

## **AP US History Syllabus 2024-25 Academic Year**

### **Instructor/Teacher: Mr. Mark Johnston**

#### **Course Description/Goals:**

Welcome to Advanced Placement United States History. This course will challenge students' academic abilities, develop students' historical knowledge, understanding and thinking, while also preparing students for high levels of achievement on the College Board Advanced Placement Exam in United States History. Students who successfully complete this course and pass the Advanced Placement Exam in United States History will earn college credit. This yearlong weighted course meets graduation requirements for 11<sup>th</sup> grade United States History.

Students will study the history of the United States and address Political, Economic, Religious, Social, Intellectual, and Artistic aspects of each major period from the Pre-Columbian period to the present.

#### **Course Objectives:**

1. To understand the discipline of history and the process a historian uses to reconstruct the past.
2. The course teaches students to analyze evidence and interpretations presented in historical scholarship (Historiography)
3. Understand the political, economic, cultural, and social forces that have shaped the people of the United States from the early Eighteenth Century to the present day.
4. To use primary documents in the study of major themes of American History from the founding of the original colonies to the present time.
5. To prepare for the AP Exam in US History.
6. To reinforce skills necessary for student success in university studies and as an active and informed citizen of the United States.

#### **Student Expectations:**

Advanced Placement United States History is academically the highest-level Social Studies course offered to high school students. This course has the potential to provide college credit for students successful in passing the AP Exam. Therefore, AP US History students have very specific expectations both academically and behaviorally. AP US History students are expected to:

- **Read assigned texts and supplement materials** (Reading is an integral part of this course, students must be disciplined and prepared for extensive reading and note-taking in order to be prepared for the AP Exam)
- **Turn in all assignments on time** (late work is either not allowed or will result in drastic reduction in points)
- Think about what you are reading and learning
- Participate as both team members and leaders, in discussions, activities
- Communicate effectively (orally and in writing)
- Be responsible and self-directed learners
- Ask questions
- Be courteous and use good conduct at all time

All students are expected, *but are not required to*, take the Advance Placement Exam.

#### **Texts to be used:**

Our Primary Text –

- **Bailey, Thomas The American Pageant, Houghton Mifflin, 15<sup>th</sup> Ed. 2013**

Supplemental Texts that will assist students with difficult content –

- The Princeton Review Cracking the AP U.S. History Exam, current Edition, this is available new and used on Amazon – consider purchasing
- AMSCO Publishing, United States History- Preparing for the Advanced Placement Examination <http://www.amscopub.com/social-studies-ap> (Highly Recommended)

**Additional Texts that *may* be utilized during the school year -**

- Newman, John and Shmalbach, John, M. *United States History: Preparing for the Advanced Placement<sup>®</sup> Examination*. NY, NY: AMSCO School Publications, Inc. 2018.
- Madaras, Larry and SoRelle, James, M. *Taking Sides: Clashing Views in United States History, VOLUME 1: The Colonial Period to ReCONSTRUCTION, 17th Edition*. McGraw-Hill, 2017.
- Madaras, Larry and SoRelle, James, M. *Taking Sides: Clashing Views in United States History, VOLUME 2: ReCONSTRUCTION to the Present, 17th Edition*. McGraw-Hill, 2017.
- The Gilder Lehrman Institute of American History AP U.S. History Study Guide.

**Web Resources:**

Students should access the following web sites to support their work at in AP US History.

- US History Support: [http://www.course-notes.org/us\\_history/](http://www.course-notes.org/us_history/)
- AP US History Test Prep: <http://www.mrburnett.net/APUSHHistory/APUSHHistory.htm>
- AP Classroom: <https://myap.collegeboard.org/login>

**Grading/Assessment/Methods/Strategies:**

Grades will be calculated based on student mastery of content and skills as measured by tests, quizzes, essays, homework, discussions, in class participation and projects. A traditional ten percent scale will be used to calculate letter grades:

A = 100-90 %, B 89-80, C = 79-70, D = 69-60, F= 59%.

Each assignment will be given a point value and added to your quarterly point total. Tests are worth 100 points with the points being added to your total. At the end of each grading period your point totals are used to calculate your grade, for example, if you have earned 100-90% of the points possible for the grading period then your grade is an “A”.

**Reading:**

Our textbook is *The American Pageant*, 15<sup>th</sup> Edition. Students will be given weekly reading assignments from our textbook. In addition to the weekly readings, there will a daily assignment that consists of questions relating to the reading assignment. These “Daily Reading Checks” are due before the start of the next school day and will not be accepted late for any other reason than legitimate cleared absence. In addition, we will be reading many primary source materials, which I will provide to students as the school year unfolds and are also available for download on my website.

**Writing & Document Analysis:**

The central focus of APUSH is helping students to improve their historical writing skills. Specifically, students will learn how to respond to the Free-Response Questions (FRQs) and Document Based Question (DBQ) sections of the AP Exam. Students will be required to complete take-home and in-class essays. Entire class periods are devoted to the return of graded essays, discussion of the most common positive and negative aspects of each set, and the distribution of examples of well-written essays.

**AI acknowledgement and plagiarism:**

In this class all written work will be submitted to [turnitin.com](https://turnitin.com)

It will be evaluated for AI input and plagiarism. If the paper is found to contain more than 40 percent AI input, it will be considered plagiarized and will be subject to the plagiarism policy. In this class, original work is considered of paramount importance. Just to be clear, *plagiarism* is a form of academic dishonesty where a student intentionally takes and/or uses someone else's published or unpublished thoughts, ideas, or writings and uses them or portrays them to be their own. Verbatim repetition or paraphrasing, without acknowledgement, of another person's writing, work, or research is also considered plagiarism.

**Special NOTES from our school administration:**

Credit will not be given for courses in which the student has been absent, excused or unexcused (school-related absences excluded), more than 10 times for the same class during a semester. With Head of School approval, students with passing grades who lost credit because of excessive absences may validate credit if the absences were caused by extended illness and verified by a letter from a doctor. This must be done within one week of a student's return to school.

**Assessments:**

Each unit will conclude with two assessments. The first assessment will be a standard multiple-choice test. The second will be a project. Project assignments will vary (speeches, debates, and of course, DBQs and FRQs to name a few).

**Classroom Policies:****Make Up Work and Attendance:**

Assignments and/or classwork will be given each day. Students who are absent from class will be expected to check the website from home or contact a classmate, stay up to date on their studies, and be prepared to return to class with all assignments completed on time. If you have problems accessing the internet outside of school, please let me know and we will make other arrangements to support your studies while you are out of school

If a student is absent when a homework assignment is due, they must turn in the assignment the next day they attend school. The attendance office must clear all absences, or no credit or makeup will be allowed. Truancies will result in loss of grade points, lowered citizenship, and detention.

**Tardy Policy:**

If students must come late to class, they should not talk to the teacher or interrupt the class when they come in. Students should sign the tardy sign in sheet, sit down, and begin work and I will speak with students at the end of class. Students who come late to class repeatedly will be dealt with using our school's disciplinary protocols.

**Seating Charts** will be used. All students will sit in assigned seats.

**Supplies Needed:** Binders/notebooks for notes, a spiral textbook for their journal, textbooks, paper, pencils, pens

**Academic Honesty:**

Thank you for always doing your own work and trying your best.  
The school policy on Academic Honesty will always be followed.

*This syllabus can be amended at any time at the discretion of the instructor!*

**Course Content:**

Historical Thinking Skills are a key element to APUSH:

"The AP US History course seeks to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning about the past." Students will be trained to think like a historian using these skills and approaches.

### **APUSH Thinking Skills:**

- **Analysis:** Evaluate the P.O.V., purpose, audience, significance and reliability of a source.
- **Interpretation:** Understand and assess varying opinions on the meaning of evidence or events.
- **Comparison:** Evaluate similarities and differences within or across geography and chronology.
- **Periodization:** Understand and evaluate why history is divided into distinct eras with definite start and end dates.
- **Contextualization:** Connect events and processes to broader circumstances; situate events within the “bigger picture.”
- **Causation:** Explain and evaluate long and short term factors – both predictable and unexpected - which lead to events occurring.
- **Continuity & Change:** Identify and evaluate consistent patterns as well as alterations to those patterns over time.
- **Argumentation:** Articulate a compelling thesis and support it with multiple kinds of evidence while acknowledging contradictory perspectives.
- **Synthesis:** Make connections between various contexts, periods, themes and disciplines.

