

Course Description: Advanced Placement United States History (AP US History)

Adopted Course Primary Resource	Supplementary Resources
<ul style="list-style-type: none"> Kennedy, David M., Lizabeth Cohen, and Thomas A Bailey. <i>The American Pageant</i>. 14th ed. Boston: Cengage Learning, 2008. 	<ul style="list-style-type: none"> Bailey, Thomas A. and David M. Kennedy. <i>The American Spirit: United States History as Seen by Contemporaries, Volume 1</i>. 6th ed. Lexington, MA: D. C. Heath & Co., 1987. Bailey, Thomas A. and David M. Kennedy. <i>The American Spirit: United States History as Seen by Contemporaries, Volume 2</i>. 6th ed. Lexington, MA: D. C. Heath & Co., 1987. Zinn, Howard. <i>A People's History of the United States</i>. New York: Harper Perennial Modern Classic, 2005.

Standards Addressed In The Course (Note Essential Standards)	
SS.Hist1.a.h	Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause
SS.Hist1.b.h	Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.
SS.Hist2.a.h	Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.
SS.Hist2.b.h	Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.
S.Hist2.c.h	Evaluate how the historical context influenced the process or nature of the continuity or change that took place.
SS.Hist3.a.h	Analyze significant historical periods and their relationship to present issues and events.
SS.Hist3.b.h	Evaluate historical perspectives to create arguments with evidence concerning current events.
SS.Hist3.c.h	Evaluate and justify predictions of potential outcomes of current events based on the past.
SS.Hist4.d.h	Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.
SS.Inq1.a.h	Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.
SS.Inq1.b.h	Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.

SS.Inq2.b.h	Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.
SS.Inq3.a.h	Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.
SS.Inq3.b.h	Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).
SS.Inq3.c.h	Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.
SS.Inq4.a.h	Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).
SS.Inq4.b.h	Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.
SS.Inq5.a.h	Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
SS.BH2.a.h	Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).
SS.BH2.b.h	Critique interpretations of how different cultures interact with their environment.
SS.BH3.a.h	Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
SS.BH4.a.h	Evaluate the purpose for which a technology is created, and analyze the consequences (intended and unintended) to different cultures.
SS.Econ4.d.h	Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living. Analyze the effectiveness of how people, government, policies and economic systems have attempted to address income inequality and working conditions both now and in the past
SS.Econ4.e.h	Draw conclusions of the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies. Analyze the role of comparative advantage in international trade of goods and services.
SS.Geog2.b.h	Evaluate the impact of major international migrations, both past and present, on physical and human systems
SS.Geog2.c.h	Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.
SS.Geog2.d.h	Evaluate the impact of spatial inequality as a result of urbanization, and develop various solutions to address these inequalities. Analyze the impact of rural decline and urbanization on a place.
SS.Geog4.a.h	Evaluate the effect of culture on a place over time. Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture. Explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity). Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.

SS.PS1.a.h	Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.
SS.PS1.b.h	Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.
SS.PS2.a.h	Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups
SS.PS2.c.h	Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

AP U.S. History Syllabus

Advanced Placement U.S. History

Advanced Placement U.S. History is a college-level introductory course that examines the nation's political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches are employed and a college-level textbook is supplemented by primary and secondary sources.

Curricular Requirements

1. CR1a The course includes a college-level U.S. history textbook. • See page 3
2. CR1b The course includes diverse primary sources including written documents and images as well as maps and quantitative data (charts, graphs, tables). • See pages 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
CR1c The course includes multiple secondary sources written by historians or scholars interpreting the past. • See pages 3, 4, 6
CR2 Each of the course historical periods receives explicit attention. • See pages 4, 5, 6, 7, 8, 10, 11, 12
3. 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 5
4. CR4 Students are provided opportunities to apply learning objectives in each of the themes throughout the course. • See pages 5, 6, 9, 10, 12, 13
5. 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 7, 8
6. CR6 Students are provided opportunities to analyze and evaluate diverse historical interpretations. —Analyzing Secondary Sources • See pages 4,8
7. CR7 Students are provided opportunities to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison • See pages 5, 9, 13
8. 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 page 12
9. CR9 Students are provided opportunities to explain different causes and effects of historical events or processes, and to evaluate their relative significance. — Causation • See pages 8, 9
10. CR10 Students are provided opportunities to identify and explain patterns of continuity and change over time, explaining why these patterns are historically significant. — Continuity and Change Over Time • See pages 7, 9, 11, 12
11. CR11 Students are provided opportunities to articulate a historically defensible and evaluative claim— Argument Development • See pages 10, 13
12. 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 • See pages 6, 9, 10

