

# Advanced US History Syllabus

## Course Description

This online course is designed to provide learners with the opportunity to think critically and to gain factual knowledge about US history. Students will learn to analyze and critique historical materials and evaluate historical interpretations presented in research. This course will help learners acquire the necessary skills to come to conclusions based on informed judgments and provide sound reasoning and evidence for those judgments.

Each of the units in the course provides students with a survey of US history topics in which they analyze problems and themes for each era through supplementary readings while developing and deepening their understanding of the events, people, and places that were relevant during the time period. Students will also learn to assess primary and secondary sources. This course is meant to have students think conceptually about the issues facing the United States and how those issues have influenced our history, rather than just memorizing facts and dates.

Students will write often in this course in the form of both short answers and essays. These writings will require students to think critically and thoughtfully on different topics and on different interpretations of history. Students will encounter frequent prompts to analyze and interpret a wide variety of original source documents. In addition, students are asked to read the works of historians, to answer questions about how those historians present events, and to compare and analyze how the historians' approach affects readers' perceptions of the events and people involved (see especially "Nixon's 'Imperial' Presidency" in unit 7, semester B).

The following themes are intricately woven into the course:

### Themes

While the course follows a narrative structure supported by the textbook and audiovisual materials, the following seven themes described in the AP U.S. History Course and Exam Description are woven throughout each unit of study:

1. American and National Identity (NAT)
2. Politics and Power (POL)
3. Work, Exchange, and Technology (WXT)
4. Culture and Society (CUL)
5. Migration and Settlement (MIG)
6. Geography and the Environment (GEO)
7. America in the World (WOR)

## **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.”

### Chronological Reasoning

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

### Comparison and Contextualization

- Comparison
- Contextualization

### Crafting Historical Arguments from Historical Evidence

- Historical Argumentation
- Appropriate Use of Historical Evidence

### Historical Interpretation and Synthesis

- Interpretation
- Synthesis

## Course Goals

By the end of the course, the student will

- have gained knowledge of US history that will help them on the college-level exam;
- understand the dynamic nature of history;
- be able to analyze and synthesize primary source documents;
- be able to discuss and analyze varying and, in many cases, conflicting interpretations of history; and
- be able to write essays that are focused on the critical analysis of historical events, places, and people.

## Teaching Strategies

### Structure

This online course is organized into units and lessons. Each lesson incorporates multiple learning activities designed to develop, apply, and assess specific learning objectives. (See *Course Outline*, below)

### Concept Development Activities

In order to generate skills for lifelong learning and to employ the most appropriate learning approach for each topic, many of the lessons will use student-driven, constructivist approaches for concept development. The remaining lessons will employ direct instruction approaches. In either case, students will take full advantage of the online learning environment, linking to rich, online multimedia and interactive resources. Developing critical 21<sup>st</sup> century skills is an important secondary goal of this course.

### Application

Practice and creative application will be an integrated part of the lessons, with frequent writing activities, either student self-checked or teacher graded. Students will submit written work online for review, comment, and grading.

### Discussions

Students will also have the opportunity to engage in online (asynchronous) discussions during this course. Discussion topics provide the chance to dig deeper into the reading selections.

### Writing Assignments

Writing assignments will be frequent so that the students can prepare for and develop their writing skills for the college-level exam. The majority of the writing assignments will be self-checked by students, but there will be teacher-graded essays that require students to present their analysis or interpretations of history with a clear argument and thoughtful evidence.

All but one of the unit activities consists of a Document Based Question (DBQ) or a Long-Essay question. Some Lesson Activities also employ DBQs. The focus of DBQ essays will be on reading primary and secondary source documents and incorporating what the student has learned from these documents into an essay on a given historical topic. All DBQ and Long-Essay topics are listed within the Schedule, Topics, and Objectives section of the syllabus. Most of these questions are taken from previous AP US History questions, but employ the Fall 2014 rubrics.

## Student Evaluation

Multiple evaluation tools will be used to assess understanding at all appropriate cognitive levels:

- **Lesson-Level Mastery Tests:** Each lesson will be accompanied by a multiple-choice mastery test to assess mastery of the basic lesson concepts.
- **Self-Assessment Lesson Activities:** Especially useful in constructivist-oriented lessons, self-assessment activities will provide sample responses against which learners can assess their own learning.
- **Teacher-Graded Lesson Activities:** These lesson activities will require teacher assessment, employing rubrics. Students will be provided with the rubrics for each assignment.
- **Unit-Level Posttests:** Each unit will have a multiple-choice assessment to confirm that all the material within the unit has been retained and can be applied in a larger context than a single-lesson format.
- **Unit-Level Activities:** Learners will have the chance to apply their knowledge of the concepts that cut across the lessons within a unit. All of the units will include this teacher-graded activity for evaluation of higher-order thinking skills.
- **End-of-Semester Tests:** At the end of each of the two semesters, learners will take a multiple-choice test to assess mastery of lesson concepts and provide additional practice for a long-form exam.

# Course Outline

- **Units**

This course will be structured in two 18-week semesters with the following units:

## Semester A

Unit 1 – The Historical Process

Unit 2 – Early America

Unit 3 – Revolutionary America and the New Republic

Unit 4 – An Era of Transformations

Unit 5 – The Civil War

Unit 6 – Reconstruction

## Semester B

Unit 1 – The Changing Nation

Unit 2 – Populism and Progressivism

Unit 3 – The United States on the Global Stage

Unit 4 – The Great Depression and the New Deal

Unit 5 – World War II

Unit 6 – The Cold War and the Transformation of American Society

Unit 7 – Changing Times: The Tumultuous Decades of the 1960s and 70s

Unit 8 – The Return of Conservatism and the Post-Cold War Era

## Readings

This course will employ the following textbook as a resource for deep research and learning:

Kennedy, David M., Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant AP Edition*. Boston: Wadsworth, Cengage Learning, 2010.

This course also leverages electronic versions of primary and secondary source documents, and students will access these documents as links within the course.

## Primary Sources:

Primary sources are listed in “Additional Reading Assignments” for each lesson in the Schedule, Topics, and Objectives section.

## Secondary Sources:

*American Experience*. N.p., n.d. Web. 25 June 2014.

<[http://www.pbs.org/wgbh/amex/dday/peoplevents/p\\_bradley.html](http://www.pbs.org/wgbh/amex/dday/peoplevents/p_bradley.html)>.

Avery, Kevin J. "The Hudson River School". In Heilbrunn Timeline of Art History. New York: The Metropolitan Museum of Art, 2000–.

[http://www.metmuseum.org/toah/hd/hurs/hd\\_hurs.htm](http://www.metmuseum.org/toah/hd/hurs/hd_hurs.htm) (October 2004)

Bacon, Paul. "End of the Line." *PBS*. N.p., n.d. Web. 25 June 2014.

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- "The Birth of American Popular Culture." *Digital History*. N.p., n.d. Web. 18 June 2014. <[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=2&psid=3555](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3555)>.
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- "Character Above All: FDR." *PBS*. N.p., n.d. Web. 25 June 2014. <<http://www.pbs.org/newshour/spc/character/essays/roosevelt.html>>.
- "Christopher Columbus Discovers America, 1492," EyeWitness to History, [www.eyewitnesstohistory.com](http://www.eyewitnesstohistory.com) (2004).
- "Colombian Exchange." *Learn NC*. Learn NC, n.d. Web. 18 June 2014. <<http://www.learnnc.org>>.
- "Cornelius Vanderbilt [1794-1877] Industrial/Commercial Leader." *New Netherland Institute*. N.p., n.d. Web. 25 June 2014. <[http://www.newnetherlandinstitute.org/history-and-heritage/dutch\\_americans/cornelius-vanderbilt/](http://www.newnetherlandinstitute.org/history-and-heritage/dutch_americans/cornelius-vanderbilt/)>.
- "Creating a Distinctly American Culture." *Digital History*. N.p., n.d. Web. 18 June 2014. <[http://www.digitalhistory.uh.edu/disp\\_textbook.cfm?smtID=2&psid=3550](http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3550)>.
- Crosby, Alfred. "The Columbian Exchange." *The Gilder Lehrman Institute of American History*. The Gilder Lehrman Institute, 2014. Web. 18 June 2014. <<http://www.gilderlehrman.org/history-by-era/american-indians/essays/columbian-exchange>>.
- "Economic Aspects of Tobacco during the Colonial Period 1612-1776." *Tobacco*. N.p., n.d. Web. 18 June 2014. <<http://archive.tobacco.org/History/colonytobacco.html>>.
- "Evangelicalism, Revivalism, and the Second Great Awakening." *National Humanities Center*. N.p., n.d. Web. 18 June 2014. <<http://nationalhumanitiescenter.org/tserve/nineteen/nkeyinfo/nevanrev.htm>>.
- "Exploration and Early Settlement." *Parallel Histories*. N.p., n.d. Web. 18 June 2014. <<http://international.loc.gov/intldl/eshtml/es-1/es-1.html#track1>>.

- "France in America." *Parallel Histories*. N.p., n.d. Web. 18 June 2014.  
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<<http://www.ellisland.org>>.
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<<http://www.pbs.org/wgbh/americanexperience/features/general-article/reagan-iran/>>.
- "Henry George." *The Concise Encyclopedia of Economics*. 2008. Library of Economics and Liberty. 25 June 2014. <<http://www.econlib.org/library/Enc/bios/George.html>>
- "Historical Background on Antislavery." *Teach US History*. N.p., n.d. Web. 18 June 2014.  
<<http://www.teachushistory.org/second-great-awakening-age-reform/articles/historical-background-antislavery>>.
- "Isaac Newton's Life." *Microsoft Encarta*. N. pag. *Microsoft Encarta*. Web. 18 June 2014.  
<<https://www.newton.ac.uk/newtlife.html>>.
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<<http://www.historynet.com/president-william-mckinley-assassinated-by-an-anarchist.htm>>.
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- Lewis, Anthony. "Friendly Persuasion." *NYTimes*. N.p., n.d. Web. 25 June 2014.  
<<http://www.nytimes.com/2002/04/28/books/friendly-persuasion.html?pagewanted=all>>.
- "Lincoln Home." *National Park Services*. N.p., n.d. Web. 18 June 2014.  
<<http://www.nps.gov/liho/index.htm>>.
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<<http://americanabolitionist.liberalarts.iupui.edu/brief.htm>>.

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"Utopians in America." *National Park Services*. N.p., n.d. Web. 18 June 2014.  
<<http://www.nps.gov/nr/travel/amana/utopia.htm>>.

Uzgalis, William, "John Locke", *The Stanford Encyclopedia of Philosophy* (Spring 2014 Edition), Edward N. Zalta (ed.), URL =  
<<http://plato.stanford.edu/archives/spr2014/entries/locke/>>.

