PACING GUIDE FOR AP UNITED STATES HISTORY


Total days: 160, including review

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Review Unit
Sample Syllabus

Course Description

AP U.S. History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. It is a two-semester survey of American history, from the pre-Columbian era to the present. It is, in some ways, more difficult than a college course in that our examination of American history must be finished more than a month before the end of the school year and culminates in a rigorous, nationally administered exam. All students enrolled in the course during the second semester are required to take the AP U.S. History exam.

Course Objectives

- Students will be prepared for the Advanced Placement U.S. History Exam.
- Students will study selected historical themes and the context and significance of select interpretive questions.
- Students will be trained to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events.
- Students will learn how to approach history critically and be able to analyze and evaluate competing sources of historical information.
- Students will be able to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others.
● Students will practice test-taking skills, including how to successfully take timed exams.

● Students will learn to take effective notes from both printed materials and lectures.

**Student Expectations**

Students are responsible for their own learning and success in the course and, ultimately, on the AP U.S. History Exam. Only bright, motivated, disciplined students who enjoy history can expect to thrive. Students accustomed to getting A’s for simply showing up and doing their homework may be in for a rude awakening. While good attendance and completing homework are essential to success, they are not enough. Students must master content and demonstrate what they have learned on exams and essays. Such mastery requires a level of hard work and study that will be new to many students.

Most students struggle in the first semester, particularly the first six weeks, as they attempt to adapt to college-level work. However, students who persevere usually learn a great deal about U.S. history and about the skills they will need to succeed in college. On the other hand, students taking this course for the wrong reasons (e.g., parental or peer pressure or to boost their G.P.A.) are likely to struggle and be disappointed with their choice. Those students involved in extracurricular activities, other AP classes, or who are employed should carefully weigh the demands of this course against their other commitments.

**Textbook**

**Primary Source Document Readers**


**Secondary Source Supplements**

Banner, James M. *A Century of American Historiography* (Boston: Bedford/St. Martin’s, 2010)


**Course Themes (adapted from the College Board’s Course Description)**

- 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 U.S. 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 antislavery, 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 un-free 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 precolonial period to the twenty-first century; impact of war on American foreign policy and on politics, the economy and society.

Course Organization

Each week students will be required to read a chapter of their textbook, America’s History, and complete their choice of the following homework assignments: an outline, review questions from the textbook, an interactive journal, a set of graphic organizers, or a teacher-created study guide.

A five-answer multiple-choice test will be given approximately every three weeks over the previous unit. First semester tests will be 50 questions in length. Beginning in January, unit tests will gradually increase in length to 80 multiple-choice questions.
Students will be trained and regularly practice how to write both document-based (DBQ) and free-response (FRQ) essay questions. Beginning with the third unit of study, students will write one or two in-class timed essays per unit. Released College Board AP U.S. History essay prompts will be used, though the instructor may substitute prompts from America’s History test bank or his own creation, if necessary. Approximately an equal number of DBQs and FRQs will be assigned as timed writes during the course. Students will be given 60 minutes to write a DBQ essay and 35 minutes to write an FRQ essay, roughly the same amount of time they will have on the AP U.S. History Examination.

Students will be introduced to the previously listed twelve themes in American history as part of their summer assignment. For that assignment, students will read the first and last chapters in their textbook. They will then create a chart identifying and explaining the intersection of each theme with events in early and modern American history. This assignment will be the preparation for a Socratic seminar the first week of school. These themes will then be displayed on a large wall poster for the rest of the school year. For each unit, the discussions, lectures, and activities will be explicitly linked to the relevant course themes. Students will also review basic American geography in preparation for a map quiz the first week of school.

