

# Advanced Placement U.S. History Syllabus

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## Curricular Requirements

**CR1a** The course includes a college-level U.S. history textbook.

- See pages 5, 7, 9, 11, 13, 15, 18, 20, 22

**CR1b** The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

- See pages 5, 7, 9, 11, 13, 15, 18, 20, 22

**CR1c** The course includes secondary sources written by historians or scholars interpreting the past.

- See pages 5, 7, 9, 11, 13, 15, 18, 20, 22

**CR2** Each of the course historical periods receives explicit attention.

- See pages 5, 7, 9, 11, 13, 15, 18, 20, 22

**CR3** The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

- See pages 8, 16, 18

**CR4** The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History Curriculum Framework.

- See pages 6, 8, 10, 12, 14, 16, 19, 21, 22

**CR5** The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation

- See pages 8, 12, 21, 23

**CR6** The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation

- See page 8, 12, 19

**CR7** The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. — Appropriate use of relevant historical evidence

- See page 8, 16

**CR8** The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation

- See page 14

**CR9** The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of continuity and change over time

- See pages 12, 19

**CR10** The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization

- See pages 7, 14

**CR11** The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison

- See pages 5, 19

**CR12** The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes — Contextualization

- See pages 7, 12, 16, 19, 21

**CR13a** The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past — Synthesis

- See pages 5, 10, 16

**CR13b** The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present — Synthesis

- See page 8, 21

## Themes

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

1. Identity (ID)
2. Work, Exchange, and Technology (WXT)
3. Peopling (PEO)
4. Politics and Power (POL)
5. America in the World (WOR)
6. Environment and Geography (ENV)
7. Ideas, Beliefs, and Culture (CUL)

## Historical Thinking Skills

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

- Chronological Reasoning
  - Historical Causation
  - Patterns of Continuity and Change Over Time
  - Periodization
- Comparison and Contextualization
- Crafting Historical Arguments from Historical Evidence
- Historical Interpretation and Synthesis

## Course Resources

**Course Textbook:** Foner, Eric. *Give Me Liberty! An American History*. Brief 4th ed. New York: Norton and Company, 2014.

**Primary Sources:** Students are exposed to a variety of visual and textual primary sources through course text, interactive elements, and assessments. In several cases, sources with differing perspectives on the same event or idea are presented together to give the student a better understanding of the diverse viewpoints present within the historical narrative. The specific sources used are listed below under their respective modules.

**Secondary Sources:** Secondary sources used in the course also include both visual and textual elements. The viewpoints of a number of historians are included, along with modern maps and graphic features. Comparisons are drawn between secondary sources to help students gain deeper insight into the concept of periodization and the historiography of events and time periods. The specific sources used are listed below under their respective modules.

Note: The only sources listed are those with which all students will interact. There are a large number of both primary and secondary sources used in multiple-choice questions and written exams which do not appear on this syllabus because, as a result of random question selection, they will not be visible to all students.

## Module 1: Period 1 1491–1607 and Period 2 1607–1754 [CR2]

### Textbook: [CR1a]

Chapters 1 through 4

Foner, Eric. *Give Me Liberty! An American History*. Brief 4th ed. New York: Norton and Company, 2014

### Primary Sources and Excerpts: [CR1b]

Image of 'Cliff Palace' from the Mesa Verde National Park

Journal of Christopher Columbus, entries dated 12-14 October, 1492

"General Description of Tenochtitlán" by Hernan Cortes

"Aztec Temples and Idols" by Cortes

"The Rule and Grandeur of Moctezuma" by Cortes

"Warrior of the Secotan Indians in North Carolina" watercolor painting by John White, 1585

Indenture contract of William Buckland, 1755

Edward Randolph's report of King Philip's War in New England, 1675

### Secondary Sources and Excerpts: [CR1c]

*After the Fact: The Art of Historical Detection* by James West Davidson and Mark Hamilton Lytle

*Good Wives, Nasty Wenches, and Anxious Patriarchs* by Kathleen M. Brown

*Indian History, Biography, and Genealogy: Pertaining to the Good Sachem Massasoit of the*

*Wampanoag Tribe, and His Descendants* by Ebenezer Weaver Peirce

### Essential Questions:

- Who lived in the Americas prior to European exploration and settlement?
- How did geography impact the way the American societies lived?
- What were the causes and effects of Spain's exploration and settlement of the New World?
- What was the response to European exploration and settlement in Central and South America?
- How was the colonization of America by the Spanish, French, Dutch and English similar and different?
- What were the causes of the Atlantic slave trade?
- How did the English slave system compare to the Spanish system?
- What are the similarities and differences among the English colonies?
- What was the Native American response to English colonization?
- Explain the economic relationship between the colonies and Europe.
- What role did religion play in the colonies?

