



## AP United States History



Meeting Times: 36 Weeks in a block schedule. The class meets every other class day.

### Course Description:

The AP program in United States History is designed to provide students with critical thinking skills and factual knowledge necessary to analyze and conceptualize problems and materials in United States history. The course includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in history. The program prepares students for intermediate and advanced college courses by providing challenging curricular experiences that equate to the demands made by full-year introductory college courses. Students should learn to assess historical materials from a variety of perspectives- their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should enable students to develop skills necessary to acquire information, develop and present information in well-reasoned ways, construct new knowledge and use valid information appropriately to make conclusions and to present reasons and evidence clearly and persuasively. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. In addition to exposing students to historical content, an AP course should also train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students should learn to take notes from both printed materials and lectures or discussions, write essay examinations, and write analytical and research papers. They should be able to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others. Students are required to complete an enormous amount of reading, writing, and performance tasks. Projects and culminating activities are expected of each student. Students taking the Advanced Placement AP United States History course are expected to take the Advanced Placement exam. Students will not receive weighted grades for the course unless they complete the AP examination. AP United States History students are also required to take the United States History End-of-Course Examination administered online to all students taking United States History.

### Course Purpose and Goals:

**a. Philosophy:** Varied teaching and learning experiences should provide students with multiple opportunities to discover the numerous ways in which human beings acquire and use knowledge of historical events. The study of history should involve inquiry, active construction of knowledge, interactive discourse, well-reasoned arguments that show reflective and critical thinking, and real life applications. Opportunities to acquire knowledge should not be limited and rigid; rather they should reflect the fluid and changing nature of knowledge and understanding. Additionally, the resources available should reinforce the numerous modes of information available. Textbooks, reference materials, atlases, historical documents, media resources, Internet, museums, historical societies, and libraries are essential resources for the course. Teaching and learning experiences should seek to actively involve students, individually and as a group, allowing students to develop skills as independent or collective thinkers and participants.

**b. Purpose:** The primary purpose of the AP United States History course is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse democratic society in an interdependent world. Through examining the history of the United States, using thinking, reasoning, and analysis skills, students will be able to understand the present and plan for the future. Students need to be prepared to function in a democratic society that is characterized by hard choices. These choices become dilemmas when they involve issues that pit cherished values against each other. The AP United States History class does not dictate to students what the solutions to these problems are. But rather, the class should rather teach the students how to analyze and discuss those dilemmas within the context of the civil discourse required to maintaining a democratic society. The AP United States History curriculum will enable students to search for situations similar to these in both contemporary and historical settings. By examining ways others have responded to such dilemmas, students can begin to understand that choices they or their society face has been confronted by others in different times and places. Guiding the students to clarify the facts connected with value dilemmas and teaching them how to identify pros, cons, and consequences of various positions, the instructor can also equip students with tools that will aid their decision making processes as they face difficult choices in life.

**c. Goals:** The AP course does not merely focus on the acquisition of factual knowledge but trains students to:

- Analyze and interpret a wide variety of primary sources
- Analyze documentary material, maps, and graphic events, statistical tables, and works of art that address historical concepts
- Develop skills in writing notes, reading and studying information, using historical technical vocabulary, writing interpretive essays such as document-based questions (DBQ), and writing analytical thematic essays and research papers
- Classify, interpret, summarize and evaluate information that supports decision-making
- Conceptualize unfamiliar categories of information, determine the validity of arguments, and develop models to explain historical events or ideas
- Express and advocate reasoned convictions with clarity and precision

**d. Comparison between standard United States History course and the AP United States History college level course:**

The AP college level course is designed to provide the student with learning experiences equivalent to that obtained in most college introductory United States history courses. Students should be exposed to historical content and use the perspective of time to explore causes and effects of events in the past. The course is challenging and rigorous and requires a great deal of discipline in order to be successful. Skills in reading and deciphering are necessary as students are required to complete numerous readings, analyze and interpret documents and events, practice writing analytical and interpretive essays, and complete research and major study of pictorial and graphic materials. Frequent quizzes and outside assignments are to be expected. Students must master a broad body of historical knowledge and be able to apply analytical skills of evaluation, cause and effect, and compare and contrast to understand historical scholarship. The AP course content covers the study of United States history from Discovery to the present. The course emphasizes depth of development of important ideas and the significance and meaningfulness of the historical content. This is a rigorous and challenging course. The course focuses on sustained examination and analysis of several major topics rather than coverage of many. The content for the standard United States History course emphasizes our nation's history from Reconstruction to the present. The standard United States history course focuses on content and concepts built around the national and district standards that prepare students to comprehend the contemporary world based on an understanding of the past.

