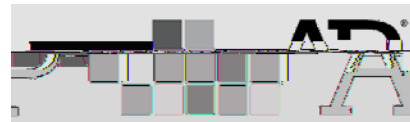


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## Sample Syllabus 1 Contents

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## Curricular Requirements

- CR1a The course includes a college-level U.S. history textbook.
- See page 1
- CR1b The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).
- See pages 3, 7, 8, 11, 12, 16, 17
- CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past.
- See pages 1, 3, 5, 6, 8, 11, 13, 15, 16
- CR2 Each of the course historical periods receives explicit attention.
- See pages 1, 2, 4, 6, 8, 11, 13, 15, 16
- CR3 Students are provided opportunities to investigate key and supporting concepts through the in-depth study and application of specific historical evidence or examples.
- See page 14
- CR4 Students are provided opportunities to apply learning objectives in each of the themes throughout the course.
- See pages 3, 6, 7, 10, 12, 16, 17
- CR5 Students are provided opportunities to analyze primary sources and explain the significance of an author's point of view, author's purpose, audience, and historical context. — Analyzing Primary Sources
- See pages 2, 3, 5, 6, 9, 11, 12, 15, 16
- CR6 Students are provided opportunities to analyze and evaluate diverse historical interpretations. — Analyzing Secondary Sources
- See pages 4, 5, 7
- CR7 Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison
- See pages 8, 18
- CR8 Students are provided opportunities to explain the relationship between historical events, developments, or processes and the broader regional, national, or global contexts in which they occurred. — Contextualization
- See pages 7, 8, 14
- CR9 Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation
- See page 5



## Advanced Placement United States History

### Textbook

Henretta, James A., Eric Hinderaker, Rebecca Edwards, and Robert O. Self. *America's History*. 8th ed. Boston: Bedford/St. Martin's, 2014. [CR1a]

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

### Secondary Sources

Davidson, James West and Mark Hamilton Lytle. *After The Fact: The Art of Historical Detection*. 4th ed. New York: McGraw-Hill, 2000.

Davis, Kenneth C. *Don't Know Much About History: Everything You Need to Know About American History but Never Learned*. New York: Harper Collins, 2003.

Madaras, Larry and James M. SoRelle. *Taking Sides: Clashing Views on Controversial Issues in American History, Volume I: The Colonial Period to Reconstruction*. 7th ed. Reading, PA: William C. Brown Company, 1997. [CR1c]

Madaras, Larry and James M. SoRelle. *Taking Sides: Clashing Views on Controversial Issues in American History, Volume II: Reconstruction to the Present*. 7th ed. Reading, PA: William C. Brown Company, 1997. [CR1c]

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

### Themes of AP U.S. History

1. American and National Identity (NAT)
2. Politics and Power (POL)
3. Work, Exchange, and Technology (WXT)
4. Culture and Society (CUL)
5. Migration and Settlement (MIG)
6. Geography and the Environment (GEO)
7. America in the World (WOR)

## Unit I (5 weeks)

### Period 1: 1491–1607 (2 weeks) [CR2]

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

**AP® U.S. History: Sample Syllabus 1**



Madaras and SoRelle, “Was Salem Witchcraft Hysteria Caused by a Fear of Women?” Yes: Carol Karlsen; No: Kai Erikson (pp. 44–62 in *Taking Sides: Clashing Views on Controversial Issues in American History, Volume I: The Colonial Period to Reconstruction*) [CR1c]

- 6 ) [CR1c] — The course includes multiple secondary sources written by historians or scholars interpreting the past. 1

Contrast your choice against one of your other options, demonstrating why that option is not a good choice.

