

Advanced Placement US History Syllabus 2009-2010

Course Overview

The Advance Placement Program (AP) course and examination in United States History are intended for qualified students who wish to complete studies in secondary school equivalent to college introductory courses in U.S. History. The examination administers one academic year of college level preparation.

AP U.S. History is designed to provide students an opportunity to develop analytical skills and acquire a thorough knowledge of United States History. The following approach to this course includes, but is not limited to; development of substantial knowledge of social, cultural, political, economic, diplomatic, and military events relevant to the history of the United States, development of assessment and interpretive skills, development of “map and chart” interpretation, and most importantly the development of communication skills through writing. The extent of legislative, executive and judicial branches as well as social structures and institutions will be examined from both a chronological and sociological perspective. At the conclusion of this course, the student will participate in the National Advanced Placement United States History Examination. This is a requirement. If the student performs adequately on the exam, a university may allow the student to “waive” a United States History intro course. All of this information is outlined within the College Board’s course description booklet.

Political Themes of the Course:

1st Semester: Discovery and Settlement of the New

World, 1492-1650, America and the British Empire, 1650-1754,

Colonial Society in the Mid Eighteenth Century, Road to Revolution, 1754-1775,

The American Revolution, 1775-1783, Constitution and New republic, 1776-1800,

The Age of Jefferson, 1800-1816, Nationalism and Economic Expansion, Sectionalism, Age of Jackson, 1828-1848, Territorial Expansion and Sectional Crisis, Creating an American Culture,

The 1850’s: Decade of Crisis, Civil War, Reconstruction to 1877, New South and the Land

West, Industrialization and Corporate Consolidation, Urban Society, Intellectual and Cultural

Movements, National Politics, The Gilded Age: 1877-1896, Foreign Policy, 1865-1914,

2nd Semester: Progressive Era, The First World War, New Era: The 1920’s, Depression, 1929-

1933 New Deal, Diplomacy in the 1930’s, The Second World War, Truman and the Cold War,

Eisenhower and Modern Republicanism, Kennedy’s New Frontier; Johnson’s Great Society,

Nixon, The United States since 1974.

Course Materials

Textbook

Brinkley, Alan. *American History: A Survey*. McGrawHill;

12th ed., 2007

Selected readings from, but not limited to, the following:

Jane Addams. *Twenty Years at Hull House*

John F. Kasson, *Amusing the Million*

Harvard Sitkoff, *The Struggle for Black Equality*

Bruce J. Schulman, Lyndon B. Johnson and American Liberalism

Gary B. Nash, *The Urban Crucible*

Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Societies*; W. W. Norton & Company, 1997

Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*

John Steinbeck. *The Grapes of Wrath*

A variety of other primary and secondary sources will be used throughout the course and will be primarily drawn from, but not limited to, the following:

1. Brown Tindall, George & Emory Shi, David. *America: A Narrative History*. Norton; Brief 7th AP ed., 2007

2. Bruun, Erik & Crosby, Jay. *Our Nation's Archive: The History of the United States In Document*. Black Dog & Leventhal Publishers, Inc; 1999

3. Gordon, Colin. *Major Problems in American History 1920-1945*.

Houghton Mifflin;

1999

Web sites:

<http://hitchcock.itc.virginia.edu/Slavery/index.php> (*Atlantic Slave Trade and Slave Life in the Americas: a Visual Record*). This site contains maps, drawings paintings and documents for student analysis.

http://www.gutenberg.org/wiki/Main_Page (*The Gutenberg Project*). This site has numerous online and free books to be used in the classroom

Course Expectations:

All students will...

- Prepare for and take the A.P. US History Exam, which is scheduled for Friday May 7, 2010.

- Follow the four classroom norms: Be punctual, be engaged, be respectful, and be prepared.

-Makeup all class and homework assignments that they missed during their absences within three (3) school days. Students with unexcused absences will not receive credit for missed class and homework assigned that day.

- NOT miss test or quiz days unless you have an excused absence. No makeup quizzes or tests will be allowed for unexcused absences. Students with excused absences will makeup tests or quizzes per teacher availability or within four (4) school days.

-NO CELL PHONES/NO LATE WORK/NO IPODS

- If you bring food or drink into the room, YOU MUST carry it out...I am not your maid.

- Keep a well organized and complete 2" binder and bring it to class on a daily basis. I highly encourage the use of insertable dividers.

