

AP United States History

This is a 36 week course which is intended to give students the experience of a college-level class and prepare them for the AP Examination in the spring. Our school utilizes a block schedule, with classes meeting every other day; this class meets on “A” Days, 2-3 times per week, for a period of 90 minutes. The class is divided into four quarters, lasting nine weeks per quarter. The course is typically offered as a Junior year (11th grade) course and meets the mandatory graduation requirement in U.S. History. Students taking the course are expected to take the Advanced Placement Exam; they will not receive weighted grades for the course unless they do. AP United States History students are also required to take the United States History End of Course Examination administered online to all students taking United States History.

AP United States History does not merely focus on the acquisition of factual knowledge but is designed to train and provide students with the ability to:

- analyze, interpret, and conceptualize historical events using a wide variety of primary source material
- analyze current documents, maps, graphic organizers, statistical tables, and works of art to address historical concepts
- recognize and think critically about the evolving nature of historical interpretation
- place ideas, events, and schools of thought in a historical context
- cultivate skills necessary to acquire, develop, and present information in a well-reasoned way
- present reasons and evidence clearly to make valid conclusions in order to write critically and persuasively about the subjects under consideration
- understand his/her place in the historical timeline

Beginning with the pre-Columbian period and extending through the events of the current presidential administration, a wide range of topics and themes is covered. These include lifestyles and attitudes of various eras in history, the development and evolution of our constitutional government and political institutions, the growth of social and cultural ideals, and the manner in which diplomacy and economics shaped history. Specific topics include Antebellum America and slavery, the Civil War and Reconstruction, western expansion, industrialization and urbanization, immigration and the resultant reform movements. Other areas to be studied include World War I, the Roaring Twenties, the Great Depression and the New Deal, the movement to isolationism and the development of totalitarian governments overseas. World War II, the emergence of the United States as a world power, the Korean conflict, the war in Vietnam, and Watergate are also studied. Events of the last two decades which created modern America conclude the course of study.

The above topics also address several fundamental themes identified by the College Board as necessary to a complete study of United States history. These themes include the diversity of American culture, the development of that culture, and its evolution as the makeup of America's population has changed over the years. The movement of the United States from an agrarian economy to an industrial giant, and the resulting impact on politics, society, and citizenship is another of these themes. Religion, slavery, and global politics are also examined. None of these themes is addressed unilaterally because over time they have intertwined to create the events that have made up the history of the United States. They are meant to serve as

unifying concepts to help students synthesize material and place the history of the United States into a larger analytical context.

Textbooks, Materials and other Resources:

1. Required text: Faragher, John Mack, et al. *Out of Many: A History of the American People*, 5th Ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2007.
2. Supplementary Materials: *Student Study Guide to Out of Many: A History of the American People*, 5th Ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2007.
3. *All the King's Men*. Dir. Robert Rossen. Broderick Crawford, John Ireland, Mercedes McCambridge, John Derek. Columbia Pictures. 1949.
4. Danzer, George A. , et al. *The Americans: Reconstruction Through the 20th Century*. Evanston, IL: McDougall Littell, 1999
5. Davison, James West and Lytle, Mark H. *A History of the Republic: The United States from 1865*. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1986.
6. Boyer, Paul S., et al. *The Enduring Vision: A History of the American People*, 4th Ed. Boston: Houghton Mifflin, 2000.
7. *Citizen Kane*. Dir Orson Welles. Orson Welles, Joseph Cotton, Agnes Morehead. RKO Pictures. 1941.
8. *Encyclopedia of the 20th Century: Days that Shook the World, 1900-1999*. DVD Collection. Madacy Entertainment Group: St. Laurent, Quebec, Canada. 2003.
9. *Gettysburg*. Dir Robert Maxwell. Tom Berenger, Jeff Daniels, Martin Sheen. Turner Pictures. 1995.
10. Halberstam, David. *The Fifties*. New York, NY: Fawcett Columbine Books. 1993.
11. *Mr Smith Goes to Washington*. Dir Frank Capra. James Stewart, Jean Arthur, Claude Rains, Edward Arnold, Guy Kibbee, Thomas Mitchell, Beulah Bondi. Columbia Pictures. 1939.
12. Murrin, John M., et. al. *Liberty, Equality, Power: A History of the American People*. Belmont, CA: Thomson Learning. 2002.
13. Nash, Gary B., et al. *The American People: Creating a Nation and a Society*. Harper Collins Publishers, Inc.: New York, NY. 1992.
14. *Them*. Dir. Gordon Douglas. James Whitmore, Edmund Gwenn, Joan Weldon, James Arness. Warner Brothers, 1954.

