



AP[®] U.S. History

Syllabus

Course Description

This course is a survey of American History from the Age of Exploration and Discovery to the present. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. Major themes covered throughout the course include, politics, the economy, reform, social issues, diplomacy, and culture. Students will demonstrate comprehension of a broad body of historical knowledge; express ideas clearly in writing; work with classmates to research an historical issue; interpret and apply data from original documents; identify underrepresented historical viewpoints; write to persuade with evidence; compare and contrast alternate interpretations of an historical figure, event, or trend; explain how historical events connect to or cause a larger trend or theme; develop essay responses that include a clear, defensible thesis statement and supporting evidence; effectively argue a position on an historical issue; critique and respond to arguments made by others; raise and explore questions about policies, institutions, beliefs, and actions in an historical context; evaluate primary materials, such as historical documents, political cartoons, and first-person narratives; evaluate secondary materials, such as scholarly works or statistical analyses; and assess the historical significance and cultural impact of key literary works (e.g., *Common Sense*, *Uncle Tom's Cabin*).

Document-based questions, free-response essays, and timed exams throughout the course will provide students the opportunity to practice their skills in a mock AP exam environment..

Course Materials

Required Text

Students must have one of the following texts to complete the course:

- Bailey, T. A., Kennedy, D. M., & Cohen, L. (2002). *The American pageant*. (12th ed.). Boston, MA: Houghton Mifflin.
- Divine, R. A., Breen, T. H., Fredrickson, G. B., Williams, R. H., Gross, A. J., & Brands, H. W. (2005). *America: Past and present*. (7th ed.). New York, NY: Pearson Longman.
- Brinkley, A. (2003). *The unfinished nation: A concise history of the American people*. (4th ed.). New York, NY: McGraw-Hill.
- Faragher, J. M., Buhle, M. J., Czitrom, D., & Armitage, S. H. (2003). *Out of many: A history of the American people, Volume 1 and 2*, (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Tindall, G. B., & Shi, D. E. (1999). *America: A narrative history*. (6th ed.). New York, NY: W. W. Norton & Company.

Supplemental Materials

Each unit includes supplemental materials, which are listed in the course outline section.

Course Goals

- Examine major historical events, their causes, and their consequences.
- Identify major historical figures and understand their importance to United States history.
- Analyze and understand the importance of written and visual documents from United States history.
- Record historical data in maps and other visual representations.
- Compare and understand the relationship between key events from different historical periods of United States history.
- Examine the evolution of major historical themes over time.

Historical Themes

Students will be exposed to the historical themes of politics, the economy, reform, social issues, diplomacy, and culture. Throughout the course students will analyze historical change over time by engaging in key activities. In each unit, analytical writing, group discussions, map activities, writing practice assignments, and document-based questions will provide students the opportunity to think conceptually about history and draw upon their skills to synthesize and analyze historical trends in narrow and broad contexts.

Course Outline

Unit 1 - Exploration and Colonial America

This unit focuses on the cultural and political impulses that led to exploration of the Americas by European powers, as well as the impact of that exploration on the indigenous cultures that lived there. Students will learn key characteristics of native cultures, as well as key distinctions between colonial governments. Students will investigate the role of indentured servitude and African slavery in the development of the colonies and understand the importance of European political, religious, and intellectual movements on colonial life.

Readings

Required Readings

Students should complete one of the following readings, depending on the text they are using for the course.

- *The American Pageant* (Houghton Mifflin), Chapters 1–6
- *America: Past and Present* (Longman), Chapters 1 (pp. 1–28), 2 (pp. 30–59), 3, and 4 (pp. 60–123)
- *The Unfinished Nation: A Concise History of the American People* (McGraw-Hill), Chapters 1 (pp. 2–25), 2 (pp. 58–77), 3, and 4 (pp. 58–100)
- *Out of Many: A History of the American People* (Prentice Hall), Volume 1: Chapters 1 and 2 (pp. 1–58), 3 (pp. 58–77), and 4–6 (pp. 81–152)
- *America: A Narrative History* (W. W. Norton & Company), Chapters 1 (pp. 1–45), 2 (pp. 47–103), and 3 (pp. 105–162)

Additional Readings

- *After the Fact: The Art of Historical Detection* (McGraw-Hill), Introduction: Something Has Gone Very Wrong; Chapter 1: Serving Time in Virginia, Chapter 2: 1492: The True Importance of Christopher Columbus, and Chapter 3: The Visible and Invisible Worlds of Salem
- *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (Touchstone), Chapter 1: Columbus, the Indians, and Human Progress and Chapter 3: The Truth about the First Thanksgiving
- *A People's History of the United States: 1492–Present* (Perennial Classics), Prologue: The Strange Death of Silas Deane
- *Taking Sides: Clashing Views on Controversial Issues in American History, Volume 1 (The Colonial Period to Reconstruction)* (McGraw-Hill), Part 1, Issue 2: Was Columbus an Imperialist? and Part 2, Issue 6: Was the Great Awakening a Key to the American Revolution?

Historical Themes

- Culture
- Politics
- Social issues
- Diplomacy

Topic Objectives

Discovery and Settlement in the New World: Objectives

- Explain the changes and conflicts that occurred when the diverse worlds of Europe, Africa, and the Americas collided after 1492.
- Describe the factors that led the Europeans to begin their voyages of discovery.
- State the factors that caused the English to start colonization later than other European powers.

English Colonies 1600-1650: Objectives

- Analyze the differences between the northern, middle, and southern colonies.
- Describe how the Puritans' beliefs shaped the governmental and religious structure of the Massachusetts Bay Colony.
- Explain how conflict with religious dissenters, among other forces, led to the expansion of New England.

American Society Takes Shape 1650-1763: Objectives

- Explain how the problems of indentured servitude led to political unrest and the growth of African slavery.
- Describe the slave trade and the nature of early slavery in the American colonies.
- Describe the basic social life of seventeenth century colonists.
- Analyze how the French and Indian War affected Britain's American subjects and helped pave the way for later rebellion.

Key Activities

Online Discussion Questions:

Chapter 1: Discovery and Settlement of the New World

How did political, economic, and technological developments in Europe between the sixteenth and seventeenth centuries influence exploration and eventual conquest of the New World? Compare and contrast how the European and New World cultures influenced one another.

Chapter 2: English Colonies

Why did the English migrate to the New World?

Chapter 3: American Society Takes Shape

How did the economic system of the British North American colonies affect the lives of those who lived there? Did it create different groups of "winners" and "losers?"

Writing Practice:

Chapter 1: Discovery and Settlement of the New World

Using a Venn diagram, show the similarities and differences the three nation-states of Europe (Spain, France, and England) experienced when colonizing North America.

Chapter 3: American Society Takes Shape (Document-based question)

Analyze two documents and respond to questions about Puritan New England and Southern society.

Map Activities:

Chapter 1: Discovery and Settlement of the New World

Label the original Dutch, British, Swedish, and French settlements.

Chapter 2: English Colonies

Label the New England, Middle, and Southern colonies.

AP Test Practice:

Chapter 2: English Colonies (Free-response question)

Respond to the exam prompt from the 2002 exam concerning colonial society.

Compare ways in which religion shaped the development of colonial society (to 1740) in two of the following regions:

1. New England
2. Chesapeake
3. Middle Atlantic

Chapter 3: American Society Takes Shape (Free-response question)

Respond to the exam prompt from the 2001 exam concerning early American society.

How did economic, geographic, and social factors encourage the growth of slavery as an important part of the economy of the southern colonies between 1607 and 1775?

Content

Key historical events and key figures covered in this unit include, but are not limited to, indigenous cultures in the Americas prior to 1492; Mayans, Incas, and Aztecs; factors that led to European colonization of the Americas; Christopher Columbus; encomienda; Treaty of Tordesillas; key differences between the northern, middle, and southern colonies; John Smith; Jamestown, Virginia; Mayflower Compact; influence of Puritan belief on the development of the Massachusetts Bay Colony and the role of dissenters on the expansion of the colony; Antinomianism; Separatists; the problem of indentured servitude and the growth of African slavery; seventeenth century social life in the colonies; John Locke; Isaac Newton; the Great Awakening; the Enlightenment; slave codes; Proclamation of 1763; Half-way Covenant; Salem witch trials; Elmina; Nathaniel Bacon; and the French and Indian War.

