

AP US HISTORY SYLLABUS

Curricular Requirement		Page Number(s)
CR1a	The course includes a college-level U.S. history textbook.	1
CR1b	The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.	1,2,4,7,9,11,13,15,17,19,21
CR1c	The course includes secondary sources written by historians or scholars interpreting the past.	1,9,11,13,17,19
CR2	Each of the course historical periods receives explicit attention.	4 through 21
CR3	The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.	4,7,8,10,12,13,14,16,17,18,19
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.	4 through 21
CR5	The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation	3,7,9,11,13,1,17,19,21
CR6	The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation	9,13,17,19
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 historical evidence	7,9,11,13,15,17,19,21
CR8	The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical causation	13,19,21
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 change and continuity over time	9,11,17
CR10	The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization	7,9,11,13,15,17,19,21
CR11	The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison	7,9,15,17
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	7,9,11,17,21
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.	9,11,19
CR13b	The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present.	17,19,21

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Course Description

The Advanced Placement United States History course focuses on the development of historical thinking skills. These skills include chronological reasoning, comparing and contextualizing historical developments, crafting historical arguments using evidence, and interpreting and synthesizing historical narratives. The course engages students in content learning objectives organized around seven themes, such as identity, peopling, and American in the world. This college-level course is in line with U.S. history survey courses offered across diverse colleges and universities. As such, the course includes emphasis on early and recent American history, such as the history of the Americas from 1491 to 1608 and contemporary U.S. history from 1980 to the present. The course allows considerable instructional flexibility across nine different periods of U.S. history. The course is designed to be the equivalent of a two-semester introductory college or university U.S. history course.

Resources

All students will be able to check out a district approved textbook for in-class and home use. Supplemental texts are available in classroom libraries and/or digital, online formats. Students will also have access to take-home excerpts from supplemental texts. Students will have access to additional primary sources and secondary sources in classroom libraries, excerpt form, and within online learning hubs (accessible from home).

District Adopted Textbook: Brinkley, Alan. *American History, A Survey*. 10th ed. McGraw-Hill College, 1999. ISBN 0-07-303390.

Note: Student support materials for the 13th edition of the text are available here:
http://glencoe.mcgraw-hill.com/sites/0012122005/student_view0/index

Supplemental Texts

These supplemental texts will be used to address further the course's diverse thematic learning objectives as well as key concepts in Period 9 (1980-present).

ABC-CLIO: americanhistory.abc-clio.com

Digital History: www.digitalhistory.uh.edu

Kennedy, David M. and Elizabeth Cohen. *The American Pageant*, 15th edition. Cengage, 2012.

Newman, John, and Schmalbach, *United States History: Preparing for the Advanced Placement Examination*, 2015 Edition, AMSCO Publishing, 2015.

Zinn, Howard. *A Peoples History of the United States*. Harper Collins, 2003.

Primary Sources and Additional Secondary Sources

These resources provide access to original works of literature, diaries, letters, statistical data, and other types of primary and secondary sources. Some resources also provide competing interpretations of historical events from diverse historians.

Brown, Victoria Bissell, and Shannon, Timothy J. *Going to the Source, The Bedford Reader in American History*, Vol. 1: to 1877, Bedford/St. Martin's, 2004.

Fernland, Kevin. *Documents to Accompany America's History*, Vol. 2: Since 1865, 5th ed., Bedford/St. Martin's, 2004.

Yazawa, Melvin. *Documents to Accompany America's History*, Vol. 1: to 1877, 5th ed., Bedford/St. Martin's, 2004.

Zinn, Howard, and Arnove, Anthony. *Voices of a People's History of the United States*. Seven Stories Press, 2009.

americanart.si.edu/collections/online.cfm Smithsonian Museum of American Art collection online.

www.Americanhistory.si.edu/collections/music National Museum of American History and Smithsonian Global Sound. NMAH's Sounds of America streams one hour programs on topics such as Civil Rights freedom songs, presidential elections songs, and Civil War songs.

www.archives.gov/research/ The National Archives has an immense collection of photographs, documents, and research materials.

avalon.law.yale.edu The Avalon Project at Yale Law School, The Lillian Goldman Law Library in Memory of Sol Goldman, The Document Collection. An array of primary source historical documents.

www.cagle.com Daryl Cagle's Political Cartoonist Index. Great source for modern political cartoons.

www.centerforlearning.com Digital online lesson plan and resource hub

www.corcoran.org. Encouraging American Genius: Master Paintings from the Corcoran Gallery of Art.

www.gilderlehrman.org. The Gilder Lehrman Institute of American History. Excellent source of primary source documents.

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www.gilderlehrman.org/historians/podcasts The Gilder Lehrman Institute of American History. Over 80 free pod casts on a wide variety of US History topics by eminent historians.

www.mfa.org The Museum of Fine Arts Houston.

www.moma.org New York Museum of Modern Art.

www.oyez.org The Oyez® Project at Northwestern University’s U.S. Supreme Court multimedia database is a searchable database of US Supreme Court cases, oral arguments, etc.

www.uselectionatlas.org David Leip’s Atlas of US Presidential Elections from 1789. Colorful maps and charts, up-to-date information.

Historical Thinking Skills and Themes

As the course description indicates, AP United States History emphasizes historical thinking skills and themes. The selected learning activities for each unit incorporate a range of thinking skills and themes listed below.

THEMES AND OVERARCHING QUESTIONS	
<i>Identity</i>	<p>How and why have debates over American national identity changed over time?</p> <p>How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?</p>
<i>Work, Exchange, and Technology</i>	<p>How have changes in markets, transportation, and technology affected American society from colonial times to the present day?</p> <p>Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?</p> <p>How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?</p>
<i>Peopling</i>	<p>Why have people migrated to, from, and within North America?</p> <p>How have changes in migration and population patterns affected American life?</p>
<i>Politics and Power</i>	<p>How and why have different political and social groups competed for influence over society and government in what would become the United States?</p> <p>How have Americans agreed on or argued over the values that guide the political system as well as who is a part of the political process?</p>
<i>America in the World</i>	<p>How have events in North America and the United States related to contemporary developments in the rest of the world?</p> <p>How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?</p>
<i>Environment and Geography</i>	<p>How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?</p> <p>How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?</p>
<i>Ideas, Beliefs, and Cultures</i>	<p>How and why have moral, philosophical, and cultural values changed in what would become the United States?</p> <p>How and why have changes in moral, philosophical, and cultural values affected U.S. history?</p>

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HISTORICAL THINKING SKILLS	
<i>Chronological Reasoning</i>	Historical Causation Patterns of Continuity and Change over Time Periodization
<i>Contextualization</i>	Comparison Contextualization
<i>Crafting Historical Arguments From Historical Evidence</i>	Historical Argumentation Appropriate Use of Relevant Historical Evidence
<i>Historical Interpretation And Synthesis</i>	Interpretations Synthesis

Course Expectations and Evaluation

Daily work: Faithful and timely completion of reading assignments, concept cards, chapter outlines, and interpretive timelines are key to success. Daily work comprises ____% of the grade for each cycle. Copying another's concept cards and chapter outlines CANNOT substitute for reading and doing the work. On the other hand, students are certainly welcome to compare already completed work with others to analyze and discuss competing ideas.

