

COURSE DESCRIPTION

AP United States History is for the highly motivated student who is willing to accept the responsibilities and challenges of a college-level experience. This class offers opportunities to build and reinforce the necessary study skills for the college experience. The scope of this class will include the major themes of American history (political, economic, social, religious, diplomatic, and the arts) from the 17th century through the year 2000.

COURSE PURPOSE/ OBJECTIVES

Students will:

1. Be confidently prepared to take the Advanced Placement exam in May.
2. Develop the necessary study habits that will allow them to succeed in their humanities and social science classes in college.
3. Build the necessary analytical skills (such as recognizing bias, evaluating reliability, and being aware of the audience) needed to interpret primary and secondary sources.
4. Be able to write more effectively in their essays. Writing to persuade rather than to inform will be stressed.
5. Be able to interpret historic materials from a variety of sources such as historical atlases, political cartoons, graphs, etc.
6. Be able to effectively break down DBQ's and then organize a well structured essay in response to the question and its many different views on that topic.

COURSE TEXTS AND READINGS

David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey. The American Pageant: A History of the Republic (Boston: McDougal Littell/Houghton Mifflin, 2005)

Thomas A Bailey, David M. Kennedy, The American Spirit: United States History as seen by Contemporaries, Volumes I and II. 1987.

Larry Madaras, James M. SoRelle, Taking Sides: Clashing Views on Controversial Issues in American History, Vol I The Colonial Period to Reconstruction and Vol. II Reconstruction to the Present, The Dushkin Publishing Group, Inc. 1989

Howard Zinn, A Peoples History of the United States, New Press, New York, 1997.

John F. Kennedy, Profiles in Courage, Harper and Row Publishers, New York, 1956.

Hammond Historical Atlas of the United States, New Jersey, 2001.

Meyers, Cawelti, Kern, Sources of the American Republic, Scott, Foresman and Company, 1961.

COURSE OUTLINE

UNIT I Colonial America (2 weeks)

Readings:

Text: Bailey and Kennedy, Chapters 1-4

A Peoples History of the U.S., Chapter 1, Columbus, the Indians and Human Progress

Taking Sides, Issue 3, “Was the colonial period a golden age for women in America”?

Sources of the American Republic, “Powdered Wife” by John Smith

American Spirit, Chapters 2 and 3

**Content: The clash between Native Americans and Europeans,
The pull and or push of Europeans to the New World
Jamestown,
Chesapeake settlements
Bible Colonies
The Middle Colonies,
The colonial diversity that existed
The economic, religious, educational, and social lifestyles in Colonial America**

Major Assignments and Assessments

In a group students will use Zinn’s account of Columbus to identify basic historical terms such as thesis, facts, concepts, historiography (revisionist or orthodox), primary v. secondary source, etc.

Analyze a document, called “Powdered wife”, the Starving Time in Virginia, and stressing the attention to bias and reliability of its author.

A timed (12 min.) atlas quiz where students will have to locate the appropriate chart or map and then answer questions using the correct information provided by the key.

A group effort to break down the DBQ on New England and the Chesapeake Regions. A day prior to this, students will sample some DBQ’s on another question and be introduced to the do’s and don’ts of a DBQ.

A Unit Test of 50 multiple choice questions covering Chapters 1-4. As always, some of the questions are previously used questions on actual AP exams that have been released.

Unit II Pre Revolution and Secession (2 weeks)

Readings:

Text Bailey and Kennedy, Chapters 5-8

A Peoples History of the United States, Chapter 3, “Persons of Mean and Vile Conditions”

American Spirit, Chapters 6-8

Content: Mercantilism
 7 Years War and the changes that result
 Proclamation of 1763
 Organization of the British Empire
 English mindset in 1776 versus American Mindset in 1776
 Chronology of abuses
 Declaration of Independence
 Common Sense
 Turning Points in the war
 The War within the war, Loyalists
 The Diplomacy struggle and the Peace of Paris

Major Assignments and Assessments

Students will complete a chart dealing with the path to Revolution, 1763-76 having to provide the British rationale for the different acts and then also provide the rationale for the colonial reaction. They will then need to compose an essay which attempts to explain the significance of 1763 and 1776 as turning points in the relationship between Britain and her colonies.

