

Advanced Placement United States History

REQUIREMENTS FOR CREDIT

Course Title: Advanced Placement: U.S. History

Periods per week: 5

Grade Level: 10, 11, 12

Length of Course: 90 Days

Date Written: May 2012

Clock Hours per year: 120

Length of Class Period: 80

COURSE DESCRIPTION

Textbook: **Murrin, John M., et al Liberty Equality Power: A History of the American People Third Edition Fort Worth: Harcourt Publishers, 2002**

Required Reading: **Weber, Jennifer L. *Copperheads: The Rise and Fall of Lincoln's Opponents in the North.* Oxford: Oxford UP, 2006. Print.**

Required Reading: **Cunliffe, Marcus, and Robin W. Winks. *Pastmasters; Some Essays on American Historians.* New York: Harper & Row, 1969. Print.**

The AP U.S. History course will cover the broad range of our country's history from its inception to the present. Beyond the content students will utilize historical skills of research, analysis, interpretation, It will be critical for students to analyze events to see the connection to the shaping of our future and how previous history acted as a catalyst. Students will have an understanding of development of political trends, foreign policy, economics, roles of religion, roles of various social groups and their importance, and culture changes. Particular emphasis will be placed on the use of primary sources and documents for a knowledge base and for the development of interpretation of historical events. Throughout the course students will be exposed to multiple viewpoints and interpretations of events and will be able to explain why interpretations vary. At the conclusion of the course students will be prepared to take the AP U.S. History Exam. This course will be extremely rigorous and will require a great deal of hard work and dedication. Ultimately students will find the course very fulfilling.

COURSE OBJECTIVES

Students will be able to:

1. Take notes for texts, lectures and discussions.
2. Analyze primary sources and documents, maps, statistics, political cartoons, etc.
3. Demonstrate knowledge of the broad history of the United States
4. Differentiate between various viewpoints and interpretations of history

5. Develop analytical writings and discussions about historical themes, events, figures etc.
6. Construct well written essays and research papers

MAJOR THEMES IN U.S. HISTORY

1. Changing American identity
2. Developing the United States role in the world
3. Diversity and culture
4. Political change

PRE-COURSE WORK

Those students who will take the AP U.S. History course in the spring semester must complete pre-course reading and study guides. This work will be assigned and collected during the fall semester. These assignments are critical for covering the content of the course in our block semester schedule. All pre-course work will be graded and must be completed on time in order for credit to be received.

COURSE EVALUATION

Students will be graded on their completion of daily homework and in-class assignments, quizzes, tests, Document Based Question essays, and project/presentations.

HOMEWORK

Homework will be assigned nightly and will consist of readings, note taking, study guide questions, vocabulary and term identifications, review questions, and document analysis. It is imperative that students complete homework to develop an understanding of the material as well as to improve their participation in class.

QUIZZES

Quizzes will be given at the conclusion of most chapters and will be primarily focused on the readings. Because we will cover nearly two chapters per week it will be important for students to complete their homework in order to be prepared for quizzes. Each quiz will be given in a multiple choice format to match the AP Test.

TESTS

Tests will be given at the conclusion of every two chapters and will include various types of questions including multiple choice, identification, and essay.

DOCUMENT BASED QUESTIONS – ESSAYS

AP U.S. History students are expected to evaluate primary sources and historical documents in their studies. Students that take the AP exam will write an extensive essay that critiques and analyzes documents. To help students meet this end they will complete Document Based Question Essays each week.

METHOD OF INSTRUCTION

Throughout the course a variety of methods of instruction will be used to deliver material including lectures, class discussions, group work, audio and/or visual presentations and research work.

CONTENT OUTLINE

Chapter 1 – *When Worlds Collide*

Main Topics:

- Discuss reasons for European exploration to the new world
- Describe Indigenous people and cultures
- Analyze the Columbian Exchange and the impact it had on European countries and the native people of the Americas
- Explain the impact of European settlement

Chapter 2 - *The Challenge to Spain and the Settlement of North America*

Main Topics:

- Analyze New England Colonial development in comparison to Virginia and Chesapeake Bay Colonial development
- Identify the various objectives of settlement (Regional differences as well as differences by founding country)
- Discuss the role that religion played in English colonization (Quaker influence in the Pennsylvania)
- Explain the differences and similarities between slavery and indentured servants

Required Reading: *Mayflower Compact*

Chapter 3 - *England Discovers Its Colonies: Empire, Liberty, and Expansion*

Main Topics:

- Compare and contrast the various colonies by the 1700s. (Demographics, provincial governments, economic development, religion and education) Explain how Sectionalism developed.
- Explain the impact of the Navigation Acts
- Discuss the continued Indian upheaval as colonial development continued (Virginia's Indian War)
- Determine how events in Britain impacted the colonies
- Analyze the Salem Witch Trials (Excerpts of *The Crucible*)
- Discuss the development of Spanish settlement in the southwest and French settlement in Louisiana

Required Reading: Pastmasters page 1-38 (Francis Parkman)

Chapter 4 – *Provincial America and the Struggle for a Continent*

Main Topics:

- Discuss expansion and regional differentiation in the Mid-Atlantic and Southern regions
- Explain how the Enlightenment effected America
- Understand how the Great Awakening effected America
- Compare and contrast the political culture of the Southern colonies (Country Constitutions) and Northern colonies (Court Constitutions)
- Examine the causes, course and consequences of the French and Indian War

Chapter 5 – *Reform, Resistance, Revolution*

Main Topics:

- Analyze Imperial Reform and the institution of the various Acts (Stamp, Sugar, Quartering etc.)
- Examine how crisis enveloped Colonial America (Stamp Act, Townshend, Tea)
- Discuss the Colonial Resistance, Continental Congress and the move toward independence
- Analyze various documents – *Common Sense*, *The Declaration of Independence*, *Abigail and John Adams Letters on Women's Rights*

Map Analysis – How did the Proclamation of 1763 help shape the colonies?