Unit Exams: Unit exams and major assignments comprise ____% of the grade for each cycle. As the course progresses, unit exams will mirror the format of the AP exam increasingly closely. These exams will incorporate stimulus-bound multiple choice question sets, short-answer questions that emphasize particular historical thinking skills, document-based questions, and long-essays that mirror content and skills of the course. During the first few units of the course, students will be provided scaffolded support for these kinds of tasks. For example, students might have a reduced number of documents for a DBQ task or be given specific key concepts to study prior to short-answer question sets. However, as the actual AP approaches, students will be expected to perform the full tasks of the AP exam.

Students will receive unit exam grades for larger assignments that take more than one day of preparation. Some of these kinds of assignments might include oral presentations, Socratic seminars, and historiographic debates about particular historical topics.

Students will analyze and interpret various historical perspectives from prominent historians and present their findings in diverse formats (i.e., oral/written report, class discussion/debate, Socratic seminar).

End-of-semester exams will be structured like the CollegeBoard AP exam. Consequently, these exams include stimulus-bound multiple choice question sets, short-answer questions, and essays, including a DBQ. Tests are college level and differ significantly from typical high school exams in terms of scope, analysis, and detail. Test taking is a skill that will improve with time and conscientious effort. Students must maintain a passing average, satisfactory conduct, and satisfactory attendance/tardiness in accordance with district policy.

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Period 1: 1491-1607: New Contacts in North America

Required Content

KC 1.1 ESPN of pre-European native populations

1 diversity among pre-European native populations [PEO-1, ENV-1, ENV2]

KC 1.2 Columbian Exchange

1 demographic/social shifts in on both sides of Atlantic [PEO-4, PEO-5, ENV-1, WXT-1, WXT-4, WOR-1]

2 competition among European empire-builders [ENV-1, ENV-4, WXT-1, WOR-1, POL-1]

KC1.3 Challenges to Worldviews of Indians, Africans, Europeans

1 ESP relationships among white and nonwhite peoples [CUL-1]

2 Native and African attempts to maintain autonomy [ID-4, POL-1, CUL-1, ENV-2]

Period 1 PPETS		
Maize cultivation American Southwest foraging and hunting Great Basin Great Plains Atlantic Seaboard hunter-gatherer economy Columbian Exchange	demographic change epidemics caste system Spanish & Portuguese traders encomienda feudalism capitalism sextant	joint-stock companies Juan de Sepulveda Bartolome de Las Casas Spanish mission system Juan de Onate maroon communities in Brazil & Caribbean

Selected Learning Activities

- Students will map the Paleolithic Migration Routes from Asia to America. (PEO-1)(ENV-2)
- Students will complete a Society Comparison Chart analyzing similarities and differences between the Pueblo, Great Lakes, and Iroquois societies. The chart includes a section on the relationship between physical geography and societal development. (PEO-1)(ENV-2)
- Students will analyze the article *Inverting Bloom's Taxonomy* by Sam Wineburg and Jack Schneider from *Education Weekly*. The guided analysis will direct students to relate the article to the AP Historical Thinking Skills and act as an introduction to document analysis strategies.
- After receiving primary source analysis instruction using a specific strategy (i.e., APPARTS, PPETS, ESPN, SOAPStone), the students will analyze the following primary source: Christopher Columbus: Letter to Ferdinand and Isabella of Spain. (CUL-1)
- Using a visual analysis chart, students will analyze the following the pictorial primary source Mesoamerican Maize Cultivation from the Florentine Codex. (CUL-1)
- Students will complete a Columbian Exchange Chart and participate in an Inner Outer Circle Seminar on the Columbian Exchange. The chart includes the exchange of plants, animals, diseases and human migrations with a special focus on small pox, corn, sugar, slaves, horses, and religion. (PEO-4) (POL-1)(ENV-1)
- After reading the works of Bartolome de Las Casas, will use an analytical tool (i.e., APPARTS, PPETS, ESPN, SOAPStone) to complete an Impact of the Individual Chart to analyze his goals and accomplishments. (PEO-4)(WXT-1)(POL-1)(CUL-4)
- The students will complete a Documentary Analysis Chart for each episode of *A Biography of America*.

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Review and Synthesis Activities

Students articulate the rationale for 1491 and 1607 as beginning and end points for this time period. Students also discuss other possible dates for beginning and end points.

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. For this period, the two events are as follows: from 1491 to Jamestown. Students will also identify several continuities that connect 1941 with Jamestown.

As a review for the unit, students will work in groups discussing and framing answers to the following essential questions:

Identity	How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas?
Work, Exchange, and Technology	How did the Columbian Exchange—the mutual transfer of material goods, commodities, animals, and diseases—affect interaction between Europeans and natives and among indigenous peoples in North America?
Peopling	Where did different groups settle in the Americas (before contact) and how and why did they move to and within the Americas (after contact)?
Politics and Power	How did Spain's early entry into colonization in the Caribbean, Mexico, and South America shape European and American developments in this period?
America in the World	How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans?
Environment and Geography	How did pre-contact populations of North America relate to their environments? How did contact with Europeans and Africans change these relations in North America?
Ideas, Beliefs, and Cultures	How did cultural contact challenge the religious and other values systems of peoples from the Americas, Africa, and Europe?