**e. Conceptual Organization:** The course uses themes and/or topics in a chronological approach such as those listed in the AP Course Description as broad parameters for structuring the course and for encouraging students to think conceptually and focus on historical change over time. These themes are taken directly from the AP United States History College Board course description. The themes were identified by The United States History Development Committee to be used as organizers for studying and interpreting the topics addressed in this course. The themes listed below are not presented in any order of importance; rather, they are in alphabetical order. These ideas may serve as unifying concepts to help students synthesize material and place the history of the United States into larger analytical contexts. The course uses themes and/or topics as broad parameters for structuring the course.

- **American Diversity:** The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.
- **American Identity:** Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.
- **Culture:** Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout history. Popular culture and the dimensions of cultural conflict within American society.
- **Demographic Changes:** Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.
- **Economic Transformations:** Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.
- **Environment:** Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.
- **Globalization:** Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, cultural exchange.
- **Politics and Citizenship:** Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

- **Reform:** Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women’s rights, civil rights, gay rights, war, public health, and government.
- **Religion:** The variety of religious beliefs and practices in America from prehistory to the twenty-first century, influence of religion on politics, economics, and society.
- **Slavery and Its Legacies in North America:** Systems of slave labor and other forms of unfree labor, e.g., indentured servitude, contract labor in Native American societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.
- **War and Diplomacy:** Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy and society.

**Course Format and Policies:**

- **Summer Reading:** It is suggested that the students read two of the following books during the summer prior to taking the course. Davis, Kenneth C., *Don't Know Much About History...Everything You Need to Know About American History But Never Learned*. New York: Harper Perennial (2004).
  - Schlesinger, Jr., Arthur M., *The Cycles of American History*. Boston: Houghton Mifflin (1999).
  - Zinn, Howard, *A People's History of the United States, 1492 – Present*. New York: Harper Perennial (2003).
- Assessment:** Grades are calculated on a Total Point System. Each assignment will have a point value. Approximately 50% of the quarter grade is based on tests and quizzes, 40% is based on homework, quarter projects and class work, and 10% is based on collaboration and cooperation. Grades will be based on several factors to include class work assignments; home work assignments; presentations; participation; quizzes; unit tests; essays; and Midterm and Final Exams.
  - Major Evaluative Techniques:** Evaluation will be comprised of tests on content material, group activity presentations, essay tests, cause and effect analysis, document analysis, assessment of student projects, and the course long project of the Thematic Spreadsheet. Written and oral reports will include visual illustrations/representations. Unit and end-of-chapter tests will be used to assess student achievement of content objectives.
  - Semester and Final Examinations:** The Semester 1 Examination will account for 20% of the Semester 1 grade and the Final Examination will account for 20% of the Semester 2 grade.
  - DoDEA End-of-Course Examination:** All students are required to take the DoDEA End-of-Course Examination (EOC) in United States History. Although passing the EOC is not a requirement for graduation, the EOC selected response section will account for 60% of the Final Examination grade.
  - AP Examination:** All students are required to take the AP Examination in United States History to receive AP credit. A student’s failure to complete the AP examination FOR ANY REASON will result in forfeiture of AP credit.
  - Grading:**

District Grading Scale:

- 90 -100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D
- 59 or below = F

The District Weighted Grading Policy for AP Courses: Weighted GPAs are calculated for students completing the course and taking the requisite exam of an AP course. Any student enrolled in an AP course who fails to take the AP Exam for any reason will not have the GPA calculated with the weighted scale.

Un-weighted Scale A = 4	Weighted Scale A = 5
Un-weighted Scale B = 3	Weighted Scale B = 4
Un-weighted Scale C = 2	Weighted Scale C = 3
Un-weighted Scale D = 1	Weighted Scale D = 2
Un-weighted Scale F = 0	Weighted Scale F = 0

**g. Course Support, Tutoring, and Extra Help:**

- Seminar Program to meet with any students needing help.
- Homework Club available after school.
- AP after school study sessions to be arranged by the student with the teacher.

- Study Groups: Students can organize and participate in study groups during the seminar periods.
- AVID - This program provides opportunities for tutoring and instruction in note taking, study skills and habits for students to be successful in Advanced Placement courses.

### **Textbooks, Materials and other Resources:**

#### **Required Text:**

- Faragher John Mack., et al. *The Out of Many One: A History of the American People, 5<sup>th</sup> Ed.* Upper Saddle River, NJ: Pearson Prentice Hall (2007).

