

Advanced Placement United States History 2007-2008

Course Description:

Advanced Placement United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal with the problems and materials in United States History. Students will analyze historical material, synthesize their own ideas, and evaluate those of others. The AP United States History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Course Overview:

This is a challenging course that is meant to be the equivalent of a freshman college course and may earn students college credit. It is a two-semester survey of American history from the age of exploration and discovery to the present. Solid reading and writing skills along with a willingness to devote considerable time to homework and study are necessary to succeed.

It should be noted that because the Advanced Placement Language and Composition class focuses on American literature, and because the course shares many of the same students as Advanced Placement United States History, students should expect to participate in a number of integrated discussions, seminars, projects, and lectures throughout the year.

Course Objectives:

Students will:

- master a broad body of historical knowledge
- demonstrate an understanding of historical chronology
- use historical data to support an argument or position
- interpret and apply data from original documents, including cartoons, graphs, letters, etc.
- effectively use analytical skills of evaluation, cause and effect, compare and contrast
- work effectively with others to produce products and solve problems
- prepare for and successfully pass the Advanced Placement Exam
- prepare for and successfully pass the state End of Course Exam

Course Texts:

Newman, John J., and Schmalbach, John M., eds. *United States History: Preparing for the Advanced Placement Examination*. New York: Amsco School Publications, 2004

Tindall, George B., and Shi, David E. *America: A Narrative History*. Brief 5th ed. New York: W. W. Norton & Company, 2000

It should be understood that these texts provide merely a textual foundation for this course and that additional material, historical and literary, primary and secondary, will be utilized from time to time. Weekly reading assignments will be provided throughout the semester as noted on the attached academic calendar. It is strongly recommended that the student read all sections as suggested by the instructor prior to class discussions.

Use of Time and Technology:

Technology is an integral part of education today, and such shall be the case throughout this course. In addition to the use of technology for research and presentation, students can expect to take tests and receive/submit assignments online. Students should allot themselves the necessary time before, during, and after school in order to utilize these technologies available at school.

Grading Policy:

School Board Policy will be adhered to closely, therefore, please note the following grading scale:

Numerical Grade	Letter Grade	Advanced Placement Quality Points			
99-100	A+	6.0	83-84	C+	4.38
95-98	A	6.0	79-82	C	4.0
93-94	A-	5.68	77-78	C-	3.68
91-92	B+	5.38	75-76	D+	3.38
87-90	B	5.0	72-74	D	3.0
85-86	B-	4.68	70-71	D-	2.0
			Below 70	F	0

Students can expect to see a variety of assignments including a comprehensive mid-term exam, classroom presentations, special projects, one or more formal research papers, pop quizzes, unit tests, essays, and ID quizzes based on the assigned readings. All essays will be scored using the 9-point rubric included in this syllabus. Presentations and other projects will be scored using specific rubrics that will be provided at the time the assignment is made in class. As with any course, assignments will vary in difficulty – therefore, each assignment will be weighted accordingly. However, no *single assignment* may exceed 20% of the student’s final grade except for the state End of Course Test that, in accordance with state policy, will constitute **25%** of your final grade second semester. The grading scheme will be as follows:

First Semester	Second Semester
30% Unit Tests (5 total)	20% Unit Tests (2 total)
15% ID Quizzes (16 total)	10% ID Quizzes (7 total)
5% Mid-term	25% EOC
50% All other assignments	45% All other assignments

Late Work:

All assignments are considered due at the beginning of class. Students should take care of printing, binding, etc. prior to coming to class. Items not ready at the start of class will be considered a day late. 10 Points will be deducted from the grade for each day that work is late. Work turned in more than five days after the due date may be accepted, but only for a maximum of half credit. When submitting a paper, place it in the hands of the instructor. Do not leave it on his desk!

Curricular Requirements:

The course content is based on the Curricular Requirements as stated by the College Board. Requirements are listed below and are referred to within the course syllabus.

CR1 The course includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history.

CR2 The course uses themes and/or topics as broad parameters for structuring the course.

CR3 The course teaches students to analyze evidence and interpretations presented in historical scholarship.

CR4 The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources.

CR5 The course provides students with frequent practice in writing analytical and interpretive essays such as document-based questions and thematic essays.

Information regarding special assignments:

Due to variations in the school calendar, and the nature of the assignments, the following projects do not appear on the academic calendar. Assignments will be made in class and will include specific guidelines, deadlines, etc.

