

AP UNITED STATES HISTORY COURSE SYLLABUS

Course Description: AP U.S. History covers the spectrum of American history from pre-Columbian days to the present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Class participation through seminar reports, discussions, debates, and role-playing activities is required; special emphasis is placed on critical reading and essay writing to help students prepare for the AP examination. The course is structured chronologically, divided into 9 units which include one or more of the key concepts outlined in the AP U.S. History curriculum framework.

- Cumberland County requires students to take the College Board AP United States History exam. Failure to do so will result in a reduction in the student's final grade by one letter grade. Students are also required to take a final exam valued at 25% of their overall course grade.
- The second semester concludes with a period of review for the Advanced Placement U.S. History Exam along with students taking a practice exam. Additionally, Cumberland County Schools sponsors a Saturday review session.

Key Themes: The course is structured both chronologically and thematically. The themes include: Identity, Work, Exchange and Technology, Peopling, Politics and Power, America in the World, Environment and Geography, and Ideas, Beliefs, and Culture. Elements of these themes are included in most unit assignments.

Writing Focus: Historical work at a collegiate level requires students to write proficiently. For this reason, writing is emphasized in every unit of this course. Students receive "essential questions" to frame class discussions; these are often used as writing assignments. Assessment of essays is measured by the following: the degree to which they fully and directly answer the question, the strength of thesis statement, level and effectiveness of analysis, amount and quality of supporting evidence, and organizational quality. In addition to these standards, DBQs are graded on the basis of the degree to which a significant number of the documents have been used to support the thesis, and the amount and quality of outside information included in the response.

Historical Thinking Skills

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

1. Chronological Reasoning

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

2. Comparison and Contextualization

- Comparison
- Contextualization

3. Crafting Historical Arguments from Historical Evidence

- Historical Argumentation
- Appropriate Use of Historical Evidence

4. Historical Interpretation and Synthesis

- Interpretation
- Synthesis

Primary Source Analysis Activities: To be truly meaningful, the study of history requires primary source analysis. For this reason, most units in this course provide students with the opportunity to read and interpret a diverse selection of primary source materials. The teacher introduces each document, and then students (either alone or in groups) read, interpret, and discuss the document, noting the style, language, intent, and effect. These activities help students become more familiar with primary sources, and develop their abilities to read, understand, and use these sources. As a result, students are better prepared to respond to DBQs on the AP U.S. History exam.

Course Texts:

Textbook: Murrin, Johnson, McPherson, Fahs, Gerstle, Rosenberg, and Rosenberg, Norman. *Liberty, Equality, Power: A History of the American People*, 5th Edition.

Supplemental Materials:

A Documentary History of the United States, Heffner, Richard D., 8th Ed. 2008

The History of Women in America, Carol Hymowitz and Michael Weissman, Bantam Doubleday, New York, 1990.

United States History: Preparing for the Advanced Placement Examination, Newman, John J. and Schmalback, John M. (2010 ed) New York, New York: Amsco School Publications, Inc.

A People's History of the United States, Zinn, Howard. (2010 ed.) New York, New York: Harper Collins.

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

LecturePoint: US History Cengage Learning: Produced by Michael Nagle, West Shore Community College <http://college.cengage.com/history/lecturepoints>

Digital History Mintz, S., & McNeil, S. (2013). Retrieved June 2014
<http://www.digitalhistory.uh.edu>

America in Class: National Humanities Center (2010-2014), Retrieved June 2014
<http://www.americaninclass.org>

American Heritage (2011) American Heritage Publishing Company, Retrieved June 2014
<http://www.americanheritage.com>

- Plus a selection of primary and secondary sources provided and used at the teachers discretion.

Unit I

Period 1: 1491-1607

Text Readings: Murrin's *Liberty, Equality, Power*, Chapters 1, 2

Howard Zinn *A People's History of the United States*, Chapter 1

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

Digital: http://www.digitalhistory.uh.edu/active_learning/explorations/spain/spain_menu.cfm

Major Topics:

Early contacts among groups in North America, and North American societies in the context of the Atlantic World; Spanish exploration and the development of colonies in the Americas; the rise of the English as an imperial power, including the conflict with the Spanish.

Key Concepts and Essential Questions:

Identity	How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas?
Work, Exchange, and Technology	How did the Columbian Exchange—the mutual transfer of material goods, commodities, animals, and diseases—affect interaction between Europeans and natives and among indigenous peoples in North America?
Peopling	Where did different groups settle in the Americas (before contact) and how and why did they move to and within the Americas (after contact)?
Politics and Power	How did Spain's early entry into colonization in the Caribbean, Mexico, and South America shape European and American developments in this period?
America in the World	How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans?
Environment and Geography	How did pre-contact populations of North America relate to their environments? How did contact with Europeans and Africans change these relations in North America?
Ideas, Beliefs, and Cultures	How did cultural contact challenge the religious and other values systems of peoples from the Americas, Africa, and Europe?

