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Advanced Placement[®] United States History

Each time period will contain some or all of the following activities:

- **Reading 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 note-cards on which they identify, analyze, and evaluate each of the sources. Students analyze the sources for three or more of the following features: historical context, purpose and intended audience, the author's point of view, type of source, argument and tone.

- **You Be the Judge:**

Students analyze dissimilar 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. Their findings will be presented via an essay.

- **DBQ Deconstruction:**

Based on the question posed by the DBQ, students will work in groups, formulate a thesis, and take part in a four-corner activity.

- **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.

- **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.

- **Assessment:**

An assessment will be given at the end of each of the three parts of a time period, and at the completion. The assessment will have three components: analytical multiple choice questions (MC), analytical short answer questions (SAQ), and either a long essay question (LEQ) 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 time periods is often a critical component of the response.

These activities are organized around AP[®] US History's seven major themes, and are designed to develop the student's historical thinking skills...

- Identity (**ID**).
- Work, Exchange and Technology (**WXT**).
- Peopling (**PEO**).
- Politics & Power (**POL**).
- America in the World (**WOR**).
- Environment and Geography—Physical & Human (**ENV**).
- Ideas, Beliefs and Culture (**CUL**).

Textbook:

Henretta, James A., Eric Hinderaker, Rebecca Edwards, and Robert O. Self. *America's History*. 8th ed. Boston: Bedford/ St. Martin's, 2014.

Primary Sources:

Sheets, Kevin B. *Sources for America's History*. 8th ed. Vol. 1. Boston: Bedford/St. Martin's, 2014.

Sheets, Kevin B. *Sources for America's History*. 8th ed. Vol. 2. Boston: Bedford/St. Martin's, 2014.

Secondary Sources:

Ward, Kyle. *History in the Making*. New York: The New Press, 2007.

Unit I: Transformations of North America (TP 1).

- Chapter 1: *Colliding Worlds*.
- Chapter 2: *American Experimentation*.

Readings:

- Henretta et al., chapters 1 and 2.
- Sheets (pp. 1-11).
- Ward (pp. 3-18) and (pp. 37-45).

Primary Source Analysis: (PEO; CUL; WXT)

- Students use **SPAM-C** to analyze one or more of the sources below during an in-class writing assignment. The students will be asked to discuss what these sources tell us about the ways Native American, and Europeans thought about themselves, perceived one another, and capitalized on cross-cultural exchanges as they came into sustained contact.
 - Brother Luis Brandaon, *Letter to Fr. Sandoval* (1610) (pp. 2).
 - Thomas Hariot, *A Briefe and True Report of the New Found Land of Virginia* (1588) (pp. 16).
 - John Winthrop, *A Model of Christian Charity* (1630) (pp. 23).
 - Rev. Fr. Louis Cellot, *Letter to Father Francois Le Mercier* (1656) (pp. 35).

You Be the Judge: (WXT, ENV; ID; PEO; CUL)

- Christopher Columbus, *Journal of the First Voyage* (1492) (pp. 6).
- Bartolome De Las Casas, *A Brief Account of the Destruction of the Indies* (1552) (pp. 9).

History in the Making: (CUL; PEO; ID; ENV)

- Kyle Ward's *History in the Making*, Chapter 1 "Native American Relations with the New Colonists" and Chapter 5 "Captain John Smith and Pocahontas."

Six Degrees of Separation: (CUL)

- Students will be provided with two events; Henry VIII creates the Church of England and the Salem witchcraft crisis (1534–1692), theme Ideas. 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.

DBQ: (CUL; ENV; PEO; ID; WXT)

- We will work as a class to breakdown the DBQ question “*Although New England and the Chesapeake region were both settled largely by people of English origin, by 1700 the regions had evolved into two distinct societies. Why did this difference in development occur?*”

Unit I—Assessment:

- Unit I Assessment.

Unit II: British North America and the Atlantic World (TP 2).

- Chapter 3: *The British Atlantic World*
- Chapter 4: *Growth, Diversity, and Conflict.*

Readings:

- Henretta et al., chapters 3 and 4.
- Sheets (pp. 81 - 95).

Primary Source Analysis: (CUL)

- Students use **SPAM-C** to analyze one or more of the sources below during an in-class writing assignment. The students will be asked to discuss what these sources tell us about the impact the Great Awakening had on colonial culture and attitudes about their faith.
 - Gilbert Tennent, *Dangers of an Unconverted Ministry* (1740) (pp. 81).
 - Sarah Osborn, *Memoirs of the Life of Mrs. Sarah Osborn* (1814) (pp. 85).

