POL-1)(CUL-4) **[CR1b]** **[CR7]**
- The students will complete a Documentary Analysis Chart for each episode of *A Biography of America*.

[CR7]—The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. — Appropriate use of historical evidence

[CR12]—The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization

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

Unit II

Period 2: 1607-1754 [CR2]

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

Text Readings: *Out of Many*, Chapter 5

Audio Visuals: *A Biography of America*, Episodes 2 and 3: *English Settlement and Growth and Empire*

Historical Scholarship Analysis:

Gary Nash, “Black People in a White People’s Country,” from *Portrait of America*. Students will analyze Nash’s argument, evaluate his thesis, evidence, and reasoning, and respond to these in an essay. Students will participate in a seminar focusing on the article and the student responses. [CR1c]

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

Student Activities:

- Students will analyze Spanish, French, and English empire building by completing an Empire Comparison Chart. During this process they will analyze a population and economic activity map of all three empires. (ID-1)(WXT-1)(PEO-1)(POL-1)(WOR-1)(ENV-2)(CUL-1) [CR1b] [CR11]
- Students will map the Triangular Trade. (ID-6)(WXT-1)(WXT-2)(PEO-1) [CR4]
- Students will use their Columbian Exchange Charts, Map of Triangular Trade, and Nash’s article on slavery as the basis of a seminar discussion on the validity of studying the American colonies as part of the Atlantic World. [CR3]
- Following AP Free Response Essay instruction, students will write an essay from the 2008 AP U.S. History exam:
 - *Early encounters between American Indians and European colonists led to a variety of relationships among different cultures.*
 - *Students will write an essay that examines how the actions taken by BOTH American Indians and European colonists shaped those relationships in TWO of the following regions. Confine your answer to the 1600s and be sure to develop your thesis.* (ID-4)(PEO-4)(POL-1) [CR5]
 1. New England
 2. Chesapeake
 3. Spanish Southwest
 4. New York and New France
- Students will compose a DBQ essay, including a thesis statement, on the culture and politics of the Puritans from the 2010 AP U.S. History exam. [CR5]
- Students will compare and contrast the Enlightenment and the Great Awakening by completing, and discussing, an Idea Comparison Chart. (ID-1)(WOR-2)(CUL-4)

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

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

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

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

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

Unit III

Period 3: 1754-1800 [CR2]

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

Text Readings: *Out of Many*, Chapters 6, 7, 8

Audio Visuals: *A Biography of America*, Episodes 4 and 5: *The Coming of Independence and A New System of Government*

Historical Scholarship Analysis:

H.W. Brands, “Miracle at Philadelphia” from *Portrait of America*. Students will analyze Brands’ argument, evaluate his thesis, evidence and reasoning, and respond to these in an essay. Students will participate in a seminar focusing on the article and the student responses.

Student Activities:

- Students will analyze Pontiac’s Rebellion by completing a Conflict Analysis Chart. (PEO-4)(POL-1) [CR4]
- Students will analyze primary sources from John Locke and Adam Smith to discover the influence of both authors in mainstream American political and economic values. (WXT-1)(WXT-2)(WXT-6)(WOR-2)(CUL-4) [CR3] [CR4]
- Students will define the term “Scots-Irish” and relate it to the overall concept of ethnic identity. (ID-4) [CR4]
- Students will evaluate H.W. Brands’ characterization of Benjamin Franklin as the “First American” by analyzing a selection from Brands’ biography of Benjamin Franklin. They will also evaluate Franklin as an embodiment of Enlightenment thought. (ID-1)(WXT-2)(WOR-2)(CUL-4)
- Students will write an essay with a thesis statement for the DBQ from the 2005 AP U.S. History Exam: “To what extent did the American Revolution fundamentally change American Society?” [CR5]
- Students will compose a set of six footnotes identifying Enlightenment ideas and diplomatic strategies in the Declaration of Independence. They will also summarize the assumption of thirteen independent States found in the document. (ID-1)(WOR-2)
- Students will compare and contrast the Articles of Confederation with the Constitution using a Comparison Chart.
- Using SOAPStone, students will analyze the following primary sources:
 - Image: Paul Revere’s version of the Boston Massacre [CR1b]
 - Image: John Trumbull: The Battle of Bunker Hill
 - Document: John Andres to William Barrell: Letter Regarding the Boston Tea Party [CR1b]
 - Document: The Declaration of Independence
 - Document: James Madison Defends the Constitution