Unit Activities

Lecture 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 notecards on which they identify, analyze, and evaluate each of the sources. Students analyze the sources for two or more of the following features: historical context, purpose and intended audience, the author's point of view, type of source, argument and tone.

Author's Thesis Paper: Students are provided with opposing viewpoints expressed in either primary or secondary source documents, and in writing, must determine the following:

The Thesis:

- What is the main argument of each author?

The Evidence:

- Look at the supporting evidence and analyze whether the authors interpret that evidence logically.
- Do they clearly support the thesis?

Critical Analysis:

- What do the sources add to your own understanding of the topic?
- What points are strongly made and well-documented?

Final Analysis: (Your opinion is expressed here without the use of any form of the pronoun "I.")

- Which of the sources makes the most convincing case and why?
- For each source, complete the thesis, evidence, and critical analysis sections.

You Be the Judge (YBTJ): Students analyze disparate 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 a stronger case.

Document-Based Questions (DBQs): Students, working in groups, will read the sources provided with the DBQ and debate the DBQ posed. In some cases, they will write on the DBQ as indicated in the course schedule below and in accordance with AP standards for DBQs.

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.

Chronological Reasoning Lesson: Students are provided with ten events, in no particular chronological order, which they will then place in order, naming the decade in which each occurred.

Students will complete the exercise by providing the following:

1. Identify the period in which these occur;
2. Identify continuity and change over time exemplified by the selections; and
3. Identify the theme(s) under which these issues and developments might be categorized.

Essays: Students will be asked to write college-level essays that require a thesis statement and supporting evidence drawn from course materials.

Celebration of Knowledge: An exam, known as a Celebration of Knowledge, will be given at the end of each unit. The exam will have three components: analytical multiple-choice questions (MC), analytical short-answer questions (SA), and either a long-essay question or a document-based question (DBQ) that requires a thesis statement supported with evidence and analysis. Each component of the exam will emphasize the application of the following historical thinking skills to answer the question. Information from prior units is often a critical component of the response:

- I. AnalyzingHistoricalSourcesandEvidence
 1. Analyzing Evidence: Content and Sourcing
 2. Interpretation
- II. MakingHistoricalConnections
 3. Comparison.
 4. Contextualization
- III. ChronologicalReasoning
 5. Causation
 6. Continuity and Change over Time
- IV. Creating and Supporting a Historical Argument
 7. Argument Development

Major Themes

The above **boldfaced** activities are organized around AP U.S. History's major themes:

American and National Identity (NAT)

Politics and Power (POL)

Work, Exchange, and Technology (WXT)

Culture and Society (CUL)
Migration and Settlement (MIG)
Geography and the Environment (GEO)
America in the World (WOR)

Grading Criteria

Students' grades will be determined by teachers, peers, and self-evaluation. Students are responsible for keeping track of their own grades. Graded work will include reading quizzes, logs, unit exams, revised writings, and projects. Specific assignments and activities are described in the unit outline below.

Primary Textbook

Kennedy, David M., Lizabeth Cohen, and Thomas A Bailey. *The American Pageant*. 14th ed. Boston: Cengage Learning, 2008.

Primary Sources

Shi, David and Holly Mayer. *For the Record: A Documentary History of America: From First Contact through Reconstruction, Volume 1*. 2nd ed. New York: W. W. Norton & Company, 2004.

Shi, David and Holly Mayer. *For the Record: A Documentary History of America: From Reconstruction through Contemporary Times, Volume 2*. 2nd ed. New York: W. W. Norton & Company, 2004.

Bailey, Thomas A. and David M. Kennedy. *The American Spirit: United States History as Seen by Contemporaries, Volume 1*. 6th ed. Lexington, MA: D. C. Heath & Co., 1987.