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Period 2: 1607-1754: Emergence of Distinct Colonial and Native Societies

Required Content

KC 2.1 Different patterns of colonization

- 1 varied models of colonization (Spanish, French, Dutch, British) [WXT-1, PEO-1, WOR-1, ENV-4]
- 2 British-American system of slavery [WOR-1, WXT-4, ID-4, POL-1, CUL-1]
- 3 environmental factors leading to regional differences [WXT-2, WXT-4, ENV-2, ID-5, CUL-4]

KC 2.2 intercultural contact and conflict

- 1 resource competition among European rivals and North American conflict [WXT-1, PEO-1, WOR-1, POL-1, ENV-1]
- 2 changes in European and Amerindian values due to conflict [ID-4, WXT-1, PEO-4, PEO-5, POL-1, CUL-1]

KC 2.3 Atlantic World changes and influence on colonial societies

- 1 economic growth, social networks, changed labor systems [WXT-1, WXT-4, WOR-1, WOR-2, CUL-4]
- 2 resistance among British colonists, given prior autonomy [WOR-1, WOR-2, ID-1, CUL-4]

Period 2 PPETs		
Colonization	commodities	African slave trade
conversion	Wool Act;	Anglicization
intermarriage	Molasses Act;	autonomous political communities
British-American system of slavery	smuggling in Spanish & English	Maryland Toleration Act of 1649 John
racial hierarchy	colonies	Locke
indentured servants	Pueblo Revolt	racial stereotyping
kinship relationships	Atlantic World	racial gradations
overt and covert resistance	labor systems	Casta system
<i>rebellion; sabotage; escape</i>	trans-Atlantic print culture	mulatto
New England colonies	Protestant evangelism	British imperial system
Puritans	religious toleration	colonial governance
Chesapeake colonies and North	European Enlightenment	dominion of New England
Carolina	New World and European goods	Navigation Acts
tobacco cultivation		Great Awakening
African chattel		republicanism

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Selected Learning Activities

- Students will analyze Spanish, French, and English empire building by completing an Empire Comparison Chart. This comparison will address changes and continuities in empire building. During this process they will analyze a population and economic activity map of all three empires. (ID-1)(WXT-1)(PEO-1)(POL-1)(WOR-1)(ENV-2)(CUL-1)
- Students will map the Triangular Trade. (ID-6)(WXT-1)(WXT-2)(PEO-1)
- Students will use their Columbian Exchange Charts, Map of Triangular Trade, and Nash's article on slavery as the basis of a seminar discussion on the validity of studying the American colonies as part of larger Atlantic World processes.
- Following AP Free Response Essay instruction, students will write an essay from the 2008 AP U.S. History exam: Early encounters between American Indians and European colonists led to a variety of relationships among different cultures.
- Students will write an essay that examines how the actions taken by BOTH American Indians and European colonists shaped those relationships in TWO of the following regions. Confine your answer to the 1600s and be sure to develop your thesis. (ID-4)(PEO-4)(POL-1)
 - New England
 - Chesapeake
 - Spanish Southwest
 - New York and New France
- Have students learn more about the analysis and writing for a DBQ essay by using the documents from the 2010 AP U.S. History exam on the culture and politics of the Puritans. The emphasis will be on writing a strong thesis statement and accurate document analysis.
- Students will compare and contrast the Enlightenment and the Great Awakening by completing, and discussing, an Idea Comparison Chart. (ID-1) (WOR-2)(CUL-4)

Review and Synthesis Activities

Students will articulate the rationale for 1607 and 1754 as beginning and end points for this time period. Students will also discuss other possible dates for beginning and end points.

Six Degrees of Separation: From Jamestown to the French and Indian War. Students will also identify several continuities that connect Jamestown with the French and Indian War.

As a review for the unit, students will work in groups discussing and framing answers to the following essential questions:

Identity	What were the chief similarities and differences among the development of English, Spanish, Dutch, and French colonies in America?
Work, Exchange, and Technology	How did distinct economic systems, most notably a slavery system based on African labor, develop in British North America? What was their effect on emerging cultural and regional differences?
Peopling	Why did various colonists go to the New World? How did the increasing integration of the Atlantic world affect the movement of peoples between its different regions?
Politics and Power	In what ways did the British government seek to exert control over its American colonies in the 17th and 18th centuries?
America in the World	How did the competition between European empires around the world affect relations among the various peoples in North America?
Environment and Geography	How and why did the English North American colonies develop into distinct regions?
Ideas, Beliefs, and Cultures	How did the expansion of cultural contact that took place with permanent colonization alter conditions in North America and affect intellectual and religious life, the growth of trade, and the shape of political institutions?

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Period 3: 1754-1800: British Reassertion of Control and a New Nation

Required Content

KC 3.1 Effects of British imperial victory over France

- 1 evolving alliances among Amerindians [ID-4, POL-1, ENV-2, ENV-4, CUL-1]
- 2 unifying colonial opposition to Britain as spark for independence [ID-1, WXT-1, POL-1, WOR-1, CUL-2, CUL-4]
- 3 debates over foreign policy in the new United States [WOR-5, POL-2]

KC 3.2 New political practices challenge traditional imperial systems

- 1 debates about religion and governments lead to political experiments [ID-1, POL-5, WOR-2, CUL-4]
- 2 weaknesses of AOC lead to Constitution with Bill of Rights [WXT-6, POL-5, WOR-5]
- 3 American self-government and liberty spread to other parts of worldviews [ID-4, WOR-2, POL-5, CUL-2]

KC 3.3 Factors leading to multiethnic, multiracial national identity

- 1 socio-cultural effects of Western migration [ID-5, ID-6, PEO-5, POL-1, WOR-1, WOR-5]
- 2 policy effects of Western migration and resulting conflicts [POL-1, PEO-4, WOR-5]
- 3 new forms of American cultural expressions [ID-5, WXT-2, WXT-4, POL-2, CUL-2, ENV-3]

Period 3 PPETs		
New American republic	partisan debates	Kentucky and Virginia Resolutions
French-Indian fur trade networks	democratic ideas	Hamilton's Financial Plan
alliances	republican forms of governments	American Revolution
encroachment	imperial systems	abolition of slavery
tribal lands	Protestant evangelical religious fervor	Abigail Adams
Pontiac's Rebellion	hereditary privilege	Haiti
Iroquois Confederation	John Locke	march of the Paxton boys
Seven Years' War	Jean-Jacques Rousseau	backcountry cultures
Stamp Act	Adam Smith	Shays' Rebellion
Committees of Correspondence	Thomas Paine's <i>Common Sense</i>	frontier vs. tidewater Virginia
grassroots movements	Declaration of Independence	corridos
mobilization	Articles of Confederation	trans-Appalachian West
British subjects	centralized power	Northwest Ordinance
ideas of Enlightenment	property qualifications for voting	private property
Sons of Liberty	Constitution	Northwest Territory
loyalist opposition	federalism	seizure of Indian lands
foreign policy	separation of powers	treaties
neutral trading rights	Bill of Rights	free navigation
French Revolution	liberty versus order	diplomatic initiatives
George Washington's Farewell Address	delegates	Jay's Treaty
	ratification	Pinckney's Treaty
	political parties	republican motherhood