You Be the Judge: (POL; CUL; ID; WOR)

- Benjamin Franklin, *Albany Plan of Union* (1754) (pp. 90).
- Anonymous, *State of the British and French Colonies in North America* (1755) (pp. 93).

Six Degrees of Separation: (POL)

- Students will be provided with two events, the Dominion of New England (1686-1689) and The Albany Congress (1754). 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.

Long-Essay Question (LEQ): (POL; WOR; ENV; CUL)

- Some historians argue that the philosophy of self-government that drove the movement for independence was influenced by the ideals of the Great Awakening, Enlightenment beliefs, and the experience of local republican thought. A quote from the *Declaration of Independence* will be provided for the students. The students will then be asked to analyze events that surrounded the writing and implementations of the ideals set forth by *Declaration of Independence*, and explain to what extent this statement does reflect the influences of the Great Awakening and the Age of Enlightenment.

Unit II—Assessment:

- Unit II Assessment.

Unit III: Revolution and Republican Culture (TP 3).

- Chapter 5: *The Problem of Empire.*
- Chapter 6: *Making War and Republican Governments.*
- Chapter 7: *Hammering out a Federal Republic.*
- Chapter 8: *Creating a Republican Culture.*

Readings:

- Henretta et al., chapters (5, 6, 7, and 8).
- Sheets (pp. 119-124).

Primary Source Analysis: (POL; ID; CUL; WOR; ENV)

- Students use **SPAM-C** to analyze one or more of the sources below during an in-class writing assignment. The students will be asked to discuss what these sources tell us about the divergent attitudes of colonists toward their mother country.
 - John Dickinson, *The Liberty Song* (1768) (pp. 202).
 - J. Hector St. John de Crèvecoeur, *Letters from an American Farmer* (1762) (pp. 204).

You Be the Judge: (POL; CUL; ID; PEO; WOR; WXT)

- Richard Bland, *Inquiry into the Rights of the British Colonies* (1766) (pp. 120).
- Stamp Act Congress, *Declaration of Rights* (1765) (pp. 119).

Six Degrees of Separation: (WXT; POL; ID; CUL; PEO; ENV)

- Students will be provided with two events, Merchants defy Sugar and Stamp Acts and Embargo encourages U.S. manufacturing. 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.

DBQ: (POL; ID; WOR; CUL)

- We will work as a class to breakdown the following DBQ: “To what degree and for what reasons do you agree with this statement: “Political issues, compared to economic factors, caused the American Revolution.”

Unit III–Assessment:

- Unit III Assessment.

Unit IV: Overlapping Revolutions (TP 4).

- Chapter 9: *Transforming the Economy*.
- Chapter 10: *A Democratic Revolution*.
- Chapter 11: *Religion and Reform*.
- Chapter 12: *The South Expands: Slavery and Society*.

Readings:

- Henretta et al., chapters (9, 10, 11, and 12).
- Sheets (pp. 254-258 & 291, 295-299).
- Ward (pp. 134-139).

Primary Source Analysis:

- Students use **SPAM-C** to analyze one or more of the sources below during an in-class writing assignment. The students will be asked to discuss what these sources tell us about how dance and other entertainments reflect or reveal differences among American social and economic groups. **(WXT, ENV; ID; POL)**
 - Lucy Larcom, *Among Lowell Mills Girls: A Reminiscence* (1881) (pp. 223).
 - Susan Dabney Smedes, *Memorials of a Southern Planter* (1887) (pp. 292).
 - Abram C. Dayton, *Last Days of Knickerbocker Life in New York* (1882) (pp. 269).

You Be the Judge: (WXT; ENV; CUL; ID)

- Preface to *The Temperance Manual of the American Temperance Society for the Young Men of the United States* (1836) (pp. 234).
- Charles G. Finney, *Lectures on Revivals of Religion* (1835) (pp. 238).

History in the Making: (CUL; PEO; ID; ENV; POL)

- Kyle Ward's *History in the Making*, Chapter 18 (Trail of Tears).

Long-Essay Question (LEQ): (POL; ENV; WXT; WOR; ID)

- The period after the War of 1812 is commonly referred to as the “Era of Good Feelings.” The students will be asked to support, modify, or refute this interpretation, providing specific evidence to justify their answer.

Six Degrees of Separation: (ID; ENV; CUL; PEO; POL)

- Students will be provided with two events, the American Colonization Society and the Antislavery Liberty Party. 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.

Unit IV—Assessment:

- Unit IV Assessment.

Unit V: Creating and Preserving a Continental Nation (TP 5).

- Chapter 13: *Expansion, War, and Sectional Crisis.*
- Chapter 14: *Two Societies at War.*
- Chapter 15: *Reconstruction.*
- Chapter 16: *Conquering a Continent*

Readings:

- Henretta et al., chapters (13, 14, and 15).
- Sheets (pp. 325-330, 343-349, 411-419).
- Ward (pp. 152-172).