[www.globalresearch.ca/the-u-s-nato-military-intervention-in-kosovo/1666](http://www.globalresearch.ca/the-u-s-nato-military-intervention-in-kosovo/1666)" 18 June, 2014 "The U.S.-NATO Military Intervention in Kosovo">

- **Schedule, Topics, and Objectives**

## **Advanced US History - Semester A**

### **Unit 1 – The Historical Process (2 Weeks, 4 Lessons)**

**Unit 1 Discussion** - Suppose you were just hired as a producer on the PBS Show “History Detectives” and your first assignment is to decide the topic for the next episode. What topic would you choose? What question would drive your historical inquiry? How should your team plan to investigate the question throughout the episode and, in turn, answer it?

**Considering History by Topic and by Era** – Examine and describe historical topics and eras

- Review materials that present history by topic and by period
- Analyze how topics help build a framework for the study of a historical period
- Recognize how historical periodization helps historians assess continuity and change over time

**Reading and Writing Essays about History** – Examine and describe the reading and writing skills required for writing effective essays about history

- Recognize the importance of reading and writing skills to historical study
- Recognize various types of essays and related guidelines, including long essay questions, document-based questions (DBQs), thinking globally essays, charts and graphs, map interpretation, and political cartoons

**Gathering and Interpreting Historical Sources** – Review and describe how historians gather and interpret historical evidence

- Recognize different methods of gathering historical evidence
- Identify and categorize sources of historical evidence and information from a variety of media
- Compare and contrast different sources, including primary sources, secondary sources, biographies, memoirs, letters, and oral histories.
- Weigh the subjective nature of historical interpretation
- Short-answer: compare two secondary sources (*Interpreting the French Revolution* by Francois Furet and *Imaging the French Revolution: Depictions of the French Revolutionary Crowd* by Jack Censer and Lynn Hunt) by identifying each’s historiographical perspective and inferring how each made use of primary sources.
- Additional Reading Assignments (all e-texts):
  - “The News of Lincoln’s Election” from *The Charleston Mercury*, November 8, 1960
  - Constitution of Confederate States
  - Series of articles on the Civil War from Civil War Harper’s Weekly, April 20, 1861
  - Sullivan Ballou letter excerpt
  - *Interpreting the French Revolution* by Francois Furet (excerpt)

- *Imaging the French Revolution: Depictions of the French Revolutionary Crowd* by Jack Censer and Lynn Hunt

**Historical Inquiry** – Describe the complexity of careful historical inquiry and why ongoing reevaluation of sources is important

- Recognize how and why historical events are studied and re-studied over time
- Analyze why historians need to evaluate certain historical events more than once at different points in history
- Recognize how the study of US history is relevant to current events
- Additional Reading Assignments (all e-texts):
  - “A discussion of the importance – and joys – of historical inquiry” – interview of Michael Kammen from the *Cornell Chronicle*
  - Sinews of Peace (Iron Curtain) – speech by Winston Churchill 1946
  - Origins of the Cold War by Arthur Schlesinger, Jr.
  - “Tragedy Renewed: Willam Appleman Willams” – article by Andrew J. Bacevich

**Unit Activity** – DBQ on the tensions surrounding the issue of immigration and US response to these tensions.

## Unit 2 – Early America (4 Weeks, 8 Lessons)

**Themes-** NAT, WXT, MIG, POL, WOR, GEO

**Unit 2 Discussion:** Scientists in the field of space exploration believe that when and if humans travel to Mars, the trip will be one way. In part, this could be due to how long it will take to get there, and in part, it could be due to people’s inability to adapt back to Earth’s gravitational field after living on Mars. In what ways might travel to, exploration of, and settlement of Mars be comparable to Europe’s exploration and settlement of the Americas? Compare the possible hardships, the reasons people might decide to take such a trip, encounters with other life forms, and the kinds of social, political, and economic structures they might form there, for better or for worse.

**Indigenous American Civilizations** – Analyze the development of indigenous American civilizations

- Describe the Arctic land bridge and the early settlement of North and South America
- List the major indigenous American empires, cities, and civilizations
- Describe the cultural and political accomplishments of indigenous Americans before the arrival of Europeans
- Writing Assignment: You are giving a two-minute speech commemorating Columbus’s landing on American shores. You decide to take this opportunity to share your knowledge of the complex civilizations of the Native Americans. Write a 250-word essay on the discovery debate.

**Indigenous Americans and European Settlers** – Characterize American Indian cultures and their interactions with European explorers

- Describe early interactions between American Indian groups and Europeans
- Explain the role of immunity, disease, weaponry, and religion in early interactions between Europeans and American Indians.
- Additional Reading Assignments (all e-texts):
  - “Christopher Columbus and The Spanish Empire” The European Voyages of Exploration / The Applied History Research Group / The University of Calgary, Copyright © 1997, The Applied History Research Group
  - “Conquistadors” Copyright © 2000 Oregon Public Broadcasting and PBS Online
  - “The Columbian Exchange” by Alfred Crosby
- Short-Answer: Briefly answer questions about the explorations of Christopher Columbus, the Spanish conquistadores, and the Columbian Exchange.
- Writing Assignment: Columbus’s voyages to America changed the course of history and forever altered the way of life for indigenous Americans. Some see this as a conquest—a subjugation and decimation of the native peoples in a quest to find a shorter route to Asia and the riches that might follow. Others see this as indicative of the course of world history, as civilizations have seized upon opportunities afforded them to spread their culture, religious beliefs, and political institutions to other areas of the globe deemed less advanced. What do you think? Should Columbus and other Spanish conquistadores be praised or deplored for their conquests? Analyze your thoughts thoroughly in an essay approximately 300 words long. Include information from the primary and secondary sources that are listed in this unit. [CR-6]

**Early European Colonization of America** – Compare and contrast early French, Spanish, and English colonies in America

- Identify Spanish and French claims in the New World
- Describe the role of trade and religion in early French and Spanish colonization
- Compare and contrast the French and Spanish colonies, including colonial administration and interactions with indigenous Americans
- Additional Reading Assignments (all e-texts):
  - Biography of Jean-Baptiste Le Moyne, Sieur de Bienville
  - Biography of the Vikings
- Writing Assignment (teacher graded):
  - Long Essay - Read more about the [Spanish](#) and [French](#) colonization of America. Then, think about the assertion in the lesson that French settlements and Spanish settlements were very different. Do you think they were as different as the lesson states or did they have similarities? Write an essay that supports,

modifies, or refutes the interpretation from the lesson. Make sure to provide specific evidence to justify your answer.

### **The Jamestown and Plymouth Colonies** – Characterize the Jamestown and Plymouth colonies

- Describe the successes and failures of the Jamestown colony
- Characterize the Plymouth colony and explain the role of Puritanism and the Mayflower Compact in the evolution of the Plymouth colony
- Compare and contrast the colonies of Jamestown and Plymouth
- Additional Reading Assignments (all e-texts):
  - First Virginia Charter
  - Excerpts from The Complete Works of Captain John Smith
  - Mayflower Compact
  - “The Courtship of Miles Standish” by Henry Wadsworth Longfellow
- Writing Assignments:
  - Write a short essay (2-3 paragraphs) that describes the significant differences between the settlement of the Jamestown and the Plymouth colonies. Analyze reasons for the development of different colonial way of life. (WXT-4)
  - Write a short essay (2-3 paragraphs) in which you connect some of the significant differences between the two colonies to aspects of US culture and politics in some later day, of the colonial era or of a time during statehood.

### **The Thirteen Colonies** – Explain the evolution of the thirteen colonies

- Identify and characterize the southern, mid-Atlantic, and New England colonies
- Summarize the growing cultural and political identity of the colonies, both individually and collectively
- Describe the relationship between the colonies and Great Britain
- Reading Assignments (all e-texts):
  - Information on William Penn’s experiment by Tuomi J. Forrest
  - “A Brief History of the Salem Witch Trials” by Jess Blumberg, Smithsonian.com

### **Colonial Immigration and Trade** – Analyze immigration and trade in the thirteen colonies

- Analyze and map the “triangular trade” (NAT-6) (WXT-2) (MIG-1)
- Compare and contrast the economic and social structures in the northern and southern colonies
- Evaluate the role of trade in British and American relations
- Describe immigration patterns during the pre-revolutionary period
- Additional Reading Assignments (all e-texts):
  - Article on Triangular Trade from the Brownsville Heritage House
- Writing Assignment: After researching how triangular trade encouraged smuggling and the slave trade in the colonies, summarize the key points of this trade, citing sources as needed.

**The Plantation Economy and the Slave Trade** – Describe the growth of the southern plantation economy and the slave trade

- Describe the plantation economy
- Trace the evolution of indentured servitude to slavery, as well as the institutionalization of race in the American colonies
- Analyze the class structure of the southern colonies in the eighteenth century
- Characterize the role of cash crops in the southern economy
- Additional Reading Assignments (all e-texts):
  - Letter from Richard Frethorne to his family in England
  - “Economic Aspects of Tobacco during the Colonial Period 1612-1776”
- Writing Assignment: Revisit Frethorne’s letter. What do you think could have compelled poor whites like Frethorne to support the institution of slavery in the southern colonies?

**The Enlightenment and the Great Awakening** – Analyze the Enlightenment and the Great Awakening

- Describe and analyze the Enlightenment’s core principles and its influence on early American thought
- Trace the influence of Puritanism from the establishment of the Plymouth Colony to the mid-1700s
- Compare and contrast the Enlightenment and Great Awakening, weighing their respective influences on the colonies
- Describe the relationship between the colonies and Great Britain
- Analyze how religious changes affected politics and society in the mid-eighteenth century
- Describe how the French and Indian War influenced colonial movements for independence
- Additional Reading Assignments (all e-texts):
  - Sermons by George Whitefield and Jonathan Edwards
  - Biographical information on Issac Newton, John Locke, Benjamin Franklin
- Analysis: Read sermons by George Whitefield and Jonathan Edwards. Use an analysis sheet and questions to help gather historical evidence for essay. [CR-7]
- Writing Assignments:
  - Read some sermons given by [George Whitefield](#) and [Jonathan Edwards](#). Then write an essay at least 150 words long comparing the two preachers in terms of the content and the intent of their sermons.
  - Write an essay comparing and contrasting the Enlightenment and the Great Awakening. In your answer, include the main concepts of both movements and show how each movement influenced American colonies.

**Unit Activity** – Long Essay question on analyzing the differences between Spanish settlements and identity in the Southwest and the English colonies in New England during the 17<sup>th</sup> century

### **Unit 3 – Revolutionary America and the New Republic (3 Weeks, 7 Lessons)**

**Theme-** NAT, WXT, MIG, POL, WOR, GEO, CUL

**Unit 3 Discussion:** What's in a name? Events in history often get named in various ways, based on the time and perspective in which they are studied and based on the different viewpoints people have of the event. Think of several different ways you could name the War of Independence. How would different names for the war change how people see or think about the war?