### Activities:

Students will:

- explore an interactive map and primary sources related to early American societies
- learn a method for analyzing sources and work through interactives applying the method to visual and text sources
- analyze opposing primary and secondary sources, including images, related to the Valladolid Controversy to create a reasoned understanding of the time period [CR13a]
- organize their thoughts related to early colonization through interactive graphic organizers
- compare the way colonial labor systems developed between 1607 and 1754 in the different regions using primary and secondary sources [CR11]

- use background knowledge and a primary source to complete a multiple-choice interactive about King Philip's War
- from a list, students will identify people, events, and ideas from the module. They will use the historical thinking skills and themes to make connections between the terms in the list. This assignment focuses specifically on the themes of Work, Exchange, and Technology (WXT), Peopling (PEO), and America in the World (WOR) **[CR4]**

Assessments:

- Multiple choice questions – Students complete several lesson-level quizzes and a module-level exam that include stimulus-based items which use a variety of primary and secondary sources.
- Short-answer questions – Students choose between analyzing a map or a 17th century drawing to respond to a three-part question about the historical context and of the image and related social and political developments.
- Document-based questions – Students complete a template using primary sources to support the claims made in the Valladolid Debate. In a mini-DBQ, students determine how three text documents and could be used for as evidence to respond to a question about economic, religious, and political developments in the Atlantic World prior to 1750.

## Module 2: Period 3 1754—1800 [CR2]

### Textbook: [CR1a]

Chapters 4 through 8

Foner, Eric. *Give Me Liberty! An American History*. Brief 4th ed. New York: Norton and Company, 2014

### Primary Sources and Excerpts: [CR1b]

Declaration of Independence

*Common Sense* by Thomas Paine

*Plain Truth* by James Chalmers

Articles of Confederation

“The Looking Glass” cartoon by Amos Doolittle

*The Federalist Papers*

“Anti-Federalist #22”

George Washington’s *Farewell Address*

The letters of Hamilton and Jefferson

### Essential Questions:

- How did the increased settlement of Europeans, particularly the English, impact relations and alliances with Native American nations?
- What was the impact of the Seven Years’ War on relations between colonists and Indians?
- What was the impact of the Seven Years’ War on relations between colonists and Britain?
- How did the ideas of the Enlightenment and protestant evangelical religious fervor spur on the American Revolution?
- How did the Declaration of Independence reflect the colonists’ belief in the superiority of republican self-government based on the natural rights of the people?
- How effective was the new nation at dealing with domestic and foreign affairs under the Articles of Confederation?
- What were the major compromises of the Constitutional Convention?
- What were the major arguments for and against ratification of the Constitution?
- How could Washington’s presidency be considered divisive?
- Why did political parties develop and what positions did their members take on various economic, political, social, and foreign policy issues?

### Activities:

Students will:

- manipulate a timeline of events from the mid-1700s to determine various ways the Seven Years’ War can be classified into periods of time based on the aspects of events emphasized **[CR10]**
- explore the events and ideas of the colonial independence movement through an interactive timeline featuring primary sources, helping to put the movement within the broader context of world affairs **[CR12]**
- examine sections of the Declaration of Independence to determine how the document was influenced by events and ideas of the time period
- examine excerpts from the Articles of Confederation in relation to the challenges the new nation faced to determine the effectiveness of the government created by the document in handling these issues

- analyze a political cartoon and excerpts from several documents that relate to the ratification debate over the Constitution to interpret arguments for and against ratification **[CR6]**
- study an interactive map to recognize significant foreign policy events and their effects on the United States during the country's early years **[CR3]**
- from a list, students will identify people, events, and ideas from the module. They will use the historical thinking skills and themes to make connections between the terms in the list. This assignment focuses specifically on the themes of Identity (ID), Politics and Power (POL), and Ideas, Beliefs and Culture (CUL) **[CR4]**

Assessments:

- Multiple-choice questions – Students complete several lesson-level quizzes that include stimulus-based items which use a variety of primary and secondary sources.
- Short-answer questions – Students will choose between two options, both of which require analysis of excerpts from *Common Sense* and *Plain Truth* to answer a three-part question, attending to point of view and argument. **[CR7]**
- Long essay questions – Students choose between two long essay questions related to the Articles of Confederation and create a summary outline in response to the chosen prompt. Students also complete a full response to a long essay question, choosing between prompts about the influences, events, and documents of the revolutionary period and the early republic. To complete the long essay students must state a relevant thesis that directly addresses all parts of the question, support their argument with three pieces of evidence, using specific examples, and apply the historical thinking skills as directed by the question. Students will also synthesize the elements above into an essay that extends their argument and connects it to a different historical context, or connects it to a different category of analysis. **[CR5, 13b]**

