



UP United States History MIGs

Course Description The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. History. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations presented in historical scholarship.

Rationale This course will enable students to understand the geographic, political and economic developments that affect current events.

Theme 1: 1491-1820: Native Culture, Exploration, Colonization, Revolution, Early Republic					
	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings	<p>A. Evaluate the variety of religious beliefs and practices in America from prehistory to the twenty-first century (1.1.A)</p> <p>B. Assess the influence of religion on politics, economics, and society. (1.1.B)</p> <p>C. The student will demonstrate understanding of war and diplomacy. (1.1.C)</p> <p>D. Analyze the diversity of the American people and the relationships among different groups. (1.1.D)</p> <p>E. Evaluate the roles of race, class, ethnicity,</p>	<p>A. Investigate:</p> <ol style="list-style-type: none"> Colonial and revolutionary legacies (1.2.A.1) American political traditions (1.2.A.2) Growth of democracy (1.2.A.3) The development of the modern states (1.2.A.4) <p>B. Define Citizenship (1.2.B)</p> <p>C. Assess struggles for civil rights (1.2.C)</p>	<p>A. Evaluate engagement with the rest of the world from the fifteenth century to the present</p> <ol style="list-style-type: none"> Colonialism (1.3.A.1) Mercantilism (1.3.A.2) Global hegemony (1.3.A.3) Development of markets (1.3.A.4) Imperialism (1.3.A.5) Cultural exchange (1.3.A.6) 	<p>A. The student will demonstrate understanding of slavery and its legacies in North America (1.4.B)</p> <p>B. Analyze systems of slave labor and other forms of unfree labor (e.g. indentured servitude, contract labor) in American Indian societies, the Atlantic World, and the American South and West. (1.4.B)</p> <p>C. Investigate the economics of slavery and its racial dimensions. (1.4.C)</p> <p>D. Investigate changes in trade,</p>	<p>A. Analyze the diversity of the American people and the relationships among different groups. (1.5.A)</p> <p>B. Assess diverse individual and collective expressions throughout U.S. history as articulated in:</p> <ol style="list-style-type: none"> Literature (1.5.B.1) Art (1.5.B.2) Philosophy (1.5.B.3) Music (1.5.B.4) Theater (1.5.B.5) Film (1.5.B.6)

	and gender in the history of the United States. (1.1.E)			commerce, and technology across time. (1.4.D) E. Evaluate the effects of capitalist development, labor and unions, and consumerism. (1.4.E)	
Possible Sources of Studies					
<ul style="list-style-type: none"> • American, the Atlantic and the Global Consumerism 1500-1800 • White-Native American Contact Early American History resource • Why Tea? American Revolution global impact • Declaration of Independence: Global Impact • Teaching Colonial America, 1492-1763 			<ul style="list-style-type: none"> • US Constitution • Declaration of Independence • Poor Richard's Almanac 		

Theme 2: 1820-1877: Nationalism, Sectionalism, Civil War, Reconstruction					
	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings	<p>A. Evaluate the variety of religious beliefs and practices in America from prehistory to the twenty-first century (2.1.A)</p> <p>B. Assess the influence of religion on politics, economics, and society. (2.1.B)</p> <p>C. Investigate views of the American national character and ideas about American exceptionalism (2.1.C)</p> <p>D. Recognize regional differences within the context of what it means to be an American</p>	<p>A. Investigate:</p> <ol style="list-style-type: none"> Colonial and revolutionary legacies (2.2.A.1) American political traditions (2.2.A.2) Growth of democracy (2.2.A.3) The development of the modern states (2.2.A.4) <p>B. Define Citizenship (2.2.B)</p> <p>C. Assess struggles for civil rights (2.2.C)</p>	<p>A. Evaluate engagement with the rest of the world from the fifteenth century to the present</p> <ol style="list-style-type: none"> Colonialism (2.3.A.1) Mercantilism (2.3.A.2) Global Hegemony (2.3.A.3) Development of markets (2.3.A.4) Imperialism (2.3.A.5) Cultural exchange (2.3.A.6) 	<p>A. The student will demonstrate understanding of slavery and its legacies in North America (2.4.A)</p> <p>B. Analyze systems of slave labor and other forms of unfree labor (e.g. indentured servitude, contract labor) in American Indian societies, the Atlantic World, and the American South and West. (2.4.B)</p> <p>C. Investigate changes in trade, commerce, and technology across time. (2.4.C)</p> <p>D. Evaluate the effects of</p>	<p>A. Assess diverse individual and collective expressions throughout U.S. history as articulated in:</p> <ol style="list-style-type: none"> Literature (2.5.A.1) Art (2.5.A.2) Philosophy (2.5.A.3) Music (2.5.A.4) Theater (2.5.A.5) film (2.5.A.6) <p>B. Evaluate diverse movements focusing on a broad range of issues including:</p> <ol style="list-style-type: none"> Anti-slavery (2.5.B.1) Education (2.5.B.2) Labor (2.5.B.3) Temperance (2.5.B.4) Women's

