

AP United States History

Introduction

This course is designed to provide a college-level experience and preparation for the AP Exam in May 2011 (cost to be announced annually). An emphasis is placed on interpreting documents, mastering a significant body of factual information, and writing critical essays. The course is divided into time periods and focuses on the themes in the AP Course Description including:

- American diversity
- Evolution of American culture
- Demographic changes over the course of America's history
- Economic trends and transformations
- Politics and citizenship
- Social reform movements
- The role of religion in the making of the United States and its impact in a multicultural society,
- The history of slavery and its legacies
- War and diplomacy,

This will be a rigorous course, but it will also be enjoyable. Hard work and dedication will be essential to success. A variety of activities will be used to meet the needs of students as they learn about United States history. Throughout the semester students will use primary documents to analyze historical context. Free response and document based questions will be used throughout the semester to help student's prepare for the AP Exam.

Textbook

- ❖ Kennedy, David M., Lizabeth Cohen, and Thomas Andrew Bailey. *The American Pageant: a History of the American People*. Boston, MA: Wadsworth Cengage Learning, 2010.

Additional Readings

- ❖ Dudley, William. *Opposing Viewpoints in American History*. San Diego, CA: Greenhaven, 1996.
- ❖ Readings from “*Taking Sides*,” Vol. I and II by L. Madaras and J. SoRelle, 14th edition
- ❖ Kennedy, David M., and Thomas Andrew Bailey. *The American Spirit: United States History as Seen by Contemporaries*. Boston, MA: Houghton Mifflin, 2006.
- ❖ Reichard, Dollar. *American Issues: A Documentary Reader*. New York, New York: Glencoe McGraw-Hill, 2002.
- ❖ “Magazine of History,” published by the OAH –articles used that are pertinent to topic studied
- ❖ Hawthorne, Nathaniel, and Harry Levin. *The Scarlett Letter*. Boston: Houghton Mifflin, 1960. Print.
- ❖ Lyons, Mary E. *Letters from a Slave Girl: the Story of Harriet Jacobs*. New York: Scribner, 1992.
- ❖ Remarque, Erich Maria, and A. W. Wheen. *All Quiet on the Western Front*; Boston: Little, Brown, and, 1929.
- ❖ Sinclair, Upton. *The Jungle*. Cambridge, MA: R. Bentley, 1971. N.
- ❖ Stowe, Harriet Beecher, Henry Louis. Gates, Hollis Robbins, and Harriet Beecher Stowe. *The Annotated Uncle Tom's Cabin*. New York: W. W. Norton &, 2007.

(Students will also have various articles to read and is expected to read a daily newspaper and a news magazine.)

Course Development:

The course assignments are organized by units.

Each chapter contains the following assignments:

- 1) Readings – Required readings for the week from the primary textbook, *The American Pageant*, as well as a list of additional readings from supplemental texts. Reading assignments cover all topics in the course outline.
- 2) Lessons – Two or more on-line multimedia lessons that provide instruction cover all topics in the course outline.
- 3) Writing Assignments – There will be at least one free response assignment for each Unit.
- 4) Assessments – There is a multiple-choice assessment for each Chapter. They typically contain 18-25 questions and are styled after the questions used on the College Board’s Advanced Placement U. S. History exam. These are designed to be self-tests to help students assess their understanding of the material and focus their study. Each unit will have an exam and will include multiple choice, free response, and document based questions. Unit exams will be modeled after the AP exam.
- 5) Document Based and Discussion Questions – There will be at least one document based question assigned for each unit. Discussion questions will be used to drive class discussions about the current chapter as well as introduce concepts in the upcoming chapter.

Assessment:

Tests = 30%	Essays = 30%	Document Based Questions = 20%
Classroom participation = 10%		Projects (Special Activity) = 10%

There is a midterm exam for each semester that contains multiple-choice questions and one essay question and a cumulative final exam with multiple-choice questions and one essay question (modeled after the College Board Exam’s DBQs).

Part 1 – Founding the New Nation

Required Reading:

□ Chapters 1-8 American Pageant

Excerpt from the *Scarlet Letter*

“Framing the Mayflower Compact” p 43 from American Spirit

“The Salem Witchcraft Papers” Vol. I, II, and III

<http://etext.virginia.edu/salem/witchcraft/texts/transcripts.html>

Themes:

1. The social, political, and economic factors which led to the establishment of and the success of the Thirteen Original American colonies.
2. The circumstances which created a volatile atmosphere which led to the American Revolution.

