

Advanced Placement United States History is a two semester survey course incorporating all Major Historical Themes of U.S. History. Every student who enrolls in an Advanced Placement course should come in with the expectation of passing the Advanced Placement Exam in May. Every student is required to take the AP Exam. The level of instruction in this class is geared towards that goal. The pace and content of the material will reflect college level work. Therefore, it is imperative that you never lose focus of those criteria. No doubt there is a tremendous amount of work in this class and the expectations are high. What is taught and how it is taught reflects the curriculum and standards set by the College Board.

In AP American History, grades are based on oral participation, homework, and tests. Depending on the type of group work, credit will be either oral points or homework credit. A high grade in this course is not possible without ample participation in class discussions.

“Equity” and “access” are two guiding principles of the College Board and the Advanced Placement Program. Just as all students deserve an opportunity to participate in rigorous programs; all students who take an AP course have the right, and are expected, to take the exam. However, it would be my recommendation that any student earning a D in the first semester should consider transferring out of the course.

Homework Policy

I do not accept any late work unless I am given prior notice or unless you have a verifiable crisis. I do not give partial credit for late work. Either the assignment is turned in on time or you will not receive any credit. That includes if you are absent on the day an assignment is due. The majority of homework assignments will be papers and discussion board posts. Additionally, there are a number of smaller assignments as well as a few larger projects. They will be weighted accordingly. Students have the option of submitting a paper in lieu of threaded discussion posts.

Exams

While students are encouraged to help each other and work together, cheating will not be tolerated. Exams will be given for each of the fourteen units in the course. All exams will consist of a combination of multiple choice and short answer, long essay or Document Based Question (DBQ). Each of the writing portions will be given on alternating units. That means the exams will consist of multiple choice and short answer, multiple choice and long essay, or multiple choice and DBQ. All questions will be similar to questions found on the actual Advanced Placement exam.

Class Discussions

Each day’s class discussion will be driven by the assigned reading from the textbook. In order to participate in the discussions, students must be prepared with notes from the readings. The goal each day is not only to understand the concepts, but to utilize the nine learning objectives described in the course description. Several of these objectives will be addressed each day; therefore, it is imperative that all students are prepared to engage in the discussions.

Binders

One key way to be successful in this course is to be well organized. You must have a binder specifically for this course. You will maintain this portfolio throughout the year. I will have several binder checks during the year. You do not have to bring it to school each day. It is a significant part of the grade you earn. Do not fall behind. Notebooks will be periodically checked throughout the school year. A final notebook check will be conducted approximately one week after the A.P. exam.

These are the following recommended tabs:

1. Calendars/Handouts	2. Discussion/Lecture Notes	3. The AP Center (Prompts)
4. Exams	5. Documents/Readings	6. Historical Themes
7. Assignments & Projects	8. APUSH Curriculum Framework	

Note-taking

You must have textbook notes prior to class. And they must be your own. I consider it cheating if you use another student's notes. It is unacceptable to use study outlines in place of the notes you take from reading the textbook. It is recommended that you use my note-taking formats. Templates will be available on the course website. Always have the notes from previous chapters with you in class.

Be as thorough as you need to be, for most days you will not be allowed to use your text during class. You will not be allowed to participate in the class discussions if you have not prepared for class.

Academic Objectives

- Students will be prepared for the Advanced Placement United States History Exam.
- Students will study selected historical themes and the context and significance of major interpretive questions.
- Students will be trained to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events.
- Students will learn how to approach history critically and be able to analyze and evaluate competing sources of historical information.
- Students will be able to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others.
- Students will learn test-taking skills, including how to successfully take timed exams.
- Students will learn to take notes from both printed materials and lectures.

Grading Policy

The high standards of Advanced Placement will be reflected in the workload of the course. If you choose not to keep up with the work, then I will choose to remove you from the class. If you are caught unprepared for class, we will have a conference after class. A second time will result in a call to your parents. If you are caught a third time unprepared, I will consider dropping you from the class.