Research Papers:

Students will be expected to complete a formal research paper in which they examine the impact of a selected event on American history. Papers will be scored on the development of their thesis, analysis and explanation of the topic, use of detail, correct use of the APA format, inclusion and interpretation of both primary and secondary sources information. Specific guidelines will be provided at the time the assignment is made; however, students can expect to see multiple revisions and resubmissions of this paper. [CR1-5]

Persona Project:

In conjunction with the AP English III [Advanced Placement Language and Composition] class students will select a historical figure on whom to present. Students will conduct research on that individual's life, accomplishments, failures, interests, personality, etc., and prepare a speech on a topic associated with that individual. The speech must be student-made and cannot be an actual speech given by the person on whom students have researched. Additional guidelines and requirements will be given at the time the assignment is made in class. [CR1] [CR3] [CR4]

Post-WWII Interview Project:

Students will prepare a series of interview questions based on an assigned decade and conduct an interview of someone who lived through that era. Students will prepare a written analysis of their interview and present their findings to the class. Emphasis will be on the comparison of different perspectives of those interviewed on the major political, economic, social, and cultural events of the era. Additionally, through this assignment students will gain a greater respect and appreciation for those individuals and/or family members they interview and the content discussed in class. [CR1] [CR2] [CR3] [CR4]

Academic Calendar:

As with any high school course one cannot plan for the unexpected (school assemblies, weather delay, etc.) Therefore, please be aware that the following is a tentative schedule and is subject to change. Likewise, there will be a number of assignments (in-class and homework) that do not appear below – thus, it is important that students pay close attention in class so that they do not fall behind. In the event of an absence always check with the instructor to see what you missed!

Academic Calendar *Tentative Dates*

4 weeks

Content and Assignments

Unit 1 – Colonial History – The Critical Period

America, Brief Fifth Edition – Chapters 1-6

Pre-Columbian Societies

Discussion Topics:

Early inhabitants of the Americas

American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley

American Indian cultures of North America at the time of European contact

Required Readings:

Preparing for the AP US History Exam – pages 1-4

Historical Perspectives: Columbus (page 12-13) [CR3]

Special Note: The *Historical Perspectives* in the text *Preparing for the AP US History Exam* present differing perspectives of both the participants and of later historians. Students will begin to examine the works of historians and their changing methodologies and interpretations. Students will begin to examine the issues and questions raised by historians, both traditional and revisionist.

Columbus's Description of the Discovery of America (1492)

Assignment:

An introduction to *historiography!* (handout)

Transatlantic Encounters and Colonial Beginnings, 1492-1690

Discussion Topics:

First European contacts with Native Americans

Spain's empire in North America

French colonization of Canada

English settlement of New England, the Mid-Atlantic region, and the South

From servitude to slavery in the Chesapeake region

Religious diversity in the American colonies

Resistance to colonial authority: Bacon's Rebellion, the Glorious Revolution, and the Pueblo Revolt

Required Readings:

Preparing for the AP US History Exam – pages 2-12, and 23-34

Historical Perspectives: The Puritan Influence (pages 34-35) [CR3]

The Starving Time (1609) - handout

Massachusetts Bay Colony Case Against Anne Hutchinson (1637)
Excerpts from Nathaniel Hawthorne's *The Scarlet Letter* (1850)

Assignments:

Guide to Writing an Essay (pages 16-18, respond to prompt #4 – topic: *European treatment of the Native Americans*) The focus of this writing exercise will be developing an opening paragraph and thesis. Students will respond individually, paragraphs will be revised in small groups, and then by the entire class. Students will then write the corresponding essay for this “best paragraph & thesis.” [CR5]

Chart comparing Puritans and Quakers [CR1]

Seminar Topic: Salem Witchcraft versus McCarthyism [CR1] [CR2] [CR3] [CR4], Resources: “I have in my hand a list” by Sean Price (1999), sermon excerpt from Samuel Parris (1692), Martha Corey's Testimony (1692), Ann Putnam's Disposition (1692), various maps and statistical data of Salem Village, Ann Putnam's Confession (1706), The Conclusions of the Massachusetts Bay Elders (1695), and excerpts from Arthur Miller's *The Crucible*.