- Document: George Alsop: The Importance of Tobacco

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

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

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

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

Unit IV

Period 4: 1800-1848 [CR2]

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

Text Readings: *Out of Many*, Chapters 9, 10, 11, 12, 13, 14

Audio Visuals: *A Biography of America*, Episodes 6, 7, 8, and 9: *Westward Expansion*, *The Rise of Capitalism*, *The Reform Impulse*, and *Slavery*

Historical Scholarship Analysis:

Ira Berlin, “I Will Be Heard: William Lloyd Garrison and the Struggle Against Slavery” from *Portrait of America*. Students will analyze Berlin’s argument and evaluate his thesis, evidence, and reasoning. Students will then write a FRQ with a thesis responding to Berlin’s analysis of the abolitionist movement focusing on the article and the student responses. [CR5]

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

John F. Marszalek, “Andrew Jackson: Flamboyant Hero of the Common Man” from *Portrait of America*. Students will analyze Marszalek’s argument, evaluate his thesis, evidence, and reasoning, and respond to these in an essay. Students will participate in a seminar focusing on the article and the student responses. [CR1c]

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

Student Activities:

- Students will map how different social groups were affected by the Louisiana Purchase before 1860 by using region, race, and class as their tools of analysis. (PEO-3)(WOR-5)(ENV-3)(ENV-4) [CR4] [CR8]
- Students will examine the presidency and ideology of Thomas Jefferson by completing a President Profile Chart. The students will also examine the goals and accomplishments of Alexander Hamilton by completing an Impact of the Individual Chart. These assignments are designed to help students understand the range of political ideas that led to formation of political parties in the early Republic. (ID-1)(WXT-2)(WXT-6)(POL-2)(POL-5)(CUL-4)

- Students do the 2005 AP U.S. History DBQ on Republican Motherhood and the Cult of Domesticity. (CUL-2) [CR13a]
- Students will interpret the evolving historiography of the Trail of Tears presented in *History in the Making*, by Kyle Ward. (PEO-4)(PEO-5)(CUL-5) [CR4]
- Students will analyze the goals and accomplishments of Frederick Douglass by completing an Impact of the Individual Chart. (POL-3)(CUL-5)
- Students will be divided into groups to do presentations on Temperance, Abolition, Women’s Suffrage, and Workers’ Rights. Each presentation will include a poster created in the style of the era and an analysis of primary sources related to the topic. (POL-3)(CUL-5)
- Students will research and write an epitaph for Richard Allen.
- Students will compose a poem reflecting the ideals and goals of the Seneca Falls Convention.
- Students will analyze the following quantitative charts:
 - Graph: American Export Trade: 1790-1815
 - Graph: Distribution of Slave Labor (1850)
 - Table: Wealth in Boston 1687-1848 [CR1b]
- Using SOAPStone, students will analyze the following primary sources:
 - Document: Memoirs of a Monticello Slave (1847)
 - Document: The Harbinger: The Female Workers of Lowell (WXT-5)

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

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

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

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

Unit V

Period 5: 1844-1877 [CR2]

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

Text Readings: *Out of Many*, Chapters 15, 16, 17

Audio Visuals: *A Biography of America*, Episodes 10, 11, and 12: *The Coming of the Civil War*, *The Civil War*, and *Reconstruction*.

