# Sault Area High School

# AP US History Syllabus

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This Advanced Placement course is designed to provide a college-level experience and preparation for the AP Exam in May 2017. An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays.

This course will emphasize a series of key themes throughout the year. These themes have been determined by the College Board as essential to a comprehensive study of United States history. The themes will include political institutions, behavior, public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments. The course will trace these themes throughout the year, emphasizing the ways in which they are interconnected and examining the ways in which each helps to shape the changes over time that are so important to understanding United States history.

In addition to the above themes this course will focus a series of important topics in United States History.

**Topics include:**

* Pre-Columbian America and European exploration
* Life and thought in colonial America
* Revolutionary ideology,
* Constitutional development
* Jeffersonian and Jacksonian democracy
* Nineteenth-century reform movements
* Manifest Destiny
* The Civil War and Reconstruction
* Immigration
* Industrialism
* Populism, Progressivism
* World War I
* The 1920s
* The Great Depression, the New Deal
* World War II
* The Cold War
* Postwar changes in America
* Cultural changes in the 1960s and 1970s
* Conservative backlash in 1980s and 1990s
* The United States at the beginning of the twenty-first century.

This course will be conducted in a lecture/discussion format. Students will be frequently responsible for presenting independently gathered information and opinions in class. Students will also be responsible for outside reading and document analysis in preparation for in-class content discussion and DBQ work. This course will fulfill the United States history graduation requirement.

**Course Bibliography:**

Kennedy, Cohen & Bailey, *The American Pageant*, 14th Edition, Boston, MA. Wadsworth, 2010.

Cronon, William, *Changes In The Land,* New York, New York. Hill and Wang, 1983.

Dornbush, Krista, *Kaplan: AP US History Prep,* New York, New York. Kaplan, 2009.

**Other Primary Sources:**

Course will include assignments in which you will analyze primary source to determine historical significance. Such as in the case of the preceding list.

Thoreau, *Walden,* 3rd Edition, New York, New York. Vintage Books, 1991

Locke, *2nd Treatise of Government,* Indianapolis, Indiana. Hackett Publishing, 1980

*The Federalist Papers, Declaration of Independence, U.S. Constitution, Presidential Executive Orders, etc…*

**Students will also examine the following:**

Use maps, political cartoons, original film footage, artwork, historical periodicals and quantitative data to provide further evidence of historical significance.

**It is important to realize this is an AP course. With that in mind, you are expected to come to class each day having completed the assigned reading and being prepared for thoughtful discussion about U.S. History.**

**Course Learning Objectives:**

1. Students will evaluate historical material and weigh the evidence and interpretations presented by conducting historical research. This includes analyzing primary source documents, statistical tables, and pictures.
2. Students will analyze themes of American History and trace developments in a particular category through several chronological periods.
3. Students will be able to express themselves orally and in writing with clarity and precision.
4. Students will understand cause and effect relationships in history.
5. Students will understand how cause and effect relationships are subject to change as new research is uncovered.

**The Seven Historical Themes**

1. Identity
2. Work, Exchange, and Technology
3. Peopling
4. Politics and Power
5. America in the World
6. Environment and Geography—Physical and Human
7. Ideas, Beliefs, and Culture

For the rest of the academic school year, every student will be responsible for memorizing each of the Seven Historical Themes, what they mean, specific historical individuals/events/trends/ideas that can be classified within the themes, how activities/questions relate to the themes, etc. At any point throughout the academic school year, students will be assessed on their knowledge and application of each of the themes either through quizzes, tests, daily class activities, etc. (See Appex. A for assignments)

**Interpretations:**

Students will compare the writings of liberal historians such as Howard Zinn’s *A People’s History of the United States*  with that of traditional historians such as Gordon Wood’s *American Revolution*.

Students will get excerpts from Booker T. Washington’s *Up From Slavery* and W.E.B. DuBois’ *Soul of the Black Folk* and they will compare the different strategies of civil rights leaders at the end of Reconstruction.

**Historical Causation - Cause and Effect:**

Students will analyze the causes and effects of major U.S. military engagements including the American Revolution, the War of 1812, the Mexican War, the Civil War, the Spanish-American War, World War One and World War Two. Student will use text and various primary sources to determine the causes of these engagements and maps, tables, charts and graphs to help analyze the effects and results.

A specific assignment for cause/effect will be the students analyzing U.S. foreign policy after W.W.I. when we did not join the League of Nations, and how isolation and appeasement led to W.W.II. and compare it to having us then help create and join the United Nations after W.W.II. and change our foreign policy from isolationism and appeasement to the attempted containment of communism.

