**AP US History Syllabus**

2018-2019

**Course Description:**

This class will examine the history and development of the United States through various historical themes and skills. This course will also help prepare students for the AP US History Exam through consistent practice of analysis, research, critical thinking, and combining these into coherent through arguments and writings. AP US History will progress chronologically, covering a time span from the mid-1400s through contemporary times.

**Course Objectives:**

1. Students will acquire fundamental and advanced knowledge of United States political, social, economic, and cultural history.

2. Students will regularly demonstrate an advanced knowledge of content, concepts, and themes, unique to United States history.

3. Students will develop historically accurate interpretations of the events that changed and shaped the United States.

4. Students will express their ideas, arguments, opinions, research, and analysis in written form and through presentations.

5. Students will regularly demonstrate advanced processing skills: analysis, synthesis, evaluation, critical thinking, historical inquiry, and data analysis.

**Instructor Information:**

Email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class Website \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The class website will be updated multiple times a week with current assignments and documents. It not only exists for students to keep up with class work, but also for parents to get involved with what students are doing in the classroom. This website also has a link to my personal email, which students and parents may use to contact me. \*\*Please note that this website may not always be accessible from the school due to technology restrictions. I have done my best to keep this website unblocked for students, but if you ever find it blocked please let me know.\*\*

**Required Text [**CR1a]

Kennedy, Cohen, and Bailey. *The American Pageant*. 14th ed./AP ed. Wadsworth Cengage Learning, 2010.

Binder and Reimers. *The Way We Lived: Essays and Documents in American Social History, Volume II: 1865-Present*. 7th ed. Wadsworth Cengage, Learning, 2013.

Kennedy and Bailey. *The American Spirit*. 13th ed. Cengage Learning, 2016.

**Primary Sources & Secondary Sources [**CR1b, CR1c, CR7] are listed with each period/unit overview and will be given to students separately. The sources listed do not represent a complete list of all primary and secondary sources that may accompany this course but may be interpreted as a guideline for the types of sources that students may encounter.

**Required Materials**

Three-ring binder OR portfolio folder with prongs, dividers, a notebook or loose-leaf paper, writing utensil(s)

**Optional Materials**

Highlighters, sticky notes, ruler, white-out

**Rules, Expectations, and Policies**

Classroom Rules and Expectations

* **NO FOOD:** This is not the lunchroom. Trash has become a problem, and since most of the trash is from food items, it will no longer be permitted. All food and drinks will be placed on the back counter at the beginning of class and remain there, undisturbed, until they can be retrieved at the end of the class.
* **NO ELECTRONICS:** These things are not permitted in the classroom, and it is school policy that they be off and away for the school day. They should NOT be seen in the classroom.
* **KNOW YOUR BASICS**: Come to class on time with all your supplies ready, food and electronics put away, actively participate with an open mind, and take notes. Speak and act respectfully. Let everyone speak, even if you disagree with what they are saying, and treat everyone how you wish to be treated.
* **KNOW YOUR BOUNDARIES:** Ask for help when you need it. You are only hurting yourself when you don’t!

Classroom Policies:

* Absences: You are expected to be in class every day. If you are absent for any reason, it is your responsibility to check for and make-up any missed work. This includes class notes and bell work.
* Binders: Binders are expected to be turned in at the end of each unit. Students should have a three ring binder (about 1 ½ ” should do) and tab dividers. Students are expected to keep everything from this class in their binders, and will receive a sheet at the end of each unit with what is expected to be in their binder for that unit.
* Classroom Tracker: One of the white boards in the classroom will be devoted to keeping track of how each class is doing. These figures will be displayed for all classes to see. Each class is expected to maintain AT LEAST 80% on all numbers all year.

Make-up Work Policy:

Students are encouraged to turn in work EARLY, especially if they know they will be absent. Students who are absent will receive ONE DAY to make up missed work; this will include in-class activities, homework, and quizzes/tests, but not projects/binders. Meaning if you are absent on Monday, come back on Tuesday, your missed work will be due on Wednesday. Beyond this timeline, students must wait until the designated make up day for that quarter.

There will be one day set aside each quarter for students to complete make up work. Students will have the entire class period to finish as much make up work as they can. Make up work will only be accepted on this day, and will only include homework assignments, bell work, and in-class assignments.

Homework, when assigned, will be collected at the beginning of class on the day it is due. However, students will have until 4pm on the due date to turn in an assignment. An assignment will be considered “late” if it is not turned in on the day it is due.

**AP Curriculum:**

This class will move at an advanced pace and require students to meet higher expectations as compared to other classes. This a part of the AP curriculum which is the focus of the class.

