

Wilson Area School District Planned Course Guide

Title of planned course: AP United States History

Subject Area: Social Studies

Grade Level: 11 and 12

Course Description: AP United States History is a college level history course that covers materials from the Age of Exploration to the present day American History. Students will be expected to dedicate large amounts of time to primary source document analysis, historical writing and preparation for daily lessons. Emphasis is placed on critical thinking skills, primary source document analysis, historical writing, and interpretation of themes in history.

Time/Credit for this Course: One Full Academic Year / 1.0 Credit

Curriculum Writing Committee: Ryan M. Poticher

Curriculum Map

August:

- Introduction and Overview of Historical Fundamentals

September:

- Period 1: 1491-1607
- Period 2: 1607-1754
- Period 3: 1754-1800

October:

- Period 4: 1800-1848

November:

- Period 5: 1848-1877

December:

- Period 5: 1848-1877
- Period 6: 1865-1898

January:

- Period 6: 1865-1898

February:

- Period 7: 1890-1945

March:

- Period 7:1890-1945
- Period 8: 1945-1980

April:

- Period 8: 1945-1980
- Period 9: 1980-present

May:

- Review AP Exam
- AP Exam
- Relating US History to Modern Day Issues / Contemporary America

Wilson Area School District Planned Course Materials

Course Title: AP United States History

Textbook: Fraser, James W. Fraser., et al. *By the People: A History of the United States; Edition/AP Edition*. New York, NY: Pearson, 2015

Supplemental Books:

- Chambers II, John W., et al. *Major Problems in American Military History*. Vol 1. Boston, MA: Houghton Mifflin Co, 1999
- Chudacoff, Howard P., et al. *Major Problems in American Urban and Suburban History, 2nd Ed*. Boston, MA: Houghton Mifflin Co, 2005
- Dudley, William, (ed.) *The Bill of Rights: Opposing Viewpoints*. San Diego, CA: Greenhaven Press Inc, 1994
- Hall, Kermit L., (ed.) *Major Problems in American Constitutional History*. Vols. 1 & 2. Lexington, MA: D.C. Heath and Co, 1992
- Jones, Mary E. (ed.) *The American Frontier: Opposing Viewpoints*. San Diego, CA: Greenhaven Press Inc, 1994
- Madaras, Larry, et al. *Taking Sides: Clashing Views on Controversial Issues in American History*. Vols. 1 & 2. U.S.: McGraw-Hill/Dushkin, 2001

Curriculum Scope & Sequence

Planned Course: AP US History

Unit: Period 1: 1491-1607

Time frame: 2 weeks

Essential content/objectives: At end of the unit, students will be able to describe and relate the following content:

- The Peopling of North America
- The Diverse Communities of the Americas in the 1400s
- A Changing Europe in the 1400s
- Africa in the 1400s
- Asia in the 1400s
- Columbus, The Columbian Exchange, and Early Conquests
- A Divided Europe: The Impact of the Protestant Reformation
- Exploration and Encounter in North America: the Spanish
- Exploration and Encounter in North America: the French
- Exploration and Encounter in North America: The English

Core Activities: Students will complete/participate in the following: In class Journaling:

- Answer journaling prompts each day pertaining to the topic of the day or review material covered previously
- Read *Issue 4: Did Capitalist Values Motivate the American Colonist?* starting on page 66 in the Taking Sides book, Volume I. [CR1c][CR6]
 - Write a ONE PAGE analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text
 - Prepare an in class debate
- Read the Introduction and the Documents of *Chapter 2: Constitutionalism before the Constitution* in the Major Problems in American Constitutional History book starting on page 23 and ending on page 42
 - Write a TWO PAGE essay citing evidence from at least four of the eight documents in the chapter that answers the following prompt:
 - Analyze the impact the Magna Carta had over the ideas of early Colonists and how those ideas evolved and adjusted to the realities of life in Colonial America
- Group Presentation: Students will be put into four groups and will need to complete a multimedia presentation focusing on the political, cultural, economic and religious background of one colonial area. Groups must include a primary source document that correlates to the topic.