**The French and Indian War** – Analyze the effects of the French and Indian War

- Trace the roots of the French and Indian War, including European conflicts that gave rise to the war in America
- Explain the Albany conference
- Characterize the effects of the French and Indian War on France and Great Britain, including the financial pitfalls of the British government
- Additional Reading Assignments (all e-texts):
  - The Albany Plan

**The American Revolution** – Explain and analyze the American Revolution

- Describe the various taxes and acts imposed by the British and their effects on the colonists
- Compare and contrast colonial reactions to British taxation and tensions between the colonies and England, including differing stances based on class, geography, and political affiliation
- Evaluate the impact of the Boston Massacre and the Boston Tea Party
- Trace the events that led to war in 1776
- Answer questions as to why events happened during the war, like why did the war move from Boston to New York
- Describe the major battles and campaigns of the Revolutionary War
- Describe the significance of Saratoga and the French Alliance
- Analyze the role of foreign intervention in the Revolutionary War
- Explain how the colonists were ultimately successful in gaining their independence
- Additional Reading Assignments (all e-texts):
  - *Letters from a Farmer in Pennsylvania* by John Dickinson
  - Biography of Samuel Adams (excerpts)
  - Common Sense by Thomas Paine (excerpts)
  - Declaration of Independence
  - “Stories From the Revolution”
- Short-Answer: Briefly answer questions about Thomas Paine’s essay *Common Sense* and the philosophies and concepts of the Declaration of Independence.

- Writing Assignments:
  - Write a mock news account of the events at Lexington during the American Revolution. This report should be about 300 words. You can research online or at your school's library for additional information.
  - A government-imposed curfew is one analogy for the American Revolution. Write another analogy that reflects what happened to trigger the colonists' to revolt against the British and demand independence.

**America's Founding Documents** – Analyze the evolution of America's founding documents from the Articles of Confederation to the US Constitution

- Explain the shortcomings of the Articles of Confederation, citing specific clauses that doomed them
- Describe the Constitutional Convention, including major compromises necessary to achieve consensus, referencing diaries, memoirs, and first-person accounts of the Convention
- Analyze the debates between Federalists and Anti-Federalists, citing examples from the Federalist Papers
- Characterize key aspects of the United States Constitution and the Bill of Rights, describing specific clauses, articles, and amendments
- Contrast the Articles of Confederation and the Constitutional Convention in the form of a document-based question (DBQ) essay
- Writing Assignments:
  - How do you feel about the Three-Fifths Compromise? Was it a wise decision by the framers of the Constitution to keep the nation united, or was it an unacceptable compromise even at the cost of the nation breaking up over the issue of slavery (as happened later during the Civil War (1861–1865)? Write a response supporting your stand. (POL-3)
  - DBQ - Read the [1985 DBQ essay question and documents](#) on the Articles of Confederation. Carefully analyze each document and incorporate the information you gather from those documents, along with your knowledge of the events and time period, into a well-crafted essay to evaluate the following statement: *From 1781 to 1789 the Articles of Confederation provided the United States with an effective government.* (NAT-1)

**George Washington's Presidency** – Analyze and describe George Washington's presidency

- Characterize the influence George Washington had on the traditional role and constitutional powers of the president
- Explain the significance of Washington's department heads and the division within it
- Summarize key legislation and resolution of conflicts during Washington's presidency
- Describe the beginnings of political parties and Washington's perception of them

- Evaluate the significance of Washington’s decision to step down after two terms
- Analyze Washington’s farewell address and his Neutrality Proclamation
- Additional Reading Assignments (all e-texts):
  - Washington’s Farewell Address
  - Jay’s Treaty excerpt

**Political Parties and Early Presidencies** – Analyze the development of political parties and the presidencies of John Adams and Thomas Jefferson

- Compare and contrast the Democratic-Republicans, as led by Jefferson, and the Federalists, as led by Hamilton and Adams
- Describe the presidencies of Adams and Jefferson, including the Alien and Sedition Acts, Louisiana Purchase, and Burr’s rebellion
- Explain Federalism, including reference to the Marshall Court
- Additional Reading Assignments (all e-texts):
  - Washington’s Farewell Address
  - Jay’s Treaty excerpt
- Primary Document Analysis Assignment:
  - Choose a primary document by Jefferson, Hamilton, or Adams and conduct a historical analysis project that addresses the following elements: Purpose, point of view, audience, intent, and historical context.
- Writing Assignments:
  - Read Washington’s Farewell Address. To what extent did the United States follow Washington’s advice during the presidencies of John Adams and Thomas Jefferson?

**Westward Expansion** – Describe westward expansion and the friction between settlers and American Indians

- Describe westward expansion in the early years of the republic, including the Louisiana Purchase and the subsequent Corps of Discovery (Lewis and Clark Expedition)
- Explain why many Americans moved west
- Trace the rise in hostilities between American Indians and American settlers
- Analyze broken treaties and examples of violence and oppression towards American Indian populations
- Additional Reading Assignments (all e-texts):
  - Excerpt of *Narrative of Life of David Crockett of the State of Tennessee*
  - Biographical information on Daniel Boone, Zebulon Pike

**The War of 1812** – Explain the significance of the War of 1812

- Trace the progression toward renewed conflict with Britain, including the role of the British blockade of continental Europe
- Describe major battles of the war of 1812, including the burning of Washington, DC

- Explain the lasting legacies of the Battle of New Orleans and the Treaty of Ghent, including reference to the Era of Good Feelings and the Monroe Doctrine
- Additional Reading Assignments (all e-texts):
  - “The Star-Spangled Banner”
  - Dolly Madison’s letter to her sister – “The Burning of Washington”
  - Biographical information on Andrew Jackson
- Short-Answer: Briefly answer questions regarding the causes of the War of 1812. Draw parallels between these causes and problems that could cause conflict in the present-day.

**Unit Activity** – DBQ on how the French and Indian War altered the political, economic and ideological relations between Britain and its American Colonies.

## Unit 4 – An Era of Transformations (4 Weeks, 8 Lessons)

**Themes-** NAT, POL, WOR, CUL, WXT, MIG

**Unit 4 Discussion:** What influence did industrialization have on human rights or on the rights of disenfranchised groups in the United States?

**Industrialization and Immigration in the North** – Evaluate early industrialization and immigration in the northern states

- Trace and describe the development of the early stages of industrialization in the northern states, referencing primary sources that highlight the development of national and sectional economies
- Explain the theories of capitalism and the growth of a national, free market-based economy
- Characterize trends in immigration and nativism in the early nineteenth century
- Use primary source documents to write an essay that evaluates industrialization and immigration in the northern states
- Additional Reading Assignments (all e-texts):
  - Autobiography of Harriet Robinson - one of the Lowell factory girls
  - “The Tide of Emigration” from the *London Illustrated News* 1850
- Writing Assignments:
  - DBQ - Using the primary source material you have read and your knowledge of the time period 1820 to 1860, assess the validity of this statement: The wave of immigration during the 1830s and 1840s was vital in the industrialization of America.

**Cotton and the Growth of Slavery in the South** – Explain the development of the cotton industry and the growth of slavery in the southern states

- List inventions and developments that made the cotton industry central to southern economies
- Explain the role of slavery in the southern economy
- Compare and contrast the economic philosophies, achievements, and structures of the northern, middle, and southern sections
- Explain some of the crises and compromises of the time, including the Missouri Compromise
- Additional Reading Assignments (all e-texts):
  - Harriet Jacobs’ *Incidents in the life of a Slave Girl*
  - Missouri Compromise document
- Writing Assignments:
  - Choose one chapter from Harriet Jacobs’ *Incidents in the Life of a Slave Girl*. Compare her account in that chapter to what you have learned about slavery. Write a one-paragraph chapter review giving your evaluation.
  - Do you think that the Missouri Compromise bought the nation needed time to deal with the issue of slavery? Or do you think, like Thomas Jefferson, that it was as alarming as a “fire bell in the night”? Answer the question in an essay, with a thesis statement and supporting evidence for your point of view.

**States’ Rights versus Federal Power** – Explain the Marshall Court decisions in favor of and against the growth of federal power

- Explain and analyze the Bank Wars
- Explain the significance of tariff controversies in the early nineteenth century
- Describe major controversies regarding states’ rights vs. national sovereignty
- Analyze the role of the judiciary in the expansion and limitation of federal and state powers
- Additional Reading Assignments (all e-texts):
  - Primary documents on the bank war
  - Hayne-Webster debate

**Andrew Jackson and Jacksonian Democracy** – Weigh the significance and effects of Andrew Jackson’s presidency and Jacksonian democracy

- Explain the rise of Andrew Jackson and the major events of his presidency, with specific emphasis on nullification, Indian policy, bank controversy and crisis, mass democracy and evolving political parties, and popular culture
- Explain the Trail of Tears and analyze how it developed into a conflict between the judiciary and executive branches of the government
- Analyze Jacksonian democracy
- Compare and contrast Jeffersonian and Jacksonian democracy
- Additional Reading Assignments (all e-texts):
  - “Jacksonian Democracy” from *Hypertext History: Our Online American History Textbook*

**Evangelical Protestantism and Transcendentalism** – Explore the Second Great Awakening, utopian movements, and social reform during the antebellum period

- Describe the continued presence of revivalism and evangelical Protestantism
- Explain the influence of religion on antebellum politics
- Explain the development of Utopian societies
- Describe key figures in the transcendentalist theological and literary movement, including Irving, Cooper, Dickinson, Longfellow, Whittier, Holmes, Emerson, Thoreau, Hawthorne, Melville, Whitman, and Poe
- Describe key aspects of American romanticism in the arts and literature
- Explain reforms that occurred during this time period, including these areas of reform: temperance, prison, education, abolition, and the early women's movement
- Examines and evaluates paintings made by American Artists for its expressions of ideas of American national identity (NAT-1)
- Additional Reading Assignments (all e-texts):
  - Charles Grandison Finney article from the *New York Evangelist*
  - Historical background on antislavery
  - Temperance pledge example
  - Ralph Waldo Emerson's "Nature"
  - Overview of transcendentalism
  - Henry David Thoreau's *Walden* (excerpts)
  - Essay on the artist's role in American society from *Hypertext History: Our Online American History Textbook*
  - Essay on The Hudson River School by Kevin J. Avery
- Writing Assignments:
  - What different reform movements developed out of the religious impulse toward Christian perfectionism? How did these reform movements get started and what impact did they have on American society, politics, and history? Write a brief essay of 300 to no more than 500 words.
  - AP US History Theme: American and National Identity Assignment. What role did literature play in shaping America's national identity? Provide two examples. What role did popular culture play in developing American culture? Provide two examples.

