

History, by appraising. ..[the students] of the past, will enable them to judge the future.  
-Thomas Jefferson

# AP United States History Syllabus

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## **Introduction:**

History in very broad terms means change over time. However, this change over time is left to the interpretation of many different points of view and opinions as to how this change affected and still affects everyday life. These opinions have been recorded and analyzed in many different formats that show its effects on the political, economic, domestic, and social origins and development of the United States of America. AP United States History will give students exposure to all aspects of the development of what we now know as the United States and allow them to analyze this information in order to better appreciate how understanding the past can give individuals the tools to better understanding the United States as well as understanding themselves as a part of the glorious experiment known as the United States of America.

The course will be organized to allow the students an objective analytical approach to American History. As the AP United States History Exam presumes at least one year of college level preparation, coursework will be much more rigorous than in a normal high school setting. On completion of the course, students will take the AP United States History Exam with the goal of receiving a score of 3, 4, or 5. Therefore, emphasis during the course will be placed on helping the students acquire the skills and knowledge base in order to accomplish this goal. Time outside of the class will be devoted mostly to acquiring the historical facts of history. These building blocks (facts) will then be used to analyze the past and break apart different aspects to better understand their importance and change over time that contributed to the organization and advancement of the United States of America.

By the end of the course, students will have been expected to acquire the facts of history and also demonstrate the ability to perform inductive and deductive reasoning to understand the historical context and meaning of different events throughout history. Both of these goals will be strengthened throughout the year through discussion, quizzes, tests, essays, documents based questions (DBQ) primary and secondary readings, as well as other activities.

The AP United States History Exam consists of the following format:

<b>Period Covered</b>	<b>Approximate Percentage of Test (M/C Section Only)</b>
Pre-Columbian to 1789	20%
1790 to 1914	45%
1915 to present	35%

The exam is 3 hours and 5 minutes in length and consists of two sections: a 55-minute multiple-choice section and a 130-minute free-response section.

80 Multiple Choice questions	45% of grade	55 minutes
1 Document Based Question	27.5% of grade	1 hour
2 Free-Response Questions	13.75% of grade	1 hour and 10 minutes

**Course Textbook:**

- ***Readings from the primary textbook should be read outside of class and the student should be ready for in depth discussions during class time.***

Faragher, John Mack, et al., Out of Many: A History of the American People. Fifth Edition. New Jersey: Pearson Education Inc., 2007.

**Reader:**

- ***Readings from the course reader should be read as a compliment to the primary text (NOT AS A REPLACEMENT) outside of class and the student should be ready for in depth discussions during class time.***

Henretta, James, et al. America: A Concise History. Fourth Edition. Bedford/St. Martins, 2010.

**Historical Scholarship:**

- ***Readings from the historical scholarship should be read outside of class and should be used to provide interpretations presented beyond what is found in the textbook. Historical scholarship will be integrated into the course through discussion, debate, and activities to give the student a different perspective of historical events, people, and issues surrounding the United States of America.***

Brokaw, Tom. The Greatest Generation. Random House Trade, 2005.

Loewen, James. Lies My Teacher Told Me. Touchstone, 1995.

Zinn, Howard. A People's History of the United States. Harper Perennial, 2005.

Donald, David. Lincoln. Simon & Shuster, 1995.

Horn, James. Adapting to a New World: English Society in the Seventeenth Century Chesapeake. University of North Carolina Press, 1994.

Morgan, Edmund. American Slavery, American Freedom. W.W. Norton & Company, 2003.

Meacham, Jon. American Lion. Random House Trade. 2008.

Butler, Jon. Becoming America: The Revolution Before 1776. First Harvard University Press, 2001.

Greene, Jack. Pursuits of Happiness: The Social Development of Early Modern British Colonies and the Formation of American Culture. University of North Carolina Press, 1988.

Stoessinger, John. Why Nations Go To War. Ninth Edition. Thompson Learning Inc., 2005.

**Additional Readings:**

Basler, Roy. Abraham Lincoln: His Speeches and Writings. Da Capo Press, 2001.

Goldfield, David, et al. The American Journey. Fourth Edition. New Jersey: Pearson Education Inc., 2008.

Brinkley, Alan. American History: A Survey. Thirteenth Edition. New York: McGraw Hill, 2009.

Feldmeth, Gregory, et al. AP U.S. History. 8<sup>th</sup> Edition. New Jersey: Research and Education Association, 2009.

Jones, Jacqueline, et al. Created Equal: A Social and Political History of the United States. Second Edition. New Jersey: Pearson Education Inc., 2006.

**Course Objectives:**

- The student will comprehend and retain information regarding the major themes of American History from its inception with the first colony through the election of 2008 and Barack Obama's Presidency.
- The student will better understand and interpret important periods of American History through many sources including the textbook, period documents, historical scholarship, as well as other forms of historical interpretations.
- The students will analyze evidence and interpretations presented in historical scholarship and compare them with the different viewpoints from the textbook to form an argument for or against many themes in American History.
- The student will acquire the writing and analytical skills necessary to create informed objective historical appraisals of the past.
- The student will demonstrate the skills required to analyze primary and secondary sources including historical literature, documentary material, maps, statistical tables, works of art, and pictorial and graphic materials.
- The student will be introduced to and be expected to demonstrate the skills required on the Advanced Placement Examination in American History as prepared by the Educational Testing Service for the College Board

- The student will demonstrate the above competencies through successful completion of multiple choice tests and written essays given at the end of each unit.
- The student will gain a greater awareness of both how the US became a superpower and the responsibilities of its citizens inherent therein.

**Course Organization:**

Every course unit contains chapter readings and handouts pertaining to the objectives and based on significant people, events, and questions associated with the time period. The students will be expected to do the reading outside of class and be prepared for in depth discussions during class time. There will be random quizzes based on the readings before class discussions will take place. The purpose of the quizzes is based upon the class discussions. The discussions cannot be performed unless the students have the knowledge and fact base from which to hold whole group discussions. At the end of every unit there will be a timed test including multiple choice questions, a document based question, a free response question, and interpretation of maps, tables, works of art, and other graphic materials. The hope for the timed tests is to better prepare the students for the timed AP Exam.

**Tentative Course Schedule:**

**Unit 1: Colonial Development**

**Themes:**

- The development of different cultural, economic, and political pre-Columbian societies in North America.
- The impact of social orders throughout Europe and the exploration into new lands.
- The development of differing cultural, economic, and political colonies created in North America. Specifically focusing on the Chesapeake, New England, and Massachusetts Bay colonies.
- The roots of democratic tendencies within the 13 English Colonies.
- The significance of the African slave trade on the early colonies.
- The impact of the Second Great Awakening on religious diversity within colonial America.

**Objectives:**

- Illustrate how Cahokia is representative of the definition of the word community.

- List the scientific, archaeological, and oral tradition evidence that supports the migration hypothesis and outline the basic details of the hypothesis.
- Describe the first American technology, the Clovis tradition, and indicate how it affected the development of the community.
- List the regional geographic areas of North America and illustrate how each one affected the development of the hunting, desert, and forest cultures.
- Describe what Europeans would find in North America in terms of the chapter title, "A Continent of Villages," and explain how this would affect European colonization.
- Compare and summarize, from reading the entire chapter, various North American Indian attitudes in regard to community.
- Identify Roanoke and its significance as an example of community in the settlement of North America.
- Explain the meaning of the chapter title "When Worlds Collide," and list the results of the collision.
- Discuss the experience of the Spanish in their New World Empire.
- Explain how events in Europe encouraged the age of exploration and expansion.
- Compare the reactions of various Native American groups to European incursions.
- Compare the views of various Europeans toward Native Americans.
- Explain the difference between the village structure and agricultural societies of Native Americans and Europeans.
- List the European colonies established in North America and compare them in terms of community structure.
- Compare the English colonies to each other in terms of location, reasons for establishment, economy, governmental structure, and ideology.
- Explain the various conflicts between European countries represented in North America, between Indians and Europeans, between English colonies and the government at home.
- Outline the impact on the Indians of the different European plantings of colonies in North America.
- Explain how various English conflicts over religion from Henry VIII to William and Mary partly affected the settlement of North America.

