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Curricular Requirements

- CR1a The course includes a college-level U.S. history textbook.
- See page 2
- CR1b The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.
- See page 4
- CR1c The course includes secondary sources written by historians or scholars interpreting the past.
- See page 3
- CR2 Each of the course historical periods receives explicit attention.
- See pages 3, 4, 6, 7, 8, 9, 10, 11, 12
- 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 page 5
- 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 5, 6, 8, 9, 12, 13
- 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 5, 9
- CR6 The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation
- See page 4
- 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 7
- CR8 The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation
- See page 8
- 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 page 9
- CR10 The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization
- See page 11
- CR11 The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison
- See page 13



Curricular Requirements

- 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 page 11
- 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 page 10
- 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 6

Advanced Placement U.S. History

Advanced Placement U.S. History is a college-level introductory course which examines the nations' political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches are employed and a college-level textbook is supplemented by primary and secondary sources.

Each unit will contain the following activities:

Lecture and discussion of topics: Students will participate in discussions based on course topics. Reading quiz content is embedded in class discussions.

Primary Source Analysis: Students analyze primary sources using notecards on which they identify, analyze, and evaluate each of the sources. Students analyze the sources for two or more of the following features: historical context, purpose and intended audience, the author's point of view, type of source, argument and tone. (Appropriate use of historical evidence.)

Author's Thesis Paper and ATP 2: Students are provided with opposing viewpoints expressed in either primary or secondary source documents, and in writing, must determine the following:

The Thesis:

- What is the main argument of each author?

The Evidence:

- Looking at the supporting evidence, analyze whether they are logically interpreted by the authors. Do they clearly support the thesis?

Critical Analysis:

- What do the sources add to your own understanding of the topic?
- What points are strongly made and well documented?

Final Analysis: (Your opinion is expressed here without the use of any form of the pronoun "I".)

- Which of the sources makes the most convincing case and why?

For each source, complete the thesis, evidence, and critical analysis sections.

You Be the Judge and YBTJ 2: Students analyze disparate primary source documents on the same topic. Students then compare and contrast the viewpoints expressed in the documents, and—supported by the evidence presented, and in the context of the historical period—determine which authors made the better case.

History in the Making Assignments: Students will compare how the issues they are studying were covered by American history textbooks in the past. They will then assess the extent to which earlier interpretations differ from that presented in their text.

DBQ Deconstruction: Students, working in groups, will read the sources from and debate the question posed by the DBQ.

Six Degrees of Separation: Students will be provided with two events spanning decades, but related by their theme. They will select six events in chronological order that link the first event in the series with the last. Students will write the name of each selected event, and use their research and knowledge of the time period to create an argument to support the events selected. Students must emphasize both cause and effect and/or demonstrate continuity or change over time in their linking. There will be at least one Six Degrees assignment per unit. Some events can and will include environmental impact data. This assignment provides students with the opportunity to observe continuity and change over time.

Chronological Reasoning Lesson: Students are provided with ten events, in no particular chronological order, which they will then place in order, naming the decade in which each occurred.

Students will complete the exercise by providing the following:

1. Identify the period in which these occur;
2. Identify continuity and change over time exemplified by the selections; and
3. Identify the theme(s) under which these issues and developments might be categorized.

Celebration of Knowledge: An exam, known as a Celebration of Knowledge, will be given at the end of each unit. The exam will have three components: analytical multiple choice questions (MC), analytical short answer questions (SA), and either a free response essay (FRQ) or a document based question (DBQ). Each component of the exam will emphasize the application of historical thinking skills to answer the question. Information from prior units is often a critical component of the response.

These activities are organized around AP U.S. History’s seven major themes—Identity (ID); Work, Exchange and Technology (WXT); Peopling (PEO); Politics & Power (POL); America in the World (WOR); Environment and Geography—Physical & Human (ENV); and Ideas, Beliefs and Culture (CUL)—and are designed to develop the student’s historical thinking skills.

Grading Criteria

Students’ grades will be determined by teachers, peers, and self-evaluation. Students are responsible for keeping track of their own grades. Graded work will include reading quizzes, logs, unit exams, revised writings, and projects. Specific assignments and activities are described in the unit outline below.