Suggested Student Activities:

- Students will complete a Comparison Chart analyzing similarities and differences between the Pueblo, Great Lakes, and Iroquois societies. The chart includes a section on the relationship between physical geography and societal development. (PEO-1)(ENV-2)
- After receiving primary source analysis instruction, the students will analyze the following primary source: Christopher Columbus: Letter to Ferdinand and Isabella of Spain. (CUL-1)
- Students will analyze a Columbian Exchange Chart and participate in an Inner Outer Circle Seminar on the Columbian Exchange. The chart includes the exchange of plants, animals, diseases and human migrations with a special focus on small pox, corn, sugar, slaves, horses, and religion. (PEO-4) (POL-1)(ENV-1)
- By drawing on selections from *A People's History of the United States* and *Liberty, Equality and Power*, students will write an long essay that explores the evolution of identity based on race, ethnicity, and nationality. (ID-4)
- After reading the works of Bartolome de Las Casas, students analyze his goals and accomplishments. (PEO-4)(WXT-1)(POL-1)(CUL-4)
- Following AP Free Response Essay instruction, students will write an essay in which they evaluate the impact of the Columbian Exchange on Native Americans in North America during the 16th Century.
- The students will complete a Documentary Analysis Chart for each episode of *A Biography of America*.
- Students will understand diversity utilizing the Digital History Exploration activity: Spanish Discovery of the New World illustrating the Native American point of view.
http://www.digitalhistory.uh.edu/active_learning/explorations/spain/spain_menu.cfm

Unit Assessment:

Assessment will be comprised of multiple choice questions on topics above, two short answer questions and one teacher generated FRQ:

- Compare and contrast England's early efforts to colonize with Spain's colonization efforts. Be sure to take into account the incentives and sequence of events. Limit your examination to the time period before 1607.

Unit 2

Period 2: 1607-1754

Text Readings: Murrin's *Liberty, Equality, Power*, Chapters 2, 3 & 4

Carol Hymowitz *A History on Women in America*, Chapter 1

Howard Zinn *A People's History of the United States*, Chapters 2 & 3

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

Digital: http://www.digitalhistory.uh.edu/active_learning/explorations/spain/spain_menu.cfm

Major Topics: Initial English colonial settlements, including successes and failures, and the unique attributes of each of the colonies; the evolution of relations between the colonies and England, including the debate over citizenship and representation; Political and social causes of the French and Indian War.

Key Concepts and Essential Questions:

Identity	What were the chief similarities and differences among the development of English, Spanish, Dutch, and French colonies in America?
Work, Exchange, and Technology	How did distinct economic systems, most notably a slavery system based on African labor, develop in British North America? What was their effect on emerging cultural and regional differences?
Peopling	Why did various colonists go to the New World? How did the increasing integration of the Atlantic world affect the movement of peoples between its different regions?
Politics and Power	In what ways did the British government seek to exert control over its American colonies in the 17 th and 18 th centuries?
America in the World	How did the competition between European empires around the world affect relations among the various peoples in North America?
Environment and Geography	How and why did the English North American colonies develop into distinct regions?
Ideas, Beliefs, and Culture	How did the expansion of cultural contact that took place with permanent colonization alter conditions in North America and affect intellectual and religious life, the growth of trade, and the shape of political institutions?

Suggested Student Activities:

- Students will analyze Spanish, French, and English empire building by completing a comparison chart. During this process they will analyze a population and economic activity map of all three empires. (ID-1) (WXT-1)(PEO-1)(POL-1)(WOR-1)(ENV-2)(CUL-1)
- Students will map the Triangular Trade. (ID-6)(WXT-1)(WXT-2)(PEO-1)
- Students will use teacher provided primary and secondary sources as the basis of a seminar discussion on the validity of studying the American colonies as part of the Atlantic World.

- Following AP Free Response Essay instruction, students will write an essay from the 2008 AP U.S. History exam: *Early encounters between American Indians and European colonists led to a variety of relationships among different cultures.*
- Students will write an essay that examines how the actions taken by BOTH American Indians and European colonists shaped those relationships in TWO of the following regions. Confine answer to the 1600s and be sure to develop *your thesis*. (ID-4)(PEO-4)(POL-1)
 1. *New England*
 2. *Chesapeake*
 3. *Spanish Southwest*
 4. *New York and New France*
- Students will understand diversity utilizing the Digital History Exploration activity: Pocahontas & Squanto in which students will compare and contrast historical evidence to the Disney portrayal.
- By drawing on selections from *History of Women in American* and *Liberty, Equality and Power*, students write an essay that analyzes the roles women played in settling the various regions of Colonial America.
- Following AP DBQ Essay instruction, students will compose a DBQ essay, including a thesis statement, on the culture and politics of the Puritans from the 2010 AP U.S. History exam. [CR5]
- Students will compare and contrast the Enlightenment and the Great Awakening in a Round-Robin format. (ID-1) (WOR-2)(CUL-4)

Unit Assessment:

Assessment will be comprised of multiple choice questions on topics above, two short answer questions and one FRQ from released College Board exam.

Suggested FRQ Essays:

- 2005: Compare and contrast the ways in which economic development affected politics in Massachusetts and Virginia in the period from 1607 to 1750.
- 1990: “ Throughout the colonial period, economic concerns had more to do with the settlement of British North America than did religious concerns.” Assess the validity of this statement with specific reference to economic and religious concerns.
- 2002: Compare the ways in which religion shaped the development of colonial society (to 1740) in TWO of the following regions: New England, Chesapeake, and Middle Atlantic.