Assessment:

Identity (ID) Quiz (terms on pages 13 and 36)

Essay on religious freedom during the colonial period. [CR5]

Colonial North America, 1690-1754

Discussion Topics:

Population growth and immigration
Transatlantic trade and the growth of seaports
The eighteenth-century back country
Growth of plantation economies and slave societies
The Enlightenment and the Great Awakening
Colonial governments and imperial policy in British North America

Required Readings:

Preparing for the AP US History Exam – pages 42-53, and 68-69
Historical Perspectives: Was Colonial Society Democratic? (page 53)
[CR3]

Sinners in the Hands of an Angry God (1741)
The Navigation Act of 1660

Assessment:

ID Quiz (terms on page 54)

Essay comparing the Southern, Middle, and New England Colonies [CR5]

The American Revolutionary Era, 1754-1789

Discussion Topics:

The French and Indian War
The Imperial Crisis and resistance to Britain
The War for Independence
State constitutions and the Articles of Confederation
The federal Constitution

Required Readings:

Preparing for the AP US History Exam – pages 60-67, 77-87, and 96-102

Historical Perspectives: Revolution or Evolution? (page 69) [CR3]

The Revolution – Radical or Conservative (pages 87-88) [CR3]

Excerpt from Locke's *The Second Treatise on Civil Government* (1689)

Excerpt from Dickinson's *Letters from a Pennsylvania Farmer* (1767)

Excerpt from Samuel Adam's *Massachusetts Circular Letter* (1767)

Patrick Henry's *Give me liberty or give me death* speech (1775)

Thomas Paine's *Common Sense* (1776)

Declaration of Independence (1776)

Thomas Paine's *The American Crisis* (1776)

The Letters of John and Abigail Adams (1776-83)

Assignments:

Guide to Writing the DBQ (pages 72-76; DBQ beginning on page 74 – topic: Motivating factors behind the American revolutionary movement) [CR5]

Seminar Topic: The American Revolution [CR3] [CR4], Resources: essays by historians Louis Hacker, Charles Andrews, and Lawrence Gipson

Assessment:

ID Quiz (terms on pages 69 and 70)

Unit 1 Test

This test will consist of 50 multiple choice questions and ten short answer prompts.

4 weeks

Unit 2 – The Federalist, Jeffersonian, and Jacksonian Eras

America, Brief Fifth Edition – Chapters 7-13

The Early Republic, 1789-1815

Discussion Topics:

Washington, Hamilton, and the shaping of the national government

Emergence of political parties: Federalists and Republicans

Republican Motherhood and education for women

Beginnings of the Second Great Awakening

Significance of Jefferson's presidency

Expansion into the trans-Appalachian West; American Indian resistance

Growth of slavery and free Black communities

The War of 1812 and its consequences

Required Readings:

Preparing for the AP US History Exam – pages 102-112, and 121-132

Historical Perspectives: Views of the Constitution (pages 112-113)

[CR3]

Political Parties (pages 132-133) [CR3]

George Washington's *Farewell Address* (1796)

Assignments:

Chart comparing Hamilton and Jefferson [CR1]

Assessment:

ID Quiz (terms on pages 113 and 133)

Essay comparing the political views and actions of Hamilton and Jefferson while they were members of President Washington's cabinet. [CR5]
DBQ examining the change in policy from peace to war in 1812. [CR5]

Transformation of the Economy and Society in Antebellum America

Discussion Topics:

Transportation revolution and creation of a national market economy
Beginnings of industrialization and changes in social and class structures
Immigration and nativist reaction
Planters, yeoman farmers, and slavery in the cotton South

Required Readings:

Preparing for the AP US History Exam – pages 140-155, 166-176, and 184-186

Historical Perspectives: The Monroe Doctrine (pages 155-156) [CR3]

The Nature of Slavery (pages 176-177) [CR3]

Excerpts from George Dangerfield's *The Era of Good Feelings* (1952) [CR3]

Assignments:

Chart on Sectionalism and Nationalism, 1815-1850 [CR1]

Guide to Writing the DBQ (pages 160-165; DBQ beginning on page 163 – topic: Nationalism versus Sectionalism) [CR5]

Assessment:

ID Quiz (terms on pages 156 and 178)

Essay examining the social/political impacts of the industrial revolution [CR5]

The Transformation of Politics in Antebellum America

Discussion Topics:

Emergence of the second party system
Federal authority and its opponents: judicial federalism, the Bank War, tariffs controversy, and states' rights debates
Jacksonian democracy and its successes and limitations

Required Readings:

Preparing for the AP US History Exam – pages 187-193

Historical Perspectives: Jacksonian Democracy (pages 193-194) [CR3]

Assignments:

Review Excerpts of speeches by Daniel Webster and Robert Haynes on the following topics: Internal Improvements, Tariffs, Slavery, National Bank, Expansion, Native Americans, and States' Rights and complete the accompanying chart. (handouts provided) [CR1] [CR4]

Assessment:

ID Quiz (terms on page 194)