## Module 3: Period 4 1800—1848 [CR2]

### Textbook: [CR1a]

Chapters 8 through 12

Foner, Eric. *Give Me Liberty! An American History*. Brief 4th ed. New York: Norton and Company, 2014

### Primary Sources and Excerpts: [CR1b]

“Ograbme!” political cartoon by Alexander Anderson, 1807

“Plain Sewing Done Here” political cartoon by David Claypoole Johnston, 1834

“King Andrew the First” political cartoon by an unknown artist, 1832

“Characteristics of the Early Factory Girls” in *Loom and Spindle, or Life among the Early Mill Girls* by

Harriet Robinson, 1898

Lagonda Agricultural Works print, c. 1859

Speech by U.S. Representative Peter Buell Porter, 1810

Letter from David Shriver, Jr., Superintendent of the Cumberland Road (later the National Road) to the Secretary of the Treasury, dated January 14, 1812

Andrew Jackson’s *Annual Message to Congress*, 1829

“Our Hearts Are Sickened” Letter to Congress by Cherokee Chief John Ross, 1836

### Secondary Sources and Excerpts: [CR1c]

First trip of Fulton’s steamboat to Albany print, c. 1907

Chart showing cotton production and slaves in 1800 and 1860 using data from the Mississippi Historical Society

*Factory Tracts: Factory Life As It Is*, Number One, by an operative of the Lowell Female Labor Reform Association, 1845

"Mormonism and the American Mainstream" by Donald Scott, Professor of History, 2004

### Essential Questions:

- What changes and continuities in democracy did Americans experience between 1800 and 1848?
- To what extent did regional identity and the national debate over federal vs state power shape the new nation's understanding of the Constitution and the rights of individuals?
- What were the changes and continuities in the elements of the new national culture that emerged between 1800 and 1848?
- To what extent did the Second Great Awakening and romanticism create the impetus for reform?
- How were the roles of women and African Americans challenged and changed in an expanding democracy?
- What were the causes of the market revolution?
- How did innovation in technology and the First Industrial Revolution alter the ways that people made their living?
- To what extent did the market revolution have an impact on politics, society, population movements, and economies?
- How did the Industrial Revolution and the labor movement in the early 1800s expand the meaning of freedom to include economic freedom for workers?
- What were the motives for various U.S. land acquisitions between 1800 and 1848?

- To what extent did different groups champion or resist the expansions of territory and federal government power in the 1800s?
- Why did the expansion of American territory heighten tension between the North and South over the issue of slavery?
- How did expansion impact those living on the frontier, including American Indians?
- In what ways did American Indians attempt to resist expansion efforts?

Activities:

Students will:

- examine the changes and continuity of states' rights, voting practices, and federal power on democracy in first half of the 19th century
- analyze political cartoons and apply the information gathered to answer a historical question.
- complete a chart to examine resistance to cultural movements of the early to mid-1800s
- categorize the characteristics of the Market Revolution in an interactive activity
- examine opposing primary and secondary sources related to early factory work to construct a persuasive understanding of the differing perspectives on the time period **[CR13a]**
- explore an interactive map to learn about changes to the United States resulting from foreign treaties and other federal actions by the middle of the 19th century
- from a list, students will identify people, events, and ideas from the module. They will use the historical thinking skills and themes to make connections between the terms in the list. This assignment focuses specifically on the themes of Work, Exchange, and Technology (WXT), Politics and Power (POL), and Ideas, Beliefs, and Culture (CUL) **[CR4]**

Assessments:

- Multiple choice questions – Students complete several lesson-level quizzes and a module-level exam that include stimulus-based items which use a variety of primary and secondary sources.
- Document-based questions – Students choose between two political cartoons and analyze their selected image for its value in determining the attitudes Americans held toward Andrew Jackson and democracy. Students analyze multiple sources to create a response to a document-based question about the effects of the Market Revolution.

## Module 4: Period 5 1844—1877 [CR2]

### Textbook: [CR1a]

Chapters 13 through 15

Foner, Eric. *Give Me Liberty! An American History*. Brief 4th ed. New York: Norton and Company, 2014

### Primary Sources and Excerpts: [CR1b]

“American Progress” painting by John Gast, 1872

President James K. Polk’s message to Congress, May 11, 1846

Debate in the House of Representatives by Rep. Joshua Giddings from, May 13, 1846

“Whig Harmony” political cartoon by James Baillie, 1848

Speech by Sen. Thomas Corwin, February 11, 1847

Abraham Lincoln’s “Spot Resolutions,” 1847

Interview with Julia Francis Daniels, a formerly enslaved person

“The Union as It Was” political cartoon by Thomas Nast, 1874

### Secondary Sources and Excerpts: [CR1c]

*Ordeal of the Union: Fruits of Manifest Destiny 1847–1852* by Allan Nevins, 1947