Classroom Discussion: Students will evaluate the perspectives of Karlsen and Erikson and develop three main arguments, supporting evidence on the question: Was Salem witchcraft hysteria caused by a fear of women? They will form into pro and con sides and participate in a class discussion on the topic. The pro side: Carol F Karlsen, “The Devil in the Shape of a Woman: Witchcraft in Colonial New England” and the con side: Kai T. Erikson, “Wayward Puritans: A Study in Sociology of Deviance” (both in *Taking Sides: Clashing Views on Controversial Issues in American History, Volume I: The Colonial Period to Reconstruction*). [CR6]

[CR6] —

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Debate: Students look at primary and secondary sources on the Articles of Confederation and U.S. Constitution, and they then debate the degree to which the Constitution and ratification debates reflected an emerging sense of American national identity. (NAT-1.0) [CR4]

[CR4] — Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

### Assessment

#### Multiple-Choice Questions

Short-Answer Questions: Students will use detailed knowledge such as names, chronology, facts, and events to write an answer to two questions on the following topics: What were the main political developments that contributed to an American identity in the period 1763–1788? What would be the impact of Hamilton’s financial plan on the role of the federal government?

Long-Essay Question: In response to the following prompt, students will construct a historical argument with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence: Analyze and evaluate the effect of the French and Indian War and its aftermath on the relationship between Great Britain and the British colonies. Confine your response to the period from 1754 to 1776.

Document-Based Question: In response to the following prompt, students will write an essay with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence focusing on the economic, political, and social effects of the American Revolution: “To what extent did the American Revolution fundamentally change American society from 1775 d ( )Tj.478 0 Td [(B)6(as9(om)9( f)-4(r)-3.9(ot)-2.)20 T 14anlt9fTj.4A0

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## Assessment

### Multiple-Choice Questions

Short-Answer Questions: Students will use detailed knowledge such as names, chronology, facts, and events to write an answer to two questions on the “King Andrew the First” cartoon (1832). **[CR1b: visual]** How did the cartoon reflect ideas of republican government? How did the cartoon reflect the changing perceptions of representative government? **[CR8]**

**[CR1b]** — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

**[CR8]** — Students are provided opportunities to explain the relationship between

**[CR1b]** — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Chart of comparative strategic resources, North vs. South in 1861

### Activities

Document Comparison and Analysis: Purpose, Historical Context, Intended Audience, Author’s Point of View (PHIA). Students use PHIA to analyze one or more of the sources below during an in-class writing assignment.

#### [CR5]

- x John O’Sullivan, “Annexation” (1845)
- x Thomas Corwin, “Against the Mexican War” (1847)
- x Abraham Lincoln, “Spot Resolutions” (1847)
- x The handbill for the California Gold Rush (1849)
- x The Wilmot Proviso cartoon (1848)
- x Excerpts from Frederick Douglass, *Narrative of the Life of Frederick Douglass* (1845)
- x Walt Whitman, “O Captain! My Captain!” (1865)
- x Mississippi’s Black Codes (1865)
- x “A Sharecropper Contract” (1882)

**[CR5]** — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

Classroom Discussion: Students will develop three main arguments with supporting evidence for a pro or con classroom discussion on the following topic: Was Reconstruction a Success? In their considerations of Reconstruction’s success for their discussion, students will examine its political and economic effects and the extent to which African Americans in the South thought themselves integrated into the prdor -1a( t)11.04 54 384sd.9(n)2(wdd)

### African Americans

- x William Henry Singleton, “Recollections of My Slavery Days,” 1922
- x Lincoln’s Letter to Horace Greeley, August 22, 1862
- x General Benjamin F. Butler’s letter to Winfield Scott, May 27, 1861
- x Lewis Douglass describes the Battle of Fort Wagner, “I Hope to Fall With My Face to the Foe,” 1863
- x Frederick Douglass, “Men of Color, To Arms!” March 2, 1863
- x T. W. Higginson, Letter to the New York Times, February 14, 1864
- x E. W. Hyde, Farewell Address to the Troops, February 9, 1866

### Congress

- x Proposed amendment to the Constitution, March 2, 1861
- x First Confiscation Act, August 6, 1861

**[CR12]** — Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument. —  
Argument Development

Document-Based Question: In response to the following prompt, students will use the documents and their knowledge of the period from 1860 to 1877 to write an essay with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence: “In what ways and to what extent did constitutional and social developments between 1860 and 1877 amount to a revolution?” (AP EXAM 1996)

## Unit V (4 weeks)

### Period 6: 1865–1914 [CR2]

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

The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural change.