- Each student will turn in a portfolio as part of his or her final grade. Samples of the following work must be included – papers, test, quizzes, maps, homework/class work

- Ask me for help if you need it—I am here to help you reach your academic potential.

GRADING POLICY

Homework (25%): This grade will be determined by performance on Primary Document Activities, assigned notes, and essays.

Participation (20%): This grade will be determined by students' attendance, engagement and class work. Quizzes and Tests (35%): Students will have a total of 11 major unit tests.

Occasional pop quizzes, and objectives mastery quiz every 2 weeks.

Essays and Writing Assignments (20%): Since the A.P. examination requires that students demonstrate strong writing skills; this course is especially writing intensive.

Students will be asked to write essays in response to questions that will challenge them to think critically about the objectives we address in class. Students are strongly encouraged to work diligently to earn the grade they desire. No student should desire to earn under a 70%.

A = 100-93

A- = 92-90

B+ = 89-87

B = 86-83

B- = 82-80

C+ = 79-77

C = 76-73

C = 72-70

D + = 69-67

D = 66-64

F = 63 and Below

Course Outline: Subject to change due to time constraints

Unit 1: Pre-Columbus to 1763

August 27th - September 14th

American History: Chapter 1, America before Columbus, Europe Looks Westward, The Arrival of the English

Chapter 2, The Early Chesapeake, The Growth of New England, The Restoration Colonies, Borderlands and Middle Grounds

Chapter 3, The Colonial Population, The Colonial Economies, Patterns of Society, Awakenings and Enlightenment

Chapter 4, Looking Ties, The Struggle for the Continent, The New Imperialism, Stirrings of the Revolt, Cooperation and War

Students will complete a “colonial newspaper.” Students are provided with newsprint and assigned to create their own newspaper with hard news articles on a variety of colonies. Students are also required to include typical features such as interviews, editorials, advertisements, letters to the editor, and cartoons. The content should approximate the style and contents of a modern newspaper as closely as possible but be based only on information from the colonial period.

Selected Readings, but not limited to, for this Unit

“Struggling to settle Jamestown” John Smith

“What Breach of law is that Sir” Examination of Mrs. Anne Hutchinson

An Act Concerning Negroes and Other Slaves – Maryland General Assembly

Smallpox Inoculation Zabdiel Boylston

“Sinners in the Hands of an Angry God” Jonathan Edwards

Prohibiting education to slaves – South Carolina

MapsUnit

Native Americans Peoples, 1492

Eastern North America in 1650

Unit 2: The Creation of a Republic 1763-1789

September 15th – October 1st

American History: Chapter 5, The States United, The War of Independence, War and

Society, The Creation of State Governments, The Search for a National Government

Key Discussion Topics: The origins of resistance; the British response; the decision for independence; the military course of the war; and peace negotiations.

DBQ/FRQs: Compare and Contrast the background of two groups of Americans: those who became Loyalists and those who became Patriots.

Selected Readings, but not limited to, for this Unit

Taxation without Representation – The Stamp Act

“Rally, Mohawks! Bring out your axes” Boston Tea Party

“Give me liberty or give me death” Patrick Henry

“When in the course of human events” The Declaration of Independence

“Remember the ladies” Abigail Adams

Yankee Doodle – Traditional Folk song

Maps Unit 2

British Western Policy, 1763-1774.

Unit 3: The New Nation 1789-1836

October 5th – October 20th

American History: Chapter 6, Framing a New Government, Federalist and Republicans,

Establishing National Sovereignty, The Downfall of the Federalist

Chapter 7, The Rise of Cultural Nationalism, Stirrings of Industrialism, Jefferson the President,

Doubling the National Domain Expansion and War, The War of 1812 Chapter 8, A Growing

Economy, Expanding Westward, The “Era of Good Feelings”, Sectionalism and Nationalism,

The Revival of Opposition Key Discussion Topics: The structure of the government under the

Articles of Confederation; weaknesses and accomplishments of the Articles’ government;

Hamilton versus Jefferson; the rise of political parties; DBQs/FRQs: Analyze the role and

influence of TWO of the following in the debate over the ratification of the Constitution:

AntiFederalist, *The Federalist Papers* and Bill of Rights Compromise.

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?