#### **Supplementary Books:**

- Davis, Kenneth C., *Don't Know Much About History...Everything You Need to Know About American History But Never Learned.* New York: Harper Perennial (2004).
- Hamilton, Alexander; Madison, James; Jay, John; Rossiter, Clinton, ed. *The Federalist Papers.* New York: Mentor Books (1999)
- Schlesinger, Jr., Arthur M., *The Cycles of American History.* Boston: Houghton Mifflin (1999).
- Zinn, Howard, *A People's History of the United States, 1492 – Present.* New York: Harper Perennial (2003).

#### **Supplementary Materials:**

- *Student Study Guide to The Out of Many One Volumes I and II.*
- *American History Interactive Maps CD-Rom & User's Guide.* Holt, Rinehart and Winston.
- *The Americans: Reconstruction through 20<sup>th</sup> Century Electronic Library of Primary Sources – A Compendium of Primary Sources on CD-Rom.* McDougal Littell (1999).

#### **Websites:**

- <http://www.let.rug.nl/~usa/D/index.htm>
- <http://apcentral.collegeboard.com>
- <http://www.loc.gov>
- <http://www.apstudent.com/ushistory>
- [http://college.hmco.com/history/us/boyer/enduring\\_vision/4e/students/index.html](http://college.hmco.com/history/us/boyer/enduring_vision/4e/students/index.html)
- <http://www.historyteacher.net/APUSHDBQsMainPage.htm>
- The Smithsonian Institute Educational Program - This online program is accessed in collaboration with the schools' Art specialists.

**Historical Documents:** All the following historical documents are found at <http://www.loc.gov> and <http://www.let.rug.nl/~usa/D/index.htm>

- **Before 1400**
  - Magna Charta
- **1400 - 1500**
  - Privileges and Prerogatives granted to Columbus April 30, 1492 by King Ferdinand and Queen Elizabeth
  - Extracts from the journal of Columbus
  - The Treaty of Tordesillas, June 7, 1494
  - Columbus, Letter to the King and Queen of Spain, 1494
  - King Ferdinand's letter to the Taino/Arawak Indians
- **1500 – 1600**
  - The Constitution of the Iroquois Nations, around 1500
  - Charter to Sir Walter Raleigh, March 25, 1584
- **1601-1700**
  - Mayflower Compact, 1620
  - The Charter of New England : 1620
  - Charter Of Massachusetts Bay, 1629
  - The Maryland Toleration Act, 1649
  - Petition of Right, 1628
  - The Fundamental Orders of Connecticut (1639)
  - New England Articles of Confederation, 1643
  - The First Thanksgiving Proclamation ,June 20, 1676
  - John Locke, *A Letter Concerning Toleration*, 1689
  - John Locke, *An Essay Concerning the True Original, Extent, and End of Civil Government*
  - Penn's Plan for a Union, 1697
- **1701 - 1750**
  - Robert Beverley On Bacon's Rebellion, 1704
  - Benjamin Franklin, *How I Became a Printer in Philadelphia*, from his autobiography

- **1751 - 1775**
  - Albany Plan for a Union, 1754
  - The Resolutions of the Stamp Act Congress, October 19, 1765
  - Declaration and Resolves of the First Continental Congress October 1774
  - John Adams, *Novanglus*, February 6, 1775
  - Edmund Burke speech on conciliation with America, March 22, 1775
  - Second Continental Congress, *Declaration of the Causes and Necessity of Taking up Arms*, July 6 1775
- **1776 - 1800**
  - Thomas Paine, *Common Sense* 1776
  - The Final Text of the Declaration of Independence, July 4 1776
  - Jefferson's notes on Slavery
  - Draft for a Bill for Establishing Religious Freedom, by Jefferson 1779
  - The Articles of Confederation, 1781
  - Paris Peace Treaty, 1783
  - The Constitutional Convention debates and the Anti-Federalist Papers
  - The USA Constitution
  - Excerpts from *The Federalist Papers* ,1787 and 1788
  - Madison speech proposing the Bill of Rights, June 8, 1789
  - Bill of Rights and the Amendments to The Constitution
  - The Northwest Ordinance, July 13, 1787
  - Virginia Resolution – 1798
  - Kentucky Resolution – 1799
  - George Washington:
    - On recruiting and maintaining an army, 1776 (Letter to John Hancock)
    - First inaugural address, 1789
    - Second inaugural address, 1793
    - Farewell Address : 1796
- **1801 - 1825**
  - Thomas Jefferson:
    - Excerpts from *Letters of Thomas Jefferson: 1760-1826*
  - James Monroe:
    - Monroe Doctrine, 1823
- **1826 - 1850**
  - Andrew Jackson:
    - Bank veto message, 1832
  - The Confessions of Nat Turner, 1831
  - The Seneca Falls Declaration 1848
  - Excerpts from "The Fugitive Slave Act" 1850
  - Excerpts from the *Autobiography of Frederick Douglass, 1817-1895*
  - The opinions of the Supreme Court in the Dred Scott case
- **1851 - 1875**
  - The Constitution of the Confederate States of America (1861)
  - McClellan Letter to Lincoln on His Evacuation from the Peninsula Campaign, 1862
  - Abraham Lincoln:
    - First Inaugural address, 1861
    - Second Inaugural address, 1865
    - The Gettysburg Address
    - Last speech, April 11, 1865
    - The Emancipation Proclamation, 1863
    - Proclamation on the Wade-Davis Bill, July 8, 1864
  - Andrew Johnson, Veto for the first Reconstruction Act, March 2, 1867
  - Charles Sumner, Opinion on the trial of Andrew Johnson, 1868
- **1876 - 1900**
  - Excerpts from Andrew Carnegie, *Wealth*, June 1889
  - The Sherman Antitrust Act, 1890
  - Plessey v. Ferguson 1896
  - William Jennings Bryan, Cross of Gold Speech, July 8, 1896
  - Excerpts from William Allen White, *What's the Matter with Kansas?*, August 16, 1896