	<p>(2.1.D) E. The student will demonstrate understanding of war and diplomacy. (2.1.E)</p> <p>F. Analyze the diversity of the American people and the relationships among different groups. (2.1.F)</p> <p>G. Evaluate the roles of race, class, ethnicity, and gender in the history of the United States. (2.1.G)</p>			<p>capitalist development, labor and unions, and consumerism. (2.4.D)</p>	<p>Rights (2.5.B.5)</p> <p>6. Civil rights (2.5.B.6)</p> <p>7. Gay rights (2.5.B.7)</p> <p>8. War (2.5.B.8)</p> <p>9. Public health (2.5.B.9)</p> <p>10. Government (2.5.B.10)</p>
Possible Sources of Studies					
<ul style="list-style-type: none"> • Antebellum Reform source • Uncle Tom's Cabin 			<ul style="list-style-type: none"> • <i>Uncle Tom's Cabin</i> • <i>Dred Scott's Trial</i> • <i>Twelve Years a Slave</i> • <i>Not For Ourselves Alone</i> by Ken Burns (DVD) 		

Theme 3: 1877-1920: Gilded Age, New South, Progressivism, World War I					
	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings	<p>A. Evaluate the variety of religious beliefs and practices in America from prehistory to the twenty-first century (3.1.A)</p> <p>B. Assess the influence of religion on politics, economics, and society. (3.1.B)</p> <p>C. Connect ideas about the consumption and conservation of natural resources (3.1.C)</p> <p>D. Assess the impact of population growth, industrialization, pollution, and urban and suburban expansion. (3.1.D)</p>	<p>A. Investigate:</p> <ol style="list-style-type: none"> 1. Colonial and revolutionary legacies (3.2.A.1) 2. American political traditions (3.2.A.2) 3. Growth of democracy (3.2.A.3) 4. The development of the modern States (3.2.A.4) 5. Define citizenship (3.2.A.5) 6. Assess struggles for civil rights (3.2.A.6) 	<p>A. The student will demonstrate understanding of demographic changes as it relates to United States history (3.3.A)</p> <p>B. Assess changes in birth, marriage, and death rates (3.3.B)</p> <p>C. Compare changes in life expectancy and family (3.3.C)</p> <p>D. Analyze changes in patterns of population size and density (3.3.D)</p> <p>E. Evaluate the economic, social, and political effects of immigration, internal migration, and migration</p>	<p>A. Investigate changes in trade, commerce, and technology across time. (3.4.A)</p> <p>B. Evaluate the effects of capitalist development, labor and unions, and consumerism. (3.4.B)</p>	<p>A. Assess diverse individual and collective expressions throughout U.S. history as articulated in:</p> <ol style="list-style-type: none"> 1. Literature (3.5.A.1) 2. Art (3.5.A.2) 3. Philosophy (3.5.A.3) 4. Music (3.5.A.4) 5. Theater (3.5.A.5) 6. film (3.5.A.6) <p>B. Evaluate diverse movements focusing on a broad range of issues including:</p> <ol style="list-style-type: none"> 1. Anti-slavery (3.5.B.1) 2. Education (3.5.B.2) 3. Labor (3.5.B.3) 4. Temperance (3.5.B.4) 5. Women's