Content:

- Motives for North American colonization
- Early established colonies
- Colonial relationship with the Native Americans, Indentured servants, slaves, etc
- The role of religion in the colonies
- Significance of the tobacco economy
- French and Indian war and its aftermath
- the repercussion of British policy
- The American Revolution (phases, important people, pivotal battles, Peace Treaty, 1783)

Assignments and Activities:

- □ DBQ: Growth of New York. What influenced the growth of New York during the early colonial period? (Class will complete together)
- Analyzing Documents: Images of the New World: What did the arriving Europeans think of the people they encountered? (Class will complete together)
- Salem Witch Trials Role Play: students will analyze the court transcript to role play the trials.
- Students will work individually to create a “stock pamphlet” or a power point that presents information about the political, social, and cultural developments of the three colonial regions of 17th and 18th century America. Students will use the primary resources from *The American Spirit Volume I* pages 31-101
 1. The Intolerant Act of Toleration
 2. Framing the Mayflower Compact
 3. Conformity in the Bay Colony (All documents in this section)
 4. Mary Rowlandson Is Captured by Indians

5. Plymouth Officials Justify the War
 6. Early Settlers in Pennsylvania
 7. Indentured Servants in the Chesapeake Region (All documents in this section)
 8. The Baconite Grievances
 9. The Stono River Rebellion in South Carolina
 10. Cotton Mather on the Education of His Children
 11. The Growth of the Colonial Population
 12. The Great Awakening (All documents in this section)
 13. Patterns of Colonial Commerce
 14. The Epochal Zenger Trial
 15. *The Scarlett Letter*
- DBQ – French and Indian War: English – Indian Relations, 1600 – 1700: Discuss the relationship between the Indians and the English and to what extent did that relationship change. (First DBQ writing assignment)
 - Who Fired the First Shot? – Group activity involving document analysis and discussion based on eyewitness accounts of the events at Lexington and Concord. Students will write the opening paragraph responding to the following prompt: Based on the documents and your historical knowledge of the time period who fired the first shots during the American Revolution. Use the following websites:
 1. <http://www.revolutionarywararchives.org/lexington.html>
 2. <http://www.eyewitnesstohistory.com/lexington.htm>
 3. <http://www.wpi.edu/Academics/Depts/MilSci/Resources/lexcon.html>
 4. English account of the battle of Lexington: Report of Lieutenant-Colonel Smith to Governor Gage. (article is located in the AVL).
 5. Page 138 The American Pageant

- Unit 1 exam

Part 2- Building a New Nation

Readings: Text, Chapters 9-15

The American Spirit p.153-158,179,184

The American Spirit James Madison: *War Message*

The American Spirit Andrew Jackson: *Veto of Maysville Road Bill*

Opposing Viewpoints pages 182-190,

Themes:

1. The social, political and economic factors which led to the establishment of the new Young Republic.
2. The series of events that established the basis of U.S. democracy and an era of reform.

Content:

- Articles of Confederation
- U.S. Constitution
- Establishment of the two political parties
- Foreign relations (XYZ Affair, Pinckney's Treaty)
- Jefferson's Presidency
- War of 1812
- Missouri Compromise
- John Marshall Supreme Court decisions
- Era of Good Feelings
- Jacksonian Democracy

Activities:

- Constitution Quiz- Internet Activity
- Analyzing Documents- Using The National Archives Records Administrations Teaching with Documents - You will analyze selected documents from the series:
 1. *The Constitution: Evolution of a Government* including the 1777 draft of Articles of Confederation,
 2. Northwest Ordinance of 1787,
 3. Senate's draft of 17 amendments of the Bill of rights,
 4. Franklin's petition to abolish slavery.
 5. *The American Spirit* p.153-158,179,184
- Political debate – Federalists and Republican ideas. Students will research Thomas Jefferson and Alexander Hamilton and develop political platforms for each party. Students are divided into... Hamilton or Jefferson and given readings on each position. Students come prepared to debate their person and list their person's views on the topics of early national government issues. An essay will be written on the domestic and foreign policy of the US from 1789 to 1800 Students will use primary source documents from *The American Spirit Volume 1*
 1. Alexander Hamilton versus Thomas Jefferson on Popular Rule
 2. The Clash over States' Rights
 3. The Spectrum of Disagreement
 4. Jefferson Dubed by Hamilton
 5. Hamilton Defends Assumption
 6. Jefferson Versus Hamilton on the Bank
 7. Overawing the Whiskey Boys (All documents in this section)
 8. The Birth of a Neutrality Policy (All documents in this section)
 9. Annenberg Foundation "Biography of America" Website (<http://www.learner.org/biographyofamerica/prog05/index.html>)
- DBQ – Jefferson v. Hamilton

