Advanced Placement United States History

Advanced Placement U.S. History is a college-level introductory course which examines the nations’ political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches are employed and a college level textbook is supplemented by primary and secondary sources.

Themes:
While the course follows a narrative structure supported by the textbook and supplemental materials, the following seven themes described in the AP U.S. History Course and Exam will be 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

Course Texts and Readings:
Primary text:


Various Articles, Primary Documents and Handouts
Each unit will contain the following activities:

**Primary Source Analysis:** (Bell ringers) The student will be assigned a primary document each day that they must read and analyze on the following criteria. HIP P (historical context, intended audience, purpose and point of view of author) They also will be recording the type of source, argument and tone. This will be done when they enter the classroom and the first 5 minutes of class. They will record their answers on a sheet given for the entire week (Monday-Friday) and must turn it in by Monday of the following week. Some of these documents will be discussed during class discussion and accessed on a quiz or exam.

**Reading:** Students will be given nightly reading assignments 4 or 5 times of week. These assignments will come for their primary text and other supplemental reading materials. They will be assessed with reading quizzes, completed pre discussion handouts, and through class participation during lecture discussions and activities.

**Small Group Seminars**- Students will participate in seminars, that are student led, discussing conflicting views using primary or secondary source documents.

**Lecture and discussion of topics:** Students will participate in discussions based on course topics.

**Assessments:**
Reading Quizzes on the primary text reading- These will be in the format of short answer or multiple choice.
Document analysis
Chapter exams- These will consist of multiple choice and/or extended responses
Oral assessments during class discussions, activities, and debates
Essays
DBQs
discussion and activity handouts

**UNIT I - Period One 1491-1607**

**Content:** Geography and Environment; Native American diversity; Spain in the Americas; conflict and exchange; English, French, and Dutch settlements; and the Atlantic economy

**Document Analysis (Bell ringers):** 1621 engraving of Spanish colonization (Foner p. 32); Theodor de Bry engraver of New World exploration (Foner p. 33)- Students will compare to opposing engravings of early Spanish colonization. (Art work) Both pieces of art will be evaluated on how it shows audience, purpose, point of view and historical context.

**Primary text reading (Give Me Liberty, Brief)**- chapter 1
supplemental readings: The Columbian Quincentenary: A Necessary Reassessment by Kirkpatrick Sale

Activities: class discussion on the readings; Six Degrees of Separation Activity (The students must connect the Vikings to Gutenberg’s printing press to Columbus to the 1st African Slaves to the Reformation to the Pueblo Revolt) They must then decide if it shows continuity or change and explain why.

Assessments: Chapter one reading quiz and chp 1 exam and Essay (Evaluate the extent to which colonists contributed to maintaining continuity as well as fostered change within native populations from first contact to 1750.)

UNIT II - Period Two 1607-1754

Content: Growing trade; unfree labor; political, economic and social differences across the colonies; conflict with Native Americans; immigration; early cities; role of women, education, religion and culture; and growing tensions with the British

Document Analysis (Bell ringers): Using HIPP the students will analyze a variety of documents. (one each day) They will be written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. Examples: Ship’s List of emigrants bound for New England(1635); Ships List of emigrants bound for Virginia(1635); Town Map of Colonial New England; Roger Williams, “A Plea for Religious Liberty,” 1644; Ben Franklin’s Join, or Die Cartoon( Pennsylvania Gazette, 1754); Every document will be evaluated on how it shows audience, purpose, point of view and historical context. These will be completed by the students at the beginning of class each day and used during class discussions and assessments. (Quantitative data- charts, images- cartoons, maps, and written documents)

Primary text reading (Give Me Liberty, Brief) - chapters 2, 3, and 4

supplemental readings: John Winthrop, John Cotton, and Nathaniel Niles: The Basic Principles of Puritan Political Thought by Michael J Rosano

Activities: Students will work in groups to complete a Venn Diagram on the New England, Mid Atlantic and Chesapeake colonies (comparing and contrasting the political, social and economic factors) as well as (Theme 2- WXT-4) analyze the reasons for the development of different labor systems in each of the 3 regions; class discussion on readings

Assessments: Reading quizzes of the primary text on chps 2, 3 and 4; Unit exam on 2-4; DBQ(compare and contrast the New England and Chesapeake colonies)

UNIT III - Period Three 1754-1800
**Content:** Colonial society before the war for independence; colonial rivalries; the Seven Years War; pirates and other democrats; role of women before, during, and after 1776; Articles and a Constitution; and early political rights and exclusions; Politics in the early republic; parties and votes; Presidencies of Washington; Adams; Jefferson and Madison; War of 1812

