

AP United States History

2020-2021

This course is designed to provide students with a college level study of the political, economic, social, and cultural history of the United States. Specific themes into which each unit of study will be integrated include the unique American culture, its diversity and identity, the influence of American religious beliefs on society, economic transformations, the nature of American politics and citizenship, the traditions of protest and reform, and current trends toward globalization. In addition to the content areas and skills objectives listed below, particular emphasis will be placed on the analysis and interpretation of primary sources, techniques of historiography and research, critical thinking skills, the decision-making model, and organizational/study techniques for the college bound student.

Textbooks

Course Texts: [CR1]

Goldfield, David, et al. *The American Journey: A History of the United States*. Upper Saddle River, NJ: Prentice Hall Publishers, 2005.

Newman, John J. and Schmalbach, John M. *Advanced Placement: U.S. History*, 3rd edition. Logan, IA: Amsco, Perfection Learning, 2019.

Primary Sources:

Chafe, William H. and Harvard Sitkoff. *A History of Our Time: Readings on Postwar America*. New York: Oxford Press, 1995.

Heffner, Richard D. *A Documentary History of the United States*. 7th ed. New York: Penguin Putnam, Inc., 2002.

Kennedy, David M. and Thomas A. Bailey. *The American Spirit*. Volumes I, II. New York: Houghton Mifflin Co., 2002.

Wheeler, William Bruce and Susan D. Becker. *Discovering the Past: A Look at the Evidence*. Vols. 1 & 2. Boston: Houghton Mifflin Co., 1994.

Secondary Sources:

Allen, Frederick Lewis. *Only Yesterday: An Informal History of the 1920's*. New York: First Perennial Classics (Division of HarperCollins, Inc.), 2000 ed.

Ellis, Joseph J. *Founding Brothers: The Revolutionary Generation*. New York: Knopf Doubleday Publishing Group, 2002.

Gaddis, John Lewis. *The Cold War: A New History*. New York: Penguin Group, Inc., 2006.

Hofstadter, Richard. *The American Political Tradition and the Men Who Made It*. New York: Knopf Publishing Group, 1989.

Electronic Resources:

AMDOCS. University of Kansas. < <http://www.vlib.us/amdocs/index.html#1400>>. [Graphics, documents]

American Memory Project. Library of Congress. < <http://memory.loc.gov/ammem/index.html>>. [Documents, graphics]

Bill of Rights Institute. <<http://billofrightsinstitute.org/>>. [Primary and Secondary sources, Founding documents]

Eyewitness to History. <<http://www.eyewitnesstohistory.com/>>. [Documents, graphics, video]

EDSITE. National Endowment for the Humanities. < <http://edsitement.neh.gov/>>. [Primary sources, graphics, works of art, links to additional resources]

Gilder-Lehrman Institute of American History. <<https://www.gilderlehrman.org/>>. [Primary sources, timelines, period overview videos, AP U.S. Study Guide]

Halsall, Paul, ed. **Internet History Sourcebooks Project**. Fordham University. < <http://www.fordham.edu/Halsall/index.asp>>. [Primary Sources]

The AP U.S. History course is divided into the following units and will be addressed on the AP Exam according to the percentages below. Dates of each period may overlap depending upon the focus of that particular unit. [CR2]

Units Covered in AP U.S. History		Exam Weighting
Unit 1: <i>Period 1</i>	1491–1607	4–6%
Unit 2: <i>Period 2</i>	1607–1754	6–8%
Unit 3: <i>Period 3</i>	1754–1800	10–17%
Unit 4: <i>Period 4</i>	1800–1848	10–17%
Unit 5: <i>Period 5</i>	1844–1877	10–17%
Unit 6: <i>Period 6</i>	1865–1898	10–17%
Unit 7: <i>Period 7</i>	1890–1945	10–17%
Unit 8: <i>Period 8</i>	1945–1980	10–17%
Unit 9: <i>Period 9</i>	1980–Present	4–6%

The AP U.S. History curriculum focuses on the following themes which will be embedded in unit activities throughout this course of study.

Theme	Objective
1. American & National Identity [NAT]	This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
2. Work, Exchange, and Technology [WXT]	This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.
3. Geography and the Environment [GEO]	This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the United States.
4. Migration & Settlement [MIG]	This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.
5. Politics and Power [PCE]	This theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.
6. America in the World [WOR]	This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the United States on world affairs.
7. America and Regional Culture [ARC]	This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.
8. Social Structures [SOC]	This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.

The following is a summary of sample activities addressing each theme. See unit descriptions for additional activities. [CR3]

Theme	Activity
1. American & National Identity [NAT]	Unit 3: In a short answer written response, students identify three specific aspects by which Hector St. Jean de Crèvecoeur answered the question in his <i>Letters from an American Farmer</i> , ‘What is an American?’
2. Work, Exchange, and Technology [WXT]	Unit 2: In an essay, students compare and contrast the development of differing labor systems between the New England and Southern colonies.
3. Geography and the Environment [GEO]	Unit 9: In small groups, students select an environmental issue and give a presentation highlighting how federal regulation on that issue has changed since 1980.
4. Migration & Settlement [MIG]	Unit 4: In small groups, students will brainstorm the reasons for westward migration during the period characterized by Manifest Destiny.
5. Politics and Power [PCE]	Unit 5: In an essay, students assess whether the Compromise of 1877 really marked the end of Reconstruction or whether it was effectively dead before that date.
6. America in the World [WOR]	Unit 7: Students will construct a DBQ[2008 Released Exam]: Analyze the extent to which the Spanish-American War was a turning point in American foreign policy.
7. America and Regional Culture [ARC]	Unit 8: Students will construct an annotated timeline demonstrating the continuity and change of the civil rights movement from Reconstruction through the 1960’s.
8. Social Structures [SOC]	Unit 6: Working in groups, students will use primary sources (readings, statistical charts, visuals) to compare/contrast the impact that the first/second Industrial Revolutions had on the lives of early and late 19th century workers.

The following Historical Thinking Skills and Reasoning Processes will be embedded in each unit.