	<p>E. The student will demonstrate understanding of war and diplomacy. (3.1.E)</p> <p>F. Analyze the diversity of the American people and the relationships among different groups. (3.1.F)</p> <p>G. Evaluate the roles of race, class, ethnicity, and gender in the history of the United States. (3.1.G)</p>		<p>networks. (3.3.E)</p> <p>F. Evaluate engagement with the rest of the world from the fifteenth century to the present</p> <ol style="list-style-type: none"> 1. Colonialism (3.3.F.1) 2. Mercantilism (3.3.F.2) 3. Global Hegemony (3.3.F.3) 4. Development of markets (3.2.F.4) 5. Imperialism (3.3.F.5) 6. Cultural exchange (3.3.F.5) 		<p>Rights (3.5.B.5)</p> <ol style="list-style-type: none"> 6. Civil rights (3.5.B.6) 7. Gay rights (3.5.B.7) 8. War (3.5.B.8) 9. Public health (3.5.B.9) 10. Government (3.5.B.10)
Possible Sources of Studies					
<ul style="list-style-type: none"> • <i>Immigration in the US</i> • <i>The Spanish Flu</i> • <i>Urbanization During the Gilded Age and Progressive Era: An Overview</i> 			<ul style="list-style-type: none"> • <i>The Century Trilogy</i> by Ken Follett • <i>The Jungle</i> by Upton Sinclair 		

Theme 4: 1920-1945: Roaring Twenties, Great Depression, World War II					
	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings	<p>A. Evaluate the variety of religious beliefs and practices in America from prehistory to the twenty-first century (4.1.A)</p> <p>B. Assess the influence of religion on politics, economics, and society. (4.1.B)</p> <p>C. Connect ideas about the consumption and conservation of natural resources (4.1.C)</p> <p>D. Assess the impact of population growth, industrialization, pollution, and urban and suburban expansion. (4.1.D)</p>	<p>A. Investigate:</p> <ol style="list-style-type: none"> Colonial and revolutionary legacies (4.2.A.1) American political traditions (4.2.A.2) Growth of democracy (4.2.A.3) The development of the modern states (4.2.A.4) <p>B. Define citizenship (4.2.B)</p> <p>C. Assess struggles for civil rights (4.2.C)</p>	<p>A. The student will demonstrate understanding of demographic changes as it relates to United States history (4.3.A)</p> <p>B. Assess changes in birth, marriage, and death rates. (4.3.B)</p> <p>C. Compare changes in life expectancy and family (4.3.C)</p> <p>D. Analyze changes in patterns of population size and density (4.3.D)</p> <p>E. Evaluate the economic, social, and political effects of immigration,</p>	<p>A. Investigate changes in trade, commerce, and technology across time. (4.4.A)</p> <p>B. Evaluate the effects of capitalist development, labor and unions, and consumerism. (4.4.B)</p>	<p>A. Assess diverse individual and collective expressions throughout U.S. history as articulated in:</p> <ol style="list-style-type: none"> Literature (4.5.A.1) Art (4.5.A.2) Philosophy (4.5.A.3) Music (4.5.A.4) Theater (4.5.A.5) Film (4.5.A.6) <p>B. Evaluate diverse movements focusing on a broad range of issues including:</p> <ol style="list-style-type: none"> Anti-slavery (4.5.B.1) Education (4.5.B.2) Labor (4.5.B.3) Temperance (4.5.B.4)

	<p>E. The student will demonstrate understanding of war and diplomacy. (4.1.E)</p> <p>F. Analyze the diversity of the American people and the relationships among different groups. (4.1.F)</p> <p>G. Evaluate the roles of race, class, ethnicity, and gender in the history of the United States. (4.1.G)</p>		<p>internal migration, and migration networks. (4.3.E)</p> <p>F. Evaluate engagement with the rest of the world from the fifteenth century to the present</p> <ol style="list-style-type: none"> 1. Colonialism (4.3.F.1) 2. Mercantilism (4.3.F.2) 3. Global hegemony (4.3.F.3) 4. Development of markets (4.3.F.4) 5. Imperialism (4.3.F.5) 6. Cultural exchange (4.3.F.6) 		<ol style="list-style-type: none"> 5. Women's Rights (4.5.B.5) 6. Civil rights (4.5.B.6) 7. Gay rights (4.5.B.7) 8. War (4.5.B.8) 9. Public health (4.5.B.9) 10. Government (4.5.B.10)
Possible Sources of Studies					
<ul style="list-style-type: none"> • <i>Rosie the Riveter to the Global Assembly Line</i> • <i>State of the field in US History: Teaching 1917-1945</i> 			<ul style="list-style-type: none"> • <i>Grapes of Wrath</i> • <i>Of Mice and Men</i> • <i>The Great Gatsby</i> 		

