

AP Syllabus

Readings - Students will gain a basic understanding of U.S. history through the use of *The American Pageant*. The primary text will be supplemented by numerous secondary sources, both hard-copy and digital to enhance student understanding and interpretation of history.

Textbook

The American Pageant, David M. Kennedy, Lizabeth Cohen, and Thomas A Bailey, 13th ed., Houghton Mifflin, 2006.

Primary Sources

For the Record, Vol. 1 and 2, David E. Shi and Holly Mayer, W.W. Norton, 2004.

Opposing Viewpoints in American History, Vol. 1 and 2, William Dudley and John C. Chalberg, Greenhaven Press, 2007

Reading Like a Historian. Stanford History Education Group,
<http://sheg.stanford.edu>.

The American Spirit: United States History as Seen by Contemporaries, Vol. 1 and 2, Thomas A. Bailey and David M. Kennedy, 6th ed., D.C. Heath & Co., 1987.

U.S. History and Government,

The Way We Lived: Essays and Documents in American Social History, Frederick M. Binder and David M. Reimers, D.C. Heath and Co., 1992

Period 1: 1491 – 1607 - **The convergence of Native Americans, Europeans, and the people of West Africa Create a New World**
Unit Topics –

The clashing of cultures –

Europeans and Native Americans in the Americas

The development of colonial regions; social, political, religious, and economic patterns
Daily life in the English Colonies of America
Class structure and politics of the 18th century
The French and Indian War

Reading Assignments:

The American Pageant, Chapters 1 – 3

Primary Sources:

The American Spirit

- Bartolome De Las Casas Defends the Indians
- Visualizing the New World Early Drawings of Europeans and Indians

U.S. History and Government

- From *Adventures in the Unknown Interior of America*, Cabeza de Vaca
- The Mayflower Compact
- Aboard a Slave Ship – Olaudah Equiano
- *The Experiences of an Indentured Servant, 1623*. Richard Frethorne

Secondary Sources:

- *The American Holocaust: Columbus and the Conquest of the New World*, David E. Stannard
- *Black People in a White People's Country*, Gary B. Nash

Student Activities:

- Using the documents of Juan Gines de Sepulveda, De Las Casas, Cabeza de Vaca, and the early European drawings, students will compare and contrast the documents, discussing what they believed were the reasons for the varying viewpoints. Students will then predict the outcome of future Native/European relations relative to European motives in the regions of study

- Students will draft an essay explaining how the Columbian Exchange impacted the cultural development of Latinos in the western hemisphere. Students will work in groups to discuss evidence that exists in today's Latino communities that supports their claims.

Assessments:

- Stimulus Based Multiple Choice Questions
- Short Response Questions
 - o First contact and the Columbian Exchange
 - o Indentured Servitude
 - o Contrasting colonial regions
 - o Clash of Cultures; European and Native Americans

Period 2: 1607 – 1754 - The Development of the English Colonies in America

Unit Topics –

The clashing of cultures –Europeans and Native Americans in the Americas

The development of colonial regions; social, political, religious, and economic patterns

Daily life in the English Colonies of America

Class structure and politics of the 18th century

Reading Assignments: *The American Pageant*, Chapters 2 - 5

Primary Sources:

The American Spirit

- *George Whitefield Fascinates Franklin*

- *Jonathan Edwards Paints the Horrors of Hell*

Secondary Sources:

Were the Navigation Acts Oppressive? - by Oliver M. Dickerson

Student Activities:

- In groups of two, students will be asked to develop a travel brochure which highlights the development of one of the original Thirteen Colonies. The brochure must provide the early history of the colonies founding along with sections addressing, the social, political, religious, economic, intellectual and geographic features of the colonial region. Students will also be asked to give a brief presentation of the colony they chose.

Assessments:

- Stimulus Based Multiple Choice Questions
- DBQ – To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution?

Period 3: 1754 - 1800 The American Revolution and the Drafting of the Constitution

Unit Topics –

The French and Indian War
Colonists reevaluate their relationship with the Mother Country
The positive and negative aspects of mercantilism
The American Revolution as a Conservative or Radical Movement
Military victory, diplomacy and the Treaty of Paris

Positive and Negative aspects of the Articles of Confederation
Development of the Constitution and Bill of Rights
The emergence of political Parties, Hamilton and Jefferson
States' Rights v Federalism
The development of American foreign policy

Reading Assignments: *The American Pageant*, Chapters 6 - 10

Primary Sources:

The American Spirit

- *Thomas Paine Talks Common Sense*

For the Record

- *The Albany Plan of Union*

- *The Declaration of Independence*

U.S. History and Government

- *On Taxation Without Representation*

- *"No more America in mournful strain"*

The Virginia and Kentucky Resolutions: James Madison and Thomas Jefferson

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Secondary Sources:

The American Revolution: England's Vietnam – by Richard M. Ketchum

Student Activities:

- Using their notes and primary/secondary source documentation, students will develop a timeline documenting events marking key developments/conflicts in the relationship between Native Americans and Europeans from contact through the year 1800.