**Forced Migration of American Indians** – Debate the forceful removal of American Indians from their traditional lands

- Analyze the forced migration of American Indian populations
- Evaluate the historical arguments for and against removal of American Indian populations
- Describe the treaties and official US policies towards American Indians, including the Indian Removal Act
- Additional Reading Assignments (all e-texts):
  - Sequoyah's "Talking Leaves"
  - 1808 State of the Union address
  - Indian Removal Act and arguments for and against the act

- Writing Assignments:
  - Long Essay - Use the background material, your notes about the primary source material, and your conclusions from the evidence to write an essay evaluating the impact that the Age of Jackson had on American Indians.

**Manifest Destiny and Conflicts in Western Migration** – Identify and evaluate the significance of Manifest Destiny

- Define and explain the significance of Manifest Destiny during this time period
- Characterize territorial acquisitions and the United States’ westward expanding border
- Evaluate the arguments justifying Manifest Destiny
- Describe western migrations and cultural interactions amongst settler populations and between settlers and indigenous populations
- Additional Reading Assignments (all e-texts):
  - Various readings on westward expansion
  - First-hand accounts of emigrants along the Oregon Trail
- Short-Answer: Briefly answer questions regarding Westward Expansion to Texas, California, and Oregon, and relate the experiences of settlers traveling to those areas.
- Writing Assignments:
  - President James K. Polk is perhaps the president most associated with the idea of Manifest Destiny. Read his official White House [biography](#) and this [brief biographical essay](#). Think about his linking of the issues of Texas and Oregon and about the Democrats’ use of the campaign slogan Fifty-Four Forty or Fight. How do you react to these positions on expansion? Write President Polk a letter in which you outline your views.

**The Mexican War and US Imperialism** – Evaluate the causes and results of the Mexican War

- Trace the roots of conflicts with Mexico including reference to Moses and Steven Austin, Texan Independence, the Lone Star Republic, Sam Houston, annexation and the “peculiar institution,” Polk and the Mexican cessions, and Lincoln’s “spot resolution”
- Identify and explain major events in the Mexican War
- Explain the significance of the Treaty of Guadalupe Hidalgo
- Evaluate arguments for and against the annexation of the southwestern United States
- Additional Reading Assignments (all e-texts):
  - “The Texas Question in American Politics” from *Hypertext History: Our Online American History Textbook*
  - “A Mexican Viewpoint on the War With the United States” by Jesus Velasco-Marquez
  - Henry David Thoreau’s “Civil Disobedience”
- Writing Assignments:

- Visit this [collection of biographies](#) of people involved in the Mexican War. Choose one person from the United States list and one person from the Mexico list. Understand their roles in the conflict and the feelings they have about the war. Be sure to also check the [veterans' site](#) for images or documents that tell you more about the two people you have selected. Write a paragraph on each person to summarize what you found out. Include a reference to each person's primary contribution to the events surrounding the war. (WOR-5)

**Unit Activity** – DBQ on settling political disputes in the early nineteenth century vs. the later part of the nineteenth century (1860). Students will analyze the reasons for this political change.

## Unit 5 – The Civil War (3 Weeks, 5 Lessons)

**Themes-** NAT, WXT, MIG, POL, CUL, WOR, GEO

**Unit 5 Discussion:** What contemporary issues create conflict between states, and how might the current administration address those issues through national policy?

**The North and South** – Explain the political and economic differences between the North and the South

- Compare and contrast the economic structures of the northern and southern states
- Compare and contrast the political cultures of northern and southern states
- Additional Reading Assignments (all e-texts):
  - Biographical information on Abraham Lincoln, Henry Clay, Francis Cabot Lowell, John C. Calhoun, Andrew Jackson, James Polk
- Writing Assignments:
  - Using your research on sectionalism, write an essay on the differences between the North and South

**The Slavery Debate** – Analyze the growing tensions between the North and South, and the role of slavery and westward expansion, as the United States marched toward the Civil War

- Analyze major legislative compromises related to slavery in the early nineteenth century
- Trace the debate over slavery and states' rights to maintain slavery, dating from the Constitutional Convention until 1850, including abolition, slavocracy from moral, economic, and political perspectives, the Missouri Compromise, and Wilmot Proviso
- Identify key abolitionist and slavery leaders
- Evaluate abolitionist and pro-slavery arguments
- Discuss key events and issues that led to the Civil War, such as Compromise of 1850, the Kansas-Nebraska Crisis, the Republican Party

founding, “Bleeding Kansas,” slavery in the territories, popular sovereignty, Fort Sumner, “Bully Brooks,” *Uncle Tom’s Cabin*, Dred Scott, the John Brown Pottawatomie Massacre, Harper’s Ferry, anti-slavery societies, the split in the anti-slavery movement, and sectional splits in churches in the North and South

- Characterize the role of the US Supreme Court in the slavery debate
- Explain John Brown’s raid on the Harper’s Ferry armory in 1859 and the disagreements within the abolitionist community over the raid
- Additional Reading Assignments (all e-texts):
  - Fugitive Slave Law
  - Newspaper account of Anthony Burns ordeal
  - Summary of the court’s decision on Dred Scott
  - Account of John Brown’s raid
  - Republican and Democratic views from Chicago newspapers of the time
  - Overview of the Underground Railroad
  - Slave narrative excerpts

**Lincoln’s Election and Southern Secession** – Characterize Lincoln's election and the reasons for southern secession

- Analyze the impact of Lincoln’s “House Divided” speech on southern states
- Explain the election of 1860, including the rise of the Republican Party and Lincoln’s election, despite not even being on the ballot for 11 of the southern states
- Explain the steps Lincoln took to avoid civil war
- Explain why southern states seceded and evaluate the role of slavery in their decisions
- Additional Reading Assignments (all e-texts):
  - Lincoln’s nomination speech for the Illinois US Senate seat
  - Various news reports from the election of 1860
  - Modern analysis of the election of 1860
- Writing Assignments:
  - Read the articles about the 1860 election in the three papers, make notes with which to compare the accounts and points of view, and use this material in a one-to-two, two-page essay that discusses the comparisons you found.

**The Civil War: Battles, Strategies, and Effects** – Identify and explain military strategies, battles, and diplomacy during the US Civil War

- Summarize the political, economic, and military strengths of the Union and the Confederacy at the outbreak of the Civil War
- Identify and analyze the significant key military and political leaders during the Civil War
- Trace the chronology of the war, including major battles and turning points
- Compare and contrast Lincoln and Davis and Lee and Grant

**COURSE ACTIVITY:** Write an essay on a debate of Lincoln and Davis. Read two scholarly, interpretive articles of differing opinions about the impact of these two men, then compare and contrast the

ideas of Lincoln and Davis for yourself by examining primary documents. Based upon the perspectives of two scholars' opinions and your own research, write your own conclusions about the significance of Lincoln and Davis at a key point in American history.

- Compare and contrast the effects of the war on the Union and the Confederacy
- Trace the events leading to the surrender of Confederate forces at Appomattox
- Explain the assassination of Lincoln and its repercussions
- Additional Reading Assignments (all e-texts):
  - Accounts from the lives of people during the Civil War
  - Lee and Grant's messages about the surrender
  - Newspaper accounts of Lincoln's assassination
  - An evaluation of Lincoln's legacy
- Short-Answer: Briefly answer questions regarding the strengths and weaknesses of the Union and Confederacy, how the war changed the lives of women, African Americans, and Native Americans.

**African Americans and the Emancipation Proclamation** – Analyze the significance of the Emancipation Proclamation and the role of African Americans during the Civil War

- Explain the contributions of African American troops to the Union war effort
- Analyze disagreements within the abolitionist movement regarding African American voting rights, citizenship, and equality
- Explain the Emancipation Proclamation and its effect on the Civil War
- Additional Reading Assignments (all e-texts):
  - From Slavery to Freedom: The African-American Pamphlet Collection, 1824-1909
  - David Blight (historian) on racism in the abolitionist movement
  - "Emancipation Proclamation"
- Writing Assignments:
  - Reflect on what you have read and learned about the lives and roles of African Americans before and during the Civil War. Now is your chance to rewrite history: issue your own Emancipation Proclamation. What would yours say? How would it differ from the original? Rewrite the Emancipation Proclamation to include your ideas about what is needed.

**Unit Activity** – DBQ asking students to respond to this statement "In the 1930s, an historian said that "American Negroes became free without any effort of their own.".

**Source:** [Columbia University: Columbia American History Online](#)

## **Unit 6 – Reconstruction (2 Weeks, 4 Lessons)**

**Themes-** NAT, POL, CUL

**Unit 6 Discussion:** Compare the race relations and human rights issues during Reconstruction with the Civil Rights movement of the 1950s and 60s. In what ways are

they similar? How are they different? What do these similarities and differences say about the successes and failures of Reconstruction?

**Reconstruction** – Evaluate Reconstruction and its effects in the South

- Characterize the Confederate states at the conclusion of the Civil War
- Compare and contrast the ambitions of the Reconstructionists
- Outline the major goals of Reconstruction
- Explain and analyze the Thirteenth, Fourteenth, and Fifteenth Amendments to the US Constitution
- Explain the controversies between President Johnson and the Republican Congress during the early stages of Reconstruction
- List Reconstruction programs and explain their relative success
- Describe and differentiate between carpetbaggers and scalawags; Black Reconstruction and Reaction
- Trace the role of African Americans in politics, education, and the economy during the period of reconstruction (in the north and the south)
- Additional Reading Assignments (all e-texts):
  - Letter from a northern teacher to the Freedmen’s Bureau
  - Letter from southern blacks requesting assistance and protection from the federal government
  - Editorial condemning the Black Codes
  - Biography of Hiram Revels
- Writing Assignments:
  - The Civil War and Reconstruction years were fraught with executive and legislative conflict. Those in Congress who remained once seats were vacated by secessionist states enjoyed an unprecedented level of power. The Radicals among them (Sumner, Wade, Davis, and Stevens to name a few) saw the opportunity to effect real, or radical, change in the country—particularly in reconstructing Southern states. Read these articles about two of the most prominent Radicals and their relationships with President Lincoln. Then, using what you have learned in the lesson, briefly discuss Radical Republicans' characteristics and their roles in advancing rights for black Americans.

**The Legacies of Reconstruction** – Weigh the impact and legacies of Reconstruction

- Characterize race relations in the South, including the resistance of many southern whites to Reconstruction
- Describe the Tilden/Hayes controversy, the compromise of 1877, and the effects of this political compromise on social history
- Evaluate the lasting effects of Reconstruction - what were its successes and failures?
- Additional Reading Assignments (all e-texts):
  - Excerpts of Thomas Nast’s works
  - Testimonies of African Americans in the early 1870s
  - “Math Against Tyranny”

- Collection of myths and realities about reconstruction
- Writing Assignments:
  - Review the materials and resources you explored in this lesson. Include notes on the **Reconstruction and Its Legacies** interaction. Write a persuasive essay in which you explain either the successes or failures of Reconstruction. Use what you have read in the lesson and in online resources to convince your audience.

