

Advanced Placement US History is a college level introductory course which examines the nations' political, intellectual, cultural, social, and economic history from 1491 to the present. A variety of pedagogical approaches are employed and a college level textbook is supplemented by primary and secondary sources.

Themes:

The following themes described in the AP US History Course and exam are woven throughout each unit of study:

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

Each Unit will contain the following activities:

- **Lecture and discussion of topics:** Students will participate in discussions based on course topics. Numerous reading quizzes are embedded in class discussions.
- **Primary Source Analysis:** Students will conduct deep reading of primary sources to reach the essence of the subject. Analysis will be conducted to find; historical context, purpose, intended audience, author's point of view, argument and tone.
- **Historical Thinking Skills:** These skills reflect the tasks of professional historians. While learning to master these tasks, AP US History students act as "apprentice historians."
- **Chronological Reasoning:** Historical causation, patterns of continuity and change, periodization
- **Comparison and Contextualization:**
- **Historical Arguments from Historical Evidence:**
- **Historical Interpretation and Synthesis:**
- **DBQ Essays/Long Essays and short answer questions**

- **55 Multiple Choice questions based on readings, lectures, notes and homework. *These unit exams will vary of course from traditional multiple choice questions made by teacher and or new reading based questions as per new AP exam.***

Readings

The main text *The American People* provides students with a basic overview of evolving American Experience. The text is supplemented by a diverse selection of primary and secondary sources. Using secondary works, students will be asked to write essays that are designed to develop skills in argumentation and the use of evidence and interpretation.

Textbooks:

Nash, Gary B and Jeffrey Julie Roy. *The American People*. Volume 1 &2. Pearson Education, New Jersey 2009.

Supplemental texts:

Dollar, Charles M. & Gary W. Reichard. *American Issues*. 1st ed., Random House, 1988.

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, An American Slave*. Austin, TX,: Holt, Rinehart & Winston, 2000. Original Ed. 1845.

Heffner, Richard D. *A Documentary History of the United States*, 8th ed.

Kennedy, David M. Lizbeth Cohen & Thomas A Bailey. *The American Pageant*. 15th ed. Boston: Wadsworth, Cengage Learning, 2013.

Zinn, Howard. *A People's History of the U.S*. New York: Harper Perennial Modern Classic, 2006.

Grading:

- Grades will be calculated by points.
- Student progress will be evaluated on a unit basis, through homework, writing assignments, quizzes and exams.
- Students will analyze diverse primary and secondary sources.
- There will be formal writing assignments (at home and in class) based on essay formats required for the AP exam.
- Students will be required to do group and individual presentations.
- Homework will be posted weekly and daily in class and on webpage.
- Students need to have appropriate tools, folders, 5 subject college ruled notebooks for course.

******All units will have enrichment activities through the use of smartboards, election analysis, art, music, and maps that pertain to the unit. These items will be used on a daily basis to reinforce material and bring it to life.**

Projects:

- **Supreme Court Analysis:** Groups of 3 will research (internet based) 25 landmark cases in which they must read, analyze and interpret to prepare for AP Exam. The result will be a notebook of cases for reference and study.
- **Constitutional Analysis:** Students will be given a step by step guide through the Constitution outlining and understanding our plan of government. Each article is divided into sub-groups for deep understanding. This guide will be used throughout the year as their guide to understanding the document.
- **Research Paper:** 6-8 pages on various topics as per teacher approval.
- **Music Analysis:** Students will choose 2 songs from the 1960s to current and analyze lyrics to illustrate the political, economic and or social significance. Music will be played in class, student explains analysis, background....etc

Summer Assignment: Students will be required to read the first 4 chapters in the *American People*. Along with reading, the instructor has issued questions pertaining to readings and students are required to outline chapters. This assignment along with a geography assignment will be handed in on the first day of classes in September.

Unit 1: 1491-1607 The American People

Students will read chaps. 1 & 2

Chap 1: Ancient Americas

Chap 2: Explorers and European Settlements

Content: Demographics of Europe, the Americas, and West Africa, Meso-American culture, transatlantic commerce, comparisons of colonies and foundations of slavery.