### **General Historical Themes:**

1. **American Diversity:** The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.
2. **American Identity:** Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.
3. **Culture:** Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.
4. **Demographic Changes:** Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.
5. **Economic Transformations:** Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.
6. **Environment:** Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.
7. **Globalization:** Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.
8. **Politics and Citizenship:** Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.
9. **Reform:** Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women’s rights, civil rights, gay rights, war, public health, and government.
10. **Religion:** The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.
11. **Slavery and Its Legacies in North America:** Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in American Indian societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.
12. **War and Diplomacy:** Armed conflict from the precolonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.

Access the College Board Outline to review detailed course content:

**College Board Advance Placement Information**

[http://www.collegeboard.com/student/testing/ap/history\\_us/topics\\_1\\_9.html?ushist](http://www.collegeboard.com/student/testing/ap/history_us/topics_1_9.html?ushist)

# AP U.S. History Syllabus

## 2024-25 Academic Schoolyear

### Curricular Requirements Breakdown:

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- CR1: The teacher and students have access to a college-level U.S. history textbook, diverse primary sources, and multiple secondary sources written by historians or scholars interpreting the past.
- CR2: The course provides opportunities to develop student understanding of the required content outlined in each of the units described in the AP Course and Exam Description (CED).
- CR3: The course provides opportunities to develop student understanding of the course themes.
- CR4: The course provides opportunities for students to develop Historical Thinking Skill 1: Developments and Processes.
- CR5: The course provides opportunities for students to develop Historical Thinking Skill 2: Sourcing and Situation.
- CR6: The course provides opportunities for students to develop Historical Thinking Skill 3: Claims and Evidence in Sources.
- CR7: The course provides opportunities for students to develop Historical Thinking Skill 4: Contextualization.
- CR8: The course provides opportunities for students to develop Historical Thinking Skill 5: Making Connections through the application of the three historical reasoning processes (comparison, causation, continuity, and change).
- CR9: The course provides opportunities for students to develop Historical Thinking Skill 6: Argumentation.

# AP U.S. History Syllabus

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## Course Description by Unit & Time Period:

The Advanced Placement U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

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Units covered in AP U.S. History		Weight on Exam:
Unit 1: Period 1	1491-1607	4-6%
Unit 2: Period 2	1607-1754	6-8%
Unit 3: Period 3	1754-1800	10-17%
Unit 4: Period 4	1800-1848	10-17%
Unit 5: Period 5	1844-1877	10-17%
Unit 6: Period 6	1865-1898	10-17%
Unit 7: Period 7	1890-1945	10-17%
Unit 8: Period 8	1945-1980	10-17%
Unit 9: Period 9	1980-Present	4-6%

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Themes of AP U.S. History, which will be imbedded in all activities in the class. These themes drive the curriculum throughout the school year:

### **Theme 1 - American and National Identity (NAT):**

Theme focuses on how and why definitions of American and national identity and values have developed among diverse and changing population of North America. Theme also focuses on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

### **Theme 2 - Work, Exchange, and Technology (WXT):**

Theme focuses on the factors behind the development of systems of economic exchange— particularly the role of technology, economic markets, and government.

### **Theme 3 - Geography and the Environment (GEO):**

Theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the U.S.

**Theme 4 - Migration and Settlement (MIG):**

Theme focuses on why and how the various people who moved to and within the U.S. both adapted to and transformed their new social and physical environments.

**Theme 5 - Politics and Power (PCE):**

Theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.

**Theme 6 - America in the World (WOR):**

Theme focuses on the interactions between nations that affected North American history in the colonial period. Theme also focuses on the influence of the U.S. on world affairs.

**Theme 7 - American and Regional Culture (ARC):**

Theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

**Theme 8 - Social Structures (SOC):**

Theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on broader society.

### **AP Historical Thinking Skills:**

All students will need to master these skills to be successful in the AP U.S. History course. All assignments and assessments will focus on these skills:

- **Skill 1: Development and Processes—Identify and explain historical developments and processes.**

- 1.A Identify a historical concept, development, or process.
- 1.B Explain a historical concept, development, or process.

- **Skill 2: Sourcing and Situation—Analyze sourcing and situation of primary and secondary sources.**

- 2.A Identify a source's point of view, purpose, historical situation, and/or audience.
- 2.B Explain the point of view, purpose, historical situation, and/or audience of a source.
- 2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

- **Skill 3: Claims and Evidence in Sources—Analyze arguments in primary and secondary sources.**

- 3.A Identify and describe a claim and/or argument in a text based or non-text-based source.
- 3.B Identify the evidence used in a source to support an argument.
- 3.C Compare the arguments or main ideas of two sources.
- 3.D Explain how claims or evidence support, modify, or refute a source's argument.

- **Skill 4: Contextualization—Analyze the context of historical events, developments, or processes.**

- 4.A Identify and describe a historical context for a specific historical development or process.
- 4.B Explain how a specific historical development or process is situated within a broader historical context.

- **Skill 5: Making Connections—Using historical reasoning processes (comparison, causation, continuity, and change), analyze patterns and connections between and among historical developments and processes.**

- 5.A Identify patterns among or connections between historical developments and processes.
- 5.B Explain how a historical development or process relates to another historical development or process



▪ **Skill 6: Argumentation—Develop an argument.**

6.A Make a historically defensible claim.

6.B Support an argument using specific and relevant evidence.

⇒ *Describe specific examples of historically relevant evidence.*

⇒ *Explain how specific examples of historically relevant evidence support an argument.*

6.C Use historical reasoning to explain relationships among pieces of historical evidence.

6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence to develop a complex argument.

This argument might:

- *Explain nuance of an issue by analyzing multiple variables.*
- *Explain relevant and insightful connections within and across periods.*
- *Explain the relative historical significance of a source's credibility and limitations.*
- *Explain how or why a historical claim or argument is or is not effective.*

## Primary Textbook:

Bailey, Thomas A., et al. *American Pageant*. 15th edition. NY, NY: Houghton Mifflin, 2013.

## Supplemental Texts to be used:

Newman, John and Shmalbach, John, M. *United States History: Preparing for the Advanced Placement® Examination*. NY, NY: AMSCO School Publications, Inc. 2018.

Madaras, Larry and SoRelle, James, M. *Taking Sides: Clashing Views in United States History, VOLUME 1: The Colonial Period to Reconstruction, 17th Edition*. McGraw-Hill, 2017.

Madaras, Larry and SoRelle, James, M. *Taking Sides: Clashing Views in United States History, VOLUME 2: Reconstruction to the Present, 17th Edition*. McGraw-Hill, 2017.

The Gilder Lehrman Institute of American History AP U.S. History Study Guide.

## Assessments:

### Student Practice

Throughout each unit, **Topic Questions** will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, **Personal Progress Checks** will be provided in class or as homework assignments in AP Classroom.

## Unit Tests:

Most unit tests will include questions like past AP U.S. History Exams. Tests will be given approximately every three weeks and are cumulative.

## Essays:

Long essay questions (LEQs) and document-based questions (DBQs). All LEQs and DBQs will be completed by participation in groups, pairs, or class discussions. In addition, DBQs and LEQs will be used for unit tests. DBQs will be used to assess students' ability to explain the author's point of view, purpose, audience, and/or historical situation.

## Short-Answer Questions (SAQs):

These are warm-up questions or bell ringers for the class discussion. They will also be used as test questions with the multiple-choice unit tests.

## Oral Exams:

All oral exams will be based on former LEQs and will be completed in groups of 3–4 students. The LEQ test will be given after the oral exam in conjunction with the multiple-choice test if time permits.