Reading Quizzes: Students will periodically take “reading quizzes” on the chapter assignments, usually every Monday. These quizzes are integrated into class discussions.

Primary Textbook

The American Pageant, David M. Kennedy, Lizabeth Cohen, and Thomas A Bailey, 14th ed., Wadsworth/Cengage, 2010. [CR1a]

[CR1a]—The course includes a college-level U.S. history textbook.

Primary Sources

- American Issues: A Documentary Reader*; Charles M. Dollar and Gary W. Reichard, 1st ed., Random House, 1988.
- For the Record, Vol. 1 and 2*, David Shi and Holly Mayer, W. W. Norton, 2004.
- Opposing Viewpoints, Vol. 1 & 2*, William Dudley and Thomson Gale, 2007.
- The American Spirit: United States History as Seen by Contemporaries, Vol. 1 & 2*, Thomas A. Bailey and David M. Kennedy, 6th ed., D. C. Heath & Co., 1987.

Secondary Sources [CR1c]

- A People's History of the United States*, Howard Zinn.
- A Sense of History*, ed. American Heritage, IBOOKS Inc., 2003.
- American Colonies: The Settling of North America*, Alan Taylor, Penguin Books, 2001.
- Conflict and Consensus in American History*, edited by Allen F. Davis and Harold D. Woodman, D. C. Heath and Co., 1984.
- Dave Barry Slept Here*, Dave Barry, Ballantine Books, 1995.
- From Slavery to Freedom, 8th ed.*, John Hope Franklin and Alfred A. Moss, Jr., Alfred A. Knopf, New York, 2003.
- Historical Moments: Changing Interpretations of America's Past, Vol. 1 & 2*, Jim McClellan, 1st ed., Dushkin McGraw-Hill, 2000.
- Historical Viewpoints, Vol. 1 & 2*, edited by John A. Garraty, 9th ed., Longman Publishers, 2003.
- History In the Making*, Kyle Ward, New Press, 2007.
- Only Yesterday*, Frederick Lewis Allen, Harper Perennial, 2000.
- Portrait of America, Vol. 1 & 2*, Stephen B. Oates, 7th ed., Houghton Mifflin, 1999.
- The 9/11 Report: A Graphic Adaptation*, Sid Jacobson and Ernie Colon, Hill and Wang, 2006.
- The American Presidency*, edited by Alan Brinkley, 1st ed., Houghton Mifflin Harcourt, 2005.
- The History of Women in America*, Carol Hymowitz and Michaela Weissman, Bantam Doubleday, New York, 1990.

[CR1c]—The course includes secondary sources written by historians or scholars interpreting the past.

Unit 1: 1491-1607 - The American Pageant, Chapters 1-3 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content: Geography and environment; Native American diversity in the Americas; Spain in the Americas; conflict and exchange; English, French, and Dutch settlements; and the Atlantic economy.

Primary Source Analysis: Notecards for Primary Sources Theme

Sources: Woodcuts from the settling of Jamestown and photos of Native American jewelry and pottery; “Letter to Luis de Santangel;” a letter describing native americans; and a map of American Indian pre-1492 demographics.

[CR1b]

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

Author’s Thesis Paper and ATP 2: Students read an excerpt from “1491” by Charles C. Mann, an excerpt from Howard Zinn’s *A People’s History of the United States*, and an excerpt from William Bennett’s *America: The Last Best Hope*. Using evidence and analysis from these materials, students will write an essay in response to the question, “Were the conquistadores immoral?” **[CR6]**

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

You Be the Judge and YBTJ 2: Documents: John Marston from Eastward Ho vs. The Tragical Relation of the Virginia Assembly (1624).

History in the Making Assignments: Kyle Ward’s *History in the Making*, Chapter 1 “Native American Relations with the New Colonists” and Chapter 5 “Captain John Smith and Pocahontas.”

DBQ Deconstruction: Teacher created DBQ on the Columbian Exchange.

Six Degrees of Separation: From 1491 to Jamestown.

Unit I Celebration of Knowledge: Six multiple choice questions, two short answer questions, and one teacher created FRQ on Indian/settler interaction.

Unit 2: 1607-1754 - The American Pageant, Chapters 2-4 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content: Growing trade; unfree labor; political differences across the colonies; conflict with Native Americans; immigration; early cities; role of women, education, religion and culture; and growing tensions with the British.