Students will also have a take home atlas assignment which will highlight the various military conflicts throughout this time period.

Students will do a document assignment from the American Spirit which will require them to identify each of the 8 individuals as a Loyalist, a Whig, or a Neutral. They will then have to provide evidence that indicates that label. They also will be asked to summarize the thesis of each individual. To conclude the assignment, each student will have to present to the class the one individual they feel had the best argument and be able to defend it with their peers.

Students will complete a document assignment requiring them to match historical events from this period to the different grievances mentioned by Thomas Jefferson in the Declaration of Independence.

There will be an objective test of 60 multiple choice questions that utilizes previous AP questions over Chapters 5-8.

Unit III The Critical Period and the Constitution (2 and 1/2 weeks)

Readings

Text Bailey and Kennedy, (chapters 9-11)

American Spirit, Chapters 9 and 10

Taking Sides, “The Constitution: Was it an economic document”?

**Content Articles of Confederation
 Shays Rebellion
 Convention in Philadelphia
 Ratification debate
 Federalist Programs and Hamilton’s imprint
 Foreign policy challenges
 Revolution of 1800
 Jefferson’s administration
 Out federalizing the Federalists?
 Louisiana Purchase**

Major Assignments and Assessments

Students will complete a chart that outlines the fears, the source of those fears, and the corresponding provisions in the constitution that was written in Philadelphia to address those fears.

Students will assemble a dialogue-chart from selected readings in the American Spirit in which quotes will defend the proposed new constitution (federalists) against a quote which indicates opposition to ratification (anti-federalist). The contrasting quotes must be accurate and used in their proper context.

A take home Bill of Rights match up assignment will be given which requires the students to apply the correct section of an amendment to both historical events (John Zenger) and or real life scenario’s (the lottery)

A take home assignment will also be made with regards to the DBQ on the effectiveness of the Articles of Confederation. Students will be asked to write an essay showing use of the documents and OUTSIDE information.

A 60 question objective test will be given at the end of the unit.

Unit IV Nationalism and Sectionalism (3 weeks)

Readings

Text Bailey and Kennedy, Chapters 12-14

American Spirit, Chapters 13-15

**Taking Side, “Did the Election of 1828 represent a Democratic Revolt of the People”?
Issue #10**

Content: War of 1812
 Hartford Convention
 American System
 Missouri Compromise
 Marshall court decisions
 Monroe Doctrine
 “Corrupt Bargain”
 Populist Andrew Jackson
 Maysville Veto
 Tariff of Abominations
 Nullification Crisis
 Bank War
 Whigs rise to power and the election of 1840

Major Assignments and Assessment

Each student will be allowed to select a Supreme Court Case from the teacher generated list of major Supreme Court cases (excluding the ones discussed already in class). They will be allowed 10 days to research that particular case and then create a brief highlighting the background, major issues, arguments, and the significance of the case. Each student’s case will be copied and then distributed the rest of the class as a review tool for the AP exam in May.

Students will complete a chart on the evolvement of Democracy from Jefferson to Jackson. They will be asked to give examples in the political, economic, social, and religious realms. At the end of this assignment they will be asked to compare and contrast the two men and their respective ideas on “democracy”.

A timed Atlas quiz will be given asking students to view different maps and charts dealing with political elections (1824, 1840) and economic issues (tariffs) to evaluate their analytical skills.

Students will work in a group on the DBQ dealing with Jefferson out federalizing the Federalists. Students will breakdown the documents and supply OUTSIDE information in their work.

A 60 question multiple choice objective test using a sampling of AP questions from released tests will given at the conclusion of this unit.