**Course Units**

**Summer Assignment: Continuity and Change in American History: 1450–1620, 1989–2011**
• **Textbook Reading:** Chapters 1, 31 in *America’s History*

• **Topics:** Pre-Columbian American Indian Societies, European Society in the Mid-Fifteenth Century, European Encounters in Africa and the Americas, The Roots of English Colonization. 9/11: Civil Liberties vs. National Security, The Implications of America’s Changing Demographic Profile, America’s Role in a Post–Cold War World

• **Select Activities:** Socratic seminar about the twelve themes in American history and how they intersect with events from both the early and recent past.

• **Formal Assessments:** Twenty-question multiple-choice quiz, map test of the United States. Thematic questions to be incorporated into the multiple-choice tests and the document based and free response essay questions throughout the course.

**The Creation of American Society, 1550–1765**

• **Textbook Reading:** Chapters 2–4 in *America’s History*

• **Primary Source Documents:** From *Going to the Source*, Volume 1, Chapter 4: “Germ Warfare on the Colonial Frontier”; From *Documents to Accompany America’s History*, Volume 1: Bound For America (2-4), Stono Rebellion (3-10), Benjamin Franklin on Education During the American Enlightenment (4-7).

• **Topics:** Competing European Empires in North America, Early British Colonization, The Role of Tobacco, Bacon’s Rebellion, Puritan Society, Contrast Between New England and the Chesapeake Regions, Indian Societies in New England, Emergence of a Slave Economy, Mercantilism, Salutary Neglect, Rise of Colonial Assemblies,
Mid-Atlantic Colonies, Great Awakening, Enlightenment in America, Women in Colonial Society, French and Indian War

- **Select Activities:** Discussion of the factors that have prompted various immigrant groups, especially early American colonists, to migrate. Timeline illustrating the emergence of democracy. Chart comparing the thirteen colonies. Pre-essay writing activities and strategies.

- **Formal Assessment:** Fifty-question multiple-choice test.

**The Revolutionary War and Its Aftermath, 1763–1820**

- **Textbook Reading:** Chapters 5–7 in America’s History

- **Primary Source Documents:** From Going to the Source, Volume 1, Chapter 6:
  
  “Debating the Constitution: Speeches from the New York Ratification Convention”;
  From Documents to Accompany America’s History, Volume 1: An Account of the Boston Tea Party (5-10), Memoirs of a Black Loyalist (6-8), Thomas Jefferson’s First Inaugural Address (7-6).

- **Topics:** Stamp/Sugar/Townsend Acts, Ideological Roots of the Revolution, Boston Tea Party, Lexington and Concord, Declaring Independence, Key Revolutionary War Battles, French Involvement in the War, Loyalists vs. Patriots, Articles of Confederation, Shays Rebellion, Constitutional Convention and Ratification, Hamilton’s Financial Plan, Federalists vs. Democratic-Republicans, Louisiana Purchase, War of 1812
• **Select Activities:** Chart of British actions and colonial reactions leading to the Revolutionary War. Map the key battles of the Revolutionary War. Compare and contrast the positions of Hamilton vs. Jefferson. Debate whether or not the United States should have gone to war with England in 1812.

• **Formal Assessments:** Fifty-question multiple-choice test. DBQ: “To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution? Use the documents and your knowledge of the period 1750–1776 to answer the question” (1999). FRQ: “Analyze how the ideas and experiences of the revolutionary era influenced the principles embodied in the Articles of Confederation” (2009, Form B).

**The New Republic, 1790–1844**

• **Textbook Reading:** Chapters 8–10 in *America’s History*

• **Primary Source Documents:** From *Going to the Source*, Volume 1, Chapter 9: “The Meaning of Cherokee Civilization: Newspaper Editorials about Indian Removal”;
  From *Documents to Accompany America’s History*, Volume 1: James Madison, Original Intent and Slavery (8-7), A Mill Worker Describes Her Work and Life (9-2), Horace Mann, Necessity of Education in a Republic On Indian Removal (10-4).