Unit III

Period 3: 1754-1800

Text Readings: Murrin’s *Liberty, Equality, Power*, Chapters 4,5,6 & 7

Carol Hymowitz *A History on Women in America* , Chapters 2, 3 and 4

Howard Zinn *A People’s History of the United States*, Chapters 4,5 & 6

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

Digital:http://www.digitalhistory.uh.edu/active_learning/explorations/servitude_slavery/ss_menu.cfm

Major Topics: Reviewing the Political and social causes of the French and Indian War; military engagements and consequences of the French and Indian War; growing tensions between the colonies and Parliament over taxation and representation; diplomatic relations between the colonies, the British Parliament, and the French strategies of both sides in the Revolutionary war, and the course of the battles; origins and structure of the Articles of Confederation; political, social and economic challenges of the Critical Period; circumstances surrounding the Constitutional Convention and the structure of the Constitution; and argument over ratification and the development of the Bill of Rights. Birth of a new nation and struggle for identity; growing pains of the New Republic; George Washington and the development of the role of the President; the debate over the Bank of the United States, and the emergence of political parties; foreign relations, including the Jay Treaty, the Pinckney Treaty, the XYZ Affair, the conflict with the Barbary Pirates, and the growing tensions with Europe during the Napoleonic Wars; Marbury v. Madison and the development of the role of the Supreme Court; Jeffersonian Republicanism, including policies regarding the Bank, Louisiana, Aaron Burr, and foreign relations; and elections from 1789 to 1800.

Key Concepts and Essential Questions:

Identity	How did different social group identities evolve during the revolutionary struggle? How did leaders of the new United States attempt to form a national identity?
Work, Exchange, and Technology	How did the newly independent United States attempt to formulate a national economy?
Peopling	How did the revolutionary struggle and its aftermath reorient white-American Indian relations and affect subsequent population movements?
Politics and Power	How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups?
America in the World	How did the revolution become an international conflict involving competing European and American powers?
Environment and Geography	How did the geographical and environmental characteristics of regions opened up to white settlement after 1763 affect their subsequent development?
Ideas, Beliefs, and Cultures	Why did the patriot cause spread so quickly among the colonists after 1763? How did the republican ideals of the revolutionary cause affect the nation's political culture after independence?

Suggested Student Activities:

- Students will analyze Pontiac's Rebellion by completing a chart highlighting social, political and economic aspects. (PEO-4)(POL-1)
- Students will analyze primary sources from John Locke and Adam Smith to discover the influence of both authors in mainstream American political and economic values. (WXT-1)(WXT-2)(WXT-6)(WOR-2)(CUL-4)
- Students will write an essay with a thesis statement for the DBQ from the 2005 AP U.S. History Exam: "To what extent did the American Revolution fundamentally change American Society?"
- Students will analyze Enlightenment ideas and diplomatic strategies in the Declaration of Independence. They will also summarize the grievances of thirteen independent States found in the document. (ID-1)(WOR-2)
- Students will compare and contrast the Articles of Confederation with the Constitution.
- Students will analyze the following primary sources:
 - Image: Paul Revere's version of the Boston Massacre
 - Image: John Trumbull: The Battle of Bunker Hill
 - Document: John Andres to William Barrell: Letter Regarding the Boston Tea Party
 - Document: The Declaration of Independence
 - Document: James Madison Defends the Constitution
 - Document: George Alsop: The Importance of Tobacco
- Students will understand diversity utilizing the Digital History Exploration activity: Slavery and Indentured Servitude by Michael Ray. Students will analyze primary sources in order to understand life in colonial slavery and indentured servitude.
- Students will compare and contrast the viewpoints of Howard Zinn's *A People's History of the United States* Chapter 6: The Intimately Oppressed and Carol Hymowitz *A History on Women in America* Chapters 2, 3 and 4: Suffer Not a Woman to Speak, Remember the Ladies and Black Bondage/White Pedestal on the progress of female equality from the colonial era through the 1800's.

Unit Assessment:

Assessment will be comprised of multiple choice questions on topics above, two short answer questions and one FRQ from released College Board exam.

- Suggested FRQ topics:
 - 1992: Evaluate the relative importance of the following as factors prompting Americans to rebel in 1776: parliamentary taxation, restriction of civil liberties, British military measures, and the legacy of colonial religious and political ideas.
 - 2004: Analyze the impact of the American Revolution on both slavery and the status of women in the period from 1775 to 1800.
 - 1994: Evaluate the relative importance of domestic and foreign affairs in shaping American politics in the 1790's

Unit IV

Period 4: 1800-1848

Text Readings: Murrin's *Liberty, Equality, Power*, Chapters 7,8,9,10,11,12 & 13

Carol Hymowitz *A History on Women in America*, Chapters 5, 6, 7 and 8

Howard Zinn *A People's History of the United States*, Chapters 7 & 8

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

Digital: http://www.digitalhistory.uh.edu/active_learning/explorations/indian_removal/indian_menu.cfm

Major Topics:

Growing pains of the New Republic; foreign relations between the United States and France and Britain; causes and course of the War of 1812; political, social, and economic aftermath of the War of 1812, including the death of the Federalist Party, the emergence of the Second Bank of the United States, and the conflict over internal improvements; the contested election of 1824 and the end of the Era of Good Feeling; tariffs and the specter of nullification; major decisions of the Marshall Court; the Monroe Doctrine and the growth of the United States in regional politics; and the rise of immigration and nativism. Circumstances surrounding the elections of 1824 and 1828; rise of the Jacksonian Democratic party, including its beliefs, policies, and important members; and the Four Main Crises of the Age of Jackson: the expanding view of democracy (spoils system, rotation in office), the Native American question (court cases and Indian removal), the nullification crisis, and economic issues of the period (Second Bank of the United States and Panic of 1837).

Key Concepts and Essential Questions:

Identity	How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?
Work, Exchange, and Technology	How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked? How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life?
Peopling	How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities?
Politics and Power	How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse?

America in the World	How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation?
Environment and Geography	How did environmental and geographic factors affect the development of sectional economics and identities?