**Patterns of Continuity and Change:**

Students will analyze the changing U.S. social dynamic by studying the changing migration within the U.S. of various ethnic groups, such as the movement of former slaves north and west after the Civil War, as well as changing immigration patterns to the U.S. from other countries and the American social and political reaction to them, such as the Chinese Exclusion Act.

A specific example of an assignment is the students will compare the Jewish refugees on the *St. Louis* not being allowed to enter the U.S. in 1939 and half ultimately dying in concentration camps to the current situation with Syrian refugees and what role the U.S. should or should not take in letting them come to America. They will analyze the role of the U.S. as it comes to human rights and world order.

**Periodization:**

Students will analyze the changing time periods in U.S. History, such as transitioning from the Gilded Age to the Progressive Era or changing foreign policy from Isolationism after World War One to that of Containment after World War Two. Students will also present how different “periods” of history can exist at the same time, such as we’re now in the Information Age as well as being in the Age of Terror.

A specific example of an assignment is the students will compare and contrast the urbanization of the Northeast and the Midwest with the settling of the rural west and completion of manifest destiny. Students will use charts, graphs and tables from the *American Pageant* to provide data to show both urban growth and rural expansion and increasing of statehood in the late-1800’s.

**Comparison:**

Students will work in separate groups completing one timeline of major events that occurred in the four major regions of the United States during the same time period. An example would be the Gilded Age with industry and urbanization in the Northeast, Reconstruction in the South, the Indian Wars in the Great Plains and Railroad construction and Chinese immigration in the West.

A specific example of an assignment is the students will compare and contrast the rise of fascism in Italy, Germany and Spain with that of Communism in the Soviet Union between World War One and World War Two. They will use the textbook and outside sources to compare/contrast Stalinist Russia with Hitler’s Germany politically, economically, socially, militaristically, religiously and technologically.

**Persuasive/Argumentative:**

Students will write argumentative essays and do D.B.Q.’s on a variety of controversial topics in American society and culture. Subjects will include but not be limited to: Roe *v,* Wade and Right to Life, the death penalty, 2nd Amendment gun rights, gay marriage, Japanese Internment, The Patriot Act, etc…

A specific DBQ is after the chapter on Progressivism (28/29) students will write how/if reforms in the late 1800’s led to the Progressive Era of the 1900’s or did the Progressive Era happen in spite of the mid-late 1800’s “Gilded Age”?

**Historical Context and Insight:**

Students will compare contemporary attitudes and prejudices with those of the past. Such as the rise of the KKK after the Civil War to the Red Scare after World War One. Or the discrimination against Asians after Pearl Harbor with that of Arabic’s and Muslim’s after 9/11/01.

A specific example of an assignment the students will do is comparing Andrew Jackson’s refusal to follow the Supreme Court decision that the Cherokee could stay in Georgia in 1831 and making them go on the Trail of Tears with the Supreme Court upholding F.D.R.’s executive order 9066 and ruling that Japanese internment was constitutional in the Korematsu Case in 1944.

**Primary Sources:**

Specific example of an assignment the student’s will do include:

1) Written Document - Students will analyze the Declaration of Independence and see where each complaint was then addressed in the Bill of Rights. They will use this to study the “purpose” for James Madison writing the Bill of Rights.

2) Quantitative data - Students will look at economic charts, tables and graphs from American Pageant chapters 32 and 33 for the United States in 1932 and 1936 to analyze and understand the “limits” of F.D.R.’s New Deal on the Great Depression.

3) Maps – Students will analyze the maps in American Pageant chapter 6 to show the changes in the North American colonies before and after the French & Indian War.

4) Visual – Students will watch the depiction of African Americans in *Birth of a Nation* by actors in blackface and compare it to Paul Robeson’s role in *The Proud Valley* and the evolution of opportunities for African Americans in the entertainment industry.

**Plagiarism**

Academic honesty is extremely important, not only in this class, but also in your future academic endeavors. Your commitment to academic honesty forms the foundation of your intellectual development. Cheating and plagiarism are considered serious offenses and will not be tolerated. Understand that using the internet and claiming another’s IDEAS without citing sources is plagiarism. Students found cheating or plagiarizing will receive zero credit for the assignment, parents will be contacted, and punishment will be in accordance with the student handbook.