- **1901 - 1950**
  - Theodore Roosevelt
    - Inaugural address, 1905
    - Corollary to the Monroe Doctrine
  - Woodrow Wilson
    - War Message to Congress
    - Fourteen Points Speech, 1918
  - Franklin D. Roosevelt:
    - The Four Freedoms speech
    - The Quarantine speech
    - Pearl Harbor Speech, December 8, 1941
    - The Atlantic Charter 1941, August 14
- **1951 - 2001**
  - Brown v. Board of Education 1954
  - Dwight D. Eisenhower's Farewell Address, January 17, 1961
  - John F. Kennedy's Inaugural address, 1961
  - Documents on the Cuban Missile Crisis:
    - Address by President Kennedy, October 22, 1962
    - White House Statement on Continuation of Missile Build-up in Cuba, October 26, 1962
    - Second Letter from Chairman Khrushchev to President Kennedy, October 26, 1962
    - President Kennedy to Chairman Khrushchev, October 27, 1962
    - White House Statement, October 27, 1962
    - Chairman Khrushchev to President Kennedy, October 28, 1962
    - Statement by President Kennedy on Receipt of Chairman Khrushchev's Letter, October 28, 1962
    - President Kennedy to Chairman Khrushchev, October 28, 1962
    - Address by President Kennedy on Cuba, November 2, 1962
    - President Kennedy's Statement on Cuba, November 20, 1962
  - Martin Luther King's *I Have a Dream* speech - August 28, 1963
  - Martin Luther King's Letter From a Birmingham Jail
  - Lyndon Johnson's Great Society Speech 1965
  - Speech by George C. Wallace, *The Civil Rights Movement: fraud, sham and hoax*, 1964
  - Richard M. Nixon:
    - Vietnamization Speech, 1969
    - Resignation Speech, 1974
  - Jimmy Carter's Malaise Speech 1978
  - Ronald Reagan:
    - The Challenger Disaster Speech
    - The Evil Empire speech

### **Course Content:**

All of the following readings and essay assignments should be completed by the days they will be discussed. Test dates may be rearranged but such changes will be announced well in advance. Each chapter also utilizes discussions of and writing about related historiography: how interpretations of events have changed over time, how the issues of one time period have had an impact on the experiences and decisions of subsequent generations, and how such reevaluations of the past continue to shape the way historians see the world today. These discussions are woven throughout the course, but several are explicitly presented below.

### **I. Calendar/schedule:**

First Semester

- Quarter One: Topics 1 – 5
- Quarter Two: Topics 6 – 16

Second Semester

- Quarter Three: Topics 17 – 25
- Quarter Four: Topics 26 – 28
  - AP Test
  - End-of-Course Examination
  - Final Project

## II. Course Outline and Schedule:

### First Quarter Topics:

#### 1: Pre-Columbian Societies

- The First Americans
- Paleo-Indians
- Indians of the Northern and Western Perimeters, the Southwest and the Eastern Woodlands
- American Indian cultures on the eve of European contact

#### 2: Transatlantic Encounters and Colonial Beginnings

- First European contacts with Native Americans
- English, French and Spanish Exploration and Colonization
- Puritanism
- Religious diversity in the colonies
- Chesapeake Society
- Bacon's Rebellion
- Spread of Slavery