Direct Instruction:

- Discovery and Settlement of the New World, 1400–1500
 - ◇ The First Americans
 - ◇ Europe and the Impulse for Exploration
 - ◇ Spanish and French Exploration
- English Colonies, 1600–1650
 - ◇ The First English Settlements
 - ◇ The Northern Colonies
 - ◇ The Middle Chesapeake and Southern Colonies
- American Society Takes Shape, 1650–1763
 - ◇ Colonial Life
 - ◇ Scientific and Religious Transformation
 - ◇ The French and Indian War

Unit 2 - The New Nation Forms

This unit focuses on the causes and events leading up to the American Revolution, the formation of the American government, and early social and political challenges to the government. Students will learn key figures, actions, and events that influenced the colonists' rebellion against the British crown. Students will investigate the course of the war, the successes and failures of the Confederation, the ratification of the Constitution, and formation of the American system of government.

Readings

Required Readings

Students should complete one of the following readings, depending on the text they are using for the course.

- *The American Pageant* (Houghton Mifflin), Chapters 7–10
- *America: Past and Present* (Longman), Chapters 5 (pp. 124–143), 6, and 7 (pp. 170–217)
- *The Unfinished Nation: A Concise History of the American People* (McGraw-Hill), Chapters 4–6 (pp. 100–165)
- *Out of Many: A History of the American People* (Prentice Hall), Volume 1: Chapters 6–8 (pp. 152–235)
- *America: A Narrative History* (W. W. Norton & Company) Chapters 5–8 (pp. 198–368)

Additional Readings

- *After the Fact: The Art of Historical Detection* (McGraw-Hill), Chapter 5: Declaring Independence
- *A People's History of the United States: 1492–Present* (Perennial Classics) Chapter 4: Tyranny is Tyranny
- *Federalist Papers*, Focus on Federalist Papers 3 and 10.

Historical Themes

- Politics
- The economy
- Reform
- Social issues
- Diplomacy
- Culture

Topic Objectives

The Road to Revolution 1763-1765: Objectives

- Explain why Britain attempted to exert more control over Americans after 1763 and why the Americans resisted these efforts.
- Assess the advantages and disadvantages the British and the American rebels faced as the two sides prepared for war.
- Explain the principles of 'republicanism,' including the reasons and principles used in the Declaration of Independence to justify America's separation.

The American Revolution 1775-1783: Objectives

- Analyze the impact of the war on American society.
- Explain the effects of the war on American politics at the state and national levels.
- Describe the terms of the Treaty of Paris and explain how America was able to achieve such an amazing diplomatic victory.
- Analyze the successes and failures of the Articles of Confederation.

The Constitution and the New Republic 1787-1800: Objectives

- Analyze the basic ideas of the Founding Fathers and how they included their principles in the new Constitution.
- Describe the process of ratification of the Constitution.
- Explain the social, economic, and political differences between the anti-federalists and the federalists.
- Describe Alexander Hamilton's plan to place the young nation in a solid economic position.

Key Activities

Online Discussion Questions:

Chapter 4: The Road to Revolution

Why did the British change their economic and political policies towards the colonists from 1763 to 1775? Were the colonists justified in their response to the British policies? What groups were the colonists defending/neglecting in their revolt against the British?

Chapter 5: The American Revolution

Were the declarations that the colonial settlers made consistent with the actions that they took against the British from 1775 to 1776? How did the new government the colonists established create stability and/or difficulties for the new nation?

Chapter 6: Constitution and the New Republic

How did the compromises made when writing and ratifying the Constitution encourage the development of political factions? Compare and contrast the effectiveness of Washington's and Adams' presidencies in obeying and promoting the Constitution during their administrations.

Writing Practice:

Chapter 4: The Road to Revolution (Document analysis)

Read from five document excerpts, and then write one well-organized paragraph summarizing the reasons many Americans felt pushed toward independence.

Chapter 5: The American Revolution

Find a copy of the Declaration of Independence, either in your textbook or online. From the List of Grievances, select five reasons Jefferson and the Second Continental Congress gave to justify breaking away from Great Britain. For each reason, list the specific action on the part of Parliament or the King that prompted the complaint.

Chapter 6: Constitution and the New Republic (Document-based question)

Follow the link provided in the Edgenuity Virtual Classroom to the Chapter 6 writing assignment. Read the excerpt in which Patrick Henry outlines a powerful dissent to the new federal constitution. Then, answer the questions that follow.

Map Activities:

Chapter 6: Constitution and the New Republic

Label the Northwest Territory, the Indian Territory, and the Mississippi Territory. Also, indicate territory held by the Spanish and the French.

AP Test Practice:

Chapter 5: The American Revolution (Document-based question)

Document-based Question: Follow the link provided in the Edgenuity Virtual Classroom to the Document-based Question from the 1999 AP US History Exam. Complete ONLY Part A, pages 2–6, question #1. Follow the instructions provided in the document.

Content

Key historical events and figures covered in this unit include, but are not limited to, British attempts to control American colonists after 1763 and American resistance; Locke's Two Treatises of Government; Thomas Paine; the Boston Tea Party; the Townsend Duties; Coercive (Intolerable) Acts; Crispus Attucks; advantages and disadvantages British and American rebels faced as two sides prepared for war; principles of "republicanism" and how they were used in the Declaration of Independence to justify separation from Great Britain; Lexington and Concord; the Olive Branch Petition; "Hessians"; "Minutemen"; Declaration of the Causes and Necessity of Taking Arms; Valley Forge; Battle of Yorktown; Continental Congress; Statute of Religious Freedom; impact of the American Revolution on American society and its effect on politics at state and national levels; Treaty of Paris; successes and failures of the Articles of Confederation; Land Ordinance of 1785; Northwest Ordinance; Shays' Rebellion; ideas of the Founding Fathers; process of ratification of the Constitution; social, economic, and political differences between Federalists and Anti-federalists; the Philadelphia Convention; The Virginia and New Jersey Plans; The Federalist Papers; events in Washington's and Adams's administration that led to the formation of the first party system; Hamilton's Financial Plan; the Whiskey Rebellion; Jay's Treaty; Pickney's Treaty; the XYZ Affair; Quasi-French War; Washington's Farewell; the Alien and Sedition Acts; the 12th Amendment; Kentucky and Virginia Resolutions; and the Election of 1800.

Direct Instruction:

- The Road to Revolution, 1763–1775
 - ◇ Imperial Reorganization
 - ◇ Philosophy of the American Revolution
- The American Revolution, 1775–1783
 - ◇ The Declaration of Independence
 - ◇ The Revolutionary War
 - ◇ The Articles of Confederation
 - ◇ The Confederation Faces Challenges
- The Constitution and the New Republic, 1787–1800
 - ◇ Philadelphia Convention
 - ◇ Federalists versus Anti-Federalists
 - ◇ Development of the Two-party System
 - ◇ John Adams

Unit 3 – America’s Growing Pains

This unit examines social, political, and technological developments of the early republic. Students will learn important events of the Jefferson administration, including the Louisiana Purchase and the Lewis and Clark Expedition. They will go on to examine the causes and resolution of the War of 1812; the importance of the Monroe Doctrine; the development of new political parties; and key events of the Jackson administration, including the Bank Crisis, the Nullification Crisis, and Indian Removal. Finally, students will examine utopian, philosophical, literary, and social reform movements of the time.

Readings

Required Readings

Students should complete one of the following readings, depending on the text they are using for the course.

- *The American Pageant* (Houghton Mifflin), Chapters 11–16
- *America: Past and Present* (Longman), Chapters 8 (pp. 218–245), 9 (pp. 246–271), 10 (pp. 272–299), 11 (pp. 300–327), and 12 (pp. 328–357)
- *The Unfinished Nation: A Concise History of the American People* (McGraw-Hill), Chapters 7 (pp. 166–199), 8 (pp. 200–221), 9 (pp. 222–247), 10 (pp. 248–277), 11 (pp. 280–303), and 12 (pp. 304–329)
- *Out of Many: A History of the American People* (Prentice Hall), Volume 1, Chapters 9 (pp. 246–264 and 239–246), 10 (pp. 273–306), 11 (pp. 264–271), 12 (pp. 307–357 and 358–370), and 13 (pp. 370–382 and 383–397)
- *America: A Narrative History* (W. W. Norton & Company), Chapters 9 (pp. 371–406), 10 (pp. 408–440), 11 (pp. 447–482), 12, and 13 (pp. 485–597)

Additional Readings

- *After the Fact: The Art of Historical Detection* (McGraw-Hill) Chapter 4: Jackson’s Frontier—And Turner’s
- *A People’s History of the United States: 1492–Present* (Perennial Classics) Chapter 7: As Long As Grass Grows and Water Runs
- *Taking Sides: Clashing Views on Controversial Issues in American History, Volume 1 (The Colonial Period to Reconstruction)* (McGraw-Hill), Part 2, Issue 9: Was Andrew Jackson’s Indian Removal Policy Motivated by Humanitarian Impulses?