**Class and Homework assignments:**

1. All Document-Based Questions (DBQs) must be written in blue or black ink. This is to prepare for how they must be written on the AP Exam in May. Assignments written in pencil will NOT be accepted.
2. A specific assignment per Component 5of the syllabus guidelines is the students will write one argumentative DBQ with a thesis and relevant historical evidence each nine weeks.
3. I will emphasize NEAT penmanship in all written work, in addition to the content and quality of thought presented in your work.
4. Homework, typically in the form of reading, will be given every day, including weekends. In addition to reading, students will be required to complete essay questions and gather information for in-class and take home projects.
5. Late assignments are NOT accepted. Do it on time like everyone else. If you have an excused absence, please refer to the handbook for the policy on making up work.
6. If you are absent, email me for assignments or see me as soon as you return to class. You are responsible for obtaining makeup work.

**Class Procedure:**

1. Readings- Keep up with all readings. The entire reading schedule is at the end of this syllabus. Pop quizzes will be given to monitor reading completion.
2. Notebooks- You need to acquire a 3 ring binder for the class. You will need 5 dividers labeled: Class notes, Handouts, Multiple Choice questions, Free Response Essays, and Document Based Questions. This is an extremely important resource in your preparation for the AP exam. If you keep an organized, detailed, neat, and complete binder you will find studying for the AP Exam much easier.
3. Students are expected to come to class ready to discuss each day. Much of the class will be done in a format with ample discussion and opportunities for students to ask questions.

**Assessment: Assessment will come in various forms including:**

* Exams- There will be examinations on each unit including all the material covered in the American Pageant. Examinations will consist of 55 multiple choice questions, one DBQ, 2 free response questions and one long essay. These exams will take 3 days with one section completed each day.
* DBQs and FRQs- All essays will be graded according to the AP scoring rubrics.
* Reading Quizzes- All material in the American Pageant will be covered with reading quizzes. Any HAND-WRITTEN notes taken over reading may be used on reading quizzes
* Readings and Primary Source Work- You will be assessed on your analysis and synthesis of primary source documents. This will be evaluated using writings, DBQs, and oral examination.
* Final Exam- A final exam will be given at the conclusion of the course so students will be able to gauge their content knowledge and know areas needed to review for the AP exam. It will be a comprehensive exam for the entire course. This exam will be in a simulated AP exam setting.

**AP Grade Con**

**Evaluation/Assessment:** This is not a ninth or tenth grade level course with several smaller assignments given. Students will have three to four tests, a large writing assignment, and quizzes totaling roughly one test grade per marking period. A student who performs poorly on one test or paper greatly increases their chance of having a low grade for the marking period. There is no extra-credit or make-up work. Grades are not rounded up. The grading scale is strictly enforced:

100% - A+ 89-88% - B+ 79-78% - C+ 69-68% - D+

99-93% - A 87-83% - B 77-73% - C 67-63% - D

92-90% - A- 82-80% - B- 72 – 70% - C- 62-60% - D-

59-0% - E

**AP United States History**

**Course Outline**

**Fall Term**

***Unit 1***

*The American Pageant*: Chapter 1-3: Themes- Pre Columbian cultures, early exploration, introduction of slavery, rise of mercantilism. The Chesapeake and Southern colonies, British mercantilism, New England colonies, Puritans, religious dissent, colonial politics and conflict with British authority, the middle colonies.

*The American Pageant*: Chapter 4-5: Themes- Tobacco and rice colonies, African-American culture, colonial family life, dissent in NE, the Salem Witch Trials, Immigration and demographic change, the Atlantic economy, the Great Awakening.

Threads of History: Religious Development 1619-1740

*The American Pageant*: Chapters 6-8: Themes- Colonial involvement in British Imperial Wars, French and Indian War consequences, Proclamation of 1763, roots of revolution, mercantilism’s role in revolution, benign neglect’s end, and first conflicts, The American Revolution, wartime diplomacy, life on the home front, women and the war, impact of war on slavery

Varying Viewpoints: Causes of the Revolution

Threads of History: Coming of the Revolution

**Unit Test**

Multiple choice, DBQ, Free Response and Long Essay

***Unit 2***

*The American Pageant*: Chapter 9: Themes- Articles of Confederation, Constitution, Enlightenment, slavery and religion.

*The Constitution of the United States of America*

Threads of History: Famous Rebellions

*The American Pageant*: Chapter 10: Themes- Early national politics and economics, diplomacy during the French Revolution, and the making of the Presidency.