#### 3: Colonial North America, 1690-1754

- Population growth and immigration
- Mercantilism
- The eighteenth-century back country
- Growth of colonial economies and societies
- The Enlightenment and the Great Awakening
- Colonial governments
- British Expansion in the south

#### 4: The American Revolutionary Era, 1754-1789

- French and Indian War
- Sugar and Stamp Acts; resistance to Acts
- The Imperial Warfare
- American Revolution
- Revolutionary Societies
- Articles of Confederation
- The Constitution

#### 5: The Early Republic, 1789-1815

- Washington's administration
- Hamilton's legacy
- Shaping the national government
- Jeffersonian Presidency
- Second Great Awakening
- Emerging Nationalism
- Westward Expansion
- Growth of slavery
- The War of 1812

### First Quarter Content Outline:

#### Out of Many One: America Begins

- The First Americans, The Indians' Continent

#### Out of Many One: Transatlantic Encounters and Colonial Beginnings

- African and European Peoples , European Expansion, European Footholds in North America

#### Out of Many One: Expansion and Diversity:

- The Rise of Colonial America The New England Way, Chesapeake Society,
- The Spread of Slavery in the Caribbean and Carolina,
- The Middle Colonies, Rivals for North America

Document Analysis: The student chooses one of the following documents and analyzes the intent and consequence of the document:

- Privileges and Prerogatives granted to Columbus April 30, 1492 by King Ferdinand and Queen Elizabeth
- The Treaty of Tordesillas, June 7, 1494
- Columbus, Letter to the King and Queen of Spain, 1494
- King Ferdinand's letter to the Taino/Arawak Indians
- The Constitution of the Iroquois Nations, around 1500

- Charter to Sir Walter Raleigh, March 25, 1584
- Mayflower Compact, 1620
- The Charter of New England : 1620
- The Maryland Toleration Act, 1649
- Petition of Right, 1628
- The Fundamental Orders of Connecticut (1639)
- New England Articles of Confederation, 1643

Out of Many One: The Bonds of Empire,

- 1660-1750 Rebellion and War, Colonial Economies and Societies, Competing for a Continent

Out of Many One: Roads to Revolution,

- 1744-1776 Imperial Warfare, Imperial Reorganization, The Deepening Crisis, Toward Independence

Introduction to and instruction on the Document Based Question.

DBQ Patriots vs Tories

Out of Many One: Securing Independence, Defining Nationhood,

- 1776-1788 America's First Civil War, Revolutionary Society, Forging New Governments

Document Analysis: The student chooses one of the following documents and analyzes the intent and consequence of the document:

- Thomas Paine, *Common Sense* 1776
- Charles Inglis, *The True Interest of America Impartially Stated*, 1776
- The Virginia Declaration of Rights, 1776
- Jefferson's draft of the Declaration of Independence
- The Final Text of the Declaration of Independence, July 4 1776
- Jefferson's notes on Slavery
- Draft for a Bill for Establishing Religious Freedom, by Jefferson 1779
- Thomas Paine, *The American Crisis*, 1780-1783
- The Constitutional Convention debates and the Anti-Federalist Papers
- Excerpts from *The Federalist Papers* – 1787 and 1788

DBQ Federalists vs Anti-Federalist

Out of Many One: Launching the New Republic, 1789-1800

- Constitutional Government Takes Shape, National Economic Policy and Its Consequences, The United States on the World Stage, Battling for the Nation's Soul, Economic and Social Change Document Analysis: The student chooses one of the following documents and analyzes the intent and consequence of the document:

- Madison speech proposing the Bill of Rights, June 8, 1789
- Bill of Rights and the Amendments to The Constitution
- Thomas Paine, *The Rights of Man* (1791-1792)
- Thomas Paine, *The Age of Reason* – 1794
- Virginia Resolution – 1798
- Kentucky Resolution – 1799
- George Washington:
  - Farewell Address: 1796

Out of Many One: Jeffersonianism and the Era of Good Feeling

- The Age of Jefferson, The Gathering Storm,
- The War of 1812,
- The Awakening of Nationalism
- James Monroe:
  - Monroe Doctrine, 1823
- Cases of the John Marshall Court: Marbury v. Madison (1803), McCulloch v. Maryland (1819), Dartmouth College v. Woodward (1819), Gibbons v. Ogden (1824)

DBQ Analyzing the Election of 1800 as the Revolution of 1800

### End of First Quarter

#### Second Quarter Topics:

6: Transformation of the Economy and Society in Antebellum America

- Transportation revolution
- Rise of market economy
- Early Industrial Revolution
- Social and class structures
- Nativism