Selected Readings, but not limited to, for this Unit

“The rights of the people” The Bill of Rights

Alien and Sedition Acts Congress

“The French Republic...doth hereby cede” The Louisiana Purchase

The Monroe Doctrine – James Monroe

“The last should ne first” Nat Turner

Maps Unit 3

The Confederation and Western Land Claims, 1781-1802

Defining the National Boundaries, 1800-1820

The Missouri Compromise, 1820-1821

Unit 4: America in Transition 1837-1860

October 22nd - November 12th

American History: Chapter 9, The Rise of Mass Politics, “Our Federal Union”, The Removal of the Indians, Jackson and the Bank War, The Changing Face of American Politics Chapter 10, The Changing American Population, Transportation, Communications and Technology, Commerce and Industry, Men and Women at Work, Patterns of Industrial Society, The Agricultural North Chapter 11, The Cotton Economy, White Society in the South, Slavery: The “Peculiar Institution”, The Culture of Slavery Chapter 12, The Romantic Impulse, Remaking Society, The Crusade Against Slavery Chapter 13, Looking Westward, Expansion and War, The Sectional Debate, The Crises of the 1850’s

Key Discussion Topics: Mass democracy; the Indian removal; The South’s chance of victory; a question of leadership; Lincoln versus Davis

DBQs/FRQs: Assess the extent to which slavery was the main cause of disunion and the Civil War.

Analyze the ways that the FreeSoil movement influenced U.S. politics from 1848-1860

Selected Readings, but not limited to, for this Unit

The Trail of Tears – A Native of Maine

Expanding Westward – James K. Polk

“My Master was my father” Frederick Douglass

“And ain’t I a woman?” Sojourner Truth

“A house divided against itself cannot stand” Abraham Lincoln

Maps and Charts

Transportation Revolution: Roads and Canals, 1820-1850

The Removal of Native Americans, 1820-1843

The Underground Railroad in the 1850’s

Unit 5: Civil War and A New Birth of Freedom 1861-1865

November 16th - December 3rd

America History: Chapter 14, The Secession Crisis, The Mobilization of the North, The Mobilization of the South, Strategy and Diplomacy, The Course of Battle

Key Discussion Topics: The South’s chance of victory; a question of leadership; Lincoln versus Davis

DBQs/FRQs: “The Civil War was not inevitable; it was the result of extremism and failures of leadership on both sides.” Assess the validity of this statement, using documents and your knowledge of the period from 1830-1861

Assess the effectiveness of the military leadership, strategies and tactics of the North and the South during the Civil War.

Selected Readings for this Unit

“Negro slavery shall be recognized and protected” Constitution of the Confederate States of America

“The South only asked to be let alone” Confederate Textbook

“Emancipation Proclamation – Abraham Lincoln

The Gettysburg Address – Abraham Lincoln

Maps and Charts

Conquest of the South, 1861-1865

Unit 6: Reconstruction and Redefinition 1865-1892

December 8th - January 12th

American History : Chapter 15, The Problems of Peacemaking, Radical Reconstruction, The South in Reconstruction, The Grant Administration, The Abandonment of Reconstruction, The New South Chapter 16, The Societies of the Far West, The Changing Western Economy, The Romance of The West, The Dispersal of the Tribes, the Rise and Decline of the Western Farmer Chapter 17, Sources of Industrial Growth, Capitalism and its Critics, Industrial Workers in the new Economy Chapter 18, The Urbanization of America, The Urban Landscape, Strains of Urban Life, The Rise of Mass Consumption, Leisure in the Consumer Society, High Culture in the Age of the City Chapter 19, The Politics of Equilibrium, The Agrarian Revolt, The Crisis of the 1890's, “A Cross of Gold” Chapter 20, Stirrings of Imperialism, War with Spain, The Republic as Empire

Key Discussion Topics: the “crime” of '76 and the Compromise of 1877; Settling the West: a question of exploitation; laissez-faire and social Darwinism; the rise of the industrialists; labor's response; urbanization; immigration and “Tweedism”; the “Social Gospel”

DBQs/FRQs: Analyze the goals and strategies of Reconstruction of TWO of the following: President Lincoln, President Johnson and Congressional Republicans

In what ways and to what extent did the Fourteenth and Fifteenth amendments change the relationship between the federal government and the state governments?