Threads of History: Presidents of the United States (1789-1989)- refer to through course

*The American Pageant*: Chapters 11 and 12: Themes- The “Revolution of 1800”, the Marshall Court, Jefferson and Madison’s foreign policies, the Embargo Act, expansion to the west, War of 1812, Era of Good Feeling, the American System, new national identity.

Threads of History: The National Banks

Threads of History: Judicial Nationalism 1819-1824

Threads of History: Cornerstones of American Foreign Policy

*The American Pageant*: Chapter 13: Themes- Jacksonian Democracy, Whigs, Indian Policy, “common man”, Texas Revolution, slavery and sectionalism.

Threads of History: Political Parties in the Nineteenth Century

*The American Pageant*: Chapter 14 and 15: Themes- The rise of the market economy, immigration and nativism, women in the workplace, the factory system, the transportation revolution, expansion west, the Second Great Awakening, growth of reform, women’s roles in reformers, national culture, advances in education/sciences

Document Handout- *The Cult of Domesticity*

Varying Viewpoints: Reform?

Threads of History: Liberal and Conservative in U.S. History 1790-1940

**Unit Test**

Multiple Choice, DBQ, Free Response and Long Essay

***Unit 3***

*The American Pageant*: Chapter 16: Themes- cotton culture, the Antebellum South, abolitionist movements.

Varying Viewpoints: True Nature of Slavery.

Threads of History: Expanding Democracy- The Abolitionist Movements

Free Response Question:

In what ways did the early nineteenth –century reform movements for abolition and women’s rights illustrate both the strengths and weaknesses of democracy in the early American republic?

*The American Pageant*: Chapter 17&18: Themes: Expansion under Polk, Manifest Destiny, war with

Mexico, popular sovereignty, the Compromise of 1850, Fugitive Slave Act, the economics of expansion.

Threads of History: Expansion of the United States: 1783-1853

Threads of History: Compromises and the Union

*The American Pageant*: Chapters 19 & 20: Themes- Abolition in the 1850s, Dred Scott case, financial panic of 1857, election of 1860 crisis, coming of the Civil War, wartime diplomacy, economic changes in the North and South, women and the war, and issues of civil liberties.

Threads of History: Third Parties in United States History

*The American Pageant*: Chapter 21: Themes- Secession, war, “anaconda plan”, Sherman’s march, Appomattox, Emancipation Proclamation, legacy of war in North and South.

Document Handouts:

*Lincoln’s First Inaugural Address*

*Emancipation Proclamation*

*Gettysburg Address*

*The American Pageant*: Chapter 22: Themes- Reconstruction issues and plans, struggle for equality, Native American relations.

Threads of History: Amendments to the Constitution

Threads of History: Reconstruction of the South

**Unit Test**

Multiple Choice, DBQ, Free Response

***Unit 4***

*The American Pageant*: Chapter 23&24: Themes- Political alignment and corruption in the Gilded Age, role of government in economic growth and regulation, inflation/deflation, role of business in politics, class and ethnic conflict, the rise of Jim Crow, Populism, Era of the Robber Barons, the lives of the working classes and the growth of unionism, the United States in the world economy.

Varying Viewpoints: Populism vs. Progressivism

Primary Source Analysis: Jacob Riis- *How the Other Half Lives*- first introduction to muckraking as response to industrialization, immigration, and plight of the working class and living conditions

Threads of History: Judicial Betrayal: The Road to Plessy v. Ferguson

*The American Pageant*: Chapter 25: Themes- Urbanization, new immigration, nativism, the “New Woman”, and African-Americans push for civil rights.

Primary Source Analysis: Jacob Riis- *How the Other Half Lives*- Continue discussing muckraking as response to industrialization, immigration, and plight of the working class and living conditions

Threads of History: Women's Movement during the Nineteenth Century

*The American Pageant*: Chapter 26: Themes-The close of the frontier and its impact, industrialization of agriculture, and political dissent among farmers.

Document Handouts: Frederick Jackson Turner, *The Significance of the Frontier in American History.*

*American Spirit Vol. 2:*

*William Jennings Bryan’s Cross of Gold Speech* p 165.

*The American Pageant*:. Chapter 27: Themes- American expansion overseas, a new age of imperialism, The Spanish-American War, the Open Door, America on the world stage.

Threads of History: Wars in United States History

Threads of History: Major Treaties in United States History

*The American Pageant*: Chapters 28 & 29: Themes- Progressive reform and the trusts, demographics of urbanization and the resulting political impact, Dollar Diplomacy, environmental issues, New Freedom v. New Nationalism, diplomacy and neutrality.