- FRE- Changing roles of men, women, and slaves after the Revolutionary War. (students will write their first free response essay) How radical was the American Revolution for Blacks, Native Americans, Women, and Loyalists? Did colonial society change once we became the United States?
- APA documentation exercise- Learn how to document sources
- Timeline and key Events from the War of 1812 Read Bailey pages 248 – 256 outline key events of the war. Indicate what you see as the most decisive cause and effect of the war.
- Nystrom Atlas: Era for Expansion and Reform- will illustrate battles of the War of 1812, atlas will review geography challenges of the Trail of Tears.
- FRE: Was the War of 1812 necessary based on the events in the early 1800s. (Read *The American Spirit* page 242 -243 President James Madison’s Fateful War Message)
- Create a movie presentation on the social, political and economic factors from the Era of Good Feelings including John Marshall’s Supreme Court decisions.
- King Andrew?- Students will use primary source documents to determine if President Jackson acted like a king,
 - American Issues* 9.2,9.3,9.4
 - Opposing Viewpoints* pages 182-190,
 - The American Spirit*
 - a. Andrew Jackson: Veto of Maysville Road Bill
 - b. Andrew Jackson denounces Nullification
 - c. Jackson Vetoes the Bank Recharter
 - d. Jackson Endorses the Indian Removal
- Chapter quiz- online quiz for each chapter
- Unit 2 exam

Part 3 – Testing the New Nation

Readings: Text, Chapters 16-22

Hutchison, Michael *Document – Based Activities on Sectionalism, 1820 – 1860: Using Primary Sources and the Internet*, Culver City: Social Studies School Service, 2004

Opposing Viewpoints in American History pages 230-260 Volume II pages 90 - 96

Uncle Tom’s Cabin (The movie)

Letters from a Slave Girl.

Taking Sides Vol I Issue 13

Themes:

1. The social, political and economic factors which led to the Civil War.
2. War and Diplomacy

Content:

- Manifest Destiny (Texas, Oregon, California)
- Compromise of 1850
- Kansas Nebraska Act
- John Brown
- Dredd Scott
- Lincoln - Douglas Debates
- Mobilization for war
- Advantages and disadvantages for the Union and Confederacy
- War strategy
- Turning points in the war
- Readmission to the Union
- Compromise of 1877

Activities:

- DBQ: To what extent did the natural environment shape the development of the West beyond the Mississippi and the lives of those who lived and settled there? How important were other factors?
- You will work in pairs. You will use the internet to locate primary source information related to The Compromise of 1850, The Kansas Nebraska Act, The Dred Scott Decision and John Brown. Once you have found the documents and read them, you will be required to create a multimedia project that answers both knowledge base and analytical questions regarding the documents. Students will discuss how these documents impacted society, politics, and the economy prior to the Civil War.. Michael Hutchinson *Document – Based Activities on Sectionalism, 1820 – 1860*
- Was John Brown an Irrational Terrorists? Students will debate how southerners and northerners viewed the actions of John Brown. - *Taking Sides Issue 13*
- How does the rise of nationalism lead to sectionalism? Was slavery an economic means or a political cause? The Kolchin and Morgan articles on slavery will be read and debated.
- Does the Camera Ever Lie (internet based activity is from a U.S. History Series): Students will analyze pictures from the Civil War using The National Archives Records Administrations Teaching with Documents - You will analyze selected documents from the series: The Civil War: Soldiers and Civilians including a revolving battery gun and a U.S. Navy recruiting poster. (<http://www.sonofthesouth.net/civil-war-pictures/> and <http://www.archives.gov/education/lessons/>)
- Nystrom Atlas- The Border States and their Importance, The Civil War- location of specific battles.

- FRE- North and South: A tale of two societies. Could the Civil War been avoided. Secondary sources from *American Issues* 12.2, 12.5,12.7,13.6 *Opposing Viewpoints in American History* Vol I pages 230-260 and excerpts from *Letters from a Slave Girl*.
- *Uncle Tom's Cabin* film analysis –Analyze segments of the movie and discuss in a 3-5 page paper the Northern view of slavery as depicted in the movie.
- Internet Activity on the effects of the Civil War and Reconstruction
- Students read the McPherson article and then as a class discuss and list comparisons and contrasts between the Civil War and Revolutionary War. Students write an essay answering the question “To what extent did the Civil War represent a second American Revolution?”
- The movie “Glory” will be shown to illustrate the war and reconstruction time period.
- FRE-Booker T. Washington v. W.E.B. DuBois – Who has the better plan for achieving equality *Opposing Viewpoints* Vol II pages 90-96
- Unit 3 exam (comprehensive midterm exam)

Part 4- Forging an Industrial Society

Readings: Text, Chapters 23 -24 and 26 -27

David M. Kennedy, Thomas A. Bailey. *The American Spirit: Volume 2: since 1865* (Boston: McDougal Little/Houghton Mifflin, 2002).