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| **Curricular Requirements for AP U.S. History as Specified by College Board**  |
| **Descriptor** | **Pages** |
| CR1a—The course includes a college-level U.S. history textbook. | 1, 4, 5, 6, 7, 9, 10, 12, 13, 14 |
| CR1b—The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. | 1, 3, 4, 5, 6, 8, 9, 10, 12, 13, 14, 15 |
| CR1c—The course includes secondary sources written by historians or scholars interpreting the past. | 1, 3, 4, 5, 6, 8, 9, 10, 12, 13, 14, 15 |
| CR2—Each of the course historical periods receives explicit attention. | 4, 5, 6, 7, 9, 10, 11, 12, 14, 15 |
| CR3—The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings | 3, 4, 14, 15 |
| 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 | 3, 4, 15 |
| CR5—The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation | 3, 4, 5, 6, 8, 10, 11, 12, 13,14, 15 |
| CR6—The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation | 3, 4, 5,6, 8, 9, 11, 12, 13, 14, 15 |
| 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 | 1, 3, 4, 5, 6, 8, 9, 10, 12, 13, 14, 15 |
| CR8—The course provides opportunities for students to examine relationships between causes and consequences of events or processes. —Historical causation | 4, 5, 6, 8, 9, 11, 12, 13, 14, 15 |
| 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 change and continuity over time | 3, 4, 15 |
| CR10—The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization | 4, 15 |
| CR11—The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison | 3, 4, 14, 15 |
| 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 | 3, 4, 14, 15 |
| 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. | 3, 4, 5, 6, 8, 9, 11, 12, 13, 14 |
| CR13b—The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. | 3, 4, 14, 15 |

**Unit/Period Overviews and Activities**

Activities, or Things We Will Do Each Unit

* Document Analysis: Students will be given excerpts from several primary and secondary sources to review and analyze in relation to an overarching question or statement. Document analysis will also include examining historical data, evaluating arguments, and comparing and connecting events. [CR1b, CR1c, CR5, CR6, CR7, CR11, CR12, CR13a]
* Perspective: Students will explore a given topic from a social, economic, political, or cultural perspective, and present their findings in writing. These writings will also include examining historical data, creating and evaluating arguments, connecting historical themes and trends, grouping events into periods, and interpreting, comparing, and connecting past events. [CR3, CR4, CR6, CR9, CR11, CR13b]
* Cause and Effect: Students will determine the causes and effects of given events or actions from the period and/or chapters in question. This will be a classroom activity rather than a more in-depth one, and will allow students to identify cause and effect, group events into time periods, compare historical events, and examine trends. [CR3, CR5, CR8, CR9, CR10, CR12, CR13b]
* Writing: Students will be given the opportunity to create an analytical thesis on a given topic and organize and write out their argument. The minimum response for a writing assignment is five paragraphs, and must include textual evidence from the documents read in class. These writings will also include examining historical data, evaluating arguments, and comparing and connecting events. [CR3, CR4, CR5, CR8, CR9, CR11, CR13b]
* DBQ: Each period will be assigned one or multiple document based questions in preparation for the AP Exam. These writings will also include examining historical data, evaluating arguments, and comparing and connecting events. [CR1b, CR1c, CR3, CR4, CR5, CR6, CR8, CR12, CR13a]

Period 1 1491-1607 [CR2]

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| --- | --- | --- |
| Unit 1: Founding the New Nation | Topics | * Native Americans
* European Exploration
* Nomadic to Settled Lifestyles
* Early Colonial Settlements
 |
| Textbook [CR1a] | Chapters 1-2 |
| Other Readings[CR1b, CR1c, CR7] | * Miguel Leon-Portilla, “Aztec Chroniclers Describe the Spanish Conquest of Mexico,” in *The American Spirit, 13th ed.*, ed. Kennedy and Bailey (Boston: Cengage, 2016), 7-11.
* Richard Hakluyt, *Discourse Concerning the Western Planting(1584)*, in *The American Spirit, 13th ed.*, ed. Kennedy and Bailey (Boston: Cengage, 2016), 20-21.
* Alfred Crobsy, “The Columbian Exchange,” *History Now* 12 (Summer 2007), The Gilder Lehrman Institute of American History, accessed March 28, 2017, <http://gilderlehrman.org/history-by-era/american-indians/essays/columbian-exchange>.
 |
| Maps [CR7] | * Spanish Empire to 1700
* Early British Settlements, 1600s
 |
| Document and Data Analysis [CR6, CR13a] | * Richard Hakluyt, *Discourse Concerning the Western Planting(1584)*, in *The American Spirit, 13th ed.*, ed. Kennedy and Bailey (Boston: Cengage, 2016), 20-21.
* Compiled Portraits
* “Passenger Lists to the New World,” *CK-12 Online*, last modified August 12, 2007. [https://www.ck12.org/section/Passenger-Lists-to-the-New-World-::of::-Colonial-America-::of::-U.S.-History-Sourcebook-Basic/](https://www.ck12.org/section/Passenger-Lists-to-the-New-World-%3A%3Aof%3A%3A-Colonial-America-%3A%3Aof%3A%3A-U.S.-History-Sourcebook-Basic/)
 |
| Perspective | Social/Cultural: Global society and religion |
| Cause & Effect [CR8] | European ExplorationSix degrees of Separation: Columbus to Jamestown |
| Writing & DBQ [CR5] | * DBQ: Settling North America
 |

