

## AP United States History

### **Description of Course**

The AP United States History course is designed to provide the content and practical knowledge of the development of U.S. History, while providing practice in the analysis and interpretation of related documents and various primary sources. Critical and creative thinking activities will include readings, written analysis and oral discussions, debates and class presentations and projects. Presentations will be both individual and group processes. Students will focus on a variety of historic and geographic perspectives, political processes, and societal issues involving religion, ethics and evolution of a diverse culture. The ultimate objective of the course is to prepare for and pass the AP Exam in the spring.

**Themes** will focus on American diversity, the evolution of American culture, economic transformations across time, reform movements throughout the nations history, and the influence of religion on our political system, society and economy. Citizenship and its AP United States History AP United States History

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**Themes** will focus on American diversity, the evolution of American culture, economic transformations across time, reform movements throughout the nations history, and the influence of religion on our political system, society and economy. American Expansion West, the impact on and treatment of Native Americans and the practice of Imperialism and its impact of foreign policy will be examined. The issue of race and race relations will be traced through the early days of slavery through Jim Crow, the Black Codes, and the struggles of the Civil Rights movement to present conditions. The issue of gender and the changing role of women will be examined from the colonial period, the Civil War, the Industrial Revolution and the Women's Rights movement in the attainment of full enfranchisement. Citizenship and its responsibilities will be examined via selected readings, examination and analysis of documents, and free response questions throughout the year. Throughout the year, students will be asked to analyze and evaluate themes by tracing the developments over different periods of time, motivations behind particular movements, cause and effect and similarities and difference. Students will think conceptually about themes about Americas past and future.

**Course Requirements:** The student will: 1. Devise generalizations about the past and develop theories on the development of present day society and future generations. 2. Arrive at conclusions from United States historical development and geographic themes. 3. Utilize the processes of creative and critical thinking to evaluate the impact and changes made by key figures, ideas and events on the development of values, traditions and social, economic and political institutions in The United States. 4. Critique historical and current events as perceived by diverse cultural and ethnic groups and to create generalizations about their contributions to the mosaic of American culture. 5. Analyze the creation and interpretation of history. 6. Formulate hypotheses of relationships between science, technology and society and their impact of the United States. 7. Employ critical thinking, study, research and decision-making skills while demonstrating the use of new and emerging technology in resolving problems.

### **Unit Information:**

#### **Unit 1**

**Themes:** Influence of Religion, Slavery, the Role of Women, American diversity and culture, the treatment of Native Americans.

New World Encounters: Native American Histories, a World Transformed, Early Explorers, Campaign to Sell America (Ch. 1)

New World Experiments: England's Seventeenth-Century Colonies, Breaking Away, The Chesapeake: Dreams of Wealth, Reforming England in America, Diversity in the Middle Colonies, Quaker in America, Planting the Carolinas, the Founding of Georgia, Living with Diversity (Ch. 2)

Putting Down Roots: Opportunity and Oppression in Colonial Society: New England Colonies of the Seventeenth Century, Challenge of the Chesapeake Environment, Race and Freedom in British America, Rise of a Commercial Empire, Regulating Colonial Trade, Colonial Factions Spark Political Revolt, Local Aspirations within an Atlantic Empire (Ch. 3)

Experience of Empire: Eighteenth-Century America, Growth and Diversity, Spanish Borderlands of the Eighteenth Century, The Impact of European Ideas on American Culture, Religious Revivals in Provincial Societies, Clash of Political Cultures, Century of Imperial War, Rule Britannia? (Ch. 4)

The American Revolution: From Elite Protest to Popular Revolt, 1763 – 1783, Structure of Colonial Society, Eroding the Bonds of Empire, Steps Toward Independence, Fighting for Independence, The Loyalist Dilemma, Winning the Peace, Preserving Independence (Ch. 5)

**Activities:** Students will create Colonial Newspapers; DBQ – The Declaration of Independence, DBQ - George Washington's Inaugural and Farewell Address, maps and charts of Colonial American. Students will research and chronicle growing colonial – British tension created by British legislation. Essays will focus on the development of Thesis statements and supporting details. Students will examine the role and tactics of the revolutionaries, debate, and take a position on the Son's of Liberty by writing a reaction paper.