I will attempt to watch each student's progress in the class. If you are having difficulty, we will try to find help.

The grade for semester coursework is comprised of oral participation (25%), homework (35%), and exams (40%). Grades on exams are based upon a curve, as well as the oral averages. I do not grade on a point system. Rather, all scores for homework, projects, and exams are marked as letter grades. Oral Points are a different matter. They become converted to a grade-point average. The student with the highest point total will receive a 4.0 average for oral points. The semester coursework accounts for 75% of the semester grade and the Final Exam is worth 25%.

Be aware that there will be exams for each unit. In class DBQs are scheduled usually for every other unit. Each exam will be comprised of 30-40 AP style multiple choice questions and an essay (FRQ) question.

There will a final research project due at the end of the school year.

Disclaimer—The instructor reserves the sole and complete right to modify this syllabus at any time and in any way he sees fit.

Keep in mind, I am here to help you. The class time alone may not be enough. You can email me if you have to get a hold of me:

(cut along the dotted line)

I have read, understood, and will abide by the provisions of the AP U.S. History syllabus.

(student name)

(student signature)

(parent signature)

Course Materials

Primary Text

Kennedy, David. *The American Pageant*, 13th Edition. [CR1a]

Secondary Source Readings [CR1c]

(A) Roswenc, *American Revolution Readings*, Ch. 14-17
Daniel Boorstin, “some Peculiarities of Our Revolution” (1953)
Benjamin F. Wright, “The Spirit of ’76 Reconsidered” (1958)

(C) Roswenc, *Liberty and Power in the Making of the Constitution*, Ch. 15-18
Richard Hofstadter, “An Age of Realism” (1955)
Cecelia Kenyon, “Men of Little Faith” (1955)

(C) Roswenc, *Democracy in the Age of Jackson*, Ch. 17-2
Lee Benson, “Jacksonian Democracy – Concept or Fiction?” (1961)
James M. Burns, “The Flowering of Parties” (1963)

(D) Roswenc, *Slavery and the Breakdown of the American Consensus*, Ch. 11-13
Avery Craven, “The Repressible Conflict” (1939)
Allen Nevins, “Great and Complex Events Have Great and Complex Causes” (1950)

(E) Roswenc, *Reconstruction and the Race Problem*, Ch. 13-15
Kenneth M. Stampp, “Radical Reconstruction” 1965)
Guion Griffis Johnson, “Southern Paternalism Toward Negroes After Emancipation” (1957)

(F) Roswenc, *The Entrepreneur in the Gilded Age*, Ch. 10-12

(G) Roswenc, *The United States and the New Imperialism*, Ch. 14-17
Howard K. Beale, “The Rise of America to World Power” (1956)
William Appleman Williams, “Imperial Anticolonialism” (1959)

(H) Roswenc, *The Status Revolution & the Progressive Movement*, Ch. 9-11
Henry S. Commager, “The Progressive Movement” (1962)
George E. Mowry, “The Progressive Profile” (1958)

(I) Roswenc, *Realism & Idealism in Wilson’s Peace Program*, Ch. 11-15
Richard Hofstadter, “Wilson’s Peace Program” (1948)
Hans Morgenthau, “The National Interest vs. Moral Abstractions” (1950)
Robert E. Osgood, “The Nationalistic Defection from Wilson’s Program (1952)
Arthur S. Link, “Wilson and the Liberal Peace Program” (1957)

(J) Roswenc, *Presidential Power in the New Deal*, Ch. 9-12
Richard Hofstadter, “Franklin D. Roosevelt: the Patrician as Opportunist” (1955)
James M. Burns, “Roosevelt as a Party Leader” (1956)
Arthur M. Schlesinger, Jr., “The Roosevelt Coalition” (1960)
Clinton Rossiter, “The Essence of Roosevelt’s Presidency” (1956)

Primary Sources [CR1b]