Historical Thinking Skills
<p>Skill 1: Development and Processes—Identify and explain historical developments and processes.</p> <ul style="list-style-type: none">1.A Identify a historical concept, development, or process.1.B Explain a historical concept, development, or process.
<p>Skill 2: Sourcing and Situation—Analyze sourcing and situation of primary and secondary sources.</p> <ul style="list-style-type: none">2.A Identify a source’s point of view, purpose, historical situation, and/or audience.2.B Explain the point of view, purpose, historical situation, and/or audience of a source.2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
<p>Skill 3: Claims and Evidence in Sources—Analyze arguments in primary and secondary sources.</p> <ul style="list-style-type: none">3.A Identify and describe a claim and/or argument in a text based or non-text-based source.3.B Identify the evidence used in a source to support an argument.3.C Compare the arguments or main ideas of two sources.3.D Explain how claims or evidence support, modify, or refute a source’s argument.
<p>Skill 4: Contextualization—Analyze the context of historical events, developments, or processes.</p> <ul style="list-style-type: none">4.A Identify and describe a historical context for a specific historical development or process.4.B Explain how a specific historical development or process is situated within a broader historical context.
<p>Skill 5: Making Connections—Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.</p> <ul style="list-style-type: none">5.A Identify patterns among or connections between historical developments and processes.5.B Explain how a historical development or process relates to another historical development or process.
<p>Skill 6: Argumentation—Develop an argument.</p> <ul style="list-style-type: none">6.A Make a historically defensible claim.6.B Support an argument using specific and relevant evidence.<ul style="list-style-type: none">A. Describe specific examples of historically relevant evidence.B. Explain how specific examples of historically relevant evidence support an argument.6.C Use historical reasoning to explain relationships among pieces of historical evidence.6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:<ul style="list-style-type: none">A. Explain nuance of an issue by analyzing multiple variables.B. Explain relevant and insightful connections within and across periods.C. Explain the relative historical significance of a source’s credibility and limitations.D. Explain how or why a historical claim or argument is or is not effective

Reasoning Processes

Reasoning Process #1: *Comparison*

- 1.i: Describe similarities and/or differences between different historical developments or processes.
- 1.ii: Explain relevant similarities and/ or differences between specific historical developments and processes.
- 1.iii: Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.

Reasoning Process #2: *Causation*

- 2.i: Describe causes and/or effects of a specific historical development or process.
- 2.ii: Explain the relationship between causes and effects of a specific historical development or process.
- 2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.
- 2.iv: Explain how a relevant context influenced a specific historical development or process.
- 2.v: Explain the relative historical significance of different causes and/ or effects.

Reasoning Process #3: *Continuity and Change*

- 3.i: Describe patterns of continuity and/or change over time.
- 3.ii: Explain patterns of continuity and/or change over time.
- 3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

The following is a summary of sample activities addressing each Historical Thinking Skill and Reasoning Process. See unit descriptions for additional activities. [CR4-9]

Historical Thinking Skill	Activity
Skill 1: Development and Processes	<i>Unit 8: Students will construct an annotated timeline demonstrating the continuity and change of the civil rights movement from Reconstruction through the 1960's.</i>
Skill 2: Sourcing and Situation	<p>Unit 3 (Primary Sources): Students will analyze primary source [eyewitness depositions from Newton Prince, William Sawyer, Benjamin Burdick, James Woodall; Engraving by Paul Revere 1770; a 1770 map of Boston; and newspaper articles from the Boston Gazette and the London Chronicle] evidence pertaining to the Boston Massacre using the HAPPY organizer [historical context, audience, purpose, point of view, significance] then construct a position paper: Was Captain Preston guilty?</p> <p>Unit 4 (Secondary Source): Book Exam: Students will analyze Joseph Ellis's, <i>Founding Brothers</i> in an essay structured around the HAPPY organizer explaining the historical context, audience, point of view, author's purpose, significance of the work and how these might limit the use of the secondary source.</p>
Skill 3: Claims and Evidence in Sources	<p>Unit 3 (Primary Sources): Discussion/debate: <i>Did the Founding Fathers create a Democratic System That Would Adequately Attend to the Problems of a Democracy?</i> Students will prepare for discussion/debate with independent research and by analyzing the following primary sources:</p> <ul style="list-style-type: none"> • (Yes) James Madison, from "Federalist No. 10," <i>The Federalist Papers No. 10</i> (1787) • (No) Aristotle, from "Politics Book VI: A Treatise on Government," University of North Carolina Press (1997) <p>Unit 6 (Secondary Sources): Debate: Students will engage in independent research and analyze the secondary documents below to assess the following: <i>Did a "New South" Emerge Following Reconstruction?</i></p> <ul style="list-style-type: none"> • (YES) Ronald D. Eller, from "A Magnificent Field for Capitalists," University of Tennessee Press (1982) • (NO) James Tice Moore, from "Redeemers Reconsidered: Change and Continuity in the Democratic South, 1870–1900," <i>Journal of Southern History</i> (1978)
Skill 4: Contextualization	<i>Unit 2: In an essay, students compare and contrast the development of differing labor systems between the New England and Southern colonies. Skill focus: Contextualization. Students will peer review class essays for context, develop "class" context paragraph, then edit their own essays.</i>
Skill 5: Making Connections <ul style="list-style-type: none"> • RP #1: Comparison • RP #2: Causation • RP #3: Continuity and Change 	<p>Unit 1: LEQ Compare/contrast the attitudes of Columbus, de Vaca, and de Las Casas toward the Native American culture. (Comparison)</p> <p>Unit 4: In small groups, students will brainstorm the reasons for westward migration during the period characterized by Manifest Destiny. (Causation)</p> <p>Unit 8: DBQ [2014 Released Exam] "How and why did the goals of United States foreign policy change from the end of the First World War (1918) to the end of the Korean War (1953)? (Continuity and Change)</p>
Skill 6: Argumentation	<p>Unit 4: [1990 Released Exam] <i>To what extent do you agree that Jacksonian Democrats were the guardians of the Constitution, political democracy, individual liberty, and equality of economic opportunity?</i> Students will write DBQ in class and will be evaluated using the current AP History DBQ rubric.</p> <p>Unit 7: Students will write an essay in which they assess the impact of the social/economic changes during WWI and the Roaring Twenties on the movement for women's rights. Students will write LEQ in class and will be evaluated using the current AP History LEQ rubric.</p>

Assessments

Student Practice: Students receive a set of Study Questions with each unit that provide an overview of each major topic addressed in that unit. These questions emphasize historical thinking skills and reasoning processes including but not limited to context, causation, and synthesis, and are designed to prepare students for content mastery as well as essay construction. They may be used in-class or as homework and will form the basis for class discussion to develop, correct, or review material.

Personal Progress Checks: Students will be assigned Personal Progress Checks through AP Classroom periodically throughout a unit, either in class or as homework. The AP Classroom program provides rationales explaining each question/prompt, and the results will determine the direction of class reviews for that unit.

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

Socratic Round Table Discussions: At least once during each unit, students will engage in a Socratic Round Table (either small-group for a short period of time or whole group for one class period depending on class size), based upon student research, during which they will consider the most challenging issues and practice developing a reasoned argument. Students receive a rubric in their AP Packet at the beginning of the year and are provided feedback on both participation and reasoning skills.

Primary Source Journals: Students will analyze the **Primary Source Readings** listed in each unit using the HAPPY graphic organizer below within the context of the period, then making connections to other events, conditions, and periods in history. Journals are designed specifically to address the skills required in DBQ construction.

[Skill 2]

H = Historical Context

A = Audience

P = Purpose

P = Point of View

Y = Significance (Why is it important?)/Outside Information

Unit Tests: Unit tests will include questions similar to or taken from past AP U.S. History Exams. Tests will be given approximately every three weeks and are cumulative.