- Illustrate how African slaves made a community of their own from many different cultures using the area of coastal Georgia as your example.
- Trace how the system of slavery developed and entrenched itself in the Americas.
- Describe the effects of the slave trade on enslaved Africans and on the African economy.
- Describe the process of acculturation in becoming an African American as well as the process of Africanizing the South.
- Explain the connection between slavery and empire indicated in the chapter title.
- Summarize the skills of both Indians and Africans that enabled European colonists to survive in the New World.
- Use the community of Deerfield, Massachusetts to illustrate the cultural problems of a New England community.
- Compare the cultures of colonial North America from 1700 to 1780, including Indian America.
- Explain how the various cultures of colonial North America dealt with balancing tradition and change.
- Describe the impact of immigration on British colonial culture.
- Describe the Great Awakening and summarize its impact on certain colonial areas.
- Describe how the colonial regions of North America in the 1700s continue to reflect the regions discussed in Chapter One.

### **Readings:**

Text – Out of Many Chapters 1, 2, 3, 4, 5

Reader – America: A Concise History Part 1 (1-2)

Historical Scholarship – Analyze the following historical scholarship and determine how it supports or contradicts the issues involved in your primary texts of Out of Many and America: A Concise History. All primary sources, scholarship, and other materials will be included in discussions, debates, other activities, and will be included in the test.

- American Slavery, American Freedom, Book IV: Slavery and Freedom
  - Do you feel that slavery was from the beginning a racist idea, or do you agree with Edmund Morgan and believe it later became about race amongst fears of a majority poor white class relating with black slaves?

**Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: "The Story of the Creation of the World", Told by a Zuni Priest in 1885
- Document: The Constitution of the Five Nation Confederacy Records the Innovations of an Iroquois Founding Father of the Fifteenth Century
- Document: An Early Proponent for Native Rights Condemns the Torture of the Indians in 1565
- Document: A Shipwrecked Spaniard Writes of His Incredible Journey through North America from 1528-1536
- Document: A French Captain Describes his First Contact with the Indians in 1534
- Document: John Winthrop Defines the Puritan Ideal of Community in 1630
- Document: William Penn's 1681 "Plans for the Province of Pennsylvania"
- Document: A Slave Ship Surgeon Writes about the Slave Trade in 1788
- Document: An Early Abolitionist Speaks Out Against Slavery in 1757
- Document: A Puritan Preacher Admonishes His Flocks in 1741
- Map: Indian Settlement Before European Colonization
- Map: Southern Indian Groups on the Eve of Colonization
- Map: The Invasion of America
- Art: The map of Tenochtitlan
- Map: European Exploration, 1492-1591
- Table: The African, Indian, and European Populations of the Americas
- Map: European Colonies on the Atlantic Coast, 1607-39
- Map: The African Slave Trade
- Table: Estimated Number of Africans Imported to British North America, 1701-75
- Art: A Slave Coffle
- Table: Africans as a Percentage of Total Population of the British Colonies, 1650-1770
- Map: Spread of Settlement: Movement into the Backcountry, 1720-60

**Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. Europe engaged in an era of exploration and expansion beginning in the 1400s. Examine the economic, political, and cultural developments that had previously restrained the Europeans, and explain the developments after 1400 that stimulated them.

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. Examine the differences between the kinds of immigrants arriving in the British colonies of New England contrasted against those along the Chesapeake and the differing environments each group found in their respective colonies. Explain how the kinds of settlers and the differing environments led to the evolution of two such contrasting colonial societies in British North America.

2. Isolate and identify the environmental, economic, and political factors that promoted the survival of slavery as a viable institution in the southern colonies.

### **Unit 2: The American Revolution**

#### **Themes:**

- The significance of the French and Indian War.
- The emergence of American Nationalism.
- Examination of judicial actions that led to rebellion.
- The First and Second Continental Congresses.
- The Articles of Confederation.
- The internal and external pressures operating within the new nation during the war.
- The origins of resistance; the British response; the decision for independence; the military course of the war; and the Treaty of Ghent.

#### **Objectives:**

- Explain how overwhelming British success in the Seven Years War or French and Indian War led to an imperial crisis in Britain's North American holdings.
- Describe the changes in British policy toward the colonies from 1750 to 1776.
- Trace the development of the sentiment of "American" community, the political ideas supporting it, and the organizational machinery to act in common.

- Outline the events from the Sugar Act to the Boston Massacre in encouraging community.
- Summarize the developments from the Tea Party to the Declaration of Independence in establishing an American national community.
- Discuss what the First Continental Congress demonstrated in regard to a national community of leadership.
- Explain how the ideals of Protestant culture, the Great Awakening, and the Enlightenment inspired the American community in its move to independence.
- Explain how the experience of Valley Forge helped build a greater sense of being American.
- Outline the basic events of the War for Independence and the negotiation for peace.
- Summarize the contributions of various groups (Indians, African Americans, Women) in the Revolution, as well as the Revolution's effects on these groups.
- Describe the structure of the government under the Articles of Confederation and list its successes.
- List the various rights and reforms enacted in the states in the revolutionary era.
- Discuss the major economic problems and the resulting dislocations and rebellions that took place.
- Trace the continued development of Americans as a united people as opposed to individual colonies from 1763 to 1786.

### **Readings:**

Text – Out of Many Chapters 6, 7

Reader – America: A Concise History Part 1 (3-4)

Historical Scholarship – Analyze the following historical scholarship and determine how it supports or contradicts the issues involved in your primary texts of Out of Many and America: A Concise History. All primary sources, scholarship, and other materials will be included in discussions, debates, other activities, and will be included in the test.

- A People's History of the United States, Chapter 5: A Kind of Revolution
- Becoming America, Chapter 2:
  - After reading Jon Butler's stance, do you feel that the Revolutionary War could have been avoided if the British had simply abandoned the economic measures placed on the colonies?

**Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: An American Colonist Opposes New Taxes and Asserts the Rights of Colonists, 1764
- Document: A Colonist makes an Impassioned Call to Arms, 1775
- Document: Massachusetts Farmers Take up Arms In Revolt Against Taxes, 1786
- Document: The Declaration of Independence
- Map: The War for Empire in North America, 1754-1763
- Map: European Claims in North America, 1750-1763
- Art: John Trumbull's *Yorktown Surrender*, 1797
- Map: North America After the Treaty of Paris, 1783

**Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. Evaluate the extent to which the Articles of Confederation were effective in solving the problems that confronted the new nation.
2. Identify the three zones of conflict in North America, and explain the power structure in each of them at the outbreak of the French and Indian War.

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. Either defend or attack the proposition that the conflict between Great Britain and her North American colonies begun in 1776 was a “revolution”. Take a position on this issue, develop a viable thesis statement, and proceed to defend your stand. Use outside facts and the documents to support your position.
2. Examine the governments established in the Articles of Confederation and in the thirteen state constitutions and postulate the extent to which those governments were “democratic.” In your examination consider:

Balance of power between the executive, legislative, and judicial branches

Extent to which voting rights have been granted to the population

National land policies, how they were organized, and what they were intended to accomplish.

**Unit 3: The Critical Period: The Confederation to the Early Nation Themes:****Themes:**

- The Benefits and Drawbacks of the First American Government under the Articles of Confederation.
- The significance of the Constitutional Convention and the debate over ratification.
- Foreign relations and policy between the new United States and the major European powers.
- The significant political, social, and economic policies during the presidencies of George Washington and John Adams.
- Early factionalism between Jefferson and Hamilton.

**Objectives:**

- Discuss the motivations, issues, and process of ratification of the new Constitution.
- Outline the crises faced by the administrations of Washington and Adams and explain their effects on the national government.
- Compare the ideas of the opposing factions particularly as they are represented by the arguments and policies of Alexander Hamilton and Thomas Jefferson, including the development of party politics.
- Discuss the problem of the struggle for liberty balanced against the need for unity faced by the nation from 1787 to 1800, particularly the example of the Whiskey Rebellion and the community of Mingo Creek farmers.
- Illustrate how the revolutionary generation of writers, artists, and other intellectuals built a national culture.
- Explain how the experiences in colonial government and the arguments leading up to the Revolution affected the development of a national government.

**Readings:**

Text – Out of Many Chapters 8

Reader – America: A Concise History Part 1 & 2 (4-7)

**Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: Farmers Protest the New Whiskey Tax, 1790

- Document: The Secretary of State and the Secretary of the Treasury Battle about the Constitution, 1791
  - Analyze the arguments of each side for and against a constitution and make a stance on whether or not it was accurate to describe the newly formed nation the United States of America.
- Table: Postwar Inflation, 1777-80: The Depreciation of Continental Currency
- Table: The Trade Deficit with Great Britain
- Map: The Ratification of the Constitution, 1787-90
- Map: The Election of 1800

#### **Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. By the mid-1780s, the United States had incurred a huge debt from the revolution. Do you feel that the very nature of the government under the Articles of Confederation contributed to the development of this problem and to the difficulty the country had solving it? Explain. What had happened and why?