Period 1

Cortez in Mexico, Lienzo de Tlaxcala (1519) [Drawing]
Spanish and Portuguese Explorations 1400-1600 [Map]
Indian Paintings, John White (1585) [Paintings]

Period 2

Nathaniel Bacon on Bacon's Rebellion (1676)
Massachusetts School Law (The Old Deluder Act) (1647)
The Pueblo Revolt (1680)
Pennsylvania Charter of Privileges and Liberties, William Penn (1701)
The Great Awakening Comes to Connecticut, Nathan Cole (1740)
The Results of Colonization, Adam Smith (1776)
Olaudah Equiano on Slavery (1789)
Middle Passage Poster [Drawing]

Period 3

Letters from a Pennsylvania Farmer, Jonathan Dickinson (1767)
Virginia Resolutions on the Stamp Act (1765)
Association of the New York Sons of Liberty (1773)
Common Sense, Thomas Paine (1776)
Farewell Address, George Washington (1796)
James Winthrop on the Anti-Federalist Argument, John Winthrop (1787)
Thoughts Upon Female Education, Benjamin Rush (1787)
Letter by Abigail Adams, Abigail Adams (1776)
Tree of Liberty Quote, Thomas Jefferson (1787)

Period 4

War Hawk Congress, Felix Grundy
The Ohio, John Audubon (1830s)
Battle Cry of the War Hawks, Felix Grundy (1811)
Angelina Grimke on Women's Rights, Angelina Grimke (1837)
The American Scholar, Ralph Waldo Emerson (1837)
Declaration of Sentiments, Elizabeth Cady Stanton (1848)
Veto of the Bank Bill, Andrew Jackson (1832)
Sinners Bound to Change Their Own Hearts , Charles G. Finney (1836)
The Drunkard's Progress, Nathaniel Currier (1846) [Drawing]

Period 5

Gettysburg Address, Abraham Lincoln
Fugitive Slave Poster
Imminent Dangers to the Free Institutions
Speech About the Mexican War
A Pioneer Woman's Westward Journey
The Fugitive Slave Law
The Impending Crisis of the South
Lincoln Douglass Debates
South Carolina's Ordinance of Secession
Freedom of the Soil
Manifest Destiny
"The Irrepressible Conflict"
Petition of Committee on Behalf of the Freedmen to Andrew Johnson
The First Vote, Thomas Nast (1867) [Cartoon]
Klan Cartoon, Thomas Nast (1874) [Cartoon}

Period 6

The Bosses of the Senate, Joseph Kepler (1889) [Cartoon]
Grange Poster
Preamble to the Constitution of the Knights of Labor
A Century of Dishonor
Our Country
The New South – Henry Grady
The Dawes Act
The Money Question
The Frontier in American History
The Atlanta Compromise
Cross of Gold – William Jennings Bryan
Plessy v. Ferguson (1896)
A Defense of Political Graft
Sears Roebuck Poster
Progress and Poverty
Crusade for Justice
The Social Gospel
The Mississippi Black Code
Immigration Cartoon - Keppler

Period 7

The War must be ended, William McKinley (1898)
The March of the Flag
The Social Gospel
Putting the Screws on Him (1904) [Cartoon]
The World's Constable (1905) [Cartoon]
The Roosevelt Corollary to the Monroe Doctrine
The Niagara Movement
Muller v. Oregon
The New Freedom
The World's Plunderers, Thomas Nast (1885)
Declaration of War Against Germany, Woodrow Wilson (1917)
The League of Nations
The League of Nations Must Be Revised
WWI Propaganda Posters, George Creel
The Red Scare is un-American
The New Negro, Alan Locke (1925)
The American Century, Henry R Luce (1941)
Harding Scandals [Cartoon]
The Immigration Act of 1924, Robert H. Clancy (1924)
The Scopes Trial (1925)
Social Security Poster - A Monthly Check (1935) [Poster]
Freedom of Worship, Will Durant (1942)
The Atlantic Charter (1941)
The Atomic Bombing of Hiroshima, Harry S. Truman (1945)