Essay examining the political reforms of the Jacksonian era. [CR1] [CR5]

DBQ examining the increasing economic and social differences between the North and South during the first half of the 19th century? [CR1] [CR4] [CR5]

Religion, Reform, and Renaissance in Antebellum America

Discussion Topics:

Evangelical Protestant revivalism
Social reforms
Ideals of domesticity
Transcendentalism and utopian communities
American Renaissance: literary and artistic expressions

Required Readings:

Preparing for the AP US History Exam – pages 202-212
Historical Perspectives: Motives for Reform (page 212) [CR3]
Excerpts from Finney's *Lectures on Revivals of Religion* (1835)
Ralph Waldo Emerson's *Self-Reliance* (1840)
Excerpts from Thoreau's *Walden* (1854)

Assignments:

Antebellum Reform Project/Presentation [CR1] [CR2] [CR3] [CR4] Students will work collaboratively in small groups to prepare an in-depth presentation; each group will be assigned one of the following topics: Abolitionism, Transcendentalism & Utopian Experiments, Prisons and Asylums, Temperance, Women's Rights, and Education. Presentations must include an analysis of one or more primary documents from the period.

Assessment:

ID Quiz (terms on pages 212 and 213)
Essay evaluating the effectiveness of the social reform movements that occurred during the antebellum period. [CR5]

Territorial Expansion and Manifest Destiny

Discussion Topics:

Forced removal of American Indians to the trans-Mississippi West
Western migration and cultural interactions
Territorial acquisitions
Early U.S. imperialism: the Mexican War

Required Readings:

Preparing for the AP US History Exam – pages 221-231
Historical Perspectives: Manifest Destiny (pages 231-232) [CR3]
Andrew Jackson's speech on Indian Removal, Dec. 6, 1830
Henry David Thoreau's *Civil Disobedience* (1849)

Assignments:

Chart on territorial acquisitions up to 1853 [CR1]

Assessment:

ID Quiz (terms on pages 232 and 233)
DBQ assessing the relationship between slavery and expansion. [CR5]

Unit 2 Test

This test will consist of 50 multiple choice questions and two free response essays (students will be given four prompts and will respond to two). [CR5]

3 weeks

Unit 3 – Civil War and Reconstruction

America, Brief Fifth Edition – Chapters 14-17

The Crisis of the Union

Discussion Topics:

- Pro- and antislavery arguments and conflicts
- Compromise of 1850 and popular sovereignty
- The Kansas-Nebraska Act and the emergence of the Republican Party
- Abraham Lincoln, the election of 1860, and secession

Required Readings:

- Preparing for the AP US History Exam – pages 240-253*
- Historical Perspectives: Causes of the Civil War (pages 254-255) [CR3]*
- Prologue from James McPherson's *Battle Cry of Freedom* (1988) [CR3]
- Harriet Beecher Stowe's *Uncle Tom's Cabin* (1852)
- Lincoln's *House Divided Speech* (1858)
- The Causes of the Civil War* (2002), introduction only [CR3]

Assignments:

- Chart comparing the compromises of 1820 and 1850 [CR1]
- Guide to Writing the DBQ (pages 258 – 264; DBQ beginning on page 260 – topic: Causes of the Civil War) [CR5]*

Seminar Topic: Was the Civil War Inevitable? [CR1] [CR3] [CR4], Resources: excerpts from essays by the following historians found in *The Causes of The Civil War*: James Rhodes, Allan Nevins, Charles Beard, Arthur Cole, Frank Owsley, James Randall, Charles Ramsdell, David Potter, Richard Current – each student will receive excerpts from only one of the above mentioned authors and should plan to argue that author's perspective in the seminar

Assessment:

ID Quiz (terms on page 255)

Essay assessing the extent to which the outbreak of the Civil War was or was not inevitable. [CR5]

Civil War

Discussion Topics:

- Two societies at war: mobilization, resources, and internal dissent
- Military strategies and foreign diplomacy
- Emancipation and the role of African Americans in the war
- Social, political, and economic effects of the war in the North, South, and West

Required Reading:

- Preparing for the AP US History Exam – pages 265-280*
- Historical Perspectives: Why the North Won (pages 280-281) [CR3]*
- Steven Crane's *Thy Red Badge of Courage* (1895)
- Selected excerpts from the following works:
 - Dennis Frye's *Antietam Revealed* (2004) [CR3]
 - James McPherson's *Battle Cry of Freedom* (1988), and *Abraham Lincoln and the Second American Revolution* (1991) [CR3]

Assignments:

Writing assignment – Setting March 1861, you are in N.C., write an editorial in which you either support or oppose secession in light of “recent events.” [CR5]

Assessment:

ID Quiz (terms on pages 281 and 282)

Essay assessing the extent to which it is correct to say that the Civil War represented a second American Revolution [CR5]

Reconstruction

Discussion Topics:

Presidential and Radical Reconstruction

Southern state governments: aspirations, achievements, and failures

Role of African Americans in politics, elections, and the economy

Compromise of 1877

Impact of Reconstruction

Required Readings:

Preparing for the AP US History Exam – pages 289-302

Historical Perspectives: Was Reconstruction a Failure? (pages 302-303) [CR3]

Excerpts from Eric Foner’s *Nothing But Freedom: Emancipation and its Legacy* (1983) [CR3]

Seminar Topic: Reconstruction [CR1] [CR2] [CR3] [CR4], Resources: excerpt from Eric Foner’s *Reconstruction: American’s Unfinished Revolution* (1988), and selected excerpts from *Major Problems in African-American History, Vol. II.* (2000)

Assignments:

Chart comparing the reconstruction plans of Lincoln, Johnson, and Congress [CR1]

Assessment:

ID Quiz (terms on page 303)

Essay analyzing the reasons why Congressional Reconstruction failed to achieve lasting civil rights for persons of color. [CR5]

Unit 3 Test

This test will consist of 60 multiple choice questions and one DBQ. [CR5]

4 weeks

Unit 4 – America in the Late Nineteenth Century

America, Brief Fifth Edition – Chapters 18-21

The Origins of the New South

Discussion Topics:

Reconfiguration of southern agriculture: sharecropping and crop lien system

Expansion of manufacturing industrialization

The politics of segregation: Jim Crow and disfranchisement

Required Readings:

Preparing for the AP US History Exam – pages 310-321

Selected excerpts from *Major Problems in African-American History, Vol. II*. (2000) [CR3]

Development of the West in the Late Nineteenth Century

Discussion Topics:

Expansion and development of western railroads

Competitors for the West: miners, ranchers, homesteaders, and American Indians

Government policy toward American Indians

Gender, race, and ethnicity in the far West

Environmental impacts of western settlement

Required Readings:

Preparing for the AP US History Exam – pages 333-336

Historical Perspectives: Stages of Frontier Development (pages 324-325) [CR3]

Assessment:

ID Quiz (terms on page 325)

DBQ assessing the complaints of Native Americans, western farmers, and African Americans in the late 19th century as the result of too little or too much government action. [CR5]

Industrial America in the Late Nineteenth Century

Discussion Topics:

Corporate consolidation of industry

Effects of technological development on the worker and workplace

Labor and unions

National politics and influence of corporate power

Migration and immigration: the changing face of the nation

Proponents and opponents of the new order; e.g., Social Darwinism and Social Gospel

Required Readings:

Preparing for the AP US History Exam – pages 336-346, 358-361, and 364-366

Historical Perspectives: Industrial Statesmen or Robber Barons? (pages 346-347) [CR3]

Excerpt from Josiah Strong's *Our Country* (1885)

Assignments:

Guide to Writing the DBQ (pages 350-357; DBQ beginning on page 353 – topic: Industrial leaders as “robber barons” or “industrial statesmen”) [CR5]

Urban Society in the Late Nineteenth Century

Discussion Topics:

Urbanization and the lure of the city

City problems and machine politics

Intellectual and cultural movements and popular entertainment

Required Readings:

Preparing for the AP US History Exam – pages 361-364, and 366-371

Historical Perspectives: Melting Pot or Cultural Diversity? (pages 371-372) [CR3]

Excerpt from Jacob Riis' *How the Other Half Lives* (1890)

Seminar Topic: Change – Good or Bad? [CR2] [CR3] Resources: selected excerpts from *Major Problems in American History, Vol. II* (2002), excerpts from the following – Jacob Riis' *How the Other Half Lives, 1890*, Richard Ely's *The Needs of the City, 1889*, Jane Addams' *Addresses at the Thirty-sixth Annual Meeting of the NEA, 1897*, and Charles Eliot's *Inaugural Address (on becoming president of Harvard), 1869*.