Maps of the Barrow Plantation in 1860 and 1881

### Essential Questions:

- What were the driving factors and philosophies behind America's westward expansion in the middle of the 19th century?
- How did the search for opportunity and riches exacerbate tensions between American Indians and settlers?
- What were the differences between Northern and Southern societies that made compromise over expansion so difficult?
- What were the abolitionist arguments against slavery? What were the counterarguments made by slavery defenders?
- How did the federal government increase tensions over slavery?
- What were the goals of the North and South in the Civil War and how did they change throughout the course of the war?
- What were the main elements of the presidential and congressional reconstruction plans?
- In what ways did Reconstruction alter the relationship between the three branches of government and between the federal government and the states?
- What were the successes and failures of Reconstruction?
- How did African Americans win and lose politically, socially, and economically during Reconstruction?
- How were women's rights leaders and organizations both emboldened by and divided over the 14th and 15th Amendments?

### Activities:

Students will:

- examine political speeches to examine opposing arguments related to the Mexican-American War and territory gained from Mexico [CR13a]

- analyze changes and continuities related to politics, society, and the economy from 1820 to 1865 and their relationship to the conflict over slavery as related to the themes Politics and Power (POL) and Ideas, Beliefs, and Culture (CUL) **[CR9]**
- study maps of the presidential elections of 1852, 1856, and 1860 to look for evidence of growing sectionalism
- examine image sources to compare resources between the Union and the Confederacy and identify sites of Civil War battles
- identify the characteristics and effects of Presidential and Radical Reconstruction through a video and several charts, and analyze primary sources from the period to evaluate the changes in society from the 1865 through 1877 **[CR6, CR12]**
- explore events in the women’s rights movement through an interactive timeline
- from a list, students will identify people, events, and ideas from the module. They will use the historical thinking skills and themes to make connections between the terms in the list. This assignment focuses specifically on the themes of Identity (ID), Environment and Geography (ENV), and America in the World (WOR) **[CR4]**

Assessments:

- Multiple choice questions – Students complete several lesson-level quizzes and a segment-level exam section that include stimulus-based items which use a variety of primary and secondary sources.
- Short-answer questions – Students will respond to a short answer question about Manifest Destiny and the Mexican-American War, which requires analysis of a primary source, or about the Wilmot Proviso, which requires analysis of a secondary source.
- Long essay questions – Students will respond to a long essay question about the Civil War and Reconstruction period by creating a summary outline.
- Document-based questions – Students will receive a randomly selected prompt from a bank of document-based questions covering various time periods from pre-contact to 1877. Students will state a relevant thesis that directly addresses all parts of the question and will focus their analysis of each document on at least one of the following: intended audience, purpose, historical context, or point of view. **[CR5]**

## Module 5: Period 6 1865—1898 [CR2]

### Textbook: [CR1a]

Chapters 16 through 17

Foner, Eric. *Give Me Liberty! An American History*. Brief 4th ed. New York: Norton and Company, 2014

### Primary Sources and Excerpts: [CR1b]

Writings and images from the work of Jacob Riis, c. 1901

*What the Social Classes Owe to Each Other* by William Graham Sumner, 1883

A jailhouse interview with William M. “Boss” Tweed, 1877

“The great fear of the period That Uncle Sam may be swallowed by foreigners: The problem solved.”

political cartoon, c. 1860s

Newspaper help wanted ads, c. 1909

*The Significance of the Frontier in American History* by Frederick Jackson Turner, 1893

William Jennings Bryan’s “Cross of Gold” speech, 1896

Illustration “Gift for the Grangers” broadside, c. 1873

Circular of the National Grange of the Patrons of Husbandry, 1868

“The Populist Paul Revere” political cartoon, 1904

“Next!” political cartoon about the Standard Oil Company, 1904

“The Ten Commandments of the Grange” printed in the *Oshkosh Weekly Times*, 16 December 1874

Populist Party Platform, 1892

Interstate Commerce Act, 1887

### Secondary Sources and Excerpts: [CR1c]

*Boss Tweed: The Rise and Fall of the Corrupt Pol Who Conceived the Soul of Modern New York* by Kenneth D. Ackerman, 2005

*A Documentary History of the United States* by Richard D. Heffner, 2013 ed.