Period 2 1607-1754 [CR2]

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| Unit 1: Founding the New Nation | Topics | * French Colonies
* British Colonies
* Regional Colonial Lifestyles
* Effects of European Settlement
* Mercantilism & Trade Economics
* The Slave Trade and the Middle Passage
* Religious Tolerance and Turmoil
* The Salem Witch Trials
* “Salutary Neglect”
* Colonial Self-Government
* The Great Awakening
* Colonial Participation in European Wars
 |
| Textbook [CR1a] | Chapters 3-5 |
| Other Readings[CR1b, CR1c, CR7] | * John Winthrop, “City Upon a Hill,” 1630.
* William Penn, *Letter to the Committee of the Free Society of Traders*, 1683.
* Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano, Written by Himself.* London: 1789.
* Sebastian Brandt, *Letter to Henry Hovener*, January 13, 1622. Accessed through the Gilder-Lehrman Institute of American History, June 23, 2017. <https://www.gilderlehrman.org/content/henry-hovener>
* James Horn, “Jamestown and the Founding of English America,” *History Now* 12 (Summer 2007), The Gilder Lehrman Institute of American History, accessed January 16, 2016. <http://gilderlehrman.org/history-by-era/early-settlements/essays/jamestown-and-founding-english-america>
* Francis J. Bremer, “The Puritans and Dissent: The cases of Roger Williams and Anne Hutchinson,” *History Now* 29 (Fall 2011), The Gilder Lehrman Institute of American History, accessed June 1, 2017. <http://gilderlehrman.org/history-by-era/religion-and-eighteenth-century-revivalism/essays/puritans-and-dissent-cases-roger-wi>
 |
| Maps [CR7] | * North America, 1754
* Triangular Trade
* The Economy of British North America, 1750
 |
| Document and Data Analysis [CR6, CR13a] | * George Whitefield, “Worldly Business No Plea for the Neglect of Religion,” 1739.
* Thomas Phillips, “Journal.” *A Collection of Voyages and Travels*, Vol 6. Edited by Awnsham and John Churchill. London, 1746. In Thomas Howard (Ed.), *Black Voyages.*Boston: Little, Brown and Company, 1971.
* Alexander Falconbridge, *An Account of the Slave Trade on the Coast of Africa*. London: 1788.
* “Stowage of the British slave ship ‘Brookes’ under the regulated slave trade act of 1788.” Liverpool: 1884. Retrieved from <http://hdl.loc.gov/loc.rbc/rbpe.28204300>
* Benjamin Franklin, *"The Private Life of the Late Benjamin Franklin, LL.D. OriginallyWritten By Himself, And Now Translated From The French,"* London, 1793. Chapter 10. <http://www.earlyamerica.com/lives/franklin/chapt10/>
* George Leon Walker, *Some Aspects of the Religious Life of New England* (New York: Silver, Burnett, and Company, 1897), 89–92. <http://historymatters.gmu.edu/d/5711>
* *Boston Evening-Post*, 15 July 1745, in David A. Copeland, *Debating the Issues in Colonial Newspapers: Primary Documents on Events of the Period*, Westport, CT: Greenwood Press, 2000, p. 115.
* *History for Grade Ten*, Volume 2, Portugal, 1994. In Dana Lindaman and Kyle Ward (Eds.), *History Lessons: How textbooks from around the world portray U.S. History*. New York: New Press, 2006.
 |
| Perspective | Political: French and British coloniesSocial: Colonial Lifestyles |
| Cause & Effect [CR8] | British Political and Economic PoliciesSix degrees of separation: Mercantilism to Neglect |
| Writing & DBQ [CR5] | * LEQ: Comparing religious exclusion, tolerance, and acceptance
* DBQ: Building Revolutionary Thought
 |

Period 3 1754-1800 [CR2]