15. Todd, Lewis Paul, and Curti, Merle. *Rise of the American Nation*. New York, NY: Harcourt Brace Jovanovich, Publishers. 1982.
16. *Toons at War*. Videocassette. Hollywood's Attic: Burbank, CA. 1996.
17. *United States History: Origins -WWII*. Videocassette Collection. Schlessinger Video Productions: Bala Cynwyd, PA. 1996.
18. *Why We Fight*. Videocassette Collection. Dir. Frank Capra. Good Times Home Video: New York, NY. 1996.

Course Format and Policies:

The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. The class is taught as students were college freshmen. The pace of the course is rapid, and students are expected to take responsibility for a good deal of the learning process.

A primary goal of the course is to prepare students for what is a very difficult examination through repetitive assessments, and multiple iterations of the writing process. Late work is not acceptable. If a student fails to turn in an assignment at the established time, it is not accepted for full credit. This does not apply to excused absences. A student who is absent for a legitimate reason is expected to turn in all assignments due during his/her absence on the day they return to class. Every student receives a calendar for the quarter, which indicates what material is being covered when. Due to the pace of the class, time is a precious commodity. If students fall behind or feel they need help, they can come into regularly scheduled seminar periods. If that is not possible, or the student needs additional help, I am available at lunch, or before and after school upon appointment.

A weighted grade policy is used in AP United States History. Students who complete the course and take the AP examination receive a weighted grade. The grading policy utilized in AP UNITED STATES History adheres to the school system grade policy.

Grading Scale:

90 -100 = A
 80 – 89 = B
 70 - 79 = C
 60- 69 = D
 59 or below =F

Unweighted Scale A=4	Weighted Scale A=5
Unweighted Scale B=3	Weighted Scale B=4
Unweighted Scale C=2	Weighted Scale C=3
Unweighted Scale D=1	Weighted Scale D=2
Unweighted Scale F=0	Weighted Scale F=0

Assignments and assessments:

Grades are based on several factors: class work, homework assignments, oral presentations, quizzes, unit tests, essays, and Midterm and Final Exams.

There are eleven unit examinations for the course. The examinations are strenuous; they must be demanding if they are to prepare students for the AP examination in the spring. To give the student familiarity with the format, each of the unit tests is modeled after the AP Exam. Hopefully this lessens any test anxiety in May.

There are regular reading quizzes and written homework assignments associated with each chapter. Homework assignments make use of student handbook materials furnished by the textbook. They require the student to do research, extend his/her vocabulary, and write well thought out, grammatically correct sentences. Writing exercises that duplicate the AP exam are conducted in class. Realistically, the AP examination creates stress, I try to duplicate that atmosphere with timed exercises under a controlled environment. I also utilize cooperative work exercises to foster the concept of partisanship. Daily discussions of current events and the subjects under study are also encouraged. The reading quizzes, classroom preparation and participation, and the homework assignments make up approximately 1/3 of a student's grade. The examinations make up the remainder.

Those students who have problems and desire assistance can make use of regularly scheduled seminars for extra instruction or tutoring. I also make myself available in the morning before school, at lunch, and in the afternoon after school. Cross curricular partnerships working with my peers in both AP and regular classes is another means of supporting the goals of the AP program.

Course Content:

This class covers the history of the United States from pre-history through modern times. It culminates with the Advanced Placement test which is administered in the first two weeks of May. For this reason, the pace of the class is very intense. The student is expected to take an active role in the learning process. He/she is encouraged to delve into the material as much as possible while not falling behind the pace of study. In preparation for the examination in May, I try to schedule a period of two to three weeks for review and practice. The assigned readings should be done before the class for which they are assigned. Test dates may be rescheduled if there is an apparent need, but such changes will be done well in advance.

The first quarter covers the first fourteen chapters of the textbook. The material covered goes through the ante-bellum period. I personally cover the material from chapter five on. Each unit incorporates discussions and writing about the subject matter, how interpretations have evolved, and the relationship events have on following time periods. These are a part of day-to-day composition of the class, but there are specific topics that are stressed in each unit.

UNIT ONE (Weeks 1-9): *Enduring Visions*, Chapters 1-4.