**Rebuilding the Southern Economy** – Trace the evolution of southern agriculture and industrialization after the Civil War

- Explain how the southern economy adapted after the abolition of slavery
- Evaluate the extent to which sharecropping and the crop-lien system replaced slavery
- Explain how the abolition of slavery encouraged the promotion of industrialization and economic efficiencies in southern economies
- Trace the spread of industrialization from northern to southern states
- Additional Reading Assignments (all e-texts):
  - The Freedmen’s Bureau Model Contract

**The Jim Crow South** – Explain the establishment of Jim Crow laws in the South

- Identify, define, and characterize Jim Crow laws
- Explain the growth of militant white supremacy groups in the years during and after Reconstruction
- Evaluate the correlation between the Compromise of 1877 (and the removal of federal troops from the South) and the growth of institutionalized racism in the South
- Additional Reading Assignments (all e-texts):
  - Articles from “The African-American Experience in Ohio”
  - Biography of John Roy Lynch, former slave
- Writing Assignments:
  - Write a newspaper article for Ida B. Wells’s newspaper about lynching in the South during the Jim Crow era.
  - Write an editorial for a modern newspaper about the issue of modern segregated proms. Be sure to take a stance for or against these proms. Use information you have read in this tutorial to support your argument.

**Unit Activity** – DBQ arguing to what extent Reconstruction brought the Southern Negro the equality and freedom that slavery had denied them.

## **Advanced US History - Semester B**

### **Unit 1 – The Changing Nation (3 Weeks, 6 Lessons)**

**Themes-** NAT, WXT, MIG, POL, CUL, GEO

**Unit 1 Discussion:** In the late nineteenth century, a large population of immigrants and rapid growth of cities coincided with the development of political bosses and political

machines. Think about your own world and your own time. What manifestations of a similar dynamic do you observe? Based on your personal experience, what have you seen on news reports or in popular media?

**Developing the West** – Describe the development of the western states and territories

- Identify the significance of migration trails to the West
- Explain the creation of transcontinental railroads and their influence on westward expansion
- Describe the development and role of the farming, cattle, and mining frontiers and their impact on the western states and territories
- Analyze the causes and effects of homesteading
- Identify and discuss the role of government in the development of the West
- Additional Reading Assignments (all e-texts):
  - “The Gold Rushes of North America (1847-1900)”

**The Effects of Westward Expansion** – Describe the effects of westward expansion on various communities and the United States as a whole

- Analyze the impact of westward migration on American Indian populations, including specific government policies and battles
- Identify the evolution of the role of women in westward migrant culture, emphasizing the expansion of political rights
- Describe the various racial and ethnic groups that contributed to westward migration and interaction between and amongst these groups
- Characterize demographic differences between western, southern, mid-western, and eastern regions
- Deconstruct and discuss the cowboy/wild west myth of the American West
- Examine the Frederick Jackson Turner thesis
- Additional Reading Assignments (all e-texts):
  - Trail of Tears account from *Indian Country Diaries*

**The Industrial Revolution** – Examine the industrialization of the United States in the late 1800s

- Describe the factors and forces behind the Industrial Revolution in post-Civil War America
- Describe the significance of key inventions and inventors in the late nineteenth century
- Describe consolidation, innovation, and the rise of monopolistic corporations
- Debate to what extent the tycoons during this period were “Robber Barons” or Captains of Industry.
- Analyze the impact of industrialization and technological innovations on American society
- Trace the emergence and evolution of Labor Unions and describe the conflicts between unions and businesses
- Examine major labor events like the Homestead strike, Haymarket Square and the Pullman Strike
- Additional Reading Assignments (all e-texts):

- Biography of Cornelius Vanderbilt, Andrew Carnegie
- “The Wizard of Menlo Park” from *Hypertext History: Our Online American History Textbook*
- Historian James Green’s perspective on the Haymarket Square Riots
- Writing Assignments:
  - After reading about Cornelius Vanderbilt, write a persuasive essay answering the following question. Be sure to include your opinion and try to sway the reader to agree with your opinion.
    - Should Cornelius Vanderbilt be given the title “Robber Baron” or “Captain of Industry”?
- Short-Answer: Briefly answer questions about Andrew Carnegie as well as about important events of the labor movement in the late 1800s.

**Immigration in the Late 1800s** – Analyze the great immigration wave of the late 1800s and its effects on US society

- Describe and discuss the “push” and “pull” factors behind the “new” Immigration of the late 19th century
- Characterize the wave of immigration to the United States in the late nineteenth century, referencing immigration records, diaries, editorial cartoons, and other primary sources
- Compare and contrast responses to immigration, including the rise of nativism, referencing propaganda, political cartoons, and other primary sources
- Compare and contrast and discuss major ideas of the age of industry, Urbanization, Laissez Faire, Free Market, Social Darwinism, the Social Gospel, and the Gospel of Wealth, referencing autobiographies, political cartoons, propaganda, and other primary sources
- Analyze immigration issues using primary sources
- Additional Reading Assignments (all e-texts):
  - Ellis Island historical overview

**The Growth of Cities** – Examine the social and political impact of the growth of cities during the late 1800s

- Trace the rise of political machines in large American cities
- Explain the role of immigration, patronage, and political parties in American cities
- Research and examine the case study of Boss Tweed and Tammany Hall in New York
- Discuss the new technologies, transportation systems and attractions of the growing American city
- Compare and contrast the living patterns and conditions of the upper, middle and working classes
- Examine and analyze the writings of Jacob Riis
- Additional Reading Assignments (all e-texts):
  - Article about city life in the slums
- Writing Assignments

- Write an essay explaining why, in light of all the problems that occurred in tenement living, so many people continued to move into cities.
- After looking at art from both the [Ashcan Movement](#) and the [Hudson River School](#) period, compare what you saw in both movements. How were the styles different? How were they the same? Write a short comparative essay about the differences and similarities you observed. Be sure to include your own perspective as well.

**An Era of Social and Cultural Change** – Trace social and cultural change in the United States during the late 1800s and early 1900s

- Analyze the positive and negative effects of industrialization
- Explain the role of muckraking in American thought, including Upton Sinclair’s *The Jungle*
- Examine the role of religion in the late nineteenth and early twentieth century America
- Examine the early seeds of reform, the social justice movement, and attempts to reform the urban poor
- Examine the works of Henry George and Edward Bellamy
- Examine leisure time activities and practices, including Vaudeville and spectator sports
- Examine the literary and art movements of the period with a focus on realism and the Ashcan School of Art
- Additional Reading Assignments (all e-texts):
  - Biographical information on Henry George, Edward Bellamy, and Upton Sinclair
- Writing Assignments:
  - Women in the late nineteenth and early twentieth centuries began to attend college for the first time in American history. What about the era contributed to this change? Write a letter to the editor of the *Boston Herald* as if you lived in 1890, urging people to support college education for women.

**Unit Activity** – AP US History Theme: Work, Exchange, and Technology Assignment. DBQ on analyzing the ways in which technology, government policy, and economic conditions changed American agriculture in the period 1865-1900, including evaluation of farmer’s responses to these changes.

## **Unit 2 – Populism and Progressivism (2 Weeks, 5 Lessons)**

**Themes-** WXT, MIG, POL, WOR, GEO, CUL

**Unit 2 Discussion:** During the Progressive Era, political leaders instituted policies designed to empower average Americans and curtail the power of large business interests. In the course of US history, the pendulum has swung between increasing government regulation of big business and leaving it free to grow as it will. In your lifetime, what decisions has the government made about increasing or decreasing this

type of regulation? What have been the effects of those decisions? Compare the issues and outcomes to those of the early twentieth century decisions to regulate big business in the Progressive Era. You might also consider whether the media serve a similar "muckraking" role in causing this pendulum to swing one way or another.

**Gilded Age Politics** – Explain and evaluate political practices and divisions during the Gilded Age

- Review key legislation during and after the Civil War
- Explain the culture of corruption that existed in politics
- Examine the scandals and corruption of the Grant Administration
- Describe the domestic issues confronting politicians during this period
- Explain political practices and divisions within the two major parties, including issues of patronage, pensions, and Tariff issue
- Additional Reading Assignments
  - George Washington Plunkitt, "On the Shame of the Cities," *Plunkitt of Tammany Hall*. Riordon, William L. New York: 1903.
  - George Washington Plunkitt, "The Curse of Civil Service Reform," *Plunkitt of Tammany Hall*. Riordon, William L. New York: 1903.

**The Populist Movement** – Examine the roots and key principles of the populist movement

- Describe the economic controversies and shifts in the late nineteenth century
- Identify the roots of the populist movement
- Characterize the major tenets and personalities of the populist movement
- Explain the influence of the agricultural economy on the rise of populism
- Summarize key legislative victories associated with the Granger and populist movement using documents (WXT-6)
- Examine the election of 1896
- Additional Reading Assignments
  - "The Ark of State" by Rob Kennedy provided by HarpWeek
  - "The Political Crisis of the 1890s" from *Hypertext History: Our Online American History Textbook*
  - "The Farmer's Revolt" from *Hypertext History: Our Online American History Textbook*
  - "The Omaha Platform: Launching the Populist Party," *The U.S. Survey Course on the Web*.
- Writing assignment:
  - Read information about the problems of farmers in the late 1800s, and then write an editorial from the point of view of the late nineteenth century expressing farmers' concerns and exploring possible solutions for their problems.
  - Read the primary source, "The Omaha Platform," then describe the authors' point of view, audience, and purpose for writing the document. Further, provide an example of an event or development that led to the creation of the document (i.e. its historical context) and the government's reaction to it.

- DBQ - Read materials for a document-based essay on the beliefs of the Populist Party. One step of writing document-based essays is analyzing the documents provided, many of which are primary sources. This activity will help you with that step. Using your knowledge and the documents provided for the question—political cartoons, charts, and other documents—make two lists. One list should contain at least four reasons that farmers were discontent with the situations they faced at this time, and the other list should contain at least four evaluations of the validity of their complaints.
- Short-Answer: Briefly answer questions about the platform of the Populist Party and about events from the late 1800s that led to the development of the Populist movement.