Student Activities:

- The students will interpret the changing historiography of the start of the Mexican War presented in *History in the Making*, by Kyle Ward and Chapter 8 of Howard Zinn’s, *A People’s History of the United States*. They will also research the effect of the war on the lives of Spanish Americans. (ID-6)(PEO-3)(PEO-5)(WOR-5)(WOR-6)

(ENV-4) [CR4] [CR6]

- Using SOAPSTone, students will analyze the following documents and images:
 - Document: Across the Plains with Catherine Sager Pringle [CR1b]
 - Document: A White Southerner Speaks Out Against Slavery
 - Document: George Fitzhugh: The Blessings of Slavery
 - Document: Abraham Lincoln: A House Divided
 - Document: Mary Boykin Chesnut: A Confederate Lady's Diary
 - Image: A Poster advertising *Uncle Tom's Cabin*
 - Image: A handbill warning against slave catchers
- Students will analyze a map of the Election of 1860 and develop a thesis statement summarizing the significance of the election results. (ID-5)(PEO-5)(POL-3)(POL-5)(POL-6) [CR1b]
- The students will present the South's main arguments to justify secession. (ID-5)(PEO-5)(POL-3)(POL-5)(POL-6)(ENV-3)
- Students will research and then evaluate the thesis that the American Civil War was a total war impacting those on the home front, abroad, as well as those on the battlefield. Your essay must assess the impact of the war on all three areas by focusing on U.S. regional economies and U.S. and Confederate relations with Britain and France. [CR12]
- Students will analyze the presidency of Abraham Lincoln by completing a President Profile Chart.
- To gain insight into the world history perspective on U.S. history, students will analyze accounts of Commodore Perry's Expedition to Japan from two AP World History textbooks and compare the account with that in *Out of Many*. (WOR-3)

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

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

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

[CR12]—The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization

Unit V Concludes the First Semester

The First Semester Exam

Working in groups of three, students will review for the first semester exam by analyzing and evaluating models of periodization of U.S. history by comparing the model of periodization in the *AP U.S. History Curriculum Framework* with the periodization in the class textbook, *Out of Many*, and Howard Zinn's, *A People's History of the United States*. They will construct their own periodization based on their evaluations. [CR10]

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

The First Semester Exam is the DBQ from the 2005 AP U.S. History Exam. It is a formative assessment because it is scaffolded. Additional directions are provided, and the students may use notes. Students will be provided with some of the historical information given to the 2005 AP U.S. History Exam Readers.

Unit VI

Period 6: 1865-1898 [CR2]

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

Text Readings: *Out of Many*, Chapters 18, 19, 20

Howard Zinn's, *A People's History of the United States*

Audio Visuals: *A Biography of America, Episodes 13, 14, 15, 16, and 17: America at the Centennial, Industrial Supremacy, The New City, The West, and Capital and Labor*

Historical Scholarship Analysis:

Robert Utley, “Sitting Bull and the Sioux Resistance” from *Portrait of America*. Students will analyze Utley’s argument, evaluate his thesis, evidence and reasoning, and respond to these in an essay. Students will participate in a seminar focusing on the article and the student responses.

David Boroff, “A Little Milk, a Little Honey” from *Portrait of America*. Students will analyze Boroff’s argument, evaluate his thesis, evidence and reasoning, and respond to these in an essay. Students will participate in a seminar focusing on the article and student responses.

Student Activities:

- Students will compare and contrast the competing interests of labor and capital by completing a Competing Interests Chart. (WXT-5)(WXT-6)(WXT-7) [CR4]
- Students will evaluate the effectiveness of the Knights of Labor and the Grange in achieving their goals. (WXT-7)
- Students will analyze a map: major Indian battles and Indian reservations (1860-1900) and compose a thesis paragraph analyzing the effects of westward expansion on Native American peoples. (ID-6)
- Students will analyze Elizabeth Cady Stanton’s role in U.S. history by completing an Impact of the Individual Chart. (POL-3)
- Using SOAPStone, students will analyze the following primary sources:
 - Document: Horace Greeley: An Overland Journey (1860)
 - Document: Tragedy at Wounded Knee (1890)
 - Document: The Gilded Age (1880) (CUL-3)
 - Image: Puck Magazine: Cartoon of Standard Oil Monopoly
 - Students will analyze the following quantitative visual: Table: Hand vs. Machine Labor on the Farm (c.a. 1880)