Primary Source Analysis: “Sinners in the Hands of an Angry God” by Jonathan Edwards; an indentured servant’s letter home; Bacon’s Manifesto; The Maryland Toleration Act; a letter about Small Pox Inoculation; map of a Puritan town; painting of a colonial Virginia tobacco farm; and colonial export chart broken down by region and products.

[CR1b]

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

Author’s Thesis Paper and ATP 2: Students read “The Puritans and Sex” by Edmund Morgan, “Persistent Localism” by T. H. Breen, and “When Cotton Mather Fought the Smallpox” by Dr. Laurence Farmer. Then, working in groups, students develop a class presentation that analyzes reasons for the development of different labor systems in any two of the following regions of British colonial settlement: New England, the Chesapeake, the southernmost Atlantic coast, and the British West Indies. (WXT-4) [CR4]

[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*.

You Be the Judge and YBTJ 2: Students compare and contrast John Winthrop from Letter to His Wife vs. Pond from Letter to His Father, and Franklin from Apology for Printers vs. Stiles from Letter to Thomas Clap.

History in the Making Assignments: *History in the Making*, Chapter 8, “Witchcraft in the Colonies.” Students will document the key facts of the witchcraft trials and analyze how the trials were covered in student textbooks throughout U. S. history. Students will write an argumentative essay and explain how the witchcraft trials help us understand the nature of knowledge, gender roles, and patriarchy in the colonial era. [CR3]

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

DBQ Deconstruction: In groups, students will read the sources from a DBQ on the Puritans and engage in debate on the open-ended question provided by the DBQ. As a take home assignment, students will write an essay with a thesis statement that focuses on the economic, political, or religious values of the Puritans. [CR5]

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

Six Degrees of Separation: From Jamestown to the French and Indian War.

Unit 2 Celebration of Knowledge: Nine multiple choice questions, three short answer questions, and one teacher created FRQ on Colonial development.

Slavery DEQ (Document Enhanced Question): Students will be divided into groups, and each group will be required to complete a Document Enhanced Question dealing with the issue of slavery between 1820-1860. Using the documents and secondary sources, each group will compose a sample answer essay to its question.

Unit 3: 1754-1800 - *The American Pageant*, Chapters 5-10 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content: Colonial society before the war for independence; colonial rivalries; the Seven Years War; pirates and other democrats; role of women before, during, and after 1776; Articles and a Constitution; and early political rights and exclusions.

Primary Source Analysis: Speeches at Fort Pitt by Tecumseh, Declaration of Rights and Grievances, Letters from a PA Farmer, Common Sense, The Declaration of Independence, The American Crisis, A Proclamation of Shaysite Grievances, The United States Constitution, The Federalist #45, Jefferson’s First Inaugural, Washington’s Farewell Address, KY and VA Resolutions, map of Northwest Ordinance/Slavery abolition (from AP exam), and two artists’ contrasting views of the Boston Massacre.

Drawing on primary sources, students engage in a debate over the question, “Did the Revolution assert British rights or did it create an American national identity?” (ID-1) [CR4]

[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*.

Author’s Thesis Paper and ATP 2: “Women and the Revolution” by Mary Beth Norton, “A Revolution to Conserve” by Clinton Rossiter, and “The Transit of Power” by Richard Hofstadter.

You Be the Judge and YBTJ 2: Jefferson from the Kentucky Resolutions vs. Washington’s Farewell Address, Madison from The Federalist #10 vs. Henry at the VA Ratifying Convention, Hamilton from Report on Manufactures vs. Jefferson from Notes on the State of VA.

History in the Making Assignments: *History in the Making*, Chapter 12 (Lexington and Concord) and Chapter 14 (Women in the Revolutionary War).

Six Degrees of Separation: Drawing on assigned secondary sources, students will indicate the extent to which there is both continuity and change of basic civil rights from the Declaration of Independence to the Voting Rights Act of 1965. [CR13b]

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

Meeting of the Minds: Each student will research an individual from an assigned era in preparation for an in-class role playing exercise. The discussion will be guided by questions which relate to both the era and the themes of AP U.S. History. This activity occurs in Unit 3 and Unit 6. A similar activity will be the **Antebellum Dinner for Eight**, which is the same assignment but set in a fictitious dinner for antebellum reformers.