## Daily Discussions:

Each day students will discuss the class with a series of Socratic questions based on lecture, readings, vocabulary, SAQs, LEQs, and DBQs. They may also come from primary documents that students read in each unit.

## Weekly Quizzes:

Weekly vocabulary quizzes based on the daily textbook readings.

**Weekly after-school reviews of past quizzes, DBQs, LEQs, and SAQs, are one hour in length from 3:30 – 4:30 every Wednesday afternoon.** These after-school reviews may take place from November to May of each week after school. These reviews are voluntary for students and students receive extra credit for attendance.

## Period 1/Unit 1: 1491–1607

### Chapter 1, Bailey:

“New World Beginnings” – The geology of the Americas / Native Americans before Columbus / Europe's widening world / Columbus and the early explorers / The Columbian Exchange / Spain's New World empire / The legacy of Spanish conquest

### Chapter 2, Bailey:

“The Planting of English America” – England on the eve of colonization / The expansion of Elizabethan England / The planting of Jamestown, 1607 / English settlers and Native Americans / The growth of Virginia & Maryland / England in the Caribbean / Settling the Carolinas & Georgia

	Topics	Skills
1.1	Contextualizing Period 1	4.A
1.2	Native American Societies Before European Contact	1.A
1.3	European Exploration in the Americas	1.A
1.4	Columbian Exchange, Spanish Exploration, and Conquest	3.A
1.5	Labor, Slavery, and Caste in the Spanish Colonial System	5.A
1.6	Cultural Interactions Between Europeans, Native Americans, and Africans	3.B
1.7	Causation in the Period 1	6.A

## Learning Objectives for Unit 1:

- Explain the context for European encounters in the Americas from 1491 to 1607.
- Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.
- Explain the causes of exploration and conquest of the New World by various European nations.
- Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.
- Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.
- Explain how and why European and Native American perspectives of others developed and changed in the period.
- Explain the effects of the development of transatlantic voyages from 1491 to 1607.

## Unit 1 Activities:

**Watch Unit 1/Period 1 video from Gilder Lehrman website for AP U.S. History.**

Have students watch AP U.S. History Study Guide Introduction and Period 1 videos: 1491—1607. This Gilder Lehrman website will give students videos, timelines, and primary sources. Students will take notes and discuss the topics presented during the video. Students will work in groups of 3–4 students to choose one primary document from the Gilder Lehrman Study Guide and create a gallery walk for presentation of each document chosen by student groups. Illustrations, written documents, and maps would be acceptable for discussion and gallery walk. (Skill 4)

Some possible examples of primary documents and essays from [ap.gilderlehrman.org](http://ap.gilderlehrman.org) (Period 1):

- Landing of Columbus, 1492
- The Doctrine of Discovery, 1493
- Columbus reports on his first voyage, 1493
- Spain authorizes Coronado's conquest in the Southwest, 1540
- Bartolome de Las Casas debates the subjugation of the Indians, 1550
- Secotan, an Algonquian village, c. 1585
- The Spanish Armada, 1588
- Map of the New World, with European settlements and American Indian tribes, 1730
- The Middle Passage, 1749
- Indian Slavery in the Americas

**Students will read and discuss primary document: De Indis, Francisco de Vitoria, 1532. Questions are from teachingamericanhistory.org.**

Sample questions for class to discuss in a Socratic seminar:

How does Francisco de Vitoria characterize the cultural interactions between Europeans and Native Americans? Identify the evidence the author used in the source to support his argument. (Skill 3)

**Students will read article, “1491” by Charles C. Mann, March 2002 issue.** Students will read Mann and write five questions to discuss in the class the following day. Students will then complete a think-pair-share. This will allow small groups to discuss their questions and answers in class. (Skill 1)

**(WOR) Group Discussion.** “Discuss the motives for European exploration in the Americas.” (Skill 1)

## Unit 1 Assessments

Complete **Personal Progress Check MCQ** for Unit 1.

Complete **Personal Progress Check FRQ A** for Unit 1.

Complete **Personal Progress Check FRQ B** for Unit 1.

Take **Unit 1 Test**.

## Unit 2/Period 2: 1607–1754

### Bailey, Chapter 3:

“Settling the English Colonies”— The growth of Virginia & Maryland / Plantation slavery develops in the Caribbean and the Carolinas / The Puritan Faith / Plymouth Colony / The Puritan Commonwealth of Massachusetts Bay Colony / Religious dissent and the expansion of New England / Pennsylvania, the Quaker colony

### Bailey, Chapter 4:

“American Life in the 17<sup>th</sup> Century” – Life and labor in the Chesapeake tobacco region / Indentured servants and Bacon’s Rebellion / The spread of Liberty / African- American culture and the spread of slavery / Southern Society / Families in New England / Declining Puritan piety / Salem witchcraft trials / Daily life in the colonies

	Topics	Skills
2.1	Contextualizing Period 2	4.A
2.2	European Colonization	1.B
2.3	The Regions of British Colonies	3.A
2.4	Transatlantic Trade	5.A
2.5	Interactions Between American Indians and Europeans	2.A
2.6	Slavery in the British Colonies	5.A
2.7	Colonial Society and Culture	1.A
2.8	Comparison in the Period 2	6.B

## Learning Objectives for Unit 2:

- Explain the context for the colonization from 1607 to 1754.
- Explain how and why various European colonies developed and expanded from 1607 to 1754.
- Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.
- Explain the causes and effects of transatlantic trade over time.
- Explain how and why interactions between various European nations and American Indians changed over time.
- Explain the causes and effects of slavery in the various British colonial regions.
- Explain how enslaved peoples responded to slavery.
- Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.
- Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.
- Compare the effects of the development of colonial society in the various regions of North America.

## Unit 2 Activities:

**(MIG) Watch the Gilder Lehrman video for Period 2 (1607–1754).**

After the video, students will take notes and discuss why and how Europeans and Indigenous peoples moved, maneuvered, and fought for dominance, control, and security in North America ([ap.gilderlehrman.org](http://ap.gilderlehrman.org)).

**Some examples of primary documents and essays for students to read and discuss in this unit/period:**

- The Puritans and Dissent: The Cases of Roger Williams and Anne Hutchinson
- The Origins of Slavery
- A Jamestown settler describes life in Virginia, 1622
- John Winthrop describes life in Boston, 1634
- Slave revolt in the West Indies, 1733
- Arguments for educating women, 1735
- A report from Spanish California, 1776
- The New York Conspiracy of 1741
- Olaudah Equiano
- Lockean Liberalism and the American Revolution

- Jamestown and the Founding of English America Students will analyze using HIPPO
- H—Historical Context
- I—Intended Audience
- P—Point of View
- P—Purpose
- O—Outside Information

**Students may read and analyze primary documents in small groups.** “Sinners in the Hands of an Angry God,” by Jonathan Edwards (1741). The analysis will be shared with other groups who have also completed other documents about “Bacon’s Manifesto,” and the “Maryland Toleration Act” of 1649. All students will take one document to analyze in share in small groups. (Skill 1)

**(ARC) In-class debate.** From *Taking Sides*, pages 75–90, “Was there a Great Awakening in Mid-18th century America?” Jon Butler (Yes), T.H. Breen (No). Students will be given a side to take and debates will be covered on both sides. (Skill 1)

**(WXT) Group LEQ.** “Analyze the impact of the Atlantic trade routes established in the mid-1600s on economic development in the British North American colonies between 1580 and 1754.” (Skill 5)

## Unit 2 Assessments

Complete **Personal Progress Check MCQ** for Unit 2.

Complete **Personal Progress Check FRQ A** for Unit 2.

Complete **Personal Progress Check FRQ B** for Unit 2.

Take **Unit 2 Test**.