#### **Unit 2**

**Themes:** The Role of Women, Slavery, the Influence of Religion, Economic Independence, the Role of Debate and Citizen Activism, The establishment of the Republic/the U.S. Constitution, Native Americans, Growing American Cultural Identity.

The Republican Experiment: Defining Republican Culture, Living in the Shadow of Revolution, The States: Experiments in Republicanism, Stumbling Toward a New National Government, Strengthening Federal Authority, “Have We Fought for This?” Whose Constitution? Struggle for Ratification, Success Depends on the People (Ch.6)  
Democracy in Distress: The Violence of Party Politics, 1788-1800, Principle and Pragmatism: Establishing a New Government, Conflicting Visions: Jefferson and Hamilton, Hamilton’s Plan for Prosperity and Security, Charges Treason: The Battle over Foreign Affairs, Popular Culture, The Adams Presidency, The Peaceful Revolution: The Election of 1800, Danger of Political Extremism. (Ch. 7)  
Republican Ascendance: The Jeffersonian Vision, Regional Identities in a New Republic, Jefferson as President, Jefferson’s Critics, Embarrassments Overseas, The Strange War of 1812, Republican Legacy (Ch.8)

**Activities:** Students role play debates Hamilton v. Jefferson’s view of America Future; the role of Madison, DBQ - the Federalist Papers, DBQ the Articles of Confederation and the U.S. Constitution,. Students will examine nine aspects of speech that is not protected under the First Amendment which will be followed by a persuasive writing assignment. Students will research and critique the findings of the Lewis and Clark Expedition and their influence in American westward expansion. Individual Team leadership and group discussions.

### **Unit 3**

**Themes:** Slavery, Expansion West, Manifest Destiny, the American Identity and evolving culture, Economic Development, Native Americans and efforts to reform the legal rights of married women.

Nation Building and Nationalism: Expansion and Migration, A Revolution in Transportation, Emergence of a Market Economy, The Politics of Nation Building after the War of 1812, The End of the “Era of Good Feelings” (Ch. 9)  
The Triumph of White Men’s Democracy: Democracy in Theory and Practice, Jackson and the Politics of Democracy, The Bank War and the Second Party System, Heyday of the Second Party System, Tocqueville’s Wisdom (Ch. 10)  
Slaves and Masters: The Divided Society of the Old South, White Society in the Antebellum South, Slavery and the Southern Economy, Worlds in Conflict (Ch. 11)  
The Pursuit of Perfection: The Rise of Evangelicalism, Domesticity and Changes in the American Family, Institution Reform, Reform Turns Radical, Counterpoint on Reform (Ch. 12)  
An Age of Expansionism: Movement to the Far West, Manifest Destiny and the Mexican-American War, Internal Expansionism, The Costs of Expansion (Ch. 13)  
The Sectional Crisis: The Compromise of 1850, Political Upheaval, 1852-56, The House Divided, 1857-60, Explaining the Crisis (Ch. 14)

**Activities:** Individual Team Leadership and group discussions. DBQ – the Monroe Doctrine, maps, and charts of a divided Union, and advantages and disadvantages of both the Union and Confederacy. Creative writing assignment: students will create a “Middle Passage” journal including trinkets, and other visuals, authentic names, dates, experiences depicting the experiences of the abduction, transport and enslavement of Africans over a lifetime. Students will research and write about the continued mistreatment of Native Americans and the taking of their land. Students will read selected excerpts in the effort to reform the Law of Coverture.