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| Unit 1: Founding the New Nation-Unit 2: Building the New Nation | Topics | * The French and Indian War
* Britain’s War Debts
* Colonial Taxation and Protests
* The Intolerable Acts
* The First Continental Congress
* The American Revolution
* The Declaration of Independence
* Colonial Divisions and Sectionalism
* War Strategies and Movements
* Treaty of Paris (1783)
* Articles of Confederation
* Northwest Ordinance
* American Republic
* US Constitution & Bill of Rights
* First Presidents
* French Revolution
* US Foreign Policy
 |
| Textbook [CR1a] | 6-8; 9-10 |
| Other Readings[CR1b, CR1c, CR7] | * Declaration of Independence
* Articles of Confederation
* US Constitution & Bill of Rights
* George Washington’s Farewell Address
* Woody Holton, “Unruly Americans in the Revolution,” *History Now* 21 (Fall 2009), The Gilder Lehrman Institute of American History, accessed August 26, 2016. <http://gilderlehrman.org/history-by-era/road-revolution/essays/unruly-americans-revolution>
* Rosemarie Zagarri, “Women’s Leadership in the American Revolution,” *History Now* 47 (Winter 2017). The Gilder Lehrman Institute of American History, accessed June 23, 2017, <http://gilderlehrman.org/history-by-era/war-for-independence/essays/women%E2%80%99s-leadership-american-revolution>.
 |
| Maps [CR7] | * Map of Lousiana Territory, showing Lewis & Clark Expedition, 1804-1807.
* Major Battles of the American Revolution , 1775-1778
* Major Battles of the American Revolution 1779-1783
 |
| Document and Data Analysis [CR6, CR13a] | * Updated Trade and Migration
* Thomas Paine, *Common Sense*, 1776. Accessed through Project Gutenburg, June 23, 2017. <http://www.gutenberg.org/files/147/147-h/147-h.htm>
* “Revolutionary War by the Numbers,” *Foxtrot Alpha*. <https://foxtrotalpha.jalopnik.com/the-revolutionary-war-by-the-numbers-1600199390>
 |
| Perspective | Political/economic: European Wars in North AmericaPolitical/Cultural: The American and French Revolutions |
| Cause & Effect [CR8] | War Strategies (French and Indian War, American Revolution)Colonial TaxationSix Degrees of Separation: Jamestown to Revolution |
| Writing & DBQ [CR5] | LEQ: Impact of Political ChangesDBQ: Territorial Expansion |

Period 41800-1848 [CR2]

|  |  |  |
| --- | --- | --- |
| Unit 2: Building the New Nation | Topics | * Jeffersonian Democracy
* *Marbury v. Madison* and Court Reforms
* War of 1812
* Westward Expansion and Tensions
* Missouri Compromise
* Monroe Doctrine
* Industrial and Agricultural Changes
* Native Americans and the US Government
* Second Great Awakening
* Jacksonian Era
* Nullification Crisis
* Growth of Political Parties
 |
| Textbook [CR1a] | Chapters 11-15 |
| Other Readings[CR1b, CR1c, CR7] | * Barbe Marbois, “Napoleon Decides to Dispose of Louisiana,” in *The American Spirit, 13th ed.*, ed. Kennedy and Bailey (Boston: Cengage, 2016), 153.
* “John Taylor Reviles Slavery (1819),” in *The American Spirit, 13th ed.,* ed. Kennedy and Bailey (Boston: Cengage, 2016), 175-177.
* “Representative Charles Pinckney Upholds Slavery (1820),” in *The American Spirit, 13th ed.,* ed. Kennedy and Bailey (Boston: Cengage, 2016), 177-179.
* Monroe Doctrine.
* William CC Claiborne, “A Proclamation to the Citizens of New Orleans,” 1803. Accessed on April 19, 2018 at <https://www.archives.gov/files/historical-docs/doc-content/images/louisiana-purchase-new-orleans-proclamation.pdf>
* Andrew Jackson “On Indian Removal,” 1830. Accessed April 19, 2018 at [https://www.ourdocuments.gov/ doc.php?flash=false&doc=25&page=transcript](https://www.ourdocuments.gov/%20doc.php?flash=false&doc=25&page=transcript)
* Joanne B. Freeman, “The Presidential Election of 1800: A story of crisis, controversy, and change,” *History Now* 1 (Fall 2004), The Gilder Lehrman Institute of American History, accessed May 5, 2017. <http://gilderlehrman.org/history-by-era/age-jefferson-and-madison/essays/presidential-election-1800-story-crisis-controversy->
 |
| Maps [CR7] | * Expansion of US territory and reduction of Indian territory (animated map)
* Louisiana territory and exploration
* Lewis & Clark Expedition (Lewis & Clark Trail Heritage Foundation)
 |
| Document and Data Analysis [CR6, CR13a] | * Matthew Warshauer, “Andrew Jackson and the Constitution,” *History Now* 22 (Winter 2009), The Gilder Lehrman Institute of American History, accessed November 12, 2016. <http://gilderlehrman.org/history-by-era/age-jackson/essays/andrew-jackson-and-constitution>
* US Census Data 1800-1850. [https://www.census.gov/history/www /through\_the\_decades/fast\_facts/1800\_fast\_facts.html](https://www.census.gov/history/www%20/through_the_decades/fast_facts/1800_fast_facts.html)
* “America in the World Economy” in *The American Spirit, 13th ed.*, ed. Kennedy and Bailey (Boston: Cengage, 2016), 218-219.
 |
| Perspective | ALL: Westward Expansion |
| Cause & Effect [CR8] | Westward Expansion and Native American RelationsSix Degrees of Separation: Revolution to the Second Great Awakening |
| Writing & DBQ [CR5] | LEQ: Impact of Political Changes (Jefferson to Jackson)DBQ: Territorial Expansion |