• **Topics:** Republican Motherhood, Second Great Awakening, Social Changes for White Men and Women, Slave Society and Culture, The Factory System, Lowell Mills, Canals, Roads, and Railroads, Social Changes Caused by Early
Industrialization, Rise of the Two-Party System, Jacksonian Democracy, Nullification Crises, Indian Removal, The Bank War, Whigs

- **Select Activities:** Venn diagram comparing and contrasting the First and Second Great Awakenings. Debate the “Indian Problem” and Jackson’s Indian removal policy. Examination of the similarities and differences between Jeffersonian and Jacksonian democracy. Political cartoon overview of the Jacksonian Era (various sources).

- **Formal Assessments:** Fifty-question multiple-choice test. DBQ: “Jacksonian Democrats view themselves as the guardians of the United States Constitution, political democracy, individual liberty, and equality of economic opportunity. In light of the following documents and your knowledge of the 1820s and 1830s, to what extent do you agree with Jacksonian’s view of themselves?” (1990). FRQ: Analyze the extent to which two of the following influenced the development of democracy between 1820 and 1840: Jacksonian economic policy, changes in electoral politics, Second Great Awakening, westward movement” (1996).

**Antebellum America and Sectional Strife, 1820–1860**

- **Textbook Reading:** Chapters 11–13 in *America’s History*

- **Primary Source Documents:** From *Going to the Source*, Volume 1, Chapter 10:
  “Challenging the ‘Peculiar Institution’: Slave Narratives from the Antebellum South”;
  From *Documents to Accompany America’s History*, Volume 1: Elizabeth Cady
Stanton, Declaration of Sentiments and Resolutions (11-11), The Alabama Slave Code of 1852: Slave Patrols (12-1), The Lincoln-Douglas Debates (13-12).

- **Topics**: Transcendentalism, Utopian Experiments, Abolitionism, Women’s Rights Movement, Domestic Slave Trade, Social Structure in the South, Slave Christianity and Culture, The Cotton Economy, Manifest Destiny, Mexican-American War, Compromise of 1850, Kansas-Nebraska Act, Dred Scott, Rise of the Republican Party, Election of 1860

- **Select Activities**: Students create their own version of an Antebellum utopian society. Mapping American geographical expansion. Comparing third parties in Antebellum America. Timeline of events leading to the Civil War.

- **Summative Assessments**: Fifty-question multiple-choice test. DBQ: “‘Reform movements in the United States sought to expand democratic ideals.’ Assess the validity of this statement with specific reference to the years 1825–1850” (2002). FRQ: “Analyze the ways in which controversy over the extension of slavery into western territories contributed to the coming of the Civil War. Confine your answer to the period 1845–1861” (2010).

**Civil War, Reconstruction and the American West, 1860–1900**

- **Textbook Reading**: Chapters 14–16 in *America’s History*

- **Primary Source Documents**: From *Going to the Source*, Volume 1, Chapter 13:

  “Political Terrorism during Reconstruction: Congressional Hearings and Reports on the Ku Klux Klan”; From *Documents to Accompany America’s History*, Volume 1:
Abraham Lincoln, First Inaugural Address (14-2), Abraham Lincoln, Gettysburg Address (14-9), Abraham Lincoln, Second Inaugural Address (14-14), Frederick Douglass, What the Black Man Wants (15-6); From Documents to Accompany America’s History, Volume 2: Howard Ruede, Letter from a Kansas Homesteader (16-2).

- **Topics:** Secession, Total War, Key Battles, Emancipation, Union Victory, Presidential vs. Congressional Reconstruction, Johnson’s Impeachment, Southern Defiance, Compromise of 1877, Homesteaders and Indians on the Great Plains, Mining Frontier, California, Gender, Race and Ethnicity in the Far West

- **Select Activities:** Map key Civil War battles. Graphic organizer comparing the Lincoln, Johnson, and the Radical Republican reconstruction plans. Create posters promoting the West to potential homesteaders (similar to “Droughty Kansas”).