- Immigration
  - Social relations in the cotton South
- 7: The Transformation of Politics in Antebellum America
- The Second party system
  - Federal authority and its opponents: the Bank War, tariff controversy, states' rights debates, judicial federalism
  - Jacksonian Democracy
- 8: Religion, Reform, and Renaissance in Antebellum America
- Rise of popular religion
  - Social reforms: liquor, education, women, abolition, utopian communities
  - Cult of Domesticity
  - The American Renaissance: literature and art
- 9: Territorial Expansion and Manifest Destiny
- Native Americans and the trans-Mississippi West
  - Western migration and cultural interactions
  - Territorial acquisitions
  - The Mexican War
- 10: The Crisis of the Union
- Pro- and antislavery arguments and conflicts
  - Compromise of 1850
  - Kansas-Nebraska Act
  - Origins of the Republican Party
  - Dred Scott case
  - Election of 1860
  - Start of the Civil War
- 11: Civil War
- Two societies at war: mobilization, resources, and internal dissent
  - Strategies
  - Diplomatic war
  - Emancipation Proclamation
  - African Americans in the war
  - Social, political, and economic impact of war
- 12: Reconstruction
- Presidential Reconstruction
  - Congressional Reconstruction
  - Southern state governments: achievements, failures
  - Impact of emancipation
  - Role of African Americans in politics, education, and the economy
  - Compromise of 1877
  - Impact of Reconstruction
- 13: The Origins of the New South
- Southern agriculture: sharecropping and crop lien system
  - Manufacturing and Industrialization expansion
  - Politics of Segregation: Jim Crow and disfranchisement
- 14: Development of the West in the Late Nineteenth Century
- Transcontinental Railroad
  - Competitors for the West: Mining frontier, cattle frontier, American Indians
  - Government policy toward American Indians
  - Western life: gender, race, and ethnicity
  - Environmental impacts of western settlement
- 15: Industrial America in the Late Nineteenth Century
- Corporate consolidation of industry
  - Industrial change
  - Labor and unions
  - Corporate power
  - Migration and immigration: Changing face of the nation
  - Social Gospel

- Social Darwinism
- 16: Urban Society in the Late Nineteenth Century
- Urbanization and the lure of the city
  - City problems and machine politics
  - Intellectual and cultural movements, popular culture
  - Middle class society

**Second Quarter Content Outline:**

Out of Many One: The Transformation of American Society, 1815-1840

- Westward Expansion and the Growth of the Market Economy,
- The Rise of Manufacturing, Equality and Inequality, The Revolution in Social Relationships.

Out of Many One: Politics, Religion, and Reform in the Age of Jackson

- The Transformation of American Politics, 1824-1832, The Bank Controversy and the Second Party System, The Rise of Popular Religion, The Age of Reform
- Andrew Jackson:

The Confessions of Nat Turner, 1831

The Seneca Falls Declaration 1848

Out of Many One: Life, Leisure, and Culture, 1840-1860

- Technology and Economic Growth, The Quality of Life,
- Democratic Pastimes, The Quest for Nationality in Literature

Out of Many One: The Old South and Slavery,

- 1800-1860 King Cotton, Social Relations in the White South, Honor and Violence in the Old South, Life Under Slavery, The Emergence of African-American Culture
- Benjamin Drew, *The Refugee: Narratives of Fugitive Slaves in Canada Related by Themselves*
- Excerpts from "The Fugitive Slave Act" 1850
- Excerpts from the *Autobiography of Frederick Douglass, 1817-1895*
- The opinions of the Supreme Court in the Dred Scott case DBQ The Abolition v Slavery Debate

Out of Many One: Immigration, Expansion, and Sectional Conflict, 1840-1848

- Newcomers and Natives, The West and Beyond, The Politics of Expansion

Out of Many One: From Compromise to Secession, 1850-1861

- The Compromise of 1850,
- The Collapse of the Second Party System,
- The Crisis of Union

Out of Many One: Freedom Reborn: Civil War, 1861-1865

- Mobilizing for War, In Battle 1861-1862, Emancipation Transforms the War, War and Society in the North and South, The Union Victorious 1864-1865
- The Constitution of the Confederate States of America (1861)
- McClellan Letter to Lincoln on His Evacuation from the Peninsula Campaign, 1862
- Abraham Lincoln:
  - First Inaugural address, 1861
  - Second Inaugural address, 1865
- The Gettysburg Address
  - Last speech, April 11, 1865
  - The Emancipation Proclamation, 1863
  - Proclamation on the Wade-Davis Bill, July 8, 1864