Historical Themes

- Politics
- The economy
- Reform
- Social issues
- Diplomacy

Topic Objectives

Jeffersonian Republicanism 1800-1816: Objectives

- Analyze the growing influence of the Supreme Court in American legal and political arenas.
- Describe Jefferson's foreign policy goals and the extent of his success in achieving them.
- Explain the several causes of the War of 1812.
- Analyze the successes and failures of the Americans in conducting and concluding the War of 1812.

Nationalism and Economic Expansion 1816-1826: Objectives

- Analyze the impact of judicial, technological, transportation, and political changes that created a growth of American nationalism following the War of 1812
- Describe the growth of American industrialism in the early nineteenth century.
- Assess the impact of slavery on the social and economic life of the South.
- Describe the challenges faced by western settlers in the early nineteenth century.

Age of Jackson 1828-1848: Objectives

- Describe the factors that elevated Andrew Jackson to the presidency.
- Analyze the tariff controversy and the reasons why it created such an outrage in the South.
- Explain the "Bank War" and the political and economic outcomes of Jackson's victory.
- Assess the positive and negative results of Jacksonian democracy.

American Culture and Reform 1800-1860: Objectives

- Describe the changes in American religion and their effects on culture and social reform.
- Analyze the gradual growth of the abolitionist movement.
- Discuss the beginnings of the early feminist movement.
- Explain the changes in American literature in relation to transcendentalism and other ideas of the time.

Key Activities

Online Discussion Question:

Chapter 7: Jeffersonian Republicanism

How consistent were the republican principles applied by Thomas Jefferson and James Madison during their presidencies? How did their policies affect the Federalist Party?

Chapter 8: Nationalism and Economic Expansion

How does American expansion in the 1820s contribute to the rising sectional interests? Did it create the foundation for the Civil War or was that foundation already established? How did American nationalism evolve during the same years?

Chapter 9: Age of Jackson

Analyze the growing sectionalism during the Age of Jackson and how his presidency fueled regional political passions. How much did the era of New Democracy contribute to the growing political parties?

Chapter 10: American Culture and Reform

How did the Second Great Awakening influence the reform movements of the nineteenth century?
How did these reform movements socially reshape the United States and allow for growing sectionalism?

Writing Practice:

Chapter 7: Jeffersonian Republicanism (Document-based question)

Read excerpts from several documents that express support and opposition for the War of 1812.
Then, answer the questions that follow.

Chapter 8: Nationalism and Economic Expansion

In a chart, briefly indicate the ways in which the Supreme Court shaped economic activity in the early nineteenth century by outlining the specific problem and the historical significance for each case.

Chapter 9: Age of Jackson

Create a graphic organizer that compares and contrasts Jeffersonian and Jacksonian democracy.

Chapter 10: American Culture and Reform

Create a chart to compare and contrast the Great Awakening with the Second Great Awakening.
Then, develop a thesis statement that answers the question: to what extent was the Second Great Awakening a continuation of the religious ideas of the Great Awakening?

Map Activities:

Chapter 8: Nationalism and Economic Expansion

Label the Cumberland Road (National Road) and the Erie Canal

Chapter 9: Age of Jackson

Label the Trail of Tears and the areas where the Five Civilized Tribes resided before they moved to the Indian reservations: Chickasaw, Choctaw, Cherokee, Cree, and Seminole

AP Test Practice:

Chapter 7: Jeffersonian Republicanism (Free-response question)

Respond to the exam prompt from the 2002 exam concerning influential figures establishing a stable American government.

Analyze the contributions of two of the following in helping establish a stable government after the adoption of Constitution.

- John Adams
- Thomas Jefferson
- George Washington

Chapter 9: Age of Jackson (Free-response question)

Respond to the exam prompt from the 1999 exam concerning a two party system.

How did two of the following contribute to the reemergence of a two party system in the period 1820 to 1840?

- Major political personalities
- States' rights
- Economic issues

Content

Key historical events and key figures covered in this unit include, but are not limited to, the growing influence of the American Supreme Court; Marbury v. Madison; Supreme Court Justice John Marshall; Jefferson's foreign policy goals; the Louisiana Purchase; Meriwether Lewis, William Clark, and Sacajawea; the Embargo Act of 1807; the War of 1812 and its causes, conduct, and conclusion; the Aaron Burr Conspiracy; Tecumseh; impact of judicial, technological, transportation, and political changes on the growth of American nationalism after 1812; "Era of Good Feelings"; Panic of 1819; American industrialism; Henry Clay's American System; McCulloch v. Maryland; Missouri Compromise; the Monroe Doctrine; the nativist movement; Cumberland Road/National Road; the "black belt"; impact of slavery on the social and economic life in the South; challenges of western settlers in the early nineteenth century; factors that elevated Andrew Jackson to the presidency; the Spoils System; the National-Republicans; the Democratic-Republicans; Whigs; the tariff controversy and why it created outrage in the South; the "Bank War"; positive and negative results of Jacksonian democracy; the Indian Removal Act; the Bureau of Indian Affairs; the Trail of Tears; Davy Crockett; the Second Great Awakening; Transcendentalism; beginnings of the early feminist movement; growth of abolitionism; the Romantic Movement; the Temperance Movement; Brigham Young; Utopian Movements; and "The Burned-over District."

Direct Instruction:

- Jeffersonian Republicanism, 1800–1816
 - ◇ Jefferson as President
 - ◇ The War of 1812
- Nationalism and Economic Expansion, 1816–1826
 - ◇ James Monroe
 - ◇ A Growing National Economy
 - ◇ The Transportation Revolution
 - ◇ King Cotton
- The Age of Jackson, 1828–1848
 - ◇ Democracy and the "Common Man"
 - ◇ Nullification Crisis
 - ◇ The Bank of the United States
 - ◇ Indian Removal
- American Culture and Reform, 1800–1860
 - ◇ Transcendentalism, Religion, and Utopian Movements
 - ◇ Reform Crusades

Unit 4 – The Only Recourse: War

This unit centers on the causes, conduct, and consequences of the Civil War. Students will examine important events that led up to the war, including the Mexican-American War and events surrounding the annexation of Texas, the Compromise of 1850, and John Brown's Raid. Students will investigate the secession crisis, the attack on Fort Sumter, key battles, the Emancipation Proclamation, and the assassination of President Lincoln.

Readings

Required Readings

Students should complete one of the following readings, depending on the text they are using for the course.

- *The American Pageant* (Houghton Mifflin), Chapters 17–21
- *America: Past and Present* (Longman), Chapters 13, 14 (pp. 358–417), and 15 (pp. 418–449)
- *The Unfinished Nation: A Concise History of the American People* (McGraw-Hill), Chapters 13 (pp. 330–359) and 14 (pp. 360–395)
- *Out of Many: A History of the American People* (Prentice Hall), Volume 1: Chapters 14, 15 (pp. 398–464), and 16 (pp. 465–496)
- *America: A Narrative History* (W. W. Norton & Company), Chapters 14 (pp. 558–621) and 15–17 (pp. 627–785)

Additional Readings

- *After the Fact: The Art of Historical Detection* (McGraw-Hill), Chapter 6: The Madness of John Brown
- *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (Touchstone), Chapter 6: John Brown and Abraham Lincoln: The Invisibility of Antiracism in American History Textbooks
- *A People's History of the United States: 1492–Present* (Perennial Classics), Chapter 8: We Take Nothing by Conquest, Thank God and Chapter 9: Slavery Without Submission, Emancipation Without Freedom
- *Taking Sides: Clashing Views on Controversial Issues in American History, Volume 1 (The Colonial Period to Reconstruction)* (McGraw-Hill), Part 3, Issue 1: Was the Mexican War an Exercise in American Imperialism; Part 3, Issue 12: Did the Western Movement Transform the Roles of Women in the Mid-Nineteenth Century; and Part 4, Issue 15: Did Abraham Lincoln Free the Slaves?

Historical Themes

- Politics
- The economy
- Reform
- Social issues
- Diplomacy

Topic Objectives

Territorial Expansion and Sectional Issues 1820-1860: Objectives

- Explain how the concept of “Manifest Destiny” inspired Americans to expand in the 1840s.
- Describe the conflicts with Britain and the means of achieving peaceful resolution in each case.
- Discuss why the movement to annex Texas created a national controversy.
- Analyze the impact of the Mexican War, particularly in its effect on the question of slavery.

The Civil War 1860-1865: Objectives

- Explain the South’s decision to secede from the Union.
- Analyze the economic and social consequences of the war for both sides.
- Describe the change in the status of slavery in the border states and the South as the war progressed.
- Describe the end of the war and its final consequences.