Weekly Quizzes: Weekly timed reading quizzes will be based upon textbook or primary/secondary source reading assignments.

Essays: Essays will include short answer questions (SAQs), Long essay questions (LEQs), and document-based questions (DBQs). SAQs may be used for warm-up questions, quizzes, and will be included on each unit exam. DBQs and LEQs are part of each unit evaluation and will be assessed using the current AP History Rubric. Students begin instruction of each essay type with examination of the rubric, practice of individual components (ex. Context), writing in pairs, peer reviewing, and editing. By the end of the first semester, all essays are timed and constructed individually.

Supplemental Reading: Students are required to read one book from the instructor’s required reading list per semester. The first semester book evaluation will assume the LEQ structure and will be graded using the AP History Rubric, while the second semester book will be evaluated using the Critique rubric.

Critiques: Each semester, students will construct at least one critique (book, film, or art). The first semester critique is usually art and is based upon the class visit to the High Museum in Atlanta. The second generally is the supplemental reading book exam referenced above. A film critique may be assigned depending upon the yearly schedule.

Review Sessions: Students may attend morning review sessions (7:00-8:00 am) before each exam. Weekend sessions are scheduled by the class at least three times the first semester, four times the second semester. These last for three hours each and, while optional, are rarely missed. Students may request additional review sessions before or after school, during lunch, or on the weekends.

Content Outline Summer Sessions

Introduction, Historiography, United States Map Study, European Influence	
Topics	Summer Readings
<ul style="list-style-type: none"> • Historiography • United States map analysis: “How does geography impact history?” • European foundations of American democracy • Writing workshop <ul style="list-style-type: none"> • Introduce PIRATES, HAPPY • Introduce the SAQ, LEQ and DBQ • Review thesis statements, documentation, point of view, bias in documents, and general essay construction 	<p>Primary Source:</p> <ul style="list-style-type: none"> • Paine: <i>Common Sense</i> <p>Secondary Source:</p> <ul style="list-style-type: none"> • Ellis: <i>Founding Brothers</i>
<p>Essay (Summer Assignment due first day of class)</p> <ul style="list-style-type: none"> • <i>What does it mean to be an “American”?</i> <p>Socratic Round Table Discussion</p> <ul style="list-style-type: none"> • <i>What does it mean to an “American”?</i> (Based on summer readings) 	

First Quarter

Unit 1 (Goldfield: Chapter 1) Worlds Apart, Contact, Competition for a Continent 1491-1607 [CR2]	
Topics (text, lecture, discussion)	Readings/Sources
<ul style="list-style-type: none"> • 1.1 Contextualizing Period 1 • 1.2 Native American Societies Before European Contact • 1.3 European Exploration in the Americas • 1.4 Columbian Exchange, Spanish Exploration, and Conquest • 1.5 Labor, Slavery, and Caste in the Spanish Colonial System • 1.6 Cultural Interactions Between Europeans, Native Americans, and Africans • 1.7 Causation in the Period 1 	<p>Primary Sources:</p> <ul style="list-style-type: none"> • Christopher Columbus, <i>Letter to Luis de Sant' Angel</i> (1493) • Alvar Núñez Cabeza de Vaca, <i>Indians of the Rio Grande</i> (1528-1536) • De Las Casas: <i>A Defense of American Natives</i> (1542) <p>Visual Resources:</p> <ul style="list-style-type: none"> • <i>World Map of Voyages of Exploration</i> • <i>Map of Native American Indian Tribes</i> • <i>Map of Colonial Empires in the New World</i> • <i>Chart: Colonial Empires in the New World</i> • <i>Chart: Columbian Exchange</i>
<p>Activities</p> <p>Essay (LEQ/thesis) Compare/contrast the attitudes of Columbus, de Vaca, and de Las Casas toward the Native American culture. [NAT] [Skill 5: Comparison, CR8] (DBQ): [Initial DBQ exercise] <i>Analyze 10 documents: "Confrontation between Cortes and Montezuma"</i></p> <p>Art Power Point: Native American Artifacts: Students will discuss, analyze the impact of geography on migratory patterns and the development of native artifacts. [MIG] [Skill 1, CR4]</p> <p>Evidential Analysis: Chart of Colonial Empires: Using a Map and chart (student-generated) of Colonial Empires in the New World, students will analyze the social, economic, political, and geographic reasons for settlement in the Americas. [Skill 1, CR4]</p> <p>Socratic Round Table Discussion: 1. <i>Analyze the impact of the Columbian Exchange on 16th century Europe/the Americas and its subsequent impact on culture in the modern world.</i> [WXT] [GEO] 2. <i>Analyze the effects of migration, disease, and warfare on the Native American population following their contact with European settlers.</i> [MIG]</p>	

Unit 2 (Goldfield: Chapters 2-4) Colonial America 1607-1754 [CR2]

Topics (text, lecture, discussion)	Readings/Sources
<ul style="list-style-type: none"> • 2.1 Contextualizing Period 2 • 2.2 European Colonization • 2.3 The Regions of British Colonies • 2.4 Transatlantic Trade • 2.5 Interactions Between American Indians and Europeans • 2.6 Slavery in the British Colonies • 2.7 Colonial Society and Culture • 2.8 Comparison in the Period 	<p>Primary Sources:</p> <ul style="list-style-type: none"> • John Smith: <i>The Starving Time</i> • <i>The Mayflower Compact</i> • <i>The Cambridge Agreement</i> • Gottlieb Mittelberger: <i>The Passage of Indentured Servants</i> • <i>A West Indian Planter Reflects on slavery in Barbados (1673)</i> • <i>Points of View: The Salem Witchcraft Trials (1692)</i> • Jonathan Edwards: <i>Sinners in the Hands of an Angry God</i> • William Penn: <i>Model of Government</i> • Oglethorpe: <i>Charter for the Colony of Georgia</i> <p>Visual Resources:</p> <ul style="list-style-type: none"> • <i>Map of Transatlantic Trade</i> • <i>Chart of Statistics of the Colony of Massachusetts Bay</i> • <i>Map of 17th Century Immigration Patterns</i> • <i>Chart of 13 Colonies</i> • <i>Map of French and Indian War: Battles, Proclamation Line of 1763</i> • <i>Political Cartoon: Albany Plan</i>
<p>Activities</p>	
<p>Essays (LEQ): Compare/contrast the social, economic, and political characteristics of the Chesapeake and New England colonies. [Skill 5: Comparison, CR8]</p> <p>(LEQ): In an essay, students compare and contrast the development of differing labor systems between the New England and Southern colonies. Skill focus: Contextualization. Students will peer review class essays for context, develop “class” context paragraph, then edit their own essays. [WXT] [CR3] [Skill 4, CR7]</p> <p>(DBQ): In what ways did ideas and values held by Puritans influence the political, economic, and social development of the New England colonies from 1630 through the 1660’s? [ARC] [Skill 1, CR4]</p>	
<p>Evidential Analysis:</p> <ol style="list-style-type: none"> 1. Map of Transatlantic Trade: Students will analyze/draw conclusions regarding the economic impact of the relationship between British manufacturing and colonial raw materials. [WOR] 2. Statistics of the Chesapeake Colony and the Colony of Massachusetts Bay: Students will analyze statistical records from Chesapeake and Massachusetts Bay, drawing conclusions and making comparisons regarding the political and economic structure of both regions. Students will then complete the above LEQ. [Skill 5: Comparison, CR8] 3. Chart of 13 Colonies: Students will generate a taba chart of the reasons for settlement, economic activities, primary religion, governmental structure and persons of interest in each of the 13 colonies. [Skill 5: Causation, CR8] 4. Colonial Labor: Using primary source readings, students will generate a taba chart comparing the experiences of slavery, indentured servitude, and labor for hire in colonial America. [WXT] [Skill 5: Comparison, CR8] <p>Socratic Round Table Discussion: What moral, philosophical, and cultural values distinguished American colonists from their British counterparts? How did the experiences of African-Americans and Native Americans impact that identity? [NAT][ARC]</p>	