Taking Sides Vol II Issue 3

Henry Cabot Lodge: *Overseas Expansion and the National Future*

James Laurence Laughlin : *Against Free Coinage of Silver*

Themes:

1. The social, political and economic factors that changed America after the Civil War
2. Positive and negative aspects of Urbanization and the Industrial Age
3. Complaints of and grassroots efforts of the western farmer
4. Reasons for U.S. Imperialism and the affects of American imperialism

Content:

- Cleveland presidency
- Populism
- Unions
- Indian Wars
- Acquisition of Hawaii
- Spanish American war
- Gaining Puerto Rico, Guam, Philippines
- Progressivism

Activities:

- Class Activity: Students will create a VoiceThread on the social, political, and economic changes in America. The project will cover content from the unit. Students will use primary source documents from *The American Spirit*: all documents from Chapter 24 and 26.
- Were the Nineteenth-Century Big Businessmen “Robber Barons”? Students will discuss the impact robber barons had on American economy after the Civil War- *Taking Sides Issue 3*
- Group activity – Students create candidate speech incorporating Populist platform James Laurence Laughlin : *Against Free Coinage of Silver*
- Cartoons of Thomas Nast and Joseph Keppler trace the history of this period brilliantly and will be used in class discussions.
- DBQ – Populists (1983)
- Debate: The reaction statement is: “Unions are Un-American.” You will research the most notable strikes and union activity of this period (Pullman Strike, etc). The objective is to find quotes, statistics, etc. that support the view that has been given to your group. After the appropriate amount of time for research you will participate in a traditional formal debate. *The American Spirit Volume 2* pages 80 – 93 *Opposing Viewpoints* pages 58-62, *Taking Sides* pages 78-100
- FRE- Populism and the *Wizard of OZ* Compare problems in society with characters in the movie.
- Triangle Shirtwaist Factory Fire- Webquest Discuss the social and political changes that took place after the war.
- The Spanish American War- How new was the “new imperialism” , America Becomes a World Power. Henry Cabot Lodge: *Overseas Expansion and the National Future. American Issues* 20.4
- A Newspaper War- Students will analyze primary source documents to determine if yellow journalism caused the Spanish American War.
- Analyzing Documents – The Influence of Sea Power (analyze political cartoons). *American Pageant* textbook
- FRE: What were the key arguments for and against Imperialism?
- Unit 4 exam

Part 5 Struggling for Justice at Home and Abroad

Readings: Text, chapters 28-29, 31, 33 - 36

David M. Kennedy, Thomas A. Bailey. *The American Spirit: Volume 2: since 1865*

Taking Sides Vol II Issue 8

Upton Sinclair *The Jungle*

Remarque, Erich *All Quiet on the Western Front*

Elie Weisel *Night*

Themes:

1. The social, political, and economic factors that influenced America during the twentieth century.
2. American response to and reaction to WWI
3. Efforts of the Progressives
4. Causes of the Great Depression
5. Events that led to WWII
6. American involvement in WWII

Content:

- Progressivism
- Foreign policy
- Women's suffrage
- Unrestricted Submarine Warfare, Zimmerman note
- Treaty of Versailles
- Wilson's Fourteen Points
- Isolationism
- "Normalcy"
- The Great Crash
- Hoover and the Great Depression
- Rise of FDR
- New Deal programs
- American Neutrality
- Pearl Harbor
- WWII campaigns (Island Hopping, North Africa, D-Day)
- Ending the war

Activities:

- FRE: What did the progressive movement accomplish at the local, state, and national levels? Did the Progressives Fail? Include the role of muckrakers. Upton Sinclair *The Jungle*, *Taking Sides Issue 8*
- Propaganda Project: Students research and analyze examples of propaganda – cartoons, posters, and songs. Students will use documents from the National Archives Records Administration.
- Simulation – Stock Market Crash. Students involved in operating stock market. After simulation discuss how economic trends of the 1920s caused the crash and compare with the recession of today.
- Newspaper on the 1920s – Discuss American culture, economic trends, the role of religion, and changing politics during the 1920s. Students will analyze documents from primary resource books to create a news journal on events of the 1920s.