## Unit 3/Period 3: 1754–1800

### Bailey, Chapter 5:

“Colonial Society on the Eve of Revolution”— Immigration and population growth / Colonial society & structure / Earning a living / The Atlantic economy / The role of religion / The Great Awakening of the 1730’s / Education and culture / Political patterns

### Bailey, Chapter 6:

“The Duel for North America”— New France / Fur-traders & Indians / Anglo-French colonial rivalries / Europe, America, and the first “world wars” / The French & Indian War / The ousting of France from North America / The question of colonial union

### Bailey, Chapter 7:

“The Road to Revolution”— Setting the stage for the war of independence / Mercantilism / The Stamp Act crisis, 1765 / The Townshend Acts, 1767 / The Boston Tea Party 1773 / The Intolerable Acts and the Continental Congress, 1774 / Lexington, Concord, and the gathering clouds of war, 1775

### Bailey, Chapter 8:

“America Secedes from the Empire”— Early skirmishes / The Declaration of Independence, 1776 / American Republicanism / Patriots and Loyalists / The role of the militia / The French alliance, 1778 / Yorktown, 1781 / The Peace of Paris, 1783

### Bailey, Chapter 9:

“The Confederation and the Constitution”— Changing political sentiments / The new state constitutions / Economic troubles / The Articles of Confederation, 1781- 1788 / The Northwest Ordinance, 1787 / Shay’s Rebellion, 1786 / The Constitutional Convention, 1787 / Ratifying the Constitution, 1787-1790

	Topics	Skills
3.1	Contextualizing Period 3	4.A
3.2	Seven Years' War (The French and Indian War)	1.B
3.3	Taxation Without Representation	2.A
3.4	Philosophical Foundations of the American Revolution	2.B
3.5	The American Revolution	6.B
3.6	The Influence of Revolutionary Ideals	3.A
3.7	Articles of Confederation	3.B
3.8	The Constitutional Convention and Debates over Ratification	3.A
3.9	Constitution	5.A
3.10	Shaping a New Republic	2.A
3.11	Developing an American Identity	1.B
3.12	Movement in the Early Republic	5.A
3.13	Continuity and Change in the Period 3	6.B

## Learning Objectives for Unit 3:

- Explain the context in which American gained independence and developed a sense of national identity.
- Explain the causes and effects of the Seven Years' War (the French and Indian War).
- Explain how British colonial policies regarding North America led to the Revolutionary War.
- Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.
- Explain how various factors contributed to the American victory in the Revolution.
- Explain the various ways the American Revolution affected society.
- Describe the global impact of the American Revolution.
- Explain how different forms of government developed and changed because of the Revolutionary Period.
- Explain the differing ideological positions on the structure and function of the federal government.
- Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.
- Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.
- Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.
- Explain the continuities and changes in American culture from 1754 to 1800.
- Explain how and why migration and immigration to and within North America caused competition and conflict over time.
- Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.
- Explain how the American independence movement affected society from 1754 to 1800.

## Unit 3 Activities:

**(PCE) (NAT) Document analysis.** Students will read *Common Sense* by Thomas Paine, the Declaration of Independence, and the U.S. Constitution. All students will apply HIPPO to analyze the document and share their analysis in small groups. Students will then compare the arguments made by Paine to the Declaration of Independence. (Skill 2)

**Timeline review.** Students may create a timeline of the events that took place in Unit 3 and use illustrations and political cartoons on the timeline. Students will work in small groups to create the timeline for this time period. (Skill 1)

**(WOR) In-class essay writing in pairs of two.** In what ways did the French and Indian War (1754–1763) provide a context for understanding the political, economic, and ideological relations between Britain and its American colonies. Use the documents and your knowledge for the period 1740–1766 in constructing your response (adaption of 2004, DBQ, College Board). (Skill 4)

## Unit 3 Assessments

Complete **Personal Progress Check MCQ** for Unit 3.

Complete **Personal Progress Check FRQ A** for Unit 3.

Complete **Personal Progress Check FRQ B** for Unit 3.

Take **Unit 3 Test**.



## Unit 4 /Period 4: 1800–1848

### Bailey, Chapter 10:

“Launching the New Ship of State”—Problems of the young Republic / The Bill of Rights, 1791 / The 1<sup>st</sup> presidency, 1789 – 1793 / Hamilton’s economic policies / The Whiskey Rebellion, 1794 / Political Parties / Impact of French Revolution / Washington’s Farewell / President Adams keeps the peace / Alien & Sedition Acts, 1798 / Federalists versus Republicans

### Bailey, Chapter 11:

“Triumphs and Travails of Jeffersonian Democracy, 1800 - 1812”—Jefferson presidency / John Marshall’s Supreme Court / Barbary pirates / Louisiana Purchase, 1803 / The Anglo-French War / The Embargo, 1807-1809 / Napoleon manipulates Madison / War Hawks from the West

### Bailey, Chapter 12:

“Second War for Independence & Upsurge of Nationalism”— War on land and sea / Treaty of Ghent, 1814 / A new national identity / “The American System” / James Monroe and the Era of Good Feelings / Westward expansion / Missouri Compromise, 1820 / Marshall and the Supreme Court / Canada & Florida / The Monroe Doctrine, 1823

### Bailey, Chapter 13:

“The Rise of Jacksonian Democracy”—Politics of the common man / Setting the stage in the changing of American population; transportation, communications, and technology; commerce and industry; men and women at work; patterns of industrial society; and the agricultural North.

### Bailey, Chapter 14:

“Jacksonian Democracy at Flood Tide”— South Carolina nullification crisis, 1832 / Jackson’s war on the Bank of the US / Removal of Indians from the SE US / Revolution in Texas, 1835 / Emergence of the Whig Party, 1836 / Depression of 1837 / Independent Treasury / Establishment of the two-party system.

### Bailey, Chapter 15:

“Forging the National Economy” – Westward movement / The economy & the environment / European immigration / The Irish and the Germans / Nativism & assimilation / Transportation revolution / The emergence of a continental economy / Capitalists and workers

### Bailey, Chapter 16:

“The Ferment of Reform & Culture” – Religious revivals / Mormons / Educational advances / Roots of reform / Temperance / Women’s roles & women’s rights / Utopian experiments / Art & architecture / A national literature

### Bailey, Chapter 17:

“The South and the Slavery Controversy” – The economy of the Cotton Kingdom / Poor whites and free blacks / The plantation system / The human face of the “peculiar institution” / The abolitionist crusade / The white Southern response / Abolition and the Northern conscience

	Topics	Skills
4.1	Contextualizing Period 4	4.A
4.2	The Rise of Political Parties and the Era of Jefferson	2.A
4.3	Politics and Regional Interests	2.B
4.4	America on the World Stage	2.B
4.5	Market Revolution - Industrialization	6.B
4.6	Market Revolution - Society and Culture	5.B
4.7	Expanding Democracy	1.B
4.8	Jackson and Federal Power	3.D
4.9	The Development of an American Culture	4.B
4.10	The Second Great Awakening	5.B
4.11	An Age of Reform	3.B
4.12	African Americans in the Early Republic	3.D
4.13	The Society of the South in the Early Republic	1.B
4.14	Causation in the Period 4	6.C

## Learning Objectives for Unit 4:

- Explain the context in which the republic developed from 1800 to 1848.
- Explain the causes and effects of policy debates in the early republic.
- Explain how different regional interests affected debates about the role of the federal government in the early republic.
- Explain how and why American foreign policy developed and expanded over time.
- Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.
- Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.
- Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.
- Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.
- Explain how and why a new national culture developed from 1800 to 1848.
- Explain the causes of the Second Great Awakening.
- Explain how and why various reform movements developed and expanded from 1800 to 1848.
- Explain the continuities and changes in the experience of African Americans from 1800 to 1848.
- Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.
- Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.