Unit 3 (Goldfield: Chapter 5-8) Colonial Protest, The American Revolution & The New Republic 1754-1800 [CR2]

Topics (text, lecture, discussion)	Readings/Sources
<ul style="list-style-type: none"> • 3.1 Contextualizing Period 3 • 3.2 Seven Years' War (The French and Indian War) • 3.3 Taxation Without Representation • 3.4 Philosophical Foundations of the American Revolution • 3.5 The American Revolution • 3.6 The Influence of Revolutionary Ideals • 3.7 Articles of Confederation • 3.8 The Constitutional Convention and Debates over Ratification • 3.9 Constitution • 3.10 Shaping a New Republic • 3.11 Developing an American Identity • 3.12 Movement in the Early Republic • 3.13 Continuity and Change in the Period 	<p>Primary Sources:</p> <ul style="list-style-type: none"> • Franklin: <i>Protest against the Stamp Tax</i> • <i>Declaration of Independence</i> • Paine: <i>Common Sense</i> (review) • George III: <i>Royal Proclamation of Rebellion</i> • Diary of Ebenezer Denny: <i>Surrender at Yorktown</i> • Jefferson: <i>A Bill for Establishing Religious Freedom</i> • <i>U.S. Constitution</i> • <i>John/Abigail Adams Letters</i> <p>Secondary Sources:</p> <ul style="list-style-type: none"> • View video, <i>Women in the American Revolution</i>, [http://www.gilderlehrman.org/collections/reference-guides] <p>Visual Resources:</p> <ul style="list-style-type: none"> • <i>Sketch of Boston Massacre</i> • <i>Map of Boston, 1770</i> • <i>Battle map of the Revolutionary War</i> • <i>Comparative Taba Chart of the Articles of Confederation and the U.S. Constitution</i>
<p>Activities</p> <p>Essays (SAQ): Students will identify three specific aspects by which Hector St. Jean de Crèvecoeur answered the question in his Letters from an American Farmer, 'What is an American?' [NAT] [CR3]</p> <p>Essays (LEQ): Students will analyze primary source [eyewitness depositions from Newton Prince, William Sawyer, Benjamin Burdick, James Woodall; Engraving by Paul Revere 1770; a 1770 map of Boston; and newspaper articles from the Boston Gazette and the London Chronicle] evidence pertaining to the Boston Massacre using the HAPPY organizer [historical context, audience, purpose, point of view, significance] then construct a position paper: Was Captain Preston guilty? [Skill 2, CR5] [Skill 3, CR6]</p> <p>Essays (DBQ): [2005 Released Exam] <i>To what extent did the American Revolution fundamentally change (political, social, economic effects) American society, 1775-1800?</i> [Skill 5: Continuity and Change, CR8]</p> <p>Evidential Analysis:</p> <ol style="list-style-type: none"> 1. Map Study of the Battles of the American Revolution: Students will analyze a map of the Revolutionary battles, then draw conclusions regarding Washington's use of resources as dictated by geographic regions. [GEO] 2. Working in groups, students will deconstruct/analyze the content and construction of the Declaration of Independence in light of its origins in the Enlightenment and model for essay construction. [PCE] 3. Comparative Taba Chart of Articles of Confederation & U.S. Constitution: Students will create chart comparing the two documents, then use to analyze the impact of the strengths/weaknesses on political/economic/social issues of the time. [PCE] [Skill 5: Comparison, CR8] 4. Working in groups, students will deconstruct/analyze the content and construction of the U. S. Constitution, with particular emphasis on the Bill of Rights. [PCE] <p>Film: <i>Excerpt from HBO production: John Adams</i> (Continental Congress' debate)</p> <p>Socratic Round Table Discussion: <i>Did the Founding Fathers create a Democratic System That Would Adequately Attend to the Problems of a Democracy?</i> [Skill 3, CR6]</p> <p>Students will prepare for discussion/debate with independent research and by analyzing the following primary sources:</p> <ul style="list-style-type: none"> • (Yes) James Madison, from "Federalist No. 10," The Federalist Papers No. 10 (1787) • (No) Aristotle, from "Politics Book VI: A Treatise on Government," University of North Carolina Press (1997) 	