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. What issues prompted the evolution of the first American political party system during the administrations of Washington and Adams? Develop a thesis that analyzes and explains the forces that Washington had criticized as being dangerous to the nation; but which were so powerful that he and the other leaders of government were forced to submit as the Jeffersonian and Hamiltonian factions evolved into identifiable political parties. Deal with the period from the accession of Washington through the election of 1800 and the ascension of Jefferson to the presidency.

#### **Unit 4: The Rise of Jeffersonian Republicanism Themes:**

##### **Themes:**

- The election of 1800 and the rise of Jeffersonian Republicanism.
- Causes and results of the War of 1812.
- Defining the boundaries of the United States.
- The election of 1816 and the Era of Good Feelings.

- The significance of the Missouri Compromise.

**Objectives:**

- Discuss the collision of cultures using Lewis and Clark's meetings with the Mandans as your example.
- Outline the communities on the Pacific and Atlantic coasts in the 1800s.
- Describe the national economy in this era and the continued development of it.
- Trace America's struggle with neutrality with England and France and the outbreak and outcome of the War of 1812.
- Summarize the foreign policy achievements of the Jeffersonians in expanding American territory and establishing policies toward Indians tribes, South America, and Europe.
- Describe the growth of religion in this era.
- Explain the issues behind the Missouri Compromise.
- Compare the first Great Awakening to the second one.

**Readings:**

Text – Out of Many Chapter 9

Reader – America: A Concise History Part 2 (8)

**Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: Supreme Court Bolsters Federal Power, 1819
- Document: Missouri Admitted to Statehood, Slavery at Issue, 1820
  - Do you feel that the Missouri Compromise was a legitimate attempt to limit slavery or simply a compromise to push the issue for a later date?
- Table: American Export Trade, 1790-1815
- Map: Louisiana Purchase
- Map: The War of 1812

**Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. Why was Marshall's decision in *Marbury v. Madison* important? Explain the long-run consequences?
2. Was the War of 1812 a war of necessity or a war of choice? Consider the Americans' reasons for war. Did the United States make the right decision by going to war? Explain

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. When Thomas Jefferson entered the White House in 1800; he had a clearly defined idea of what form the American nation should take. This concept was called agrarian republicanism. By the time Jefferson died in 1826, he was filled with fears for the survival of his country. Define agrarian republicanism and identify the issue stand forces that threatened its survival by 1826.

**Unit 5: Jacksonian Democracy and the Rise of the Common Man Themes:**

**Themes:**

- The impact of the rise of the common man on United States political society.
- The major events and policies during the Jackson administration. Including the nullification crisis, Indian removal, and the bank war.

**Objectives:**

- Discuss the political trends that dominated this era: the development of the two party system, mass participation in politics, and growth in presidential powers.
- Summarize Andrew Jackson's political views and effect on national government.
- List the changes in transportation, communication, and commerce that helped unify the nation.
- Summarize the changes in American arts and letters that helped promote national political unity.
- Summarize the issues that worked toward sectionalism and against national economic growth and national political unity.
- Trace the development of the concept of political parties from the Federalists and Jeffersonians to the Democrats and Whigs.

**Readings:**

Text – Out of Many Chapter 11

Reader – America: A Concise History Part 3 (9-10)

Historical Scholarship – Analyze the following historical scholarship and determine how it supports or contradicts the issues involved in your primary texts of *Out of Many* and *America: A Concise History*. All primary sources, scholarship, and other materials will be included in discussions, debates, other activities, and will be included in the test.

- American Lion, Chapter 3: A Marriage, A Defeat, and a Victory
  - Take a stance on whether you feel that Andrew Jackson was the epitome of democracy or, as the Whigs felt, should he be referred to as King Andrew who coveted power like a king and was not a truly democratic president. Explain your stance.

**Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: American Senator Opposes Nullification, 1830
- Document: South Carolina Refuses the Tariff, 1832
  - After analyzing the issues surrounding the tariff of abominations and your knowledge of the Constitution, take a stance on whether you feel that the federal government or South Carolina had more of a Constitutionally sound argument.
- Table: Race Exclusions for Suffrage: 1790-1855
- Map: The Growth of Universal White Male Suffrage
- Map: The Election of 1824
- Map: The Election of 1828
- Art: Two Great Sectional Leaders
- Map: Southern Indian Cessions and Removals, 1830s
- Map: The Election of 1840

**Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. Compare the political system envisioned by Thomas Jefferson with that promoted by Martin Van Buren. Did they have different objectives and different principles or only different means?
2. Andrew Jackson has been said to have an “undemocratic personality.” Is this accurate? Does he symbolize a contradiction in democratic politics- the mass appeal of authoritarian types? Describe Jackson.

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. For the period 1824 – 1840, analyze the ways in which developments in politics altered the social and economic fabric of the nation.

**Unit 6: Reform Movements and the Early Industrial Revolution**

**Themes:**

- Examine the Technological innovations that give rise to the creation of the antebellum industrial revolution.
- Analyze the causes of the Second Great Awakening and its effects on the American culture.
- Utopian movements the attempts at perfectionism.
- Examine the reform movements that arise during the era (Abolitionism, Temperance, Women’s Rights) and evaluate their effectiveness in bringing about their visions.
- The Institution of slavery: from justifications to its reality.

**Objectives:**

- Discuss the political trends that dominated this era: the development of the two party system, mass participation in politics, and growth in presidential powers.
- Summarize Andrew Jackson's political views and effect on national government.
- List the changes in transportation, communication, and commerce that helped unify the nation.
- Summarize the changes in American arts and letters that helped promote national political unity.
- Summarize the issues that worked toward sectionalism and against national economic growth and national political unity.
- Trace the development of the concept of political parties from the Federalists and Jeffersonians to the Democrats and Whigs.
- Use the Lowell mill women to illustrate the development of a community of workers.
- Compare the preindustrial ways of working to the changes brought on by the Industrial Revolution.

- Trace the beginning of the Industrial Revolution in America.
- Outline the transition from an artisan to a worker.
- Explain the changes in the social order due to the Industrial Revolution.
- Describe the changes in values and attitudes in people as they experienced the Industrial Revolution.
- Discuss how evangelical religion, sentimentalism and transcendentalism, helped the new middle class adjust to change.
- Discuss how the North and South developed different types of regional cultures due to the changes in their economic systems.
- List the changing patterns of immigration and the ethnic composition that resulted from these changes.
- Outline the changes in American cities and the resulting effects on living patterns, class structure, politics and popular culture.
- Trace the development of labor unions and the development of big-city political machines.
- Explain the connection between religion, reform, and social control and illustrate how these were manifested in different reform organizations.
- Explain the connections between reform and utopianism and illustrate how these were manifested in a variety of utopian communities.
- Trace the development of antislavery sentiments and abolitionism, and illustrate how these were manifested in numerous groups.
- Demonstrate how reform ideas and groups helped to encourage the women's rights movement, using specific examples such as the Seneca Falls convention.

**Readings:**

Text – Out of Many Chapters 10, 12, 13

Reader – America: A Concise History Part 3 (11)

**Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: A Slave Tells of His Sale at Auction
- Document: A New England Woman Describes the Responsibilities of American Women in 1847

- Document: Feminists Hold a Convention, 1848
  - Formulate an argument of how other reform ideas and causes helped with the fight for women's rights.
- Document: A Black Feminist Speaks Out in 1851
- Map: Travel Times, 1800 and 1857
- Table: Occupations of Women Wage Earners in Massachusetts, 1837
- Art: Illustration of a Seamstress at Work
- Map: Distribution of Foreign Born Residents of United States in 1860
- Table: Participation of Irish and German Immigrants in the New York City Workforce for Selected Occupations, 1855
- Art: Irish Immigrant

**Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. The circumstances of two groups—poor whites and free African Americans—put them outside the dominant southern equations of white equals free and black equals slave. Analyze the difficulty each group encountered in the slave-owning South.
2. Analyze the impact did the new immigration of the 1840s and 1850s have on American cities?

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. Evaluate and describe how the market revolution transformed two of the following areas of life:

Status of labor

Class Structure

Family Life

2. Evaluate the ways in which women transformed the reform movements of the 1820s-1850s. How did the role of women in those reform movements transform the image and status of women?