- Analyzing Primary Source Documents – What Happened at Lexington? Students will evaluate the usefulness of 5 documents that chronical the events of April 18, 1775.

- Students will use content from *Opposing Viewpoints in American History* to debate the following issues in this unit;
 - Parliament Is/Is Not Abusing the Rights of Americans
 - War Against the British Is Not/ Is Justified.
- Students will use the material as a starting point for their research into the topic. In order to master the debate, not only are they required to present a solid argument, but must also show research beyond the handouts and their textbook. The classroom will be divided into four groups, two for each debate topic

Assessments:

- Stimulus Based Multiple Choice Questions
- Long Essay - Some historians have argued that the British victory over the French in North America inevitably led to the American Revolution a few years later. Support, modify, or refute this contention using specific evidence.

Period 4: 1800 – 1848 - The Jeffersonian Republic, Territorial Growth, and the Development of American Society

Unit Topics

The peaceful transfer of power from one party to another
 Changes and Developments of Party Positions
 Expansion and the growth of Nationalism
 The War of 1812
 The emergence of the second American party system

The emergence of the "Common Man" and expansion of democracy
Reform movements and the American character
Geographic and economic expansion
The Industrial Revolution comes to America
Rise of Sectionalism
Scientific and religious developments
Slavery as an economic and social institution
The emergence of Sectionalism over issues of expansion and morality
Economic, social and political causes of the Civil War
Abolitionists: Fanatics or Reformers

Reading Assignments: *The American Pageant*, Chapters 11 – 17

Primary Sources:

American Spirit

- *John Marshall and the Supreme Court*
- *The Missouri Statehood Controversy*
- *James Monroe Warns the European Powers*

For the Record

- *from Report and Resolutions of the Hartford Convention(1815)*
- *The Indian Removal Act*
- *Worcester v. Georgia(1832)*
- *from The Lowell Offering*

U.S. History and Government

- *Opinion in Marbury v. Madison(1803)*
- *Lewis and Clark Expedition*

Young Goodman Brown, Nathaniel Hawthorne

Secondary Sources:

The Mexican War: A Study in Causation – by Norman A Graebner

Student Activities:

- *The “Peculiar Institution”*: *Slaves Tell Their Own Story* – Students will use their knowledge of the antebellum South, primary source documents, and recordings of slaves taken through the Writers Project of the Depression to gain insight into the true nature of slavery. In groups students will discuss the validity of primary source documentation and use their findings to address the following question;

- To what extent had slaves developed their own identity and culture by the mid-1800’s?

- *Opposing Viewpoints in American History* – Students will be divided into four groups, two defending the position;

- The United States must Wage War on Mexico
- The United States fought Mexico to Gain Territory

- Practice DBQ Writing – Mexican-American War Mini-Q, Was the United States justified in going to war with Mexico? Students will work with this scaled down DBQ to work on thesis development, development of their argument, and effective use of documentation. Students will peer edit.

- After reviewing the history behind the U.S.-Mexican War and the Treaty of Guadalupe Hidalgo, students will be introduced to one of the rally cries of the contemporary Chicano movement, “We didn’t jump the border, the border jumped us.” Do Mexican citizens/residents/immigrants in the United States today have an historical claim to the American Southwest that allows them passage to the United States? Responses will be assessed on their ability to provide both current attitudes and historical fact.

- ID-1, In lecture and in independent class reading students are introduced to the paintings of the Hudson River school and the short story *Young Goodman Brown*. I groups students will create graphic organizer that documents how the art and literature revealed the birth of a clear American identity.

Assessments:

Stimulus Based Multiple Choice Questions

Short Response –

Use the image above and your knowledge of United States history to answer parts A, B, and C.

a. Explain the point of view reflected in the image above about ONE of the following:

- Technology
- Commerce
- The natural environment

Antebellum reform efforts tackled a variety of problems in American society.