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

Unit VII

Period 7: 1890-1945 [CR2]

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

Text Readings: *Out of Many*, Chapters 20, 21, 22, 23, 24, 25

Howard Zinn's, *A People's History of the United States*

Audio Visuals: *A Biography of America*, Episodes 18, 19, 20, 21, 22: *T.R. and Wilson*, *A Vital Progressivism*, *The Twenties*, *F.D.R. and the Depression*, and *World War II*.

Student Activities:

- Students will write an essay comparing and contrasting progressive era reform with the antebellum reform movements. (WXT-7)(WXT-8)(PEO-6)(CUL-6) [CR9]
- Students will take notes on the Russian Revolution and its significance for the 1920s and 1930s U.S. domestic and foreign policies.
- Students will analyze Theodore Roosevelt by completing a presidential profile chart (Roosevelt's role in the Spanish American War and the development of National Parks will be emphasized). (POL-6)(ENV-5) [CR4]
- Students will analyze the role of Father Charles Coughlin in national politics by completing an Impact of the Individual Chart. (WXT-6, 7)(POL-4)(CUL-5)
- Students, working in groups, will present the goals and accomplishments of New Deal programs. Students will interview two adults about the role of Social Security and FDIC then trace the history of these programs to the present and comment on how those programs reflect the nature of the U.S. semi-welfare state. (WXT-8)(CUL-6) [CR9]
- Students, working in groups, will make presentations on the impact of radio, motion pictures, and automobiles, as well as the increased availability of home appliances, on the changing role of women. (ID-7)(CUL-6)(CUL-7)
- Students will examine the American home front during World War II by analyzing "The War of Machines," a selection from David M. Kennedy's *Freedom from Fear*.
- Students will interpret the changing historiography of Japanese internment presented in *History in the Making*, by Kyle Ward. (POL-6)
- Using SOAPSTone, students will analyze the following primary sources:
 - Document: Lincoln Steffens: From "The Shame of the Cities" (1904)
 - Document: Newton B. Baker: The Treatment of German Americans
 - Document: Eugene Kennedy: A Doughboy Describes the Fighting Front
 - Document: Father Charles E. Coughlin: A Third Party (1936)
 - Document: Franklin D. Roosevelt: The Four Freedoms (1941)
- Students will analyze the following quantitative table:
 - The Great Migration: Black Population Growth in Selected North Cities (1910-20) (PEO-6)
- Using SOAPSTone, students will analyze the following primary sources:
 - Image: 1918 Liberty Loan poster: Halt the Hun
 - Image: Ford Automobile Advertisement
 - Image: Vacuum Cleaner Advertisement
 - Image: Recruiting Poster for the Civilian Conservation Corps

- Students will analyze the following map: Immigration to the United States 1901-20 (PEO-6)

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

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

Unit VIII

Period 8: 1945-1980 [CR2]

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

Text Readings: *Out of Many*, Chapters 26, 27, 28, 29

Howard Zinn's, *A People's History of the United States*

Audio Visuals: *A Biography of America*, Episodes 23 and 24: *The Fifties and The Sixties*.