Period 8

The Sources of Soviet Conduct – George F. Kennan (1947)

Democrats and Communists –Joseph McCarthy (1950)
The Camp David Accords (1978)
A Letter to Ngo Dinh Diem -Dwight D. Eisenhower (1954)
Statement on the Korean War - Harry Truman (1950)
Levittown Photo (1954)
Letter from Delano - Cesar Chavez (1969)
The Shooting at Kent State – Tome Grace (1970)
Black Power - Stokely Carmichael (1966)
Equal Rights for Women - Yes and No – Gloria Steinmen (1970)
Letter from a Birmingham Jail - Martin Luther King Jr. (1963)
The Situation in Little Rock - Dwight D. Eisenhower (1961)
Massive Retaliation – John Foster Dulles (1954)

Period 9

“Tear Down This Wall” Ronald Reagan (1987)
The Evil Empire – Ronald Reagan (1983)
The Cultural War for the Soul of America - Patrick Buchanan (1992)
Signing of NAFTA – Bill Clinton (1993)
Contract with America (1994)
One World – *The Economist* (1997)
A New Beginning – Barack Obama (2000)

Key Concepts and Skills

The AP U.S. History Exam is designed to measure students' knowledge of historical facts, degree of comprehension of forces of change and causality, and information-based analytical skills. There are 9 overarching learning objectives integrated into this course:

Skill 1 – Historical Causation

Skill 2 – Continuity and Change over Time

Skill 3 - Periodization

Skill 4 - Comparison

Skill 5 - Contextualization

Skill 6 – Historical Argumentation

Skill 7 – Use of Historical Evidence

Skill 8 - Interpretation

Skill 9 – Synthesis

A detailed explanation of each skill will be issued on a separate handout.

Historical Themes

■ Identity (ID)

■ Peopling (PEO)

■ Work, Exchange, and Technology (WXT)

- Politics and Power (POL)
- America in the World (WOR)
- Environment and Geography (ENV)
- Ideas, Beliefs, and Culture (CUL)

A detailed explanation of each theme will be issued on a separate handout.

How is the exam structured?

Section 1

Part A: Multiple choice (50-55 questions)

Part B: Short constructed response (4 questions)

Section 2

Part A: Document Based Question (DBQ: 1 question)

Part B: Long essay (1 question)

AP GRADE QUALIFICATION

5 Extremely well qualified

4 Well qualified

3 Qualified

2 Possibly qualified

1 No recommendation

United States History Units

The course outline is structured around the investigation of course themes and key concepts in nine chronological periods. These periods, from pre-Columbian contacts in North America (represented symbolically by the date 1491) to the present, provide a temporal framework for the course. The instructional importance and assessment weighting for each period varies: [CR2]

Unit	Historical Period	Historical Period	Chapters ¹
1	Colonization	1491-1607	1-3
2	English Colonies	1607-1754	4-5
3	Road to Revolution & Secession	1754-1800	6-8
4	Critical Period	1754-1800	9-12
5	Jacksonian Democracy	1800-1848	13-15
6	Manifest Destiny/Sectional Struggle	1800-1848	16-18
7	Civil War & Reconstruction	1844-1877	19-22
8	Industry, the West & Agriculture	1865-1898	23-26
9	Imperialism, Progressivism and WWI	1890-1945	27-30
10	The Twenties, Depression, New Deal	1890-1945	31-33
11	WW2	1890-1945	34-35
12	Cold War Era	1945-1980	36-37
13	The 60's & 70's	1945-1980	38-39
14	The Present Age	1980-Present	40-42

¹ *The American Pageant* – Thirteenth Edition

Course Overview

- * Themes come from the College Board AP U.S. History Course Description Key Concepts. It is recommended that you check off each theme as they are covered in the course.
- * Key Concepts listed under each unit's themes come directly from the College Boards Course Description for the AP course.