The first unit is self-paced. Students must read the first four chapters, complete homework assignments, and take chapter quizzes by the end of the grading period. The unit covers Pre-Columbian Native American society, the arrival of European explorers and settlers, the ascension of British colonies to dominance, Puritanism and religious diversity. Other subjects include the rice and tobacco cultures of the South Atlantic colonies, and the roots of colonial democratic government.

Study packets introduce research techniques through the use of identification exercises, and timelines.

UNIT TWO (Weeks 1-3): *Enduring Visions*, Chapters 5-7.

The unit covers colonial society in the years before the revolution, the colonies' rising dissatisfaction with the British crown and its policies towards North America, the Revolutionary War, the national government under the Articles of Confederation, the Constitutional Convention, and the Federalist government under George Washington and John Adams. In addition, the role of women, African Americans and Native Americans during the period are considered.

Students engage in exercises that emphasize the writing of thesis statements in preparation for the later introduction of the DBQ.

The format of unit tests closely follow that of the AP examination. It includes both multiple choice and essay questions. The time frame used to administer the AP is utilized. The only component of the AP not used on the unit test is the DBQ.

SUPPLEMENTARY MATERIALS AND PROJECTS:

The Constitution of the United States

The Federalist Papers, Number 10

George Washington's Farewell Address

UNIT THREE (Weeks 4-6): *Enduring Visions*, Chapters 8-10.

Materials covered in this unit include Jeffersonian democracy, the War of 1812, the Era of Good Feelings, Jacksonian democracy, and changes to American society. The latter includes the beginning of the industrial revolution in America, the first westward migrations, changing attitudes towards women, African-Americans and Native Americans, new interests in religion and reform, and the growth of sectionalism.

SUPPLEMENTARY MATERIALS AND PROJECTS:

Group presentation that deals with some element of social or cultural history (transportation, religion, industrialization, etc.)

Marbury v. Madison

Letters between John Adams and Thomas Jefferson on aristocracy

Excerpts from *the Monroe Doctrine*

UNIT FOUR (Weeks 7-9): *Enduring Visions*, Chapters 11-14.

This unit focuses on the issues that lead to the Civil War, specifically sectionalism, slavery and abolition. Also covered are the topics of manifest destiny, expansion, early immigration problems, and the changing nature of political parties.

SUPPLEMENTARY MATERIALS AND PROJECTS:

The DBQ is introduced: Jefferson and the Constitution.

Seneca Falls Declaration

Dred Scott v. Sanford

UNIT FIVE (Weeks 10-12, Second Quarter): *Enduring Visions*, Chapters 15-16.

The Civil War and Reconstruction are the primary areas of concentration in this unit. The attempt to legislate social change and the resulting rise of segregation in the South are emphasized as a prelude to later discussions of race relations and civil rights.

SUPPLEMENTARY MATERIALS AND PROJECTS:

The Emancipation Proclamation

The Gettysburg Address

Abraham Lincoln's Second Inaugural Address

Excerpts from *Gettysburg*

DBQ that deals with sectionalism and slavery.

UNIT SIX (Weeks 13-15): *Enduring Visions*, Chapters 17-20.

This unit covers a period of roughly forty years in our history, the time from the end of the Civil War to the beginning of the Twentieth Century. It looks at three primary subjects: Western expansion and the settling of the Great Plains, industrialization, and urbanization. The Granger movement, the era of the cowboy, and the Indian wars are discussed as elements of the first subject. Technological change, the rise of mass production, and the beginnings of the labor movement are covered under industrialization. Urbanization includes discussions on immigration, urban sprawl and arising problems, and the first calls for reform in American society. Cultural changes are considered in the unit, too. Literature, music, and visual arts are examined.

SUPPLEMENTARY MATERIALS AND PROJECTS:

Frederick Jackson Turner's "The Significance of the Frontier in American History"
Booker T. Washington's Atlanta Exposition Address
Scott Joplin's *Maple Leaf Rag* and *The Entertainer*
The Great Train Robbery.

UNIT SEVEN (Weeks 15-18, End of First Semester): *Enduring Visions*, Chapters 21-24.