- The Wade-Davis Manifesto, August 5, 1864
- The Crisis of Reconstruction, 1865-1877 Reconstruction Politics, Reconstruction Governments,
- The Impact of Emancipation,
- New Concerns in the North, Reconstruction Abandoned
- Andrew Johnson, Veto for the first Reconstruction Act, March 2, 1867
- Charles Sumner, Opinion on the trial of Andrew Johnson, 1868

Out of Many One: The Trans-Mississippi West Native Americans and the Trans-Mississippi West,

- Settling the West, Exploiting the West,
- The West of Life and Legend

Out of Many One: The Rise of Industrial America

- The Character of Industrial Change,
- The New South, Industrial Work and the Work Force,
- Labor Unions and Industrial Conflict

DBQ The Rise of Labor Unions

Out of Many One:, The Transformation of Urban America Urban Expansion,

- The Urban Challenge, Reshaping the Urban Environment

DBQ Living in New York City

Out of Many One: Daily Life, Popular Culture, and the Arts, 1860-1900

- Everyday life in Flux, Middle-Class Society and Culture, Working-Class Leisure in the Immigrant City, Cultures in Conflict

Out of Many One; Politics and Expansion in an Industrializing Age Party Politics in an Era of Social and Economic Upheaval,

- Politics of Privilege and Politics of Exclusion, The 1890s: Politics in a Depression Decade, The Watershed Election of 1896, Expansionist Stirrings and War with Spain, Deepening Imperialist Ventures: The Philippines, China, and Panama.
- Excerpts from Andrew Carnegie, *Wealth*, June 1889
- The Sherman Antitrust Act, 1890
- Plessey v. Ferguson 1896
- William Jennings Bryan, *Cross of Gold Speech*, July 8, 1896
- Excerpts from William Allen White, *What's the Matter with Kansas?*, August 16, 1896

### First Semester Examination

#### End of Semester 1 and Second Quarter

#### Third Quarter Topics:

17: Populism and Progressivism

- Agrarian discontent
- Late nineteenth century political issues
- Progressive presidents: Roosevelt, Taft, and Wilson
- Woman-suffrage movement
- Black America: urban migration and civil rights initiatives

18: The Emergence of America as a World Power

- American imperialism: political and economic expansion
- War in Europe and American neutrality
- World War I
- Mobilizing for war at home
- Treaty of Versailles
- Wartime economy

19: The New Era: 1920s

- New consumer economy
- Republicans in Power-Harding, Coolidge, Hoover
- Modernism: cultures of science, the arts, and entertainment
- Religious fundamentalism, nativism, and Prohibition
- Struggle for equality: African Americans and women

20: The Great Depression and the New Deal

- Stock Market Crash
- Hoover's response
- Franklin Delano Roosevelt's election and the New Deal
- Labor and union recognition
- New Deal challenges
- Surviving hard times: American life during the depression

21: The Second World War

- The rise of fascism and militarism in Japan, Italy, and Germany
- Good Neighbor Policy
- Attack on Pearl Harbor
- United States declaration of war
- A multi-front war
- Diplomacy, war aims, and wartime conferences
- Atomic Age: United States as a global power

22: The Home Front During the War

- Wartime mobilization of the economy
- Urban migration

- Women, work, and family during the war
  - Civil Rights during wartime
  - Regional development
  - Expansion of government power
- 23: The United States and the Early Cold War
- Start of the Cold War
  - Truman administration
  - The Cold War in Asia: China, Korea, Vietnam, Japan
  - Eisenhower administration: diplomatic strategies and policies
  - Kennedy administration: policies
  - Red Scare and McCarthyism
  - Marshall Plan
  - Impact of the Cold War on American Society
- 24: The 1950s
- The modern Civil Rights movement
  - The affluent society and “the other America”
  - Consensus and conformity: suburbia and middle-class America
  - Social critics, nonconformists, and cultural rebels
  - Impact of changes in science, technology, and medicine
- 25: The Turbulent 1960s
- The New Frontier to the Great Society
  - Expanding movements for Civil Rights
  - Freedom Summer, Voting Rights Act
  - Cold War confrontations: Asia, Latin America, and Europe
  - Beginning of Détente
  - Antiwar movement and counterculture

### **Third Quarter Content Outline:**

- The Progressive Era The Changing American Society and Economy,
- The Progressive Movement Takes Shape, Progressivism and Social Control: The Movements Coercive Dimension, Blacks and Women Organize, National Progressivism Phase 1 – Roosevelt and Taft, National Progressivism Phase 2 – Woodrow Wilson
- Theodore Roosevelt's Inaugural address, 1905
- Corollary to the Monroe Doctrine
- World War I