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Selected Learning Activities

- Students will analyze Pontiac’s Rebellion by completing a Conflict Analysis Chart. (PEO-4)(POL-1)
- Students will analyze primary sources from John Locke and Adam Smith to discover the influence of both authors in mainstream American political and economic values. (WXT-1)(WXT-2)(WXT-6)(WOR-2)(CUL-4)
- Students will define the term “Scots-Irish” and relate it to the overall concept of ethnic identity. (ID-4)
- Students will evaluate H.W. Brands’ characterization of Benjamin Franklin as the “First American” by analyzing a selection from Brands’ biography of Benjamin Franklin. They will also evaluate Franklin as an embodiment of Enlightenment thought. (ID-1)(WXT-2)(WOR-2)(CUL-4)
- Students will write an essay with a thesis statement for the DBQ from the 2005 AP U.S. History Exam: “To what extent did the American Revolution fundamentally change American Society?” Students will be required to address changes and/or continuities in American society accompanying the American Revolution, and they will be required to situate these changes and/or continuities within larger global processes.
- Students will compose a set of six footnotes identifying Enlightenment ideas and diplomatic strategies in the Declaration of Independence. They will also summarize the assumption of thirteen independent States found in the document. (ID-1)(WOR-2)
- Students will compare and contrast the Articles of Confederation with the Constitution using a Comparison Chart.
- Using a specific document analysis strategy (i.e., APPARTS, PPETS, ESPN, SOAPStone), students will analyze the following primary sources:
 - Image: Paul Revere’s version of the Boston Massacre
 - Image: John Trumbull: The Battle of Bunker Hill
 - Document: John Andres to William Barrell: Letter Regarding the
 - Image: Boston Tea Party cartoon
 - Document: The Declaration of Independence
 - Document: James Madison Defends the Constitution
 - Document: George Alsop: The Importance of Tobacco

Review and Synthesis Activities

Students will articulate the rationale for 1754 and 1800 as beginning and end points for this time period. Students will also discuss other possible dates for beginning and end points.

Six Degrees of Separation: Declaration of Independence to the Voting Rights Act of 1965. Students will also identify several continuities that connect the Declaration of Independence with the Voting Rights Act of 1965.

As a review for the unit, students will work in groups discussing and framing answers to the following essential questions:

Identity	How did different social group identities evolve during the revolutionary struggle? How did leaders of the new United States attempt to form a national identity?
Work, Exchange, and Technology	How did the newly independent United States attempt to formulate a national economy?
Peopling	How did the revolutionary struggle and its aftermath reorient white-American Indian relations and affect subsequent population movements?
Politics and Power	How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups?
America in the World	How did the revolution become an international conflict involving competing European and American powers?
Environment and Geography	How did the geographical and environmental characteristics of regions opened up to white settlement after 1763 affect their subsequent development?
Ideas, Beliefs, and Cultures	Why did the patriot cause spread so quickly among the colonists after 1763? How did the republican ideals of the revolutionary cause affect the nation’s political culture after independence

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Period 4: 1800-1848: Challenges of the New Republic

Required Content

KC 4.1 New mass democracy and national culture

- 1 continued debates about federalism and citizens' rights & responsibilities [POL-2, POL-5, POL-6, ID-5]
- 2 struggle to match political and social realities to institutional practice [CUL-2, POL-3, POL-6, WOR-2]
- 3 distinctive cultures within the United States [ID-1, ID-2, ID-5, CUL-2, CUL-5]

KC 4.2 effects of modernization of tech, ag, and commerce

- 1 shifts in agriculture and manufacturing [WXT-2, WXT-5]
- 2 effects of regional economic specialization [PEO-2, PEO-3, WXT-2, WXT-5, WXT-6]
- 3 effects of econ change on migration, family, and politics [WXT-2, WXT-7, PEO-2, PEO-3, ID-5, ID-6]

KC 4.3 government and private initiatives in light of foreign policy changes

- 1 dominating North America and foreign trade [WOR-5, WOR-6]
- 2 debates about expansion of territory and governmental power [WOR-6, POL-6]
- 3 western territories and slavery [ENV-3, POL-6]

Period 4 PPETs		
Mass democracy participatory democracy relationships between federal government and states branches of federal governments responsibilities of individual citizens political agendas constituencies interest groups Federalists Democratic-Republicans Democrats Whigs judiciary McCulloch v. Maryland international market economy Embargo Act Americans in the South Second Great Awakening liberal social ideas Romantic beliefs secular reforms	abolition Seneca Falls convention American Colonization Society Frederick Douglass xenophobia Hudson River School John James Audubon reform movements Richard Allen consumer goods manufacturing interchangeable parts canals railroads telegraphy mechanical reaper Samuel Slater semi subsistence agriculture urban entrepreneurs Lowell system Baldwin Locomotive Works	regional economic specialization Southern cotton American System internal slave trade market revolution migration patterns cult of domesticity national bank Louisiana Purchase Annexation of Texas Monroe Doctrine Hartford Convention nullification crisis War Hawks Indian Removal Act 1820 Missouri Compromise over cultivation

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Selected Learning Activities

- Students will map changes to social groups precipitated by the Louisiana Purchase by using region, race, and class as their tools of analysis. (PEO-3)(WOR-5)(ENV-3)(ENV-4)
- Students will examine the presidency and ideology of Thomas Jefferson by completing a President Profile Chart. The students will also examine the goals and accomplishments of Alexander Hamilton by completing an Impact of the Individual Chart. These assignments are designed to help students understand the range of political ideas that led to formation of political parties in the early Republic. (ID-1)(WXT-2)(WXT-6)(POL-2)(POL-5)(CUL-4)
- Students do the 2005 AP U.S. History DBQ on Republican Motherhood and the Cult of Domesticity. (CUL-2)
- Students will interpret the evolving historiography of the Trail of Tears presented in *History in the Making*, by Kyle Ward. (PEO-4)(PEO-5)(CUL-5)
- Students will analyze the goals and accomplishments of Frederick Douglass by completing an Impact of the Individual Chart. (POL-3)(CUL-5)
- Students will be divided into groups to do presentations on Temperance, Abolition, Women's Suffrage, and Workers' Rights. Each presentation will include a poster created in the style of the era and an analysis of primary sources related to the topic. (POL-3)(CUL-5)
- Students will compose a poem reflecting the ideals and goals of the Seneca Falls Convention. Students will then discuss the extent to which the Seneca Falls Convention precipitated change, and they will situate the Seneca Falls Convention within larger global processes of change.
- Students will analyze the following quantitative charts:
 - Graph: American Export Trade: 1790-1815
 - Graph: Distribution of Slave Labor (1850)
 - Table: Wealth in Boston 1687-1848
- Using a document analysis strategy (i.e., APPARTS, PPETS, ESPN, SOAPStone), students will analyze:
 - Document: Memoirs of a Monticello Slave (1847)
 - Document: The Harbinger: The Female Workers of Lowell (WXT-5)