## Unit 4 Activities:

**(NAT) Gilder Lehrman video on Period 4.** This video analyzes how “the New Republic struggled to define and extend democratic ideals in the face of rapid economic, territorial and democratic changes.” The sample of documents on the website are the following, which each student may read. Students may work in small groups or pairs and complete an oral presentation using large white paper or Prezi/PowerPoint presentation. Students may also go to Gilder Lehrman website to choose another primary document of their choice. This list is only a small example of what is available from the website. (Skill 1)

- The horrors of slavery, 1805
- A map of Louisiana territory, 1806
- Thomas Jefferson’s opposition to the Federalists, 1810
- Jefferson on British aggression, 1815
- A Founding Father on the Missouri Compromise, 1819
- A Northerner’s view of Southern slavery, 1821
- The Monroe Doctrine, 1823
- American Colonization Society membership certificate, 1833
- Andrew Jackson to the Cherokee Tribe, 1835
- Lowell Mill Girls and the factory system, 1840
- Lydia Maria Child on women’s rights, 1843

**(PCE) In-class DBQ activity.** Each student will read and discuss in small groups the DBQ the “Era of Good Feelings.” Students will analyze the following documents from this DBQ: John Randolph to Congress, 1816, John C. Calhoun, Congress 1817, Illustration

of the Furth of July, 1819, Decision in *McCULLOCH v. Maryland*, 1819, Map of Density of population, 1820, Letter from Thomas Jefferson to John Randolph, 1820, letter from Anna Johnson to cousin, 1822, excerpt of diary from John Q. Adams, 1823. Students will then diagram a response to the following topic: Historians have traditionally labeled the period after the War of 1812 the “Era of Good Feelings.” Evaluate the accuracy of this label, considering the emergence of nationalism and sectionalism. (Skill 6)

## Unit 4 Assessments

Complete **Personal Progress Check MCQ** for Unit 4.

Complete **Personal Progress Check FRQ A** for Unit 4.

Complete **Personal Progress Check FRQ B** for Unit 4.

Take **Unit 4 Test**.

## Unit 5/Period 5: 1844–1877

### Bailey, Chapter 18:

“Manifest Destiny and Its Legacy” – “Tyler Too” becomes president, 1841 / Fixing the Maine boundary / The annexation of Texas / Oregon & California / James K. Polk / War with Mexico, 1846-1848

### Bailey, Chapter 19:

“Renewing the Sectional Struggle”—Setting the stage and looking westward; expansion and war; the sectional debate; and the crises of the 1850s.

### Bailey, Chapter 20:

“Drifting towards Disunion”—Setting the stage and the secession crisis; The Lincoln-Douglas debates / John Brown’s raid on Harpers’ Ferry, 1859 / Lincoln and the Republican victory in 1860 / Secession

### Bailey, Chapter 21:

“Girding for War”— The attack on Fort Sumter, 1861 / Crucial border states / Importance of diplomacy / Lincoln and civil liberties / Men in uniform / Financing the Blue & the Gray / Economic impact of the war / The fate of the South

### Bailey, Chapter 22:

“The Furnace of Civil War” – Bull Run ends the “ninety-day war” / The Peninsula Campaign / The Union wages total war / The battle of Antietam / The Emancipation Proclamation, 1863 / Black soldiers / Confederate high tide at Gettysburg / The war in the West / Sherman’s march / Politics in wartime / Appomattox, 1865 / The assassination of Lincoln, April 1865/ The legacy of war

### Bailey, Chapter 23:

“The Ordeal of Reconstruction, 1865-1877” – The defeated South / The freed slaves / President Andrew Johnson’s Reconstruction policies / Moderate and radical Republicans / Congressional Reconstruction policies / Johnson clashes with Congress / Military reconstruction / Freed people enter politics/ “Black Reconstruction” and the KKK / The impeachment of Andrew Johnson/ The legacy of Andrew Johnson

	Topics	Skills
5.1	Contextualizing Period 5	4.B
5.2	Manifest Destiny	1.B
5.3	The Mexican American War	3.C
5.4	The Compromise of 1850	4.B
5.5	Sectional Conflict: Regional Differences	2.B
5.6	Failure of Compromise	5.B
5.7	Election of 1860 and Secession	4.B
5.8	Military Conflict in the Civil War	5.A
5.9	Government Policies During the Civil War	2.B
5.10	Reconstruction	3.D
5.11	Failure of Reconstruction	3.C
5.12	Comparison in the Period 5	6.C

## Learning Objectives for Unit 5:

- Explain the context in which sectional conflict emerged from 1844 to 1877.
- Explain the causes and effects of westward expansion from 1844 to 1877.
- Explain the causes and effects of the Mexican American War.
- Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican American War.
- Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877.
- Explain how regional differences related to slavery caused tension in the years leading up to the Civil War.
- Explain the political causes of the Civil War.
- Describe the effects of Lincoln's election.
- Explain the various factors that contributed to the Union victory in the Civil War.
- Explain how Lincoln's leadership during the Civil War impacted American ideals over the course of the war.
- Explain the effects of government policy during Reconstruction on society from 1865 to 1877.
- Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.
- Compare the relative significance of the effects of the Civil War on American values.

## Unit 5 Activities:

**Timeline review.** Students will create a timeline of the events that led to the Civil War and use captioned photographs, illustrations, and political cartoons to explain the major continuities and changes of government policy of the period. Students will work in small groups to create the timeline for this time. (Skill 5: Continuity and Change)

**(ARC) In-class DBQ activity/homework.** Analyze DBQ on the Civil War. This has several primary documents to which students may apply the HIPPO worksheet with a partner or small group. The DBQ students may answer is: "In what ways did African Americans shape the course and consequences of the Civil War? Confine your answer to the years from 1861 to 1870." The primary documents are Major General Benjamin Butler, report to the Secretary of War, 1861; Resolution of African Americans in Newtown, NY, 1862; Abraham Lincoln, published letter, 1863; Republican Party platform, 1864; Charlotte Forten, African American teacher in the South Carolina Sea Islands, 1864; Article in *The New York Times*, 1864; Illustration by Thomas Nast, *Harper's Weekly*, "And Not This Man?" 1865; Proceedings of the Convention of the Colored People of Virginia, 1865; Affidavit of Rebecca Parsons, former enslaved person, 1867; and a Map of African American and White Participation in Constitutional Conventions, 1867 to 1868. Students may write their essay in a pair or for homework. (Skill 6)

**In-class debates from *Taking Sides*.** There are two debate topics for this unit—students may participate in groups, pairs, or the entire class, depending on class size. (Skill 3)

### Debate topics:

Students may conduct their own research and/or use reading material and essays provided by *Taking Sides*.

- "Was the Mexican War an Exercise in American Imperialism?" (pages 213–228)
  - YES: Ramón Eduardo Ruiz, from "Manifest Destiny and the Mexican War," Dorsey Press (1988)
  - NO: Norman A. Graebner, from "The Mexican War: A Study in Causation," *Pacific Historical Review* (1980)

- “Did Reconstruction Fail as a Result of Racism?” (pages 288–300)
  - YES: Lisa J. McLeod, from “Transubstantiation of Andrew Johnson: White Epistemic Failure in Du Bois’ Black Reconstruction,” *Phylon* (2014)
  - NO: Adam Fairclough, from “Was the Grant of Black Suffrage a Political Error? Reconsidering the Views of John W. Burgess, William A. Dunning, and Eric Foner on Congressional Reconstruction,” *JOURNAL of the Historical Society* (2012)

## Unit 5 Assessments

Complete **Personal Progress Check MCQ** for Unit 5.

Complete **Personal Progress Check FRQ A** for Unit 5.

Complete **Personal Progress Check FRQ B** for Unit 5.

Complete **Personal Progress Check FRQ C** for Unit 5.

Take **Unit 5 Test**.

## Unit 6/Period 6: 1865–1898

### Bailey, Chapter 24:

“Politics in the Gilded Age”—Ulysses S. Grant, soldier-president / Corruption and reform in post-Civil-War era / The depression of 1870s / Political parties and partisans / The Compromise of 1877 and the end of Reconstruction / Class conflicts / Civil-service reform

### Bailey, Chapter 25:

“Industrial Supremacy”—Setting the stage for sources of industrial growth; capitalism and its critics; and industrial workers in the new economy.

### Bailey, Chapter 26:

“The Age of the City”—Setting the stage for the urbanization of America; the urban landscape; strains of urban life; the rise of mass communication; leisure in the consumer society; and high culture in the age of the city.