#### Readings

Henretta et al., Chapters 17–20 (pp. 540–567)

Davis, pp. 257–283 and 289–303

Madaras and SoRelle, “Did the Progressives Fail?” Yes: Richard M Abrams; No: Arthur Link and Richard L. Epp. 10.9(72s)-2.3

- x Excerpts from Upton Sinclair, *The Jungle* (1906)
- x W.E.B. DuBois, “Denounces Racial Prejudice in Philadelphia” (1899)
- x Huang Zunxian, “Expulsion of the Immigrants” (1884)

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

Classroom Discussion: Students will develop three main arguments with supporting evidence for a pro or con classroom discussion on the following topic: Did the Progressives Fail?

### **Six Degrees of Separation: From the Homestead Act to the Battle of Wounded Knee**

Populist Party Speech: Students will deliver a Populist Party speech on why they should be the Populist Party presidential nominees in 1892. Students, in groups of three to four, will analyze various documents on the Populist Party and create their speech.

Pullman Strike Lesson: Students will analyze two accounts of the Pullman Strike, one from the *Chicago Times* and the other from the *Chicago Tribune*. They will do a close reading of the article and conclude which newspaper supported the workers and which supported Pullman. [CR1b: textual]

[CR1b] — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Progressive Social Reformers’ Attitudes Toward Employment and Housing Problems Lesson: Reading excerpts from Jane Addams and Jacob Riis, students will decide, considering their intent, audience, and biases, if the progressive social reformers had an effective approach to influencing the public and politicians to be more concerned about social problems. Students will list three main points and give evidence of their support for each side. [CR5]

[CR5] — Students are provided opportunities to analyze primary sources and explain the significance of an author’s point of view, author’s purpose, audience, and historical context. — Analyzing Primary Sources

Document-Based Question: In response to the following prompt, students will use the documents and their knowledge of the period from 1870 to 1900 to write an essay with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence: “In the post–Civil War United States, corporations grew significantly in number, size, and influence. Analyze and evaluate the impact of big business on the economy and politics and the responses of Americans to these changes. Confine your answer to the period 1870 to 1900.” (2012 AP EXAM)

## Unit VI (6 weeks)

### Period 7: 1890–1945 [CR2]

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

An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.



- x Walter Lippmann on Japanese internment
- x Excerpts from *Korematsu v. United States* (1944)
- x Fort Minor, “Kenji” (2005)
- x President Truman’s “Decision to Drop the Atomic Bomb” documents (1945)

**Six Degrees of Separation: From the Sinking of the Maine to Hiroshima**

Students will construct a classroom presentation that argues one trial of the 1920s (Scopes, Leopold and Loeb, or Sacco and Vanzetti) that epitomizes the 1920s.

using the documents and your knowledge of the military and diplomatic history of the years 1939 through 1947. Students will use the documents and their knowledge of the period from 1939 to 1947.” (AP EXAM 1988)

## Unit VII (6 weeks)

### Period 8: 1945–1980 (4 weeks) [CR2]

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

After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.

#### Readings

Henretta et al., Chapters 25–29 (pp. 800–967)

Davis, pp. 418–463 and 483–507

Madaras and SoRelle, “Were the 1950s

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George W. Bush’s Oval Office Address, delivered on September 11, 2001: What do these documents say about the image and role of the presidency? How might the authors’ bias influence what is being presented?

**[CR1b]** — The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables).

Long-Essay Question: In response to the following prompt, students will construct a historical argument with a thesis that establishes a historically defensible and evaluative claim supported by historical evidence: Compare the successes and failures of President Nixon’s, Reagan’s, and Carn fnd Car21E86(s)6.6((-)14.23(u)2h22)-2to thesio ts,.9(en)