Second Quarter

Unit 4 (Goldfield: Chapters 9-10): Jeffersonian Republicanism – Jacksonian Era 1800-1848 [CR2]	
Topics (text, lecture, discussion)	Readings/Sources
<ul style="list-style-type: none"> • 4.1 Contextualizing Period 4 • 4.2 The Rise of Political Parties and the Era of Jefferson • 4.3 Politics and Regional Interests • 4.4 America on the World Stage • 4.5 Market Revolution – Industrialization • 4.6 Market Revolution - Society and Culture • 4.7 Expanding Democracy • 4.8 Jackson and Federal Power • 4.9 The Development of an American Culture • 4.10 The Second Great Awakening • 4.11 An Age of Reform • 4.12 African Americans in the Early Republic • 4.13 The Society of the South in the Early Republic • 4.14 Causation in the Period 	<p>Primary Sources:</p> <ul style="list-style-type: none"> • <i>Washington’s Farewell Address</i> • <i>State v. Boon</i> • <i>Supplies for the Expedition of Lewis & Clark</i> • <i>Lewis & Clark meet the Shoshone</i> • <i>Key: Star Spangled Banner</i> • <i>Monroe Doctrine</i> • <i>McNemar: The Kentucky Revival</i> • <i>Ross: The Trail of Tears</i> • <i>Memorial of the Cherokee Nation</i> <p>Secondary Sources:</p> <ul style="list-style-type: none"> • Hofstadter, (Chapter 2) <i>Thomas Jefferson: The Aristocrat as Democrat</i> • PBS: The Supreme Court, <i>Cherokee Indian Cases (1830’s)</i> web • Joseph Ellis, <i>Founding Brothers</i> <p>Visual Resources:</p> <ul style="list-style-type: none"> • <i>Map of Lewis and Clark expedition</i> • <i>Battle map of War of 1812</i> • <i>Map of Trail of Tears</i>
<p>Activities</p> <p>Essays: (LEQ) <i>Compare/contrast the issues of territorial expansion, economic nationalism, and foreign policy as addressed by the presidencies of Jefferson and Jackson. [Skill 5: Comparison, CR8]</i></p> <p>(DBQ) [1990 Released Exam] <i>To what extent do you agree that Jacksonian Democrats were the guardians of the Constitution, political democracy, individual liberty, and equality of economic opportunity? Students will write DBQ in class and will be evaluated using the current AP History DBQ rubric. [PCE] [Skill 6, CR9]</i></p> <p>Evidential Analysis:</p> <ol style="list-style-type: none"> 1. Students will draw conclusions regarding cultural, economic, and social identity from primary sources (journals, maps, and supply lists of the Lewis and Clark expedition) using the HAPPY organizer. [NAT] [Skill 2, CR5] 2. In small groups, students will brainstorm the reasons for westward migration during the period characterized by Manifest Destiny.” [MIG] [CR3] [Skill 5: Causation, CR8] 3. Students will analyze political cartoons to draw conclusions regarding the nature of the Jacksonian presidency. 4. Quick Write: Students will be given 10 minutes to write a paragraph response to the following prompt: How did territorial expansion impact the slavery controversy? [ARC] [Skill 1, CR4] 5. In groups, students will study the PSR’s of Jackson’s Indian removal policies in preparation for Discussion below. <p>Socratic Round Table Discussion: <i>Were Jackson’s Indian removal policies necessary or the inevitable result of the expansion of a young republic? Skill focus: Contextualization.</i> Students will begin discussion/debate by analyzing the context of Jackson’s policies and debating the extent to which this impacted his decisions. [Skill 4, CR7]</p> <p>Book Exam: Students will analyze Joseph Ellis’s, <i>Founding Brothers</i> in an essay structured around the HAPPY organizer explaining the historical context, audience, point of view, author’s purpose, significance of the work and how these might limit the use of the secondary source. [Skill 2, CR5]</p>	

Unit 5 (Goldfield: Chapters 13-16): Manifest Destiny & Sectionalism, The Civil War & Reconstruction 1844-1877 [CR2]

Topics (text, lecture, discussion)	Readings/Sources
<ul style="list-style-type: none"> • 5.1 Contextualizing Period 5 • 5.2 Manifest Destiny • 5.3 The Mexican–American War • 5.4 The Compromise of 1850 • 5.5 Sectional Conflict: Regional Differences • 5.6 Failure of Compromise • 5.7 Election of 1860 and Secession • 5.8 Military Conflict in the Civil War • 5.9 Government Policies During the Civil War • 5.10 Reconstruction • 5.11 Failure of Reconstruction • 5.12 Comparison in the Period 	<p>Primary Sources: (some excerpts)</p> <ul style="list-style-type: none"> • Chief Seattle: <i>Oration</i> • Corwin: <i>Against the Mexican War</i> • Travis’ <i>Alamo Letter</i> • <i>The Dred Scott Decision</i> • <i>Uncle Tom’s Cabin</i> • Lincoln: <i>A House Divided</i> • Chestnut: <i>A Confederate Lady’s Diary</i> • Lincoln: <i>Gettysburg Address</i> • Barton: <i>Medical Conditions at the Front</i> • Editor E. L. Godkin <i>Grieves (1871)</i> • Frederick Douglass <i>Complains (1882)</i> • Booker T. Washington <i>Reflects (1901)</i> <p>Secondary Sources:</p> <ul style="list-style-type: none"> • Hofstadter, (Chapter 5) <i>Abraham Lincoln and the Self-made Myth</i> <p>Visual Resources:</p> <ul style="list-style-type: none"> • Map: <i>Territorial Expansion (pre-Civil War)</i> • Battle Map: <i>Mexican War</i> • Graph: <i>1860 Election Results</i> • Political Cartoons: <i>Mexican War, Lincoln’s election</i> • Table: <i>Comparison of Resources before the Civil War</i>
<p>Activities</p> <p>Essays: (DBQ) [2010B Released Exam] Analyze the debate and evaluate the influence of both supporters and opponents of territorial expansion in shaping federal government policy, 1800-1855. [PCE][WOR]</p> <p>(LEQ) Analyze the causes of the Mexican War and its political and economic effects on the U.S. [Skill 5: Causation, CR8]</p> <p>Evidential Analysis:</p> <ol style="list-style-type: none"> 1. In groups, students will study opposing views of the Mexican War, then write a persuasive essay supporting one side. [WOR] 2. Students will create an annotated timeline of the events leading to the Civil War and assess each event on its impact on the beginning of hostilities. [Skill 5: Causation, CR8] 3. Students will analyze secondary source reading: Hofstadter, (Chapter 5) <i>Abraham Lincoln and the Self-made Myth</i> using the HAPPY organizer, then debate the author’s conclusions regarding Lincoln. [Skill 3, CR6] 4. Students will create a Taba chart comparing the various Reconstruction plans and their potential regional responses. [ARC] [Skill 5: Comparison, CR8] <p>Power Point: <i>Civil War Culture (Photography of Matthew Brady, popular art and music)</i></p> <p>Films: <i>The Alamo</i> [History Channel Production] <i>The Civil War</i> [Ken Burns Production] excerpts</p> <p>Socratic Round Table Discussion : Students will analyze both primary/secondary sources (pro and con) to debate the effectiveness of Reconstruction for the following groups: freemen, poor whites, Southern gentry, and both Southern/Northern business interests. [SOC] [CR3]</p>	

Unit 6 (Goldfield: Chapters 17-20): The New South, Settling the West & the Gilded Age 1865-1898 [CR2]

Topics (text, lecture, discussion)	Readings/Sources
<ul style="list-style-type: none"> • 6.1 Contextualizing Period 6 • 6.2 Westward Expansion: Economic Development • 6.3 Westward Expansion: Social and Cultural Development • 6.4 The “New South” • 6.5 Technological Innovation • 6.6 The Rise of Industrial Capitalism • 6.7 Labor in the Gilded Age • 6.8 Immigration and Migration in the Gilded Age • 6.9 Responses to Immigration in the Gilded Age • 6.10 Development of the Middle Class • 6.11 Reform in the Gilded Age • 6.12 Controversies over the Role of Government in the Gilded Age • 6.13 Politics in the Gilded Age • 6.14 Continuity and Change in the Period 6 	<p>Primary Sources: (some excerpts)</p> <ul style="list-style-type: none"> • <i>The Fourteenth Amendment</i> • <i>The Mississippi Black Code (1865)</i> • <i>Letter on Ku Klux Klan Activities (1870)</i> • <i>The State of the South (1872)</i> • <i>A Sharecrop Contract (1882)</i> • <i>Plessy v Ferguson</i> • <i>Chinese Immigrants and the Gold Rush</i> • <i>Battle of Little Bighorn: Eyewitness Account</i> • <i>Custer’s Last Stand</i> • <i>Wovoka: When the Sun Died</i> • <i>Carnegie: Gospel of Wealth</i> • Address by George Engel, <i>Condemned Haymarket Anarchist (1886)</i> • <i>The Gospel of Wealth</i> <p>Visual Resources:</p> <ul style="list-style-type: none"> • <i>Taba Chart: Regional Comparison of Economic Development</i> • <i>Photos: Factory Workers</i> • <i>Statistical Charts of Industrial Employment</i>