Chart of the value of cereal crops per bushel from 1870 through 1900 using data from the *Statistical Abstract of the United States*, 1900 (adapted)

### Essential Questions:

- What factors facilitated the transformation of the United States from an agricultural to an increasingly industrial and urban society in the Gilded Age?
- How did industrialization affect the political, social, and economic fabric of late 19th century America?
- How did cultural and intellectual movements challenge the social and economic order of the Gilded Age?
- How did the wave of international migrants from Southern and Eastern Europe and Asia challenge the idea of what it meant to be American?
- How did the rise of big business and government corruption result in a call for political, social, and economic reform in the late 19th century?
- How did reformers attempt to address inequalities experienced by women, migrants, and minorities during the Gilded Age?
- How successful were unions in effecting change for workers in the late 19th century?
- How did the closing of the western frontier shape American Indian identity?
- How did westward migration, new systems of farming and transportation, and economic instability lead to political and popular conflicts in the late 19th century?

### Activities:

Students will:

- explore the characteristics of the Second Industrial Revolution and categorize its features in an interactive activity
- explore the concepts of historiography and periodization by looking at ways various historians have defined the time period known as the Gilded Age and determine which model of periodization they believe most valid. **[CR10]**
- examine and analyze a variety of primary and secondary sources related to international migration during the Gilded Age to determine the causes of the migrations and its effects on American society **[CR8]**
- explore a map interactive of events involving American Indians from the middle to end of the 19th century
- examine graphic organizers to get a visual representation of vertical and horizontal integration and the cycle of debt facing many farmers during the period
- analyze excerpts from Bryan’s “Cross of Gold” speech to understand its impact on the audience
- from a list, students will identify people, events, and ideas from the module. They will use the historical thinking skills and themes to make connections between the terms in the list. This assignment focuses specifically on the themes of Ideas, Beliefs, and Culture (CUL), Peopling (PEO), and Environment and Geography (ENV). **[CR4]**

### Assessments:

- Multiple choice questions – Students complete several lesson-level quizzes and a module-level exam that include stimulus-based items which use a variety of primary and secondary sources.
- Short-answer questions – Students will respond to one of two short answer questions, choosing between the Tweed Ring, which requires analysis of a primary and a secondary source, and Social Darwinism, in which students analyze a primary source, attending to audience, point of view and context.
- Long essay questions – Students respond to one of two long essay questions about reform movements in the Gilded Age by completing a summary outline.
- Document-based questions – Students analyze the effectiveness of several documents in responding to a prompt about farmers during the Gilded Age.

## Module 6: Partial Period 7 1890—1930 [CR2]

### Textbook: [CR1a]

Chapters 18 through 20

Foner, Eric. *Give Me Liberty! An American History*. Brief 4th ed. New York: Norton and Company, 2014

### Primary Source and Excerpts: [CR1b]

Mark Twain in the *New York Herald*, October 15, 1900

"The Strenuous Life" speech by Theodore Roosevelt, 1899

Andrew Carnegie in a letter published by the Anti-Imperialist League, 1898

Speech by Samuel Gompers, President of the American Federation of Labor, 1898

"Frontier Thesis" by Frederick Jackson Turner, 1893

Illustration "If They'll only Be Good," from *Puck* magazine, January 31, 1900

Illustration "Declined with Thanks," from *Puck* magazine, September 5, 1900

Editorial cartoon "The Big Type War of the Yellow Kids," by Leon Barritt, 1898

Illustration "The Flag must 'stay put'," from *Puck* magazine, June 4, 1902

Illustration "Last stand of the anti-imperialist," from *Puck* magazine, August 27, 1902

Platform of the Anti-Imperialist League, 1899

Political cartoon related to Philippine-American War, c.1899–1902

President William McKinley in a speech where he discusses developments in the Philippines, 1899

*Houston Daily Post*, headlines related to *USS Maine* incident, 1898

President Woodrow Wilson in his speech to the Senate regarding the Treaty of Versailles, July 10, 1919

Henry Cabot Lodge in a Senate speech opposing the League of Nations, February 28, 1919

Photograph of a storefront advertising available credit and new consumer products, c. 1920s

Broadside illustration related to anti-lynching campaign, Committee on Public Affairs, 1922

A. Philip Randolph in "Our Reason for Being," 1919

Photograph "Completed Model T Ford motorcars await delivery," 1925

Quote from Theodore Roosevelt regarding trusts, 1902

Poster "Beat Back the Hun with Liberty Bonds," U.S. Food Administration, c. 1918

*The Influence of Sea Power Upon History* by Alfred T. Mahan, 1890

Eugene Debs in a court statement, 1918

### Secondary Sources and Excerpts: [CR1c]

"The Scopes Trial" essay by Christopher Armstrong and Grant Wacker

### Essential Questions:

- Who were the Progressives?
- What critiques of American life were offered by the Progressives?
- How successful were the reforms the Progressives championed?
- Where and how did America imperialize at the turn of the century?
- In what ways were arguments for and against U.S. imperialism similar to and different from the arguments relating to Manifest Destiny?
- How did events and beliefs during the period 1914-1920 shape U.S. foreign policy?
- How did World War I change the American home front?
- How did World War I affect African Americans, women, and other minorities?
- How did America's experience in World War I result in isolation from international affairs?