- **Formal Assessments:** Fifty-question multiple-choice test. DBQ: “In what ways and to what extent did constitutional and social developments between 1860 and 1877 amount to a revolution?” (1996). FRQ: “For whom and to what extent was the American West a land of opportunity from 1865 to 1890?” (2006, Form B).

**A Maturing Industrial Society, 1877–1917**

- **Textbook Reading:** Chapters 17–19 in America’s History

- **Primary Source Documents:** From Going to the Source, Volume 2, Chapter 4:
  
  “Immigrant to the Promised Land: Memory and Autobiography”; From Documents to

- **Topics:** Industrial Titans, Vertical Integration, Consumerism, Railroad Boom, Scientific Management, The Grange, Labor Unions, City Life and Culture, Settlement Houses, “New” Immigrants, Asian Immigration, Suburbs, Religious Changes

- **Select Activities:** Compare and contrast urban problems of the Gilded Age to today. Debate the merits of various reform efforts during the late 1800s. Simulate a Gilded Age factory assembly line.

- **Formal Assessments:** Sixty-question multiple-choice test. DBQ: “How successful was organized labor in improving the position of workers in the period from 1875–1900? Analyze the factors that contributed to the level of success achieved” (2000). FRQ: “Explain how two of the following individuals responded to the economic and social problems created by industrialization during the late nineteenth and early twentieth centuries: Jane Addams, Andrew Carnegie, Samuel Gompers, Upton Sinclair” (2007, Form B).

**Progressivism and America’s Emerging World Power, 1877–1920**

- **Textbook Reading:** Chapters 20–22 in America’s History

- **Primary Source Documents:** From Going to the Source, Volume 2, Chapter 6:
  
  “Living Under Fire: World War I Soldiers’ Diaries”; From Documents to Accompany America’s History, Volume 2: Booker T. Washington, Atlanta Exposition Address
(20-8), William McKinley, On Prayer and the Philippines (21-6), Bruce Barton, The Man Nobody Knows (22-8).


- **Select Activities:** Chart comparing Roosevelt’s, Taft’s, and Wilson’s reform efforts. Discuss similarities and differences between Progressive Era Muckrakers with modern “muckrakers.” Reenact debate between imperialists and anti-imperialists. Examine propaganda and WWI war posters (various sources). Listen to music of the 1920s and relating it to the social dynamics of the time (various sources).

- **Formal Assessments:** Seventy-question multiple-choice test. DBQ: “Evaluate the effectiveness of Progressive Era reformers and the federal government in bringing about reform at the national level. In your answer be sure to analyze the successes and limitations of these efforts in the period 1900–1920” (2003, Form B). FRQ: “In what ways did economic conditions and developments in the arts and entertainment help create the reputation of the 1920s as the Roaring Twenties?” (1999).

**The Modern State and Society, 1929–1963**
• **Textbook Reading:** Chapters 23–25 in *America’s History*

• **Primary Source Documents:** From *Going to the Source*, Volume 2, Chapter 9:
   “Challenging Wartime Internment: Supreme Court Records from *Korematsu v. United States*”; From *Documents to Accompany America’s History*, Volume 2:
   Franklin D. Roosevelt, First Inaugural Address (23-5), Franklin D. Roosevelt, Four Freedoms Speech (24-4), Dwight D. Eisenhower, Farewell Address (25-8).

• **Topics:** Causes of the Great Depression, Dust Bowl, Hard Times, Hundred Days, First and Second New Deal, Legacies of the New Deal, Pearl Harbor, Mobilizing for War, Civil Rights During Wartime, Japanese Internment, War in Europe, War in the Pacific, Atomic Bomb, Fair Deal, Truman Doctrine, Containment, Korean War, “New Look” Foreign Policy, Cuban Missile Crisis

• **Select Activities:** Chart comparing First and Second New Deal. Map key battles of World War II. Debate regarding if and when the government should curtail civil liberties during wartime with specific reference to World War II and the current “War on Terror.” Show, practice, and discuss the effects of “Duck and Cover” civil defense video (public domain).