Activities:

Essays: (DBQ) [2007 Released Exam] Analyze the impact of technology, government policy, and economic conditions on American agriculture, 1865-1900. [WXT]

(FRQ) Compare and contrast U.S. policy toward Native Americans and Immigrants, 1870-1900 [PCE] [Skill 5: Comparison, CR8]

Evidential Analysis: 1. Students will create a **Taba chart** comparing/contrasting the economic development of the N.E., the South, and the West, 1865-1898. [Skill 5: Comparison, CR8]
2. **Debate:** Students will engage in independent research and analyze the secondary documents below to assess the following: *Did a “New South” Emerge Following Reconstruction?* [Skill 3, CR6]

- (YES) Ronald D. Eller, from “A Magnificent Field for Capitalists,” *University of Tennessee Press (1982)*

- (NO) James Tice Moore, from “Redeemers Reconsidered: Change and Continuity in the Democratic South, 1870–1900,” *Journal of Southern History (1978)*

3. Working in groups, students will use **primary sources** (readings, statistical charts, visuals) to compare/contrast the impact that the first/second Industrial Revolutions had on the lives of early and late 19th century workers. [WXT] [SOC] [CR3] [Skill 5: Comparison, CR8]

4. Students will create a **graphic organizer** comparing/contrasting the beliefs and strategies of Labor Unions and Populist groups during the latter half of the 19th century. [WXT] [Skill 5: Comparison, CR8]

5. Class discussion: How did the debates over immigration in the 18th and 19th centuries compare to the current one? Why? [MIG] [Skill 5: Comparison, CR8]

Simulation: Students will participate in Meeting of the Minds discussion in which they will represent a person/group that impacted the culture of the Gilded Age and criticize or justify that the economic practices of that age. [SOC] [CR3]

Socratic Round Table Discussion [See Simulation]

Third Quarter

Unit 7 (Goldfield: Chapters 21-24): The Progressive Era, Imperialism & America as a World Power 1890-1945 [CR2]

Topics (text, lecture, discussion)	Readings/Sources
<ul style="list-style-type: none"> • 7.1 Contextualizing Period 7 • 7.2 Imperialism: Debates • 7.3 The Spanish–American War • 7.4 The Progressives • 7.5 World War I: Military and Diplomacy • 7.6 World War I: Home Front • 7.7 1920s: Innovations in Communication and Technology • 7.8 1920s: Cultural and Political Controversies • 	<p>Primary Sources: (some excerpts)</p> <ul style="list-style-type: none"> • Upton Sinclair: <i>The Jungle</i> (excerpt) • Josiah Strong: <i>Our Country</i> (1885) • <i>Letters from the Great Migration</i> • Blackwell: <i>Why Women should Vote</i> • Twain: <i>Incident in the Philippines</i> • <i>St. Mihiel from the Ground and the Air</i> • Siegfried Sassoon’s War Poetry • <i>Alan Seeger and WWI Poetry</i> • Kennedy: <i>A "Doughboy" Describes the Fighting Front (1918)</i> • <i>The Treatment of German-Americans</i> • <i>Wilson’s Fourteen Points</i> • <i>Vanzetti’s Court Statement</i> • <i>Victims of the KKK</i> <p>Secondary Sources:</p> <ul style="list-style-type: none"> • Hofstadter, (Chapter 9) <i>Theodore Roosevelt: The Conservative as Progressive</i> <p>Visual Resources:</p> <ul style="list-style-type: none"> • <i>Editorial Cartoons regarding immigration</i> • <i>Comparative Progressive Tabla Chart</i> • <i>Map of late 19th Century Expansion</i> • <i>WWI Art, Photos, Maps</i>
<p style="text-align: center;">Activities:</p> <p>Essays: (DBQ) [2008 Released Exam] <i>Analyze the extent to which the Spanish-American War was a turning point in American foreign policy. [Skill 5: Continuity and Change, CR8]</i></p> <p>(DBQ) [2008 B Released Exam] <i>For the years 1880 to 1925, analyze both the tensions surrounding the issue of immigration and the United States government’s response to these tensions.[NAT]</i></p> <p>(LEQ) <i>Students will write an essay in which they assess the impact of the social/economic changes during WWI and the Roaring Twenties on the movement for women’s rights. Students will write LEQ in class and will be evaluated using the current AP History LEQ rubric. [Skill 6, CR9]</i></p> <p>Evidential Analysis:</p> <ol style="list-style-type: none"> 1. Students will analyze the writings and photos of the muckrakers and write a mock editorial about early 20th century urban social conditions. [ARC] 2. Students will generate a Tabla chart comparing the Progressive policies of T.R. Roosevelt, Taft, and Wilson. [Skill 5: Comparison, CR8] 3. In groups, students will analyze an excerpt from Upton Sinclair’s, <i>The Jungle</i>, using the HAPPY organizer then share perspectives on the problems of public health, working conditions, and immigration during the Progressive Era. [Skill 2, CR5] 3. Students will generate political cartoons comparing/contrasting attitudes toward immigrants in the 1920’s and the present. [MIG] [Skill 5: Comparison, CR8] 4. Students will analyze the primary sources provided, identify the common features, then generate a one-minute propaganda campaign for troop recruitment: <i>Propaganda during World War I</i> (Music, poetry, poster art, editorial cartoons, speeches, advertisements) 5. In small groups, students will analyze the following War Poetry using the HAPPY organizer, then engage in a classroom debate supporting or refuting the anti-war sentiment expressed in Wilfred Owen’s, <i>Dulce et Decorum Est</i>; Siegfried Sassoon’s, <i>Attack</i>; Alan Seeger’s, <i>I Have a Rendezvous with Death</i>. [Skill 3, CR6] <p>Art Power Point: World War I Art</p> <p>Socratic Round Table Discussion: <i>How did the ideas of Darwin, Freud, and Einstein change American thought during the late 19th-early 20th century? [ARC] [Skill 5: Continuity and Change, CR8]</i></p>	