Suggested Student Activities:

- Students will analyze how different social groups were affected by the Louisiana Purchase before 1860 by using region, race, and class as their tools of analysis. (PEO-3)(WOR-5)(ENV-3)(ENV-4)
- Students will compare and contrast the presidency and ideology of Thomas Jefferson and the goals and accomplishments of Alexander Hamilton. This assignment is designed to help students understand the range of political ideas that led to formation of political parties in the early Republic. (ID-1)(WXT-2)(WXT-6)(POL-2)(POL-5)(CUL-4)
- Students will write the 2005 AP U.S. History DBQ on Republican Motherhood and the Cult of Domesticity. (CUL-2)
- Students will interpret the evolving historiography of the Trail of Tears presented in *History in the Making*, by Kyle Ward. (PEO-4)(PEO-5)(CUL-5)
- Students will analyze the goals and accomplishments of Frederick Douglass by examining primary and secondary sources. (POL-3)(CUL-5)
- Students will be divided into groups to do presentations on Temperance, Abolition, Women's Suffrage, and Workers' Rights. Each presentation will include a visual created in the style of the era and an analysis of primary sources related to the topic. (POL-3)(CUL-5)
- Students will analyze the following quantitative charts:
 - Graph: American Export Trade: 1790-1815
 - Graph: Distribution of Slave Labor (1850)
 - Table: Wealth in Boston 1687-1848
 - Students will analyze the following primary sources:
 - Document: Memoirs of a Monticello Slave (1847)
 - Document: The Harbinger: The Female Workers of Lowell (WXT-5)
- Students will understand diversity utilizing the Digital History Exploration activity: Indian Removal in which students will examine the assumptions that defined American Indian policies, why Jackson introduced the Removal Policy, and the human meaning of removal.
- Drawing on readings from *A History of Women in America*, students will evaluate the various obstacles women were faced with in their quest for equality and to what extent successes were achieved.

Unit Assessment:

Assessment will be comprised of multiple choice questions on topics above, two short answer questions and one FRQ from released College Board exam.

- Suggested FRQ prompts:
 - 1989: “Developments in transportation, rather than in manufacturing and agriculture, sparked American economic growth in the first half of the 19th century.” Assess the validity of this statement.
 - 2001: The Jacksonian Period (1824-1848) has been celebrated as the era of the “common man.” To what extent did the period live up to its characterization? Consider TWO of the following in your response: Economic development, Politics, Reform Movements
 - 1994: Analyze the way in which two of the following influenced the development of American society: Puritanism during the 17th century, Great Awakening during the 18th Century and the 2nd Great Awakening during the 19th century.

Unit V

Period 5: 1844-1877

Text Readings: Murrin’s *Liberty, Equality, Power*, Chapters 12, 13, 14, 15, 16, & 17

Carol Hymowitz *A History on Women in America*, Chapter 9

Howard Zinn *A People’s History of the United States* Chapters 9 & 10

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

Digital:

http://www.digitalhistory.uh.edu/active_learning/explorations/mexican_songs/mexican_songs_menu.cfm

Major Topics:

Trends in westward expansion, specifically independence in Texas and statehood issues involving slavery; life on the trail; Oregon and California; border crisis involving Mexico and the Mexican War; and negotiation of the Treaty of Guadalupe- Hidalgo and shifting power structure in North America. Effects of the Mexican War in terms of land acquisition, slavery, economics, and politics; The Four Horsemen of the American Apocalypse, including Uncle Tom's Cabin, the Kansas-Nebraska Act, the *Dred Scott* Decision, and John Brown's Raid; and the Secession Crisis. Outbreak of the military conflict between north and south, and the course of the war; political, diplomatic, social and economic consequences of the war, north and south; religion and the abolitionist cause; the Emancipation Proclamation and its effects on the war effort and the slave population; and generals and leadership during the crisis, north and south. Competing models for Reconstruction: Presidential, Congressional, and White Southern; the assassination of President Lincoln and its implications for Reconstruction and the policies of Andrew Johnson; military occupation of the south, the emergence of black republican governments; impeachment of Andrew Johnson; Radicalization of Reconstruction; 13th, 14th and 15th Amendments, white resistance, the KKK and the spiral of violence; and readmitting southern states, the Grant scandals, the restoration of conservative white governments, and the gradual denial of black rights in the South.

Key Concepts and Essential Questions:

Identity	How did migration to the United States change popular ideas of American Identity and citizenship as well as regional and racial identities? How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period?
Work, Exchange, and Technology	How did the maturing of northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877?
Peopling	How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities and the West?
Politics and Power	Why did attempts at compromise before the war fail to prevent the conflict? To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships?
America in the World	How was the American conflict over slavery part of larger global events?
Environment and Geography	How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West?
Ideas, Beliefs, and Cultures	How did the doctrine of Manifest Destiny affect debates over territorial expansionism and the Mexican War? How did the Civil War struggle shape Americans' beliefs about equality, democracy, and national destiny?