Key Activities

Online Discussion Question:

Chapter 11: Territorial Expansion and Sectional Issues

The United States had been rapidly expanding westward since the Louisiana Purchase. How did American expansion influence a growing sectional crisis after 1820? Did the war with Mexico put the United States on an inevitable road toward the Civil War?

Map Activities:

Chapter 11: Territorial Expansion and Sectional Issues

Label the free and slave states and territories after the Compromise of 1850. Also, indicate where the Missouri Compromise was.

Chapter 12: The Civil War 1860-1865

Label the following: states that seceded from the Union; slave states that did not secede from the Union; free states and territories adhering to the Union; the state in which the first battle of the Civil War occurred; and the state in which the final battle of the Civil War occurred.

Writing Practice:

Chapter 11: Territorial Expansion and Sectional Issues

Why did the Civil War happen? While historians usually recognize multiple causes for such an important event, different interpretations of history are popular at certain times. Read the four reasons given by various individuals as causes for the Civil War. When you are finished, write a one-page paper explaining which view you consider most accurate. Be sure to support your opinion with specific details.

AP Test Practice:

Chapter 11: Territorial Expansion and Sectional Issues (Free-response question)

Respond to the exam prompt from the 2002 exam concerning influential figures establishing a stable American government.

Assess the moral arguments and political actions of those opposed to the spread of slavery in the context of two of the following.

- Missouri Compromise
- Mexican War
- Compromise of 1850
- Kansas-Nebraska Act

Content

Key historical events and figures covered in this unit include, but are not limited to, Manifest Destiny; conflicts with Britain and the resolution; the Panic of 1837; Oregon Trail; controversy surrounding the annexation of Texas; the Mexican-American War; Sam Houston; Santa Anna; the Wilmot Proviso; Nat Turner's Rebellion; Compromise of 1850; the Ostend Manifesto; Kansas-Nebraska Acts; the Dred Scott Decision; Lincoln-Douglas Debates; John Brown's Raid; events leading to secession of Southern states; attack on Fort Sumter; Robert E. Lee; Ulysses S. Grant; Bull Run; the Battle of Antietam; the Battle of Gettysburg; Sherman's March; The Confiscation Acts; the Emancipation Proclamation; Homestead Acts; Morrill Land Grant Act; and John Wilkes Booth.

Direct Instruction:

- Territorial Expansion and Sectional Issues, 1820–1860
 - ◇ Manifest Destiny
 - ◇ Decade of Crisis
 - ◇ The Approaching War
- The Civil War, 1860–1865
 - ◇ Secession
 - ◇ The Civil War
 - ◇ Abolition of Slavery
 - ◇ Ramifications of the Civil War

Unit 5 – Picking Up the Pieces

This unit focuses on the Reconstruction period that followed the Civil War. Students will learn key pieces of legislation that were central to Reconstruction, opposition to that legislation, conflicts between the president and congress over the conduct of Reconstruction, and key figures associated with that conflict. Students will learn the meaning of such terms as “carpetbagger” and “scalawag” and assess the successes and failures of Reconstruction in the American South.

Readings

Required Readings

Students should complete one of the following readings, depending on the text they are using for the course.

- *The American Pageant* (Houghton Mifflin), Chapter 22
- *America: Past and Present* (Longman), Chapter 16 (pp. 450–471)
- *The Unfinished Nation: A Concise History of the American People* (McGraw-Hill), Chapter 15 (pp. 396–412)
- *Out of Many: A History of the American People* (Prentice Hall), Volume 1: Chapter 17 (pp. 497–528)
- *America: A Narrative History* (W. W. Norton & Company), Chapters 18 (pp. 789–822) and 19 (pp. 840–857)

Additional Readings

- *Taking Sides: Clashing Views on Controversial Issues in American History, Volume 1 (The Colonial Period to Reconstruction)* (McGraw-Hill), Part 4, Issue 17: Was Reconstruction a “Splendid Failure”?

Historical Themes

- Politics
- The economy
- Reform
- Social issues
- Culture

Topic Objectives

Reconstruction 1865-1877: Objectives

- Define the major problems facing the nation and the South at the war’s conclusion.
- Explain the conflicts between the president and congress in directing Reconstruction.
- Discuss white southern opposition to congressional Reconstruction.
- Assess the successes and failures of Reconstruction.

Key Activities

Online Discussion Question:

Chapter 13: Reconstruction

How did the presidential and congressional battle for control of Reconstruction in the South affect newly freed blacks? Was Reconstruction a political and/or social success or failure?

Writing Practice:

Having read an excerpt from Radical Republican Thaddeus Steven's plan for reconstruction in the South, write a one-page essay that analyzes Steven's plan. Do you think it would have worked or not?

Map Activity:

Label the five military districts established by Congress' Military Reconstruction Act. How did the battle between Congress and the president affect Reconstruction? Did the five military districts achieve what Congress hoped they would?

AP Test Practice: Mid-year Exam

Content

Key historical events and key figures covered in this unit include, but are not limited to, major problems facing the nation and the South following the War; Lincoln's "10 Percent Plan"; Radical Republicans; conflicts between the president and congress in directing Reconstruction; the Wade-Davis Bill; the Fourteenth and Fifteenth Amendments; White Southern opposition to congressional Reconstruction; the Civil Rights Act of 1875; Thaddeus Stevens; Hiram Revels; "carpetbaggers" and "scalawags"; Enforcement Acts (1870–1871); the Resumption Acts; the Compromise of 1877; Jay Gould and Jim Fisk; and the successes and failures of Reconstruction.

Direct Instruction:

- Reconstruction, 1865–1877
 - ◇ Presidential and Congressional Reconstruction Plans
 - ◇ The End of Reconstruction

Unit 6 – New Frontiers

This unit focuses on the issues faced by the United States following the Civil War due to westward expansion and the growth of large cities. Students will learn key figures associated with Gilded Age. Students will investigate the rise of consumer culture and the growth of labor unions as well as conflicts with Native Americans and the decline of the Western frontier.

Readings

Required Readings

Students should complete one of the following readings, depending on the text they are using for the course.

- *The American Pageant* (Houghton Mifflin), Chapters 23–26
- *America: Past and Present* (Longman), Chapters 16, 17 (pp. 471–509), 18 (pp. 510–537), and 19 (pp. 538–571)
- *The Unfinished Nation: A Concise History of the American People* (McGraw-Hill), Chapters 15,16 (pp. 419–427, 428–455), 17, 18 (pp. 482–513), 19 (pp. 412–415, 456–481, 514–521)
- *Out of Many: A History of the American People* (Prentice Hall) Volume 2: Chapters 18 (pp. 345–366 and 373–376), 19, (pp. 367–373, 390, and 391), and 20 (pp. 376–386)
- *America: A Narrative History* (W. W. Norton & Company), Chapters 19 (pp. 857–884), 20 (pp. 887–926), 21 (pp. 929–987), and 22 (pp. 989–994 and 1012–1029)

Additional Readings

- *After the Fact: The Art of Historical Detection* (McGraw-Hill), Chapter 8: The Mirror with a Memory and Chapter 9: USDA Government Inspected
- *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong* (Touchstone), Chapter 5: “Gone with the Wind”: The Invisibility of Racism in American History Textbooks and Chapter 7: The Land of Opportunity
- *A People’s History of the United States: 1492–Present* (Perennial Classics) Chapter 10: The Other Civil War and Chapter 11: Robber Barons and Rebels
- *Taking Sides: Clashing Views on Controversial Issues in American History, Volume 2 (Reconstruction to the Present)* (The Colonial Period to Reconstruction) (McGraw-Hill), Part 1, Issue 1: Was it Wrong to Impeach Andrew Johnson; Issue 2: Was John D. Rockefeller a “Robber Baron”; Issue 3: Did the Industrial Revolution Disrupt the American Family and Issue 4: Was City Government in late nineteenth century America a “Conspicuous Failure”?

Historical Themes

- Politics
- The economy
- Reform
- Social issues
- Culture

Topic Objectives

Changing Landscape: Objectives

- Explain the social, political, and economic changes in the South following the Civil War and Reconstruction.
- Explain the impact of the railroad industry on the settlement of the West.
- Discuss the causes and results of warfare between whites and Native Americans in the West.
- Analyze the rapid growth and decline of the cattle and mining frontiers.

Gilded Age: Objectives

- Describe the political corruption at the local, state, and nation levels and the attempts to clean up Gilded Age politics.
- Discuss how the American economy came to be dominated by giant trusts such as those headed by John Rockefeller and Andrew Carnegie.
- Analyze the social changes brought by industrialization, especially its impact on the American worker.
- Explain the successes and failures of the labor movement in the latter nineteenth century.

