

AP US History Curriculum

Course Description

AP US History is a course designed to give the advanced high school student the opportunity to experience a college-level curriculum. Students will read and analyze texts and primary sources to gain a sophisticated level of understanding of the events, people, and issues that have shaped American history. While examining the historiography of the content of our course students will be doing their own extensive evaluation and essay writing to develop their own personal understanding of US history. To do this, students must discover their own ideas and opinions while accepting the existence of and learning how to work with opposing viewpoints. Students will be challenged to ask questions, take sides, and defend their positions both in writing and during class discussions.

Unit 1: Discovery and Settlement (Summer Work)

Lesson 1:	Chapter 1:	New World Beginnings, 33,000 B.C.- A.D. 1769
	Chapter 2:	The Planting of English America, 1500-1733
Lesson 2:	Chapter 3:	Settling the Northern Colonies, 1619-1700
	Chapter 4:	American Life in the Seventeenth Century, 1607-1692
Lesson 3:	Unit 1 Exam	

Additional Readings: Father Bartholomew de Las Casas, "Short Report On the Destruction of the Indies," 1546.
Davidson and Lytle, "The Visible and Invisible Worlds of Salem"

Writing Assignment: *DBQ*: Use the information in Chapter 1 of *The American Pageant*, "New World Beginnings, 33,000 B.C.- A.D. 1769," Chapter 1 of *A People's History*, "Columbus, the Indians, and Human Progress," and the de Las Casas reading to answer the following question: Columbus: hero or villain? Be sure to use information from the texts to support your claim. Include a corrected rough draft signed by a proofreader with your word-processed final copy.

Emphasized Themes: American Identity
Demographic Changes
Economic Transformations
Globalization
Politics and Citizenship
Reform
Religion
Slavery and Its Legacies in North America

Unit 2: The Road to Revolution

Lesson 1:	Chapter 5:	Colonial Society on the Eve of Revolution, 1700-1775
Lesson 2:	Chapter 6:	The Duel for North America, 1608-1763
Lesson 3:	Chapter 7:	The Road to Revolution, 1763-1775
Lesson 4:	Chapter 8:	America Secedes from the Empire, 1775-1783
Lesson 5:	Unit 2 Exam	

Additional Readings: Declaration of Independence
Olive Branch Petition
Thomas Paine, *Common Sense*
Jonathan Edwards, "Sinners in the Hands of An Angry God"

Writing Assignment: *FRQ*: Identify and describe the "missing clause" of the Declaration of Independence, including what it originally said and why it was removed. Imagine the clause had not been removed; what do you think would be the greatest affect of this inclusion?

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Unit 3:

The Constitution and Voting Rights and Responsibilities

Lesson 1:	Chapter 9:	The Confederation and the Constitution, 1776-1790
Lesson 2:	Constitution:	Legislative Branch
Lesson 3:	Constitution:	Executive and Judicial Branches and Amendments
Lesson 4:		Political Participation and Our Referendum Questions
Lesson 5:	Chapter 10:	Launching the New Ship of State, 1789-1800
Lesson 6:	Chapter 11:	The Triumphs and Travails of the Jeffersonian Republic, 1800-1812
Lesson 7:		Unit 2 Exam

Additional Readings:	Federalist #4, #6, and #10 US Constitution Washington's Farewell Address Alien and Sedition Acts online sources for voting rights, procedures Maine's referendum questions and/or bond issues Zinn, Chapter 5: A Kind of Revolution
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Writing Assignments:	<i>FRQ</i> : Identify the branch of government you think is the most important. Give at least three reasons why you think this is the most important branch. <i>FRQ</i> : Describe the three Amendments in the Bill of Rights you believe are the most important. Be sure to give at least one reason for each Amendment that explains why you think it is one of the most important amendments. <i>FRQ</i> : Describe the electoral process including why you believe it is either a fair or unfair way to elect the President. <i>DBQ</i> : The following question requires you to construct a coherent essay that integrates your interpretation of the Document and your knowledge of the period referred to in the question: To what extent do Alexander Hamilton's and Thomas Jefferson's views represent an evolution from republicanism to democracy? Use the documents AND your knowledge of the 1750-1800 to develop your answer. Documents: Allison, Andrew. The Real Thomas Jefferson, 1981. Jefferson, Thomas: Declaration and Protest of Virginia. United States Constitution, Article I Section VIII. Alexander Hamilton's Opinion to George Washington on the National Bank, 1791. Jefferson's Opinion on the Constitutionality of a National Bank, February 15, 1791. various Hamilton and Jefferson quotes 1804 Republican Presidential Campaign Poster
Emphasized Themes:	American Diversity American Identity Globalization Politics and Citizenship Reform Religion War and Diplomacy