#### **Unit 4**

**Themes:** Slavery, Jim Crow, the Black Codes, the economic, political and social difficulties faced by newly freed blacks, Southern tactic to avoid enfranchisement and the slow recovery in the south following the war.

Secession and the Civil War: The Storm Gathers, Adjusting to Total War, Fight to the Finish, Effects of the War, An Organizational Revolution (Ch. 15)

The Agony of Reconstruction: The President versus Congress, Reconstructing Southern Society, Retreat from Reconstruction, Reunion and the New South, Henry McNeal Turner and the “Unfinished Revolution (Ch. 16)

**Activities:** Individual Team Leadership and group discussions. Students will research and write about the role of carpetbaggers, the impeachment of Andrew Johnson and the effects of Reconstruction. Links will be presented to efforts to impeach other modern day officials. DBQ – 2005 – Form B- Free-Response Questions

**Mid-Term Examination** – Essay portion is DBQ – 2006 AP – Form B- Free Response Essay Form

#### **Unit 5**

**Themes:** The treatment and attitude towards Native Americans, the effects of economic development of an Industrialization and the influence on society and efforts to reform working conditions and the impact on the American family, the role of religion in the Social Gospel movement.

The West: Exploiting an Empire, Beyond the Frontier, Crushing the Native Americans, Settlement of the West, The Bonanza West, The Meaning of the West (Ch. 17)

The Industrial Society: Industrial Development, An Empire of Rails, An Industrial Empire, The Sellers, The Wage Earners, Industrialization’s Benefits and Costs (Ch. 18)

Toward an Urban Society, 1877-1900: The Lure of the City, Social and Cultural Change, The Stirring of Reform, The Pluralistic Society (Ch. 19)

Political Realignments in the 1890’s: Politics of Stalemate, Republicans in Power: The Billion-Dollar Congress, The Rise of the Populist Movement, The Crisis of the Depression, Changing Attitudes, The Presidential Election of 1896, The McKinley Administration, A Decade’s Dramatic Changes (Ch. 20)

**Activities:** Students will research our nations continued immigration policies, the diversification and the needs of a pluralistic society. Students will write an essay on the need to establish common ground. Students will conduct research on Social Darwinism and the influence it played in foreign policy. Class debates: melting pot or salad bowl. Individual team leadership and group discussion; Free Response Questions 2008 AP College Board.

## **Unit 6**

**Themes:** Expansionism, Imperialism, Reforms of social, political institutions, economic growth, and the response to Industrialization and the role citizenship and activism, the responsibilities of citizenship and activism, The changing role of women and Women's Suffrage.

Toward Empire: America Looks Outward, War with Spain, Acquisition of Empire, Outcome of War with Spain (Ch. 21)

The Progressive Era: The Changing Face of Industrialism, Society's Masses, Conflict in the Workplace, A New Urban Culture, A Ferment of Discovery and Reform (Ch. 22)

From Roosevelt to Wilson in the Age of Progressivism: The Spirit of Progressivism, Reform in the Cities and States, The Republican Roosevelt, Roosevelt Progressivism at Its Height, The Ordeal of William Howard Taft, Woodrow Wilson's New Freedom, The Fruits of Progressivism (Ch. 23)

The Nation at War: A New World Power, Foreign Policy Under Wilson, Toward War, Over There, Over Here, The Treaty of Versailles, Postwar Disillusionment (Ch. 24)

**Activities:** Students will research and write paper with proper annotation on the Women's movement and the role of various suffragists. Group work: students will research and present positions on specific progressive legislation i.e.: child labor law, compulsory education, limiting work hours, strike laws, Anti Trust Laws. DBQ – Woodrow Wilson's Fourteen Points. Individual team leadership and group discussion.

## **Unit 7**

**Themes:** The impact of Industrialization, economic downturns, (cause/effect, economic programs, the role of the Supreme Court) American Identity and Culture, the African American experience, the role of women and the changing nature of the American family and the road to war and the world at war.