Urban Nation: Objectives

- Describe the new industrial city and its impact on American society.
- Discuss the “New Immigration” and opposition from many native-born Americans.
- Describe the positive and negative aspects of life in large American cities.
- Assess the attempts of social reformers to address the problems of the new urbanization

Key Activities

Online Discussion Question:

Chapter 14: Changing Landscapes

The period following the Civil War and the dawn of the twentieth century ushered in countless changes on the American political, economic, and social landscape. In what ways did America cling to traditions and customs and in what ways did the country evolve?

Chapter 15: The Gilded Age

The Gilded Age was known for its crime, corruption, and political scandals. Analyze the impact of the labor movement on the political and economic landscape in America after the Civil War to the turn of the century.

Chapter 16: Urban Nation

Immigrants continued to pour onto the shores of America throughout the nineteenth century. How did the “new immigrants” adapt to life in America and, in turn, how did Americans respond to the “new immigrants?”

Writing Practice:

Chapter 14: Changing Landscapes (Analytical Essay)

“Railways, multiplied and spanning the continent, are essential domestic institutions — more powerful and more permanent than law, or popular consent, or political constitutions... They thoroughly complete the grand system...which fraternizes us into one people.” (William Gilpin)

Directions:

Consider the above quote from William Gilpin and brainstorm a list of specific details that would either support or refute his statement. After you have made your list, write a brief essay (about 200 words) analyzing the validity of his statement.

Chapter 15: The Gilded Age

Using a chart, compare and contrast the Knights of Labor and the American Federation of Labor.

Chapter 16: Urban Nation (Analytical Essay)

Analyze political cartoons depicting American treatment of Chinese immigrants during the late 1800s.

Topic Objectives

Changing Landscape: Objectives

- Explain the social, political, and economic changes in the South following the Civil War and Reconstruction.
- Explain the impact of the railroad industry on the settlement of the West.
- Discuss the causes and results of warfare between whites and Native Americans in the West.
- Analyze the rapid growth and decline of the cattle and mining frontiers.

Gilded Age: Objectives

- Describe the political corruption at the local, state, and nation levels and the attempts to clean up Gilded Age politics.
- Discuss how the American economy came to be dominated by giant trusts such as those headed by John Rockefeller and Andrew Carnegie.
- Analyze the social changes brought by industrialization, especially its impact on the American worker.
- Explain the successes and failures of the labor movement in the latter nineteenth century.

Urban Nation: Objectives

- Describe the new industrial city and its impact on American society.
- Discuss the “New Immigration” and opposition from many native-born Americans.
- Describe the positive and negative aspects of life in large American cities.
- Assess the attempts of social reformers to address the problems of the new urbanization

Key Activities

Online Discussion Question:

Chapter 14: Changing Landscapes

The period following the Civil War and the dawn of the twentieth century ushered in countless changes on the American political, economic, and social landscape. In what ways did America cling to traditions and customs and in what ways did the country evolve?

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The Gilded Age was known for its crime, corruption, and political scandals. Analyze the impact of the labor movement on the political and economic landscape in America after the Civil War to the turn of the century.

Chapter 16: Urban Nation

Immigrants continued to pour onto the shores of America throughout the nineteenth century. How did the “new immigrants” adapt to life in America and, in turn, how did Americans respond to the “new immigrants?”

Writing Practice:

Chapter 14: Changing Landscapes (Analytical Essay)

“Railways, multiplied and spanning the continent, are essential domestic institutions — more powerful and more permanent than law, or popular consent, or political constitutions... They thoroughly complete the grand system...which fraternizes us into one people.” (William Gilpin)

Directions:

Consider the above quote from William Gilpin and brainstorm a list of specific details that would either support or refute his statement. After you have made your list, write a brief essay (about 200 words) analyzing the validity of his statement.

Chapter 15: The Gilded Age

Using a chart, compare and contrast the Knights of Labor and the American Federation of Labor.

Chapter 16: Urban Nation (Analytical Essay)

Analyze political cartoons depicting American treatment of Chinese immigrants during the late 1800s.

AP Test Practice:

Chapter 15: The Gilded Age (Free-response question)

Respond to the exam prompt from the 2001 exam concerning transportation in the late 1800s.

Part C: How and why did transportation developments spark economic growth during the period from 1860 to 1900 in the United States?

Chapter 16: Urban Nation

Respond to the exam prompt from the 2002 exam concerning the New Deal.

Part B: Identify and analyze the factors that changed the American city in the second half of the nineteenth century.

Content

Key historical events and key figures covered in this unit include, but are not limited to, social, political, and economic changes in the South following the Civil War and Reconstruction; Booker T. Washington; Populist Party; Jim Crow laws; impact of the railroad industry on the settlement of the West; Benjamin “Pap” Singleton; “Forty-niners”; Bureau of Indian Affairs (BIA); Little Big Horn; the causes and results of warfare between Whites and Native Americans in the West; Homestead Act of 1862; rancheros; Frederick Jackson Turner; the rapid growth and decline of the cattle and mining frontiers; the challenges faced by those settling the West; the political corruption at the local, state, and nation levels and the attempts to clean up Gilded Age politics; Tammany Hall; Credit Mobilier; James A. Garfield; the domination of the American economy by giant trusts such as those headed by John Rockefeller and Andrew Carnegie; Social Darwinism; Interstate Commerce Commission; American Federation of Labor; the social changes brought by industrialization, especially its impact on the American worker; *Commonwealth v. Hunt*; the successes and failures of the labor movement in the latter nineteenth century; *Terrence v. Powderly*; the new industrial city and its impact on American society; the “New Immigration” and opposition from many native-born Americans; Chinese immigration; Contract Labor Law of 1864; National Origins Act of 1924; the positive and negative aspects of life in large American cities; Jane Addams; Josiah String; the attempts of social reformers to address the problems of the new urbanization; and skyscrapers.

Direct Instruction:

- New Frontiers
 - ◇ The New South
 - ◇ Focus on the West
 - ◇ Confrontations with Native Americans
 - ◇ Cattle, Frontiers, and Farming
 - ◇ End of the Frontier
- Gilded Age
 - ◇ Gilded Age Scandal and Corruption
 - ◇ Consumer Culture
 - ◇ Rise of Unions
- Urban Nation
 - ◇ Gilded Age Scandal and Corruption
 - ◇ Consumer Culture

Unit 7 – Isolationist to World Power

This unit focuses on the rise of the Populists in America and their decline after 1896. It then goes on to explain why America abandoned isolationism and became a world power. Students will learn about the origins and goals of the progressive movement at a variety of levels. They will also discover the roles Presidents Roosevelt, Taft, and Wilson played in moving America to a position of power.

Readings

Required Readings

Students should complete one of the following readings, depending on the text they are using for the course.

- *The American Pageant* (Houghton Mifflin), Chapters 28–30
- *America: Past and Present* (Longman), Chapters 20, 21 (pp. 600–625), and 22 (pp. 572–599 and 626–687)
- *The Unfinished Nation: A Concise History of the American People* (McGraw-Hill), Chapters 19, (pp. 522–533), 20, and 22 (pp. 534–555 and 593–601)
- *Out of Many: A History of the American People* (Prentice Hall), Volume 2: Chapters 20–22 (pp. 391–399, 407–425, 399–406, and 427–431)
- *America: A Narrative History* (W. W. Norton & Company), Chapters 22 (pp. 994–1012), 23, and 24 (pp. 1035–1115)

Additional Readings

- *A People's History of the United States: 1492–Present* (Perennial Classics) Chapter 12: The Empire and the People; Chapter 13: The Socialist Challenge
- *Taking Sides: Clashing Views on Controversial Issues in American History, Volume 2 (Reconstruction to the Present)* (McGraw-Hill), Part 2, Issue 6: Did Racial Segregation Improve the Status of African America and Issue 8: Did the Women's Movement Die in the 1920s?

Historical Themes

- Politics
- The economy
- Reform
- Social issues
- Diplomacy
- Culture

Topic Objectives

Reform: Objectives

- Explain the factors that led to the rise of the Populists, as well as their decline after 1896.
- Discuss the origins and goals of the progressive movement.
- Assess the role of the progressive president's in promoting reform.
- Analyze the impact of the progressive movement at the local, state, and national levels.

Imperialism: Objectives

- Explain why America abandoned isolationism and began looking outward at the end of the nineteenth century.
- Analyze the consequences and significance of the Spanish-American War.
- Discuss the impact of Presidents Roosevelt, Taft, and Wilson in leading America into a position of a regional and world power.

Key Activities

Online Discussion Question:

Chapter 17: Reform

Explain the successes and failures of the Progressive movement and how it initiated a fundamental change in Americans' concept of government.