- DBQ- -Internationalists and Isolationist
- FRE: To what extent did economic and political developments as well as assumptions about the nature of women affect the position of American women during the period 1890 - 1925?
- Biographical sketches- Students will pick an historical figure from the conflict and present a brief biography of them.
- World War I Journals: Using The American Spirit and secondary and primary source documents students will write a journal depicting what war was like for the American “doughboy”. *The American Spirit* : General John Pershing Defines American Fighting Tactics (1917-1918), A "Doughboy" Describes the Fighting Front (1918) From the OAH readings on “The Homefront, the Doughboys, the Great Migration, and Women”.
- Anxiety after WWI - The Red Scare: Was it Justified. Students will read documents and determine if the United States actions to target foreigners and limit free speech. *Opposing Viewpoints* pages 174-185 and *The American Spirit* The Revival of Antiforeignism
- FRE- Life during the Great Depression Using The National Archives Records Administrations Teaching with Documents - You will analyze selected documents from the series: The Great Depression and the New Deal. Documents include: a photo of Eleanor Roosevelt visiting a coal mine, a letter to FDR from governor of Ohio, a list of plays recommended for Federal Theatre Project and sound recordings of a 1933 fireside chat.
- FDR’s New Deal- How did the New Deal affect groups in society - *The American Spirit* “A Boy in Chicago Writes to President Roosevelt” (1936).
- Was FDR caught sleeping at Pearl Harbor? Students will read documents to determine if Pearl Harbor could have been prevented. *Taking Sides* pages 261- 286
- World War II- Battles, strategies, and tactics
- Unit 4 exam

Part 6 Making Modern America

Readings: Text, Chapters 37, 39 and 40 (three weeks)

Harry S Truman: *The Hydrogen Bomb Program* (volume 17, page 1)

Dwight D. Eisenhower: *Atoms for Peace* (volume 17, page 211)

John F. Kennedy *The Negro and the American Promise* (volume 18, page 152)

Taking Sides Vol II Issue 15

Trial of Lt. William Calley (volume 19, page 206)

Richard M. Nixon: *Press Conference on Watergate* (volume 20, page 371)

Excerpts from video *Eyes on the Prize*,
Vietnam Chronicle of War CBS News video,
 The History Channel *The Decades 1970-1979*

Themes:

1. The social, political, and economic factors that influenced America during the twentieth century.
2. American diplomacy as a Superpower
3. American policy to contain Communism
4. Military intervention to end the Communist threat

Content:

- **Origins of the Cold War**
- **Red Scare**
- **Foreign policy: Truman Doctrine, Marshall Plan, etc**
- **Korean War**
- **Bay of Pigs**
- **Kennedy's foreign and domestic policy**
- **Civil Rights movement**
- **Vietnam**
- **Nixon and Watergate**

Activities:

- DBQ – The United States decision to drop an atomic bomb on Hiroshima was a diplomatic measure calculated to intimidate the Soviet Union in the Post – Second – World – War era rather than a strictly military measure designed to force Japan's unconditional surrender. Harry S Truman: *The Hydrogen Bomb Program* (volume 17, page 1)
 Dwight D. Eisenhower: *Atoms for Peace* (volume 17, page 211)
- Using The National Archives Records Administrations Teaching with Documents - You will analyze selected documents from the series: The Truman years including Grove's memo on the atomic bomb, McCarthy letter to Senator Tydings, Bradley memo to MacArthur relieving him of command and a 1948 map of Israel's military situation.
- FRE: Comparison of the Cold War under Eisenhower, Kennedy, Johnson, and
- Nixon. What role did ideology play? Students will read primary resource documents to develop a Foreign Policy plan for each president.
- The Vietnam War: Outline of key events (Video: *Vietnam Chronicle of War*) Primary Resource Documents Trial of Lt. William Calley (volume 19, page 206)
Vietnam Chronicle of War CBS News video,

- Watergate's impact on America research essay: Analytical essay on public reaction or historical context and the political situation. Richard M. Nixon: *Press Conference on Watergate* (volume 20, page 371) <http://www.washingtonpost.com/wp-srv/politics/special/watergate/> The History Channel *The Decades 1970-1979*
- Minorities time line: Students choose a minority group and create a timeline of that groups experiences during the twentieth century. John F. Kennedy *The Negro and the American Promise* (volume 18, page 152) Excerpts from video *Eyes on the Prize*,
- Did President John F. Kennedy Demonstrate a Strong Commitment to Civil Rights. Students will write a FRE on how the federal government influenced civil right groups in America. - Taking Sides Issue 15
- Create a DBQ on any topic from WWII to the present. Students will choose a time period and select primary source documents to accompany the question.
- All About Me Project - You will create a powerpoint on the 1990s. you will include information that will cover the economic, society, and politics of the 1990s. Use *The American Spirit: Volume II*, and other selected resources to complete research