**The Progressive Era** – Explain and evaluate progressivism and the transformation of the role of government during the Progressive Era

- Identify the roots of the progressive movement
- Explain the characteristics of progressivism and areas of reform
- Characterize the major tenets and legislative victories of the progressives at the city, state and federal levels
- Analyze the progressive presidencies of Roosevelt, Taft, and Wilson
- Additional Reading Assignments
  - Original source material on the 1911 Triangle Factory Fire

**Progressive Presidencies of the Early 1900s** – Evaluate the progressive presidencies of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson

- Examine the Roosevelt Administration.
- Describe “bully pulpit”, Square Deal, trust-busting and conservation
- Analyze Taft’s presidency.
- Evaluate to what extent Taft was a progressive.
- Explain the tariff issue, the Pinchot Ballinger affair and Taft’s falling out with Teddy Roosevelt and the progressives
- Examine the importance of the election of 1912
- Explain the progressive features of the Wilson Administration
- Explain the Clayton Anti-Trust Act, Federal Reserve, and the Nineteenth Amendment etc
- Evaluate how the role of government changed during the progressive era
- Additional Reading Assignments
  - Biographical information on Theodore Roosevelt, William H. Taft, Woodrow Wilson

**Women and African Americans in the Progressive Era** – Describe the changing roles of women and African Americans during the Progressive Era

- Using maps and other primary sources, explain and analyze causes and effects of the Great Migration of African Americans
- Analyze interactions between whites and African Americans in northern and western cities
- Describe how the shift from an agricultural to an industrial-based economy affected the working lives of African Americans and women

- Compare and contrast WEB DuBois and Booker T. Washington
- Describe the women’s suffrage movement, the Nineteenth Amendment, and the increasing rights of women in the early twentieth century (MIG-7)
- Analyze key figures in the women’s rights movement
- Additional Reading Assignments
  - Stories from the Great Migration
- Writing Assignments:
  - Long Essay - Booker T. Washington and W. E. B. Du Bois espoused different strategies for dealing with the problems of poverty and discrimination faced by black Americans at the end of the nineteenth and beginning of the twentieth centuries. Compare and contrast these two men, including their backgrounds, their lives, and their beliefs. In your response, you should use historical evidence to craft a thesis, or a historical argument.

**Unit Activity** – DBQ on evaluating the effectiveness of Progressive Era reformers and the federal government in bringing about reform at the national level.

### **Unit 3 – The United States on the Global Stage (2 Weeks, 5 Lessons)**

**Themes-** NAT, POL, WOR, MIG, CUL

**Unit 3 Discussion:** In what ways did the Spanish-American War and its related wars and conflicts define the United States as you know it today – a military and economic world power? Does the nation make the same or different decisions about its role in world affairs now as it did then? How much do economic considerations play a role in decisions to be involved in armed conflicts today?

**Toward an Imperialist United States** – Evaluate the rise of US imperialism

- Explain the economic roots of expansionism during the late 19th century
- Explain the causes and effects of the Spanish-American War and the Filipino War
- Recognize the meaning and significance of Teddy Roosevelt’s ”Big Stick” policy
- Analyze the Roosevelt Corollary to the Monroe Doctrine
- Evaluate the effects of American imperialism and the actions of the US on the world stage
- Additional Reading Assignments
  - Washington’s “Farewell Address”
  - “President William McKinley: Assassinated by an Anarchist” by Wyatt Kingseed

**The US Role in World War I** – Analyze the role of the United States in World War I, and examine the events surrounding the Treaty of Versailles

- Explain the causes of World War I
- Evaluate the position of neutrality adopted by the United States
- Trace the events that led to US participation in the war

- Examine the American “Homefront” during the war and the social and political changes that occurred at home
- Analyze the key US contributions to the war effort
- Evaluate Wilson’s world view and his role in the Treaty of Versailles, including the 14 Points
- Explain and analyze the debate over failure to ratify the Treaty of Versailles
- Analyze the reasons the US did not join the League of Nations
- Additional Reading Assignments
  - Article on the causes of WWI
  - President Wilson’s speech to Congress asking to declare war on Germany
  - “The Trenches: Symbol of the Stalemate” from PBS.org
  - Wilson’s Fourteen Points

**The Roaring Twenties** – Examine the factors that contributed to the prosperity of the 1920s

- Examine the major economic developments that created prosperity, including advertising and consumerism
- Analyze the Republican presidencies of Harding, Coolidge, and Hoover and the relationship between these presidencies and the Roaring Twenties
- Additional Reading Assignments
  - *Prosperity and Thrift: The Coolidge Era and the Consumer Economy, 1921-1929* – Library of Congress documentation of the widespread prosperity of the Coolidge years
- Writing Assignments:
  - You've probably noticed that issues related to the role of government recur in history and in our lives. In what ways and in what circumstances is it beneficial for the government to be involved in Americans' lives? When and how is it detrimental?

**The Effects of Modernism in the 1920s** – Describe how key developments in science and the arts influenced American society in the 1920s

- Describe how key developments in science, art, music, and technology influenced popular thought, culture, and society as a whole
- Examine and explain the main features, people, and importance of the Harlem Renaissance
- Additional Reading Assignments
  - Historical overview of the *Amos 'n' Andy* show
  - Articles from *The Crisis* by DuBois
  - Excerpt of Alan Locke’s “The New Negro”
  - Poems by Jean Toomer and Langston Hughes and other Harlem Renaissance writers
- Writing Assignments:
  - Read a poem or other literary work from the Harlem Renaissance and describe in two paragraphs how it conveys the experience of being black and being human and what literary devices it uses to convey that.

**The Effects of Antimodernism in the 1920s** – Identify and explain antimodernist sentiments and their effects on American society

- Examine the resurrection of the Ku Klux Klan, religious fundamentalism, xenophobia, and nativism during the decade of the 1920s
- Trace the causes of Prohibition and the failures that led to its repeal in 1933
- Additional Reading Assignments
  - “Women and Public Drinking, 1890-1920” by Madelon Powers
- Writing Assignments:
  - D. W. Griffith’s silent film *The Birth of a Nation* encapsulates the nativist and racist feelings of the time. Watch the [film](#) and read these reviews ([review 1](#), [review 2](#), [review 3](#), [review 4](#), [review 5](#), and [review 6](#)). Then, write a 200-word analysis of this controversial and powerful film. Would you say it is racist and supports the ideologies of the KKK? Or is there some other message the film is trying to convey?
  - What kinds of arguments do you think Bryan and Darrow would have presented to the jury in the Scopes trial? Read more about the [trial](#). Then pick the role of either Bryan or Darrow and write the 250-word opening argument you would make to the judge.
  - Clearly, Prohibition was not popular among many sectors of American society, nor was it successful at curing the social ills it targeted. But how, exactly, did it fail as a law of the land? Read more about [temperance and prohibition](#) and about [the history of Prohibition](#). Then write a 250-word essay on why you think Prohibition was finally repealed.

**Unit Activity** – Long Essay analyzing the extent to which the Spanish-American war was a turning point in American foreign policy.

## **Unit 4 – The Great Depression and the New Deal (2 Weeks, 4 Lessons)**

**Themes-** NAT, WXT, POL, CUL, GEO

**Unit 4 Discussion:** In what ways was the New Deal related to the economic times in which it occurred? In light of the accomplishments of the New Deal, how might the current administration apply New Deal strategies—in expanded or reduced forms—to current economic circumstances?

**The Great Depression** – Characterize the causes and effects of the Great Depression

- Explain the stock market crash of 1929 and the underlying weaknesses of the US economy
- Describe the Hoover administration’s limited government philosophy
- Examine and evaluate Hoover’s response to the stock market crash and collapse of the economy
- Summarize the causes of the Great Depression and its impact on American society
- Additional Reading Assignments
  - President Hoover’s inaugural address

- *New York Times* articles about Black Tuesday
- “The Human Meaning of the Great Depression”
- First-hand accounts of the Great Depression from children who lived through it
- Short-Answer: Briefly answer questions about the impact of the Great Depression on individuals from different groups (women, African Americans, migrant laborers, and farmers).

**Franklin Roosevelt and New Deal Legislation** – Describe Franklin Roosevelt's presidency and the development of New Deal legislation

- Describe the election of Franklin Roosevelt in 1932
- Identify the key aspects and depression fighting strategies of Roosevelt's New Deal legislation
- Evaluate arguments for and against increased government involvement in the economy
- Trace the rise of socialist and communist parties in the United States
- Additional Reading Assignments
  - “The First 100 Days” from *Hypertext History: Our Online American History Textbook*
  - “The Farmer's Plight” from *Hypertext History: Our Online American History Textbook*
  - Stories related to the experience of farmers during the Depression
- Writing Assignments:
  - DBQ - Closely look at these four documents (a to d) and then write an essay analyzing the effects of the Tennessee Valley Authority Act on the citizens and private power utility companies in the region. Use the documents and your knowledge of the Tennessee Valley Authority to write the essay.

**New Deal Policies** – Analyze the implementation, successes, and failures of New Deal policies

- Describe the successes and failures of Franklin Roosevelt's two terms as president
- Identify and describe specific New Deal projects
- Describe the “New Deal Coalition” and the shifting allegiances of Republicans and Democrats
- Identify and describe opposition to and critics of the New Deal, including Huey Long and Father Coughlin
- Additional Reading Assignments
  - President Roosevelt's address to Congress from January 1935
  - New Deal Story Archives (excerpts)
  - “A Negro in the CCC” by Luther C. Wandall

**The Social Impact of the Great Depression** – Examine the social changes associated with the Great Depression

- Describe Roosevelt's “Fireside Chats”
- Examine the impact of the depression and FDR's New Deal on African Americans, women, and minorities

- Analyze changes in American culture and society in the 1930s, including the role of the radio and movies
- Analyze the expanded role of the federal government and the legacy of the New Deal
- Additional Reading Assignments
  - Biographical information on William Faulkner, John Steinbeck, Richard Wright, Pearl S. Buck
  - Examples of FDR’s fireside chats
  - Historian Doris Kearns Goodwin’s essay on “Franklin D. Roosevelt” (excerpt)
- Writing Assignments:
  - Read historian Doris Kearns Goodwin’s [essay on Franklin Delano Roosevelt’s character](#). Then identify three traits that she believes were essential to FDR’s success. Explain how you think FDR exhibited those traits. Use examples from the essay to support your answer.

**Unit Activity** – DBQ on analyzing the responses of FDR’s administration to the problems of the Great Depression.

## Unit 5 – World War II (2 Weeks, 5 Lessons)

**Themes-** NAT, WXT, MIG, POL, WOR

**Unit 5 Discussion:** Think about and discuss the various labels that have been used across US history, from the Civil War to current times, to describe the psychological distress that comes from participating in war—insanity/melancholia, battle fatigue, being shell-shocked, and post-traumatic stress disorder (PTSD). What in the culture produces these labels? Why have the labels changed/evolved over time, and what do the differences suggest, about us, and about how we view war?