Instructional Methods:

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Primary Document Analysis
 - Dekanawida Myth and the Achievement of Iroquois Unity
 - Voyage from Lisbon to the Island of Sao Thome

- King Nzinga Mbemba (Alfonso I) of Kongo
- Letters to Ferdinand and Isabella
- Jose de Acosta, the Columbian Exchange
- The Broken Spears, The Aztec Account of the Conquest of Mexico
- Alvar Nunez Cabeza de Vaca, Indians of the Rio Grande
- Don Juan de Onate, Letter from New Mexico to the Viceroy
- Jacques Cartier, First Contact, with Indians
- King Nzinga Mbemba (Alfonso I) of Kongo
- Thomas Hariot, The Algonquian, People of the Atlantic Coast, 1588
- Forum Debate

Assessments:

- Tests which include multiple choice questions and essays
- Create an outline of each chapter to prepare for classroom discussion
- Write discussion questions that are meant to evaluate the themes of the Unit

Curriculum Scope & Sequence

Planned Course: AP US History

Unit: Period 2: 1607-1754

Time frame: 2 weeks

Essential content/objectives: At end of the unit, students will be able to describe and relate the following content:

- The English Settle in North America
- England Wars, England Colonies
- France Takes Control of the Heart of the Continent
- Developments in Spanish Colonies North of Mexico
- England’s Glorious Revolution and “Rights of Englishmen”, 1689
- The Plantation World: From a Society with Slaves to a Slave Society
- Stability and Instability in the American and British Worlds

Core Activities: Students will complete/participate in the following:

- Answer journaling prompts each day pertaining to the topic of the day or review material covered previously
- Read *Issue 3: Were Socioeconomic Tensions Responsible for the Witchcraft Hysteria in Salem?* starting on page 44 in the Taking Sides book, Volume I
 - Write a **ONE PAGE** analysis succinctly summarize each essay author’s argument and evaluate which one was more convincing and why using proof from the text
 - Prepare an in class debate
- Read featured essay: *Anthony Johnson: A Free Black Planter on Pungoteague Creek*
 - Break into two groups: One group will develop an argument on why Johnson’s land should have been given to his family after his death. One group will argue why it was legal for Johnson’s land to revert back to England after his death. Arguments will be presented in class.
- Party Like a Colonist Project: Class will be broken into four groups and assigned specific jobs to organize a Colonial Period in class party. The areas assigned to research and develop will be Catering, Fashion, Entertainment, and Guest Coordinator. Students will “present” the day of the party.

Instructional Methods:

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Primary Document Analysis
 - Adam Smith, The Results of Colonization
 - Giovanni da Verrazzano, Encountering Native Americans
 - Bartolome de las Casas on Spanish Treatment of the Indians from History of the Indies
 - The Pueblo Revolt
 - Father Jean de Brebeuf on the Customs and Beliefs of the Hurons
 - Jewish Petition to the Dutch West India Company
 - Exchange between John Smith and Powhatan

- Sending Women to Virginia
- Maryland Act Concerning Religion
- John Winthrop, Speech to the Massachusetts General Court
- The Trial of Anne Hutchinson
- Roger Williams, Letter to Town of Providence
- The Levellers, the Agreement of the People Presented to the Council of the Army
- William Penn, Pennsylvania Charter of Privileges and Liberties
- Nathaniel Bacon on Bacon's Rebellion
- Letter by an Immigrant to Pennsylvania
- An Apprentice's Indenture Contract
- Memorial Against Non-English Immigration
- Gottlieb Mittelberger on the Trade in Indentured Servants
- Women in the Household Economy
- Debate

Assessments:

- Tests which include multiple choice questions and essays
- Create an outline of each chapter to prepare for classroom discussion
- Write discussion questions that are meant to evaluate the themes of the Unit