Period 5: 1844 – 1877 - Sectionalism, the Civil War, and the Legacy of Reconstruction

Unit Topics

Slavery as an economic and social institution

The emergence of Sectionalism over issues of expansion and morality

Economic, social and political causes of the Civil War

Abolitionists: Fanatics or Reformers

Rise of Sectionalism

The nature of the union and the legal theory of secession
The policy, strategy and tactics of the Civil War
The constitution and practical dilemma of restoration
The struggle for black civil rights and equality

Reading Assignments: *The American Pageant*, Chapters 17 – 22

Primary Sources:

American Spirit

Abraham Lincoln Defines the Purposes of the War

Discovering the American Past

- *The Price for Victory: The Decision to Use African American Troops*

For the Record

- *The Emancipation Proclamation*
- *Interpreting Visual Sources: Picturing the Civil War*
- *The Black Codes of Mississippi*
- *Organization and Principles of The Ku Klux Klan*

Excerpt – Lincoln’s First Inaugural Address

Gettysburg Address

Lincoln’s Second Inaugural Address

The Thirteenth, Fourteenth, and Fifteenth Amendments

Secondary Sources:

The New View of Reconstruction, in American Heritage, - by Eric Foner

Student Activities:

- Examining the Gettysburg Address – How did President Lincoln redefine the purpose of the Civil War? Students will examine the speech for its reflections on the goals set forth by the founding Fathers.

- Stanford History Education Group – Structured Academic Controversy, **Were African Americans free during Reconstruction?** Students will work in groups of two to defend the position they have been assigned. Using the documents provided they will develop their position using a series of guiding questions. They will then debate this topic against two other students. Emphasis in this activity will be placed on the effective use of documentation in their argument.

Assessments:

- Stimulus Based Multiple Choice Questions
- DBQ - Analyze the extent to which the Civil War and its aftermath transformed American political and social relationships between the years 1860 and 1880.

Period 6: 1865 – 1898 – The Industrial Age, Rural to Urban Migration and European Immigration, Closure of the West

Unit Topics

Political Alignment and the Corruption of the Gilded Age
The Role of Government in a changing economy
Social, economic and political impacts of industrialization
The winning of the West
The rise of labor unions, Immigration and urbanization
Inflation and deflation

Reading Assignments: *The American Pageant*, Chapters 23 – 26

Primary Sources:

American Spirit Vol II

- *A Southern Black Woman Reflects on the Jim Crow System*
- *The Supreme Court Declares that Separate is Equal*
- *Andrew Carnegie's Gospel of Wealth*

- *The Knights of Labor Champion Reform*
- *Jacob Riis Goes Slumming*
- *Chief Joseph's Lament*
- *Theodore Roosevelt Downgrades the Indians*
- *William Jennings Bryan's Cross of Gold*

For the Record

- *Chinese Exclusion Act*

United States History and Government

- "A Century of Dishonor", Helen Hunt Jackson
- *The Jungle*, Excerpt, Upton Sinclair

Secondary Sources:

Excerpts from the F.J. Turner - *Frontier Thesis*

Excerpts from, "A Century of Dishonor", Helen Hunt Jackson

Tweed's New York: Another Look – by Leo Hershkowitz

Student Activities:

- Stanford History Education Group – The Battle of the Little Bighorn – Students will address the question – Who was responsible for the Battle of the Little Bighorn? Students will first read a textbook account of the battle followed by the Cameron Report, created in the month prior to the battle, and the account given by Kate Bighead, written down in 1922. In particular, students will be asked to address the trustworthiness of the documents.

- PEO-4, Students will examine the history of the Native American of the American West to reveal the causes and consequences of contact with the United States. Materials will include primary source documents, lectures, activities, and video clips from *How the West was Lost*, *Bury My Heart at Wounded Knee*, and the "civilized man" scene from the movie, *The Outlaw Josie Wales*. Activity will conclude with students

creating a political cartoon revealing the “before and after” resulting from western migration.

- WXT-7, Students will use APPARTS

to analyze the following documents; The Value of Rebates(1870’s), What Does the Working Man Want(1890), Preamble to the Constitution of the Knights of Labor(1878), and the Gospel of Wealth – 1889. They will also use four Puck Magazine political cartoons critical of the Industrial giants. In groups, students will use their findings to discuss the reasons why government was pro-business and cautious around organized labor in the last quarter of the nineteenth century.