Analyze the reasons for relatively few congressional or presidential accomplishments during the Gilded Age, despite high voter participation in national politics

Selected Readings for this Unit

“Neither slavery nor involuntary servitude shall exist” Thirteenth Amendment

The Purchase of Alaska – “Seward's Folly”

“All of my sex are doomed to political subjection” Susan B. Anthony

“Oh, give me a home, where the buffalo roam” Home on the Range

“Wanted: Jesse James” Missouri Governor Thomas T. Crittenden

The Adventures of Huck Finn – Mark Twain

How the Other Half Lives – Jacob A Riis

Maps and Charts

Sources of Immigration from Europe 1860-1900
Railroads 1870-1890

Unit 7: Progressive Era 1892-1918

January 25th February 11th

American History: Chapter 21, The Progressive Impulse, Women and Reform, The Assault on the Parties, Sources of Progressive Reform, Crusade for Social Order and Reform, Challenging the Capitalist Order Chapter 22, Theodore Roosevelt and the Modern Presidency, The Troubled Succession, Woodrow Wilson and the New Freedom, The “Big Stick”: America and the World, 1901-1917 Chapter 23, The Road to War, “War Without Stint”, The War and American Society, The Search for Social Unity, The Search for a New World Order, A Society in Turmoil

Key Discussion Topics: Progressivism: a ferment of ideas; the “muckrakers”; “trustbusting”; the “Social Justice” movement; the “Purity” crusade; state and local reforms; women’s suffrage; the progressive presidents — Teddy Roosevelt, Taft, and Wilson; the “Square Deal” and the “New Freedom.”

DBQs/FRQs: Compare and Contrast Booker T. Washington and W.E.B. Du Bois regarding their objectives and methods.

To what extent did the Progressive movement represent a unified effort by all groups in society to correct abuses in society and government based on the following documents?
Using your knowledge of the events before and after, was WWI a turning point in history?

Selected Readings, but not limited to, for this Unit

“The Cross of Gold” William Jennings Bryan
Open Door Policy – William W. Rockhill
The Jungle – Upton Sinclair
“The ship ride to America was miserable” Jake Kreider
“The Titanic went under” James B McGough
Erich Maria Remarque, From *All Quiet on the Western Front*
“We Propose an alliance...with Mexico” The Zimmerman Note

Maps and Charts

World War I Statistics
Chart of economic output

Unit 8: Boom, Bust and the New Deal 1919-1941

February 11th - March 3rd

American History: Chapter 24, The New Economy, The New Culture, A Conflict of Cultures, Republican Government Chapter 25, The Coming of the Great Depression, The American People in Hard Times, The Depression and American Culture, The Unhappy Presidency of Herbert Hoover Chapter 26, Launching the New Deal, The New Deal in Transition, The New Deal in Disarray, Limits and Legacies of the New Deal

Key Discussion Topics: the “Red Scare”; immigration legislation; the “new” Ku Klux Klan; the Harlem Renaissance and Countee Cullen; The crash of the stock market and the onset of the Great Depression; and Hoover and Voluntarism. Franklin Roosevelt; relief, recovery, and reform. Critics of the New Deal; the Supreme Court fight and the end of the New Deal.

DBQ’s/FRQs: Compare and contrast Woodrow Wilson’s domestic policies with those of Calvin Coolidge

Discuss the factors that contributed to the rebirth and rapid growth of the Ku Klux Klan in the early 1920s.

Selected Readings, but not limited to, for this Unit

“Woman must not accept; she must challenge” – Margaret Sanger

Mother to Son – Langston Hughes

Pretty Boy Floyd – Woody Guthrie

The Grapes of Wrath – John Steinbeck

“The only thing we have to fear is fear itself” Franklin D. Roosevelt’s first Inaugural Address

“Extremely powerful bombs may thus be constructed” Albert Einstein

Maps and Charts

Farm Tenancy 1910-1930

Women in the Paid Workforce 1900-1940

Unit 9: War, Prosperity and An Uneasy Peace 1941-1960

March 4th – March 22nd

American History: Chapter 27, The Diplomacy of the New Era Isolationism and Internationalism, From Neutrality to Intervention Chapter 28, War on Two Fronts, The American People in Wartime, The Defeat of the Axis Chapter 29, Origins of the Cold War, The Collapse of the Peace, American Society and Politics After the War, The Korean War, The Crusade Against Subversion Chapter 30, “The Economic Miracle”, The Explosion of Science and Technology, People of Plenty, The “Other” America”, The Rise of the Civil Rights Movement, Eisenhower Republicanism, Eisenhower, Dulles, and the Cold War

Key Discussion Topics: Isolationism, pacifism, and neutrality and their ramifications for U.S. policy in Europe, Latin America, and Asia during the 1920s and early 1930’s; turning the tide in the Pacific and the decision to drop the Abomb; the Cold War at home: McCarthyism; The postwar economic boom and the rise of the suburbs; did the 1950s represent the true “good life”?