Unit V Antebellum Reform, The Peculiar Institution (1 and 1/2 weeks)

Readings

Text Bailey and Kennedy, Chapters 15,16

American Spirit, Chapters, 16

A Peoples History of the United States, Chapter 9

**Content: Nativism
 Assimilation
 Industrial, Transportation, and Agricultural Revolutions
 Reform Fever, temperance, Education, Utopia, and the 2nd Great Awakening
 Slave system,
 Social structure of the South
 Abolitionists v. slave owner debate**

Major assignments and assessment

Students will complete a chart dealing with the major people, events, and innovations connected to the Industrial, Transportation and Agricultural Revolutions. As a wrap up to this assignment, each student will then write an essay that prioritizes the top 3 influences from their data on the American economy and also to reflect on the interdependence of the 3 revolutions.

Students will choose one of the two previous free response questions (1995 or 1989) and do a take home essay on the question of their choice. The 1995 question pertains to analyzing ways in which supporters of slavery in the 19th century used legal, religious and economic ways to defend slavery. The 1989 question relates to the reform movement between 1820-1860 and students are to assess the validity of the statement that this movement reflected both optimistic and pessimistic views on human nature and society. They need to choose 3 reform movements to justify their findings.

At the completion of this unit there will be a 40 question objective test.

VI Disunion and Secession (2 weeks)

Readings

Text **Bailey and Kennedy, Chapters 17, 18 and 19**

American Spirit, Chapters 20 and 21

A Peoples History of the United States, Chap. 8

Content

Manifest Destiny
Texas and Oregon Fever
War with Mexico
Popular Sovereignty
Compromise of 1850
Kan-Neb Act
Bleeding Kansas and Lecompton
Dred Scott Case
Lincoln-Douglas Debates and the Freeport Doctrine
John Brown
South Carolina Declaration

Major Assignments and Assessments

In a two day assignment, students in small groups of 3-4 will be given a DBQ assignment regarding the Mexican War: Was it in the National Interest? They will have one day in their group to break it down, and brainstorm some outside information. The following day each student will individually write their answer to the question.

Students will assemble a dialogue-chart from selected readings in the American Spirit in which quotes will defend the proposed Compromise of 1850 (Clay and Unionists) against a quote which indicates opposition to the Compromise (Calhoun and the secessionists). The contrasting quotes must be accurate and used in their proper context.

Students will be given a timed Atlas Quiz (10 min) over material (maps and graphs) dealing with the expansion of Slavery in the territories.

A 50 multiple choice question objective test will be given using some previous questions released by the College Board.

Unit VII The War between the States and Reconstruction (3 weeks)

Readings

Text Bailey and Kennedy, Chapters 20, 21, 22, 23

American Spirit, Chapter 23

Profiles in Courage, Chapter 1 and “Edmund Ross”

Taking Sides, Issue #17 “Was Reconstruction a Total Failure”

**Content Balance of forces; North and South
Effects of the war on the economy, political system, and society
Emancipation Proclamation
Trent Affair
Lincoln and the Civil Liberties issue
Antietam, Gettysburg, Appomattox
Contest over Reconstruction, Lincoln Plan and Wade Davis Bill
Radical Republicans and Moderates
Black Codes
Tenure of Office Act
Black Reconstruction
Corruption of the Grant Administration
Election of 1876 and Compromise of 1877
Jim Crow**

Major Assignments and Assessment

Students will have a take home atlas assignment that will require analyzing maps of the major military campaigns of the war.

Students will be assigned two chapters from JFK’s “Profiles in Courage”. After completing the reading, they will be asked to respond to the question of “political courage” as it applies to Edmund Ross and the impeachment of Andrew Johnson. The answer must incorporate Kennedy’s components of courage, and also include a current political figure and a struggle with courage.

Students will read the Taking Sides, “Was Reconstruction a total failure”? and be required to break it down into a chart “for” and “against” the question. After Forming groups to discuss their position, a class debate will be held with a panel of judges evaluating the soundness of each side’s position.

A 60 question objective test will conclude this unit with some questions coming from previous AP tests.

VIII Industrialism, Urbanization, and the Agricultural Revolution (2 weeks)

Readings

Text Bailey and Kennedy, Chapters 24, 25 and 26

American Spirit, Vol. II, Chapters 25-26

A People's History of the United States, Chapters 10-11

Taking Sides, Vol. 2, Issue #2, Was John D. Rockefeller a “Robber Baron”?