- **DBQ:** Teacher created DBQ on Columbian Exchange
- **Multiple Choice exam 55 questions**
- Students map the Columbian exchange
- **Primary sources:** maps of early European settlement in New World, readings from 1491....
- **Long Essay:** Teacher generated on Early Dutch, Spanish and French settlements and treatment of Native Americans
- **Short answer Questions:**

- a. Briefly explain with reference to two of the factors listed below, how there came together in Europe in the early 16th century both the motivation and the means to explore and colonize land across the seas.

religion
trade
technology

- b. Briefly explain how one of the three factors listed above became either more or less important in colonization by the end of the 16th century.

Unit 2: 1607-1754 The American People

Students will read Chapters 3 & 4

Chapter 3: Colonizing a Continent in the 17th Century

Chapter 4 : The Maturing of Colonial Society

Content: European Colonization; American Indian resistance: economic and population patterns; formation of race and identity; tensions with Britain.

- **DBQ:** Analyze the similarities and differences in the various influences and approaches toward unity in the English colonies in the period of the 17th and early 18th centuries.
- **Long Essay:** Analyze the influence of two of the following on the development of a democratic society in the English colonies during the period from 1607-1745
 - Bacons Rebellion**
 - Enlightenment**
 - Great Awakening**
 - Zenger Case**
- **Multiple choice exam 55 questions**
- **Primary Sources/Supplemental readings:** In defense of the Salem Witch Trials (1692), Dominion of New England, Starving time Jamestown, NE town maps, Sinners in the Hands of an Angry God
- **Activity:** Working in groups of 4, students will develop presentations that analyze the reasons for the development of different economies in any 2 of the following British Colonial Regions; New England, Chesapeake and or South
- **Short answer questions: Teacher created.....**

Unit 3 : 1754-1800 The American People

Students will read chapters 5-8

Chapter 5: The Stains of the Empire

Chapter 6: A People in Revolution

Chapter 7: Consolidating the Revolution

Chapter 8: Creating a Nation

Content: British Colonial Policies: enlightenment ideas; war for independence; formation of republic and national identity; work and labor; regional economic differences.

DBQ: To what extent was the demand for taxation without representation both the primary force motivating the American revolutionary movement and a symbol for democracy?

Long Essay: It has been argued that the US Constitution came about primarily through an evolving series of meetings, conventions, and congresses. Support, modify or refute this contention using specific evidence.

Multiple Choice Exam 55 questions

Project: Students will read and analyze US Constitution (detailed packet to assist through language and changes)

Primary Sources/Supplemental Readings: VA/KY resolutions, XYZ Affair, Whiskey Rebellion, US Constitution project, Jay Treaty, GW Farewell Address

- a. Briefly explain the reasons why the British issued the Proc. of 1763
- b. Briefly explain the reasons why the colonist objected to the Proc.
- c. How effective was the Proc.

Art Analysis: students will view, examine and analyze Emanuel Leutze: *George Washington Crossing the Delaware (1851)* Students will discuss the obvious representations of nationalism and also discover potential and or deliberate inaccuracies.

Unit 4: 1800-1848 The American People

Students will read chapters 9-13

Chapter 9: Society and Politics in the Early Republic

Chapter 10: Economic transformations in the Northeast and the Old Northwest

Chapter 11: Slavery and the Old South

Chapter 12: Shaping a Democratic America in the Antebellum Age

Chapter 13: Moving West

Content: Definition of Democratic practices; expansion of the vote; market revolution; territorial and demographic growth; two party system; Andrew Jackson; and role of the federal government in slavery and the economy

- **DBQ:** Both nationalism and sectionalism increased during the Era of Good Feelings. How did both of these beliefs develop concurrently, and did one become of greater importance in the economics and politics of the period?
- **Long Essay:** Analyze and evaluate the impact of Andrew Jackson's economic policies, including his views on banking during the mid- 19th century.
- **Multiple Choice exam 55 questions**
- **Primary Sources/Supplemental readings:** Autobiography of Frederick Douglass, William L Garrison's the Liberator, Star Spangled Banner, passages in Walden, Cherokee trail of tears, various reading about Manifest Destiny, SC Exposition and Protest
- **Short Answer Questions:** Teacher created
- **Art:** Students will analyze and discuss Robert Lindeaux's painting of *The Cherokee Trail of Tears*. Students are expected to discuss mood, overall painters intention and why it has become one of the most famous paintings illustrating the episode in the late 1830s.