Review and Synthesis Activities

Students will articulate the rationale for 1800 and 1848 as beginning and end points for this time period. Students will also discuss other possible dates for beginning and end points.

Six Degrees of Separation: From Jefferson to the Reform Era. Students will also identify several continuities that connect Jefferson with the Reform Era.

As a review for the unit, students will work in groups discussing and framing answers to the following essential questions:

Identity	How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?
Work, Exchange, and Technology	How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked? How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life?
Peopling	How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities?
Politics and Power	How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse?
America in the World	How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation?
Environment and Geography	How did environmental and geographic factors affect the development of sectional economics and identities?
Ideas, Beliefs, and Cultures	How did the idea of democratization shape and reflect American arts, literature, ideals, and culture?

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Period 5: 1844-1877: Tensions and Civil War

Required Content

KC 5.1 Expansionist foreign policy

- 1 effects of territorial expansionism [ID-2, WXT-2, WOR-5, WOR-6, ENV-3, ENV-4]
- 2 conflicts due to expansion, migration, and slavery [ID-6, WXT-6, PEO-2, PEO-5, PEO-6, POL-6]

KC 5.2 Issues leading to Civil War

- 1 causes of intensifying sectionalism [ID-5, POL-3, POL-5, POL-6, CUL-2, CUL-6]
- 2 failed political compromises [POL-2, POL-6, PEO-5, ID-5]

KC 5.3 Union Victory and Unresolved Issues following Civil War

- 1 reasons for Northern victory [POL-5, CUL-2, ENV-3]
- 2 altered power relationships due to Civil War and Reconstruction [POL-5, POL-6, ID-5]
- 3 constitutional changes of the Reconstruction period [ID-2, POL-6]

Period 5 PPETs		
Expansionist foreign policy U.S. Territorial expansion Manifest Destiny Mexican-American War environmental transformations Commodore Matthew Perry new international migrants nativist movement parochial schools Know-Nothings African-American Mormons Homestead Act Mariano Vallejo Little Big Horn sectionalism free-labor manufacturing slave-based agriculture abolitionists	states' rights nullification racial stereotyping Southern defense of slavery John C. Calhoun minstrel shows election of 1860 Compromise of 1850 Kansas-Nebraska Act Dred Scott decision sectional conflict second party system Republican party free soil platform Abraham Lincoln secession Union victory in Civil War emancipation Union vs. Confederacy home front opposition	Emancipation Proclamation Confederate leadership Gettysburg March to the Sea Civil War Reconstruction 13 th Amendment soil-intensive sharecropping system Radical and moderate Republicans Hiram Revels Robert Smalls Northern idea of American identity equal protection of the laws 14 th Amendment 15 th Amendment women right's movement Civil War Amendments

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Selected Learning Activities

- The students will interpret the changing historiography of the start of the Mexican War presented in *History in the Making*, by Kyle Ward and Chapter 8 of Howard Zinn’s *A People’s History of the United States*. They will also research the effect of the war on the lives of Spanish Americans. (ID-6)(PEO- 3)(PEO-5)(WOR-5)(WOR-6)(ENV-4)
- Using a document analysis strategy (i.e., APPARTS, PPETS, ESPN, SOAPStone), students will analyze the following documents and images:
 - Document: Across the Plains with Catherine Sager Pringle
 - Document: A White Southerner Speaks Out Against Slavery
 - Document: George Fitzhugh: The Blessings of Slavery
 - Document: Abraham Lincoln: A House Divided
 - Document: Mary Boykin Chesnut: A Confederate Lady’s Diary
 - Image: A Poster advertising *Uncle Tom’s Cabin*
 - Image: A handbill warning against slave catchers
- Students will analyze a map of the Election of 1860 and develop a thesis statement summarizing the causes of the election results and its short- and long-term effects. (ID-5)(PEO-5)(POL-3)(POL-5)(POL-6)
- The students will present the South’s main arguments to justify secession. (ID-5)(PEO-5)(POL-3)(POL-5)(POL-6)(ENV-3)
- Students will research and then evaluate the thesis that the American Civil War was a total war impacting those on the home front, abroad, as well as those on the battlefield. Your essay must assess the impact of the war on all three areas by focusing on U.S. regional economies and U.S. and Confederate relations with Britain and France.
- Students will analyze the presidency of Abraham Lincoln by completing a President Profile Chart.
- To gain insight into the world history perspective on U.S. history, students will analyze accounts of Commodore Perry’s Expedition to Japan from two AP World History textbooks and compare the account with that in *Out of Many*. (WOR-3)

Review and Synthesis Activities

Students will articulate the rationale for 1844 and 1877 as beginning and end points for this time period. Students will also discuss other possible dates for beginning and end points.

Six Degrees of Separation: From The Liberator to the Compromise of 1877. Students will also identify several continuities that connect The Liberator with the Compromise of 1877.

As a review for the unit, students will work in groups discussing and framing answers to the following essential questions:

Identity	How did migration to the United States change popular ideas of American Identity and citizenship as well as regional and racial identities? How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period?
Work, Exchange, and Technology	How did the maturing of northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877?
Peopling	How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities and the West?
Politics and Power	Why did attempts at compromise before the war fail to prevent the conflict? To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships?
America in the World	How was the American conflict over slavery part of larger global events?
Environment and Geography	How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West?
Ideas, Beliefs, and Cultures	How did the doctrine of Manifest Destiny affect debates over territorial expansionism and the Mexican War? How did the Civil War struggle shape Americans’ beliefs about equality, democracy, and national destiny?