Period 5 1844-1877 [CR2]

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| --- | --- | --- |
| Unit 3: Testing the New Nation | Topics | * Manifest Destiny
* Mexican-American War
* Political Changes in the mid-1800s
* Compromise of 1850 and Impact
* Sectionalism
* Sectional Economies and Lifestyles
* Free vs. Slave states
* John Brown’s Raid
* Lincoln’s Campaign and Presidency
* US Government and Slavery
* US Civil War
* North vs. South Strategies, Advantages
* Emancipation Proclamation
 |
| Textbook [CR1a] | Chapters 16-21 |
| Other Readings[CR1b, CR1c, CR7] | * Alexander Stephens, “Cornerstone Speech,” 1861. As found in the following: Henry Cleveland, Alexander H. Stephens, in Public and Private: With Letters and Speeches, Before, During, and Since the War (Philadelphia, 1886), pp. 717-729.
* “The Compromise Debates of 1850,” in *The American Spirit, 13th ed.*, ed. Kennedy and Bailey (Boston: Cengage, 2016), 292-297. \*Includes 3 sources.
* Eric Foner, “The Reconstruction Amendments: Official Documents as Social History,” *History Now* 2 (Winter 2004), The Gilder Lehrman Institute of American History, accessed on April 19, 2018. <https://www.gilderlehrman.org/history-now/reconstruction-amendments-official-documents-social-history>
 |
| Maps [CR7] | * Major Battles of the Civil War
* The South Secedes (animated map)
* Free and Slave States 1800-1860.
 |
| Document and Data Analysis [CR6, CR13a] | * “Proceedings of the Convention of the Colored People of Virginia, Held in the City of Alexandria, August 2, 3, 4, 5, 1865” (Alexandria, VA, 1865), in *The American Spirit, 13th ed.*, ed. Kennedy and Bailey (Boston: Cengage, 2016), 373-374.
* “Report of the Joint Committee on Reconstruction (1866),” in *The American Spirit, 13th ed.*, ed. Kennedy and Bailey (Boston: Cengage, 2016), 374-375.
* “The Delicate Balance (1856)” in *The American Spirit, 13th ed.*, ed. Kennedy and Bailey (Boston: Cengage, 2016), 310.
 |
| Perspective | Social/Cultural: Lincoln-Douglas debates |
| Cause & Effect [CR8] | Sectionalism and SlaverySix Degrees of Separation: 3/5 Compromise to the Compromise of 1850 |
| Writing & DBQ [CR5]  | Secondary Source Comparison: “The Patriot” vs. “Glory”DBQ: Slavery through the Centuries |

Period 6 1865-1898 [CR2]