DBQ’s/FRQs: Drawing upon the documents that follow as well as your knowledge of history, write an essay explaining how economics, national security and democratic values influenced FDR’s foreign policy from 1937-1941

Analyze the effects of the Cold War on Two of the following from 1946-1952:
Civil liberties, election politics, government size and spending.

Selected Readings for this Unit

“A date which will live in infamy” Roosevelt asks for war against Japan
“I decline to accept the end of man” William Faulkner
“Have you no sense of decency, sir?” Joseph Welch, Senator Joseph McCarthy
Roll Over, Beethoven – Chuck Berry
“Three minutes and twenty seconds for each candidate” Nixon/Kennedy
Debate
To Kill a Mockingbird – Harper Lee

Maps and Charts

Axis Expansion 1935-1941
Jewish Losses, 1939-1945

Unit 10: Dreams Realized and Lost 1961-1974

March 23rd – April 14th

American Pageant: Chapter 31, Expanding the Liberal State, The Battle for Racial Equality, “Flexible Response” and the Cold War, The Agony of Vietnam, The Traumas of 1968
Chapter 32, The Youth Culture, The Mobilization of Minorities, The New Feminism, Environmentalism in a Turbulent Society, Nixon/Kissinger and the War, Nixon, Kissinger and the World, Politics and Economics Under Nixon, The Watergate Crisis

Key Discussion Topics: Involvement and escalation in Vietnam; Vietnam dilemma and stalemate; the student revolt; Black Power and Women’s Lib; the election of 1968; Nixon, Kissinger — ending the Vietnam War; the election of 1972; and Watergate.”

DBQs/FRQs: Assess the view that President Johnson’s Vietnam policies failed for both political and military reasons, using the documents and your knowledge of the period 1960-1969.

Explain how Two of the following contributed to the social revolutions of the 1960s: civil rights movement, counterculture, women’s movement and war in Vietnam.

Selected Readings, but not limited to, for this Unit

“I Have a Dream” Martin Luther King Jr
“Hippityhop, I’m a bunny” Gloria Steinem
“We will protect ourselves...by whatever means necessary” Black Panther Party Platform
“Mostly women and children were killed” The Peers Report: The My Lai Massacre
I Am Woman – Helen Reddy
Letter of Resignation – Richard Nixon
“I Am Somebody” Jesse Jackson
Betty Friedan, From *The Feminine Mystique*
Born To Run – Bruce Springsteen

Maps and Charts

Indochina, 1959
The Tet Offensive, 1968

Unit 11: Modern Times 1975-Present

April 19th -May 5th

American Pageant: Chapter 33, Politics and Diplomacy After Watergate, The Rise of the New American Right, The “Regan Revolution”, America and the Waning of the Cold War Chapter 34, A Resurgence of Partisanship, The Economic Boom, Science and Technology in the New Economy, A Changing Society, Contested Culture, The Perils of Globalization

Key Discussion Topics: the start of affirmative action; setbacks and gains for women; the election of 1976; Carter;

DBQ’s/FRQs: Compare and contrast the effect of hip-hop on youth culture with rock n roll. In what ways was American society changing in the 1970s and 1980s, and why were these changes taking place?

Selected Readings for this Unit

“Growing up Puerto Rican in New York” Maria Diaz

“The aggressive impulses of an evil empire” Ronald Reagan

“I came to tell the truth, the good, the bad, and the ugly” Iran-Contra Hearings

“A mandate for the elimination of discrimination against people with disabilities”

Americans With Disabilities Act

“A significant prison term is required to deter others” Kimba Wood Sentences Michael Milken

Maps and Charts

Rise of the Sunbelt, 1950-1980

Military Spending and the Deficit 1980-1992

Unit 12: 1990-2009 Final Project

May 18th -June 11th

Students will complete a final project about the 1990’s and 2000’s using a variety of sources from in and out of class. Students will also have a variety of choices in which to present the project. Though this project will be the bulk of your final quarter grade, a final exam will still take place. More information on the final project will be made available the closer we get to the dates.

Final Portfolio due June 7th

Review: April 27-May 7: A solid two weeks of before/after school review prior to the AP Exam. Students will also work on filling content holes and practicing their writing skills both in and outside of the classroom.

AP Exam Friday May 7th 2009

Course syllabus subject to change due to Mr. Melbrough’s discretion