- CR 1b After reading excerpts from Frederick Jackson Turner’s Frontier Thesis, students will be given a series of maps demonstrating westward expansion. These maps will include 1763 map(French and Indian War), 1787 map(Land Ordinance of 1785and Northwest Ordinance), 1848 map(post-U.S Mexican War), 1850’s map of the west(issues over slavery), and a map addressing the Indian Wars. Students will be asked to use the maps to support the claims made by Turner that the frontier was in fact a key factor in the shaping of the American identity by providing key events, issues, conflicts and challenges from each period of expansion. Students will also be asked to provide a counterargument.

Assessments:

- Stimulus Based Multiple Choice Questions
- Long Essay - To what extent and in what ways did the conservation and preservation movements in the late 19th century extend public control over U.S. natural resources? Support your answer with specific and relevant historical information.

Period 7: 1890 – 1945 – Imperialism, Progressivism, Cultural Change of the 20's, and the impact of the World Wars

Unit Topics

The Farmer faces a changing world
The Progressive Coalition of Liberal reformers
Women's Issues
The changing role of the U.S. in world affairs
The Spanish American War
Causes and results of World War I
Treaty negotiations and the Senate rejection of the Treaty of Versailles
Cultural conflicts of the 1920s
The failure of prohibition
Organized Intolerance
The role and responsibilities of government in society
The New Deal and the Welfare State
Social, economic and political causes and impacts of the depression
National Neutrality: US Response to Aggression
The social, economic and political causes of World War II
The social, economic and political results of World War II
Women and minorities receive an opportunity
Home Front Developments and regulations

Reading Assignments: *The American Pageant*, Chapters 27 - 35

Primary Sources:

American Spirit

- *Exposing the Meatpackers*
- *The Triangle Shirtwaist Fire Claims 146 Lives*
- *Yellow Journalism in Flower*
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For the Record

- *from The Jungle, Upton Sinclair*
- *The Great Black Migration*

- *Women on the Breadlines*
- *Quarantine the Aggressors*
- *The Four Freedoms*
- *The Atlantic Charter*
- *from Call to Negro America to March on Washington*
- *Women in War Industries*
- *from Korematsu v. United States*
- *The Decision to use the Atomic Bomb*
- *The Atomic Bombing of Hiroshima – The Public Explanation*

U.S. History and Government

- *Two Poems from the Harlem Renaissance*

Discovering the American Past

- *Documenting the Depression: The FSA Photographers and Rural Poverty*

Secondary Sources:

The American People on the Eve of the Great Depression

Student Activities:

WOR-6, Students will analyze a series of pro/anti Imperialism documents ranging from the F.J. Turner Thesis, Josiah Strong, to Roosevelt and Charles Sumner to gain an understanding of the politics behind Imperialism. The activity will conclude with a group writing activity addressing the question – To what extent was Imperialism an extension of Manifest Destiny of the mid-nineteenth century?

- CR 1b Using materials from the Teacher’s Curriculum Institute, Students will analyze wartime propaganda posters from the U.S., France, and Germany during World War II. Posters will be examined for their objectives and the tools used in meeting those

objectives. They will then be asked to identify audience, point of view, and any limitations that exist in the interpretation process.

-CR 1b *Interpreting Visual Sources: Photography and Progressive Reform* – by Jacob Riis – Students will examine the Riis photos as groups and will defend their position to the prompt; Does the fact that Jacob Riis staged some of his images detract from the social commentary that those images provide?

- CR 1b Using materials from the Teacher’s Curriculum Institute, Students will complete a series of line plot graphs that examine the economic trends from the 1920’s through the middle of the 1940’s. Students will then analyze the relationship between GNP, stock speculation, farmer and factory worker wages with political policy and the impact of the Dust Bowl. Students will then be asked to justify the large scale government regulation that was introduced in the New Deal.

- Breaking News Event , The Roaring 20’s - History Presentation Project – Working in groups of five, students will choose a major event from the current unit of study. They must research that event in order to provide insightful detailed information and analysis of the event. Their information will be delivered in the format of a news broadcast, with students playing the role of news anchors, on scene reporters, and two that will provide opposing viewpoints. Students must also develop an interview with an historical figure critical to the event they chose. Their news broadcast must also be accompanied by visual aids true to the time period of the event.

- Cause and effect – Students will trace the history of the Temperance Movement through the drafting of the Eighteenth Amendment. They will then be asked analyze the impact of the legislation on American

society in the 1920's and through the drafting of the Twenty-first Amendment.

Assessments:

- Stimulus Based Multiple Choice Questions
- Short Response –

Between 1890 and 1920, reformers, sometimes called Progressives, attempted to respond to changes in the United States with a wide variety of reforms.

Use the image above and your knowledge of United States history to answer parts A, B, and C.