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Period 6: 1865-1898: Industrialization and Urbanization

Required Content

KC 6.1 the rise of big business

- 1 large-scale production and the Gilded Age [WXT-3, WXT-6, WOR-3, CUL-3, CUL-5]
- 2 challenges to a unified industrialized nation [WXT-5, WXT-6, WXT-7, PEO-6, ID-6]
- 3 conflicts due to Western migration, tech changes, and econ problems [ENV-5, WXT-5, WXT-7, POL-3, PEO-3, PEO-5]

KC 6.2 minorities in the American industrial culture

- 1 intensified inequalities and attempts to addressing them [ID-6, PEO-2, PEO-3, PEO-6, POL-3]
- 2 intensified threats to American Indians [PEO-4, ENV-5, POL-6]

KC 6.3 movements of the Gilded Age

- 1 economic issues and calls for reform [POL-6]
- 2 cultural and intellectual movements [ID-2, CUL-3, CUL-5, CUL-6]

Period 6 PPETs		
urbanization	mechanized agriculture	Dawes Act
communication networks	railroad system	Chief Joseph
pro-growth government policies	the Grange	currency
Gilded Age	Colored Farmers' Alliance	corporate expansion
consumption	People's (Populist) Party	laissez-faire economy policy
business consolidation	unspoiled wilderness	corruption
government subsidies	preservationist measures	capitalist system
monopolies	industrial culture	referendum
Social Darwinism	migrations from Asia	Interstate Commerce Act
John D. Rockefeller	migrations for S southern and Eastern Europe	Plessy v. Ferguson
J.P. Morgan	internal African American migrations	segregation
conspicuous consumption	the West	Chinese Exclusion Activities
labor movements	Americanization	Henry George
child labor	National American Woman Suffrage Association	Gospel of Wealth
Knights of Labor	transcontinental railroads	utopianism
New South	destruction of the buffalo	Social Gospel
agrarian sharecropping	reservations	Booker T. Washington
tenant farming systems	assimilationist policies	Elizabeth Cady Stanton
Westward migrations	land-grant colleges	
conservationist organizations	Mexican Americans	
U.S. Fish Commission		

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Selected Learning Activities

- Students will compare and contrast the competing interests of labor and capital by completing a Competing Interests Chart. (WXT-5)(WXT-6)(WXT-7)
- Students will evaluate the effectiveness of the Knights of Labor and the Grange in achieving their goals. (WXT-7)
- Students will analyze a map: major Indian battles and Indian reservations (1860-1900) and compose a thesis paragraph analyzing the effects of westward expansion on Native American peoples. (ID-6)
- Students will analyze Elizabeth Cady Stanton's role in U.S. history by completing an Impact of the Individual Chart. (POL-3)
- Using a primary source analysis strategy (APPARTS, PPETS, ESPN, SOAPStone), students will analyze the following primary sources:
 - Document: Horace Greeley: An Overland Journey (1860)
 - Document: Tragedy at Wounded Knee (1890)
 - Document: The Gilded Age (1880) (CUL-3)
 - Image: Puck Magazine: Cartoon of Standard Oil Monopoly
 - Students will analyze the following quantitative visual: Table:
Hand v. Machine Labor on the Farm (c.a. 1880)

Review and Synthesis Activities

Students will articulate the rationale for 1865 and 1898 as beginning and end points for this time period. Students will also discuss other possible dates for beginning and end points.

Six Degrees of Separation: From the Homestead Act to the Battle of Wounded Knee. Students will also identify several continuities that connect the Homestead Act with the Battle of Wounded Knee.

As a review for the unit, students will work in groups discussing and framing answers to the following essential questions:

Identity	How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity?
Work, Exchange, and Technology	How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of working people?
Peopling	How and why did the sources of migration to the United States change dramatically during this period?
Politics and Power	How did the political culture of the Gilded Age reflect the emergence of new corporate power? How successful were the challenges to this power? Why did challenges to this power fail?
America in the World	How did the search for new global markets affect American foreign policy and territorial ambitions?
Environment and Geography	In what ways, and to what extent, was the West "opened" for further settlement through connection to eastern political, financial, and transportation systems?
Ideas, Beliefs, and Cultures	How did artistic and intellectual movements both reflect and challenge the emerging corporate order?

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Period 7: 1890-1945: America as a Industrial and Global Power

Required Content

KC 7.1 effects of and reactions to large-scale industrialization

- 1 growth of large corporations and its effects [WOR-3, ID-7, WXT-3, WXT-5, POL-3]
- 2 progressive reformers [WXT-6, WXT-7, WXT-8, POL-3, ENV-5, CUL-5]
- 3 development of the limited welfare state [WXT-8, POL-2, POL-4, ID-3, CUL-5]

KC 7.2 revolutions in communication, transportation, and cultural identities (?????)

- 1 improved standard of living and subsequent conflicts [ID-6, ID-8, WXT-3, WXT-5, CUL-3, CUL-6, CUL7]
- 2 World War I and immigration restrictions [ID-6, WOR-4, PEO-2, PEO-6, PEO-7, POL-7, WXT-6]
- 3 migrations due to World War I and World War II [ID-6, ID-8, PEO-3, WOR-4]

KC 7.3 United States emerging as a dominant world power

- 1 overseas expansionism [WOR-6, WOR-7, ENV-5, POL-6]
- 2 America's place in the world following World War I [WOR-4, WOR-7, ID-3, POL-6]
- 3 World War II and evolving relationships with the world [WOR-4, WOR-7, ID-3, ID-6, POL-5]

Period 7 PPETs		
Mass migrations business cycle fluctuations consumer goods credit and market instability Great Depression financial regulatory system government intervention Progressive reformers industrial society Clayton Antitrust Act; Federal Reserve Bank laissez-faire capitalism limited welfare state liberalism Franklin Roosevelt New Deal radical, union, and populist movements conservatives FDR Court Packing scheme	Democratic Party Social Security Act; FDIC standard of living fundamentalist Christianity scientific modernism idealism vs. disillusionment Harlem Renaissance movement mass media World War I wartime patriotism xenophobia civil liberties Red Scare World War II legalized segregation Great Migration wartime production labor Bracero program closed western frontier	insurrection in the Philippines imperialists vs. anti-imperialists interventionists vs. isolationists dollar diplomacy neutrality noninvolvement Woodrow Wilson humanitarian principles American Expeditionary Force Treaty of Versailles League of Nations unilateral foreign policy Stimson Doctrine; Neutrality Acts Pearl Harbor mass mobilization/World War II home front internment of Japanese Americans atomic bomb Axis Powers v Allies Manhattan Project