Period 1 – Colonization (Two Weeks)

Text: *The American Pageant, Chapters 1-3*

Readings:

- ⊕ West – Guns, Horses, and the Grass Revolution
- ⊕ Mann – America Before Columbus

Unit Content:

Key Concept 1.1: Before the arrival of Europeans, native populations in North America developed a wide variety of social, political and economic structures based in part on interactions with the environment and each other.

Key Concept 1.2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations between societies across the Atlantic.

Key Concept 1.3: Contacts among American Indians, Africans and Europeans challenged the worldviews of each group.

Learning Objectives/Historical Theme Activities: [CR4]

WXT-1 Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies

Students will analyze a map of Spanish and Portuguese exploration (1400-1600). They will write a response explaining the economic and social impact upon the Native Americans.

ENV-1 Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period

Students will analyze a map/chart of the Columbian Exchange. They will identify with items made the greatest impact.

Key Lessons:

- Long Essay and Short Answer Question Instruction
- Columbian Exchange Paper – Based on the lectures by Gordon West and Charles Mann, as well as additional sources, students will write a 1000-1250 word essay explaining the impact of the Columbian Exchange. **[CR5]**

Historical Skill Activity:

A discussion will emphasize how horses, guns, and grass caused dramatic changes in the Americas and Europe. (Historical Causation) **[CR8]**

Period 2 – English Colonies (Two Weeks)

Text: *The American Pageant, Chapters 4-5*

Readings:

- ⊕ Lepore – King Philip's War

Unit Content:

Key Concept 2.1: Differences in imperial goals, cultures and the North American environments that

different empires confronted led Europeans to develop diverse patterns of colonization.

Key Concept 2.2: European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

Key Concept 2.3: The increasing political, economic and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

Learning Objectives/Historical Theme Activities: [CR4]

ID-4 Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era

Students will read a primary source on the Pueblo Revolt. They will use a graphic organizer to contrast the ways the Spanish and the English colonies interacted with Native Americans.

PEO-1 Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization)

Students will read the “Pennsylvania Charter of Privileges and Liberties” by William Penn. They will identify and analyze why this was a way to lure settlers into his colony.

CUL-4 Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early Republic

Students will read a passage from “The Great Awakening Comes to Connecticut” by Nathan Cole. There will be a discussion of this passage and a multiple choice assessment.

Key Lesson:

- DBQ Instruction.

Period 3 – Revolution (Two Weeks)

Text: *The American Pageant, Chapters 6-8*

Readings:

- Berkin – Myths of the American Revolution
- (A) Roswenc, *American Revolution Readings*, Ch. 14-17

Unit Content:

Key Concept 3.1: Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists and American Indians, culminating in the creation of a new nation, the United States.

Learning Objectives/Historical Theme Activities: [CR4]

POL-1 Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period

Students will make a chart identifying the objectives of all sides in the French and Indian War.

CUL-2 Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century

Students will read Virginia Resolutions on the Stamp Act, Letters from a Pennsylvania Farmer, Jonathan Dickinson, and Common Sense. They will discuss the perspectives of the colonists.

Key Lessons:

- Revolution Paper – Citing the material from the podcast and the readings, students will write a 1000-1250 word essay analyzing the causes of the American revolution and struggles the of Continental Army. (Historical Causation and Contextualization) **[CR5] [CR12]**

Period 3 – The Critical Period (Three Weeks)

Text: *The American Pageant, Chapters 9-12*

Readings:

- Ellis – Founding Brothers

⊕ Additional reading TBA

Unit Content:

Key Concept 3.2: *In the late eighteenth century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic and cultural ideas, challenged traditional imperial systems across the Atlantic World.*

Key Concept 3.3: *Migration within North America, cooperative interaction and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.*

Learning Objectives/Historical Theme Activities: [CR4]

PEO-4 Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans

Students will examine the impact of the French and Indian War through excerpts from Fred Anderson's book and address the notion that it was "the war that made America" **[CR5]**