Unit 3 Celebration of Knowledge: Twelve multiple choice questions, three short answer questions, and one teacher created DBQ comparing and contrasting the impacts of the Articles of Confederation and the Constitution.

Unit 4: 1800-1848 - *The American Pageant*, Chapters 11-13 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content: Politics in the early republic, parties and votes; reforms and social movements; culture and religion; market capitalism and slavery; growth of immigration and cities; women and Seneca Falls; and Territorial expansion and Mexican War.

Primary Source Analysis: Letter to Mercy Otis Warren, The Indian Prophet and His Doctrine, The Monroe Doctrine, The Nullification Proclamation, Worcester v. GA, Self Reliance, Declaration of Sentiments and Resolutions, The Spot Resolution, Polk’s War Message, map of the spread of the 2nd Great Awakening, and contrasting illustrations of the “Trail of Tears.”

Author’s Thesis Paper and ATP 2: “The Cult of True Womanhood” by Barbara Welter, “Consensus and Ideology in the Age of Jackson” by Edward Pessen, and “Marbury v. Madison” by John Garraty.

You Be the Judge and YBTJ 2: Hayne from Speech in the Senate vs. Webster from Reply to Hayne, Boston Daily Advertiser from Defense of the Bank vs. Jackson from Veto of the Bank Bill.

History in the Making Assignments: *History in the Making*, Chapter 18 (The Trail of Tears) and Chapter 21 (The Start of the Mexican War).

Students use SOAPStone to look at Polk’s War message and debate whether that message was a change or continuation of U.S. attitudes and foreign policy. [CR7]

[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 historical evidence

DBQ Deconstruction: Students write an essay based on the 2010 AP DBQ on Territorial Expansion.

Six Degrees of Separation: From Jefferson to the Reform Era.

Unit 4 Celebration of Knowledge: Twelve multiple choice questions, three short answer questions, and one teacher created FRQ on Antebellum Reform.

Unit 5: 1844-1877 - *The American Pageant*, Chapters 14-21 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content: Tensions over slavery; reform movements; politics and the economy; cultural trends; Transcendentalism and Utopianism; the Civil War, rights of freedmen and women, Reconstruction, and freedmen’s bureau; and the KKK. Focus on white supremacy before and after the Civil War.

Primary Source Analysis: Narrative of the Life of Frederick Douglass, Accounts about Poor Whites, Fugitive Slave Law, Dred Scott v. Sanford, The Impending Crisis in the South, Hospital Sketches, the Lincoln-Douglas Debates, map delineating southern secession, and two paintings of “Manifest Destiny.”

Author’s Thesis Paper and ATP 2: Students look at several works by Transcendental writers including “Black Slaveowners” by Philip Burnham and “John Brown: Father of American Terrorism” by Ken Chowder, and discuss the ways their ideas both reflected mainstream values and offered up a “counterculture.” Which trajectory was stronger? (CUL-2) [CR4]

[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*.

You Be the Judge and YBTJ 2: Fitzhugh from Cannibals All vs. Weld from Slavery As It Is, Webster from Seventh of March Speech vs. Calhoun from 3/4/1850 Speech in the Senate, Whitman from Leaves of Grass vs. Hawthorne from American Notebooks, Lincoln from Speech at Alton, Ill., vs. Douglas vs. Speech at Alton, Ill.

History in the Making Assignments: *History in the Making*, Chapter 22 (Slavery in America), Chapter 24 (John Brown at Harper’s Ferry), and Chapter 28 (Birth of the Ku Klux Klan).

Students will reflect on Seneca Falls—in what ways was it a consequence of pre-1848 reform activities and what did it contribute to the movement for women’s rights afterwards? Write a five page essay that makes an argument in response to this double sided question. [CR8]

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

DBQ Deconstruction: 2002 DBQ on Reform Movements.

Six Degrees of Separation: From The Liberator to the Compromise of 1877.

Chronological Reasoning Lesson: Students look at the evolution of public policies related to slavery and racial inequality to 1877. After making a list, students write an essay to explain the evolution and moments when change occurred and why. [CR9]

[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

Unit 5 Celebration of Knowledge: Fifteen multiple choice questions, four short answer questions, and one teacher created DBQ on the evolution of Lincoln’s opinion on slavery.