Varying Viewpoints: Progressivism

Excerpt from Upton Sinclair's *The Jungle*

Document Handout: *Woodrow Wilson’s 1st Inaugural Address*

Threads of History: Reform Movements of the Twentieth Century

**Unit Test**

Multiple Choice, DBQ, Free Response and Long Essay

***Unit 5***

*The American Pageant*: Chapter 30: Themes- War in Europe and on the Home Front, propaganda and civil liberties, The Treaty of Versailles, U.S. Senate rejection of treaty.

Threads of History: Freedom of the Seas and Wars with Europe

*The American Pageant*: Chapter 31 & 32: Themes- Isolationism in the 1920s, foreign debt, diplomacy, coming of the Great Depression, culture in the 1920s.

Document Handout: Herbert Hoover’s *Rugged Individualism*

Threads of History: Isolationism vs. Internationalism 1919-1941

Free Response: 1920s America (Due February 28)

*The American Pageant*: Chapter 33: Themes- “relief, recovery, and reform”, demographic changes caused by Depression, cultural changes, balance of power in American government.

Varying Viewpoints: How Radical Was the New Deal?

Document Handout: Roosevelt’s First Inaugural Address

Threads of History: Transformation of Capitalism in the 1930s

*The American Pageant*: Chapter 34 & 35: Themes- neutrality and isolation, diplomacy and economics of the prewar years, Pearl Harbor and its consequences, the War in Europe and the Pacific, the home front, changes for women and minorities, the decision to use the Atomic Bomb and its consequences.

Document Handouts: FDR’s *Quarantine*, *Four Freedoms, and Day of Infamy* speeches.

Propaganda Analysis: World War II recruitment posters, anti-Japanese posters, anti-Nazi posters

**Unit Test**

Multiple Choice, DBQ, Free Response

***Unit 6***

*The American Pageant*: Chapter 36 & 37: Themes- Baby Boom, postwar prosperity, communism, containment, diplomacy and the Marshall Plan, the Korean War, the Red Scare, the United States as a superpower, consumer culture of the 1950s, the civil rights revolution, McCarthyism, Cold War expansion, the space race, postwar literature and culture.

Varying Viewpoints: The Causes of the Cold War

Threads of History: Containment 1945-1975

*The American Pageant*: Chapter 38: Themes- the Cold War continues, expansion of war in Vietnam, the civil rights revolution and evolution, Assassination of President Kennedy, Johnson and the Great Society, immigration and demographic changes.

Varying Viewpoints: The Sixties: Constructive or Destructive?- Writing Response

Document Handouts:

*Kennedy’s Inaugural Address*, Johnson’s *Great Society Speech*, Martin Luther King, Jr., *I Have a Dream Speech*

Threads of History: Black leaders 1880-1968

Threads of History: Presidential Civil Rights Records 1945-1974

*The American Pageant*: Chapter 39: Themes- Rise of conservatism, economic stagnation, crisis over presidential power, Watergate, environmental issues, women’s movement and feminism, civil rights and affirmative action, foreign policy and the issue of oil.

Threads of History: Liberal and Conservative in United States History: 1940-1985

Threads of History: Failure of Containment- The Vietnam War

FRQ:

Analyze the extent to which TWO of the following transformed American society in the 1960’ and 1970’s.

The Civil Rights Movement The antiwar movement the women’s movement

*The American Pageant*: Chapter 40: Themes- Reagan and the “New Right”, the end of the Cold War, Reaganomics, politics and the Supreme Court, globalization, war and diplomacy in the Middle East.

Document Handouts: *Reagan’s Inaugural Addresses, Roe v. Wade*.

Threads of History: Famous Doctrines from Monroe to Nixon

*The American Pageant*: Chapter 41 and 42: Themes- The Clinton Era, post-Cold War politics and foreign policy, the contested election of 2000, the attack on the Pentagon and the World Trade Center, post 9/11 America, where do we go from here.

Document Handouts: Republican Contract With America.

**FINAL EXAM**

Multiple Choice, DBQ, Free Response

Review for AP Exam and analyze areas of weakness from final comprehensive exam

**May 6th - AP EXAM**

Appex. A

Seven Themes

**Identity**

This theme focuses on the formation of both American national identity and group identities in U.S. history. Students should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these sub-identities have interacted with each other and with larger conceptions of American national identity.

Overarching Questions:

* How and why have debates over American national identity changed over time?
* How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?