WOR-2 Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19th century

Students will make a chart comparing the aspects of the Articles of Confederation and the United States Constitution. **[CR11]**

WOR-5 Analyze the motives behind, and results of, economic, military, and diplomatic initiatives aimed at expanding U.S. power and territory in the Western Hemisphere in the years between independence and the Civil War

Students will read portions of Washington's Farewell address. They will debate the ramifications of American foreign policy. **[CR8]**

Key Lessons:

- Connections Project. This assignment addresses contextualization argumentation by having the students categorize terms and concepts by themes. **[CR5] [CR12]**

Period 4 – Jacksonian Democracy (Two Weeks)

Text: *The American Pageant, Chapters 13-15*

Readings:

⊕ (B) Roswenc, *Democracy in the Age of Jackson*, Ch. 17-20

Unit Content:

Key Concept 4.1: *The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them.*

Key Concept 4.2: *Developments in technology, agriculture and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.*

Learning Objectives/Historical Theme Activities: [CR4]

WXT-2 Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period through the end of the Civil War

Students will create newsletters focusing on the themes of the market revolution and age of reform.

The newsletters will reference primary source passages such as The Ohio, The American Scholar, and drawings of inventions.

POL-2 Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century

Students will create a chart highlighting the political parties of the period, identifying the parties' interests and making a connection to the social and economic changes. **[CR12]**

Period 4 – Manifest Destiny/Sectional Struggle (Two Weeks)

Text: *The American Pageant, Chapters 16-18*

Readings:

- ⊕ (C) Roswenc, *Slavery and the Breakdown of the American Consensus*, Ch. 11-13
- ⊕ Ayers – Slavery and the Early American Economy

Unit Content:

Key Concept 4.3: U.S. interest in increasing foreign trade, expanding its national borders and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

Key Concept 5.1: The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.

Learning Objectives/Historical Theme Activities: [CR4]

ID-2 Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the U.S. in the 19th century

Students will color in a U.S. map identifying the territorial acquisitions in American's history.

ENV-3 Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century, and how they affected conflicts such as the American Revolution and the Civil War

Tying in the map activity, students will identify the sectional interests based on environmental factors. This activity will tie in with excerpts from *Impending Crisis of the South* and *Uncle Tom's Cabin*.

Key Lessons:

- Slavery Threaded Discussion - Based on the essays by the historians Bread, Craven, Nevins, students will post on the threaded discussion board their responses to the essays. Particular emphasis on the Ayers posts will be a discussion of his reasons why slavery was intricately tied to the economy. A minimum of five posts are required [CR6] [CR13a] [CR12]

Period 5 – Civil War & Reconstruction (Two Weeks)

Text: *The American Pageant, Chapters 19-22*

Readings:

- ⊕ (D) Roswenc, *Reconstruction and the Race Problem*, Ch. 13-15
- ⊕ Gallagher – The Civil War in American Memory
- ⊕ Foner – The Significance of Reconstruction

Unit Content:

Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural and political issues led the nation into civil war.

Key Concept 5.3: The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about federal government power and citizenship rights.

Learning Objectives/Historical Theme Activities: [CR4]

POL-5 Analyze how arguments over the meaning and interpretation of the Constitution have affected U.S. politics since 1787

ID-5 Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities in what would become the United States from the colonial period through the 19th century

Students will debate the constitutional developments on Reconstruction. Discussion will be guided by the Foner and Gallagher podcasts, the latter focusing on the regional distinctions in the South.

Key Lessons:

Reconstruction Paper – Based on the Reconstruction readings, student will write a 1000-1250 word essay on the social, political, and economic impact of Reconstruction. [CR5] [CR6] [CR13a]

Period 6 – Industrial Society, the West, and Agriculture (Two Weeks)

Text: *The American Pageant, Chapters 23-26*

Readings:

- ⊕ (E) Roswenc, *The Entrepreneur in the Gilded Age*, Ch. 10-12

Unit Content:

Key Concept 6.1: The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.