|  |  |  |
| --- | --- | --- |
| Unit 4: Forging an Industrial Society | Topics | * Reconstruction and Plans
* Radical Reconstruction
* Impeachment of Andrew Johnson
* Social and Political Changes from Reconstruction
* Moving Past the Civil War
* The Great Plains and Agriculture
* The West and it Impact on Society
* Urbanization and Immigration
* Spanish-American War
* Early US Imperialism
* America’s Foreign Policy and Greater Role
* Panama Canal
* Roosevelt Corollary
 |
| Textbook [CR1a] | Chapters 22-27 |
| Other Readings[CR1b, CR1c, CR7] | * Albert J. Beveridge, “March of the Flag: Address to the Indiana Republican Meeting,” September 16, 1898.
* Dennis Kearney, “California Must Be All American,” in *The Way We Lived: Essays and Documents in American Social History Volume II 1865-Present, 7th ed.*, ed. Binder and Reimers (Boston: Wadsworth Cengage, 2013), 34-35.
* “The Debate over Imperialism” in *The American Spirit, 13th ed.*, ed. Kennedy and Bailey (Boston: Cengage, 2016), 499-504. \*Includes 4 sources.
* The Roosevelt Corollary, 1904.
* Richard White, “Born Modern: An overview of the west,” *History Now* 9 (Fall 2006), The Gilder Lehrman Institute of American History, accessed February 3, 2016. <http://gilderlehrman.org/history-by-era/development-west/essays/born-modern-overview-west>
* Sean Wilentz, “Abraham Lincoln and Jacksonian Democracy,” *History Now* 18 (Winter 2008), The Gilder Lehrman Institute of American History, accessed July 9, 2016. <http://gilderlehrman.org/history-by-era/lincoln/essays/abraham-lincoln-and-jacksonian-democracy>.
 |
| Maps [CR7] | * Population Density of the US (animated)
* Trails Westward
* Railway Expansion
* United States Acquisitions and Annexations, 1857-1904
* World Colonial Empires
* US Imperialism and Trade
 |
| Document and Data Analysis [CR6, CR13a] | * John Mack Faragher, “The Myth of the Frontier: Progress or Lost Freedom,” *History Now* 9 (Fall 2006), The Gilder Lehrman Institute of American History, accessed April 4, 2017. <https://www.gilderlehrman.org/history-by-era/art-music-and-film/essays/myth-frontier-progress-or-lost-freedom>.
* “A Government Official Describes Indian Race and Culture, 1905,” in *The Way We Lived: Essays and Documents in American Social History Volume II 1865-Present, 7th ed.*, ed. Binder and Reimers (Boston: Wadsworth Cengage, 2013), 55-57.
* “The Cutting of My Long Hair, 1885,” in *The Way We Lived: Essays and Documents in American Social History Volume II 1865-Present, 7th ed.*, ed. Binder and Reimers (Boston: Wadsworth Cengage, 2013), 57-59.
* US Foreign Investments at the Turn of the Century
* US Exports 1890-1910
* Immigration and Emigration Statistics 1890-1920
* Immigration Map with Statistics
 |
| Perspective | Political: Planning ReconstructionSocial/Cultural: Assimilation |
| Cause & Effect [CR8] | Manifest Destiny and ImperialismSix Degrees of Separation: Civil War to Spanish American War |
| Writing & DBQ[CR5] | LEQ: Accepting Imperialism and Challenging ImmigrationDBQ: Changes in America 1865-1900 |

Period 7 1898-1945 [CR2]

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| Unit 5: Struggling for Justice at Home and Abroad | Topics | * Politics and Culture of the Gilded Age
* Progressives
* Era of Reform
* Wilson Presidency
* American Neutrality and Isolationism
* World War I
* American Involvement in World War I
* Treaty of Versailles
* American Prosperity in the 1920s
* Growth of Entertainment and Harlem Renaissance
* Causes, Effects, and Political Response to the Great Depression
* Dust Bowl
* New Deal
* FDR and Foreign Policy
* World War II
* US Involvement and Strategy
* The Home Front in World War II
* Manhattan Project and the Atomic Bomb
* Discrimination During World War II
 |
| Textbook [CR1a] | Chapters 28-31Chapters 32-35 |
| Other Readings[CR1b, CR1c, CR7] | * Guillain, Robert, I Saw Tokyo Burning (1981); Werrell, Kenneth, Blankets of Fire: US. Bombers over Japan During World War II (1996).”The Incendiary Bombing Raids on Tokyo, 1945,” EyeWitness to History, [www.eyewitnesstohistory](http://www.eyewitnesstohistory).com (2004).
* Jan Christiaan Smuts, “Speeches at the Conference,” in *The American Spirit, 13th ed.*, ed. Kennedy and Bailey (Boston: Cengage, 2016), 610-613.
* Anthony J. Badger, “The Hundred Days and Beyond: What did the New Deal accomplish?” *History Now* 19 (Spring 2009), The Gilder Lehrman Institute of American History, accessed May 3, 2017. <https://www.gilderlehrman.org/history-by-era/new-deal/essays/hundred-days-and-beyond-what-did-new-deal-accomplish>
* Upton Sinclair, “The Jungle” (1910).
 |
| Maps [CR7] | * European Political Boundaries Before World War I
* European Political Boundaries After World War I
* Roads 1907-1920
* Radio Outreach by 1939
* The Dust Bowl
* Map of the European Theatre of World War II
* Map of the Pacific Theatre of World War II
 |
| Document and Data Analysis [CR6, CR13a] | * Selected poems of Langston Hughes
* Poems of Siegfried Sassoon
* Great Depression & Dust Bowl Gallery Walk
* 1932 Election Results
* Unemployment During the Great Depression
* Federal Spending During the Great Depression
* Great Depression Infographics: <http://www.visualcapitalist.com/life-and-times-during-the-great-depression/>
* World Casualty Rates, World War I
* World Casualty Rates, World War II
 |
| Perspective | Political/Economic: Pre-and Post-War American LifeSocial/Cultural: Pre-modern America |
| Cause & Effect [CR8] | American Involvement in WarSix Degrees of Separation: Imperialism to the End of WWII |
| Writing & DBQ [CR5] | Primary and Secondary Source Comparison: Perceptions of AmericaDBQ: Changing American Foreign Policy |