Unit 4:

The New Republic

Lesson 1:	Chapter 12:	The Second War for Independence and the Upsurge of Nationalism, 1812-1824
Lesson 2:	Chapter 13:	The Rise of a Mass Democracy, 1824-1840
Lesson 3:	Chapter 14:	Forging the National Economy, 1790-1860
Lesson 4:	Chapter 15:	The Ferment of Reform and Culture, 1790-1860
Lesson 5:		Unit 3 Exam

Additional Readings:	Lewis, Meriwether and William Clark, <u>The Journals of Lewis and Clark</u> Thoreau, Henry David, <u>On the Duty of Civil Disobedience</u> Zinn, Chapter 6: The Intimately Oppressed
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Writing Assignments:
Emphasized

American Diversity

Themes: American Identity
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Unit 5: The Expansion and Division of America

Lesson 1: Chapter 16: The South and the Slavery Controversy, 1793-1860
Lesson 2: Chapter 17: Manifest Destiny and Its Legacy, 1841-1848
Lesson 3: Chapter 18: Renewing the Sectional Struggle, 1848-1854
Lesson 4: Chapter 19: Drifting Toward Disunion, 1854-1861
Lesson 5: Unit 4 Exam

Additional Readings: Douglass, Frederick, Narrative of the Life of Frederick Douglass
Fuller, Rev. Richard, "A Christian Defense of Slavery"
Ingram, J. H., "Cotton and Negroes are the Constant Theme"
Truth, Sojourner, "And Ain't I a Woman?"
Turner, Frederick Jackson, *The Frontier in American History*
Zinn, Chapter 7: As Long As Grass Grows or Water Runs
Zinn, Chapter 8: We Take Nothing By Conquest, Thank God

Writing Assignment: Manifest Destiny Project

Background

The desire for land and freedom has always been the basic American dream. Although termed as "Manifest Destiny" this emotion meant much more. It was a huge undertaking that was physically, emotionally, and financially taxing.

Elements

Part I: Written Piece

Newspaper Advertisement

You will write a newspaper advertisement that is discussing land for sale in the Western territories. It should include the location and cost and a description of what the land looks like (a river runs through it, mountains, valleys, fertile soil, etc.)

Part II: Art Piece

Packing Your Trunk

What will you bring with you on your travel westward? Clothing, food, dishes, tools? You will create a chest (no larger than a shoebox) that contains the items you would pack for your journey to the west. Include whatever items you think would be the most important. You may include pictures or small models of the items, but NOT THE REAL ITEMS. Include a written description of each item and why you would pack it. They should be items that would be of value or necessity for the trip.

Part III: Map

Mapping Your Route

Create a map depicting your route westward. Your map **must be at least 11 x 14 (NOT 8.5 x 11!)** and include the following labeled items:

the route you're traveling
the states and territories
the line marked by the Missouri Compromise (36°30')

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Unit 6: The Civil War and Reconstruction

Lesson 1: Chapter 20: Girding for War: The North and the South, 1861-1865
 Lesson 2: Chapter 21: The Furnace of Civil War, 1861-1865, part 1
 Lesson 3: Chapter 21: The Furnace of Civil War, 1861-1865, part 2
 Lesson 4: Chapter 22: The Ordeal of Reconstruction, 1865-1877, part 1
 Lesson 5: Chapter 22: The Ordeal of Reconstruction, 1865-1877, part 2
 Lesson 5: Civil War Research
 Lesson 6: Unit 5 Exam

Additional Readings: Emancipation Proclamation
 Lincoln's "Gettysburg Address"
 Zinn, Chapter 9: Slavery Without Submission, Emancipation Without Freedom
 Zinn, Chapter 10: The Other Civil War

Writing Assignments: *FRQ:* When South Carolina threatened to secede from the Union in 1832 because of an excessively high tariff, President Andrew Jackson responded with threats of federal military intervention. The crisis passed when state officials acquiesced and talk of withdrawing from the United States abated. Abraham Lincoln, wishing to avoid direct military conflict between state and federal forces took no initial aggressive action to keep Southern states from seceding in 1860. If Lincoln followed Jackson approach to dealing with the issue of secession could the Civil War have been averted?