Defining America's World Role, War in Europe, Mobilizing at Home and Fighting in France, Promoting the War and Suppressing Dissent, Economic and Social Trends in Wartime America, Joyous Armistice and Bitter Aftermath  
Documents Analysis:

- Woodrow Wilson's War Message to Congress
- Woodrow Wilson's Fourteen Points
- A New Economic Order, Republicans in Power, Mass Society and Mass Culture, Cultural Ferment and Creativity, Society in Conflict, Hoover at the Helm

DBQ “The Roaring 20s”

Out of Many One Crash, Depression, and New Deal Crash and Depression,

- The New Deal Takes Shape, The New Deal Changes Course, The New Deal Draws to a Close
- Herbert Hoover, *Rugged Individualism*
- Franklin D. Roosevelt:

DBQ The Crash and New Deal

Out of Many One: American Life in a Decade of Crisis at Home and Abroad The American People in the Depression Decade,

- The American Cultural Scene in the Thirties,
- The United States in a Menacing World

Out of Many One: Waging Global War 1939-1945

- Into the Storm 1939-1941, America Mobilizes for war, War and American Society,
- The Battlefield 1942-1944, Triumph and Tragedy 1945

Out of Many One: Cold War 1945-1952

- The Postwar Political Setting, Anticommunism and Containment,
- The Truman Administration at Home, The Politics of Anticommunism

Out of Many One: America at Mid-century

- The Eisenhower Presidency,
- The Cold War Continues The Affluent Society,
- Consensus and Conservatism,
- The Other America, Seeds of Disquiet.

Documents Analysis: Brown v. Board of Education 1954 Dwight D. Eisenhower's Farewell Address, January 17, 1961

Out of Many One: The Turbulent Sixties The New Frontier 1960-1963,

- New Frontiers Abroad 1960-1963,
- The Great Society,
- The Changing Struggle for Equality 1964-1968,
- The Lost Crusade in Vietnam 1964-1968

Documents Analysis: John F. Kennedy's Inaugural address, 1961

- Documents on the Cuban Missile Crisis:
  - Address by President Kennedy, October 22, 1962
  - White House Statement on Continuation of Missile Build-up in Cuba, October 26, 1962
  - Address by President Kennedy on Cuba, November 2, 1962
  - President Kennedy's Statement on Cuba, November 20, 1962
- Martin Luther King:
  - Letter From a Birmingham Jail
  - *I Have a Dream* speech - August 28, 1963
- Lyndon Johnson's Great Society Speech 1965
- Speech by George C. Wallace, *The Civil Rights Movement: fraud, sham and hoax*, 1964

### End of Third Quarter

#### Fourth Quarter Topics:

26: Politics and Economics at the End of the Twentieth Century

- Election of 1968 and the "Silent Majority"
- Nixon Administration: Vietnam, China, Watergate
- Changes in the American economy: the energy crisis, deindustrialization, and the service economy
- The New Right and Reaganomics
- End of the Cold War

27: Society and Culture at the End of the Twentieth Century

- Demographic changes: Surge of immigration after 1965, Sunbelt migration, the graying of America
- Revolutions in biotechnology, mass communication, and computers
- Politics in a multicultural society

28: The United States in the Post-Cold War World

- Globalization and the American economy
- Unilateralism vs. multilateralism in foreign policy
- Domestic and foreign terrorism
- Environmental issues in a global context
- New Century, New Challenges

#### Fourth Quarter Content Outline:

##### **Spring Recess Assignment: Chapters 31 and 32**

Out of Many One: A Troubled Journey: From Port Huron to Watergate

- The Youth Movement, 1963: The Politics of Strife,
- Nixon and World Politics,
- Domestic Problems and Divisions,
- The Crisis of the Presidency

Documents Analysis: Richard M. Nixon:

- Vietnamization Speech, 1969
- Resignation Speech, 1974

Out of Many One: Turning Inward:

- Society and Politics from Ford to Bush After the Sixties: Changing Social and Cultural Contours,
- Years of Malaise: Post-Watergate Politics and Diplomacy,
- The Reagan Revolution, Problem's and Opportunities in Reagan's Second Term,
- The Bush Years: Resolve Abroad and Drift at Home.

Out of Many One: Bright Prospects and Nagging Uncertainties for a New Century

- The Clinton Era I: Debating Domestic Policy,

- The Clinton Era II: The Quest for a Coherent Foreign Policy, America at 2000: An Overview  
George W. Bush – War on Terror  
Barack Obama – Minority Majority??

**End of Semester 2 and Fourth Quarter**