Assessment:

ID Quiz (terms on pages 347, 348, 372, and 373)

Essay identifying the changes that occurred after the Civil War that most probably account for the observations found in the excerpts discussed in the previous seminar. [CR4] [CR5]

Populism and Progressivism

Discussion Topics:

Agrarian discontent and political issues of the late nineteenth century

Origins of Progressivism reform: municipal, state, and national

Roosevelt, Taft, and Wilson as Progressive presidents

Women's roles: family, workplace, education, politics, and reform

Black America: urban migration and civil rights initiatives

Required Readings:

Preparing for the AP US History Exam – pages 321-324, 380-390, and 424-438

Historical Perspectives: Who were the Populists? (pages 391-392) [CR3]

Reform or Reaction? (pages 438-440) [CR3]

The Farmers' Situation (1890) by F. B. Tracy and W. A. Peffer

Populist Party Platform (1892)

Excerpts from L. Frank Baum's *Wizard of Oz* (1900)

Jane Addams' *The subjective necessity for social settlements* (1892)

Excerpts from Upton Sinclair's *The Jungle* (1906)

Black Leader Booker T. Washington Advocates Compromise, 1895, and

NAACP Founder W.E.B. DuBois Counters Booker T. Washington, 1903, from *Major Problems in American History, Vol. II* (2002)

Assignments:

Essay comparing the objectives and methods of Booker T. Washington and W. E. B. DuBois [CR5]

Assessment:

ID Quiz (terms on pages 392, 440, and 441)

DBQ (page 395) evaluating the effectiveness of Gilded Age politics in dealing with the critical social and economic issues of the period. [CR4] [CR5]

Unit 4 Test

This test will consist of 35 multiple choice questions, one free response essay, and one DBQ. [CR5]

3 weeks

Unit 5 – Empire to Isolation

America, Brief Fifth Edition – Chapters 22-26 (up to page 937)

The Emergence of America as a World Power

Discussion Topics:

American imperialism: political and economic expansion

War in Europe and American neutrality

The First World War in home and abroad

Treaty of Versailles

Society and economy in the postwar years

Required Readings:

Preparing for the AP US History Exam – pages 400-414, and 447-461

Historical Perspectives: Was imperialism driven only by economic motives? (pages 414-416) [CR3]

Wilson's Decision For War (pages 461-462) [CR3]

The war must be ended, from *The New York World* (1897)

Platform of the American Anti-Imperialist League (1899)

Wilson's Fourteen Points (1918)

Assignments:

Chart – Wilson's Fourteen Points and the Treaty of Versailles [CR1]

Assessment:

ID Quiz (terms on pages 416 and 462)

DBQ (page 465) on the development of U.S. foreign policy prior to World War I [CR5]

The New Era: 1920s

Discussion Topics:

The business of America and the consumer economy

Republican politics: Harding, Coolidge, and Hoover

The culture of Modernism: science, the arts, and entertainment

Responses to Modernism: religious fundamentalism, nativism, and Prohibition

The ongoing struggle for equality: African Americans and women

Required Readings:

Preparing for the AP US History Exam – pages 470-484

Historical Perspectives: How conservative were the 1920s? (pages 484-485) [CR3]

Selected excerpts from Richard Wright's *Native Son* (1940)

F. Scott Fitzgerald's *The Great Gatsby* (1925)

Seminar Topic: Social and Cultural Conflict in 1920s [CR1] [CR2] [CR3] [CR4],

Resources: Selected excerpts from *Major Problems in African-American*

History, Vol. II. (2000) and Selected excerpts from *Major Problems in American History, Vol. II* (2002)

Assignments:

Essay examining the extent to which the social issues of the 1990's have their origins in the conflicts and controversies of the 1920's. [CR5]

Assessment:

ID Quiz (terms on page 485)

DBQ on social conflict during the 1920's. [CR5]

Unit 5 Test

This test will consist of 60 multiple choice questions and one DBQ. [CR5]

TBA

Midterm Exams

The Midterm will be a mock-up of the AP Exam covering material from the colonial era through the end of WWI. Students may expect to see 80 multiple-choice questions, one DBQ, and four free response essays (the DBQ and essay prompts will be taken from past AP Exams provided by the College Board). After the midterm exam, students will complete the released "Scoring Worksheet" and examine actual responses scored by the College Board for each of the prompts that appeared on their midterm. [CR1-5]

3 weeks

Unit 6 – Depression and World War

America, Brief Fifth Edition – (starting on page 937) Chapters 26 - 29

The Great Depression and the New Deal

Discussion Topics:

Causes of the Great Depression

The Hoover administration's response

Franklin Delano Roosevelt and the New Deal

Labor and union recognition

The New Deal coalition and its critics from the Right and the Left

Surviving hard times: American society during the Great Depression

Required Readings:

Preparing for the AP US History Exam – pages 492-509

Historical Perspectives: Was the New Deal revolutionary or conservative? (pages 510-511) [CR3]