### Bailey, Chapter 27:

“The Great West and the Agricultural Revolution”—The conquest of the Indians / Mining and cattle frontiers / Free lands and fraud / Industrialization of agriculture / Frontier, West and Nation

	<b>Topics</b>	<b>Skills</b>
6.1	Contextualizing Period 6	4.B
6.2	Westward Expansion: Economic Development	1.B
6.3	Westward Expansion: Social and Cultural Development	3.C
6.4	The “New South”	2.C
6.5	Technological Innovation	5.B
6.6	The Rise of Industrial Capitalism	4.B
6.7	Labor in the Gilded Age	6.C
6.8	Immigration and Migration in the Gilded Age	3.C
6.9	Responses to Immigration in the Gilded Age	5.B
6.10	Development of the Middle Class	4.B
6.11	Reform in the Gilded Age	2.C
6.12	Controversies over the Role of Government in the Gilded Age	4.B
6.13	Politics in the Gilded Age	3.D
6.14	Continuity and Change in the Period 6	6.D



## Learning Objectives for Unit 6:

- Explain the historical context for the rise of industrial capitalism in the United States.
- Explain the causes and effects of the settlement of the West from 1877 to 1898.
- Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.
- Explain the effects of technological advances in the development of the United States over time.
- Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.
- Explain how cultural and economic factors affected migration patterns over time.
- Explain the various responses to immigration in the period over time.
- Explain the causes of increased economic opportunity and its effects on society.
- Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.
- Explain continuities and changes in the role of the government in the U.S. economy.
- Explain the similarities and differences between the political parties during the Gilded Age.
- Explain the extent to which industrialization brought change from 1865 to 1898.

## Unit 6 Activities:

**(WXT) The Gilder Lehrman website explains Unit 6/Period 6.** “The transformation of the U.S. from an agricultural to an increasingly urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.” These are some documents found on Unit 6 content in which students may work in small groups or pairs to choose a document to present to class. (Skill 4)

- Indian Wars: The Battle of Washita, 1868
- Official photograph from the “Golden Spike” Ceremony, 1898
- The Grange Movement, 1875
- William Cullen Bryant opposes the protective tariff, 1876
- William T. Sherman on the western railroads, 1878
- The struggle for married women’s rights, c. 1880s
- Charles Guiteau’s reasons for assassinating President Garfield, 1882
- The Haymarket Affair, 1886
- Frederick Douglass on the disfranchisement of black voters, 1888
- People’s Party campaign poster, 1892
- Campaign for the African American vote in Georgia, 1894
- William Jennings Bryan and the ideals of the Declaration of Independence, 1895

**Timeline review.** Students may create a timeline of the events that took place in Unit 6 and use photographs, illustrations, and political cartoons on the timeline. Students will work in small groups to create the timeline for this time period. (Skill 1)

**(SOC) Graphic Organizer:** Evaluate the similarities and differences of the responses of various segments of the U.S. population to immigration in the period from 1865 to 1898. Students should choose a graphic organizer that presents the response in a logical way and be prepared to share their finding with the class. (Skill 5)

**In-class debates.** Students may work in small groups and/or pairs to read secondary documents from *Taking Sides: Clashing Views in United States History, VOLUME 2: RECONSTRUCTION to the Present*, and debate the topic in class. Students will go on to compare the authors’ purpose in each excerpt. (Skill 2)

- “Did a New South Emerge Following Reconstruction?” (pages 30–47)
  - Yes: Ronald D. Eller, from “A Magnificent Field for Capitalists,” in *Miners, Millhands, and Mountaineers: INDUSTRIALIZATION of the Appalachian South, 1880–1930*, University of Tennessee Press (1982)
  - No: James Tice Moore, from “Redeemers Reconsidered: Change and Continuity in the Democratic South, 1870–1900,” *JOURNAL of Southern History* (1978)

**(SOC) “Evening party” reenactment.** Students choose a person in the period who was affected by the industrial movement. For example, students may choose political leaders, business leaders, union leaders, and reform leaders. Students may choose both women and men of this time period. Students will research a document related to the person and act them out in an “evening party” or debate. Students may also dress their part to show the class how he/she would have dressed and acted during this time period. The students may also wear a nametag with facts about their person they chose to be for this activity. (Skill 4)

## Unit 6 Assessments

Complete **Personal Progress Check MCQ** for Unit 6.

Complete **Personal Progress Check FRQ A** for Unit 6.

Complete **Personal Progress Check FRQ B** for Unit 6.

Take **Unit 6 Test**.

## Unit 7/Period 7: 1890–1945

### Bailey, Chapter 29:

“The Path of Empire”— The sources of American expansionism / Cleveland and the Venezuelan boundary dispute, 1895-1896 / The explosion of the Maine, February 15, 1898 / The Spanish-American War, 1898 / The invasion of Cuba / Acquiring Hawaii (1898), Puerto Rico (1898), and the Philippines (1899)

### Bailey, Chapter 30:

“America on the World Stage”— Crushing the Filipino insurrection / The Open Door notes, 1899 – 1900 / Teddy Roosevelt becomes president, 1901 / The Panama Canal / The Roosevelt Corollary to the Monroe Doctrine, 1904 / Roosevelt and the Far East

### Bailey, Chapter 31:

“Progressivism & Roosevelt”— The muckrakers / The politics of progressivism / Women battle for the vote and against the saloon / Roosevelt, labor, and the trusts / Consumer protection / Conservation / Roosevelt’s legacy / The troubled presidency of William Howard Taft

### Bailey, Chapter 32:

“Wilsonian Progressivism at Home and Abroad”— The election of 1912: The New Freedom vs. the New Nationalism / Wilson, the tariff, the banks, and the trusts / War in Europe and America’s neutrality / The reelection of Wilson, 1916

### Bailey, Chapter 33:

“The War to End War”— German subs push America into war, 1917 / Wilsonian idealism and the fourteen points / Mobilizing minds and machines / Propaganda and civil liberties / Workers, blacks, and women on the home front / Drafting soldiers / Peacemaking / The senate rejects the Versailles Treaty

### Bailey, Chapter 34:

“American Life in the 1920’s”— The “Roaring Twenties” / The red scare, 1919-1920 / Immigration restriction / Prohibition and gangsterism / Mass-consumption economy / The automobile age / Radio and the movies / Music and literature / Economic boom

### Bailey, Chapter 35:

“The Politics of Boom and Bust” – The Republicans return to power, 1921 / Disarmament and isolation / Herbert Hoover / Hoover and the Great Depression / Aggression in Asia

### Bailey, Chapter 36:

“The Great Depression and the New Deal”—The Hundred Days Congress, 1933 / The National Recovery Administration, 1933-35 / The Agricultural Adjustment Administration, 1933-1936 / Social Security Act / Organized Labor / Election of 1936 and the “Roosevelt Coalition” / The Supreme Court fight, 1937

### Bailey, Chapter 37:

“FDR and America in a World at War”— Roosevelt’s early foreign policies / German and Japanese aggression / Neutrality Acts / The Lend-Lease Act, 1941 / The Atlantic Charter, 1941 / The Japanese attack on Pearl Harbor, December 7<sup>th</sup>, 1941

### Bailey, Chapter 38:

“American in World War II”— The internment of Japanese-Americans / The war ends the New Deal / Mobilizing the economy / Women in wartime / The war’s effects on African-Americans, Native-Americans, and Mexican-Americans / Economic and social impact of war / Turning the Japanese tide in the Pacific / Campaigns in North Africa / “D-Day” in Normandy, France, June 6<sup>th</sup>, 1944 / Germany surrenders, May 1945 / The atomic bombing of Hiroshima and Nagasaki, August 1945

	Topics	Skills
7.1	Contextualizing Period 7	4.B
7.2	Imperialism: Debates	2.C
7.3	The Spanish American War	2.B
7.4	The Progressives	2.C
7.5	World War I: Military and Diplomacy	2.C
7.6	World War I: Home Front	3.D
7.7	1920s: Innovations in Communication and Technology	5.B
7.8	1920s: Cultural and Political Controversies	4.B
7.9	The Great Depression	5.B
7.10	The New Deal	5.B
7.11	Interwar Foreign Policy	1.B
7.12	World War II: Mobilization	1.B
7.13	World War II: Military	6.C
7.14	Postwar Diplomacy	2.B
7.15	Comparison in the Period 7	6.D

## Learning Objectives for Unit 7:

- Explain the context in which America grew into its role as a world power.
- Explain the similarities and differences in attitudes about the nation's proper role in the world.
- Explain the effects of the Spanish American War.
- Compare the goals and effects of the Progressive reform movement.
- Compare attitudes toward the use of natural resources from 1890 to 1945.
- Explain the causes and consequences of U.S. involvement in World War I.
- Explain the causes and effects of international and internal migration patterns over time.
- Explain the causes and effects of the innovations in communication and technology in the United States over time.
- Explain the causes and effects of developments in popular culture in the United States over time.
- Explain the causes of the Great Depression and its effects on the economy.
- Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.
- Explain how and why U.S. participation in World War II transformed American society.
- Explain the causes and effects of the victory of the United States and its allies over the Axis Powers.
- Explain the consequences of U.S. involvement in World War II.
- Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.