Unit 5: 1844-1877 The American People

Students will read Chapters 14-16

Chapter 14: The Union in Peril

Chapter 15: The Union Severed

Chapter 16 The Union Restored

Content: Tensions over slavery; reform movements, imperialism; women and nonwhites; public education; Mexican War; Civil War; Reconstruction

- **DBQ:** Teacher created
- **Long Essay:** Analyze and evaluate the arguments presented by A. Lincoln and Stephen Douglas in the Lincoln-Douglas debates that focused on slavery.
- **Multiple Choice exam 55 questions**
- **Primary Source/Supplemental Readings:** KS-Neb Act; Civil War Diaries; Excerpts from Uncle Tom's Cabin; Compromise of 1876; Tenure of Office Act 1867, Emancipation Proclamation, Treaty of Guadalupe Hidalgo, Brigham Young excerpts, 49ers excerpts
- **Activity:** Students will analyze and discuss the electoral map of the Election of 1860, discuss the implications, recognize the obvious sectionalism and discuss questions relating to the future of our nation using the data from website "270 to win."
- **Short answer questions:**

Briefly explain the effects of one of the following on African Americans in the South during this period (Reconstruction)

Black Codes

Sharecropping

KKK

Unit 6: 1865-1900 *The American People*

Students will read Chapters 17-19

Chapter 17: Rural America: The West and the New South

Chapter 18: The Rise of Smokestack America

Chapter 19: Politics and Reform

Content: Agri-business: Imperialism: Industrial Revolution/development; urbanization; immigration; working class culture; organized labor.

- **DBQ:** Some historians have characterized the industrial and business leaders of the 1865-1900 period as “robber barons” who used extreme methods to control and concentration wealth and power. To what extent is that characterization justified based on the historical evidence?
- **Long Essay:** Analyze and evaluate the ways in which Social Darwinism and the Gospel of Wealth were used to defend the dominant economic and social order after the Civil War to 1900
- **Multiple Choice Exam 55 questions**
- **Primary Sources/Supplemental readings:** Gospel of Wealth, Cross of gold Speech, Pendleton Act, Immigrant journal entries, Haymarket Affair, Sears Catalogs, Plessy v Ferguson, various Muckraker Literature
- **Activity:** Students will examine line graphs illustrating American Immigration #'s and groups from 1850-1920. Students will discover the “old” vs. “new” patterns, recognize obvious nativist periods and tie into Federal immigration law of that time.
- **Activity:** Students in groups of 4 will analyze Puck Magazine Political cartoons on immigration during the late 19th century. Students will analyze two J. Keppler cartoons; 1880: “Welcome to All” and an 1893 J. Keppler cartoon “Looking Backward.” Students will describe the historical context, points of view of the cartoonist, intended audience, and discuss debate the overall tone of public opinion about immigration.
- **Short answer Questions:**

- a. Explain with supporting evidence one factor that had determined the outcome of the 1896 election.
- b. Briefly explain two significant consequences from the 1896 election

Unit 7: 1890-1945 *The American People*

Students will read chapters 20-25

Chapter 20: Becoming a World Power

Chapter 21: The Progressives Confront Industrial Capitalism

Chapter 22: The Great War

Chapter 23: Affluence and Anxiety

Chapter 24: The Great Depression and the New Deal

Chapter 25: World War II

Content: Progressive reform; WWI and Russian Rev; Red Scare; Great Migration; Harlem Renaissance; Culture wars of the 1920s; Hoover and Crash; FDR and New Deal; Fascism in Europe; WWII.