Curriculum Scope & Sequence

Planned Course: AP US History

Unit: Period 3: 1754-1800

Time frame: 3 weeks

Essential content/objectives: At end of the unit, students will be able to describe and relate the following content:

- Preludes to Revolution
- The Revolution Was in the Minds of the People
- The War for Independence
- The State of the Nation at War's End
- Creating a Government: Writing the U.S. Constitution

Core Activities: Students will complete/participate in the following:

- Answer journaling prompts each day pertaining to the topic of the day or review material covered previously
- Read *Issue 6: Was the American Revolution a Conservative Movement?* starting on page 116 in the Taking Sides book, Volume I
 - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text
 - Prepare an in class debate
- Read the Introduction and the Documents of *Chapter 3: The Rise of Republican Constitutionalism* in the Major Problems in American Constitutional History book starting on page 62 and ending on page 90
 - Write a **TWO PAGE** essay citing evidence from at least three of the seven documents in the chapter that answers the following Prompt:
 - What ideas and ideals lead to the rise of Constitutionalism in America and how did those ideas show themselves in early state constitutions?
- Analyze and discuss *Letter From a Pennsylvania Farmer (Boston Chronicle, 1767)*
- Constitutional Convention Project: Class will be broken into three delegations which will draft proposals for changes to school policy for the betterment of the population. A mock convention will be held where the class will debate and pass mock amendments to the student hand book.

Instructional Methods:

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Primary Document Analysis
 - Olaudah Equiano on Slavery
 - Advertisements for Runaway Slaves and Servants
 - The Independent Reflector on Limited Monarchy and Liberty
 - The Trial of John Peter Zenger
 - The Great Awakening Comes to Connecticut
 - Pontiac, Two Speeches

- Virginia Resolutions on the Stamp Act
- New York Workingmen Demand a Voice in the Revolutionary Struggle
- Association of the New York Sons of Liberty
- Farmington, Connecticut, Resolutions on the Intolerable Acts
- Thomas Paine, Common Sense
- Samuel Seabury's Argument Against Independence
- Abigail and John Adams on Women and the American Revolution
- Jefferson's Bill for Establishing Religious Freedom
- The Right of "Free Suffrage"
- Noah Webster on Equality
- Liberating Indentured Servants
- Letter of Phillis Wheatley
- Benjamin Rush, Thoughts Upon Female Education
- Petition of Inhabitants West of the Ohio River
- David Ramsey, American Innovations in Government
- Patrick Henry's Anti-Federalist Argument
- A July Fourth Oration
- Thomas Jefferson on Race and Slaery
- J Hector St. John de Crevecoeur, "What, Then, Is the American?"
- Benjamin F. Bache, A Defense of the French Revolution
- Address of the Democratic-Republican Society of Pennsylvania
- Judith Sargent Murray "On Equality of the Sexes"
- Protest Against the Alien and Sedition
- George Tucker on Gabriel's Rebellion
- Tecumseh on Indians and Land
- Felix Grundy, Battle Cry of the War Hawks
- Mercy Otis Warren on Religion and Virtue
- Debate

Assessments:

- Tests which include multiple choice questions and essays
- Create an outline of each chapter to prepare for classroom discussion
- Write discussion questions that are meant to evaluate the themes of the Unit

Curriculum Scope & Sequence

Planned Course: AP US History

Unit: Period 4: 1800-1848

Time frame: 4 weeks

Essential content/objectives: At end of the unit, students will be able to describe and relate the following content:

- Convening a Congress, Inaugurating a President, Adopting a Bill of Rights
- Creating an Economy: Alexander Hamilton and the U.S. Economic System
- Setting the Pace: the Washington Administration
- The Birth of Political Parties: Adams and Jefferson
- Jefferson and the Republican Ideal
- The Ideal of Religious Freedom
- Beyond the Mississippi: The Louisiana Purchase and the Expedition of Lewis
- The War of 1812
- Expanding American Territory and Influence
- Creating the Cotton Economy
- Commerce, Technology and Transportation
- From the Era of Good Feelings to the Politics of Division
- Jacksonian Democracy, Jacksonian Government
- Democratized Religion: The Second Great Awakening
- Democratized Education: The Birth of the Common School