Transition to Modern America: The Second Industrial Revolution, City Life in the Jazz Age, The Rural Counterattack, Politics of the 1920's, The Old and the New (Ch. 25)

Franklin D. Roosevelt and the New Deal: The Great Depression, Fighting the Depression, Roosevelt and Reform, Impact of the New Deal, End of the New Deal, The New Deal and American Life (Ch. 26)

America and the World, 1921-1945: Retreat, Reversal and Rivalry, Isolationism, The Road to War, Turning the Tide Against the Axis, The Home Front, Victory, The Transforming Power of War (Ch. 27)

**Activities:** Students will research legislation used to address economic depression, the creation of successful/unsuccessful New Deal work programs. Students will present orally to the class. Students will debate the evolution of “Big government.” Students will examine charts, tables, speeches as the world move to and from WWII. Students will work and groups and establish common denominators in causes and results of Wars (the American Revolution, the War of 1812, the Civil War, the Spanish American, WWI and WWII) Individual student leadership and group. Students will examine the art produced during the Great Depression and its influence on our national identity. Students will provide a written analysis with particular attention to the Diego Rivera/Rockefeller mural controversy in Rockefeller Center. Students will write a persuasive essay on censorship. DBQ -2004 Form B-Free Response Questions. Individual team leadership and discussion.

## **Unit 8**

**Themes:** The African American Civil Rights movement, changing foreign policy, American culture and consumerism, the impact of McCarthyism on our political system, and society.

The Onset of the Cold War: The Cold War Begins, Containment, The Cold War Expands, The Cold War at Home, Eisenhower Wages the Cold War, The Continuing Cold War (Ch. 28)

Affluence and Anxiety: The Postwar Boom, The Good Life? Farewell to Reform, The Struggle over Civil Rights, Restoring National Confidence (Ch. 29)

**Activities:** We will revisit causes and results of war, adding the Korean War and the Cold War continued from Unit 7. Students will create an expository essay comparing the Salem Witch Trial and McCarthyism. Students will research specific events/leaders of the Civil Rights movement and create an annotated report. Individual team leadership and group discussion.

## **Unit 9**

**Themes:**

Themes: The American Identity, Changing role of women, political and social changes in our nation and the impact on our culture, Citizenship, responsibilities and activism.

The Turbulent Sixties: Kennedy Intensifies the Cold War, The New Frontier at Home, “Let Us Continue,” Johnson Escalates the Vietnam War, Years of Turmoil, The Return of Richard Nixon, The End of an Era (Ch. 30)

**Activities:** Students continue to examine cause/effect of war from Units 7 and 8 to include the Vietnam War. Individual research and write on the war, Gulf of Tonkin resolution, the anti-war movement, and tumultuous divisions in our nation and the rebellion of young people; whole class discussion on reactions. Students will further examine the role, influence and reaction to anti-war protests from the American Revolution, the Civil War, through the Vietnam war. Students will research the treatment of returning soldier, with particular focus on the Bonus Army (WWI), Vietnam and the Iraqi War. Students will research and share orally, the evolution of consumer protection

and examine original newspapers regarding the New Frontier and NASA. Students review world maps to chart the spread of Communism. Individual leadership and group discussions.

## **Unit 10**

**Themes:** The role of Religion on political issues, the changing role of women, political fallout from corruption, the extension of the Civil Rights movement to Hispanics and other minorities and the ever increasing diversity of our society.