- **DBQ:** “The ideals used to justify US involvement in WWI disguised the real reasons for Wilson’s change in policy from neutrality to war and, in fact, violated the traditional values of American nation.” Assess this statement and the reasons for the change in US policy in 1917 and whether these reasons were consistent with traditional American values.
- **Long Essay:** Compare and Contrast the influence of two of the following wars on postwar foreign policy.

Spanish American War

WWI

WWII

- **Multiple Choice exam 55 questions**
- **Primary Sources/Supplemental readings:** Delome Letter, Yellow journalism, Meat Inspection Act, Kellogg Briand Act, Alphabet Agencies, Zimmerman Note, Quarantine Speech, Roosevelt Corollary, Readings Langston Hughes, Teapot Dome Scandal.
- **Activity:** Students will read and examine William Jennings Bryan “Cross of Gold Speech” and discuss the plight of the Populists and learn why the election of 1896 was a turning point in American History.

- **Activity:** Students will read and answer questions based on the Ethics of “Dropping the Bomb.” Students will read; *The decision to use the Atomic Bomb* by Henry Lewis Stimson (Feb. 1947) and *The Atomic Bombings Reconsidered* Barton J. Bernstein (Jan. 95).

Unit 8: 1945-1980 *The American People*

Students will read chapters 26-29

Chapter 26: Postwar America at Home

Chapter 27: Chills and Fevers During the Cold War

Chapter 28: Reform and Rebellion in the Turbulent 60s

Chapter 29: Disorder and Discontent

Content: Atomic Age and the Cold War; Suburban development; Vietnam, social movements of the 1960s, Great Society programs; economic and political decline of the 1970s; rise of conservatism.

- **DBQ:** Compare and contrast the roles of the federal government and the civil rights activists in achieving the goals of the civil rights movement from 1945-1968.
- **Long Essay:** Analyze the changes and continuity in the identity and roles of American women from 1945-1980.
- **Multiple choice exam 55 questions**
- **Primary Sources/Supplemental readings:** MLK I have a dream speech, Levittown contracts, The New Left, Civil Rights Act 1965, Title IX, Iran Hostage Crisis, Olympic boycott, Energy Crisis, Kennedy assassination video analysis, 1960 presidential TV debates, Warren Report/Watergate Scandal/Nixon resignation
- **Activity:** Students will watch the 1960 Presidential Debates and analyze the importance of the role of the media in politics and how it may or may not shape public opinion.
- **Short answer questions:**
Answer a,b, and c.
 - a. Briefly explain one of the following on American politics in the 1970s:
New Federalism
Southern Strategy
Stagflation
 - b. Briefly explain the significance of one of the following:

Title IX
Roe v Wade

Watergate Scandal

c. Briefly explain the goals and tactics of one of the following:

United Farm Workers

American Indian Movement

Gay liberation movement

Unit 9: 1980-Present *The American People*

Students will read chapters 30-31

Chapter 30: The Revival of Conservatism

Chapter 31: The Post-Cold War World

Content: Reagan at home and abroad; growth of poverty; Bush, Sr. and end of Cold War; Clinton and the information Age, race relations; NAFTA; 9/11; Patriot Act; education policies; stress in the Middle East

- **DBQ:** Teacher created
- **Long Essay:** Compare and contrast the leadership and economic policies of presidents Ronald Reagan and FDR.
- **Multiple Choice exam 55 multiple questions**
- **Primary sources/Supplemental readings:** TV propaganda/Presidential elections, No Child left Behind Acts, Don't ask, Don't tell, Arab Spring, Patriot Act, 2000 presidential election, Ethnic cleansing Balkans, the Evil Empire
- **Activity:** Students will analyze the election results of the Election of 2000 (using website 270 to win) and read the Supreme Court Case Bush v. Gore (2000). In addition, teach kids about "swing states," regional politics.....
- **Short answer questions:** teacher created