Assignments:

Chart – FDR and the New Deal [CR1]

Assessment:

ID Quiz (terms on page 511)

Essay examining the extent to which the New Deal agencies and/or commissions satisfied the three R's of relief, recovery, and reform. [CR5]

The Second World War

Discussion Topics:

The rise of fascism and militarism in Japan, Italy, and Germany

Prelude to war: policy of neutrality
The attack on Pearl Harbor and United States declaration of war
Fighting a multifront war
Diplomacy, war aims, and wartime conferences
The United States as a global power in the Atomic Age

Required Readings:

Preparing for the AP US History Exam – pages 518-529, and 532-536
Historical Perspectives: Could Pearl Harbor have been avoided?
(pages 536-537) [CR3]
Roosevelt's Quarantine Speech (1937)
Roosevelt's Four Freedoms Speech (1941)

Assessment:

Essay examining U.S. foreign policy during the 1920's and 1930's [CR5]

The Home Front During the War

Discussion Topics:

Wartime mobilization of the economy
Urban migration and demographic changes
Women, work, and family during the war
Civil liberties and civil rights during wartime
War and regional development
Expansion of government power

Required Readings:

Preparing for the AP US History Exam – pages 529-532
A. Phillip Randolph's *The Call to Negro America to March on Washington*
(1941)
Executive Order 9066 (1942)

Seminar Topic: The Place of F.D.R. in History [CR2] [CR3] [CR4], Resources:
essays by historians Allan Nevins, David Kennedy, and Barton Bernstein

Assessment:

ID Quiz (terms on pages 537 and 538)
DBQ evaluating FDR's leadership during his terms in office. [CR5]

Unit 6 Test

This test will consist of 70 multiple choice questions and two free response questions (students will be given four prompts and will respond to two). [CR5]

5 weeks

Unit 7 – America Since 1945

America, Brief Fifth Edition – Chapters 30-36

The United States and the Early Cold War

Discussion Topics:

Origins of the Cold War
Truman and containment
The Cold War in Asia: China, Korea, Vietnam, Japan
Diplomatic strategies and policies of the Eisenhower and Kennedy

administrations

The Red Scare and McCarthyism

Impact of the Cold War on American society

Required Readings:

Preparing for the AP US History Exam – pages 545-560, and 572-579

Historical Perspectives: Who started the Cold War? (pages 560-561)

[CR3]

The Truman Doctrine (1947)

Assignments:

Students will create a timeline identifying the origins of the Cold War and tracing the major developments of the Cold War through the end of Eisenhower's Administration. [CR1]

Assessment:

ID Quiz (terms on pages 561 and 562)

DBQ examining the extent to which President Eisenhower administration addressed the fears related to the Cold War. [CR5]

The 1950s

Discussion Topics:

Emergence of the modern civil rights movement

The affluent society and “the other America”

Consensus and conformity: suburbia and middle-class America

Social critics, nonconformists, and cultural rebels

Impact of changes in science, technology, and medicine

Required Readings:

Preparing for the AP US History Exam – pages 570-572, and 579-583

Historical Perspectives: A Silent Generation (pages 583-584) [CR3]

U.S. Supreme Court Decision in *Brown v. Board of Education, Topeka Kansas (1954)*

Assessment:

ID Quiz (terms on pages 584 and 585)

Essay on Civil Rights [CR5]

The Turbulent 1960s

Discussion Topics:

From the New Frontier to the Great Society

Expanding movements for civil rights

Cold War confrontations: Asia, Latin America, and Europe

Beginning of Détente

The antiwar movement and the counterculture

Required Readings:

Preparing for the AP US History Exam – pages 593-610

Historical Perspectives: The lessons of Vietnam (pages 610-611) [CR3]

Excerpts from Betty Friedan's *Feminine Mystique* (1963)

Assignments:

Continue with the timeline on the Cold War. [CR1]

Chart comparing JFK's New Frontier and Johnson's Great Society [CR1]

Assessment:

ID Quiz (terms on pages 611 and 612)

DBQ (page 614) on U.S. foreign policy during the Vietnam Conflict [CR5]

Politics and Economics at the End of the Twentieth Century

Discussion Topics:

The election of 1968 and the “Silent Majority”

Nixon’s challenges: Vietnam, China, and Watergate

Changes in the American economy: the energy crisis, deindustrialization, and the service economy

The New Right and the Reagan revolution

End of the Cold War

Required Readings:

Preparing for the AP US History Exam – pages 620-632, and 643-652

Historical Perspectives: End of the Imperial Presidency (pages 634-635) [CR3]