Student Activities:

- Students will examine John Lewis Gaddis' interpretation of the origins of the Cold War by reading "The Return of Fear" a selection from *The Cold War, A New History*. They will answer the question, "Did the Cold War begin after the Russian revolution or WWII?" Justify your answer. (POL-6)(WOR-7)(CUL-5) [CR10]
- Students will interpret the message of, and evaluate the effectiveness of, "Duck and Cover" drills.
- Students, working in groups, do a presentation on one of the pioneers of 1950s Rock and Roll that will include two songs by the artist and historical analysis. (ID-7)(CUL-6)(CUL-7) [CR4]
- Students will compare and contrast the Korean and Vietnam Wars by completing a conflict comparison chart. (POL-6)(WOR-7)(CUL-6)
- Students will compare and contrast public criticism of the Vietnam War with criticism of the war efforts in World War I and World War II. Drawing on Young Americans for Freedom, SDS, folk music, and NY Times editorials, write an essay that argues which of the sources best represented U.S. values. (POL-6)(WOR-7)(CUL-6) [CR13a] [CR13b]
- Students will research and debate the following: "There was a fundamental contradiction between Lyndon Johnson's efforts to stop Communism abroad and renew America through the Great Society." (POL-6)(WOR-7)
- Students will write an essay comparing the Civil Rights movements of the 1950s and 60s with the Civil Rights movements of the Progressive Era, focusing on the southern, northern, and western regions of the U.S. (ID-8) [CR11]
- Students will analyze the Presidency of Richard Nixon by completing a President Profile Chart.
- Students will compose poems expressing the changes brought about by the energy crisis and inflation of the 1970s. (ENV-5)
- Students will analyze the following maps: Divided Europe, Southeast Asian War, Election of 1980.
- Using SOAPStone, students will analyze the following documents and images:
 - Harry S. Truman: The Truman Doctrine; John F. Kennedy's inaugural address (1961); and Donald Wheeldin, "The Situation in Watts Today " (1967)
 - Photograph of Nixon Bidding Farewell (1974)

- Comic Book Cover: This is Tomorrow
- Photograph: Aerial View of 1950s Track Housing
- Students will analyze the following graph: U.S. Military Forces in Vietnam and Casualties (1961-81)
- Students will write response papers to images of the paintings and prints made by Andy Warhol and Richard Diebenkorn and comment on how these works remain relevant to universal truths today—or not. **[CR1b]**

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

[CR4]—The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the *AP U.S. History Curriculum Framework*.

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

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

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

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

Unit IX

Period 9: 1980-present **[CR2]**

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

Text Readings: *Out of Many*, Chapters 30, 31

Audio Visuals: *A Biography of America*, Episodes 25 and 26: *Contemporary History*, and *The Redemptive Imagination*

Student Activities:

- Students will analyze the international and domestic effects of the Iranian Hostage Crisis by creating and completing an effects graphic organizer. (POL-6)(WOR-8)
- Working in groups, the students will research and do a class presentation showing at least two causes and two effects of the end of the Cold War. (WOR-8)(POL-6)
- Students will create an advertisement presenting the philosophy and objectives of Focus on the Family. (ID-7) (CUL-5)
- Students will analyze the Presidency of Ronald Reagan by completing a president profile chart.
- Students will complete a compare and contrast chart of 1980s conservative and New Deal philosophies on the role of government. (WXT-8)
- Students will summarize the arms reduction agreements initiated by Ronald Reagan and Mikhail Gorbachev. (POL-6)
- Students will complete a compare and contrast chart on Cold War and Post-911 national security policies.

(WOR-8)

- Using SOAPSTone, students will analyze the following document and evaluate the extent to which President Reagan met his goals: Ronald Reagan: First Inaugural Address (1981).
- Students working in pairs will research topics from 1980-present and formulate interview questions. These questions will be critiqued by the teacher and will be used as the basis for interviews with four adults. Each group will do a class presentation of its findings.
- Students will compare the domestic and foreign policies of the Clinton, Bush Jr., and Obama administrations in a FRQ essay.
- Students will examine different musical genres, from punk and rap to country western, and see how music from these genres comments on larger political and cultural trends.

AP Exam Review Period

The second semester concludes with a period of review for the Advanced Placement U.S. History Exam. Students will then take a practice exam.

Post AP Exam Period

Following the AP Exam, the course concludes with a historical film festival in which the students compare documentary and feature films about historical events. The response paper they write counts as their second semester final exam grade.