Suggested Student Activities:

- The students will interpret the changing historiography of the start of the Mexican War presented in *Liberty, Equality, Power* and Chapter 8 of Howard Zinn's *A People's History of the United States*. They will also research additional primary and secondary sources to analyze the effect of the war on the lives of Spanish Americans. (ID-6)(PEO-3)(PEO-5)(WOR-5)(WOR-6)(ENV-4)
- Students will analyze the following documents and images:
 - Document: Across the Plains with Catherine Sager Pringle
 - Document: A White Southerner Speaks Out Against Slavery
 - Document: George Fitzhugh: The Blessings of Slavery
 - Document: Abraham Lincoln: A House Divided
 - Document: Mary Boykin Chesnut: A Confederate Lady's Diary
 - Image: A Poster advertising *Uncle Tom's Cabin*
 - Image: A handbill warning against slave catchers

- Students will analyze a map of the Election of 1860 and develop a thesis statement summarizing the significance of the election results. (ID-5)(PEO-5) (POL-3)(POL-5)(POL-6)
- The students will analyze the South's main arguments to justify secession. (ID-5)(PEO-5)(POL-3)(POL-5)(POL-6)(ENV-3)
- Students will analyze social, political and economic aspects during the presidency of Abraham Lincoln.
- Students will understand diversity utilizing the Digital History Exploration activity: Corridos: Songs of Mexican American Resistance and Cultural Pride in which students will examine ballads that provide a graphic record of the injustices that Mexican Americans suffered.
- Drawing on readings from *A History of Women in America* and *Liberty, Equality and Power*, students will analyze the role women played in the Civil War.
- 2005 B DBQ: In the early 19th Century, Americans sought to resolve their political disputes through compromise, yet by 1860 this no longer seemed possible. Analyze the reasons for this change. Use the documents and your knowledge of the period 1820 to 1860 in constructing your response.
- 1996 DBQ: In what ways and to what extent did constitutional and social developments between 1860 and 1877 amount to a revolution? Use the documents and your knowledge of the period from 1860 and 1877 to answer the question.

Unit Assessment:

Assessment will be comprised of multiple choice questions on topics above, two short answer questions and one FRQ from released College Board exam.

Suggested FRQ prompts:

- 1990: "Although Americans perceived manifest destiny as a benevolent movement, it was in fact an aggressive imperialism pursued at the extent of others. Assess the validity of this statement with specific reference to American expansionism in the 1840's
- 2000: Assess the moral arguments and political actions of those opposed to the spread of slavery in the context of TWO of the following: Missouri compromise, Mexican War, Compromise of 1850, Kansas-Nebraska Act
- 2006: Explain why and how the role of the federal government changed as a result of the Civil War with respect to TWO of the following during the period 1861-1877: race relations, westward expansion, economic development

Unit VI

Period 6: 1865-1898

Text Readings: Murrin's *Liberty, Equality, Power, Chapters 18, 19, 20*

Carol Hymowitz *A History on Women in America, Chapters 10 and 11*

Howard Zinn *A People's History of the United States Chapter 11 & 12*

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

Digital

http://www.digitalhistory.uh.edu/active_learning/explorations/lynching/lynching_menu.cfm

Major Topics:

Social and economic effects of post-bellum industrialization in the North and the South; the expanding economic power of the United States in the world economy; impact of an unregulated economy on the development of heavy industry and the emergence of business tycoons; case studies on Rockefeller, Carnegie, Morgan, and Vanderbilt; early attempts to rein in big business by the government at the state and federal levels; westward expansion as seen in the context of the railroad industry and emerging economic Industrialization, urbanization, and cultural transformations; domestic and global challenges and the creation of mass culture; cultural effects of deregulation, industrialization, and westward expansion; urbanization and the competing ideals of city and rural life in America; immigration, minority rights, and a rigid class system; corruption and machine politics in state and local governments; the rise of agrarian discontent and the Populist response; and competing arguments about the proper role of government in this era, leading to an introduction of Progressive ideals. interests; conflicts between Native Americans and settlers, ranchers, miners; and military conflicts with Native Americans.

Key Concepts and Essential Questions:

Identity	How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity?
Work, Exchange, and Technology	How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of working people?
Peopling	How and why did the sources of migration to the United States change dramatically during this period?
Politics and Power	How did the political culture of the Gilded Age reflect the emergence of new corporate power? How successful were the challenges to this power? Why did challenges to this power fail?

America in the World	How did the search for new global markets affect American foreign policy and territorial ambitions?
Environment and Geography	In what ways, and to what extent, was the West “opened” for further settlement through connection to eastern political, financial, and transportation systems?
Ideas, Beliefs, and Cultures	How did artistic and intellectual movements both reflect and challenge the emerging corporate order?

Suggested Student Activities:

- Students will compare and contrast the competing interests of labor and capital (WXT-5)(WXT-6)(WXT-7)
- Students will evaluate the effectiveness of the Knights of Labor and the Grange in achieving their goals. (WXT-7)
- Students will analyze major Indian battles and Indian reservations (1860-1900) using assorted maps and primary sources and compose a thesis paragraph analyzing the effects of westward expansion on Native American peoples. (ID-6)
- Drawing on readings from *A History of Women in America* and *Liberty, Equality and Power*, students will evaluate Elizabeth Cady Stanton’s changing role in U.S. history. (POL-3)
- Students will analyze the following primary sources:
 - Document: Horace Greeley: An Overland Journey (1860)
 - Document: Tragedy at Wounded Knee (1890)
 - Document: The Gilded Age (1880) (CUL-3)
 - Image: Puck Magazine: Cartoon of Standard Oil Monopoly
 - Students will analyze the following quantitative visual: Table: Hand v. Machine Labor on the Farm (c.a. 1880)
- Students will understand diversity utilizing the Digital History Exploration activity: Lynching by examining various anti-lynching documents highlighting the Jim Crow Era.
- 2012 DBQ : In the post-Civil War United States, corporations grew significantly in number, size and influence. Analyze the impact of big business on the economy and politics, and the response of Americans to these changes. Confine your answer to the time period 1870 to 1900.