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Selected Learning Activities

- Students will write an essay comparing and contrasting progressive era reform with the antebellum reform movements. (WXT-7)(WXT-8)(PEO-6)(CUL-6)
- Students will analyze Theodore Roosevelt by completing a presidential profile chart (Roosevelt’s role in the Spanish American War and the development of National Parks will be emphasized). (POL-6)(ENV-5)
- Students, working in groups, will present the goals and accomplishments of New Deal programs. Students will interview two adults about the role of Social Security and FDIC then trace the history of these programs to the present and comment on how those programs reflect the nature of the U.S. semi-welfare state. (WXT-8)(CUL-6)
- Students, working in groups, will make presentations on the effects of radio, motion pictures and automobiles, as well the increased availability of home appliances, on the changing role of women. Students will also situate that change role of women within larger historical processes of change (ID-7)(CUL-6)(CUL-7)
- Students will examine the American home front during World War II by analyzing “The War of Machines,” a selection from David M. Kennedy’s *Freedom from Fear*.
- Students will interpret the changing historiography of *Japanese internment presented in History in the Making*, by Kyle Ward. (POL-6)
- Using a document analysis strategy (APPARTS, PPETS, ESPN, SOAPStone), students will analyze the following primary sources:
 - Document: Lincoln Steffens: From “The Shame of the Cities” (1904)
 - Document: Newton B. Baker: The Treatment of German Americans
 - Document: Eugene Kennedy: A Doughboy Describes the Fighting Front
 - Document: Franklin D. Roosevelt: The Four Freedoms (1941)
- Students will analyze the following quantitative table: The Great Migration: Black Population Growth in Selected North Cities (1910-20) (PEO-6)
- Using a document analysis strategy students will analyze the following primary sources:
 - Image: 1918 Liberty Loan poster: Halt the Hun
 - Image: Ford Automobile Advertisement
 - Image: Vacuum Cleaner Advertisement
 - Image: Recruiting Poster for the Civilian Conservation Corps
- Students will analyze the following map: Immigration to the United States 1901-20 (PEO-6)

Review and Synthesis Activities

Students will articulate the rationale for 1890 and 1945 as beginning and end points for this time period. Students will also discuss other possible dates for beginning and end points.

Six Degrees of Separation: From the Sinking of the Maine to Hiroshima. Students will also identify several continuities that connect the Sinking of the Maine with Hiroshima.

As a review for the unit, students will work in groups discussing and framing answers to the following essential questions:

Identity	How did continuing debates over immigration and assimilation reflect changing ideals of national and ethnic identity? How did class identities change in this period?
Work, Exchange, and Technology	How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals?
Peopling	Why did public attitudes towards immigration become negative during this time period? How and why did people migrate within the U.S. during this time period?
Politics and Power	How did reformist ideals change as they were taken up by reformers in different time periods? Why did opposition emerge to various reform programs?
America in the World	Why did U.S. leaders decide to become involved in global conflicts such as the Spanish American War, World War I, and World War II? How did debates over intervention reflect public views of America’s role in the world?
Environment and Geography	Why did reformers seek for the government to wrest control of the environment and national resources from commercial interests?
Ideas, Beliefs, and Cultures	How did “modern” cultural values evolve in response to developments in technology? How did debates over the role of women in American public life reflect changing social realities?

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Period 8: 1945-1980: Post-War Optimism and Struggles

Required Content

KC 8.1 assertion of global leadership

- 1 communism, global economics, and international security [WOR-4, WOR-7, WOR-8]
- 2 decolonization, global economic change, and the environment [ENV-5, WOR-3, WOR-7, WOR-8]
- 3 the power of the federal government, internationally and domestically [ID-3, POL-7, WOR-4, CUL-5]

KC 8.2 liberalism of the 1960s

- 1 anti-segregation activism [ID-8, POL-3, POL-4, POL-7]
- 2 identity politics, including gender, sexuality, and ethnicity [POL-3, ID-8]
- 3 resurgent conservative movements [POL-2, POL-5, POL-7]

KC 8.3 post-war changes to American society

- 1 postwar optimism and concern about American values [WXT-3, WXT-5, CUL-5, CUL-6, CUL-7, PEO-3]
- 2 economic growth and expansion of federal programs [ID-6, PEO-2, PEO-3, PEO-7, ENV-5, WXT-8]
- 3 new demographic and social issues [ID-7, POL-5, CUL-6, CUL-7]

Period 8 PPETs		
World War II communist military power global economy international security system collective security multilateral economic framework non-Communist nations containment of Soviet-dominated communism Korean War Vietnam War hydrogen bomb massive retaliation space race Cold War direct vs. indirect military confrontation mutual coexistence (detente) communism decolonization international alignments nationalist movements	nonalignment national energy policy Suez Crisis OPEC antiwar protests nuclear arsenal military-industrial complex liberalism civil rights activists legal challenges direct action nonviolent protest tactics Thurgood Marshall desegregation Brown v. Board of Education Civil Rights Act of 1964 LGBT movement The Feminine Mystique attack on liberalism from the left resurgent conservative movements Lyndon Johnson Great Society state authority	Griswold v. Connecticut Miranda v. Arizona Students for a Democratic Society Black Panthers burgeoning private sector federal spending baby boom middle-class suburbanization social mobility Sun Belt homogenous mass culture Beat movement juvenile delinquency urban unrest new immigration laws of 1965 pollution Rachel Carson Clean Air Act sexual revolution individual rights Watergate Phyllis Schlafly

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Selected Learning Activities