Chapter 18: Imperialism

The Gilded Age was known for its crime, corruption, and political scandals. Analyze the impact of the labor movement on the political and economic landscape in America after the Civil War to the turn of the century.

Writing Practice:

Chapter 17: Reform (Document-based question)

Directions: Follow the link to read two documents related to the rise of the Populist Party and the Democratic Party's response. Read both documents and analyze the 1896 presidential election map that follows. Write one paragraph in which you describe the impact of William Jennings Bryan's views on the election of 1896.

Chapter 18: Imperialism

Directions: Was America's intervention in the world in the late nineteenth and early twentieth century motivated more by the desire for economic markets or by the mission of bringing democracy to other regions? After each of the following items, write a sentence or two explaining why you believe each one is more closely related to markets or mission. Then, develop a one-sentence thesis answering the question.

1. Entering the Spanish-American War over Cuba
2. Taking the Philippines
3. The Insular Cases
4. Supporting Panama's Independence
5. The Open Door Policy
6. The Roosevelt Corollary to the Monroe Doctrine
7. Dollar Diplomacy

Map Activity:

Chapter 18: Imperialism

Based upon the map provided, write a short description of the stance the United States took on expansionism from 1898 to 1917.

Content

Key historical events and key figures covered in this unit include, but are not limited to, factors that led to the rise of the Populists, as well as their decline after 1896; Omaha Platform; National Grange of Patrons of Husbandry; the origins and goals of the Progressive Movement; William Jennings Bryan; “Cross of Gold” speech; Social Gospel movement; the role of the progressive presidents in promoting reform; Department of Commerce and Labor; the impact of the Progressive Movement at the local, state, and national levels; “Bull Moose” Party; why America abandoned isolationism and began looking outward at the end of the nineteenth century; Open-Door Policy; Yellow Press; Rough Riders; the consequences and significance of the Spanish-American War; the Mexican Revolution; Clayton-Bulwer Treaty; Francisco Madero; Villistas; “ABC” Powers; and the impact of Presidents Roosevelt, Taft, and Wilson in leading America into a position of a regional and world power.

Direct Instruction:

- Reform
 - ◇ Agrarian Revolt
 - ◇ The Progressive Impulse
 - ◇ The Progressive Presidents
- Imperialism
 - ◇ William McKinley and Franklin D. Roosevelt
 - ◇ Howard Taft and Woodrow Wilson

Unit 8 – The United States at War

This unit examines World War I and the Roaring Twenties, the Great Depression, and World War II. Students will learn about key figures during these times. They will also analyze the cause of America's entry into World War I, the social conflicts of the 1920s, the causes of the Great Depression, and America's attempts to remain neutral and the ultimate mobilization for war during World War II.

Readings

Required Readings

Students should complete one of the following readings, depending on the text they are using for the course.

- *The American Pageant* (Houghton Mifflin), Chapters 31–36
- *America: Past and Present* (Longman), Chapters 24, 25 (pp. 688–747), 26 (pp. 748–775), and 27 (pp. 776–805)
- *The Unfinished Nation: A Concise History of the American People* (McGraw-Hill), Chapters 23, 24 (pp. 602–647), 25, 26 (pp. 648–701), 27, and 28 (pp. 702–749)
- *Out of Many: A History of the American People* (Prentice Hall), Volume 2: Chapters 22, 23 (pp. 434–461), 24 (pp. 462–479), and 25 (pp. 480–503)
- *America: A Narrative History* (W. W. Norton & Company), Chapter 25, 27 (pp. 1117–1216), 28 (pp. 1217–1284), 29, and 30 (pp. 1286–1372)

Additional Readings

- *After the Fact: The Art of Historical Detection* (McGraw-Hill), Chapters 10–12
- *A People's History of the United States: 1492–Present* (Perennial Classics), Chapters 14 and 15
- *Taking Sides: Clashing Views on Controversial Issues in American History, Volume 2 (Reconstruction to the Present)* (The Colonial Period to Reconstruction) (McGraw-Hill), Part 2, Issue 7: Was the Ku Klux Klan of the 1920s an Extremist Movement; Issue 9: Was Information About the Attack on Pearl Harbor Deliberately Withheld from the American Commanders?; and Part 3, Issue 10: Did Communism Threaten America's Internal Security After World War II?

Historical Themes

- Culture
- Reform
- Politics
- The economy
- Social issues
- Diplomacy

Topic Objectives

World War I and the Roaring Twenties: Objectives

- Analyze the causes of America's entry into World War I.
- Discuss the impact of World War I on the home front.
- Describe the multiple social conflicts that divided America during the "Roaring Twenties."
- Explain how the era's cultural changes affected women and African-Americans.

Great Depression: Objectives

- Analyze the causes of the Great Depression.
- Describe Franklin Roosevelt's First and Second New Deals as attempts to solve the problems of the Great Depression.
- Discuss the criticisms of the New Deal by both liberal and conservative critics.
- Describe the causes and effects of Roosevelt's battle with the Supreme Court.

World War II: Objectives

- Discuss America's attempts to remain neutral and the events that ultimately pulled us into World War II.
- Describe America's mobilization for war.
- Analyze the war's effects on American society, including regional migration, race relations, and women's roles.
- Describe the military efforts that brought an Allied victory, including the use of the atomic bomb.
- Describe the proposals and problems of the wartime conferences.

Key Activities

Online Discussion Question:

Chapter 19: World War I and the Roaring Twenties

The 1920s was a decade of tremendous tension between forces of tradition and modernity. Analyze how the United States began to modernize and how many Americans clung to "traditional" values.

Chapter 20: The Great Depression

How did the philosophy of government change in America during the 1930s as a result of FDR's New Deal?

Chapter 21: World War II

While 15 million Americans were called overseas to fight the Axis aggression, Americans at home faced tremendous changes during wartime as well. How did Americans respond to the call of war domestically?

Writing Practice:

Chapter 19: World War I and the Roaring Twenties (Analytical Essay)

In order to make the world safe for democracy, President Woodrow Wilson proposed a series of fourteen international reforms called the Fourteen Points. These Fourteen Points served as Wilson's guiding principles as he strived to achieve peace in the world.

Directions: Several of Wilson's points are listed below. From these points select the three you believe to be the most important and analyze their role in achieving Wilson's goals for the post-war world and explain your reasoning in a brief essay (about 200 words).

Chapter 20: The Great Depression

Place in rank order the following causes of the Great Depression.

“1” should be the most important factor and “6” the weakest.

- A: Monopolistic pricing
- B: Unregulated bank practices
- C: Policies of the Hoover administration
- D: Over-expanded agricultural production
- E: Uneven distribution of income
- F: Limited regulation of trading on the stock market

In a short essay (about 300 words), identify three points at which intervention by the federal government could have slowed or perhaps even stopped the Depression.

Chapter 21: World War II (Document-based question)

Click on the link provided in the Edgenuity Virtual Classroom to read the document excerpts for this writing activity. Then, answer the following questions in relation to the documents below.

What reasons did the federal government give to justify the interment of American citizens of Japanese descent during World War II? Was the interment justifiable considering the circumstances of World War II, or was the action an unjustifiable violation of the civil rights of thousands of Americans? Explain.

Map Activity:

Chart the general movement of the Allied troops in the European theater. Mark the following battle locations on the map: D-Day, Battle of the Bulge, and Stalingrad.

AP Test Practice:

Chapter 20: The Great Depression (Document-based question)

Document-based Question: Follow the link provided in the Edgenuity Virtual Classroom to the Document-based Question from the 2003 AP exam. Complete ONLY Part A, Page 2, Question #1. Follow the instructions provided in the document.

Content

Key historical events and key figures covered in this unit include, but are not limited to, the causes of America's entry into World War I; Central Powers; Allied Powers; Zimmerman Telegram; Sedition Act; the impact of World War I on the home front; Red Scare; Fourteen Points; National War Labor Board; Treaty of Versailles; the multiple social conflicts that divided America during the Roaring Twenties; cultural changes that affected women and African Americans during the Roaring Twenties; the causes of the Great Depression; Black Tuesday; Herbert Hoover; Franklin Roosevelt's First and Second New Deals as attempts to solve the problems of the Great Depression; Brain Trust; Fair Labor Standards; Four-Power Treaty; Emergency Banking; criticisms of the New Deal by both liberal and conservative critics; Fireside Chats; Federal Emergency Relief Act (FERA); causes and effects of Roosevelt's battle with the Supreme Court; John Steinbeck's *The Grapes of Wrath*; America's attempts to remain neutral and the

events that ultimately pulled us into World War II; Stimson Doctrine; fascism; Adolf Hitler; America's mobilization for war; Nye Committee; Pearl Harbor; the war's effects on American society, including regional migration, race relations, and women's roles; D-Day; Battle of the Bulge; military efforts that brought an Allied victory, including the use of the atomic bomb; Manhattan Project; Dwight Eisenhower; the Holocaust; the proposals and problems of the wartime conferences; and Harry S. Truman.