Unit Assessment:

Assessment will be comprised of multiple choice questions on topics above, two short answer questions and one FRQ from released College Board exam.

Suggested FRQ prompts:

- 1998: Analyze the impact of any TWO of the following on the American industrial worker between 1865 and 1900. Government Actions, Labor Unions, Immigration, Technological change
- 1994: Compare and contrast the attitudes of THREE of the following toward the wealth that was created in the United States during the late nineteenth century. Andrew Carnegie, Eugene V. Debs, Horatio Alger, Booker T Washington, Ida M. Tarbell
- 1995: Analyze the reasons for the emergence of the Populist movement in the late nineteenth century.

Unit VII

Period 7: 1890-1945

Text Readings: Murrin's *Liberty, Equality, Power*, Chapters 21, 22, 23, 24, 25 & 26

Carol Hymowitz *A History on Women in America*, Chapters 12, 13, 14, 15, 16, and 17

Howard Zinn *A People's History of the United States*, Chapters 13, 14, 15, & 16

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

Digital:

http://www.digitalhistory.uh.edu/active_learning/explorations/japanese_internment/internment_menu.cfm

Major Topics:

Progressivism defined, goals of Progressivism, and types of Progressives; muckrakers, social reform, and the use of the media to achieve social, economic, and political goals; radical movements, the IWW and Socialist Party, the changing role in government (including state and local); role of Presidents Roosevelt, Taft, and Wilson in promoting Progressive agendas at the federal level; and successes and failures of the Progressive Era. Industrialization, urbanization, and cultural transformation; domestic and global challenges and the creation of mass culture; early expansionism, from Young America to the Chilean and Venezuelan conflicts; Mahan, Coaling Stations, the building of the United States navy, and initial imperialistic efforts, including Hawaii; American involvement and influence in the Spanish-American War, the Filipino Insurrection, and the Panamanian Crisis; Mexico, American involvement, the Tampico Incident, and Poncho Villa; and non-intervention in European affairs at the outbreak of the first World War. Domestic and global challenges and the creation of mass culture; initial opposition to American involvement in the First World War; the *Lusitania*, the *Sussex* Pledge, the Zimmerman Telegram, and unrestricted submarine warfare; the course of the war, before and after American involvement; Civil Rights for Americans during and after the war; the Treaty of Versailles and the Senate fight over ratification and the League of Nations; Warren G. Harding, Normalcy, and the end of the Progressive Era; and social, political, economic, and cultural trends during the 1920s. Economic trends in the wake of the First World War, and the collapse of the world

economy; the Stock Market Crash, crop failures, and the collapse of the banking industry by 1932; the Bonus Army, Homerville's, and the social crisis surrounding the election of 1932; FDR, Hundred Days, the First and Second New Deals, and the recasting of the role of government; court challenges to the New Deal programs, and other dissenting voices, including economic and religious critics; the overall effects of the New Deal programs on the economy, politics, and the popular understanding of the role of government in American society. American isolationism in the 1930s, the Neutrality Acts, and the slow drift toward intervention by 1941; Pearl Harbor, involvement in the War, mobilization, and its effects on American economy, society, and politics; civil liberties during the war, especially the status of Japanese Americans; the course of the war in the Pacific and in Europe, including the dropping of the atomic bomb and the end of the war; and diplomacy during the war, from the Atlantic Charter to the Potsdam Conference.

Key Concepts and Essential Questions:

Identity	How did continuing debates over immigration and assimilation reflect changing ideals of national and ethnic identity? How did class identities change in this period?
Work, Exchange, and Technology	How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals?
Peopling	Why did public attitudes towards immigration become negative during this time period? How and why did people migrate within the U.S. during this time period?
Politics and Power	How did reformist ideals change as they were taken up by reformers in different time periods? Why did opposition emerge to various reform programs?
America in the World	Why did U.S. leaders decide to become involved in global conflicts such as the Spanish American War, World War I, and World War II? How did debates over intervention reflect public views of America's role in the world?
Environment and Geography	Why did reformers seek for the government to wrest control of the environment and national resources from commercial interests?
Ideas, Beliefs and Cultures	How did "modern" cultural values evolve in response to developments in technology? How did debates over the role of women in American public life reflect changing social realities?

Suggested Student Activities:

- Students will write an essay comparing and contrasting progressive era reform with the antebellum reform movements. (WXT-7)(WXT-8)(PEO-6)(CUL-6)
- Students will interpret the evolving historiography regarding the building of the Panama Canal presented in *American Heritage's* "A Man, A Plan, A Canal, Panama!" by David McCullough by comparing it to the descriptions found in *Liberty, Equality and Power*.
- Students will examine the Russian Revolution and its significance for the 1920s and 1930s U.S. domestic and foreign policies.
- Students will analyze the social, political and economic impacts Theodore Roosevelt's presidency had on the United States. (Roosevelt's role in the Spanish American War and the development of National Parks will be emphasized). (POL-6)(ENV-5)
- Students will analyze the role of New Deal critics in national politics through primary and secondary sources. (WXT-6, 7)(POL-4)(CUL-5)
Students, working in groups, will research the goals and accomplishments of New Deal programs. Students will read first-hand accounts of the role of Social Security and FDIC then trace the history of these programs to the present and comment on how those programs reflect the nature of the U.S. semi-welfare state. (WXT-8)(CUL-6)
- Students will analyze the impact of radio, motion pictures and automobiles, as well the increased availability of home appliances, on the changing role of women. (ID-7)(CUL-6)(CUL-7)
- Drawing on readings from *A History of Women in America*, students will evaluate the changing political and social role of women in the United States.