Core Activities: Students will complete/participate in the following:

- Answer journaling prompts each day pertaining to the topic of the day or review material covered previously
- Read *Issue 9: Was Andrew Jackson's Indian Removal Policy Motivated by Humanitarian Impulses?* starting on page 182 in the Taking Sides book, Volume I
 - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text
 - Prepare an in class debate
- Analyze and discuss the Andrew Jackson Political Cartoon, "King Andrew"
- Bill of Rights Presentations: Each student will be assigned one of the first ten amendments to present in front of the class. Presentations should include the bill, its meaning, one example of past use in a court case (its earliest use), and one modern reference to the bill

Instructional Methods:

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Primary Document Analysis
 - Complaint of a Lowell Factory Worker
 - Joseph Smith, the Wentworth Letter
 - A Woman in the Westward Movement
 - Ralph Waldo Emerson, "The American Scholar"

- Henry David Thoreau, Walden
- Charles G. Finney “Sinners Bound to Change Their Own Hearts”
- The Monroe Doctrine
- John Quincy Adams on the Role of the National Government
- John C. Calhoun The Concurrent Majority
- Virginia Petition for the Right to Vote
- Appeal to the Cherokee Nation
- Appeal of Forty Thousand Citizens
- Debate

Assessments:

- Tests which include multiple choice questions and essays
- Create an outline of each chapter to prepare for classroom discussion
- Write discussion questions that are meant to evaluate the themes of the Unit

Curriculum Scope & Sequence

Planned Course: AP US History

Unit: Period 5: 1848-1877

Time frame: 5 weeks

Essential content/objectives: At end of the unit, students will be able to describe and relate the following content:

- Manifest Destiny - The Importance of an Idea
- The U.S. War With Mexico, 1846-1848
- West to the Pacific
- The Changing Face of the American People in the 1840s and the 1850s
- Slavery in the United States, 1840s and the 1850s
- New Strength for American Women
- From Union to Disunion
- Bleeding Kansas and Dred Scott v. Sandford
- The Economy, The Panic of 1857, and the Lincoln Douglas Debates
- From John Brown to the Secession of the South
- Fort Sumter to Antietam, 1861-1862
- The Road to Emancipation
- The Home Front - Shortages, Opposition, Riots and Battles
- From Gettysburg to Appomattox and Beyond
- Federal Reconstruction Policy
- The Impact of Reconstruction
- Terror, Apathy and the Creation of the Segregated South

Core Activities: Students will complete/participate in the following:

- Answer journaling prompts each day pertaining to the topic of the day or review material covered previously
- Read *Issue 15: Is Robert E. Lee Overrated as a General?* starting on page 328 in the Taking Sides book, Volume I
 - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text
 - Prepare an in class debate
- Read the Introduction and the Documents of *Chapter 6: Generals, Soldiers, and the Civil War* in the Major Problems in American Military History book starting on page 152 and ending on page 168
 - Write a **TWO PAGE** essay citing evidence from at least three of the seven documents in the chapter that answers the following prompts:
 - Was the Civil War an example of modern "total war" and if so, to what extent were Civilians affected?
 - What effect do you think the Civil War would have on future global conflicts?
- Analyze and discuss the "Ultimatum on the Oregon Question" political cartoon
- Work in groups to fill in graphic organizer of key events leading to the Civil War
- Read The Emancipation Proclamation and debate its significance to the war, its justification, and its legality
- Complete graphic organizer of key events in the Civil War
- Analyze two Civil War photos using the National Archives worksheet

Instructional Methods:

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Journaling
- Debate

Assessments:

- Tests which include multiple choice questions and essays
- Create an outline of each chapter to prepare for classroom discussion
- Write discussion questions that are meant to evaluate the themes of the Unit

Curriculum Scope & Sequence

Planned Course: AP US History

Unit: Period 6: 1865-1898

Time frame: 4 weeks

Essential content/objectives: At end of the unit, students will be able to describe and relate the following content:

- The Tribes of the West and U.S. Government
- The Impact of the Transcontinental Railroad
- The Transformation of the West
- Technology Changes the Nation
- Corporations and Monopolies
- Lives of the Middle Class in the Gilded Age
- Immigration
- Conflict in the New South
- The Politics of Conflict - From Populist Movement to Populist Party
- Worker Protest and the Rise of Organized Labor

Core Activities: Students will complete/participate in the following:

- Answer journaling prompts each day pertaining to the topic of the day or review material covered previously
- Read *Issue 3: Did the Industrial Revolution Disrupt the American Family?* starting on page 52 in the Taking Sides book, Volume II
 - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text
 - Prepare an in class debate
- Inventions/Transportation Project: Students will be broken into groups and each group will research an invention or new mode of transportation for the 19th century. Students will present their research to the class in the form of a sales advertisement explaining why we should buy or use their invention.
- Analyze and discuss two Boss Tweed political cartoons
- Musical Biography Project: Students will select one historical figure or major immigrant group from the turn of the century to research and complete a short biography or story. Students will then create a "sound-track" for the life of that figure using a minimum of five songs. Students will have to explain why they choose each song and compile the songs on a CD.

Instructional Methods:

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Journaling
- Debate

Assessments:

- Tests which include multiple choice questions and essays
- Create an outline of each chapter to prepare for classroom discussion
- Write discussion questions that are meant to evaluate the themes of the Unit

Curriculum Scope & Sequence

Planned Course: AP US History

Unit: Period 7: 1890-1945

Time frame: 8 weeks

Essential content/objectives: At end of the unit, students will be able to describe and relate the following content:

- The Revolt of the Intellectuals
- The Transformation of the Cities
- Religious Responses to the Gilded Age
- Progressive Politics on the National Stage
- Continuing Expansion
- The Splendid Little War... With Spain- Cuba, Puerto Rico, and the Philippines
- Foreign Policy, Foreign Adventurers, 1900-1914
- United States and the Great War
- The Prelude - The Red Summer of 1919
- The 1920s - The Exuberance of Prosperity
- The 1920s - Conflicts About American IDEals
- Harding, Coolidge and Hoover - National Politics and Policies in the 1920s
- The Coming of the Great Depression
- The New Deal
- The Deep Roots of War - The United States, Europe and Asia
- Preparedness and Isolation
- Mass Mobilization in a Society at War
- Industrial Strength, Industrial Prosperity
- Winning a Cold War - North Africa, Europe, Asia, the Pacific

Core Activities: Students will complete/participate in the following:

- Answer journaling prompts each day pertaining to the topic of the day or review material covered previously
- Read *Issue 8: Did Progressives Fail?* starting on page 170 in the Taking Sides book, Volume II
 - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text
 - Prepare an in class debate
- Read the Introduction and the Documents of *Chapter 11: World War II: Ground Combat in Europe and the Pacific* in the Major Problems in American Military History book starting on page 310 and ending on page 326
 - Write a **TWO PAGE** essay citing evidence from at least three of the six documents in the chapter that answers the following prompts:
 - How do American Armies in World War II compare to those of the Axis Nations?
 - Based on the documents, determine three traits that made American fighters different and ultimate gave them victory in World War II