Content

Origins of Industrialization

The laboring class and early labor unions

Captains of Industry

Gospel of Wealth

“New” Immigrants v. “Old” immigration

Nativists

Religion and urbanization

Social Gospel

Political machines

Cultural advancements in urban America such as art, music, and entertainment

Great American Desert

Frederick Jackson Turner

Populism and the farmers protest

Tariffs, Free Silver, and the Grange

Major Assignments and Assessment

Students will be asked to analyze a set of political cartoons dealing with immigration, labor unions, monopolies, political machines and problems facing farmers in the frontier. Each group will be required to identify symbols, detect bias, and explain the position of the cartoonist.

Students will be required to choose an artist, (Cassatt, Eakins, etc) musician, or writer (Twain, London, James, etc) of this period, and must present to the class a brief capsule of their field of work and their contributions during this time.

After again reviewing earlier samples of DBQ essays, students will be asked to formulate an answer to the DBQ dealing with Populism. This assignment will be a take home writing.

A 50 question objective test will conclude this unit.

XIX Imperialism (1 week)

Readings

Text Bailey and Kennedy, Chapters 27

American Spirit, Vol. II, Chapter 31

**Sources of the American Republic, “Our Duty in the Philippines”
And “Imperialism v. Democracy”**

Content

Sources of American expansion

Hawaii

Spanish American War

Crushing the Filipino Insurrection and Aguinaldo

Open Door

Boxer Rebellion

Panama

Big Stick Policy and Dollar Diplomacy

Major Assignments and Assessment

Students will take a mini AP test (35 questions) which will incorporate previous AP questions from released tests, 2 cartoons to analyze, and a free response essay from Which they will have 3 choices (again from previous released AP tests)

Unit X Progressivism (2 weeks)

READINGS

TEXT Bailey and Kennedy, Chapters 28 and 29

American Spirit, Chapter 31

Taking Sides, Vol. 2, Issue #7, “Did the Progressives Fail”?

Content

**Goals of the Progressives, political, social, and economic
Muckrakers and their role
Teddy Roosevelt and his consumerism, control of corporations, and conservation
Triangle Fire
Muller v. Oregon
The Hetch Hetchy Valley controversy
Taft’s struggle with Progressives
Election of 1912
New Freedom v. New Nationalism
Wilson’s Triple Wall of the Privilege
Wilson’s Moral Diplomacy and Latin America**

Major Assignments and Assessment

Students will create a chart using the 3 Presidential figures of the Progressive era. They will be required to supply information for the following categories; political, banking, labor, business, earth control and consumerism. After each item, they must also designate whether this item was a setback or an achievement in this goal.

Students will also be given a survey and lecture /discussion on the terms liberal and conservative. At the end of this unit, students will be required to complete an in class essay to the question asking them to assess the validity of “Whether the Progressive movement of 1901-1917 was a triumph of conservatism rather than a victory for liberalism.”

A 50 question objective test will be given at the conclusion of this unit.

XI The War to End all Wars and Post War Intolerance (3 weeks)

Readings

Text Bailey and Kennedy, Chapters 30 and 31

A Peoples History of the United States, Chapter 14

Profiles in Courage, Senator Norris.

Content

**Origins of war and Sarajevo
Wilson's Idealistic 14 points
Sedition and Espionage Acts and the issue of civil liberties
Schenk Case
Home front mobilization
The Versailles Ordeal- "Winning wars and losing the peace"
Intolerance
Red Scare
Sacco and Vanzetti
Nativism and Fear
The New Negro
KKK
Noble Experiment
Monkey Trial
Advertising and economic growth
Automobile Age and the Assembly Line
Jazz Age
Liberated Women**

Major Assignments and Assessment

Students will as a group, dissect a past AP DBQ on the Versailles Treaty and be able to assemble some OUTSIDE information as a rough draft.

Students will then form groups and be given the task to CREATE their own DBQ dealing with the struggle for the 19th amendment. The DBQ will require 9 different documents, (cartoons, graphs, journals, etc.) and must include varying perspectives on the issue of suffrage for women. The final products will be copied and then distributed to the other members for evaluation.