- Students will analyze the following primary sources:
 - Document: Lincoln Steffens: From "The Shame of the Cities" (1904)
 - Document: Newton B. Baker: The Treatment of German Americans
 - Document: Eugene Kennedy: A Doughboy Describes the Fighting Front
 - Document: Father Charles E. Coughlin: A Third Party (1936)
 - Document: Franklin D. Roosevelt: The Four Freedoms (1941)

- Students will analyze the following primary sources:
 - Image: 1918 Liberty Loan poster: Halt the Hun
 - Image: Ford Automobile Advertisement
 - Image: Vacuum Cleaner Advertisement
 - Image: Recruiting Poster for the Civilian Conservation Corps
 - Students will analyze a selection of maps dealing with Immigration to the United States 1901-20 (PEO-6)

- Students will understand diversity utilizing the Digital History Exploration activity: Japanese-American Internment in which students will evaluate the impact of this experience upon the lives of Japanese Americans.

2004B DBQ: How and for what reasons did United States foreign policy change between 1920 and 1941?

Unit Assessment:

Assessment will be comprised of multiple choice questions on topics above, two short answer questions and one FRQ from released College Board exam.

Suggested FRQ Prompts:

- 2000: To what extent did the United States achieve the objectives that led it to enter World War 1?
- 1993: Identify THREE of the following New Deal measures and analyze the ways in which each of the three attempted to fashion a more stable economy and a more equitable society. Agricultural Adjustment Act, Securities and Exchange Commission, Wagner National Labor Relations Act, Social Security Act.
- 2009: Analyze the home-front experiences of TWO of the following groups during the Second World War. African Americans, Japanese Americans, Jewish Americans, Mexican Americans.

Unit VIII

Period 8: 1945-1980

Text Readings: Murrin's *Liberty, Equality, Power*, Chapters 27, 28, & 29

Carol Hymowitz *A History on Women in America*, Chapters 18 and 19

Howard Zinn *A People's History of the United States* Chapters 17, 18, 19, 20 & 21

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

Digital: http://www.digitalhistory.uh.edu/active_learning/explorations/vietnam/vietnam_menu.cfm

Major Topics:

The emergence of two opposing superpowers; containment, the Marshall Plan, NSC-68, and the growing military and economic burden of the Cold War; initial conflicts in Greece and Turkey produce the Truman Doctrine as a cornerstone of U.S. foreign policy; division of Korea, the invasion of the south in 1950 and the course of the Korean Conflict; the role of the United States in Cold War conflicts in Egypt, Hungary, French Indochina, and Cuba; and Kennedy and the Cold War: Bay of Pigs, Berlin, and the Space Race. Trends in popular media and culture during the 1950s and 1960s; the Red Scare and its impact on cultural conformity, and the backlash against that conformity during the 1960s; the modern civil rights movement, including *Brown v. Board*, the Montgomery Bus Boycott, Sit-Ins, the Civil Rights Act and Voting Rights Act, Dr. Martin Luther King, Malcolm X, Huey Newton, the Black Panthers; civil rights movements by other groups, including women, Native Americans, and gays; post-war religious trends; youth and farm workers; and baby-boomers and the emergence of anti-institutionalism. Dien Bien Phu, Ho Chi Minh, the assassination of Diem, and the growth of American involvement in French Indochina; the Gulf of Tonkin incident and the expansion of American involvement in the war; the course of the war from 1964 to 1975, including bombing campaigns of the North, the Tet Offensive, the incursion into Cambodia, the Paris Peace Accords, and the Fall of Saigon; and American support for and opposition to the war in

Vietnam, and its effects on the political, economic, and social situation in the United States during this time. Increasing prosperity and global responsibilities after WWII; globalization and redefining national identity; creation of the Environmental Protection Agency; Watergate, the resignation of President Nixon, and the emerging distrust of government; expanding role of the popular media

Key Concepts and Essential Questions:

Identity	How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups in American society? How did American involvement in the Cold War affect debates over American national identity?
Work, Exchange, and Technology	How did the rise of American manufacturing and global economic dominance in the years after World War II affect standards of living among and opportunities for different social groups?
Peopling	How did the growth of migration to and within the United States influence demographic change and social attitudes in the nation?
Politics and Power	How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power?
America in the World	Why did Americans endorse a new engagement in international affairs during the Cold War? How did this belief change over time in response to particular events?
Environment and Geography	Why did public concern about the state of the natural environment grow during this period, and what major changes in public policy did this create?
Ideas, Beliefs, and Cultures	How did changes in popular culture reflect or cause changes in social attitudes? How did the reaction to these changes affect political and public debates?

Suggested Student Activities:

- Students will interpret the message and evaluate the effectiveness of *Duck and Cover* drills.
- Students, working in groups, will do a presentation on one of the pioneers of 1950's Rock and Roll that will include two songs by the artist and historical analysis. (ID-7)(CUL-6)(CUL-7)
- Students will compare and contrast the Korean and Vietnam Wars.. (POL-6)(WOR-7)(CUL-6)
- Students will compare and contrast public criticism of the Vietnam War with criticism of the war efforts in World War I and World War II. Drawing on Young Americans for Freedom, SDS, folk music, and NY Times editorials, write an essay that argues which of the sources best represented U.S. values. (POL-6) (WOR-7)(CUL-6)