**Unit 7 (Goldfield: Chapters 25-26): The Great Depression/ World War II
1890-1945 [CR2]**

Topics (text, lecture, discussion)	Readings/Sources
<ul style="list-style-type: none"> • 7.9 The Great Depression • 7.10 The New Deal • 7.11 Interwar Foreign Policy • 7.12 World War II: Mobilization • 7.13 World War II: Military • 7.14 Postwar Diplomacy • 7.15 Comparison in the Period 7 	<p>Primary Sources: (some excerpts)</p> <ul style="list-style-type: none"> • FDR’s San Francisco Speech • FDR’s Four Freedoms Speech • Long: <i>Share our Wealth</i> • Terkel: <i>Hard Times</i> • Hitler’s Reichstag Speech • Chamberlain: <i>Peace for Our Time</i> • Churchill: <i>Never in the Field of Human Conflict</i> • Diaries: <i>Rape of Nanking</i> • Kakehashi: <i>So Sad to Die in Battle</i> • Sullivan Telegram • Einstein’s Letter to FDR (1939) • Nuremberg Trials transcript (excerpt) <p>Secondary Sources:</p> <ul style="list-style-type: none"> • Allen, (Chapter XIII, XIX) <i>Crash! And Aftermath: 1930-1931</i> • Hofstadter, (Chapter 12) <i>Franklin D. Roosevelt: The Patrician as Opportunist</i> <p>Visual Resources:</p> <ul style="list-style-type: none"> • <i>Flow Chart: Origins of the Great Depression</i> • Graph: Reichstag Vote along Party Lines • <i>WWII Home Front Posters</i> • <i>WWII Battle Maps</i>

Activities:

Essays: (DBQ) [Exercise from Bill of Rights Institute] Korematsu vs. U.S. (1944): *Should the Constitution’s meaning change during times of crisis?* **[PCE]**
(FRQ) *Analyze the causes of the Great Depression and its social, political, and economic effects on American society.* **[Skill 5: Causation, CR8]**

Evidential Analysis: 1. Students, in small groups, will compare the causes of the 1929 Stock Market crash as describe in the text, *American Journey*, with Frederick Lewis Allen’s chapter in *Only Yesterday* after analyzing both sources using the HAPPY organizer. **[Skill 3, CR6]**
 2. Using the HAPPY organizer, students will analyze, compare/contrast oral histories from the Great Depression (ex: Studs Terkel’s, *Hard Times* and WPA *Slave Narratives*). **[Skill 2, CR5]**
 2. Working in groups, students will use WWII recruitment/home front posters to evaluate America’s national identity during the war. **[NAT]**
 3. Working in groups, students will compare/contrast American and Japanese Pacific memoirs. **[Skill 5: Comparison, CR8]**
 4. Research Activity “Analyze the home-front experiences of the following groups during the Second World War.”

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

Students will work in pairs or small groups to create an outline of primary and secondary source documents to answer this question. After the students complete the review, they may write an essay in 40 minutes to prepare for the Unit 7 test. **[SOC] [Skill 1, CR4]**

Video: (excerpt) Ken Burn’s documentary, *The Dust Bowl*

Art Power Point: Depression Era photography/artwork
 Holocaust (Art from the Concentration Camps)

Socratic Round Table Discussion/LEQ: Students will use both primary/secondary sources to argue for/against the development of the atomic bomb. **(LEQ)** Students will construct an argumentative essay, complete with thesis statement, explaining in detail their position on the discussion topic (Atomic bomb).

Fourth Quarter

Unit 8 (Goldfield: Chapters 27, 28): The Cold War, Civil Rights Movement, Societal Change 1945-1980 [CR2]	
Topics (text, lecture, discussion)	Readings/Sources
<ul style="list-style-type: none"> • 8.1 Contextualizing Period 8 • 8.2 The Cold War from 1945 to 1980 • 8.3 The Red Scare • 8.4 Economy after 1945 • 8.5 Culture after 1945 • 8.6 Early Steps in the Civil Rights Movement (1940s and 1950s) • 8.7 America as a World Power • 8.8 The Vietnam War • 8.9 The Great Society • 8.10 The African American Civil Rights Movement (1960s) • 8.11 The Civil Rights Movement Expands • 8.12 Youth Culture of the 1960s • 8.13 The Environment and Natural Resources from 1968 to 1980 • 8.14 Society in Transition • 8.15 Continuity and Change in the Period 8 	<p>Primary Sources: (some excerpts)</p> <ul style="list-style-type: none"> • <i>National Security Memorandum #68</i> (1950) • <i>Brown v Board of Education</i> • Censure of McCarthy • Kennedy: Berlin Wall Speech • King: <i>Letters from a Birmingham Jail, I Have a Dream</i> • Kennedy: <i>Cuban Missile Speech</i> • Carmichael: <i>Black Power</i> • Chafe (ed): <i>Our Times, the Debate over Vietnam</i> • Carson: <i>Silent Spring</i> (excerpt) <p>Secondary Source:</p> <ul style="list-style-type: none"> • John Lewis Gaddis: <i>Cold War: A New History</i> <p>Visual Resources:</p> <ul style="list-style-type: none"> • <i>Cold War Maps: Division of Germany, NATO vs. Warsaw Pact, Korean Conflict, Vietnam Conflict</i>
<p>Activities</p> <p>Essays: (LEQ) <i>Compare and contrast the post-World War I Red Scare with the Anti-communist crusade following World War II. [Skill 5: Comparison, CR8]</i></p> <p>(DBQ) [2014 Released Exam] <i>How and why did the goals of United States foreign policy change from the end of the First World War (1918) to the end of the Korean War (1953)? [WOR] [Skill 5: Continuity and Change, CR8]</i></p> <p>(DBQ) [2008 Released Exam] <i>Analyze the ways in which the Vietnam War heightened social, political, and economic tensions in the United States, 1964-1975. [PCE]</i></p> <p>Evidential Analysis:</p> <ol style="list-style-type: none"> 1. Students will construct an annotated timeline demonstrating the continuity and change of the civil rights movement from Reconstruction through the 1960's. [PCE] [SOC] [ARC] [CR3] [Skill 1, CR4] 2. Students will examine photos, protest music, and news clips to analyze the nature of the anti-war protest movement. 3. Students, in small groups, will analyze an excerpt from Gaddis', <i>The Cold War: A New History</i>, using the HAPPY organizer (historical context, audience, author's purpose, and author's point of view) followed by a class discussion of the validity of Gaddis' theory of Cold War origins. [Skill 2, CR5] <p>Socratic Round Table Discussion : Using the textbook, and after having analyzed John Garry Clifford's, <i>Vietnam: A Historical Perspective</i>, Lyndon Johnson's, <i>Why we are in Vietnam</i>, and John Kerry's, <i>Vietnam Veterans against the War</i> using the HAPPY organizer, students will debate: <i>Should America have entered the Vietnam Conflict?</i> [WOR-6] [Skill 2, CR5]</p>	

Unit 9 (Goldfield: Chapters 29-31): Politics and Society at the end of the 20th Century
1980-Present [CR2]