FRQ: The secession of the South in 1860 was based on the region's long-standing belief in states' rights. Seceding states argued that the Virginia and Kentucky Resolutions clearly noted that the federal government was given its authority by the states. Therefore, that authority could be withdrawn when the best interest of the state was jeopardized by the federal government. The South concluded this meant that the states had the right to withdraw from the Union. Agree or disagree with the South's position.

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Unit 7: Immigration, Industrialization, and Expansion

Lesson 1: Chapter 23: Political Paralysis in the Gilded Age, 1869-1896
 Lesson 2: Chapter 24: Industry Comes of Age, 1865-1900
 Lesson 3: Chapter 25: America Moves to the City, 1865-1900
 Lesson 4: Chapter 26: The Great West and the Agricultural Revolution, 1865-1896
 Lesson 6: Research
 Lesson 7: Unit 6 Exam

Additional Readings: Bryan, William Jennings, "Cross of Gold"
 Chief Joseph, "I Will Fight No More Forever"
 Jackson, Helen Hunt, A Century of Dishonor
 Kipling, Rudyard, "White Man's Burden"
 Riis, Jacob, How the Other Half Lives
 Zinn, Chapter 11: Robber Barons and Rebels
 Zinn, Chapter 12: The Empire and The People

Writing Assignments: *DBQ:* Using the documents below, explain public opinion of and government reaction toward the rise of the labor movement during the late 19th century and early 20th century.

Documents:

headlines and/or editorials from these 1894 newspapers: Chicago Tribune, The Chicago Inter-Ocean, The Washington Post, The New York Times, Harper's Weekly, The New York World quotes from Rev. Herrick Johnson, Presbyterian Theological Seminary, Chicago, Jane Addams, President Grover Cleveland, 1894

"King Debs," cartoon by W.A. Rogers as printed in Harper's Weekly, 1894, re: Pullman strike
Research Project: Immigration and Industrialization Diary

Background

The United States went through remarkable changes during the period of 1875-1915 as it reunited its northern and southern states and expanded its industry, trading, and migration of peoples both at home and abroad. One of the most interesting periods of our history, this era of rapid industrialization and immigration largely contributed to the development of the business and industrial giant that is the United States today.

Task

Your job is to research the human experience of newly-arrived immigrants who lived and worked in the United States during this time period. After developing a working knowledge of what it might have been like to live during this era, you will write a diary from the point of view of one of these people. While documenting the daily life of this individual, you will include descriptions of their cultural background, occupation, and personal views and opinions of the political and social issues occurring in the US.

Criteria and Format

During your initial research, you will need to locate a total of 6 sources including:

- > at least 1 source found on the Internet
- > at least 1 periodical, such as a magazine or newspaper article
- > at least 1 primary source, such as a diary, journal, or autobiography

You will type a two-page summary and analysis of the information located while completing your initial research and include a properly-formatted works cited page. Each of the six sources you located must be cited at least once in this summary.

The diary must contain at least six entries, each of which is at least one hand-written page in length. Each entry must have a date (including the year), a signature, and a minimum of two parenthetical references. The diary must also contain a title page and an introduction describing who your character is, including his or her name, age, gender, where he or she lives, his or her cultural heritage, the economic situation of his or her family, and his or her present occupation.

The diary must contain "authentic" visuals (accurate to the time period and character's educational and economic status) showing where your character lived, a picture of the home, a map of the location of his or her home in the state and in the country (United States), and picture(s) of the character. The diary must also be hand-written and look "authentic" but NO BURNED EDGES PLEASE!.

You will present your diary to a small group in class using at least one colorful, creative, eye-catching poster that is easily seen from at least 20 feet away that includes a sketch or picture of the type of dress the person wore and at least one journal entry. You will tell about your research, discuss an analysis of the events, and read at least two journal entries. You will be required to wear formal dress for the presentation.