**Unit 7: Manifest Destiny and the Mexican-American War Themes:**

**Themes:**

- America’s fulfillment of the idea of Manifest Destiny or the stretch from coast to coast.
- The Mexican-American War: causes, battles, and the treaty of Guadalupe-Hidalgo.
- The political, social, and economic policies during the presidency of James Polk.
- The Free-Soil movement and the election of 1848.

**Objectives:**

- Use the Texan and Tejano community groups to illustrate recurring patterns in American frontier expansion and occupation.
- Trace the patterns and causes of continental exploration, including its effects on the Indians.
- Explain the concept of "Manifest Destiny," and its effects on Oregon and Texas settlement.
- Outline the causes and results of the Mexican War, including its connection with "Manifest Destiny."
- Discuss American involvement in California and the effects of the Gold Rush.
- Connect the issues of frontier expansion and "Manifest Destiny" to party politics, including the election of 1848.

**Readings:**

Text – Out of Many Chapter 14

Reader – America: A Concise History Part 3 (12)

**Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: A Newspaper Man Declares the “Manifest Destiny” of the United States in 1845
- Document: An American Army Officer Describes the Beginning of the California Gold Rush in 1848
- Map: Indian Territory Before the Kansas Nebraska Act of 1854
- Map: Texas: From Mexican Province to U.S. State
- Map: The Mexican American War 1846-48

**Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. Evaluate the issues raised by the U.S.–Mexican War and what issues (if any) did it solve?
2. What were the factors that made the free-soil doctrine politically acceptable and abolitionism so controversial?

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. Assess and identify the ways that the success of Manifest Destiny and expansion of the United States would lead to a resurrection of issues that would eventually divide the nation.

### **Unit 8: The Tearing of the American Fabric – 1850's**

#### **Themes:**

- The significance of the Compromise of 1850 and the debate over the Fugitive Slave Act.
- Popular Sovereignty: The Kansas Nebraska Act, Bleeding Kansas, Dred Scot Decision, and the Lecompton Constitution.
- Election of 1860 – the candidates, platforms and significant outcomes.

#### **Objectives:**

- Explain how the North and South developed two different political perspectives that no one seemed able or willing to reconcile.
- Illustrate how social issues were reflected by writers of the "American Renaissance."
- List the provisions of the Compromise of 1850 and explain how some of them, such as the Fugitive Slave Act, actually caused more problems than they solved.
- Discuss the failure of the national party system to find a solution to the deepening crisis.
- Trace how a series of events from "Bleeding Kansas" to "John Brown's Raid" made the differences between North and South even greater after 1855.
- Explain the impact of the election of 1860 on American unity.
- Outline the process by which southern states seceded from the Union and formed the Confederacy.

#### **Readings:**

Text – Out of Many Chapter 15

Reader – America: A Concise History Part 3 (13)

**Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: An Abolitionist Is Given the Death Sentence in 1859
  - Compare and Contrast John Brown’s actions of taking the law into his own hands against the actions taken by the revolutionary fathers against Britain. Why are John Brown’s acts against slavery seen in a different light?
- Document: A New President is Sworn In, 1861
- Art: Uncle Tom’s Cabin Poster
- Map: The Compromise of 1850
- Map: The Kansas Nebraska
- Art: The Beating of Charles Sumner
- Map: The Election of 1856
- Map: The Election of 1860
- Map: The South Secedes

**Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. What aspects of the remarkable economic development of the United States in the first half of the nineteenth century contributed to the sectional crisis of the 1850s?
2. Consider the course of events in “Bloody Kansas” from Douglas’s Kansas-Nebraska Act to the congressional rejection of the Lecompton Constitution. Were these events the inevitable result of the political impasse in Washington, or could other decisions have been made that would have changed the outcome?

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. Select three of the following issues and evaluate how each led to the disintegration of the two national parties, Whig and Democrat, and the division of the nation, North and South.

California Statehood

Fugitive Slave Act

Bleeding Kansas

Brooks Sumner Incident

Dred Scott Decision

### **Unit 9: The Civil War and Reconstruction**

#### **Themes:**

- Causes of the war and the balance sheet for both sides at the outset.
- Foreign (relations with European powers) and domestic agendas (transcontinental Railroad, Banking system, etc.) of the Lincoln administration.
- Major battles and their outcomes during the war.
- Shifting of the war from one of preservation of the union to the abolishment of the institution of slavery.
- Outcomes and significances of the war.
- Transformation of Federalism and the death of states' rights.
- Johnson vs. the Radicals in civil rights measures and amendments and the Impeachment of the President.
- Military reconstruction and the reactions in the South.
- The Compromise of 1877 - the end of a noble experiment and the rise of Jim Crow.

#### **Objectives:**

- Describe how each community, North and South, connected to its soldiers at war, including a comparison of the two communities.
- Outline the immediate outbreak of the war from Ft. Sumter to Bull Run, including initial strategies and the relative strengths of both sides.
- Summarize the actions of Lincoln and the Republicans in conducting and financing the war.
- Summarize the actions of Jefferson Davis and various Confederate leaders in conducting the war, including the problems associated with southern nationalism and state's rights.
- Discuss the major strategies, battles, and outcomes from 1862 to 1865.
- Explain what the war and various Union legislative acts and reconstruction plans meant to African Americans, particularly slaves and former slaves.

- Describe the difficulties the South had combining the "state's rights" doctrine, the Southern social structure, and antagonism toward the North into a coherent and workable southern nationalism.
- Describe the problems of community in Hale County, Alabama as typical of the struggle in the South after the Civil War.
- Compare the reconstruction plans of Lincoln and Johnson to the one put forward by the Radical Republicans, and explain how the feuding led to impeachment of President Johnson. Discuss the issues of freedom for African Americans after the Civil War.
- Summarize the problems in reconstructing the seceded states.
- Trace the changes in the North and in the federal government that caused it to abandon Reconstruction efforts, including the Compromise of 1876-77.
- Discuss the problems of restructuring Southern society after the Civil War and the ending of slavery, in light of the historical development of the South up to that time.

### **Readings:**

Text – Out of Many Chapters 16, 17

Reader – America: A Concise History Part 3 (14-15)

Historical Scholarship – Analyze the following historical scholarship and determine how it supports or contradicts the issues involved in your primary texts of Out of Many and America: A Concise History. All primary sources, scholarship, and other materials will be included in discussions, debates, other activities, and will be included in the test.

- Lies My Teacher Told Me, Chapter 5
- Lincoln, Chapter 8: A House Divided
  - Analyze Lincoln's response to the threat of the Civil War. Do you feel that his "House Divided" speech in 1858 was accepted by most of America and helped to postpone Civil War, or do you feel that it was a radical speech that helped to further split the country and cause Civil War?

### **Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: President Lincoln Responds to the Working Men of Manchester on the Subject of Slavery in 1863
- Document: An African American Soldier Writes to the President Appealing for Equality in 1863

- Analyze the differences between being a white union soldier and a black union soldier. How were the two similar, how were they different?
- Document: Black Code of Mississippi, 1865
- Document: Frederick Douglass, “Speech to the American Anti Slavery Society”, 1865
- Map: Overall Strategy of the Civil War
- Table: The Casualties Mount Up
- Map: Reconstruction of the South, 1866-77
- Map: The Election of 1876

### Free Response and Document Based Questions:

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. At the outset of the Civil War, evaluate the relative advantages of the North and the South, and how did they affect the final outcome?
2. In the absence of the southern Democrats, in the early 1860s, the new Republican Congress was able to pass a number of party measures with little opposition. What do these measures tell you about the historical roots of the Republican Party? More generally, how do you think we should view legislation passed in the absence of the customary opposition, debate, and compromise?
3. The greatest problem facing Jefferson Davis and the Confederacy was the need to develop a true feeling of nationalism. Can the failure of this effort be blamed on Davis’s weakness as a leader alone, or are there other causes?
4. What key changes did emancipation make in the political and economic status of African Americans? Discuss the expansion of citizenship rights in the post–Civil War years. To what extent did women share in the gains made by African Americans?
5. Evaluate the achievements and failures of Reconstruction governments in the southern states

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. Southerners believed that “King Cotton” and their own rich military tradition would lead the Confederacy to victory in a defensive war against the Union. What northern advantages and strategies upset this formula and led to a Confederate defeat.

2. For the period between 1863 and 1877, evaluate how the Emancipation Proclamation (1863), the Thirteenth Amendment (1865), and other federal civil rights legislation altered the lives of African Americans. Was this change genuine and permanent, or simply a beginning?