- How did technology and changing demographics result in conflicts and cultural expression in the 1920s?
- To what extent were African Americans integrated into the mainstream culture during the 1920s?
- How did the literature of the 1920s reflect the period's cultural values?
- What factors caused people to migrate/immigrate to, or migrate within the U.S. during the early part of the 20th century?
- What challenges did migrants face?
- What were the major arguments for and against immigration restriction in the 1920s?

#### Activities:

Students will:

- use a graphic organizer to describe key events and legislation related to trustbusting and economic regulation
- explore differing approaches governments can take toward foreign relations and then categorize the actions taken by the United States in specific events from the end of the 18th century to the beginning of the 20th century **[CR3]**
- examine textual primary sources to gain insight into the arguments for and against imperialism around the turn of the 20th century
- analyze several political cartoons related to the debate over U.S. expansion and yellow journalism to determine the artist's purpose, argument, and point of view **[CR7]**
  - Illustration "If They'll only Be Good," from *Puck* magazine, January 31, 1900
  - Illustration "Declined with Thanks," from *Puck* magazine, September 5, 1900
  - Editorial cartoon "The Big Type War of the Yellow Kids," by Leon Barritt, 1898
  - Illustration "The Flag must 'stay put'," from *Puck* magazine, June 4, 1902
  - Illustration "Last stand of the anti-imperialist," from *Puck* magazine, August 27, 1902
- investigate specific events on the home front and in Europe through an interactive timeline of World War I, applying the insights gained to an overall understanding of the role of the United States in the conflict **[CR12]**
- Analyze the contradictory arguments of President Wilson and Henry Cabot Lodge regarding the Versailles Treaty and use secondary source information from historian Richard Heffner to construct a reasoned understanding of the past **[CR13a]**
- view a video presentation demonstrating how to apply analysis of sources to argument writing
- from a list, students will identify people, events, and ideas from the module. They will use the historical thinking skills and themes to make connections between the terms in the list. This assignment focuses specifically on the themes of America in the World (WOR), Work, Exchange, and Technology (WXT), and Identity (ID) **[CR4]**

#### Assessments:

- Multiple choice questions – Students complete several lesson-level quizzes that include stimulus-based items which use a variety of primary and secondary sources.
- Short-answer questions – For the first short answer question, students choose between a question about imperialism and one about foreign policy. In both cases students will analyze both a visual and a textual primary source to answer the questions. The module concludes with an exam consisting of four short-answer questions randomly selected from a larger bank of items about imperialism, the Progressive Movement, World War I, migration, and the United States in the 1920s.

- Document-based questions – Students view a variety of textual and visual sources, choosing two to help develop and refine a thesis statement responding to a document-based question prompt about culture in 1920s America.

## Module 7: Partial Period 7 1930—1945 [CR2]

### Textbook: [CR1a]

Chapters 20 through 22

Foner, Eric. *Give Me Liberty! An American History*. Brief 4th ed. New York: Norton and Company, 2014

### Primary Sources and Excerpts: [CR1b]

Executive Order 9981, 1948

U.S. Army memo “Facts concerning 442 Infantry,” April 4, 1945

“Tokio Kid Say” poster by Office of War Information, c. 1942–1945

L.R. Groves in U.S. Secretary of War Memo “Atomic Fission Bombs,” April 23, 1945

George L. Harrison in U.S. War Department Memo related to atomic bomb development, June 26, 1945

“WAAC—This Is My War Too” poster by Office of War Information, c. 1942–1945

The memoirs of Admiral William D. Leahy *I Was There*, 1950

“Graph of U.S. Unemployment Rate, 1930-1945,” U.S. Bureau of Labor Statistics

New Deal-era poster related to planned housing developments, c. 1936

“The Only Way We Can Save Her” WWII-era political cartoon

“P.W.A. in Action” map illustration, Public Works Administration, 1935

### Secondary Sources and Excerpts: [CR1c]

Interview of Peggy Terry, a woman who worked in a munitions factory during WWII, first published by Studs Terkel in *Race: How Blacks and Whites Think and Feel About the American Obsession*, 1992

*The Age of Roosevelt: The Coming of the New Deal* by Arthur M. Schlesinger, Jr., 1959

*Franklin D. Roosevelt and the New Deal* by William E. Leuchtenberg, 1963

### Essential Questions:

- What were the causes of the Great Depression?
- How did initial government response to the depression aid or hinder recovery?
- To what extent was the New Deal successful in solving the problems of the Great Depression?
- What were the largest shortcomings of the New Deal and who were the greatest voices of discontent?
- In what way(s) did the role of government change as a result of the Great Depression?
- What continuities and changes were evident in U.S. foreign policy between the end of World War I and the beginning of World War II?
- How was America's response to World War II similar to its response to World War I at home and abroad?
- What were the causes of tension among the Allies?
- What factors led to an Allied victory and the advancement of democratic ideals worldwide?
- How did World War II transform U.S. society?

