

Spencer-Van Etten High School Parallel AP Courses  
 U.S. History and English Language and Composition  
 Instructors: Andrew McGee and Rebecca Paasch

Unit Topics, Years, and Texts (including photos, videos, and political cartoons)	English Coursework
<p>Unit 1: Settlement and Expansion of Colonial America, 1450-1763</p> <ul style="list-style-type: none"> <li>• <i>America: Combined Volume</i> ch. 1-4</li> <li>• <i>Everything's an Argument</i> ch. 1</li> <li>• <i>Mayflower Compact</i> (1620)</li> <li>• "A Model of Christian Charity" (Winthrop, 1630)</li> <li>• "Good Readers and Good Writers" (Nabokov)</li> <li>• <i>The Crucible</i> (Miller)</li> <li>• "Sinners in the Hands of an Angry God" (excerpt, Edwards, 1741)</li> </ul>	<ul style="list-style-type: none"> <li>• Model close reading and annotating with primary texts.</li> <li>• Identify and explain, in writing, the types of arguments and claims made in the Winthrop and Edwards texts.</li> <li>• Chart behaviors of good readers and writers as identified by Nabokov.</li> <li>• Self-assess good reading behaviors in reflective reading journal on <i>The Crucible</i>.</li> <li>• Engage in reading journal conference with instructor.</li> <li>• Study examples of the argument task, rubric, and graded responses from the AP Exam.</li> <li>• AP Exam Parallel Task: Take a position on a Howard Zinn quotation regarding the concept of objectivity in writing.</li> </ul>
<p>Unit 2: Revolution and the Growth of Nationalism, 1763-1823</p> <ul style="list-style-type: none"> <li>• <i>America: Combined Volume</i> ch. 5-8</li> <li>• <i>Doc. History of the U.S.</i> ch. 1-7</li> <li>• Boston Massacre (1770) scene from <i>John Adams</i> (video)</li> <li>• <i>Everything's an Argument</i> ch. 2-4</li> <li>• "Give me liberty or give me death!" (Henry, 1775)</li> <li>• "Common Sense" (Paine, 1776)</li> <li>• <i>Declaration of Independence</i> (draft and final version, 1776)</li> <li>• Letters among founding fathers re: weaknesses of the Articles of Confederation (1780-1787)</li> <li>• <i>Constitution of the United States</i> (1787)</li> <li>• "Federalist 10" (Madison, 1787)</li> <li>• "Brutus I" (Anti-Federalist, 1787)</li> <li>• <i>Picturing Texts</i> ch. 6</li> <li>• "The Federal Pillars" (series of illus. from <i>Mass. Centinel</i>, 1788)</li> <li>• <i>Monroe Doctrine</i> (1823)</li> </ul>	<ul style="list-style-type: none"> <li>• Review rhetorical devices taught in previous years.</li> <li>• Identify rhetorical devices including appeals to logos, pathos, and ethos in primary texts and discuss, in writing, how these devices aid writers in developing their claims.</li> <li>• Study examples of the rhetorical analysis task, rubric, and graded responses from the AP Exam.</li> <li>• AP Exam Parallel Task: Analyze the rhetoric of Patrick Henry's "Give me liberty or give me death!"</li> <li>• Contrast draft and final versions of <i>Dec. of Independence</i>; speculate as to reasons for changes in wording.</li> <li>• Model says/does analysis with one founding father letter; students complete says/does with their assigned letter.</li> <li>• Participate in jigsaw with founding fathers' letters using says/does analyses.</li> <li>• Complete extended paper writing from the perspective of a NY State representative to the state constitutional ratification convention, using "Federalist 10" and "Brutus I" as sources.</li> </ul>

	<ul style="list-style-type: none"> <li>• Conduct mini-lessons and practice sessions on sentence structures, comma usage, and number agreement.</li> <li>• Participate in peer and self review of rough draft of paper; then revise, edit, and produce polished final draft.</li> <li>• Complete self-reflection on writing process.</li> <li>• Analyze "The Federal Pillars" using questions from <i>Picturing Texts</i> ch. 6.</li> </ul>