Bailey, Thomas A. and David M. Kennedy. *The American Spirit: United States History as Seen by Contemporaries, Volume 2*. 6th ed. Lexington, MA: D. C. Heath & Co., 1987.

Secondary Sources

Zinn, Howard. *A People's History of the United States*. New York: Harper Perennial Modern Classic, 2005.

McClellan, Jim, ed. *Historical Moments: Changing Interpretations of America's Past, Volume 1: The Pre-Colonial Period through the Civil War*. 2nd ed. New York: McGraw-Hill/Dushkin, 2000.

McClellan, Jim, ed. *Historical Moments: Changing Interpretations of America's Past, Volume 2: The Civil War through the 20th Century*. 2nd ed. New York: McGraw-Hill/Dushkin, 2000.

Units of Study

Unit 1: 1491-1607 The American Pageant, Chapters 1-3

Content: Geography and environment of the Americas; Native American diversity in the Americas before the arrival of Europeans; Spain in the Americas; conflict and exchange; English, French, and Dutch settlements; and the Atlantic economy.

Unit 2: 1607-1754 The American Pageant, Chapters 2-4

Content: Growing trade; unfree labor; political differences across the colonies; conflict with Native Americans; immigration; early cities; role of women, education, religion and culture; and growing tensions with the British.

Unit 3: 1754-1800 The American Pageant, Chapters 5-10

Content: Colonial society before the war for independence; colonial rivalries; the Seven Years' War; pirates and other democrats; role of women before, during, and after 1776; articles and a Constitution; and early political rights and exclusions.

Unit 4: 1800-1848 The American Pageant, Chapters 11-13

Content: Politics in the early republic; parties and votes; reforms and social movements; culture and religion; market capitalism and slavery; growth of immigration and cities; women and Seneca Falls; and, territorial expansion and the Mexican War.

Unit 5: 1844-1877 The American Pageant, Chapters 14-21

Content: Tensions over slavery; reform movements; politics and the economy; cultural trends; transcendentalism and utopianism; the Civil War, rights of freedmen and women, the Reconstruction Era and Freedmen's Bureau; and the KKK. Focus on white supremacy before and after the Civil War.

Unit 6: 1865-1900

The American Pageant, Chapters 22- 28

Content: The rights of freedmen and women; reconstruction, Freedmen's Bureau and the 1877 Railroad strike; rise of labor unions and the Populist Party; general themes of industrialization, urbanization, immigration, and imperialism; and Indian wars, the Spanish-American War, and conquests in the Pacific.

Unit 7: 1890-1945

The American Pageant, Chapters 29-35

Content: The formation of the Industrial Workers of the World (IWW) and the American Federation of Labor (AFL); industrialization and technology, mass production and mass consumerism, and radio and movies; Harlem Renaissance; Native American culture and boarding schools; political parties and the transition from classical liberalism to New Deal liberalism with the capitalist crisis of the 1930s; and World War II, demographic shifts, the role of women and nonwhites, and battles for economic rights.

Unit 8: 1945-1989

The American Pageant, Chapters 36-39

Content: The atomic age; the affluent society and suburbs; discrimination, Michael Harrington's *The Other America* (1962), and the African-American Civil Rights movement; Vietnam and U.S. imperial policies in Latin America and Africa; the beat generation and the student movement; the counterculture movement, the antiwar movement, the women's movement, the Chicano movement, the American Indian movement, and the gay and lesbian movements; summer riots and the occupation of Alcatraz; LBJ's "The Great Society" speech (1964) and the rise of the New Right; Ronald Reagan and the rise of poverty; and the Cold War and U.S. role in the world.

Unit 9: 1980-present

The American Pageant, Chapters 40-42

Content: Summary of Ronald Reagan's domestic and foreign policies; George Bush Sr. and the end of the Cold War; Clinton as a New Democrat; technology and economic bubbles and recessions, race relations, and the role of women; changing demographics and the return of poverty; rise of the prison industrial complex and the war on drugs; 9/11 and the domestic and foreign policies that followed; and Obama: change or continuity?