- a. Explain the point of view reflected in the cartoon above about ONE of the following:
- The Red Scare
 - Immigration
 - The labor movement

Period 8: 1945 – 1980 – The Cold War, Affluent 50's, Civil Rights, and the politics of the 1970's

Unit Topics

- The revolution in American foreign policy
- The beginning of the Cold War
- The return to peacetime World War II
- The goals and policies of collective security and containment
- Anti-Communism
- Modern Republicanism
- Americans evaluate race relations and racial equality
- New Frontier and Great Society programs
- The course and goals of the civil rights movement

Vietnam quagmire and its impact on American society
Cultural rebellions of the 1960's and their short and long term consequences
Nixon's foreign policy with the USSR, China, and Vietnam
Watergate and Nixon's resignation
Racial tension and the feminist movement

Reading Assignments: *The American Pageant*, Chapters 36 - 39

Primary Sources:

American Spirit

- *George Kennan Proposes Containment*

For the Record

- *The Truman Doctrine*

- *The Marshall Plan*

- *McCarthy – Democrats and Communists*

- *Southern Declaration on Integration*

- *The Situation in Little Rock*

- *from Letter from a Birmingham Jail*

- *The Civil Rights Movement: Fraud, Sham, and Hoax*

- *Women's Liberation – Gloria Steinem*

U.S. History and Government

- *from The Feminine Mystique*

- *The "New Frontier" - JFK*

- *The "Great Society" – LBJ*

- *Miranda v. Arizona*

- *What is "Black Power"?* – Stokely Carmichael

- *Growing Up Mexican American*

Secondary Sources:

America at Midcentury

Did the Civil Rights Movement Improve Race Relations in the United States? – by Tom Wicker

Student Activities:

- CR 1b CUL-6, Students will listen to a variety of music from the 1960's and early 70's to determine the origin and nature of cultural change in that period. Group discussion questions will be given to provide focus on key issues such as race, gender equality, environmentalism, generational differences and anti-war sentiment. To extend, students will be asked to identify particular pieces of music within their generation that provide similar insight into life today.

Music: "Respect," "For What It's Worth," "Rainy Day Women, #35," "Volunteers," "San Francisco," "What's Going On," "Fortunate Son," "Mercy, Mercy, Me," "Inner City Blues."

-CR 6 Using *Did the Civil Rights Movement Improve Race Relations in the United States?* – by Tom Wicker and an excerpt from *Look Out Whitey! Black Power's Gon' Get Your Mama!* by Julius Lester, Student's will create a graphic organizer comparing and contrasting the interpretations of each scholar to the interpretations provided by the textbook.

- POL-7, Students develop a time line of the civil rights movement from Reconstruction through the 1970's and annotate key turning points in the movement.

Assessments:

- Stimulus Based Multiple Choice Questions
- DBQ - Analyze the political and economic impact of the Cold War on American society between the years 1945 to 1961.

Period 9: 1980 – Present – The Reagan Years, end of the Cold War, Economics in North America and Global Politics in the 21st century

Unit Topics

- The “Reagan revolution”
- The Clinton Years
- September 11 terrorist attacks
- Immigration in the twenty-first century
- Cultural and urban issues of the twenty-first century

Reading Assignments: *The American Pageant*, Chapters 39 – 42

Primary Sources:

American Spirit

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For the Record

- *The Evil Empire* – Ronald Reagan
- *The Cold War Is Over* – New York Times
- *The New Segregation* – Shelby Steele
- *from Beyond Gender* – Betty Friedan

Secondary Sources:

Did President Reagan Win the Cold War? – by John Lewis Gaddis

America in the 1990’s, from A History of the American People, pp. 947-976, - by Paul Johnson

Student Activities:

- Students will create a graphic organizer to compare and contrast the causes and goals of each government policy as described in excerpts from the Immigration Act of 1924, 1965, and 1990. Students will also examine the causes and goals of the Bracero Program and Operation Wetback.
- ENV-5 – Students will research the debates and political conflicts over water rights between the states that use Colorado River water.

Students will prepare for a debate that focuses on how to best allocate and conserve the water of the Colorado. This debate will be held after the AP exam as a culminating activity.

Assessments:

- Stimulus Based Multiple Choice Questions
- Long Essay - Some historians have argued that recent international migration to the United States is more of a continuity than a change from previous patterns of migration. Support, modify, or refute this contention by comparing international migration to the United States from 1980 to 2010 and one of the following time periods: 1840–1860 or 1880–1920.