Period 8 1945-1980 [CR2]

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| --- | --- | --- |
| Unit 6: Making Modern America | Topics | * New World Powers
* Rebuilding Europe
* Foreign Policy in the Cold War
* The Marshall Plan
* Berlin Airlift
* Korean War
* McCarthyism
* America in the 1950s
* Civil Rights Movements
* Conformity and the Suburbs
* Domestic Policies Under JFK and LBJ
* Counterculture
* Vietnam War
* Media Culture
* Watergate Scandal
 |
| Textbook [CR1a] | Chapters 36-39 |
| Other Readings [CR1b, CR1c, CR7] | * John F. Kennedy, “Address of Senator John F. Kennedy of Massachusetts at Executive Committee Meeting,” 1953.
* Komatsu Midori, “The Old People and the New Government,” in *Transactions of the Korea Branch of the Royal Asiatic Society*, vol. 6(1), 1912: 3‐4, 7‐8 , 8‐9.
* Harry Truman, “Address Before a Joint Session of Congress,” March 12, 1947.
* Harry S. Truman to Dean Acheson, March 31, 1950.
* “NSC-68” in *The American Spirit, 13th ed.*, ed. Kennedy and Bailey (Boston: Cengage, 2016), 706-708.
* Chester Pach, “LBJ’s Living Room War,” *The New York Times*, May 20, 2017.
* James T. Patterson, “The Civil Rights Movement: Major Events and Legacies,” *History Now*, The Gilder Lehrman Institute of American History, accessed May 7, 2018. https://www.gilderlehrman.org/history-now/civil-rights-movement-major-events-and-legacies
 |
| Maps [CR7] | * Cold War Europe Boundaries
* Fall of the Soviet Union
* Korean War Movements
* Vietnam War Movements
 |
| Document and Data Analysis [CR6, CR13a] | * Cold War Political Cartoons
* Civil Rights Speeches
* Cold War Defense Spending
* Census and Demographic Information
 |
| Perspective | Political/Cultural: Ideological SuperioritySocial/Cultural: Civil Rights and Counterculture |
| Cause & Effect [CR8] | The Cold WarSix Degrees of Separation: World War I to Cold War |
| Writing & DBQ [CR5] | LEQ: The Impact of American Cultural ChangeDBQ: Cold War Responsibilities |

Period 9 1980-present [CR2]

|  |  |  |
| --- | --- | --- |
| Unit 6: Making Modern America | Topics  | * Election of 1980
* Reagan and Bush Presidencies
* US-Middle East Relations
* Republican vs. Democrat and the Election of 1992
* Clinton Presidency
* The 2000 Election
* 9/11 Attacks and Aftermath
* War on Terror
* Bush-Obama Transition
 |
| Textbook [CR1a] | Chapters 40-42 |
| Other Readings[CR1b, CR1c, CR7] | * Barack Obama, “First Inaugural Address,” January 20, 2009.
* Kevin Rozario, “Disasters and the Politics of Memory,” *History Now* 40 (Fall 2014), The Gilder Lehrman Institute of American History, accessed December 14, 2016. <https://www.gilderlehrman.org/history-by-era/facing-new-millennium/essays/disasters-and-politics-memory>
* Sid Jacobson and Ernie Colon, *The 9/11 Report: A Graphic Adaptation*. New York: Hill and Wang, 2006.
 |
| Maps [CR7] | * Reagan Interventionism
* Updated Trade
 |
| Document and Data Analysis [CR6, CR13a] | * 2008 Election Results
* Predictive Population Pyramid
* Noah Remnick, “American Interventionism and the Tragedy of Foreign Policy,” *The Politic*, December 20, 2011, accessed May 8, 2018. http://thepolitic.org/american-interventionism-and-the-tragedy-of-foreign-policy/
 |
| Perspective | Political/Cultural: Party PoliticsPolitical/Social: American Interventionism |
| Cause & Effect [CR8] | Conflicts in the Middle EastSix Degrees of Separation: Isolationism to Interventionism |
| Writing & DBQ [CR5] | Secondary Source Response: Changing the PresidencyDBQ: US Policies and Practices, 1945-2010 |

**Projects**

In-depth Studies: These projects will present students with the opportunity to explore the periods of US history through in-depth research conducted by the student on their own time. Students will have to complete three in-depth study projects during the course; one from periods 1-3, one from periods 4-6, and one from periods 7-9. This project will include both an argumentative essay of five to seven pages and accompanying visual aid for a presentation. These projects will be presented to the class on collective presentation days. Presentations should last 6-8 minutes. [CR1c, CR2, CR3, CR5, CR6, CR7, CR8, CR11, CR12, CR13a, CR13b]