### Activities:

Students will:

- watch a video and study several textual and visual sources related to the Great Depression and analyze the U.S. government's early response to the financial crisis [CR3]
- use their understanding of New Deal to categorize legislation as part of either the relief, recovery, or reform effort

- Analyze large map detailing Public Works Administration projects in every state to compare the reach and scope of New Deal legislation **[CR11]**
- identify differing interpretations on the of the New Deal using excerpts from historians Arthur M. Schlesinger, Jr. and William E. Leuchtenberg and evaluate the extent to which each views the legislation as radically transforming American Society. **[CR6]**
- compare the two theaters of World War II before delving into a timeline detailing the events in both locations and also including a review of the diplomatic measures taken by the nations involved in the conflict to determine how actions in one area affected the others **[CR12]**
- examine the mobilization efforts for both world wars and determine the continuities and changes in American response to worldwide conflict as related to the theme of America's place in the world (WOR) **[CR9]**
- from a list, students will identify people, events, and ideas from the module. They will use the historical thinking skills and themes to make connections between the terms in the list. This assignment focuses specifically on the themes of Work, Exchange, and Technology (WXT), America in the World (WOR), and Environment and Geography (ENV) **[CR4]**

Assessments:

- Multiple choice questions – Students complete several lesson-level quizzes and a module-level exam that include stimulus-based items which use a variety of primary and secondary sources.
- Short-answer questions –Students choose between responding to a short-answer question about the Manhattan Project or one on the treatment of Japanese Americans during World War II, both of which require analysis of primary sources.
- Long essay questions – Students respond to one of two prompts about the scope and effectiveness of the New Deal.

## Module 8: Period 8 1945—1980 [CR2]

### Textbook: [CR1a]

Chapters 22 through 26

Foner, Eric. *Give Me Liberty! An American History*. Brief 4th ed. New York: Norton and Company, 2014

### Primary Sources and Excerpts: [CR1b]

Still image from a scene in the television show *Leave it to Beaver*, c. 1957–1963

*The Other America* by Michael Harrington, 1962

Chart of the U.S. Unemployment Rate from 1955–1975, U.S. Bureau of Labor Statistics

Chart of public opinion data related to perceived trust in government from 1958–1974

U.S. Supreme Court majority opinion in *Gideon v. Wainwright*, 1963

U.S. Supreme Court majority opinion in *Jones v. Mayer*, 1968

Photograph of Phyllis Schlafly and other activists during anti-ERA demonstration in 1977

Photograph of American soldiers assisting a wounded soldier during the Vietnam conflict

Excerpt from the Statement of U.S. Position on China by Secretary of State Dean Acheson, August 5, 1949

Photograph of an American family in their living room, c. 1950s

Resignation speech of President Richard Nixon, 1974

U.S. Supreme Court majority opinion in *Swann v. Charlotte-Mecklenburg*, 1971

U.S. Supreme Court majority opinion in *University of California v. Bakke*, 1978

### Secondary Sources and Excerpts: [CR1c]

Modern map of progression of Korean War

Modern maps related to Vietnam conflict

*The Unfinished Journey: America Since World War II* by William Chafe, 2010

*The Unfinished Nation: A Concise History of the American People Vol. 2* by Alan Brinkley, 2010

### Essential Questions:

- What theories guided U.S. foreign policy throughout the Cold War?
- How did the United States work to stem the spread of Communism during the administrations of presidents Truman through Carter?
- What were the ideological, military, and economic concerns that shaped U.S. involvement in Asia and the Middle East?
- How did fear of Communism affect American lives?
- How did postwar prosperity alter American society politically, socially, and economically?
- How did rapid economic, demographic, and technological changes in the postwar period impact U.S. society?
- What legal and political successes were achieved by civil rights activists and political leaders?
- How did students and young people change the civil rights movement in the 1960s?
- To what extent did the success of the civil rights movement galvanize similar movements for women, American Indians, Latinos, and homosexuals in the 1970s? What were the similarities and differences among these movements?
- To what extent did the role of women change from 1950s through the 1970s?
- To what extent was the Great Society an extension of the New Deal?
- How is liberalism a term that defines the politics of America in the 1960s and 1970s?
- How did the liberal ideas of postwar America result in a conservative movement in the U.S.?

- How did the events of the 1960s and 1970s contribute to a crisis of confidence in the government and a debate on the role government?