**Document Analysis (Bell ringers):** Using HIPP the students will analyze a variety of documents. (one each day) They will be written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. Examples: Map of America before 1754 compared to Map after 1763 (looking at what country claimed the land); Wood cut of Patriot woman, Marblehead, Ma, 1779 (New York Historical Society); Lord Dunmore’s Proclamation, Virginia, 1775; Negro Methodist Meeting in Philadelphia, 1790s. (Painting); a chart of the estimated market value of United States Exports to Great Britain and US Population from 1770 to 1792; Map of the western lands ceded by the states, 1781 to 1802 (John Blum, et.al, The National Experience, third edition; Thomas Jefferson letter to George Washington (1792). Every document will be evaluated on how it shows audience, purpose, point of view and historical context. These will be completed by the students at the beginning of class each day and used during class discussions and assessments. (Quantitative data- charts, maps, art work-carving and written documents)

**Primary text reading (Give Me Liberty, Brief) - chapters 5, 6, 7 and 8**

**supplemental readings:** Women and the American Revolution by Jan Lewis; A National Bank would be unconstitutional(1791) by Thomas Jefferson/ A National Bank would not be Unconstitutional(1791) by Alexander Hamilton (Opposing Viewpoints); Readings by Forrest Mcdonald/Gordon S. Wood;

**Activities:** The students will fill out chart of the the social, political, economical and geographical causes and effects of the American Revolution.; Students will read two different Historians(Forrest Mcdonald/Gordon S. Wood ) opinions on the radicalization of the American Revolution and participate in a class or small group debate on the different points of view of the authors; The articles come from The Radicalism of the American Revolution (New York: Alfred A. Knoph, 1992) **Theme 4(Pol-3)** Students will participate in a small group seminar debating Jefferson's/Hamilton's view on the National Bank; class discussion on the readings;

**Assessments:** Reading quizzes of the primary text on Chps 5, 6, 7 and 8; Unit exams on chapters 5-8; Essay- Explain how the French and Indian War impacted the relationship between Great Britain and the British colonies from 1754 to 1776; Periodization essay prompt- Evaluate the extent to which the ratification of the US Constitution(1787) was a political and economic turning point in the history of the United States.
UNIT IV - Period Four 1800-1848

Content: Jacksonian Democracy; reforms and social movements; culture and religion; market capitalism and slavery; growth of immigration and cities; women and Seneca Falls;

Document Analysis (Bell ringers): Using HIPPO the students will analyze a variety of documents. (one each day) They will be written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. Examples: Alexander Anderson cartoon, 1808 (OGRABME); James Madison: Message to Congress vetoing an Internal Improvements Bill, March 1817; Andrew Jackson’s veto (Bank) message, 1832; Daniel Webster’s reply to Jackson’s veto message, 1832; Painting of trail of tears (Woolaroc Museum, Bartlesville, Oklahoma); Painting from Godey’s Lady Book (February 1852); Catherine Beecher, Suggestions Respecting Improvements in Education (1829); Graphs of Composition and Wage Rates of the Teaching Staff in Mass (Abstracts of Massachusetts School Returns(1835-1860); “Declaration of Sentiments and Resolutions”, Seneca Falls, New York (1848). Every document will be evaluated on how it shows audience, purpose, point of view and historical context. These will be completed by the students at the beginning of class each day and used during class discussions and assessments. (Quantitative data- graph, images- cartoons, maps, artwork- paintings and written documents)

Primary text reading (Give Me Liberty, Brief) - chapters 9, 10, 11, and 12

Supplemental readings: Indians Should be removed to the West by Andrew Jackson/Indians should Be allowed to Remain in Their Homeland by The Cherokee Nation (Opposing Viewpoints);

Activities: Students will complete chart on the Jacksonian Reform movements; Classroom discussions on readings;

Assessments: Reading quizzes of the primary text on chps 9, 10, 11 and 12; Unit exam on 9-12; Essays and/or Essay outlines- Evaluate the causes and consequences of religious and intellectual movements on American reform during the mid-nineteenth century;

UNIT V - Period Five 1844-1877

Content: Territorial expansion and Mexican War; Tensions over slavery; the impending crisis; the Civil War, rights of freedmen and women, Reconstruction and freedmen’s bureau; and the KKK. Focus on white supremacy before and after the Civil War.
Document Analysis (Bell ringers): Using HIPP the students will analyze a variety of documents. (one each day) They will be written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. Examples: South Carolina’s Declaration of Causes of Secession, 1860; the front cover of Harper’s Weekly, November 16, 1867, Ward, The First Vote; Cartoon by Nast in Harper’s Weekly, October 24, 1874. Every document will be evaluated on how it shows audience, purpose, point of view and historical context. These will be completed by the students at the beginning of class each day and used during class discussions and assessments. (images- cartoons, and written documents)