Direct Instruction:

- World War I and the Roaring Twenties
 - ◇ United States Entry into WWI
 - ◇ Peace Conferences
 - ◇ Social Tensions
- Great Depression
 - ◇ Causes and Consequences
 - ◇ The New Deal
- World War II
 - ◇ The Failures of Diplomacy
 - ◇ The Second World War
 - ◇ The Home Front
 - ◇ Wartime Diplomacy

Unit 9 – The Cold War

This unit centers on the economic transformation after World War II and the causes of the Cold War. It also focuses on President Eisenhower and his foreign policy in Vietnam, Europe, and the Middle East, as well as his attempts to strengthen the economy. Students will examine important concepts and events including the end of World War II, containment, conflict in Asia, the red scare, domestic concerns, and foreign policy.

Readings

Required Readings

Students should complete one of the following readings, depending on the text they are using for the course.

- *The American Pageant* (Houghton Mifflin), Chapters 37 and 38
- *America: Past and Present* (Longman), Chapters 28 (pp. 827–835) and 29 (pp. 866–868)
- *The Unfinished Nation: A Concise History of the American People* (McGraw-Hill,) Chapters 29 (pp. 750–777) and 30 (pp. 803–811)
- *Out of Many: A History of the American People* (Prentice Hall), Volume 2: Chapters 26 (pp. 505–526) and 27 (pp. 535–537)
- *America: A Narrative History* (W. W. Norton & Company), Chapters 31 (pp. 1379–1421) and 33 (pp. 1460–1499)

Additional Readings

- *Taking Sides: Clashing Views on Controversial Issues in American History, Volume 1 (The Colonial Period to Reconstruction)* (McGraw-Hill), Part 3, Issue 11: Should President Truman Have Fired General MacArthur? and Part 3, Issue 12: Was Dwight Eisenhower a Great President?

Historical Themes

- Politics
- The economy
- Social issues
- Diplomacy
- Culture

Topic Objectives

Harry S. Truman and Dwight D. Eisenhower: Objectives

- Describe the economic transformation of the immediate post-World War II era.
- Analyze the causes of the Cold War.
- Discuss America's plan to contain communism through the Truman Doctrine, the Marshall Plan, and NATO.
- Describe the expansion of the Cold War to Asia and the Korean War.
- Analyze the postwar domestic climate in America, which led to the fear of internal communist subversion.

Eisenhower: Objectives

- Explain how Ike's leadership coincided with the mood of the 1950s.
- Describe the approach that Eisenhower and Dulles took to the Cold War and nuclear policy.
- List the basic elements of Eisenhower's foreign policy in Vietnam, Europe, and the Middle East.
- Describe Eisenhower's attempts to further vitalize the American economy.

Key Activities

Online Discussion Question:

Chapter 22: Harry S. Truman and Dwight D. Eisenhower

How did the United States' policy of containment affect the decision-making of the government during the 1940s and 1950s? Did Americans overreact to the potential threat of communistic influence in the United States?

Chapter 23: Eisenhower

How did the arms race affect United States foreign policy during the 1950s? Was Secretary of State Dulles' policy of "massive retaliation" a realistic strategy in the early 1950s? Which factors changed that strategy later in the decade?

Map Activity:

Chapter 23: Eisenhower

On the map provided, shade in the areas where the United States confronted Communism during the Cold War.

Writing Practice:

Chapter 22: Harry S. Truman and Eisenhower

Shade in the areas where the United States confronted communism during the Truman administration. Answer the following question in one paragraph: Considering the map you have made, to what extent was the Truman Doctrine's policy of containment effective?

Chapter 23: Eisenhower

The Eisenhower administration had to address the challenges of the Cold War, both in terms of foreign policy and the fears of the American people. Describe how President Eisenhower dealt with the issues listed below.

1. McCarthyism
2. Foreign Policy of John Foster Dulles
3. Iran
4. Guatemala
5. Vietnam
6. Space Race and Missile Gap
7. National Defense Education Act
8. Berlin Crisis

AP Test Practice:

Chapter 22: Harry S. Truman and Eisenhower (Free-response question)

Respond to the exam prompt from the 2002 exam concerning American foreign policy.

Part A: Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. Compare and contrast United States foreign policy after the First World War and after the Second World War. Consider the periods 1919–1928 and 1945–1950.

Content

Key historical events and figures covered in this unit include, but are not limited to, the economic transformation of the immediate post-World War II era; Joseph Stalin; demobilization of the military; Long Telegram; the causes of the Cold War; America's plan to contain communism through the Truman Doctrine, the Marshall Plan, and NATO; the expansion of the Cold War to Asia and the Korean War; the post-war domestic climate in America, which led to the fear of internal communist subversion; Demilitarized Zone; how Eisenhower's leadership coincided with the mood of the 1950s; McCarthyism; House Un-American Activities Committee (HUAC); Little Rock, Arkansas; the approach that Eisenhower and Dulles took to the Cold War and nuclear policy; Interstate Highway Act; Sputnik; the basic elements of Eisenhower's foreign policy in Vietnam, Europe, and the Middle East; Ho Chi Minh; Eisenhower's attempts to further vitalize the American economy; and the Geneva Accords.

Direct Instruction:

- Harry S. Truman (HST) and Dwight D. Eisenhower (IKE)
 - ◇ End of War
 - ◇ Containment
 - ◇ Conflict in Asia
 - ◇ Red Scare-Again
- Eisenhower
 - ◇ Internal Improvements
 - ◇ Foreign Policy

Unit 10 – Turbulent Decades

This unit covers the Civil Rights movement, as well as the “baby boom” and trends in popular culture such as the rise of television and rock and roll music. Students will learn about challenging Jim Crow laws and the civil unrest that prevailed at this time. They will also discuss population growth and rock and roll’s impact on teen culture.

Readings

Required Readings

Students should complete one of the following readings, depending on the text they are using for the course.

- *The American Pageant* (Houghton Mifflin), Chapter 39
- *America: Past and Present* (Longman), Chapters 29 and 30 (pp. 837–845, 849–855, and 866–868)
- *The Unfinished Nation: A Concise History of the American People* (McGraw-Hill), Chapters 30 and 31 (pp. 778–779, 799–803, and 819–824)
- *Out of Many: A History of the American People* (Prentice Hall), Volume 2: Chapters 27 (pp. 527–535) and 28 (pp. 544–566)
- *America: A Narrative History* (W. W. Norton & Company), Chapters 32 (pp. 1423–1458), 33, and 34 (pp. 1492–1487 and 1509–1515)

Additional Readings

- *A People’s History of the United States: 1492–Present* (Perennial Classics) Chapters 17 and 19
- *Taking Sides: Clashing Views on Controversial Issues in American History, Volume 1 (The Colonial Period to Reconstruction)* (McGraw-Hill), Part 3, Issue 14: Should America Remain a Nation of Immigrants?
- *After the Fact: The Art of Historical Detection* (McGraw-Hill), Chapter 13

Historical Themes

- Politics
- Reform
- Social issues
- Culture

Topic Objectives

Civil Rights Movement: Objectives

- Analyze the role of the Supreme Court in promoting the Civil Rights Movement.
- Discuss the impact of Martin Luther King within the Civil Rights movement.
- Describe Eisenhower’s initially hesitant reaction to the early Civil Rights movement.
- Analyze the successes and failures of the Civil Rights movement.

Rock and Roll is Here to Stay: Objectives

- Describe the postwar migrations to the “Sunbelt” and the suburbs.
- Explain the changes brought to American society by the ‘baby boom.’
- Discuss the changes in American “mass culture” in the 1950s, including the rise of television.
- Analyze the impact of rock and roll on American society, particularly with respect to the development of a teen culture.

Key Activities

Online Discussion Question:

Chapter 24: Civil Rights Movement

How was civil disobedience an effective tool for change during the 1950s and 1960s? Which other methods for social change were employed? What impact did the civil rights events of the 1950s have upon Lyndon B. Johnson’s Great Society programs?

Chapter 25: Rock and Roll is Here To Stay

Which factors were most important in the economic boom the United States experienced after World War II? Why did entertainment become so important to Americans during the 1950s? Why did the baby boom generation receive so much attention from marketers?

AP Test Practice: (Free-response question)

Respond to the exam prompt from the 2002 exam concerning American culture in the 1960s. Discuss, with respect to two of the following, the view that the 1960s represented a period of profound cultural change.