Unit 6: 1865-1900 - *The American Pageant*, Chapters 22-28 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content: The rights of freedmen and women; Reconstruction; freedmen’s bureau, and the 1877 Railroad strike; rise of labor unions and the Populist Party; general themes of industrialization, urbanization, immigration, and imperialism; and Indian wars, the Spanish American War, and conquests in the Pacific.

Primary Source Analysis: The New South, The New South Investigated, The Atlanta Compromise, A Century of Dishonor, The Frontier in American History, Wealth, Organizing Women Workers, Our Country, The Lure of the City, Chinese Exclusion Act, A Black Woman’s Appeal for Civil Rights, Populist Party Platform, The Money Question, The Cross of Gold, The March of the Flag, The Open Door in China, map of the overseas possessions of the U.S., and a variety of Thomas Nast political cartoons.

Author’s Thesis Paper and ATP 2: After reading “Reconstruction” by McPherson, “The Robber Barons” by Josephson, and “The Robber Barons Bum Rap” by Klein, students write an essay arguing for or against annexation of Cuba after the Spanish-American War and create an accompanying editorial paragraph to appear in the *NY Times*. (WOR-7) [CR4]

[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*.

Students write a FRQ on the role the acquisition of natural resources has played in U.S. foreign policy decisions since the late 19th century. Were resources the driving force in this expansion? (ENV-5) [CR4] [CR5]

[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*.

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

You Be the Judge and YBTJ 2: Report from Joint Committee on Reconstruction vs. Johnson from Veto of Reconstruction, and E. Merton Coulter from *The South During Reconstruction* vs. Carl N. Degler from *Out of Our Past*.

History in the Making Assignments: *History in the Making*, Chapter 29 (Eugene V. Debs and the Pullman Strike) and Chapter 30 (Immigration).

DBQ Deconstruction: 2009 DBQ on African Americans in the Civil War. [CR13a]

[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

Six Degrees of Separation: From The Homestead Act to the Battle of Wounded Knee.

Unit 6: Celebration of Knowledge: Fifteen multiple choice questions, four short answer questions, and one teacher created FRQ on late 19th century immigration.

Unit 7: 1890-1945 - *The American Pageant*, Chapters 29-35 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content: The formation of the Industrial Workers of the World and the AFL; industrialization and technology, mass production and mass consumerism, and radio and movies; Harlem Renaissance; Native American culture and boarding schools; political parties and the transition from classical liberalism to New Deal liberalism with the capitalist crisis of the 1930s; and WW II, demographic shifts, the role of women and nonwhites, and battles for economic rights.

Primary Source Analysis: Scientific Management, *The Jungle*, *Muller v. Oregon*, The Zimmermann Note, The War and the Intellectuals, The Sacco and Vanzetti Case, The Great Black Migration, Government and Business, FDR's 1st Inaugural, Roosevelt's Court Packing Plan, The Four Freedoms, *Korematsu v. United States*, The Atomic Bombing of Hiroshima-The Public Explanation, New Deal political cartoons (pro and con), and graph showing economic cycles during the Great Depression through WW II.

Author's Thesis Paper and ATP 2: "Theodore Roosevelt" by Morris, "Upton Sinclair on the Chicago Stockyards" by Sinclair, "The Most Scandalous President" by Anthony, and "The Big Picture of the Great Depression" by Garraty.

You Be the Judge and YBTJ 2: Plessy v. Ferguson vs. Harlan from Dissent on Plessy v. Ferguson, Grady from The New South vs. Washington from The Race Problem, Turner from The Significance of the Frontier vs. MacDonald from Rugged Individualism, and Lloyd from Wealth Against Commonwealth vs. Nevins from John D. Rockefeller.

History in the Making Assignments: *History in the Making*, Chapter 32 (The Sinking of the USS Maine), Chapter 36 (Causes of the Stock Market Crash), and Chapter 39 (Japanese Internment).