Specific example of a student’s assignment will be the student will look at the migration of minority groups during World War One to Northern and Midwestern cities for work in the war industry and the impact this had on society. Students will look at the race riots in Chicago and Topeka as specific case studies and will analyze the rise of the “new” KKK in the U.S. This assignment specifically covers learning objective ID-6.

**Work, Exchange, and Technology**

This theme focuses on the development of American economies based on agriculture, commerce, and manufacturing. Students should examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society. Students should explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women, including the availability of land and labor, national and international economic developments, and the role of government support and regulation.

Overarching Questions:

* How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
* How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?
* Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?

Specific example of a student’s assignment will be the student will analyze how the overwhelming advantages of the North over the South during the Civil War were specifically due to better transportation, larger cities/population and a more advanced and diverse economy. This assignment specifically covers learning objective WXT-2.

**Peopling**

This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. Students examine migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America. The theme also illustrates how people responded when “borders crossed them.” Students explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and annexed peoples brought with them, and the impact these factors had on both these peoples and on U.S. society.

Overarching questions:

* Why have people migrated to, from, and within North America?
* How have changes in migration and population patterns affected American life?

Specific example of a student’s assignment will be the student will analyze the changing prejudices in the U.S. against specific ethnic, racial and religious groups based on world politics. The students will compare the anti-Japanese feelings post-Pearl Harbor with that of the anti-Arabic/Muslim attitudes post-9/11. This assignment specifically covers learning objective PEO-7.

**Politics and Power**

This theme focuses on the ongoing debates over the role of the government in society and its potential as an active agent for change. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local governments. It also includes the basic principles and core political ideas of American politics developed throughout the country’s history. Students should trace efforts to define or gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority in different periods of U.S. history.

Overarching Questions:

* How have Americans shaped, agreed on or argued over, the values that guide the political system, as well

as who is a part of the political process?

* How and why have different political and social groups competed for influence over society and government in what would become the United States?

Specific example of a student’s assignment will be the student will analyze the polarizing Spanish-American War and discuss it in the context of the United States becoming a world power with how it goes against our founding principles stated in the Declaration of Independence. Students will look at primary sources such as Mahan’s *Influence of Sea Power* and Kipling’s *White Man’s Burden* and compare those to the platform of the Anti-Imperialist League and how the event ultimately led to the third presidential assignation in U.S. History. This assignment specifically covers learning objective POL-6.

**America in the World**

In this theme, students should focus on the global context in which the United States originated and developed, as well as the influence of the U.S. on world affairs. Students should examine how various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies. Students should also investigate how American foreign policies and military actions affected the rest of the world as well as social issues within the U.S. itself.

Overarching questions:

* How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?
* How have events in North America and the United States related to contemporary developments in the rest of the world?

Specific example of a student’s assignment will be the student will analyze the polarizing impact of the Vietnam War on U.S. society and culture. They will compare the political changes of the Tonkin Gulf Resolution to the War Powers Act and look at how the war ultimately led to adding the 26th Amendment to the Constitution in 1971 lowering the voting age from 21 to 18. This assignment specifically covers learning objective WOR-4.

**Environment and Geography—Physical and Human**

This theme examines the role of environment, geography, and climate in both constraining and shaping human actions. Students should analyze the interaction between the environment and Americans in their efforts to survive and thrive. Students should also explore efforts to interpret, preserve, manage, or exploit natural and man-made environments, as well as the historical contexts within which interactions with the environment have taken place.

Overarching questions:

* How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
* How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?

Specific example of a student’s assignment will be the students will use William Cronon’s *Changes in the Land* to study how the European use greatly differed from that of Native Americans and how the influx of white settlement and forced westward movement of native tribes ultimately changes the New England environment and ecology forever. This assignment specifically covers learning objective ENV-2.

**Ideas, Beliefs, and Culture**

This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. Students should examine the development of aesthetic, moral, religious, scientific, and philosophical principles, and consider how these principles have affected individual and group actions. Students should analyze the interactions between beliefs and communities, economic values, and political movements, including attempts to change American society to align it with specific ideals.

Overarching questions:

* How and why have moral, philosophical, and cultural values changed in what would become the United States?
* How and why have changes in moral, philosophical, and cultural values affected U.S. history?

Specific example of a student’s assignment will be the student will compare the women’s rights movement and the work of the Women’s Suffrage League and Seneca Falls Convention with the role the Harlem Renaissance and the Jazz Era had on the civil rights movement. This assignment specifically covers learning objective CUL-5.