<p>Unit 3: Jacksonian Democracy and the Reform Era, 1823-1850</p> <ul style="list-style-type: none"> <li>• <i>America: Combined Volume</i> ch. 9-11</li> <li>• <i>Doc. History of the U.S.</i> ch. 3</li> <li>• <i>Commentaries on the Laws of England</i> (excerpts, Blackstone, 1769)</li> <li>• <i>Declaration of Sentiments and Resolutions</i> (1848)</li> <li>• "Self-Reliance" (Emerson, 1841)</li> <li>• "Resistance to Civil Government" (Thoreau, 1849)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new rhetorical devices as they appear in unit texts.</li> <li>• Compare language of this Declaration with the Dec. of Independence and discuss symbolic power of using similar language.</li> <li>• Identify several central claims in "Self-Reliance" and the rhetorical devices used to convey them; contrast these claims with those made in Puritan texts from Unit 1; in particular discuss, in writing, idea of fate vs. free will.</li> <li>• Analyze the use of allusion and metaphor in the Thoreau text.</li> <li>• AP Exam Parallel Task: Take a position on a quotation from Emerson regarding the fate vs. free will idea.</li> </ul>
<p>Unit 4: Growing Sectionalism, Civil War, and Reconstruction, 1820-1877</p> <ul style="list-style-type: none"> <li>• <i>America: Combined Volume</i> ch. 12-15</li> <li>• <i>Doc. History of the U.S.</i> ch. 9-15</li> <li>• <i>Narrative of the Life of Frederick Douglass</i> (1845)</li> <li>• "Bricklaying" and "Poor Things" (images, c. 1835)</li> <li>• "The 'Positive Good' of Slavery" (Calhoun, 1837)</li> <li>• "No Compromise with the Evils of Slavery" (Garrison, 1854)</li> <li>• <i>Uncle Tom's Cabin</i> (excerpts, Stowe, 1852)</li> <li>• <i>Battle Cry of Freedom and Drawn with the Sword</i> (McPherson)</li> <li>• <i>The Civil War</i> (video, Burns)</li> <li>• "First Inaugural Address" (Lincoln, 1861)</li> <li>• "Gettysburg Address" (Lincoln, 1863)</li> <li>• <i>Adventures of Huckleberry Finn</i> (Twain)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new rhetorical devices as they appear in unit texts.</li> <li>• Complete reflective reading journal on <i>Narrative</i> and <i>Huckleberry Finn</i> and participate in journal conferences with instructor.</li> <li>• Analyze images using questions from <i>Picturing Texts</i>.</li> <li>• Model syntactic analysis with Calhoun text; practice with Garrison text.</li> <li>• Identify claims and counter-claims in Stowe text; Socratic Seminar</li> <li>• Write slave narrative from perspective of Jim from <i>Huckleberry Finn</i>.</li> <li>• Complete extended paper, a speech on a controversial topic using several rhetorical devices.</li> <li>• Participate in peer and self review of rough draft of speech; then revise, edit, and produce polished final draft.</li> <li>• Deliver speech and evaluate classmates' speaking skills, such as eye contact, voice projection, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Complete self-reflection on writing process.</li> <li>• Study examples of the synthesis task, rubric, and graded responses from the AP Exam.</li> <li>• AP Exam Practice: Complete 2012 exam synthesis task on the USPS.</li> </ul>
<p>Unit 5: Westward Expansion, the Gilded Age, and the Progressive Era, 1865-1920</p> <ul style="list-style-type: none"> <li>• <i>America: Combined Volume</i> ch. 16-20</li> <li>• <i>Doc. History of the U.S.</i> ch. 16-18, 20</li> <li>• <i>Picturing Texts</i> ch. 1 (22-46) and ch. 2 (98-115)</li> <li>• Cartoons depicting Boss Tweed (Nast, 1870s)</li> <li>• "The Lords of Industry" (excerpt, Lloyd, 1884)</li> <li>• "Wealth" (Carnegie, 1889)</li> <li>• Photographs from <i>How the Other Half Lives</i> (Riis, c. 1890)</li> <li>• <i>The History of the Standard Oil Company</i> (excerpt, Tarbell, 1903)</li> <li>• <i>The Jungle</i> (Sinclair, 1906)</li> <li>• "The Man with the Muck Rake" (T. Roosevelt, 1906)</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new rhetorical devices as they appear in unit texts.