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Themes:

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Unit 8:

Progressivism and War

Lesson 1:	Chapter 27:	Empire and Expansion, 1890-1909
Lesson 2:	Chapter 28:	Progressivism and the Republican Roosevelt, 1901-1912
Lesson 3:	Chapter 29:	Wilsonian Progressivism at Home and Abroad, 1912-1916
Lesson 4:	Chapter 30:	The War to End War, 1917-1918

Additional Readings: Zinn, Chapter 13: The Socialist Challenge
Zinn, Chapter 14: War is the Health of the State

Unit 9: 20s, Depression, and New Deal

Lesson 1:	Chapter 31:	American Life in the "Roaring Twenties," 1919-1929
Lesson 2:	Chapter 32:	The Politics of Boom and Bust, 1920-1932
Lesson 3:	Chapter 33:	The Great Depression and the New Deal, 1933-1939
Lesson 4:		Unit 7 Exam

Additional Readings: The Zimmerman Note
Wilson's Declaration of War Against Germany
Wilson's 14 Points Address to Congress
Versailles Treaty
Allen, Frederick Lewis, Only Yesterday
Zinn, Chapter 15: Self-help in Hard Times

Writing Assignments: *WWI Webquest:* <http://www.davison.k12.mi.us/dhs/staff/hewitt/webquests/wwi/WWI.htm>
FRQ: How was American imperialism and extension of the Manifest Destiny quest?
FRQ: Explain how the United States got involved in World War I after being neutral at the start?
FRQ: Explain how propaganda was used and the role it played in World War I?
FRQ: Why did the Versailles Treaty cause such problems for President Wilson at home?

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Unit 10: World War II and the Cold War

Lesson 1:	Chapter 34:	Franklin D. Roosevelt and the Shadow of War, 1933-1941
Lesson 2:	Chapter 35:	America in World War II, 1941-1945
Lesson 3:	Chapter 36:	The Cold War Begins, 1945-1952
Lesson 4:	Chapter 37:	The Eisenhower Era, 1952-1960
Lesson 5:		Unit 9 Exam

Additional Readings: Roosevelt, Franklin D., Four Freedoms Speech and War With Japan Request
Ambrose, Stephen, Band of Brothers
Yalta Conference Proceedings
Churchill, Winston, "Iron Curtain Speech"
North Atlantic Treaty
Smith, Margaret Chase, "Declaration of Conscience"
Welch, Senator Joseph, "Have you no sense of decency, sir?"
Zinn, Chapter 16: A People's War?

Writing Assignments: *FRQ:* Identify the effects of World War II on American women, African Americans, and Japanese Americans. Who was affected the most, and why?
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Unit 11: Changing America

Lesson 1: Chapter 38: The Stormy Sixties, 1960-1968
 Lesson 2: Chapter 39: The Stalelated Seventies, 1968-1980
 Lesson 3: Chapter 40: The Resurgence of Conservatism, 1980-1992
 Lesson 4: Chapter 41: America Confronts the Post-Cold War Era, 1992-2004
 Lesson 5: Chapter 42: The American People Face a New Century
 Lesson 6: Unit 10 Exam

Additional Readings: Eisenhower, Dwight D., "Military Industrial Complex"
 King Jr., Martin Luther, "Letter From a Birmingham Jail" and "I Have A Dream"
 Warren Commission Report
 Peers Report on the My Lai Massacre
 Jordan, Barbara, "My faith in the Constitution is whole"
 Iran-Contra Hearing Reports
 Bush, G. W., 9-20-01 Speech to Congress
 Eyes on the Prize
 Zinn, Chapter 17: "Or Does It Explode?"
 Zinn, Chapter 18: The Impossible Victory: Vietnam
 Zinn, Chapter 19: Surprises
 Zinn, Chapter 20: Under Control?

Writing Assignments: *DBQ*: Which method of advocating equal rights for black Americans was more successful, MLK, Jr.'s nonviolent aggression or the methods of aggression and protest advocated by the Black Power groups? Use the documents in your answer.
 Documents:
 excerpts from Eyes on the Prize
 King Jr., Martin Luther, "Letter From a Birmingham Jail" and "I Have A Dream"

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