Theme 5: 1945-1992: The Cold War					
	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, and Cultures
Key Concepts and Understandings	<p>A. Evaluate the variety of religious beliefs and practices in America from prehistory to the twenty-first century (5.1.A)</p> <p>B. Assess the influence of religion on politics, economics, and society. (5.1.B)</p> <p>C. Connect ideas about the consumption and conservation of natural resources (5.1.C)</p> <p>D. Assess the impact of population growth, industrialization, pollution, and urban and suburban expansion. (5.1.D)</p>	<p>A. Investigate:</p> <ol style="list-style-type: none"> 1. Colonial and revolutionary legacies (5.2.A.1) 2. American political traditions (5.2.A.2) 3. Growth of democracy (5.2.A.3) 4. The development of the modern states (5.2.A.4) <p>B. Define citizenship (5.2.B)</p> <p>C. Assess struggles for civil rights (5.2.C)</p>	<p>A. Evaluate engagement with the rest of the world from the fifteenth century to the</p> <ol style="list-style-type: none"> 1. Colonialism (5.3.4.1) 2. Mercantilism (5.3.4.2) 3. Global Hegemony (5.3.4.3) 4. Development of markets (5.3.4.4) 5. Imperialism (5.3.4.5) 6. Cultural exchange (5.3.4.6) 	<p>A. Investigate changes in trade, commerce, and technology across time. (5.4.A)</p> <p>B. Evaluate the effects of capitalist development, labor and unions, and consumerism. (5.4.B)</p>	<p>A. Evaluate popular culture and the dimensions of cultural conflict within American society. (5.5.A)</p> <p>B. Evaluate diverse movements focusing on a broad range of issues including:</p> <ol style="list-style-type: none"> 1. Anti-slavery (5.5.B.1) 2. Education (5.5.B.2) 3. Labor (5.5.B.3) 4. Temperance (5.5.B.4) 5. Women's Rights (5.5.B.5) 6. Civil rights (5.5.B.6) 7. Gay rights (5.5.B.7) 8. War (5.5.B.8)

	<p>E. The student will demonstrate understanding of war and diplomacy. (5.1.E)</p> <p>F. Analyze the diversity of the American people and the relationships among different groups. (5.1.F)</p> <p>G. Evaluate the roles of race, class, ethnicity, and gender in the history of the United States. (5.1.G)</p>				<p>9. Public health (5.5.B.9)</p> <p>10. Government (5.5.B.10)</p>
Possible Sources of Studies					
<ul style="list-style-type: none"> • The Vietnam War resource • The Cold War and Global Hegemony: 1945-1991 			<ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i> • <i>All the President's Men</i> • <i>The Rise and the Fall of the Berlin Wall</i> 		

Use the following Social Science Tools for Themes 1-5

Tools of Social Science Inquiry-In order to investigate and draw conclusions about the past students:

- Ask questions (Why? Why there? Why then? What's the impact of? What's the real story of? What's the significance of?)
- Develop compelling questions and research the past.
- Anticipate and utilize the most useful sources to address their questions.
- Develop and test claims and counterclaims to address their questions.
- take informed action based on their learning.

	1. History	2. Government	3. Geography	4. Economics	5. People, Groups, Cultures
Disciplinary Tools and Sources	<p>A. Create and use tools to evaluate how historical events and developments were shaped, time and place, as well as broader historical context. (1.A)</p> <p>B. Analyze the perspective of people in a historical era to explain the influence of complex factors. (1.B)</p> <p>C. Create and use tools to analyze a sequence of events that happen at the same time. (1.C)</p> <p>D. Explain connections among historical context and perspectives at the time. (1.D)</p>	<p>A. Evaluate government systems in order to compare how they affect individuals and groups within and among societies. (2.A)</p> <p>B. Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society. (2.B)</p>	<p>A. Create and use maps and other graphic representations in order to explain relationships and reveal patterns or trends within and among regions. (3.A)</p>	<p>A. Analyze the role of comparative advantage to determine its impact on the exchange of people, goods, and ideas. (4.A)</p> <p>B. Examine the opportunity costs and benefits of economic decisions on society as a whole as well as on individuals. (4.B)</p>	<p>A. Analyze the sources/artifacts people created to determine the extent to which accelerated exchange impacted their content and perspective. (5.A)</p> <p>B. Examine the origins and impact of social structures and stratification on societies and relationships between people. (5.B)</p> <p>C. Describe how perspectives shape the sources/artifacts created. (5.C)</p>