**Students will take part in a reenactment of the Scopes Trial of 1925. Each student will have a specific role (lawyers, witnesses, judge, etc). At the conclusion of the trial, each student will have to write an essay on the votes of our celebrity jury. Our jury is made up of the following; Roger Williams, Jerry Falwell, Joseph Smith, Jonathan Edwards, Thomas Jefferson, and Ronald Reagan.
A 60 question objective test using previously released AP questions will be given.**

Unit XII From Boom to Bust and The Great Depression Era (2 weeks)

Readings

Text Bailey and Kennedy, Chapters 32, 33

American Spirit, Chapter 36

Taking Sides, Vol.I 2, Issue #11, “Was the New Deal an Effective Answer to the Great Depression”?

Content

**Republican economic policies
Trickledown economics
Republican Isolationism and Normalcy
Harding Scandals
Coolidge philosophy towards business
International debt
“Cautious” Hoover
Black Tuesday
Hard times
New Deal and the 3 R’s ; relief, recovery, and reform
Hundred Day Legislation
Critics of the New Deal
Achievements of the New Deal
Shortcomings of the New Deal
Labor issues
Supreme Court Fight
Legacy of the New Deal**

Major Assignments and assessment

After reading selected articles from the American Spirit, and the assigned chapters, students will create a chart using the two Presidents of the Depression era, Hoover and FDR. The chart will require students to identify goals of their administrations as well Programs enacted during their presidency. At the conclusion of this assignment, students will be required to write a compare and contrast essay on the Presidents handling of the Depression.

Students will also be required to read FDR’s, “Fear speech” along with the Taking Sides Article, “Was the New Deal an effective answer to the Great Depression”. Students will be broken into two sides and given time to assemble their arguments. The following day a debate / class discussion will be held on the above question with a panel of judges evaluating the arguments presented.

Students will take a 50 question objective test using questions from previously released AP tests.

XIII The Greatest Generation and the Cold War (2 and 1/2 weeks)

Readings

Text Bailey and Kennedy, Chapters 34, 35, and 36

Taking Sides, Vol. 2, Issue #12, “Was the conflict between the United States and Russia inevitable”?

American Spirit, Vol. 2, Chapters 39 and 41

Content

**FDR’s struggle with isolationism
Totalitarian aggression in Europe and Asia
U.S. neutrality response
Isolationism and appeasement
Lend Lease- A turning point
Day of Infamy
Home front mobilization
Struggles with civil liberties issues
Japanese internment and Executive Order 9066
Highlights of military efforts
Manhattan Project and the Tough decision
Origins of the Cold War
The Rays of Hope (UN)
Containment in Europe and the Middle East
Red Scare Pt. II
The Forgotten War**

Major Assignments and Assessment

Students will complete a take home atlas assignment that highlights the major U.S. efforts’ in this multi front war.

Students will be required to do an essay that asks them to assess the validity of the statement that “Wars do not solve problems, they only create new problems”. They will be allowed to choose any 2 wars from the following; WW I, Civil War, Revolutionary War, Mexican War, Vietnam and WW II.

A 55 question objective test will be administered at the conclusion of this unit.

Unit XIV I Like Ike and The Times They are a Changin, 1952-1968 (2 weeks)

Readings

Text Bailey and Kennedy, Chapters 37 & 38

Taking Sides, Issue #15, “Was Martin Luther King’s leadership essential to the success of the civil rights movement”?

American Spirit, Chapters 42, and 43

A Peoples History of the United States,

Content

**Postwar Prosperity
Baby Boomers
Crabgrass Frontier, conformity and the Cookie Cutter houses
Youth Culture, and Rebel without a Cause
The Second Reconstruction
Brown v. Board of Education
Little Rock
Eisenhower’s “gentle touch”
Space Race
Military-Industrial Complex
Postwar Literature
Election of 1960
Camelot and the New Frontier
JFK and the Cold War
Cuban Missile Crisis
Great Society and its goals and legacy
Civil Rights movement enters a new phase
Cultural Revolution**

Major Assignments and Assessment

Students will create two separate charts dealing with the civil rights movement between 1950 and 1968. The first chart will identify the major civil rights groups of this era, their leaders, goals, tactics, and achievements. The second chart will be a Venn diagram that compares the beliefs and philosophies of Martin Luther King Jr. and Malcolm X. In Addition, students will view selected excerpts from “Eyes on the Prize”. The concluding assignment will be for each student to write a DBQ response to the question, “Analyze the changes that occurred during the 1960’s in the goals, strategies, and support of the movement for African American civil rights.