**Unit 10: The Gilded Age (1861-1900)**

**Themes:**

- Republican dominance and corruption: immigration, conditions in the inner city, municipal bosses and early socialist voices of dissent.
- The rise of the Robber Barons and their policies of domination.
- Labor's feeble early attempts at unionization and industrial reactions.
- The Farmer vs. the railroad, debt and nature – no contest when the cards are held by the bosses and not by the Populists.
- Settling the West – Plains Indian Wars and the Dawes Act.

**Objectives:**

- Explain how the Oklahoma Land Rush illustrated the effects of settlement on old and new communities in the trans-Mississippi West.
- Describe the impact on and transformation of the Indian communities in the trans-Mississippi West.
- Discuss the West as an internal empire, including the role of the federal government in its acquisition.
- Summarize the impact of settlement on existing communities as well as the creation of new ones.
- Outline various agricultural changes in the region, from the Plains cattle industry to California truck farming, including effects on regions east of the Mississippi River.
- Summarize the efforts to create images of the "primitive West" in writings, paintings, photography, natural parks, and in stereotyped images of the Wild West.
- Describe the rapid industrialization and large-scale business organizations that characterized the economy as well as the "Gospel of Wealth" ideology that supported it.
- Discuss the effects that dramatic economic change had on labor and labor organizations.
- Outline the explosive growth of the cities as the economy expanded, including the various problems that developed from the concentration of the population.

- Explain the concept of the "New South" and why it did not materialize except in the Piedmont communities.
- Summarize the interests and issues in society and culture in the "Gilded Age."
- Discuss how new leisure time helped build a greater sense of national identity and at the same time created more conflicts over control of parks and recreation areas.
- Summarize how the industrialization and urbanization of America affected community. Use Chicago, Illinois as a specific example of these changes.
- How did the conquest of the trans-Mississippi West prepare the way for the industrial age?

### **Readings:**

Text – Out of Many Chapters 18, 19

Reader – America: A Concise History Part 4 (16-18)

### **Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: D.W.C. Duncan, "How Allotment Impoverishes the Indian", 1906
- Document: Andrew Carnegie, "Wealth", 1889
- Document: Bill Haywood, "Miners and Cowboys", 1887
- Map: Major Indian Battles and Indian Reservations, 1860-1900
- Map: Railroad Routes, Cattle Trails, Gold and Silvers Rushes, 1860-1900
- Table: Hand v. Machine Labor on the Farm, 1880
- Map: The Establishment of National Parks and Forests
- Population of Foreign Birth by Region, 1880

### **Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. Discuss the sources of economic growth in the decades after the Civil War. Historians often refer to this period as the era of the "Second Industrial Revolution." Do you agree with this description?
2. Discuss the role of northern capital in the development of the New South. How did the rise of industry affect the lives of rural Southerners? Analyze these changes from the point of view of African Americans.

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. Successive waves of settlement brought radical alteration to the lives of those who had occupied the trans-Mississippi West at an earlier time. Evaluate how later emigrants forced changes in the lifestyles of two of the following groups in the West:

Native Americans	Mormons
Mexican Americans	Cowboys

2. Assess the ways in which technology and industrialization and the attendant changes in American social structure altered the lives of three of the following groups:

Workers

The Middle Class

The New South

The Urban Population

### **Unit 11: Imperialism- The Politics of Expansionism**

#### **Themes:**

- The causes, battles, consequences, and outcomes of the Spanish American War.

#### **Objectives:**

- Explain the meaning of "a moment of democratic promise" as envisioned by Edward Bellamy and his followers in Point Loma, California, as well as other reformers and populist organizers.
- Compare to what extent government at all levels kept pace with the rapid growth of the economy in the late nineteenth century.
- Describe the alternative governmental system as viewed by the Populist movement.
- Discuss the Depression of the 1890s and other crises of that decade, particularly the effects they had on people's views of the political system.
- Explain why the election of 1896 was a turning point in American politics.
- Summarize the interests and issues that persuaded many Americans of the need for an overseas empire.

- Outline the steps by which the United States gained an empire and developed a foreign policy for that empire.
- Summarize the arguments of the Anti-Imperialists.
- Compare the "Gospel of Wealth" to the "Social Gospel."

### Readings:

Text – Out of Many Chapter 20

Reader – America: A Concise History Part 4 (19)

### Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):

- Document: Populist Party Platform, 1892
- Document: Alfred T. Mahan, "The Influence of Sea Power", 1895
  - Examine the importance of Alfred T. Mahan on the Spanish American War. Could the United States have won such a quick war without his influence on the navy?
- Art: 1888 Grover Cleveland Campaign Poster
- Map: Strikes by State, 1880
- Map: Election of 1896
- Art: Republican Campaign Poster of 1896, William McKinley
- Map: The Spanish American War

### Free Response and Document Based Questions:

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. What were the major causes and consequences of the Populist movement of the 1880s and 1890s? Why did the election of 1896 prove so important to the future of American politics?

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. "Both labor and the farmer organizations were relatively unsuccessful in achieving their goals in the last half of the nineteenth century." Analyze and explain the extent to which this statement is true.

### **Unit 12: The Progressive Era (1900-1917)**

**Themes:**

- Muckrakers attempts at exposing the cauldron of social, political and economic corruption at the turn of the century.
- Reform of municipal governments, from initiative, referendum and recall to the city manager system.
- Between Theodore Roosevelt's Square Deal and Woodrow Wilson's New Freedom - movement away from laissez-faire capitalism towards federal regulation.
- Analysis of the successes and failures of progressive reform.

**Objectives:**

- Trace the process by which largely female settlement house workers first began and the community of reform they tried to create.
- Summarize the principles of the Progressives, and the views of its principal proponents in journalism, social science and government, as well as its legacy.
- Discuss the aims of and problems with social control legislation desired by the Progressives.
- Outline the problems of working class communities and their attempts to solve them through unions and reform legislation.
- Summarize the role of women in the reform campaigns and the effects it had on their participation in public life and leadership positions.
- Summarize the difficulties of black Progressives in gaining recognition, but also their positive effects within the black community.
- Outline the attempts by both the Democratic and Republican parties to respond to demands that the governments, local, state, and national, address issues of social justice.
- Analyze the possible connections between Populism and Progressivism as social reform movements.

**Readings:**

Text – Out of Many Chapter 21

Reader – America: A Concise History Part 4 (20-21)

**Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: Upton Sinclair, "The Jungle", 1906

- o After examining the muckraker Upton Sinclair, do you feel that most of the conditions in “The Jungle” were legitimately that bad, or do you feel that Sinclair’s motives may have made him exaggerate in order to get the effect he wanted? Explain.
- Document: Booker T. Washington, “The Atlanta Exposition Address”, 1895
- Art: 1909 Clifton Berryman, President Theodore Roosevelt
- Map: Election of 1912

### **Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. Discuss the tensions within progressivism between the ideals of social justice and the urge for social control. What concrete achievements are associated with each wing of the movement? What were the driving forces behind them?
2. Analyze the Progressive Era from the perspective of African Americans. What political and social developments were most crucial, and what legacies did they leave?

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. Evaluate the degree to which progressivism served the best interests of three of the following groups:

Immigrants and Urban Poor	Women
African Americans	Labor

### **Unit 13: World War I**

#### **Themes:**

- The Politics of Imperialism: Big Stick Diplomacy, Open Door Policy, balance of power politics, Dollar Diplomacy.
- Wilson’s attempt at moral suasion and reversion to muscle in Latin America.
- World War I – from Neutrality to Intervention.
- Wilson’s New World Order and the Failure of the League of Nations.

#### **Objectives:**

- Explain how vigilante justice in Bisbee, Arizona exemplified the issues and conflicts of American communities during the war.
- Summarize the ideals and actions of the "Progressive diplomacy" of presidents Theodore Roosevelt, William Howard Taft and Woodrow Wilson.
- Outline the chain of events through which America entered World War I and the imprint it would leave on American economy and politics.
- Discuss the efforts of the American government to mobilize the minds of Americans at home and American soldiers overseas.
- Show how the war effort was the ultimate Progressive crusade and list the organization trends that would result.
- Explain how participation in World War I increased many existing social tensions in America and what implications this had for the future.
- Describe the struggles of Woodrow Wilson in trying to promote his Progressive ideas among Americans and onto the world stage.
- Explain the connection between America's earlier pursuit of empire, the Progressive movement, and the U.S. experience in World War I.

### **Readings:**

Text – Out of Many Chapter 22

Reader – America: A Concise History Part 5 (22)

Historical Scholarship – Analyze the following historical scholarship and determine how it supports or contradicts the issues involved in your primary texts of Out of Many and America: A Concise History. All primary sources, scholarship, and other materials will be included in discussions, debates, other activities, and will be included in the test.