</li> <li>• Analyze cartoons and photos using questions from <i>Picturing Texts</i>.</li> <li>• Complete rhetorical, syntactic, and/or says/does analyses of primary texts.</li> <li>• Complete extended paper, an analysis of a Riis photo.</li> <li>• Participate in peer and self review of rough draft of paper; then revise, edit, and produce polished final draft.</li> <li>• Complete syntactic analysis of excerpt from own paper.</li> <li>• Complete self-reflection on writing process.</li> <li>• Complete reflective reading journal on <i>The Jungle</i> and engage in conference with instructor.</li> <li>• AP Exam Parallel Task: Take a position on a quotation or passage regarding the role of government in people's personal lives.</li> </ul>
<p>Unit 6: America as an Emerging World Power and World War I, 1877-1920</p> <ul style="list-style-type: none"> <li>• <i>America: Combined Volume</i> ch. 21</li> <li>• <i>Doc. History of the U.S.</i> ch. 19</li> <li>• "To the Person Sitting in Darkness" (excerpt, Twain, 1901)</li> <li>• "Declaration of Neutrality" (Wilson, 1914)</li> <li>• "Second Inaugural Address" (Wilson, 1917)</li> <li>• "Zimmerman Telegram" (1917)</li> <li>• "Fourteen Points" (Wilson, 1918)</li> <li>• <i>Schenck vs. U.S.</i> Decision (Holmes, 1919)</li> <li>• <i>Wired</i> Magazine article (Bamford)</li> </ul>	<ul style="list-style-type: none"> <li>• AP Exam Parallel Task: Analyze the rhetoric of Twain's "To the Person Sitting in Darkness" (excerpt).</li> <li>• Learn new rhetorical devices as they appear in unit texts.</li> <li>• Compare first two speeches by Wilson, noting the transition from isolationist rhetoric to that of involvement in WWI.</li> <li>• Study a text by Muir or Pinchot</li> </ul>
<p>Unit 7: The Roaring 20s, the Great Depression, and the New Deal, 1919-1941</p> <ul style="list-style-type: none"> <li>• <i>America: Combined Volume</i> ch. 22-23</li> <li>• <i>Doc. History of the U.S.</i> ch. 22-23</li> </ul>	<ul style="list-style-type: none"> <li>• AP Exam Parallel Task: Analyze rhetoric of Garvey's "Address to the Second UNIA Convention" (excerpt).</li> <li>• Learn new rhetorical devices as they appear in unit texts.</li> </ul>

<ul style="list-style-type: none"> <li>• "Address to the Second UNIA Convention" (excerpt, Garvey, 1921)</li> <li>• "The Hosts of Black Labor" (DuBois, 1923)</li> <li>• <i>The Modern Woman</i> (collection of primary documents)</li> <li>• "First Inaugural Address" (FDR, 1933)</li> <li>• "Fireside Chat 2" (FDR, 1933)</li> <li>• "Share the Wealth" (Long, 1935)</li> <li>• <i>The Grapes of Wrath</i> (Steinbeck)</li> <li>• Reports from Arvin Camp (Collins)</li> <li>• "The Reception of <i>The Grapes of Wrath</i> in Oklahoma" (Shockley, 1944)</li> </ul>	<ul style="list-style-type: none"> <li>• Study DuBois text</li> <li>• Study <i>The Modern Woman</i> collection</li> <li>• Complete syntactic analysis of "First Inaugural Address."</li> <li>• Compare and contrast claims and rhetoric of "Fireside Chat 2" and "Share the Wealth."</li> <li>• Complete reflective reading journal on <i>The Grapes of Wrath</i> and engage in conference with instructor.</li> <li>• Identify passages in <i>Grapes</i> that directly refer to information in the Collins reports.</li> <li>• Assess realism and historical accuracy of <i>Grapes</i> based on the Collins reports and the Shockley paper.</li> <li>• Complete extended paper creating a fictional piece based on a non-fiction passage.</li> <li>• Participate in peer and self review of rough draft of paper; then revise, edit, and produce polished final draft.</li> <li>• Complete syntactic analysis of excerpt of own paper.</li> <li>• Complete self-reflection on writing process.</li> </ul>