* Period 1: Causes of Exploration
* Period 2: The Salem Witch Trials and Religious Turmoil in Colonial America
* Period 3:The Declaration of Independence and the Declaration of the Rights of Man
* Period 4: Revolution and Retribution: The American Revolution and the War of 1812
* Period 5: The Indian Removal Act
* Period 6: The Cultural Influence of the United States
* Period 7: Technological Advancements in War
* Period 8: Education and the Cold War OR Entertainment and the Cold War
* Period 9: Presidential Transitions

Theme Activities: The themes of this course are: American identities, American economics and technology, American populations, political power in the United States, the United States in World Affairs, the influence of American geography and environment, and American culture and conviction. Students will examine two to three of these themes per period as a culminating project for that period. Students may choose to write an extended paper that explores and relates the chosen themes through the period, or they may create a miniature story book that does the same and is complete with illustrations. [CR2, CR3, CR4,CR6, CR8, CR9, CR11, CR13b] The chosen themes for each period are as follows:

* Period 0: Define and provide examples of each theme.
* Period 1: American Populations, the United States in World Affairs
* Period 2: American Economies and Technologies, Political Power in the United States
* Period 3: Political Power in the United States, American Culture and Conviction, American identities
* Period 4:American populations, American Economies and Technologies, American Culture and Conviction
* Period 5: American Identities, American Economies and Technologies
* Period 6: American populations, the Influence of American Geography and Environment
* Period 7: Political Power in the United States, American Economies and Technologies, American Culture and Conviction
* Period 8: American Identities, American Culture and Conviction, The United States in World Affairs
* Period 9: Political Power of the United States, the United States in World Affairs

Change & Continuity Activities: As a part of the overall assessment for each unit, students will create an argument that allows them to connect the current unit to a previous one. Students may choose to relate the units using one of the themes of the course and/or specific events, or by identifying patterns which exist through both periods. In connecting the two units, students must also specify how the differences between the periods have created opportunities for both major changes and continuities in US history. This will be a shorter writing assignment that will focus more on content, and will—at the beginning of the year—create the opportunity to work on creating thesis statements and outlines, and then expanding upon essential information. [CR4, CR5 CR8, CR9, CR11, CR13b]

Periodization Activities: At the end of each quarter, students will create a timeline for the periods examined. They will include events from the periods of US history we have covered, and on their own include events from around the world to put things in perspective. They will then write a short comparison about what was happening in the US in each period compared to the rest of the world. The response will give students the opportunity to further examine and relate things that happened within and outside of the United States around the same times. [CR3, CR8, CR9, CR10, CR12, CR13b

Reading Projects: Students will be given a book list each quarter of five to six books. While most of the books will be nonfiction, there will always be one fiction option. Students must read two of the books from the list, and complete the accompanying research and/or writing prompt. Readings are listed below, and will be given out each quarter as well. Research questions will be given out on the quarterly list. [CR1b, CR1c, CR3, CR6, CR7, CR11, CR13a]

* Semester 1: The Crucible (Miller), Founding Brothers (Ellis), Red Badge of Courage (Crane), American Colossus (Brands)
* Semester 2: Freedom from Fear (Kennedy) The Great Gatsby (Fitzgerald) The Things They Carried (O’Brien), Fahrenheit 451 (Bradbury)

**Exam and Practice Exam Information**

The updated AP US History exam places greater emphasis on historical skills and themes, de-emphasizing simple memorization of historical facts. Yes, historical facts will be on the test, but they will be formatted in such a way that the use of historical analytical skills will help you figure out an answer over memorization. Each time period covered in the class will appear on the exam in some fashion, and we will use historical analytical skills in every activity we do. Some time periods will appear more often than others, challenging you to think thematically. The breakdown of how often each time period appears on the exam is as follows:

* 5% will concern the years 1491-1607
* 45% will concern the years 1607-1877
* 45% will concern the years 1865-1980
* 5% will concern the years 1980-2010

These percentages generally apply to the multiple choice section of the AP US History exam. While you are not required to take the AP US History exam, it is highly encouraged as you have the opportunity to earn college credit through your score. The format of the test is as follows:



**Further Testing**

AP students are NOT out rightly exempted from the state’s End of Course exams. This is a decision that is made later in the year, closer to the time of the EOCs. Therefore this exam will also be prepared for accordingly.

In order to prepare for the exam, each unit test will be set up like the AP exam, and cumulative practice exams will be offered as the exam date becomes closer. We will start the year with smaller tests (so remember that each question will be worth more), and work our way up to the length of the AP Exam and EOC. Students should also be prepared to answer multiple DBQs and longer essay questions on a regular basis (read: multiple times per unit).

**Disclaimer:** This syllabus is subject to change at the teacher’s discretion. Major changes will be made known as early as possible.