**World War II and US Neutrality** – Trace the rise of fascism, totalitarianism, and militarism around the globe and the response of the US government

- Trace the rise of Hitler in Germany, Mussolini in Italy, and the increasingly militaristic stance of Japan in the Pacific
- Define, provide examples of, and evaluate the effects of appeasement
- Identify key leaders of Ally and Axis countries
- Evaluate the US position of neutrality
- Discuss the forces behind US isolationism
- Describe US support for the Allies prior to the declaration of war and the steps taken by FDR to gain support for war
- Additional Reading Assignments
  - “FDR and Hitler: A Study in Contrasts” by David M. Kennedy
  - Roosevelt’s quarantine speech of 1937
- Writing Assignments:
  - Write an essay on the factors that account for Germany’s early success.

**Pearl Harbor and US Involvement** – Describe the events that led to US involvement in World War II

- Explain the tensions with Japan, the attack on Pearl Harbor, and the declaration of war
- Identify the "theaters of war"
- Explain the Allied goals and war strategies
- Additional Reading Assignments
  - “Day of Infamy” speech
  - Library of Congress documents – 246, 251, 252, 254
  - Various accounts of the experience of Japanese Americans

**The Atomic Bomb and the End of World War II** – Trace the events that ended World War II and evaluate the role of the United States as an atomic power

- Analyze the D-Day invasion as a turning point on the Western Front of the European theater during World War II
- Trace the defeat of Nazi forces in Europe, including the major battles
- Outline the major battles of the Pacific Theater, including the final battles of the conflict
- Describe the Manhattan Project
- Evaluate the historical arguments for and against the atomic bombing of Nagasaki and Hiroshima
- Analyze the political, social, human, moral, and military repercussions of the atomic bombing
- Additional Reading Assignments
  - New York Times article reported from Casablanca on the meeting between Churchill and Roosevelt
  - Paratrooper’s account of the D-Day invasion
  - Biographical information on Army General Omar Bradley
  - “Major Pacific Battles”
- Writing Assignments:
  - Write an essay that answers each of the following questions:
    - Could the use of the atomic bomb have been avoided and, if so, at what cost?
    - What was the long-term impact of the decisions of the United States, Britain, Germany, Soviet Union, and other countries to include targets with civilians in their war strategy (e.g., Berlin, London, Tokyo, Hiroshima, and Nagasaki)?

**The Effects of World War II on the Home Front** – Evaluate the effects of World War II on the home front

- Explain the changing role of women during wartime
- Identify changes in the US economy during wartime
- Explain why the United States emerged from World War II as the only major economic power
- Analyze the role of African Americans during the wartime effort, both on the home front and in conflict
- Evaluate the effects of World War II on the home front in a formal essay

- Additional Reading Assignments
  - “The Perilous Fight – America’s World War II in Color” – article on the contributions of African Americans in World War II
- Writing Assignments:
  - Long Essay - Write an essay addressing the question of: How was life similar and/or different for American women before, during, and after World War II? Did the war change the role of women in American society? Watch one of four videos from the Veterans History Project and do research on your own before writing your essay.
  - Long Essay - After reflecting upon the lesson, write a well-crafted essay to address the following question: How did shifting workforce demographics contribute to the dramatic changes that occurred in the US labor force and industry during and immediately after World War II? Use the Internet to find specific facts to support your analysis and be sure to cite and reference your sources.

**World War II and the Federal Government** – Explain the changing role of the federal government as a result of World War II

- Explain and evaluate Executive Order 9066 (Japanese internment)
- Explain the changing civil rights landscape during and after World War II
- Analyze the growth of the federal government as a result of the war
- Additional Reading Assignments
  - Letters from Japanese Americans in internment camps
  - Hirabayashi and Korematsu court cases
  - Robert Jackson’s full dissent on the Karematsu decision

**Unit Activity** – Long Essay evaluating the importance of the changes in American values (from isolationism to world leader) that were vital to supporting military and political imperatives on a global stage during and after World War II.

## **Unit 6 – The Cold War and the Transformation of American Society (3 Weeks, 6 Lessons)**

**Themes-** WXT, POL, WOR, CUL, GEO

**Unit 6 Discussion:** American life after World War II has been described as a combination of anxiety and affluence. How might these two qualities have shaped the changing role of women and/or race relations during the 1950s? What ramifications of those changes continue to shape the current era, and in what ways do you perceive the effects of those changes?

**Anticommunism and the Roots of the Cold War** – Examine the causes of the Cold War

- Trace the roots of the Cold War with the Soviet Union
- Explain and evaluate Harry Truman’s policy toward the Soviets

- Evaluate the policy of containment
- Explain the significance of early Cold War incidents
- Explain the Marshall plan and its significance
- Analyze various political philosophies and theories regarding how best to confront the Soviet Union
- Additional Reading Assignments
  - Excerpts from “WWII – Behind Closed Doors”
  - “Racing the Enemy: A Critical Look” by Michael Kort
  - Truman Doctrine
  - Original text of NSC-68
  - Excerpts from Truman’s biography
- Writing Assignments:
  - AP US History Theme: America in the World Assignment. George F. Kennan, an American Diplomat at the US embassy in Moscow, sent his summary of Soviet policies to the State Department in a very long telegram. The information in that telegram was eventually published anonymously as “The Sources of Soviet Conduct” in *Foreign Affairs* in 1947. His analysis of the Soviets and their desire to expand their physical and political control preceded President Truman’s formulation of the Truman Doctrine. Write an essay on how you think Kennan may have influenced the Truman Doctrine. Use the Internet to find sources to back up your ideas in the essay. The following links will take you to the text of what [Kennan had to say](#) and the [Truman Doctrine](#). (WOR-7)

**Early Developments in the Cold War** – Examine the causes of conflicts in China and Korea as well as other significant events of the early Cold War era

- Analyze the Chinese Civil War, the reasons that the Republic of China collapsed, and the US reaction
- Trace the events leading to war in Korea
- Explain the firing of General MacArthur
- Weigh the result of the Korean War and its effect on American politics
- Explain the immediate post war economy and the problems of reconversion
- Examine the Republican controlled 80th Congress and the role it played in rejecting Democratic policies
- Additional Reading Assignments:
  - NSC-76
  - Resolution 82
  - Truman’s Executive Order
  - Youngstown Case
- Quantitative Analysis Assignment
  - Examine, analyze, and interpret quantitative data presented in a chart, table, and/or graph to determine the results of the Korean War and its effect on American economics.
- Writing Assignments
  - Write an essay on the topic of President Truman’s executive order to seize the steel mills and how the Supreme Court’s decision on the case illustrated the separation of powers between the branches

of government. Use the Internet to find information to support your essay. Be sure to cite and reference your resources.

**Truman and Anticommunism** – Examine the actions of the Truman administration and growing anticommunism in the United States

- Explain Truman’s attempt to bring about Civil Rights and his Fair Deal
- Examine the politics and domestic actions of anticommunism
- Additional Reading Assignments:
  - Executive order 9808
- Writing Assignments
  - Write a short essay that answers the question: How was the 1948 election an illustration of the dreams and fears of post-war America? First, read this [background information](#).
  - Read pages 99-103 and 139-148 of the Committee on Civil Rights Report and write a short essay that answers the question: Why did the Committee believe it was the responsibility of the federal government to take a leading role in promoting civil rights?
- Timeline: create a timeline of the civil rights movement and annotate key turning points in the movement (POL-7)

**US Foreign Policy and the Cold War** – Characterize US foreign policy decisions related to the Cold War

- Analyze and evaluate Eisenhower’s foreign policy of the “New Look”
- Explain the Red Scare and McCarthyism in the United States
- Compare and contrast the foreign policy stances of early Cold War presidents: Truman, Eisenhower, and Kennedy
- Summarize key events of the Bay of Pigs and the Cuban Missile Crisis
- Weigh the effects of the Cuban Missile Crisis on Cold War diplomacy
- Analyze the early Cold War era in a formal essay
- Additional Reading Assignments
  - Eisenhower’s farewell speech of 1961
  - “The Bay of Pigs” essay
- Writing Assignments:
  - Write a short essay that answers this question: How did Kennedy’s actions in Southeast Asia set the stage for future conflict?
  - Long Essay - Write a formal AP exam style essay on the following topic: Describe the similarities and differences in foreign policy during the Eisenhower and Kennedy Administrations.

**The Civil Rights Movement** – Trace the roots, events, and achievements of the early civil rights movement

- Trace the roots of the “modern civil rights movement” of the 1950s
- Examine specific speeches, documents, memoirs, and other primary sources
- Identify key civil rights events of 1950s leaders and describe their mission, philosophies, tactics, and accomplishments, referencing memoirs, speeches, and other primary sources

- Analyze the role of the Warren Court in the expansion of civil rights, citing specific court decisions, reactions to the Warren court in the media and political cartoons, and other primary sources
- Evaluate achievements in civil rights during the 1950s
- Evaluate the modern civil rights movement in a document-based question (DBQ) essay
- Additional Reading Assignments
  - “The Southern Manifesto”
  - Ralph Ellison’s response to Myrdal’s book
  - Martin Luther King Jr’s speech at the Montgomery Bus Boycott
- Writing Assignments:
  - Long Essay - Choose two of the excerpted newspaper editorials that seem to take different views of the *Brown v. Board of Education* ruling. Then write an essay examining what events led to the ruling as well as the effects of the ruling on the larger civil rights movement. Use information from the excerpted newspaper editorials, the lesson, and your own research in your response.
  - Long Essay - Read the declaration of resistance to *Brown v. Board of Education* that has been called “The Southern Manifesto.” Write a brief essay examining the “Southern Manifesto” in the context of the time that it was written. Why did the authors claim that Earl Warren’s decision was a threat to the American constitutional order? What role did the manifesto play during the period of the civil rights movement?

**The Rise of the Middle Class** – Describe the rise of the middle class and changes in American society in the 1950s

- Trace the economic effects of the wartime economy on the 1950s and 1960s
- Analyze the impact of federal investment in education and infrastructure
- Examine the growth of Suburbia and changes in the American family
- Describe advancements in science and medicine and the effects of these advancements on the American populace
- Explain the impact and influence of the television
- Examine the emergence of a dominant youth culture and its effects on society
- Additional Reading Assignments
  - “Building Levittown: A Rudimentary Primer” by Peter Bacon Hales
  - Excerpt from *The Feminine Mystique* by Betty Friedan
  - “Howl” by Allen Ginsberg
  - Eisenhower’s response to the Sputnik challenge
- Writing Assignments:
  - Reflect on its meaning and then answer these questions: Why do you think Ginsberg titled the poem *Howl*? What alternative to the life of middle-class suburban life does Ginsberg portray? Why do you think some people responded positively to this poem? Why might others have disliked it? Free write for five minutes on these questions.

**Unit Activity** – Long Essay responding to the following prompt: *The 1950s were a remarkable time in the history of the United States of America. While every decade of American life seems to provide a defined and unique expression of the state of the nation, the 1950s remains a more removed – and less likely to be repeated – period. As a whole, the decade marked an era in which greater changes occurred than ever before.* In your response, support, modify, or refute the interpretation from the prompt.