## Unit 7 Activities:

**(WOR) Video introduction.** Watch video as an introduction of Unit 7/Period 7 from the Gilder Lehrman AP study guide. The study guide describes Period 7: “An increasingly pluralistic U.S. faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.” Students may create their own video using the primary documents from the video and website to introduce the period/unit. Gilder Lehrman also provides several primary documents and essays from this time period: (Skill 4)

- Disfranchisement of African American voters in Virginia, 1901
- Triangle Shirtwaist Factory fire, 1911
- Women’s suffrage poster, 1915
- World War I poems: “In Flanders Fields” and “The Answer,” 1918
- Theodore Roosevelt on the sinking of the Lusitania, 1915
- Birth of a Nation, 1915
- Recruiting posters for African American soldiers, 1918
- Treaty of Versailles and President Wilson, 1919 and 1921
- The Supreme Court upholds national prohibition, 1920
- Lynching in America, c. 1926
- The origins of FDR’s New Deal, 1932
- Civilian Conservation Corps poster, 1938
- Photograph of an abandoned farm in the Dust Bowl, 1938
- Japanese internment, 1942
- Eleanor Roosevelt’s four basic rights, 1944

**(GEO) HIPPO activity.** Students will be asked to compare John Muir’s and Theodore Roosevelt’s perspective on the use of public policy to regulate land use with a HIPPO analysis. (Skill 2)

**(PCE) In-class DBQ Activity:** For the DBQ prompt: “Evaluate the effectiveness of Progressive Era reformers and the federal government in bringing about reform at the national level. In your answer be sure to analyze the successes and limitations of these efforts in the period of 1900–1920.” Students will analyze the following documents using the HIPPO in small groups or in pairs: (Skill 2)

- *Historical statistics of the United States* from 1870 to 1899 using graph
- George McNeill, labor leader, *The Labor Movement: The Problem of Today*, 1887
- David B. Wells, engineer and economist, *Recent Economic Changes and Their effect on the Production and Distribution of Wealth and Well Being of Society*, 1889
- Political cartoon from Joseph Keppler, “The Bosses of the Senate,” *PUCK*, 1889
- Andrew Carnegie, “Wealth,” *North American Review*, 1889
- “People’s Party Platform,” *Omaha Morning World-Herald*, 1892
- Samuel Gompers, *What does Labor Want?* an address before the International Labor Congress in Chicago, 1893
- George Rice, “How I was ruined by Rockefeller,” *New York World*, 1898
- Theodore Dreiser, *Sister Carrie*, a novel, 1900
- Photograph of “Female Typists,” 1902

**(PCE) In-class debate from *Taking Sides*, Volume 2.** Students may use documents and secondary sources from both Gilder Lehrman and Teaching American History websites. They may also use articles from the chapter in which the debate question is found. Students may work in groups or pairs for the debates for Unit 7/Period 7. (Skill 5)

- “Did the New Deal Prolong the Great Depression?” (pages 174–193)
- Yes: Gary Dean Best, from Pride, *PREJUDICE, and Politics: Roosevelt versus Recovery, 1933–1938*, Praeger (1990)
- No: David M. Kennedy, from “What the New Deal Did,” *Political Science QUARTerly*
- (2009)

**(WOR) In-class LEQ.** From College Board: “Evaluate the extent to which U.S. participation in the First World War (1917–1918) marked a turning point in the nation’s role in world affairs. In the development of your argument, explain what changed and stayed the same from the period immediately before the war and immediately after it.” The essay will be evaluated using the current AP History rubric. (Skill 6)

**(SOC) Research Activity** “Analyze the home-front experiences of the following groups during the Second World War.”

- African Americans
- Japanese Americans
- Jewish Americans
- Mexican Americans

Students will work in pairs or small groups to create an outline of primary and secondary source documents to answer this question. After the students complete the review, they may write an essay in 40 minutes to prepare for the Unit 7 test. (Skill 1)

**Essay.** In 60 minutes, students analyze documents and answer the following essay question: “What economic forces caused FDR’s administration to respond to the problems of the Great Depression in the way it did? How effective were these responses? How did they change the role of the federal government? Use the documents and your knowledge of the period 1929–1941 to construct your essay.” (Skill 5: Causation)

The following documents that may be analyzed as a class activity before students write this essay:

- Meridel Lesueur, *New Masses*, January 1932
- Letter to Senator Robert Wagner, March 1934
- Political Cartoon, *The Evening Star*, April 26, 1934
- William Lloyd Garrison, Jr., “The Hand of Improvidence,” *The Nation*, 1934
- Print and Photograph Division, Library of Congress, 1935
- Charles Evans Hughes, majority opinion, *Schechter v. U.S.*, 1935.
- NBC radio broadcast, John L. Lewis, December, 1936.
- “The New Deal in Review,” editorial in *The New REPUBLIC*, May 1940
- “The Roosevelt Record,” editorial in *The Crisis*, November 1940
- Graph of Unemployment of Non-Farm Workers by Percentage and Number, 1920–1945

## Unit 7 Assessments

Complete **Personal Progress Check MCQ** for Unit 7.

Complete **Personal Progress Check FRQ A** for Unit 7.

Complete **Personal Progress Check FRQ B** for Unit 7.

Take **Unit 7 Test**.

## Unit 8/Period 8: 1945–1980

### Bailey, Chapter 39:

“The Cold War Begins”—Setting the stage and the origins of the Cold War; the collapse of peace; American society and politics after the war; the Korean War; and the crusade against subversion.

### Bailey, Chapter 40:

“The Eisenhower Era”— The election of Dwight D. Eisenhower, 1952 / McCarthyism menace / Desegregating the South / Brown vs. Board of Education / Emergence of Martin Luther King, Jr. / Eisenhower Republicanism / The Suez Canal crisis, 1956 / The space race and other contests with the Soviet Union / JFK defeats Richard Nixon, 1960 / Changing economic roles for men and women

### Bailey, Chapter 41:

“The Stormy Sixties”— The Kennedy spirit / Cuban missile crisis / Civil Rights struggle / Kennedy assassination, November 22, 1963 / LBJ and the “Great Society” / The civil rights revolution explodes / The Vietnam disaster / The election of Richard Nixon, 1968 / The cultural upheaval of the 1960’s

### Bailey, Chapter 42:

“The Stalemated Seventies”—Setting the stage and the youth culture; the mobilization of minorities; the new feminism; environmentalism in a turbulent society; Nixon, Kissinger, and the world; politics and economics under Nixon; and the Watergate Crisis.