Topics (text, lecture, discussion)	Readings/Sources
<ul style="list-style-type: none"> • 9.1 Contextualizing Period 9 • 9.2 Reagan and Conservatism • 9.3 The End of the Cold War • 9.4 A Changing Economy • 9.5 Migration and Immigration in the 1990s and 2000s • 9.6 Challenges of the 21st Century • 9.7 Causation in the Period 9 	<p>Primary Sources: (some excerpts)</p> <ul style="list-style-type: none"> • Kennedy: <i>Moon Speech</i> • Reagan: <i>Speech to the House of Commons</i> • Carson: <i>Silent Spring</i> <p>Secondary Sources:</p> <ul style="list-style-type: none"> • <i>National Organization for Women, Debate over the Equal Rights Amendment</i> <p>Visual Resources:</p> <ul style="list-style-type: none"> • Graph: Demographic Changes • Timeline: <i>The Space Race</i> • Comparative chart: <i>Policies of Reagan-Obama Presidencies</i>
<p>Essays: (FRQ) [2007 Released Exam] <i>“Landslide presidential victories do not ensure political effectiveness or legislative success.”</i> Assess the validity of this statement using as examples FDR, Lyndon Johnson, Nixon, and Reagan.</p> <p>Evidential Analysis:</p> <ol style="list-style-type: none"> 1. Working in groups, students will generate a timeline of political/economic/ social events from 1980-present. [Skill 1, CR4] 2. Students will develop a campaign speech for one of the recent presidents based on examination of primary source material. 3. In small groups, students select an environmental issue and give a presentation highlighting how federal regulation on that issue has changed since 1980. [GEO] [CR3] <p>Socratic Round Table Discussion: Students will discuss the degree to which political/economic/social debates over immigration during the late 19th-early 20th century are similar to the debates over immigration today. [SOC] [Skill 5: Continuity and Change, CR8]</p>	

Expectations and Policies

AP United States History is a challenging course designed to be the equivalent of a freshman college survey course. Emphasis is placed on analytical writing, efficient note taking, critical reading, the use of primary source documents, and active participation in discussion and debate. Students can expect to take notes from lecture, to read roughly 100 pages per week (text, primary sources, supplemental readings), to engage in insightful discussion of the material they have read, and to write approximately one analytical essay every 1 ½ weeks. Study guides or identifications will be issued with each chapter to help students organize their thoughts and identify key concepts and are due completed on the day of the corresponding exam. Each quarter (nine weeks) a major writing project will be due. While procedures are subject to change, students must follow the guidelines, which will be issued and discussed in class.

Note: Because of the emphasis placed in this course on research and writing, it will be necessary for students to have convenient access to a word processor and the Internet. Those who do not have these available at home should find a reliable source (school, public library, neighbor) and familiarize themselves with the times these sources are available. This should be done immediately, and, if there are any problems in doing so, please let me know.

Grading Policy	
<ul style="list-style-type: none"> • Unit Exams/Socratic Discussions 45% • Essays 20% 	<ul style="list-style-type: none"> • Art/Film/Book Critiques 15% • Discussion/Quizzes/Homework & Study Guides 20%
<p><i>Due to the difficulty of this course, final grades will be weighted according to administrative AP guidelines.</i></p>	

Makeup Policy

Students are expected to be present, on time, and prepared for class **every day**. Because of the challenging nature of this course, excessive absences will not be conducive to success. However, should absences be necessary, the following guidelines will apply:

- ✂ Assignments made in advance (as most will be) will be due **the day of the student's return**.
- ✂ Overnight assignments made the day of the student's absence will be **due the day following the student's return**. [Arrangements will be made for extended excused absences the day of the student's return.]
- ✂ Scheduled presentations, debates, and discussions: An essay on the topic of the presentation or discussion (as assigned by the instructor) will be required. Your presence is essential to your group! Do NOT leave group members without information necessary for their portion of a presentation.

Late Work

The ability to prioritize your time and meet deadlines is an essential skill for success in college; therefore, **all assignments are expected on the due date. Late papers will receive a grade of "o"** unless there are compelling circumstances and this instructor agrees in advance of the due date to an extension.

Quizzes, Tests, and Exams

Students will be tested over material with weekly reading quizzes, chapter quizzes, unit tests, and nine weeks and semester exams. Chapter quizzes are generally, though not always, announced and follow a matching format. Unit exam questions are primarily essay and multiple-choice and are designed to reflect the quality and degree of difficulty as those found on the AP Exam. Students meeting the handbook qualifications for exemption may exempt the first semester exam.

- ✂ **All AP students exempt the second semester exam**
- ✂ **All AP students are required to take the AP Exam.**

2021 AP United States History Exam
Thursday morning, May 6th (8:00 am)

Assigned Reading

Students are expected to complete supplemental readings including the designated primary sources. Primary source reading journals are due before the unit exam, complete with notes on the readings and evaluations/reflections on the material. [Specific format guidelines will be issued in class]. Do not fall behind in readings from the text, handouts, or supplemental works. Organize your time, remain current, and reread material you do not understand, for **you are expected to be able to discuss the material with the class on the day the readings are due**.

Writing Assignments

All writing assignments complete outside of class **should be typed and conform to the MLA Style Manual, 7th edition**. [MLA guidelines and samples are available on the

instructor’s website under “Writing”.] Essays/tests completed in class must be written in navy or black pen. Most essays, whether written in class or at home are timed and evaluated using AP grading standards for FRQ’s and DBQ’s. Quarterly and semester papers (critiques/term paper) require students to analyze, synthesize, and evaluate primary and secondary sources, works of art, and films. They must adhere to the guidelines issued in class and will be evaluated using the specific rubric issue for each type of assignment. All research papers/critiques must include citations and be accompanied by an annotated Works Cited page reflecting the appropriate number and quality of sources.

Round Table Discussions

These sessions are designed to provide a forum for the discussion of ideas developed during the reading of the text, supplemental books, and primary sources. Guiding questions are most often Socratic in nature, and it is expected that students will be prepared to participate in every discussion, to assess each participant’s contribution, and to respond with a rational argument. This is not an opportunity for uninformed debate. Discussions are graded using the appropriate rubric.

AP United States History Review (2 weeks)	
Techniques/Topics	Additional Review Sessions
<ul style="list-style-type: none"> • Practice Test • Chronological Study Guides • Quarterly dates/names/events • Essay writing exercises • Thematic overviews 	<ul style="list-style-type: none"> • Sunday, 4/25 (Practice Test) • Monday, 4/19 (3:30-5:30) • Monday, 4/26 (3:30-5:30) • Monday, 5/3 (3:30-5:30) • Wednesday, 5/3 (3:30-5:30) • Other dates/times at student request

Attitude

Your success in this course will depend upon the attitude with which you approach your work. While there will almost certainly be times when you feel overwhelmed and overworked, your persistence will be rewarded with greater knowledge, skill, and confidence in your ability to successfully complete a rigorous college curriculum.

Welcome to Advanced Placement U.S. History!