## **Unit 7 – Changing Times: The Tumultuous Decades of the 1960s and 70s (2 Weeks, 4 Lessons)**

**Themes-** NAT, MIG, POL, WOR, CUL, GEO, WXT

**Unit 7 Discussion:** The 1960s brought major social change to the United States. In what ways do changes in the 70s and subsequent decades reflect a backlash to those cultural changes?

**Kennedy and the New Frontier** – Evaluate the extent to which John F. Kennedy’s New Frontier was successful in transforming America

- Explain the election of 1960
- Examine and evaluate JFK’s domestic policies and the obstacles he faced
- Examine the civil rights movement of the early 1960s
- Evaluate JFK’s role with regard to civil rights
- Additional Reading Assignments
  - Analysis of the 1960 election by James Reston
  - JFK’s inaugural speech
  - MLK’s “Letter from Birmingham Jail”
  - Essay on the role of televised debates in the 1960 election
  - Editorial by Martin Luther King III – “Still Striving for MLK’s Dream in the 21<sup>st</sup> Century”
- Short-Answer: Briefly answer questions covering President Kennedy’s inauguration speech and Martin Luther King, Jr’s “Letter from Birmingham Jail.”
- Writing Assignments:
  - You are a reporter sent to cover the March on Washington in 1963. Use what you saw and heard in the video to describe the demonstration and the speech by Dr. King. Make sure you cover the key points of both, including descriptions of the organization, crowds, and activities, the focus of Dr. King’s speech along with an analysis of his style of rhetoric. Also include information about the crowd’s reaction to his speech and its powerful imagery.

**Vietnam and Cultural Turmoil in the 1960s** – Trace US involvement in the Vietnam War and explain the rise of the antiwar and counterculture movements in the United States during the 1960s

- Explain and evaluate Great Society legislation and the War on Poverty

- Trace US involvement in Vietnam beginning with the Truman Administration.
- Outline the escalation of conflict in Vietnam during Johnson’s presidency and how it compromised and overshadowed his domestic agenda
- AP US History Theme: Culture and Society Assignment. Write an essay on the anti-war movement in the United States and how it affected the public attitudes toward the war (CUL-6)
- Characterize the counterculture movement, changes in American society, and popular culture
- Additional Reading Assignments
  - Book reviews of *Master of the Senate*, *The Years of Lyndon Johnson*
  - Essay by Joseph Califano – “What Was Really Great about the Great Society”
  - LBJ’s commencement address at the University of Michigan in 1964
  - Anti-war movement essays by Tom Wells and Mark Barringer

**Nixon's "Imperial" Presidency** – Examine Richard Nixon's presidency and weigh the effects of the Watergate scandal on American politics

- Summarize the election of 1968 and Richard Nixon’s victory
- Examine and evaluate Nixon's and Kissinger’s foreign policy achievements and shortcomings
- Explain the concept of an “Imperial” presidency
- Explain the Watergate scandal and weigh its effects on American politics
- Additional Reading Assignments
  - “1968 Democratic Convention” by Haynes Johnson
  - “Dementia in the Second City” from the TIME archives, September 1968
  - “End of the Line” by Paul Bacon – an analysis of how President Nixon’s imperialism
  - “Richard M. Nixon” – essay excerpted from Tom Wicker
- Writing Assignments:
  - Read more about the [Watergate investigation](#) by the *Washington Post*, and then look through the [Watergate files](#) of the Ford Presidential Library. Both websites have intensive materials to let you sharpen your understanding of the Watergate scandal and its implications, so your first job is to explore both sites to make sure you have a good grasp of the details of Watergate. Both websites carry short biographies of people important to the Watergate story. Browse the People and Key Players sections of each site and pick two people whose actions and stories interest you. Use the information about them to answer the next question. Explain in a short essay how the life and actions of the two figures you have chosen illuminate important aspects of the Watergate scandal.

**The Ford and Carter Presidencies** – Examine the presidencies of Gerald Ford and Jimmy Carter and analyze the economic and foreign policy changes of the 1970s

- Evaluate the Ford and Carter Administrations
- Analyze changes to the US economy in the 1970s and 1980s, including the move towards a service-based economy and deindustrialization
- Explain the energy crisis, the establishment of OPEC, and the influence of the environmental movement
- Explain the end of Détente, including the Soviet invasion of Afghanistan
- Explain the events and implications of the Iran hostage crisis
- Writing Assignment:
  - AP US History Theme: Politics and Power. Describe President Carter’s political style, image, and relationship with congress. Further, explain “deregulation” and American dependence on foreign oil as well as Carter’s responses to these issues.
- Additional Reading Assignments
  - Biography of Gerald R. Ford, Jimmy Carter

**Unit Activity** – DBQ on assessing the effectiveness of LBJ’s administration’s response to the political, economic, and social problems of the United States.

## **Unit 8 – The Return of Conservatism and the Post-Cold War Era (2 Weeks, 5 Lessons)**

**Themes-** NAT, MIG, POL, WOR, CUL, GEO, WXT

**Unit 8 Discussion:** What is the relationship between conservative ideals and international relations? In what ways does the political climate reflect or respond to the real or perceived threats of terrorist activities? Consider the 80s, 90s, and present day in your response.

**The Reagan Era and the End of the Cold War** – Examine the presidency of Ronald Reagan and trace the events that ended the Cold War

- Describe the election of Ronald Reagan in 1980
- Analyze and evaluate supply side economics or “Reaganomics” and the influence of conservative economic principles on American political dialogue and the economy
- Characterize Reagan’s foreign policy successes and failures
- Summarize the relationship between Reagan and Mikhail Gorbachev and the beginning of the end of the Cold War
- Outline the fall of Berlin Wall, the Eastern Block, and the Soviet Union
- Additional Reading Assignments
  - “Ronald Reagan on Reducing the Size of Government” by Wendy Thowdis (Reagan Doctrine)
  - “American President: A Reference Resource” – Information on Reagan’s foreign affairs policy
  - Carter’s “Malaise Speech” from 1979
  - Biographical information on Ronald Reagan

- “1981 Strike Leaves Legacy for American Workers” by Kathleen Schalch
- Retrospective on the Iran-Contra affair – 20 years later
- Short-Answer: Briefly respond to questions regarding the election of 1980, Ronald Reagan’s foreign policy, and Reagan’s speech at the Brandenburg Gate in West Berlin in 1987.

**Demographic Changes in the Late 1900s** – Analyze demographic trends and their effect on US society in the late 1900s

- Describe contemporary immigration in the context of earlier waves of immigration
- Identify migration patterns within the United States in the past 20 years (e.g. depopulation of the rust belt, migration towards the Sun Belt, etc.)
- Analyze the challenges faced by the imminent retirement of the Baby Boom generation
- Analyze the demographic changes in a formal essay
- Analysis: Use a chart to compare the push and pull factors of immigration as described in the excerpts for the section. (MIG-7)
- Additional Reading Assignments
  - Excerpts from “Interviews with Today’s Immigrants”
  - “Aging of Population” by Leonid A Gavrillov and Patrick Heuveline
  - “Our Aging World is in for a ‘Shock of Gray’” by NPR Staff
- Writing assignments:
  - AP US History Theme: Migration and Settlement Assignment. Describe the first migration of Native Americans to the Americas. Explain the evidence indicating whether or not all Native Americans are descended from a single group that migrated to the Americas.
  - Long Essay - You are advised to spend 5 minutes planning and 30 minutes writing an essay in response to the following question: The United States is known as a “nation of immigrants,” and yet American history has many examples of anti-immigrant sentiment, actions, and legal restrictions. Have attitudes about immigration changed throughout the history of the nation or have they largely stayed the same?

**Foreign Policy Challenges of the 1990s** – Describe foreign policy challenges during the presidencies of George H.W. Bush, Bill Clinton, and George W. Bush

- Compare and contrast the foreign policy philosophies of post-Cold War presidents, including George H.W. Bush, Bill Clinton, and George W. Bush
- Analyze post-Cold War use of military force, including the first Gulf War, Bosnia and Kosovo, and the wars in Afghanistan and Iraq
- Weigh the strengths and weaknesses of unilateralism vs. multilateralism and idealism vs. realpolitik
- Additional Reading Assignments
  - Excerpt of an unclassified memo from President Bush on the Tiananmen Square situation

- Bush's speech to Congress on the Persian Gulf crisis
- Bush's address to the Nation on Panama
- "Heidegger: Between Idealism and Realism" by Lambert V. Stepanich
- "Humanitarian and Military Intervention: NATO in Kosovo" from *Current Controversies: History Behind the Headlines*
- "Multilateralism, American Style" by Robert Kagan
- "Unilateralism vs. Multilateralism" by Joseph S. Nye, Jr.
- Writing Assignments
  - Use the materials you have reviewed and your own knowledge of the foreign policy challenges facing the United States after the Cold War to write an essay analyzing each president's overall approach to foreign affairs. Include the general doctrine followed by each, and the way each used idealism, Realpolitik, multilateralism, and/or unilateralism to achieve his objectives for the United States.

**Domestic and International Terrorism** – Describe domestic and international terrorist events of the early twenty-first century and evaluate the successes and failures of the US government's response

- Trace the roots of radical Islamic terrorism
- Describe domestic terrorism in the United States
- Analyze the significance of the September 11 attacks
- Weigh the successes and failures of the Global War on Terror
- Evaluate the future of United States foreign policy in a multi-polar world
- Additional Reading Assignments
  - FBI account of the 1993 attack on the USS Cole
  - 9-11 Commission Report (excerpts)
- Writing Assignments
  - Read this [article](#) about declining world support for Bush's policies in Iraq. Drawing on what you have learned in this lesson, speculate on why international support dropped so much in the second term of Bush's presidency.

**Climate Change and Other Environmental Challenges** – Debate the challenges posed by climate change and environmental degradation in the early twenty-first century

- Trace the roots of the modern environmental movement
- Analyze and explain US challenges and opportunities regarding global environmental leadership
- AP US History Theme: Geography and the Environment Assignment. Write an essay, using secondary sources, explaining the growth of modern concerns about the environment (GEO-5)

**Unit Activity** – DBQ – *Richard Nixon's victory in 1968 is seen as the beginning of the end of Democratic Party dominance in national politics...some historians have argued that the 1968 election reflected a ...realignment in American politics. The journalists Thomas and Mary Byrnes Edsall argue that it was the exploitation of "race, rights, and taxes" that*

*permitted the Republican Party ... to create the Republican majority that would eventually bring Ronald Reagan into office. Explain and assess the Edsalls' thesis using your knowledge of the time period and the sources provided to support your arguments.*

**Source:** [Columbia University: Columbia American History Online](#)  
(CUL-7)