Activities:

Students will:

- use maps to trace the development of the conflicts in Korea and Vietnam, looking at dates and locations of key events and then complete a graphic organizer comparing U.S. involvement in the two conflicts
- place events in the Middle East by date and location through a map interactive to better understand the role of the United States in world affairs following World War II **[CR12]**
- consider the different types of action undertaken during the Civil Rights Movement – direct action, nonviolent protest, legal action – and how they influenced the course and consequences of the movement
- use primary and secondary sources, along with a timeline, to investigate the ways minority groups fought for equal rights in the 1950s to 1970s
- compare the goals and effectiveness of the New Deal (1930s) with those of the Great Society (1960s) to determine how the Great Society was influenced by the New Deal’s successes and failures. **[CR13b]**
- examine prominent Supreme Court cases of the 1960s to learn about the effects of the Warren Court’s decisions
- analyze a graph showing American confidence in the federal government and use their knowledge of historical events to explain the trends shown in the graph
- from a list, students will identify people, events, and ideas from the module. They will use the historical thinking skills and themes to make connections between the terms in the list. This assignment focuses specifically on the themes of Peopling (PEO), Ideas, Beliefs and Culture (CUL), and Politics and Power (POL) **[CR4]**

Assessments:

- Multiple choice questions – Students complete several lesson-level quizzes that include stimulus-based items which use a variety of primary and secondary sources. **[CR1b, CR1c]**
- Short-answer questions – Students choose between two short-answer questions, responding to one about the Great Society or one specifically about the War on Poverty, both of which require analysis of primary sources.
- Long essay questions – For the first long essay question, students respond to one of two prompts about the effectiveness of the Civil Rights Movement by creating a summary outline. The module culminates in a long essay exam in which students respond to one of two long essay prompts, which are randomly selected from a bank that includes prompts about the Cold War and the Great Society. To complete the long essay students must state a relevant thesis that directly addresses all parts of the question, support their argument with three pieces of evidence, using specific examples, and apply the historical thinking skills as directed by the question. Students will also synthesize the elements above into an essay that extends their argument and connects it to a different historical context or time period, or connects it to a different category of analysis. **[CR5, 13b]**

## Module 9: Period 9 1980—Present [CR2]

### Textbook: [CR1a]

Chapters 26 through 28

Foner, Eric. *Give Me Liberty! An American History*. Brief 4th ed. New York: Norton and Company, 2014

### Primary Sources and Excerpts: [CR1b]

Quote from Arvid Laingen, brother of a victim of the Iran hostage crisis, in "Minnesota Relatives of Hostages Differ Sharply on Rescue Mission," *Minneapolis Tribune*, c. April 1980

### Secondary Sources and Excerpts: [CR1c]

Excerpt from Grant Wacker in essay "The Christian Right"

### Essential Questions:

- To what extent did conservatism shape the American political, social, and economic landscape of the modern period?
- In what ways were the 1980s similar to the 1920s and 1950s?
- What were the continuities and changes in U.S. foreign policy from Reagan to the present?
- How did challenges in other parts of the world help reshape U.S. foreign policy?
- How and why did immigration policy change between 1965 and the present?
- How did changes in policy alter America in the late 20th century?
- How has globalization affected America?
- How have social trends of the past 30 years affected the American present?

### Activities:

Students will:

- explore an interactive map of foreign conflicts that took place during the Reagan administration to analyze the application of the Reagan Doctrine. This is followed by the study of an additional map detailing significant foreign policy events from the late 1980s through the early 2000s, so that students are able to grasp the continuities and changes in American foreign policy [CR12]
- review graphics related to migration and population to understand changes in American society and to give context to changing immigration laws from the 1960s to the 2000s
- watch a video and review primary and secondary sources related to modern issues including wealth disparity, offshoring and outsourcing, environmental concerns, and technology
- from a list, students will identify people, events, and ideas from the module. They will use the historical thinking skills and themes to make connections between the terms in the list. This assignment focuses specifically on the themes of America in the World (WOR), Work, Exchange, and Technology (WXT), and Politics and Power (POL) [CR4]

### Assessments:

- Multiple choice questions – Students complete several lesson-level quizzes and a segment-level exam section that include stimulus-based items which use a variety of primary and secondary sources.
- Document-based questions – In the second section of the segment exam, students will receive a randomly selected prompt from a bank of document-based questions covering various time periods from 1865 to the present. Students will state a relevant thesis that directly addresses all

parts of the question and will focus their analysis of each document on at least one of the following: intended audience, purpose, historical context, or point of view. **[CR5]**

- Practice exam – The AP-style practice exam covers the breadth of course, including all nine time periods of the AP framework and all four types of exam questions. All exam questions, multiple-choice, short response, document-based, and long essay, are modeled on the specifications of the AP framework.