• **Formal Assessments:** Eighty-question multiple-choice test. DBQ: “Analyze the responses of Franklin D. Roosevelt’s administration to the problems of the Great Depression. How effective were these responses? How did they change the role of the federal government? Use the documents and your knowledge of the period 1929–1941 to construct your answer” (2003). FRQ: “How do you account for the appeal of
McCarthyism in the United States in the era following the Second World War?" (1997).

The Age of Liberalism and the Civil Rights Movement, 1945–1972

- **Textbook Reading**: Chapters 26–28 in *America’s History*

- **Primary Source Documents**: From *Going to the Source*, Volume 2, Chapter 12:


- **Select Activities**: T-chart comparing the 1920s and 1950s. Timeline of key events in the civil rights movement. Venn diagram comparing MLK and Malcom X. Discuss counterculture movement and parallels to current teen culture. Creation of a modern student protest manifestos. Simulate Nixon’s impeachment hearings.

- **Formal Assessments**: Eighty-question multiple-choice test. DBQ: “In what ways did the administration of President Lyndon B. Johnson respond to the political, economic,


- **Textbook Reading:** Chapters 29–30 in *America’s History*
- **Topics:** Energy Crisis, Deindustrialization, Environmentalism, Women’s Rights Movement, Sexual Revolution, The Rights Revolution, Post-Watergate Politics, Reagan Revolution, Reaganomics, Social and Political Conservatism, Fall of the Berlin Wall, Gulf War
- **Select Activities:** Debate the Equal Rights Amendment. Rank and justify the top ten American presidents. Compare the economic malaise of the 1970s with the current “Great Recession.” Discuss the notion of individual and group rights and examine the progress that has and has not been made since the 1970s in American society.
- **Formal Assessments:** Fifty-question multiple-choice test. DBQ: “Analyze the ways in which the Vietnam War heightened social, political, and economic tensions in the United States. Focus your answer on the period 1964 to 1975” (2008). FRQ:
“Analyze the ways in which the events and trends of the 1970s diminished the nation’s economic power and international influence, and challenged Americans’ confidence in both” (2009, Form B).

**Multi-Unit Student Projects**

- **Formal Debates**—Students will be divided into groups of four and given a chapter from *Interpretations of American History* or *A Century of American Historiography*. Each pair will have to research their topic and prepare for a fifty-minute formal debate against the other pair. Student debaters are required to do substantial academic research (academic journals and scholarly books are acceptable, but Wikipedia or textbooks are not) and complete a thorough, annotated bibliography. Debate grades will be equally weighted between a student’s research and presentation. All other students will receive a two-page summary of the historiographic articles and are required to create and ask questions, take notes, and write an analytical response after the debate. This project is designed to expose students to the joys and rigors of academic research and debate while simultaneously fulfilling the College Board’s audit requirement for including “historical scholarship.” These debates will be scheduled throughout the school year to correlate with the appropriate units of historical study.

- **Historical Film Analysis**—Students will select and view a historical film they have not previously seen from a teacher-provided list. After viewing, students will research
the film’s topic and write an analytical essay addressing the historical accuracy of the film, how the film reflects the culture of the era in which it was created, and the impact that viewing that film would likely have on the typical American’s understanding of the historical topic being addressed.

- **DBQ Projects**—Students, in groups of three to five, will be required to create their own College Board–style AP U.S. History DBQ from a list of topics that have not been previously asked as a DBQ on the APUSH Exam. Students must research the topic, create the question, choose and edit the documents, and write an essay. They are also required to create the following: a document summary, inference and analysis sheet, a thorough list of outside information, a rationale as to why they chose those documents and why they put those documents in that order, a bibliography, and a nine-point essay rubric. Students will complete this project during the spring semester, approximately one month before the AP U.S. History exam.