This unit closes out the first semester by covering the period through the decade of the 1920s and the start of the Great Depression. It includes three major areas of study. First we look at the Populist movement and the evolution of early reform efforts into Progressivism. Of special interest are the ideas of agrarian discontent, late nineteenth century political issues, Progressive presidents (Roosevelt, Taft, and Wilson), and the Women's suffrage movement. The second area of study is emergence of America as a world power. Here, the following subjects are given emphasis: American imperialism (political and economic expansion), the beginning of World War I and American neutrality, mobilization for the war, the effects of the war on society, and the Treaty of Versailles. Finally we look at the 1920s by discussing the emergence of Republican authority, the new consumer economy, the growth of conservatism in conflict with the new liberal attitudes expressed in science, the arts, and entertainment, and the struggle for equality by African Americans and women.

SUPPLEMENTARY MATERIALS AND PROJECTS:

Woodrow Wilson's Fourteen Points
Stock Market Simulation
Elmer Gantry, excerpt
Inherit the Wind, excerpt
DBQ on immigration and the idea of the melting pot.

UNIT EIGHT (Weeks 1-4, Second Semester): *Enduring Visions*, Chapters 25-27.

There are three major topics discussed in this unit: the Great Depression and the New Deal, the movement of the world toward a second global conflict, and World War II. The first part of the unit will focus on the stock market crash, the causes for the depression, and President Hoover's response. We will look at the election of Franklin Delano Roosevelt and his creation of the New Deal. The New Deal will be examined in as much detail as possible. The second third of the unit will examine the rise of fascism and militarism in Japan, Italy, and Germany. We will also consider how American foreign policy fostered the rise of fascism. The last part of the unit will look at the Second World War with all its aspects: the global nature of the conflict, the politics involved, and the manner in which it changed American society.

SUPPLEMENTARY MATERIALS AND PROJECTS:

Franklin D. Roosevelt's First Inaugural Address
Triumph of the Will, excerpt
Mr. Smith Goes to Washington, excerpt

The Four Freedoms

Filmclips of newsreels from the era: End of Prohibition, Spanish Civil War, Invasion of Poland, Bombing of Pearl Harbor, D-Day, V-E Day, Atomic bombs dropped on Japan

UNIT NINE (Weeks 4-6): *Enduring Visions*, Chapters 28-29.

The two chapters in this unit deal with the following material: the United States and the Early Cold War, and the 1950s. We will discuss the Truman administration, the Marshall Plan, and the Cold War in Asia. The Eisenhower administration and that of John F. Kennedy are also examined. The second Red Scare and McCarthyism is a primary subject for study because it illustrates how the Cold War impacted American society. In the discussion of the 1950s, we will look at more social and cultural elements. Civil rights, poverty, the changing nature of science and technology, and the consumer culture of the period are important topics.

SUPPLEMENTARY MATERIALS AND PROJECTS:

George Kennan's "Sources of Soviet Conduct"

Brown v. Board of Education

John F. Kennedy's Inaugural Address

Them, excerpt

Film clips of newsreels from the era: Korean War, Polio Vaccine, Joseph McCarthy, Dien Bien Phu, Sputnik

UNIT TEN (Weeks 7-8): *Enduring Visions*, Chapters 30-31.

This unit deals with material covering the decade of the 1960s. Principal topics for discussion include the New Frontier and the Great Society, the expansion of the Civil Rights movement to include Freedom Summer and the Voting Rights Act. We also look at the Vietnam War as an example of the confrontations brought about by the continuing Cold War and the search for Détente. We examine the antiwar movement and the counterculture of the period. Finally we look at the election of 1968, the "Silent Majority," and the Nixon Administration.

SUPPLEMENTARY MATERIALS AND PROJECTS:

Martin Luther King's "I Have a Dream" speech

Lyndon B. Johnson's "Great Society" speech

Monterrey Pop, excerpt

UNIT ELEVEN (Weeks 9-10): *Enduring Visions*, Chapters 32-33.

The last unit brings the class up to modern events. We look at the last twenty-five years of the century and up to current affairs. We begin with Gerald Ford, move on to Jimmy Carter and then look at the New Right and Reaganomics. We examine the impact of the end of the Cold War, and the impact that had on foreign policy. Other topics include changes in the American economy: the energy crisis, deindustrialization, and the service economy; demographic changes: the surge of immigration after 1965, Sunbelt migration, the graying of America. Politics in a multicultural society is examined as a fluid thing impacted by events and ideas like domestic and foreign terrorism, the environment, and the events in the Third World. The unit concludes with a discussion of the Clinton Administration and finally the years of the George W. Bush presidency.

Weeks 11-15:

This period is designed to review the year's material in preparation for the AP Exam. Review Exams will be given, which will include practice essays and DBQs.