Key Concept 6.2: The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities and women.

Key Concept 6.3: The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

Learning Objectives/Historical Theme Activities: [CR4]

WXT-7 Compare the beliefs and strategies of movements advocating changes to the U.S. economic system since industrialization, particularly the organized labor, Populist, and Progressive movements

PEO-3 Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries

ENV-5 Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century

Students will analyze the documents from the 2012 DBQ on the rise of corporations. The students will respond with short answers that address each of the learning objectives. **[CR7]**

Key Lessons:

- Analysis of Thomas Nast & Analysis of Keppler Cartoons. Students will utilize the SOAPSTone strategy. The topics include Gilded Age Politics, Immigration, and Big Business. **[CR7]**

First Semester Final

Period 7 – Imperialism, Progressivism and WW1 (Two Weeks)

Text: *The American Pageant, Chapters 27-30*

Readings:

- ⊕ (F) Roswenc, *The United States and the New Imperialism*, Ch. 14-17
- ⊕ (G) Roswenc, *The Status Revolution & the Progressive Movement*, Ch. 9-11
- ⊕ Gerstle – The Progressive Era
- ⊕ (H) Roswenc, *Realism & Idealism in Wilson’s Peace Program*, Ch. 11-15

Unit Content:

Key Concept 7.1: Government, political and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.

Learning Objectives/Historical Theme Activities: [CR4]

WXT-6 Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century

Students will read an excerpt from the Social Gospel. They will discuss how the private individuals and groups engaged in social reforms and aid.

POL-3 Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and U.S. society

Students will read essays by historians on Progressivism. In groups, they will perform skits that highlight the central points of the essays.

Key Lessons:

- Imperialism Threaded Discussions – Based on the essays by the historians, students will post on the threaded discussion board their responses to the essays. A minimum of five posts are required [CR6] Particular emphasis for the message board posts will be how 1890 was a turning point in United States foreign policy. [CR10]
- Analysis of WW1 Propaganda. Students will utilize the SOAPSTone strategy in finding the meaning, purpose, and significance of America WWI propaganda posters. [CR7]

Period 7 – The Twenties, the Depression, and the New Deal

Text: *The American Pageant*, Chapters 31-33

Readings:

- ⊕ Kramer – The Rise and Fall of Federal Power from 1800s to the 1930s
- ⊕ (I) Roswenc, *Presidential Power in the New Deal*, Ch. 9-12
- ⊕ Atler and Brinkley – FDR's First 100 Days

Unit Content:

Key Concept 7.2: A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflict between groups increased under the pressure of migration, world wars, and economic distress.

Learning Objectives/Historical Theme Activities: [CR4]

ID-6 Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness

Students will view the documentary “Boom to Bust” from the Century series. The emphasis will be the impact of the Great Migration on leading the Harlem Renaissance. Coupled with learning objective PEO-3, students will follow the pattern of impact upon civil rights and culture through the end of the period, ending with the concept of Double V. Assessment will be though a long essay addressing the themes. [CR9]

WOR-7 Analyze the goals of U.S. policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how U.S. involvement in these conflicts has altered the U.S. role in world affairs

Students will perform a skit depicting the U.S. isolationist stance after the First World War.

Key Lessons:

- New Deal Threaded Discussions
- Twenties Skits/Newsletters (Topics include: Foreign policy, Roaring Twenties, Political Scandals, Immigration, Popular Culture, Prohibition and Crime, Modernism, Arts and Literature, Harlem Renaissance)

Period 7– World War 2

Text: *The American Pageant*, Chapters 34-35

Readings:

- ⊕ Kennedy – The American People in Depression and War
- ⊕ Bunting – American Way of War

Unit Content:

Key Concept 7.3: Global conflicts over resources, territories and ideologies renewed debates over the nation's values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

Learning Objectives/Historical Theme Activities: [CR4]

WOR-4 Explain how the U.S. involvement in global conflicts in the 20th century set the stage for domestic social changes