Primary text reading (Give Me Liberty, Brief)- chapters 13, 14 and 15

supplemental readings : Secession is Justified (South Carolina Declaration)/Secession is not Justified by Abraham Lincoln(Opposing Viewpoints); Constitutional Right Do not Extend to Blacks by Roger Taney/Constitutional Rights Do Extend to Black by Benjamin Robbins Curtis (Opposing Viewpoints)

Activities: Theme 5 (Wor-5) Students read the sources in a document based question on the Mexican- American War and engage in a classroom debate on President’s Polk’s motives for entering the war; Small Group Seminar on Dred Scott Decision; Classroom discussions on readings

Assessments: Reading quizzes of the primary text on chps 13, 14, and 15; Unit exams on 13-15; Essay- Evaluate the extent to which western expansion contributed to maintaining continuity as well as fostered change with regard to growing sectional tensions between the North and South in the United States from 1800 to 1850.

UNIT VI -Period Six 1865-1898
Content: The rights of freedmen and women; Reconstruction; the settling of the West; rise of labor, unions and the Populist Party; general themes of industrialization, urbanization, immigration, and imperialism; the Spanish American War, and conquests in the Pacific.

Document Analysis (Bell ringers): Using HIPP the students will analyze a variety of documents. (one each day) They will be written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. Examples: Table of Agricultural Prices , 1865- 1900; Speech by William Jennings Bryan(Cross of Gold); Painting of San Antonio Texas (1849) from the Witte Memorial Museum, San Antonio Tx; Table of Land Grants to Railroads ( US Government data- 1968); Cartoon by Joseph Keppler, "Bosses of the Senate, “ Puck(1889); Thomas Nast's cartoon, “ The World's Plunderers,” Harper's Weekly, 1885; Alfred T Mahan. The Interest of America in Sea Power. Every document will be evaluated on how it shows
audience, purpose, point of view and historical context. These will be completed by the students at the beginning of class each day and used during class discussions and assessments. (Quantitative data- table, images- cartoons, and written documents)

**Primary text reading (Give Me Liberty, Brief)**- chapters 16 and 17

**supplemental readings**: Andrew Carnegie’s Gospel of Wealth; The Wizard of OZ: Parable on Populism by Henry M. Littlefield; Mississippi Black Codes

**Activities**: Theme 6 (ENV-4) will work in groups analyzing documents on how geography affected the settling of the trans Mississippi West and the people who lived there. They will complete an organizer and write a thesis statement. Theme 7 (Cul -6)- Students will examine the writings and photographs of Jacob Riis, Lewis Hine, and other progressive era writers and create a mock expose of urban social conditions in the early 20th century; Students will engage in a classroom discussion that compares and contrasts American and European imperialism between 1880 and 1914 (CR12) Classroom discussions on readings

**Assessments**: Reading quizzes of the primary text on chps 16 and 17; Unit exams on 16 and 17; Essay- Evaluate the extent to which transportation developments sparked economic growth and contributed to maintaining continuity as well as fostering change in American Society from 1860 to 1900. Essay- Evaluate the extent to which turn of the century United States expansion marked a turning point in foreign policy in the United States.

**UNIT VII - Period Seven 1890-1945**

**Content**: Progressive movement; WWI; Formation of the Industrial Workers of the World and the AFL; industrialization and technology, mass production and mass consumerism, and radio and movies; Harlem Renaissance; Native American culture and boarding schools; political parties and the transition from classical liberalism to New Deal liberalism with the economic crisis of the 1930s; and WWII, demographic shifts, the role of women and nonwhites, and battles for economic rights.

**Document Analysis (Bell rings)**: Using HIPP the students will analyze a variety of documents. (one each day) They will be written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. Examples: The Supreme Court decision in Muller v. Oregon, 1908; Photograph of Clothing factory in New York, 1915; Poster from the Anti- Saloon League ( 1907); Maps of the US showing wet and dry counties between 1904 and 1917; Graph of School Enrollment by Race from 1860 to 1920; Booker T Washington’s “Atlanta Compromise Address” (1895); Woodrow Wilson Speech from September 5, 1919; John Maynard Keynes, Economics Consequence of Peace, 1920; Graphs of Immigrants from 1820 to 1957 ( US Bureau of Census); Cartoon from The Evening Star, April 26, 1934 (FDR); NBC
radio broadcast, John Lewis, December 13, 1936. Every document will be evaluated on how it shows audience, purpose, point of view and historical context. These will be completed by the students at the beginning of class each day and used during class discussions and assessments. (Quantitative data- graph, images- cartoons, maps, and written documents)

**Primary text reading (Give Me Liberty, Brief)**- chapters 18, 19, 20, 21 and 22


**Activities**: Classroom discussions on readings; The students will work in groups completing a Venn Diagram Comparing and Contrasting the programs and policies of the Progressive reformers with those of the New Deal reformers; Small group seminar on the New Nationalism vs New Freedom; Students will use the American Pageant textbook and Major Problems in American History, Vol II, to complete a graphic organizer that compares and contrasts the historical interpretations of David Kennedy and Burton Folsom on the effectiveness of Franklin Roosevelt’s New Deal policies.