	Topics	Skills
8.1	Contextualizing Period 8	4.B
8.2	The Cold War from 1945 to 1980	2.C
8.3	The Red Scare	2.B
8.4	Economy after 1945	2.C
8.5	Culture after 1945	4.B
8.6	Early Steps in the Civil Rights Movement (1940s and 1950s)	5.A
8.7	America as a World Power	3.C
8.8	The Vietnam War	1.B
8.9	The Great Society	5.B
8.10	The African American Civil Rights Movement (1960s)	5.B
8.11	The Civil Rights Movement Expands	5.B
8.12	Youth Culture of the 1960s	5.B
8.13	The Environment and Natural Resources from 1968 to 1980	5.A
8.14	Society in Transition	4.B
8.15	Continuity and Change in the Period 8	6.D



## Learning Objectives of Unit 8:

- Explain the context for societal change from 1945 to 1980.
- Explain the continuities and changes in Cold War policies from 1945 to 1980.
- Explain the causes and effects of the Red Scare after World War II.
- Explain the causes of economic growth in the years after World War II.
- Explain the causes and effects of the migration of various groups of Americans after 1945.
- Explain how mass culture has been maintained or challenged over time.
- Explain how and why the civil rights movements developed and expanded from 1945 to 1960.
- Explain the various military and diplomatic responses to international developments over time.
- Explain the causes and effects of the Vietnam War.
- Explain the causes and effects of continuing policy debates about the role of the federal government over time.
- Explain the continuities and changes in immigration patterns over time.
- Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.
- Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.
- Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.
- Explain how and why policies related to the environment developed and changed from 1968 to 1980.
- Explain the effects of the growth of religious movements over the course of the 20th century.
- Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.

## Unit 8 Activities:

**(WOR) Video introduction.** Students will watch the Unit 8 video from Gilder Lehrman as an introduction to this unit. “After World War II, the U.S. grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.” Students may look for a pattern to create their own review videos on this Unit/Period. (Skill 4) Students will work in small groups to create their own interpretation of this time period and place it online so all students may view their interpretations.

There are several primary documents from Unit 8 on the Gilder Lehrman AP study guide that students may read in pairs using close reading or groups to discuss using HIPPO: (Skill 2)

- Physicists predict a nuclear arms race, 1945
- Harry S. Truman responds to McCarthy, 1950
- Don’t Buy a Ford Ever Again, c. 1960
- John F. Kennedy’s Inaugural Address, 1961
- The Assassination of John F. Kennedy, 1963
- Robert Kennedy on civil rights, 1963
- George Wallace on segregation, 1964
- Civil rights posters, 1968
- J. Edgar Hoover on campus unrest, 1970

- The end of the Vietnam War: conscience, resistance, and reconciliation, 1973
- President Ford’s remarks in Japan, 1974
- President Ford’s statement of pardoning Richard Nixon, 1974

**Timeline review.** Students may create a timeline of the events that took place in Unit 8 and use photographs, illustrations, and political cartoons on the timeline. Students will work in small groups to create the timeline for this time period. (Skill 4)

**(WOR) HIPPO Activity:** Using a selection of primary sources, students compare and contrast the perspectives of TWO of the following presidents on Cold War foreign policies: Harry Truman, Dwight Eisenhower, Richard Nixon. Students will work in pairs (think-pair-share). (Skill 2)

#### **(NAT) In-class DBQ practice**

“Explain the reasons why a new conservatism rose to prominence in the U.S. between 1960 to 1980.” Students will analyze the following documents together and then write the DBQ in 60 minutes:

- Barry Goldwater, a Republican senator from Arizona, *The Conscience of a Conservative*, 1960
- Milton Friedman, economist, *Capitalism and Freedom*, 1962
- Letter to Nelson Rockefeller, Republican governor of New York, February 1971
- Jerry Falwell, television evangelist and founder of the Moral Majority, *Listen America!* 1980
- 1980 Republican Party Platform (Skill 6)

Students will write an essay from documents and then discuss the scoring guidelines from College Board and analyze past essay samples. The essay will be evaluated using the current AP History rubric.

## Unit 8 Assessments

Complete **Personal Progress Check MCQ** for Unit 8.

Complete **Personal Progress Check FRQ A** for Unit 8.

Complete **Personal Progress Check FRQ B** for Unit 8.

Take **Unit 8 Test**.

## Unit 9/Period 9: 1980–Present

### Bailey, Chapter 43:

“The Resurgence of Conservatism”— The “new right” and Reagan, 1980 / Budget battles and tax cuts / Reagan and the Soviets / Gorbachev, Reagan, and the thawing of the Cold War / Iran-Contra scandal / Reagan’s economic legacy / Reagan and social issues / The election of George Bush, 1988 / End of the Cold War / The Persian Gulf War, 1991 / Bush’s battles at home / The election of Bill Clinton, 1992 / Republicans win control of Congress, 1994 / The re-election of Clinton, 1996

### Bailey, Chapter 44:

“The American People Face a New Century”— The past and the future / The emergence of a “postindustrial” economy / The feminist revolution / Transformation of the family / the newest immigrants / Cities and suburbs / Minorities in modern America / American culture at century’s end / The American prospect

	Topics	Skills
9.1	Contextualizing Period 9	4.B
9.2	Reagan and Conservatism	3.C
9.3	The End of the Cold War	1.B

	Topics	Skills
9.4	A Changing Economy	1.B
9.5	Migration and Immigration in the 1990s and 2000s	2.C
9.6	Challenges of the 21st Century	2.C
9.7	Causation in the Period 9	6.D

## Learning Objectives of Unit 9:

- Explain the context in which the United States faced international and domestic challenges after 1980.
- Explain the causes and effects of continuing policy debates about the role of the federal government over time.
- Explain the causes and effects of the end of the Cold War and its legacy.
- Explain the causes and effects of economic and technological change over time.
- Explain the causes and effects of domestic and international migration over time.
- Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century.
- Explain the relative significance of the effects of change in the period after 1980 on American national identity.

## Unit 9 Activities:

**(WOR) Video introduction.** Students may watch the Unit 9 video from Gilder Lehrman AP study guide. Students will view video and analyze the following from Gilder Lehrman: “As the U.S. transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.” Students will work in small groups to complete a debriefing of the topics covered. (Skill 4)

The following primary documents and essays on Unit 9 are found on the Gilder Lehrman AP study guide website:

- Ronald Reagan on economics and political parties, 1962
- Reagan Speech: “Tear down this wall,” 1987
- Christmas in Kuwait, 1990
- Discovering a mass grave in Iraq, 2003
- Barak Obama’s First Inaugural Address, 2009
- Globalization Protests in the 1980s: Musicians Collaborate to Change the World(Live Aid)
- September 11, 2001
- A More Perfect Union? Barack Obama and Politics of Unity
- Iran and the U.S. in the Cold War
- Pop music and the Spatialization of Race in the 1990s
- Ronald Reagan and the End of the Cold War: The Debate Continues
- Hanging by a Chad-or Not: The 2000 Presidential Election

**(WXT) In-class debate**

“Were the 1980s a Decade of Affluence for the Middle Class?” *Taking Sides* (pages 328–249). (Skill 1)

Yes: J. David Woodard, from “A Rising Tide,” in *The America That Reagan BUILT*, Praeger (2006)

No: Thomas Byrne Edsall, from “The Changing Shape of Power: A Realignment in Public Policy,” in *The Rise and Fall of the New Deal Order, 1930–1980*, Princeton University Press (1989)

**(PCE) Close Read:**

Students conduct a close read of Reagan’s 1985 State of the Union Address and the democratic response. After a think-pair-share, students complete a quick write comparing the arguments made in each document. (Skill 3)

**(WOR) Oral exams for Unit 9.** See LEQ questions from AMSCO page 701. This is the final review of Unit 9. Students will work in small groups to prepare four questions using a thesis, contextualization, evidence, reasoning, and analysis. Students will present oral exams to class and then complete an LEQ for an in-class assessment. (Skill 6)

**(WOR) Timeline review.** Students may create a timeline of the events that took place in Unit 9 and use photographs, illustrations, and political cartoons on the timeline. Students will work in small groups to create the timeline. These timelines may be created on large white paper and hung in the classroom as a review for Period 9/Unit 9. (Skill 4)

## Unit 9 Assessments

Complete **Personal Progress Check MCQ** for Unit 9.

Complete **Personal Progress Check FRQ A** for Unit 9.

Complete **Personal Progress Check FRQ B** for Unit 9.

Take **Unit 9 Test**.