- Students will research and debate the following: “There was a fundamental contradiction between Lyndon Johnson’s efforts to stop Communism abroad and renew America through the Great Society.” (POL-6)(WOR-7)
- Students will interpret the evolving historiography of Malcolm X and his role in the Civil Rights Movement in *American Heritage’s* “Adam Powell And Malcolm X” by Geoffrey Ward
- Students will compare the Civil Rights movements of the 1950s and 60s with the Civil Rights movements of the Progressive Era, focusing on the southern, northern, and western regions of the U.S. (ID-8)
- Students will analyze the political, social and economic impacts of Presidency of Richard Nixon on the United States.
- Students will write an essay evaluating the successes made by women in over-coming political, social and economic obstacles faced from the 1600’s to present day.
- Students will analyze a selection of maps: Divided Europe, Southeast Asian War, and Election of 1980.
- Students will analyze the following documents and images:
 - Harry S. Truman: The Truman Doctrine; John F. Kennedy’s inaugural address (1961); and Donald Wheeldin, “The Situation in Watts Today “(1967)
 - Photograph of Nixon Bidding Farewell (1974)
 - Comic Book Cover: This is Tomorrow
 - Photograph: Aerial View of 1950s Track Housing
 - Students will analyze the following graph: U.S. Military Forces in Vietnam and Casualties (1961-81)
- Students will examine the images of the paintings and prints made by Andy Warhol and Richard Diebenkorn and comment on how these works remain relevant to universal truths today—or not.
- Students will understand diversity utilizing the Digital History Exploration activity: The Vietnam Wars as History by examining the war through the eyes of American soldiers and Vietnamese Nationals.
- 2014 DBQ: How and why did the goals of the United States foreign policy change from the end of the First World War (1918) to the end of the Korean War (1953)?

Unit Assessment:

Assessment will be comprised of multiple choice questions on topics above, two short answer questions and one FRQ from released College Board exam.

Suggested FRQ prompts:

1998: “1968 was a turning point for the United States.” To what extent is this an accurate assessment? In your answer, discuss TWO of the following: National politics, Vietnam War, Civil Rights

1994: To what extent did the decade of the 1950’s deserve its reputation as an age of political, social and cultural conformity?

2005: Analyze the extent to which TWO of the following transformed American society in the 1906’s and 1970’s: the civil rights movement, the women’s movement, anti-war movement.

Unit IX

Period 9: 1980-present

Text Readings: Murrin's *Liberty, Equality, Power*, Chapters 30, 31 & 32

Carol Hymowitz *A History on Women in America*

Howard Zinn *A People's History of the United States* Chapters 21, 22, 23, 24 & 25

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

Major Topics:

modern religion and political activism; Reaganism: deregulation, increase in military spending, and the Iran-contra scandal; liberalism on the wane: the Republican Revolution of 1994, the Impeachment of President Clinton; Rodney King and Anita Hill; Welfare Reform Act of 1996; the election of 2000, terrorism and the wars in Afghanistan and Iraq, and emerging questions about civil liberties and the role of the federal government during a time of war; trends in immigration; and the election of 2008.

Key Concepts and Essential Questions:

Identity	How did demographic and economic changes in American society affect popular debates over American national identity?
Work, Exchange, and Technology	How did the shift to a global economy affect American economic life? How did scientific and technological developments in these years change how Americans lived and worked?
Peopling	How did increased migration raise questions about American identity and affect the nation demographically, culturally, and politically?
Politics and Power	How successful were conservatives in achieving their goals? To what extent did liberalism remain influential politically and culturally?
America in the World	How did the end of the Cold War affect American foreign policy? How did the terrorist attacks of September 11, 2001 impact America's role in the world?
Environment and Geography	How did debates over climate change and energy policy affect broader social and political movements?
Ideas, Beliefs, and Cultures	How did technological and scientific innovations in areas such as electronics, biology, medicine, and communications affect society, popular culture, and public discourse? How did a more demographically diverse population shape popular culture?

Suggested Student Activities:

Students will analyze the international and domestic effects of the Iranian Hostage Crisis. (POL-6)(WOR-8)

- Working in groups, the students will research at least two causes and two effects of the end of the Cold War. (WOR-8)(POL-6)
- Students will analyze the social, political and economic aspects of the Presidency of Ronald Reagan
- Students will compare and contrast chart of 1980s conservative and New Deal philosophies on the role of government. (WXT-8)
- Students will summarize the arms reduction agreements initiated by Ronald Reagan and Mikhail Gorbachev. (POL-6)
- Students will complete a compare and contrast the Cold War and Post-911 national security policies. (WOR-8)
- Students will analyze the following document and evaluate the extent to which President Reagan met his goals: Ronald Reagan: First Inaugural Address (1981).
- Students will compare the domestic and foreign policies of the Clinton, Bush Jr., and Obama administrations in a FRQ essay.
- Students will examine different musical genres, from punk and rap to country western, and see how music from these genres comments on larger political and cultural trends.
- * Upon reading “The Generations of Men: How the Cycles of History Shape Your Values, Your Idea of Manhood, and Your Future” by Brett and Kay McKay, students will reflect on the historical patterns that have occurred and predict the next phase of events for the United States. <http://www.artofmanliness.com/2012/07/12/the-generations-of-men-how-the-cycles-of-history-have-shaped-your-values-your-place-in-the-world-and-your-idea-of-manhood>

Unit Assessment:

Assessment will be comprised of multiple choice questions on topics above, two short answer questions and 2014 FRQ from the College Board exam.

- Explain the social, economic and foreign policy goals of the New Right Conservatives from the 1960’s to the 1980’s and assess the degree the Reagan administration succeeded in implementing these goals in the 1980’s.