**Assessments**: Reading quizzes of the primary text on chps 18, 19, 20, 21, and 22; Unit exams on 16 and 17; Essay- Evaluate the causes and consequences of Progressive Era reforms in the late nineteenth and early twentieth centuries, Evaluate the extent to which the 1920s were a turning point of cultural and economical change.

**UNIT VIII - Period Eight 1945-1980**

**Content**: The atomic age; the affluent society and suburbs; discrimination, and the African American Civil Rights movement; Vietnam and U.S. policies in Latin America and Africa; the Beats and the student, counterculture, anti war, women’s , chicano, American Indian, and gay and lesbian movements; summer riots and the occupation of Alcatraz, LBJ’s Great Society and the rise of the New Right; Ronald Reagan; and the Cold War and U.S. role in the world.

**Document Analysis (Bell ringers)**: Using HIPP the students will analyze a variety of documents. (one each day) They will be written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. Examples: Dwight D. Eisenhower, recollection of July 1945 meeting with Truman(1948); Agreements of the Yalta Conference (1945); Harry S Truman’s, radio address(August 1945); Martin Luther King Jr’s., *Letter from Birmingham jail*, 1963; Photograph from Birmingham Alabama in 1963; Chart of the % of African American’s voting in 1960 and 1968; Richard Nixon’s letter to Ho Chi Minh, July 15, 1969; cartoon by Herbert L. Block, October 24, 1973. Every document will be evaluated on how it shows audience, purpose, point of view and historical context. These will be completed by the students at the
Primary text reading (Give Me Liberty, Brief) - chapters 23, 24, 25, and 26

supplemental readings : Domestic Tranquility by Carolyn Graglia; “American Women in the Twentieth Century by Sarah M. Evans (Taking Sides)

Activities: Classroom debate on the readings of Graglia and Evans on the successes and/or failures of the Women's movement; Classroom discussions on readings

Assessments: Reading quizzes of the primary text on chps 23, 24, 25 and 26; Unit exams on 23 and 24 and 25 and 26; Essay- To what extent did the Civil Rights movement of the 1950s and 1960s constitute a turning point for African Americans; To what extent were the policies of containment successful in addressing the foreign policy concerns of the US from 1945 to 1980.

UNIT IX - Period Nine 1980- Present

Content: Summary of Reagan’s domestic and foreign policies; Bush Sr. and the end of the Cold War; Clinton as a New Democrat; technology and economic bubbles and recessions, race relations, and the role of women; changing demographics; and the war on drugs; 9/11 and the domestic and foreign policies that followed; and Obama: change or continuity?

Document Analysis (Bell ringers): Using HIPP the students will analyze a variety of documents. (one each day) They will be written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. Examples: Photograph of Kent State incident from Foner's Give Me Liberty p. 1090; Graph of average weekly wages, 1945-1900 from Foner's Give Me Liberty p. 1096; Doug Marlett's cartoon from Foner’s Give Me Liberty p. 1103; Jerry Falwell, Listen America(1980) from Foner’s Give Me Liberty p. 1109; Maps of Diversity, 2000 from Foner’s Give Me Liberty p. 1146; Cartoon from Boston Globe from Foner’s Give Me Liberty p. 1203. Every document will be evaluated on how it shows audience, purpose, point of view and historical context. These will be completed by the students at the beginning of class each day and used during class discussions and assessments. (Quantitative data- graph, images- cartoons, maps, photographs and written documents)

Primary text reading (Give Me Liberty, Brief)- chapters 26, 27 and 28

supplemental readings : America Must Reform Its Health Care System by Bill Clinton/ America’s Health Care System Does Not Need Governmental Reform by Fred Barnes (Opposing Viewpoints)
Activities: Students will do a Six Degrees of Separation activity from the Reagan Revolution to the Election of Barack Obama; **Theme II (Peo-7)**- Students use a graphic organizer to compare and contrast the causes goals of each of the act as described in excerpts from the 1924, 1965, and 1990 Immigration Acts. Classroom discussions on readings; Students will choose a topic from a provided list of issues facing America between 1980 to the present and present a project to the class explaining the issue and the impact it has on the lives of people in the United States as well as other parts of the world today.

Assessments: Reading quizzes of the primary text on chps 26, 27 and 28; Unit exams on 26, 27, and 18; project evaluations

**AP Review**

Activities: **Theme I (ID-1)**- In lecture, the teacher shows students works of poetry and painting made by American artists and asks students to evaluate each work for its expression of ideas of American National identity;