1. Education
2. Gender roles
3. Music
4. Race relations

Content

Key historical events and key figures covered in this unit include, but are not limited to, the role of the Supreme Court in promoting the Civil Rights Movement; *Brown v. Board of Education*; Thurgood Marshall; the impact of Martin Luther King within the Civil Rights movement; Eisenhower’s initially hesitant reaction to the early Civil Rights movement; Rosa Parks; Malcolm X; Southern Christian Leadership Conference; the March on Washington; Johnson’s Great Society; the successes and failures of the Civil Rights movement; postwar migrations to the “Sunbelt” and the suburbs; White flight; the changes brought to American society by the “baby boom”; Allan Freed; the changes in American “mass culture” in the 1950s, including the rise of television; “American Bandstand”; the impact of rock and roll on American society, particularly with respect to the development of a teen culture; Elvis Presley; Norman Vincent Peale; James Dean; the Rustbelt; and Marilyn Monroe.

Direct Instruction:

- Civil Rights Movement
 - ◇ Changing Jim Crow Laws
 - ◇ Consequences of the Civil Rights Movement
- Rock and Roll is Here to Stay
 - ◇ Baby Boom
 - ◇ Material Culture

Unit 11 – Toward a New Century

This unit focuses on Presidents Kennedy, Johnson, Nixon, Ford, Carter, Reagan, Bush, Clinton, and W. Bush. Students will learn about a variety of policies and events during this time period. These include Kennedy's New Frontier; Johnson's war on poverty and the war in Vietnam; Nixon's rise to power and the Watergate scandal; Ford's dealing with the economy and inflation; Carter and the Camp David Accords; Reagan's impact on foreign and domestic policies; Bush's military engagement and American with Disabilities Act; Clinton's attempt to reform healthcare and other domestic issues; and George W. Bush's reaction to the September 11th attacks and his war on terror.

Readings

Required Readings

Students should complete one of the following readings, depending on the text they are using for the course.

- *The American Pageant* (Houghton Mifflin), Chapters 40–42
- *America: Past and Present* (Longman), Chapters 30–33 (pp. 856–996)
- *The Unfinished Nation: A Concise History of the American People* (McGraw-Hill), Chapters 30–34 (pp. 812–819 and 824–947)
- *Out of Many: A History of the American People* (Prentice Hall), Volume 2: Chapter 27 (pp. 537–543 and 565–647)
- *America: A Narrative History* (W. W. Norton & Company), Chapters 34–36 (pp. 1501–1688)

Additional Readings

- *A People's History of the United States: 1492–Present* (Perennial Classics), Chapters 18 and 20
- *After the Fact: The Art of Historical Detection* (McGraw-Hill), Chapter 14
- *Taking Sides: Clashing Views on Controversial Issues in American History, Volume 1 (The Colonial Period to Reconstruction)* (McGraw-Hill), Part 3, Issue 13: Did President Kennedy Effectively Manage the Cuban Missile Crisis?; Part 3, Issue 15: Did President Reagan Win the Cold War?; Part 3, Issue 16: Will History Consider William Jefferson Clinton a Reasonably Good Chief Executive?; and Part 3, Issue 17: Is America Entering the Twenty-first Century in a Period of Decline?

Historical Themes

- Politics
- The economy
- Reform
- Social issues
- Diplomacy
- Culture

Topic Objectives

Imperial Presidency: Objectives

- Assess the domestic and foreign policy failures of the Kennedy administration.
- Discuss Lyndon Johnson's war on poverty and the war in Vietnam.
- Analyze Richard Nixon's rise to power and his resignation due to Watergate.
- Describe the successes and failures of the Carter administration.
- Assess the impact on foreign and domestic policy on the rise of Ronald Reagan and the 'new right.'
- Discuss the challenges facing the United States as it begins a new century.

George W. Bush and Barack Obama: Objectives

- Analyze the Bush administration's domestic and foreign policy responses to the 9/11 attacks.
- Describe President Bush's appointees to the Supreme Court and summarize the key decisions of the Roberts Court.
- Discuss President Bush's major domestic reform programs regarding education, health care, and the economy.

Key Activities

Online Discussion Question:

Chapter 26: The Imperial Presidency

Why might the 1960s be considered the most tumultuous decade during the twentieth century? How did the United States contradict its isolationist tendencies during the last four decades of the twentieth century? How has Americans' trust in the government been impacted by the events of the 1960s through the 1990s?

Chapter 27: Bush and Obama

Question 1 - Whenever the United States is attacked, the question over the proper balance between liberty and security always arises. After the 9/11 attacks, the Bush administration responded in a number of ways to keep America safe: attacking Iraq in hopes of preventing the spread of WMDs, approving methods like waterboarding while questioning detainees, trying suspected terrorists in military tribunals rather than established courts, and supporting the Patriot Act which increased government surveillance powers. Several members of the administration credit such measures with preventing further attacks and loss of life on American soil. Critics of the Bush administration, however, say that these methods violate the principles of the American republic. They say waterboarding is torture, military tribunals deny defendants due process of law, and the Patriot Act's provisions grant the government far too much power, violating our fundamental freedoms. What do you think about these issues? Were the methods he used appropriate for the problems facing the United States, or did the government go too far in its exercise of power? Do you see any similarities to actions the government took in earlier times of crisis?

Question 2 - What characteristics do you think are essential for a good leader, especially a good president, to have? To what extent do you think the American electorate used these characteristics to determine who they voted for in 2008?

Map Activities:

Chapter 26: The Imperial Presidency

Label the Ho Chi Minh Trail and the de-militarized zone (DMZ).

Chapter 26: The Imperial Presidency

Examine the maps and write a short essay discussing the close nature of presidential elections (in some cases) and the gradual shift of regional party alliances over time.

Writing Practice:

Chapter 26: The Imperial Presidency

Follow the link in the Edgenuity Virtual Classroom to read the document excerpts for this writing practice activity. Then, answer the following questions.

1. Why did the movements for equality among African-Americans, students, and women become more radical during the 1960s?
2. Do you believe these groups were seeking equality within the existing order or were they attempting to transform American society?
3. What other groups during the 1960s and 1970s were inspired by these movements?

Chapter 27: Bush and Obama

One interesting way to study past presidents is to look at how their public approval ratings swayed during their terms of office. Follow the link in the Edgenuity Virtual Classroom to view a chart that tracks President George W. Bush's approval ratings from early 2001 to early 2008. Use your knowledge of his two terms to explain some of the increases and decreases reflected in the chart.

Since the chart only extends to early 2008, it does not include almost a full year of Bush's second term. Based on what you know about the financial crisis of late 2008 and early 2009, predict what happened to the ratings from late 2008 to early 2009 and discuss reasons for your response. A one-page answer required.

Chapter 27: Bush and Obama

In his campaign for the presidency, Barack Obama promised to address a number of issues, including healthcare reform, improving America's relations with the rest of the world, reducing America's dependence on foreign oil, and reviving the economy. Select one of these areas, or another significant challenge facing the nation, and conduct online research to see how President Obama has dealt with the problem. Do you think the steps he has taken have been appropriate and productive? Summarize your findings in approximately 150–200 words.

AP Test Practice: Final Exam

Content

Key historical events and key figures covered in this unit include, but are not limited to, domestic and foreign policy failures of the Kennedy administration; Bay of Pigs; Lee Harvey Oswald; Free Speech Movement; Miranda Rights; Chief Justice Earl Warren; Lyndon Johnson's war on poverty and the war in Vietnam; Neil Armstrong; Richard Nixon's rise to power and his resignation due to Watergate; Henry Kissinger's "Shuttle Diplomacy"; the successes and failures of the Carter administration; Stagflation; Environmental Protection Agency (EPA); Organization of Petroleum Exporting Countries; (OPEC); Caesar Chavez; the impact on foreign and domestic policy on the rise of Ronald Reagan and the "new right"; Strategic Arms Limitation Treaty; the challenges facing the United States as it begins a new century, the Bush and Obama presidencies, domestic and foreign policies of each; post-9/11 America; economic issues in the early 2000s; and challenges facing the Obama administration.

Direct Instruction:

- Imperial Presidency
 - ◇ John F. Kennedy (JFK)
 - ◇ Lyndon B. Johnson (LBJ)
 - ◇ Richard Nixon and Foreign Policy
 - ◇ Nixon and Domestic Issues
 - ◇ Gerald Ford, Jimmy Carter, and Ronald Reagan
 - ◇ Moving into a New Millennium
- George W. Bush and Barack Obama
 - ◇ The Bush Administration Post-9/11
 - ◇ The Obama Presidency