A Crisis in Confidence: Nixon in Power, The Crisis of Democracy, Energy and the Economy, Private Lives – Public Issues, Politics after Watergate, From Detente to Renewed Cold War, A Failed Presidency (Ch. 31)

The Republican Resurgence, 1980-1992: Reagan in Power, Reaganomics, Reagan and the World, Social Dilemmas, Passing the Torch to Bush, Republican Economic Woes (Ch. 32)

America in Flux: The Changing American Population, Democratic Revival, Clinton and the World, The End of the Century, The New Millennium, The American Century (Ch. 33)

**Activities:** Students will research Roe v. Wade and prepare oral arguments regarding the separation of church and state. Students will create presentations, including power points supporting or opposing NAFTA. Students will examine and interpret Pop Art and relate it to art created throughout our nations development. Students will write a reaction paper to the role of art in a nation's historic record with proper annotation of specific American artist. Students will investigate, interpret and rank critical current issues including health care, terrorism, race relations, our aging society, the national deficit and raising educational standards via current publications including statistical charts, tables and comparison to other industrial countries.

## **Unit 11**

A 10-Day Review for the AP U.S. History Exam

Review will include reviewing chapter quizzes, reviewing previous AP exams, practice essay writings, and DBQ -

## **Final Exam**

### **Assignments and Assessments:**

Throughout the year, each student will complete chapter readings, chapter quizzes and or tests, short response essays, homework, and debates on current and past events, group and individual oral and visual presentations.

Supplemental historical book readings may be novels, biographies, or non-fiction works which students will select upon teacher approval, unit tests, long response essays, projects, research papers, book reports and document based questions.

## **Textbooks**

America: Past and Present  
Publisher: Pearson/Longman, 2005  
Author: J. Divine, et al

Preparing for the U.S. History Exam  
Publisher: Pearson/Longman, 2005  
Author: J. Divine, et al

## Additional Readings:

*Benjamin Franklin*

Publisher: Chelsea House, 1980, 296 pgs.  
Author: J. McMaster

*Setting the World Ablaze: Washington, Adams, Jefferson and the American Revolution*

Publisher: Oxford University Press, 2002, 371 pgs.  
Author: Ronald C. White Jr.

*A. Lincoln: A Biography.*

Publisher: Random House, 2008, 816 pgs.  
Author: John Ferling

*Franklin Roosevelt and the Great Constitutional War: The Court-Packing Crises of 1937*

Publisher: Fordham University Press, 2002, 612 pgs.  
Author: Marian McKenna

*World War Two - A Military History*

Publisher: Routledge, 2003, 299 pgs.

*McCarthyism: The Great American Red Scare*

Publisher: Oxford University Press, 1997, 234 pgs.  
Author: Albert Fried

*The Nixon Presidency: Power and Politics in Turbulent Times*

Publisher: Greenwood Press, 1990, 268 pgs.  
Author: Michael Genovese

*Lies My Teacher Told Me*

Publisher: Simon and Shuster, 1995, 384 pgs.  
Author: James Loewan

**Film:** Iron Jawed Angels – depicts women’s suffrage movement. Additional supplemental films may be viewed after school.

## **Addition Information:**

**Requirements:** Student Driven Socratic Discussions

Students will develop one question/answer centered on the reading assignment over each weekend, which must be typed and submitted Monday morning. Each Monday's (tentative day) class will center on these student questions and the whole class will participate in answering the question.

**Requirements:** Individual/Team/Group Teaching Sessions

Students will work in groups/teams and teach the class specific sections of the text. The team will be responsible for presenting creative, organized, oral and visual presentations which support the information. Students may utilize a variety of techniques including role plays, lectures, and whole-class interaction, and create and power point technology. Upon teacher approval students may request to create their own ideas for presenting material.

**Requirements:** Debates

Students will engage in debates covering a variety of historical and current events including contradictions in early documents (All men are created equal and the use of slave labor) Women's suffrage, U.S. involvement in various wars, policies toward Native Americans, FDR's New Deal programs, Civil Rights movement, Gay marriage rights, immigration issues and more. Students may submit issues to be addressed.

**Requirements:** DBQ and Free Response Activities included in each Unit.

Students will assess a wide variety of historical primary source documents, including written documents, maps, statistical tables, works of art, and pictorial and graphic materials. Students will evaluate reliability and importance of the documents. Students will create analytical and interpretive essays regarding document based questions and thematic questions.