A 55 question objective test will be given at the end of this unit.

XV THE “ME” GENERATION AND CONSERVATISM (2 weeks)

Reading

Text Bailey and Kennedy, Chapters 39,40 and 41

American Spirit, Vol. 2, Chapters 44 and 45

Taking Sides, Vol. 2, Issue #14, “Could the United States have prevented the Fall of South Vietnam”?

Content

**Vietnam Ordeal
Détente with Nixon and Kissinger
Watergate
Middle East and Shuttle Diplomacy
Stagflation and WIN
Feminism, environmentalism, and the new civil rights issue of affirmative action
The Man from Plains, Georgia
The energy Crisis
Iranian Hostage debacle
The New Right and the Election of 1980- “Are you better off, than you were 4 years ago”
The Robin Hood approach to budget issues
Reagan takes on the Evil Empire
Perestroika and Glasnost
Iran Contra Scandal and the Teflon Man
Economic legacy of the Conservatives
Election of George Bush
Persian Gulf War
Clinton’s election and administration, The politics of Distrust
Post Cold War diplomacy
Clinton legacy**

Major Assignments and Assessment

Students will complete a chronology of Vietnam since the Eisenhower years through Gerald Ford’s administration. The emphasis in the chronology, will be the major decisions, setbacks, and progress made during the Vietnam experience. The students will also read Taking Sides, “Could the United States have prevented the Fall of South Vietnam”? Groups of doves and hawks will be formed to debate this topic, and whether the present situation in the Middle East is another Vietnam.

Students will also be required to complete a DBQ assignment on the Resurgence of Conservatism, 1964-2000. Using the documents in the back of their text, they will attempt to answer the question of what factors contributed to the resurgence of conservatism in American politics and government.

A 50 question objective test using previously released AP questions will be given at the conclusion of this unit.

Reviewing for the AP Exam

At the end of March, students are given a packet of review activities and a calendar of review dates. We generally use 5 Saturday mornings (9-12) leading up to the final test date. These sessions are optional, but each has a purpose; multiple choice strategies, doing the DBQ, free response questions, test day and how they are graded, and one day is a simulated test day. Each day has activities that engage the students in the review process as opposed to lecturing and spoon feeding. For instance, in session #3 students will be asked to grade 5 different responses to a free response question, and then we will discuss the actual grade that was given by the graders.

We also hold after school sessions for reviewing particular units. Since there are 15 units we will do 2 to 3 units a session. The time spent depends on the students' energy.

Grading Policy

In an attempt to model the score (grade) given by the College Board for those taking the AP test in May, this course will weigh a student's grade in the following 3 areas.

- 40% OBJECTIVE tests. Multiple choice tests over 2, 3, or 4 chapters.
- 40% ESSAYS, writings, and written projects. These writings can occur as impromptu writings, or take home assignments.
- 20% Worksheets, quizzes, and other class work such as discussion work.

THERE IS NO EXTRA CREDIT!!

KEYS TO SUCCESS

1. **WANT** to be here. Thirst for a challenge.
2. **READ** daily!! "There is no substitute for reading"
3. **ASK** questions. Communication is essential. DO NOT assume.
4. Be **RESPONSIBLE!** Attendance is crucial.
5. Study to **UNDERSTAND**, not to memorize. "Nothing capable of being memorized is history"
6. **ORGANIZATION** and **DISCIPLINE.**
7. Take **NOTES** in class and be an active learner.
8. Eat right and **SLEEP** (at home) is an underrated key.
9. **STAY POSITIVE** through the difficult times.
10. Set **GOALS** for yourself. Do not be led astray by slackers.

HOMEWORK EXPECTATION

Students can expect to have homework in this class each day. A student can expect to devote 12 hours to this class each week.