- Students will examine John Lewis Gaddis' interpretation of the origins of the Cold War by reading "The Return of Fear" a selection from *The Cold War, A New History*. They will answer the question, "Did the Cold War begin after the Russian revolution or WWII?" Justify your answer. (POL-6)(WOR-7)(CUL-5)
- Students will interpret the message of and evaluate the effectiveness of *Duck and Cover* drills.
- Students, working in groups, do a presentation on one of the pioneers of 1950's Rock and Roll that will include two songs by the artist and historical analysis. (ID-7)(CUL-6)(CUL-7)
- Students will compare the causes and effects of the Korean and Vietnam Wars by completing a conflict comparison chart. (POL-6)(WOR-7)(CUL-6)
- Students will compare and contrast public criticism of the Vietnam War with criticism of the war efforts in World War I and World War II. Drawing on Young Americans for Freedom, SDS, folk music, and NY Times editorials, write an essay that argues which of the sources best represented U.S. values. (POL-6) (WOR-7)(CUL-6)
- Students will research and debate the following: "There was a fundamental contradiction between Lyndon Johnson's efforts to stop Communism abroad and renew America through the Great Society." (POL-6)(WOR-7)
- Students will write an essay comparing the Civil Rights movements of the 1950s and 60s with the Civil Rights movements of the Progressive Era, focusing on the southern, northern, and western regions of the U.S. (ID-8)
- Students will compose poems expressing the changes brought about by the energy crisis and inflation of the 1970s. (ENV-5)
- Students will analyze the following maps: Divided Europe, Southeast Asian War, Election of 1980.
- Using a document analysis strategy), students will analyze the following documents and images:
 - Harry S. Truman: The Truman Doctrine; John F. Kennedy's inaugural address (1961); and Donald Wheeldin, "The Situation in Watts Today" (1967)
 - Photograph of Nixon Bidding Farewell (1974)
 - Comic Book Cover: This is Tomorrow
 - Photograph: Aerial View of 1950s Track Housing
 - Students will analyze the following graph: U.S. Military Forces in Vietnam and Casualties (1961-81)
- Students will write response papers to images of the paintings and prints made by Andy Warhol and Richard Diebenkorn and comment on how these works remain relevant to universal truths today—or not.

Review and Synthesis Activities

Students will articulate the rationale for 1945 and 1980 as beginning and end points for this time period. Students will also discuss other possible dates for beginning and end points.

Six Degrees of Separation: From Containment to "Tear Down This Wall." Students will also identify several continuities that connect Containment with "Tear Down This Wall."

As a review for the unit, students will work in groups discussing and framing answers to the following essential questions:

Identity	How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups in American society? How did American involvement in the Cold War affect debates over American national identity?
Work, Exchange, and Technology	How did the rise of American manufacturing and global economic dominance in the years after World War II affect standards of living among and opportunities for different social groups?
Peopling	How did the growth of migration to and within the United States influence demographic change and social attitudes in the nation?
Politics and Power	How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power?
America in the World	Why did Americans endorse a new engagement in international affairs during the Cold War? How did this belief change over time in response to particular events?
Environment and Geography	Why did public concern about the state of the natural environment grow during this period, and what major changes in public policy did this create?
Ideas, Beliefs, and Cultures	How did changes in popular culture reflect or cause changes in social attitudes? How did the reaction to these changes affect political and public debates?

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Period 9: 1980-present: Contemporary Revolutions and Challenges

Required Content

KC 9.1 New conservatism

- 1 factors leading to new conservatism [POL-3]
- 2 conservative successes and challenges [WXT-8, POL-4]

KC 9.2 post-Cold War global leadership

- 1 Reagan administration [WOR-7, WOR-8]
- 2 21st century challenges [POL-7, WOR-7, WOR-8]

KC 9.3 continued challenges with change

- 1 integrating with world economy [WXT-3, WXT-7, WOR-3, ENV-5, CUL-7]
- 2 effects of recent demographic shifts [ID-6, ID-7, PEO-2, PEO-3, PEO-7]

Period 9 PPETs		
Economic globalization religious fundamentalism dissemination of neoconservative thought conservatism foreign policy “failures” OPEC oil embargo Iranian hostage crisis evangelical Christianity Focus on the Family Reagan and Bush tax cuts Contract with America Planned Parenthood v. Casey “big government”	Medicare and Medicaid expansion; Ronald Reagan defense spending bellicose rhetoric Mikhail Gorbachev “Star Wars” missile defense system peacekeeping interventions September 11, 2011 World Trade Center Pentagon Afghanistan conflict Iraq conflict(s) war on terrorism	civil liberties declining union membership declining real wages free trade agreements government social safety net NAFTA health care reform debates climate change economic consumption Internet Immigration Reform and Control Act of 1986 Don't Ask, Don't Tell debate

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Selected Learning Activities

- Students will analyze the causes and effects of the Iranian Hostage Crisis by creating and completing an effects graphic organizer. (POL- 6)(WOR-8)
- Working in groups, the students will research and do a class presentation showing at least two causes and two effects of the end of the Cold War. (WOR-8)(POL-6)
- Students will create an advertisement presenting the philosophy and objectives of Focus on the Family. (ID-7)(CUL-5)
- Students will analyze the Presidency of Ronald Reagan by completing a president profile chart.
- Students will complete a compare and contrast chart of 1980s conservative and New Deal philosophies regarding the role of government. (WXT-8)
- Students will summarize the arms reduction agreements initiated by Ronald Reagan and Mikhail Gorbachev. (POL-6)
- Students will complete a compare and contrast chart on Cold War and Post-9/11 national security policies. (WOR-8)
- Using a document analysis strategy (APPARTS, PPETS, ESPN, SOAPStone), students will analyze the following document and evaluate the extent to which President Reagan met his goals: Ronald Reagan: First Inaugural Address (1981).
- Students working in pairs will research topics from 1980-present and formulate interview questions. These questions will be critiqued by the teacher and will be used as the basis for interviews with four adults. Each group will do a class presentation of its findings.
- Students will compare the domestic and foreign policies of the Clinton, Bush Jr., and Obama administrations in a FRQ essay.
- Students will examine different musical genres, from punk and rap to country western, and see how music from these genres comments on larger political and cultural trends.

Review and Synthesis Activities

Students will articulate the rationale for 1980 the beginning point for this time period. Students will also discuss other possible dates for a beginning point

Six Degrees of Separation: From the Reagan Revolution to the Election of Barack Obama. Students will also identify several continuities that connect the Reagan Revolution with the Election of Barack Obama.

As a review for the unit, students will work in groups discussing and framing answers to the following essential questions:

Identity	How did demographic and economic changes in American society affect popular debates over American national identity?
Work, Exchange, and Technology	How did the shift to a global economy affect American economic life? How did scientific and technological developments in these years change how Americans lived and worked?
Peopling	How did increased migration raise questions about American identity and affect the nation demographically, culturally, and politically?
Politics and Power	How successful were conservatives in achieving their goals? To what extent did liberalism remain influential politically and culturally?
America in the World	How did the end of the Cold War affect American foreign policy? How did the terrorist attacks of September 11, 2001 impact America's role in the world?
Environment and Geography	How did debates over climate change and energy policy affect broader social and political movements?
Ideas, Beliefs, and Cultures	How did technological and scientific innovations in areas such as electronics, biology, medicine, and communications affect society, popular culture, and public discourse? How did a more demographically diverse population shape popular culture?