<p>Unit 8: World at War and the Start of the Cold War, 1935-1961</p> <ul style="list-style-type: none"> <li>• Truman Doctrine Speech</li> <li>• "What the Truman Doctrine Really Means" (Eliot)</li> <li>• "Who's Disloyal?" (Kilpatrick)</li> <li>• "Enemies from Within" (McCarthy)</li> <li>• HUAC/McCarthyism Cartoons (Herblock)</li> <li>• <i>The Crucible/Timebends</i> (Miller)</li> <li>• "Atoms for Peace" (Eisenhower)</li> <li>• "After the Brawl" (<i>Collier's</i> Editorial)</li> <li>• "U.S. in Danger of Being 'Most Hated' Power" (Canham)</li> <li>• "Inaugural Address" (Kennedy)</li> <li>• <i>America: Combined Volume</i> ch. 24-26</li> <li>• <i>Doc. History of the U.S.</i> ch. 24-25</li> <li>• <i>Understanding Comics</i> (McCloud)</li> <li>• <i>Maus I</i> (Spiegelman)</li> </ul>	<ul style="list-style-type: none"> <li>• Study a text on Japanese-American internment</li> <li>• Complete syntactic analysis of Truman Doctrine Speech (excerpt).</li> <li>• Identify central claims of the speech.</li> <li>• Compare claims of speech with those of the Eliot article.</li> <li>• Analyze cartoons using questions from <i>Picturing Texts</i>.</li> <li>• Participate in Socratic Seminar on McCarthy(ism), Miller, and <i>The Crucible</i>.</li> <li>• Complete set of AP Exam-style multiple choice questions on Canham article.</li> <li>• Study essay on rhetoric of Eisenhower speech from book, <i>Rhetoric of the Cold War</i></li> <li>• Compile list of key terms and definitions from <i>Understanding Comics</i>.</li> <li>• While reading <i>Maus I</i>, identify examples of terms from <i>Understanding Comics</i>.</li> <li>• AP Exam Parallel Task: Complete 2009 exam synthesis task on space exploration.</li> </ul>

<p>Unit 9: Challenges to the Status Quo -- The Civil Rights Era, Counterculture Movement, and Watergate, 1945-1980</p> <ul style="list-style-type: none"> <li>• <i>America: Combined Volume</i> ch. 27-29</li> <li>• <i>Doc. History of the U.S.</i> ch. 26-28</li> <li>• "The Counterculture Era: Five Protest Songs"</li> <li>• <i>Maus II</i> (Spiegelman)</li> </ul>	<ul style="list-style-type: none"> <li>• Study a speech by MLK</li> <li>• Study the Autobiography of Malcolm X</li> <li>• Study relevant Harris Poll results</li> <li>• Analyze protest song lyrics using questions provided.</li> <li>• In groups, prepare and present explanations of why Spiegelman made certain choices with regard to graphic novel rhetoric.</li> <li>• Respond in writing to statements made by Spiegelman about his choices in creating <i>Maus</i>.</li> <li>• AP Exam Parallel Task: Take a position on a quotation from Jefferson regarding rebellion.</li> </ul>
<p>Unit 10: Post Cold War America and New Global Challenges, 1980-present</p> <ul style="list-style-type: none"> <li>• <i>America: Combined Volume</i> ch. 30-31</li> <li>• <i>Doc. History of the U.S.</i> ch. 29-32</li> <li>• "Tear Down This Wall" (Reagan)</li> </ul>	<ul style="list-style-type: none"> <li>• Study articles on Vietnam Syndrome</li> <li>• Examine post-9/11 rhetoric</li> <li>• AP Exam Parallel Task: Analyze the rhetoric of Hoagland's "Pity Earth's Creatures."</li> </ul>

- At least once per marking period (every six weeks), students will complete a set of AP English Exam multiple choice questions.
- Vocabulary is addressed within the context of documents in which students encounter unfamiliar words; they will compile a personal dictionary throughout the course.
- Students will produce a research paper on a U.S. History topic of their choosing, developing a thesis, identifying primary and secondary sources, and completing all of the steps of the writing process: pre-writing, drafting, editing, revising, and polishing a final draft. Some class time will be dedicated to this endeavor, but much of the work will be done during the students' own time. The process will begin in late March.
- At the appropriate points in the year, students will prepare for the AP English and AP U.S. History exams, as well as the Regents exams in both subjects.