- Read *Issue 10: Was the New Deal an Effective Answer to the Great Depression?* starting on page 216 in the Taking Sides book, Volume II
 - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text. [CR13a]
 - Prepare an in class debate
- Read an article on the Triangle Factory Fire and engage in discussion concerning the significance of the fire on the early labor movement
- Muckraker Magazine Project: Students will be broken into groups and each group will have to create a Muckraker magazine containing the following: cover, one political cartoon, one mock interview with a muckraker or suffragette, two advertisements, one feature article, table of contents, works cited page
- Read Zimmermann Telegram and debate its significance to American entry in the war
- Fill in the Gaps – World War I to World War II Activity: Students will be broken into groups which will have to list the top ten events that took place between World War I and World War II. The class will then come together and debate to create one top ten list that all can agree on.
- Read and analyze The Einstein-Szilard Letter and list three ways this letter changed history and debate if it was for the better or for the worst

Instructional Methods:

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Journaling
- Debate

Assessments:

- Tests which include multiple choice questions and essays
- Create an outline of each chapter to prepare for classroom discussion
- Write discussion questions that are meant to evaluate the themes of the Unit

Curriculum Scope & Sequence

Planned Course: AP US History

Unit: Period 8: 1945-1980

Time frame: 4 weeks

Essential content/objectives: At end of the unit, students will be able to describe and relate the following content:

- The United States in 1945
- The Cold War Begins
- Politics, 1948 and 1952
- Eisenhower's America, America's World
- A culture on the Move
- Rac and Civil Rights
- New Voices, New Authorities
- Camelot, the White House and Dallas - The Kennedy Administration
- The Coming of Lyndon B. Johnson
- The New Politics of the late 1960s
- The Movements of the 1960s and the 1970s
- Culture Wars of the 1970s
- Politics, Economics, and the IMPact of Watergate

Core Activities: Students will complete/participate in the following:

- Answer journaling prompts each day pertaining to the topic of the day or review material covered previously
- Read *Issue 13: Did the Civil Rights Movement Improve Race Relations in the United States?* starting on page 288 in the Taking Sides book, Volume II
 - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text
 - Prepare an in class debate
- Analyze select photos from the recently discovered work of Vivian Maier using the National Archives worksheet
- Cold War Culture Projects: Students will choose a topic from the Cold War Era to research and create a multimedia presentation to share with the class. Research will be compiled into a two page paper which also describes the significance of the topic to the world and broader historical concepts.

Instructional Methods:

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Journaling
- Debate

Assessments:

- Tests which include multiple choice questions and essays
- Create an outline of each chapter to prepare for classroom discussion
- Write discussion questions that are meant to evaluate the themes of the Unit

Curriculum Scope & Sequence

Planned Course: AP US History

Unit: Period 9: 1980-present

Time frame: 2 weeks

Essential content/objectives: At end of the unit, students will be able to describe and relate the following content:

- A rapidly Changing U.S. Government
- The Changing Nature of the American Economy
- Changes in the Rest of the Country
- The Bush Administration
- The Clinton Presidency
- Technology Dominates an Era
- The Impact of September 11th, 2001
- Hurricane Katrina and Its Aftermath
- The Financial Crisis of 2008
- New Liberals, New Conservatives

Core Activities: Students will complete/participate in the following:

- Answer journaling prompts each day pertaining to the topic of the day or review material covered previously
- Read *Issue 16: Did President Reagan Win the Cold War?* starting on page 350 in the Taking Sides book, Volume II
 - Write a **ONE PAGE** analysis succinctly summarize each essay author's argument and evaluate which one was more convincing and why using proof from the text
 - Prepare an in class debate
- Inventions/Transportation Project: Students will be broken into groups. Each group will research an invention or new mode of transportation for the second part of the 20th century. They will present their research to the class in the form of a sales advertisement explaining why we should buy or use their invention.

Instructional Methods:

- Direct Instruction
- Group Projects
- Independent Reading assignments
- Class Discussion
- Connecting Content to the themes of AP US History
- Debate

Assessments:

- Tests which include multiple choice questions and essays
- Create an outline of each chapter to prepare for classroom discussion
- Write discussion questions that are meant to evaluate the themes of the Unit