DBQ Deconstruction: DBQ on how the different policies of FDR and Hoover toward the proper role of government reflected five decades of debates about citizenship, economic rights, and the public good. Be sure to indicate how specific policies reflect the global economic crisis of the 1930s. [CR12]

[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

Six Degrees of Separation: From The Sinking of the Maine to Hiroshima.

Unit 7 Celebration of Knowledge: Eighteen multiple choice questions, four short answer questions, and one teacher created DBQ on the Progressive Movement.

Unit 8: 1945-1989 - *The American Pageant*, Chapters 36-39 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content: The atomic age; the affluent society and suburbs; discrimination, the Other America, and the African American Civil Rights movement; Vietnam and U.S. imperial policies in Latin America and Africa; the Beats and the student, counterculture, antiwar, women's, chicano, American Indian, and gay and lesbian movements; summer riots and the occupation of Alcatraz; LBJ's Great Society and the rise of the New Right; Ronald Reagan and the rise of poverty; and the Cold War and U.S. role in the world.

Primary Source Analysis: The Marshall Plan, The Organization Man, Massive Retaliation, Brown v. Board of Education of Topeka, The Other America, Letter from Birmingham Jail, Black Power, Vietnamizing the War, The War Powers Act, The Port Huron Statement, The Sharon Statement, chart illustrating the statistics of the draft during the Vietnam War and the casualty rate of same, and political cartoons (pro and con) of the “Reagan Revolution.”

Origins of the Cold War class debate: Some scholars argue that the Cold War started with the Russian Revolution. Examine primary and secondary sources and make a case for the Cold War starting in 1945 or 1917. [CR10]

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

Author’s Thesis Paper and ATP 2: “The Internment of the Japanese” by Rehnquist.

You Be the Judge and YBTJ 2: Truman from The Truman Doctrine vs. Reagan from Tear Down This Wall speech, and Friedan from The Feminine Mystique vs. Schlafly from A Choice Not An Echo.

History in the Making Assignments: Chapter 44 (McCarthyism) and Chapter 45 (Desegregation and the Civil Rights Movement).

Students are asked to present their research on why the American Indian Movement emerged in the 1960s and not the 1930s.

DBQ Deconstruction: DBQ on the Cold War.

Six Degrees of Separation: From Containment to “Tear Down This Wall.”

Using notes and primary sources, students construct a time line of the civil rights movement from Reconstruction to the 1970s and annotate key turning points in the movement. (POL-7) [CR4]

[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*.

Unit 8 Celebration of Knowledge: Fifteen multiple choice questions, four short answer questions, and one teacher created DBQ on the rise of the new feminism.

Unit 9: 1980-present - *The American Pageant*, Chapters 40-42 [CR2]

[CR2]—Each of the course historical periods receives explicit attention.

Content: Summary of Reagan’s domestic and foreign policies; Bush Sr. and the end of the Cold War; Clinton as a New Democrat; technology and economic bubbles and recessions, race relations, and the role of women; changing demographics and the return of poverty; rise of the prison industrial complex and the war on drugs; 9/11 and the domestic and foreign policies that followed; and Obama: change or continuity?

Primary Source Analysis: Listen America, The Evil empire, The Cold War is Over, The Axis of Evil, The New Segregation, Beyond Gender, Bowling Alone, Couch Potato Democracy, Setting Right a Dangerous World, and political cartoons (pro and con) on the Patriot Act.

Author’s Thesis Paper and ATP 2: “The Man Who Broke the Evil Empire” by Peter Schweizer and “E Pluribus Unum” by Arthur Schlesinger.

You Be the Judge and YBTJ 2: The Patriot Act vs. Amendment IV of the Constitution, and Obamacare Verdict vs. Dissent to the Obama ruling.

History in the Making Assignments: *History in the Making*, Chapter 51 (The Modern Feminist Movement) and Chapter 53.

Students use a graphic organizer to compare and contrast the causes and goals of each act as described in excerpts from the 1924, 1965, and 1990 Immigration Acts. (PEO-7) [CR4] [CR11]

[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*.

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

DBQ Deconstruction: Teacher created DBQ on the U.S. government response to the attacks on 9/11.

Six Degrees of Separation: From The Reagan Revolution to the Election of Barack Obama.

Unit 9 Celebration of Knowledge: Six multiple choice questions, two short answer questions, and one teacher created FRQ on Obama’s domestic policies.