Primary Source Analysis: (POL; ID; CUL; ENV; WXT; WOR)

- Students use **SPAM-C** to analyze both sources below during an in-class writing assignment. The students will be asked to discuss what these sources tell us about civil liberties for all Americans:
 - Samuel F. B. Morse, *Foreign Conspiracy Against the Liberties of the United States* (1855), (pp. 409).

- Rev. Henry McNeal Turner, Speech before the Georgia State Legislature (1868) (pp. 419).

You Be the Judge: (POL; CUL; ENV; PEO; ID)

- John C. Calhoun, *Speech on the Slavery Question* (1850) (pp. 325).
- Charles Sumner, *The Crime of Kansas* (1856) (pp. 328).

OR

- Abraham Lincoln, *Cooper Union Address* (1860) (pp. 411).
- Alexander Stephens, “*Cornerstone*” Speech (1861) (pp. 416).

History in the Making: (CUL; PEO; ID; ENV; POL; WOR)

- Kyle Ward’s *History in the Making*, and Chapter 21 (The Start of the Mexican War) and Chapter 22 (Slavery in America).

Six Degrees of Separation: (POL; ID; WOR)

- Students will be provided with two events, Mexican American War and southern secession. 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.

DBQ: (POL; ENV; ID; WXT; CUL)

- Students will complete, over Christmas break, a DBQ that asks them to analyze the impact of the Civil War on the economic, political, and social development of the United States during the period 1860-1877.

Unit V—Assessment:

- Unit V Assessment.

Unit VI: Industrialization of America (TP 6).

- Chapter 17: *Industrial America: Corporations and Conflicts.*
- Chapter 18: *The Victorians Make the Modern.*
- Chapter 19: *The Rise and Reform of Industrial Cities.*
- Chapter 20: *Who’s Government? Politics, Populists, and Progressives.*

Readings:

- Henretta et al., chapters (17, 18, 19, and 20).
- Sheets (pp. 423-429).
- Ward (pp. 217-234).

Primary Source Analysis: (POL; ID; WOR; CUL; ENV)

- Students use **SPAM-C** to analyze one or more of the sources below during an in-class writing assignment. The students will be asked to discuss what these sources tell us about the challenges and opportunities faced by different Americans in the industrial era.
 - Marie Ganz, Nat J. Ferber, *Rebels: Into Anarchy and Out Again* (1920) (pp. 468).
 - Theodore Roosevelt, *Professionalism in Sport* (1890) (pp. 444).

You Be the Judge: (WXT; CUL; ID; WOR; ENV)

- Terence Powderly, *Thirty Years of Labor* (1889) (pp. 427).
- Andrew Carnegie, *Wealth* (1889) (pp. 423).

History in the Making: (CUL; PEO; ID; ENV; POL; WOR; WXT)

- Kyle Ward's *History in the Making*, Chapter 29 (Eugene V. Debs and the Pullman Strike) and Chapter 30 (Immigration).

Six Degrees of Separation: (WXT; POL; CUL)

- Students will be provided with two events, the economic depression of 1873-79 and the economic depression of 1893-97. 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.

Long Essay Question (LEQ): (WXT; ENV; ID; WOR; POL; PEO)

- Evaluate the effectiveness of the efforts of two of the following groups to deal with the challenges posed by the economic changes in the US during the second half of the 19th century.
 - Workers.
 - Farmers.
 - Native Americans.
 - Industrialists.

Unit VI—Assessment:

- Unit VI Assessment.

Unit VII: Domestic and Global Challenges (TP 7).

- Chapter 21: *An Emerging World Power.*
- Chapter 22: *Cultural Conflict, Bubble, and Bust.*
- Chapter 23: *Managing the Great Depression, Forgoing the New Deal.*
- Chapter 24: *The World at War.*

Readings:

- Henretta et al., chapters (21, 22, 23, and 24).
- Sheets (pp. 609-630).

Primary Source Analysis: (POL; ENV; ID; WOR)

- Students use **SPAM-C** to analyze one or more of the sources below during an in-class writing assignment. The students will be asked to discuss what these sources tell us about ways in which the rise of mass-media might have contributed to and helped to publicize calls for American intervention overseas.
 - Alfred Bryant, Al Piantadosi, *I didn't Raise My Boy to Be a Soldier* (1915) (pp. 538).
 - LULAC News, *Editorial* (1945) (pp. 601).