- A People's History of the United States, Chapter 12: The Empire and the People
- Why Nations Go To War, Chapter 1: The Iron Dice: World War I
  - Do you agree with the chapter's statement of "The terrible denouement was foreseen, but somehow it could not be prevented", or do you feel that World War I could have been avoided? Explain.

### **Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: Eugene v. Debs, Statement to the Court, 1918

- Document: The Niagara Movement, Declaration of Principles
- Art: Halt the Hun! 1918 Liberty Loan Poster
- Map: Woman Suffrage by State, 1869-1919

**Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. What central issues drew the United States deeper into international politics in the early years of the twentieth century? How did American presidents justify a more expansive role? What diplomatic and military policies did they exploit for these ends?
2. Compare the arguments for and against American participation in the Great War. Which Americans were most likely to support entry? Which were more likely to oppose it?

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. Assess the extent to which World War I altered the status of women and African Americans in the United States, 1914-1920. If changes occurred, by what means were those changes accomplished and were they permanent.

**Unit 14: The Roaring '20's**

**Themes:**

- Harding's Return to Normalcy and the cauldron of national corruption within his administration.
- Post-war Reactions: Xenophobia in all its ugly restrictiveness – From Palmer's raids to Sacco and Vanzetti.
- The Harlem Renaissance and the beginning of mainstreaming African-American culture.
- Successes and failures of the policy of prohibition and the rise of organized crime in America.

**Objectives:**

- Describe the structural changes in the American economy that developed in the 1920s and the effects those changes had on American life.
- Explain how Hollywood movies and other vehicles of mass culture created a new national community.

- Describe how the new media of communication, particularly radio, reshaped American culture in the 1920s.
- Summarize the continuities of the Republican administrations of Warren Harding, Calvin Coolidge, and Herbert Hoover in domestic and foreign affairs.
- Summarize the types of resistance to the major cultural changes of the 1920s.
- Outline the efforts of various reform groups, ethnic groups, and intellectuals to redefine their missions, reshape their strategies and reexamine the material direction of modern American society.
- Discuss the various connections between mobilization techniques used during World War I and events and behaviors during the 1920s.

**Readings:**

Text – Out of Many Chapter 23

Reader – America: A Concise History Part 5 (23)

**Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: Robert and Helen Lynd, “The Automobile Comes to Middletown”, 1924
- Table: Stock Market Prices, 1921-32
- Table: Consumer Debt, 1920-31
- Table: Annual Immigration to the United States, 1860-1930
- Map: Black Population, 1920
- Map: The Election of 1928

**Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. Analyze the uneven distribution of the 1920s’ economic prosperity. Which Americans gained the most, and which were largely left out?
2. How did an expanding mass culture change the contours of everyday life in the decade following World War I? What role did new technologies of mass communication play in shaping these changes? What connections can you draw between the “culture of consumption” then and today?

3. Discuss the 1928 election as a mirror of the divisions in American society.

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. Evaluate the idea that the decade of the Twenties was a conflict between forces that pushed rapid change upon American society, and elements within that society that resisted those changes.

### **Unit 15: The Great Depression**

#### **Themes:**

- Causes of the Great Depression and Hoovers lack of response.
- Restoring Confidence: Franklin Roosevelt, the New Deal, and the first Hundred Days of office.
- Critics from the Left and Right: Coughlin to the Liberty League.
- Court Packing and the idea that Roosevelt went too far.

#### **Objectives:**

- Describe the power of community as exemplified by the Flint sit-down strike in 1936.
- Summarize the reasons why the Great Depression occurred.
- Describe the government responses under Hoover and Roosevelt to the problems of mass unemployment and other effects of the Great Depression.
- Compare Roosevelt's New Deal programs: the first acts of the Hundred Days in 1933, the second reform package of 1935-36, and the changes in 1937 that were blamed for the "Roosevelt recession."
- Outline the views of critics, both right and left, of Roosevelt's New Deal programs.
- Summarize the legacy of the New Deal for various areas and people of America.
- Discuss how American popular culture was shaped by the Depression.
- Compare the Dawes Act with the Indian Reorganization Act.

#### **Readings:**

Text – Out of Many Chapter 24

Reader – America: A Concise History Part 5 (24)

**Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: Franklin D. Roosevelt, First Inaugural Address, 1933
- Document: Huey Long, “Share Our Wealth”, 1935
  - Analyze Huey Long’s popularity and influence in the 1930s. Do you feel that Huey Long could have become a serious threat to Franklin Roosevelt and his New Deal plan, or do you feel that his support was simply a loud minority?
- Document: Meridel Le Sueur, “Women on the Breadlines”, 1932
- Table: Distribution of Total Family Income Among Various Segments of the Population, 1929-44
- Map: Election of 1932
- Map: The Dust Bowl, 1935-40

**Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. What were the underlying causes of the Great Depression? What consequences did it have for ordinary Americans, and how did the Hoover administration attempt to deal with the crisis?
2. Analyze the key elements of Franklin D. Roosevelt’s first New Deal program. To what degree did these succeed in getting the economy back on track and in providing relief to suffering Americans?
3. Discuss the long- and short-range effects of the New Deal on American political and economic life. What were its key successes and failures? What legacies of New Deal-era policies and political struggles can you find in contemporary America?

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. Assess the degree to which the Roosevelt New Deal was a “revolutionary and radical” approach to solving the problems of the Great Depression.

**Unit 16: America and the World (1921-1945)**

**Themes:**

- Analysis of the reasons for America’s neutrality in the 1930’s.

- The face of totalitarianism in Germany and militarism in Japan and its resultant expansionism in Europe and Asia respectively.
- America's road from total isolationism to favoritism towards the Allies
- The events that force America into the Second World War.
- Domestic issues relating to America's buildup during the war.
- Major battles and their outcomes during World War II.
- Significance of World War II and its causes of the Cold War.

**Objectives:**

- Discuss the problems in American communities created by war time changes using the Los Alamos scientists as your example.
- Trace the changes in American policy from isolationism to involvement in the war in Europe and Asia as well as reactionary critics to the policy.
- Summarize the effects of the war on the home front, including business, labor, the family, and various ethnic groups.
- Describe the effects the war had on men and women in uniform.
- Outline the strategies needed to win the war in both Europe and the Pacific.
- Explain what significant technological and political changes developed in the last stages of the war.
- Compare the U.S. involvement in World War I and World War II in terms of the foreign and domestic policies that were developed, and the effects of those policies on the nation.

**Readings:**

Text – Out of Many Chapter 25

Reader – America: A Concise History Part 5 (25)

Historical Scholarship – Analyze the following historical scholarship and determine how it supports or contradicts the issues involved in your primary texts of Out of Many and America: A Concise History. All primary sources, scholarship, and other materials will be included in discussions, debates, other activities, and will be included in the test.

- A People's History of the United States, Chapter 16: A People's War

- The Greatest Generation: Heroes / Women in Uniform and Out Pages 105-173
- Why Nations Go To War, Chapter 2: Barbarossa: Hitler's Attack on Russia

**Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: Korematsu v. United States, 1944
- Document: Harry S. Truman, "Statement on the Atomic Bomb", 1945
- Document: Strikes and Lockouts in the United States, 1940-45
- Document: Franklin D. Roosevelt, "The Four Freedoms", 1941
- Map: The War in Europe
- Map: The War in the Pacific

**Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. What were the reasons that during the 1930s so many Americans strongly opposed playing an active role in foreign affairs?
2. In what ways did women and minorities benefit from their WWII experience? Can you anticipate how this would lead to problems after the war?

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. What impact did World War II have on the status within American society of minorities and women? Assess and describe both short and long range changes that may have occurred.

**Unit 17: Truman, Eisenhower and JFK: The Cold War (1945-1963)**

**Themes:**

- Creating a Bipolar world – western republics and their allies vs. the Soviet Union and her allies.
- The Red Scare and its mutations of fear in America – From the Hollywood Ten to the Rosenberg's and McCarthyism.
- The Cold War in full swing: America's response to communist expansionism – Truman's Containment Policy to the Republicans' Rollback and Massive Retaliation.

- The outcomes and significance of the Korean War.
- Nuclear Arms – the more the better?
- Was Kennedy’s Flexible Response truly a “new” foreign policy or simply window dressing for the traditional foundation of containment: Bay of Pigs, Cuban Missile Crisis and “Brushfire wars”?