Assignments:

Complete chart outlining the Cold War. [CR1]

Assessment:

ID Quiz (terms on page 635)

Essay assessing the impact of the Watergate Scandal on the politics of the 1970’s. [CR5]

Essay assessing President Reagan’s impact on the Cold War [CR5]

Society and Culture at the End of the Twentieth Century

Discussion Topics:

Demographic changes: surge of immigration after 1965, Sunbelt migration, and the graying of America

Revolutions in biotechnology, mass communication, and computers

Politics in a multicultural society

Required Readings:

Preparing for the AP US History Exam – pages 632-634, 656-658, and 659-661

The United States in the Post-Cold War World

Discussion Topics:

Globalization and the American economy

Unilateralism vs. multilateralism in foreign policy

Domestic and foreign terrorism

Environmental issues in a global context

Required Readings:

Preparing for the AP US History Exam – pages 652-656, and 658-659

Assessment:

ID Quiz (terms on page 662 / page 669 in newer edition)

DBQ on the impact of President Reagan’s political and economic policies on the United States. [CR5]

Unit 7 Test

This test will consist of 80 multiple choice questions and two essays (students will be given four prompts and will respond to two). [CR5]

Week 27	Flex/Review for AP Exam Review sessions will be held daily with an emphasis on the various themes throughout American history. Students will also examine past AP exam prompts that are related to themes/topics in question at that given time. Students will receive additional practice on analyzing the essay questions, prompts, etc., and developing effective thesis statements.
Week 28	Review for AP Exam Themes: The development of American political traditions, the expansion of suffrage, discrimination, and the struggle for civil rights.
Week 29	Review for AP Exam Themes: The development of and changes in the American economic system, changes in trade, use of technology, and the impact on labor.
Week 30	Review for AP Exam Themes: The development of American foreign policy and its impact on domestic issues.
Week 31	Review for AP Exam Themes: The development of the American identity, regional differences, class and social struggles, and reform.
TBA	Advanced Placement Exam for United States History
Week 32	Review for End of Course Exam
Week 33	Review for End of Course Exam
Week 34	Review for End of Course Exam
Week 35	Review for End of Course Exam
TBA	End of Course Exam in United States History

Specific dates will be added prior to distribution to students in alignment with the district calendar denoting specific test dates, due dates for special projects, papers, etc., and school closings.

AP Essay Rubric

8-9 Contains a well-developed thesis focused on the question which guides the development of the essay throughout.
 Presents an effective analysis and explanation and demonstrates understanding of the complexity of the topic.
 Effectively uses a substantial number of documents and interprets them correctly (DBQ); uses many accurate details from the time period (FR) and interprets them correctly.
 Supports thesis with substantial and relevant outside information (DBQ).
 May contain insignificant errors that do not hinder argument or organization.

5-7 Contains a consistent, well-developed thesis which addresses the question.
 Clear explanation of the differences or similarities of the topic of issue; some imbalance is acceptable.
 Effectively uses some of the documents (DBQ) or uses some detail to support interpretation (FR).
 Includes significant outside information (DBQ).
 Errors do not interfere with comprehension.

2-4 Presents a limited, confused, or poorly developed thesis; weak organization and writing.
 Describes differences or similarities in a general or simplistic manner; may cover only part of the topic.
 Ineffective use of documents – briefly cites or quotes documents in a “laundry list” presentation of the information (DBQ); interprets documents or outside information incorrectly (FR).
 Contains little outside information or information that is irrelevant or inaccurate (DBQ).
 May contain major errors.

0-1 Contains no thesis or a thesis that does not address the topic.
 Exhibits inadequate or inaccurate understanding of the question.
 Contains little or no understanding of the documents or ignores them completely (DBQ).
 Contains inappropriate or no outside information (DBQ).
 Includes numerous errors, both major and minor.

The following is the way in which these scores are commuted into grades. To “pass” the AP test, you must write essays that score a 6 or higher. Always aim for the highest score possible.

Free Response essays			DBQs		
9	100%	100 pts	9	100%	200 pts
8	92%	92 pts	8	92%	184 pts
7	86%	86 pts	7	86%	172 pts
6	82%	82 pts	6	82%	164 pts
5	76%	76 pts	5	76%	152 pts
4	72%	72 pts	4	72%	144 pts
3	66%	66 pts	3	66%	132 pts
2	62%	62 pts	2	62%	124 pts
1	56%	56 pts	1	56%	112 pts
0	0%	0 pts	0	0%	0 pts