Comparative Question: (PEO; ENV; CUL)

- What do the documents in this set reveal about the ways that American identity has been debated by various groups in the decades between the Civil War and World War II? How have these debates related to economic, social, and cultural transformations that have occurred in society?
 - *Citizens Committee of Orchard, Rivington, and East Houston Streets, New York City to William Howard Taft* (1912) (pp. 610).
 - Horace Kallen, *Democracy versus the Melting Pot* (1915) (pp. 612).
 - Woman Suffrage in Washington, District of Columbia (c. 1917-1918) (pp. 616).
 - W.B. Riley, *The Faith of the Fundamentalists* (1927) (pp. 617).
 - Private Charles F. Wilson to Franklin D. Roosevelt (1944) (pp. 620).
 - Luisa Moreno, *Caravans of Sorrow* (1940) (pp. 625).

Six Degrees of Separation: (POL; ID; WOR)

- Students will be provided with two events, the 1914 Assassination of Archduke Franz Ferdinand and the 1941 Japanese attack on Pearl Harbor. 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.

DBQ: (WOR; ID; POL; ENV; CUL; WXT)

- We will work as a class to breakdown the DBQ that asks students to evaluate the impact the December 7, 1941, attack on Pearl Harbor had on the American home front. They will confine responses to the period between 1939 and 1946.

Unit VII—Assessment:

- Unit VII Assessment.

Unit VIII: The Modern State and the Age of Liberalism (TP 8).

- Chapter 25: *Cold War America*.
- Chapter 26: *Triumph of the Middle Class*.
- Chapter 27: *Walking into Freedom Land: The Civil Rights Movement*.
- Chapter 28: *Uncivil Wars: Liberal Crisis and Conservative Rebirth*.
- Chapter 29: *The Search for Order in an Era of Limits*.

Readings:

- Henretta et al., chapters (25, 26, 27, 28, and 29).
- Sheets (pp.691-707).
- Ward (pp. 301-308).

History in the Making: (CUL; PEO; ID; ENV; WOR; POL)

- Kyle Ward's *History in the Making*, Chapter 44 (McCarthyism) and Chapter 45 (Desegregation and the Civil Rights Movement).

Primary Source Analysis: (POL; PEO; CUL; ID)

- Students use **SPAM-C** to analyze one or more of the sources below during an in-class writing assignment. The students will be asked to answer multiple analysis questions.
 - *Serviceman's Readjustment Act (1944)* (pp. 650).
 - Billy Graham, *Our Right to Require Belief (1956)* (pp. 655).
 - Lilian Smith, *Killers of the Dream (1949)* (pp. 673).
 - Phyllis Schlafly, *Statement Opposing the ERA (1977)* (pp. 719).
 - César Chavez, *Letter from Delano (1969)* (pp. 700).

Comparative Question: (POL; ID; CUL)

- From the analysis of the two documents listed below, what conclusions can you draw about the evolution, goals, and strategies of the broadly defined civil rights movement?
 - Fannie Lou Hamer, *Testimony Before the Credentials Committee of the Democratic National Convention (1964)* (pp. 677).

- Malcom X, *The Ballot or the Bullet* (1964) (pp. 680).

Six Degrees of Separation: (ID; POL; CUL; WXT; ID)

- Students will be provided with two events, desegregation of armed services (1948) and Voting Rights Act (1965). 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.

Long-Essay Question (LEQ): (POL; WXT; CUL)

- We will work as a class to answer the following essay question:
 - Evaluate the effectiveness of the Lyndon B. Johnson administration's response to the economic, social, and political problems confronting the United States between 1963 and 1968.

Unit VIII—Assessment:

- Unit VIII Assessment.

Unit IX: Global Capitalism, and the End of the American Century (TP 9).

- Chapter 30: *Conservative America in the Ascent.*
- Chapter 31: *Confronting Global and National Dilemmas.*

Readings:

- Henretta et al., chapters (30, 31).

Primary Source Analysis: (POL; PEO; ID; CUL; WXT; WOR)

- Students use **SPAM-C** to analyze one or more of the sources below during an in-class writing assignment. The students will be asked to write an essay, using the following documents and information from the text, which examines the economic effects of recent global integration. In particular, they should define globalization and outline some of its potential positive and negative effects.
 - Madeleine Albright, *Realism and Idealism in American Foreign Policy Today* (1994) (pp. 781).
 - Jesse Jackson, *Common Ground and Common Sense* (1988) (pp. 763).

- Bill Clinton, *Remarks on Signing the North America Free Trade Agreement Implementation Act* (1993) (pp. 801)
- Charles Fishman, *The Wal-Mart You Don't Know* (2003) (pp. 805).
- Kevin Clarke, *Outsourcing Around* (2004) (pp. 809).

Unit IX—Assessment:

- Unit IX Assessment.

AP[®] US History National Test Prep: (8 Class Days).