**Objectives:**

- Illustrate the effects of the Red Scare by discussing the college campus community after World War II.
- Trace the development of the American policy of containment as applied to Europe and to Asia.
- Summarize the foreign and domestic policies of the Truman administration.
- Discuss the major causes, personalities and events of the Red Scare.
- Explain why the immediate post-WW II years can be labeled the "Age of Anxiety" with regard to American society and popular culture.
- Outline the events of the Korean War, its effect on American foreign policy, and the impact on the political fortunes of Truman and the Democratic Party.
- Compare the Red Scare after World War I to the one after World War II.
- Discuss how postwar economic prosperity changed the lives of ordinary Americans.
- Explain what role federal programs played in expanding economic opportunities.
- Analyze the origins of postwar youth culture and discuss how teenage life was different from previous eras.
- Discuss how mass culture became more central to American everyday life in the two decades following World War II.
- Summarize how cold war politics and assumptions shaped American foreign policy.
- Compare the domestic and international policies associated with John F. Kennedy and the New Frontier.

**Readings:**

Text – Out of Many Chapters 26, 27

Reader – America: A Concise History Part 6 (26-27)

Historical Scholarship – Analyze the following historical scholarship and determine how it supports or contradicts the issues involved in your primary texts of *Out of Many* and *America: A Concise History*. All primary sources, scholarship, and other materials will be included in discussions, debates, other activities, and will be included in the test.

- Why Nations Go To War Chapter 3: The Temptations of Victory: Korea
  - Do you feel that if the United States had stayed the course in Korea and attempted to invade and overthrow the power of North Korea that the problems of the 2000s and Kim Jong Il could have been avoided? Looking in retrospect, would it have been the right move?

**Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: The Truman Doctrine, 1947
- Document: Joseph McCarthy, “Speech at Wheeling, West Virginia”, 1950
- Document: John K. Galbreath, “The Affluent Society”, 1958
- Document: Jack Kerouac, “On the Road”, 1957
- Map: The Divided Europe
- Map: The Election of 1948
- Table: U.S. Birth Rate, 1930-80
- Map: The Korean War
- Table: The Growth of the Suburbs, 1950-70
- Table: Radio and Television Ownership, 1940-60
- Map: The Election of 1960

**Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. What was the containment policy? What did the policy assume? How did Truman try to enforce it?
2. How did American culture reflect the Red Scare?
3. Did the Korean War serve any purpose? Was part or all of it just a mistake? How much responsibility should Truman bear for the Korean War?

4. How would you evaluate the Eisenhower presidency? Was he a good, fair, or poor president? Defend your evaluation.

5. How would you evaluate the Kennedy presidency? Was he a good, fair, or poor president? Why would you make that evaluation?

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. Select three events that occurred during 1945-1952 with which to define, illustrate, and explain the changing American self image of its world role in the postwar era. How did domestic issues figure into and influence foreign policy decisions?

2. For the period of 1952 to 1966, select three changes which demonstrate that the United States did not entirely match the 1950s image of a sterile, homogenized, consensus drive society.

### **Unit 18: The Civil Rights Movement**

#### **Themes:**

- The Civil Rights movement – from education to public accommodations overcoming segregation.
- Martin Luther King Jr. and his nonviolent struggle for civil rights: the SCLC, Freedom Riders, Sit-Ins, SNCC, Marches, and the Civil Rights Acts.
- The Women’s Rights Movement and the extent of its successes.

#### **Objectives:**

- Explain how the Montgomery Bus Boycott drew an African American community together to challenge segregation.
- Discuss the origins of the civil rights movement in the postwar years to the crisis in Little Rock, Arkansas.
- Explain why and how some black leaders pursued means other than the legal strategy followed by the NAACP.
- Summarize the successes of the civil rights movement from the Montgomery Bus Boycott to the Voting Rights Act of 1965.
- Outline the issues and strategies followed by other minorities that were inspired by black protest movements, as well as the results they gained.

- Trace the record of Truman, Eisenhower, Kennedy, and Johnson in trying to change segregation.
- Compare the first period of Reconstruction, the era following Plessy v. Ferguson, and the era after World War II which led to the Brown v. Board of Education decision and a revived civil rights movement.

### Readings:

Text – Out of Many Chapter 28

Reader – America: A Concise History Part 6 (28)

### Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):

- Document: Jo Ann Gibson Robinson, “The Montgomery Buss Boycott”, 1955
- Document: Brown v. Board of Education, 1954
- Document: Martin Luther King, “Letter from a Birmingham Jail”, 1963
- Map: The Civil Rights Movement
- Art: A Freedom Riders Bus
- Art: Police Dogs Attack a Civil Rights Demonstrator
- Map: Impact of the Voting Rights Act of 1965

### Free Response and Document Based Questions:

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. Why did Martin Luther King emerge as a great civil rights leader? What qualities did he possess?

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. Evaluate the effectiveness of Dr. Martin Luther King’s philosophy of nonviolent civil disobedience in undermining the culture of “Jim Crow” and segregation in the South. What outside elements may have contributed to the success of the civil rights movement?

### **Unit 19: War Abroad, War at Home (1965-1974)**

#### Themes:

- Attempting to use the power of the federal government for good – the New Frontier to the Great Society and an assessment of their impact.
- The Vietnam War – LBJ’s Escalation Policy to Nixon’s Vietnamization policy – the politics of war and the effects on the military decisions made during the war (Operation Rolling Thunder to the Paris Peace Treaty).
- Anti-War demonstrations and the events that fueled their distrust and fire for a change in policy towards the war.
- Watergate and the loss of America’s “moral superiority”.

**Objectives:**

- Explain the spirit of community that college students and other groups were seeking in the 1960s.
- Explain how the Vietnam War became Johnson's and then Nixon's war in spite of previous American involvement.
- Trace the shift in the civil rights movement from King's leadership to the "Black Power" movement of Stokely Carmichael and others.
- Discuss why certain events during 1968 were pivotal in American domestic and foreign policies.
- Summarize the impact of the civil rights movement on other groups and outline the beliefs and agendas of these groups.
- Summarize the domestic and foreign policies of the Nixon administration and explain how the Watergate issue brought it to an end.
- Trace U.S. involvement in Vietnam through the Truman, Eisenhower, and Kennedy administrations, and show how this helped produce "Johnson's war" and "Nixon's war."

**Readings:**

Text – Out of Many Chapter 29

Reader – America: A Concise History Part 6 (29)

Historical Scholarship – Analyze the following historical scholarship and determine how it supports or contradicts the issues involved in your primary texts of Out of Many and America: A Concise History. All primary sources, scholarship, and other materials will be included in discussions, debates, other activities, and will be included in the test.

- Why Nations Go To War, Chapter 4: A Greek Tragedy in Five Acts: Vietnam

- o Analyze the following statement from the chapter “In Vietnam the misperceptions of five presidents transformed a tragedy of possibility into a tragedy of necessity”. Do you agree or disagree with this thesis? Explain.
- o Take a stance after reading the text as well as the historical scholarship and after answering the above question. There will be a historical debate at the conclusion of the unit.

**Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: Lyndon B. Johnson, “Why We Are in Vietnam”, 1965
- Document: Stokely Carmichael, “Black Power”, 1966
- Document: Articles of Impeachment against Richard M. Nixon, 1974
- Map: The Southeast Asian War
- Map: The Election of 1968
- Table: U.S. Military Forces in Vietnam and Casualties

**Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. Why did Johnson get the United States so deeply into Vietnam? What could he have done to avoid going deeper into the quagmire?
2. How would you characterize the government’s response to poverty in the Great Society? Was it too much, or too little?

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. If the greater portion of social indexes indicates rising prosperity as well as improved social and living conditions between 1950 and 1970, what elements explain the dissatisfaction of the American people during 1965-1974? Choose two of the following groups and evaluate what reactions they had to the events of that period.

Middle Class Youth

Minorities

Nixon’s “Silent Majority”

**Unit 20: The Conservative Ascendancy (1974-1987)**

**Themes:**

- Economic Turmoil – From Stagflation to double digit inflation.
- Foreign policy malaise and the Paper Tiger syndrome.
- Camp David and Carter’s legacy.
- Ending the Cold War – Did America’s nuclear buildup defeat the Soviet Union and bring down the Berlin Wall?
- The politics of deficit spending and domestic economics.
- Internal politics and the Christian Coalition.
- Iran Contra Affair and the rise of Independent Councils.
- Reaganomics: Recession, Recovery, and Fiscal Crisis.