Students will view the documentary “The Homefront” from the Century Series. They will discuss the impact upon various groups (Mexican Americans, Women, Japanese American, African Americans), including how the economy allowed the United States to define its victory. **[CR11]**

POL-6 Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century

Students will contrast the American political systems after WWI and WWII. This will be done through discussion and graphic organizers. **[CR9]**

Period 8 – Cold War Era

Text: *The American Pageant*, Chapters 36-37

Readings:

- ⊕ (J) Roswenc, *Containment and the Origins of the Cold War*, Ch. 13-16
- ⊕ Gaddis – The Origins of the Cold War

Unit Content:

Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.

Key Concept 8.2: Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses.

Learning Objectives/Historical Theme Activities: [CR4]

ID-8 Explain how civil rights activism in the 20th century affected the growth of African American and other identity-based political and social movements

POL-7 Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century

Students will view the portions of documentary “Happy Daze” from *The Century* and clips from “Eyes on the Prize.” Students will create a civil rights timeline and highlight the difference and similarities on the civil rights movement with previous eras. **[CR9]**

Key Lessons:

Cold War Paper. Using the essays by the historians, as well as primary sources (2001 and 2012 DBQs) reviewed in class, students will write a synthesis paper discussing how the Cold War began and how and why it ended in the late 1980's. **[CR10]** **[CR13a]**

Period 8 – The 60's & 70's

Text: *The American Pageant*, Chapters 38-39

Readings:

- ⊕ Prados – The Origins of the Vietnam War

Unit Content:

Key Concept 8.3: Postwar economic, demographic and technological changes had far-reaching impacts on American society, politics, and the environment.

Learning Objectives/Historical Theme Activities: [CR4]

PEO-7 Explain how and why debates over immigration to the United States have changed since the turn of the 20th century. **(PEO-2)**

Students will create a timeline of immigration events. Particular focus will be on the 1840's, 1890-1920's, and 1965-present. Using primary sources listed in this syllabus, students will write an essay based on a long essay prompt. **[CR13b]**

CUL-5 Analyze ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries

Students will analyze protest movement among women, African-Americans, Mexican-Americans, college students, and the anti-war groups. Students will create charts highlighting the groups' objectives and achievements.

Key Lessons:

- Evaluation of the Civil Rights Movement. Students will utilize the SOAPSTone strategy in finding the meaning, purpose, and significance of civil rights strategies of the 1950's and 1960's. They will contrast with the strategies of the civil rights movement of the period between 1890-1920's. The emphasis will be to understand the movement from the theme of Continuity and Change Over Time. **[CR9] [CR7]**

Period 9 – The Present Age

Text: *The American Pageant, Chapters 40-42*

Readings:

- Ayers – Defining the Twentieth Century
- Blanton – The End of the Cold War
- Patterson – America at the End of the Twentieth Century

Unit Content:

Key Concept 9.1: A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.

Key Concept 9.2: The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.

Key Concept 9.3: Moving into the 21st century, the nation continued to experience challenges stemming from social, economic and demographic changes.

Learning Objectives/Historical Theme Activities: **[CR4]**

WOR-8 Explain how U.S. military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed U.S. foreign policy goals since the middle of the 20th century

Learning objective will be taught through the Military Doctrines Project

CUL-7 Explain how and why "modern" cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society

Students will examine the popular culture of the 1920's, 1950's, 1980's, and the present age. They will debate which the most impactful period is. A writing response will follow. **[CR13b]**

Key Lessons:

- The Military Doctrines: An examination of presidential military doctrines throughout the 20th century. Students will use the podcasts and secondary sources to evaluate the doctrines. A group activity, assessment through oral presentation and paper. **[CR13a]**
- DBQ Project. Student created DBQ. Specs include: scoring guidelines, list of outside information, document analysis, sample essay.

Second Semester Final – Practice AP Exam

A final project will be assigned to be completed after all AP exams are completed.