**Objectives:**

- Describe the different versions of community on the electronic frontier of cyberspace.
- Explain the successes and limitations of the "Reagan Revolution" through the Reagan and Bush administrations.
- Summarize the dramatic socio-economic changes in America, including a shift to a service-based and high tech information economy, a more electronic culture and a more metropolitan society.
- Discuss the problems that accompanied the changes listed in the overview, including the epidemics of drugs, AIDS, and homelessness and the multicultural riot in Los Angeles.
- Trace the policy of President Reagan toward the "evil empire" (Soviet Russia) as well as the changes and continuing issues under Reagan and Bush.
- Discuss the issues of the 1992 presidential campaign as they relate to the above trends.
- Describe Democratic president Bill Clinton's "American Renewal" and the triumph of the "New Right" under Republican House Speaker Newt Gingrich.

**Readings:**

Text – Out of Many Chapter 30

Reader – America: A Concise History Part 7 (30-31)

**Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: Gloria Steinem, “In Support of the Equal Rights Amendment”, 1970
- Document: Myra W. Wolfgang, “In Opposition to the Equal Rights Amendment”, 1970
- Map: World Leading Oil Producers
- Map: The Election of 1976
- Map: The Election of 1980
- Table: Number of Poor, Rate of Poverty, and Poverty Line, 1979-92
- Map: The United States in the Middle East in the 1980s

**Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. Carter is generally considered to have been a failure as president. What were the reasons he didn’t get re-elected? How could he have avoided the problems that brought him down?

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. The 1970s and 1980s was a period of economic, political, and social change within both US domestic and foreign policy. Utilizing your knowledge of Presidents Carter and Reagan, evaluate the relative successes and failures of both presidents in regard to their handling of both policies. What impact did these policies have on their respective reelection campaigns?

**Unit 21: Toward a Transnational America (1988-Present)**

**Themes:**

- The Persian Gulf War and its legacy in the Middle East.
- Clinton Economics and the booming 1990’s.
- The Impeachment Trial and its meaning for America.
- Dangling Chads, Hanging Chads and the controversial crisis of the Election of 2000
- The impact of September 11, 2001 and the “War on Terror”
- The Iraq War: Another Vietnam?

- The politics of immigration, diversity and technology in a modern country.
- Barack Obama and the election of the first African American president in 2008.
- Recession and the “bubble burst” of American spending: Are we heading for another depression?

### **Readings:**

Text – Out of Many Chapter 31

Reader – America: A Concise History Part 7 (32)

Historical Scholarship – Analyze the following historical scholarship and determine how it supports or contradicts the issues involved in your primary texts of Out of Many and America: A Concise History. All primary sources, scholarship, and other materials will be included in discussions, debates, other activities, and will be included in the test.

- Why Nations Go To War, Chapters 8 & 9: Saddam Hussein’s Wars Against Iran and Kuwait / New Wars for New Century: America and the World of Islam
  - Why are the current “wars on terror” so much different than traditional warfare? Compare and Contrast the two and predict what will need to happen in order for the “War on Terror” to ultimately become successful.
  - Take a stance after reading the historical scholarship and thinking about the above question. We will split the class and have a historical debate at the conclusion of the unit.

### **Relevant Material to be Analyzed for Unit (Documents, Maps, Tables, and other Graphic Materials):**

- Document: Ronald Reagan, “The Evil Empire”, 1983
- Document: Jesse Jackson, “Common Ground”, 1988
- Map: Election of 1992
- Map: Ethnic Neighborhoods New York City
- Map: Election of 2000
- Map: Invasion of Iraq

### **Free Response and Document Based Questions:**

FRQ – Instructions: Answer the following free response question. Cite relevant historical evidence in support of your generalizations and present your arguments clearly and logically.

1. How did President George W. Bush respond to the terror attacks of September 11, 2001?

DBQ – Instructions: This exercise requires you to construct a valid essay that directly addresses the central issues of the following question. You will have to use facts from the documents provided and specific factual outside information to prove the position you take in your thesis statement.

1. Evaluate the changes in threats to national security that evolved between the presidential administrations of George HW Bush and George W Bush. In detail describe how these events were indicative of growing national and international threats to the United States and allies? How did the presidents respond to these new threats? What were the consequences of their actions?

### **College Board Description of the AP United States History Exam:**

#### **The Exam**

Put your exploration of U.S. History to the test—and possibly gain college credit in the process—with the AP U.S. History Exam. The exam tests knowledge of U.S. History from the first European explorations of the Americas up through modern times. Exam topics include political institutions and behavior, public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments.

#### **About the Exam**

The three-hour-and-five-minute exam has two sections: a 55-minute multiple-choice and a 130-minute free-response section. The multiple-choice questions are designed to test your factual knowledge, breadth of preparation, and knowledge-based analytical skills. The essay questions give you the chance to demonstrate your mastery of historical interpretation and your ability to express your views and knowledge in writing.

#### **Section I: Multiple-Choice**

There are 80 multiple-choice questions on the AP U.S. History Exam. To score a grade of 3 or above, you need to answer about 60 percent of the multiple-choice questions correctly—and write acceptable essays in the free-response section.

Approximately 20 percent of the questions deal with the period through 1789, 45 percent cover 1790 through 1914, and 35 percent cover 1915 to the present including questions on events since 1980.

Within those time periods, 35 percent of the questions are on political institutions, behavior, and public policy; 40 percent are about social and cultural developments; approximately 15 percent of the remaining questions cover diplomacy and international relations; and 10 percent cover economic developments. A substantial number of the social and economic history questions deal with such traditional topics as the impact of legislation on social groups and the economy, or the pressures brought to bear on the political process by social and economic developments. As you've learned, historical inquiry is not neatly divided into categories so many questions pertain to more than one area.

The bulk of the questions focus on the nineteenth and twentieth centuries. The questions in the multiple-choice section are designed to test students' factual knowledge, breadth of preparation, and knowledge-based analytical skills.

Students often ask whether they should guess on the multiple-choice questions. Haphazard or random guessing is unlikely to improve scores because one-fourth of a point is subtracted from the score for each incorrect answer. (No points are deducted for a blank answer.) But if you have some knowledge of the question and can eliminate one or more answers, it's usually to your advantage to choose what you believe is the best answer from the remaining choices.

## **Section II: Free-Response**

The free-response section covers the period from the first European explorations of the Americas to 1980. The section has three parts. Part A has one document-based essay question (DBQ). Parts B and C each offer a choice of two standard essay questions.

### **DBQ**

There is a mandatory 15-minute reading period at the beginning of the free-response section. Spend most of that time analyzing the documents and planning your answer to the DBQ in Part A. It's recommended that you spend 45 minutes writing the DBQ essay.

Although confined to no single format, the documents contained in the DBQ rarely features familiar classics like the Emancipation Proclamation or Declaration of Independence, though the documents' authors may be major historical figures. The documents vary in length and format, and are chosen to illustrate interactions and complexities within the material. In addition to calling upon a broad spectrum of historical skills, the diversity of materials will allow students to assess the value of different sorts of documents.

When appropriate, the DBQ will include charts, graphs, cartoons, and pictures, as well as written materials. This gives you the chance to showcase your ability to assess the value of a variety of documents. The DBQ usually requires that you relate the documents to a historical period or theme and show your knowledge of major periods and issues. *For this reason, outside knowledge is very important and must be incorporated into the student's essay if the highest scores are to be earned.* To earn a high score it's also very important that you incorporate the information you learned in your AP U.S. History class. The emphasis of the DBQ will be on analysis and synthesis, not historical narrative.

Your DBQ essay will be judged on thesis, argument, and supporting evidence. The DBQ tests your ability to analyze and synthesize historical data, and assess verbal, quantitative, or pictorial materials as historical evidence.

### **Standard Essay Questions**

You'll have a total of 70 minutes for the standard essay questions. It's recommended that you spend 35 minutes on each essay: five minutes planning and 30 minutes writing.

The standard essay questions may require that you relate developments in different areas (e.g., the political implications of an economic issue); analyze common themes in different time periods (e.g., the concept of national interest in United States foreign policy); or compare individual or group experiences that reflect socioeconomic, ethnic, racial, or gender differences (e.g., social mobility and cultural pluralism).

Although historiography is not emphasized in the examination, you are expected to have a general understanding of key interpretations of major historical events. Some questions are based on literary materials but the emphasis will be on the relationship between the material and politics, social and economic life, or related cultural and intellectual movements, not on literature as art.

Standard essays will be judged on the strength of the thesis developed, the quality of the historical argument, and the evidence offered in support of the argument, rather than on the factual information per se. Unless a question asks otherwise, you will not be penalized for omitting specific illustrations.