DBQ Assignment – Prelude to the Revolutionary War (Discuss some of the grievances that the colonies had with the British government and evaluate some of the events and laws which would eventually throw America into revolution with Britain)

Chapter 6 – *The Revolutionary Republic*

Main Topics:

- Outline the following: The Northern War, Foreign intervention, Crisis of the Revolution, British Offensive in the South
- Analyze where the British strategies for the rebellion failed
- Compare and Contrast the Articles of Confederation and the US Constitution
- Determine how the Revolutionary War effected social structure and social changes
- Analyze *The Federalist Papers*

Primary Document Analysis – Discuss the conditions at Valley Forge using letters of those who served and artwork depicting the soldiers. (From the Diary of Albigeance Waldo, Washington's General Orders of December 18, 1777 Washington instructs the troops how to build their huts, Washington's Letter to Governor George Clinton)

Chapter 7 – *The Democratic Republic*

Main Topics:

- Discuss the Farmer's Republic, The Plantation South and the movement from Backcountry to Frontier
- Explain how religion changed from 1790-1820
- Discuss the institution of slavery from 1790 -1820
- Discuss the rise of Democracy

DBQ – Slavery in America from the 1770s through the 1840s. How did the development of the American cotton industry directly or indirectly influenced slavery in the United States between the late 1770s and early 1800s. Use the maps, production statistics and primary documents to show the role of cotton in the growth of slavery.

Required Reading: Pastmasters page 110-140 (Henry Beard)

Chapter 8 – *Completing the Revolution*

Main Topics:

- Discuss the Hamiltonian Economic system
- Explain how the Republic forged a role in a world at war
- Analyze the political fight between Federalists and Jeffersonians and how the two-party system developed
- Examine the Presidency of George Washington
- Discuss foreign affairs and the Monroe Doctrine
- Explain how business expanded (commercial agriculture, cotton revolution, early railroads and canals)

Required Reading: Pastmasters page 39-73 (Henry Adams)

Chapter 9 – *The Market Revolution*

Main Topics:

- Discuss the Transportation Revolution and the significance of the westward expansion and the frontier
- Examine the origins of the Industrial Revolution and the impact it had economically and politically
- Discuss the growth of industry in the North
- Discuss the growth of plantation society in the South

Chapter 10 – *Toward an American Culture*

Main Points:

- Discuss the Northern Middle Class and the Plain People of the North
- Analyze the development of popular culture (boxing, and theater)
- Examine Slavery and the South
- Discuss Pro-Slavery Christianity in the South

DBQ – Using the various works of literature and art provided in the DBQ (Irving’s *Rip Van Winkle*, Cooper’s *Last of the Mohicans*, Sedgwick’s *Married or Single*, Copley’s *Death of Major Pearson*, Bingham’s *Raftsmen Playing Cards*) discuss the American Culture that is taking shape during the mid 1800’s.

Chapter 11 – *Society, Culture and Politics 1820’s-1840’s*

Main Points

- Examine the role of government in economic development
- Discuss the movement for reform in society 1820’s to 1840’s
- Describe the movement for women’s rights in the 1820’s to 1840’s
- Describe the changes in religious institutions
- Analyze how slave revolts impacted the South and the institution of slavery
- Compare and contrast the differences between the Democrats and the Whigs

Chapter 12 – *Jacksonian Democracy*

Main Points

- Explain the pros and cons of the Missouri Compromise. What were the results?
- Explain the Republican Revival in the 1820’s elections
- Discuss the Nullification Crisis and determine how it led to conflicting viewpoints on the power of the federal government
- Analyze “Jacksonian Democracy” from a political, social and economic standpoint
- Discuss Indian Removal and the significance of the frontier

DBQ – Indian Removal – The Trail of Tears. Based on the documents that you study and the text of the 5th Amendment to the U. S. Constitution answer the following question. The state of Georgia and the government of the United States were justified in forcing the Indian tribes east of the Mississippi River to leave their homelands and to move to the Oklahoma territory. Do you agree or disagree with this statement?

Chapter 13 – *Manifest Destiny: An Empire for Liberty-or Slavery?*

Main Points

- Summarize the growth of the country (Oregon to the Southwest)
- Determine the importance of the Mexican War
- Discuss the Wilmot Proviso
- Evaluate the role Manifest Destiny played in both foreign and domestic policy
- Explain what led to the Compromise of 1850 and it’s impact on sectionalism

Political Cartoon Analysis (Determine how the different cartoons reflect the feelings and mood of the citizens and/or politicians during the Mexican War. Using the following cartoons from the National Archives: Battle of Palto Alto May 13, 1846 “A New Rule in

Algebra”, Daniel Webster and President Polk, May 1846 “The Issue Joined”, Zachary Taylor for president “An Available Candidate”)

Chapter 14 – *The Gathering Tempest 1853-1860*

Main Points

- Analyze the Dred Scott case
- Explain what led to the Bleeding Kansas moniker
- Analyze John Brown’s role in the Civil War
- Evaluate the Lincoln-Douglas debates
- Discuss the birth of the Republican Party and identify key leaders and goals
- Describe the conflicts of the two-party system and discuss how the Civil War could be viewed as an extension of this conflict

Chapter 15 – *Secession and Civil War 1860-1862*

Chapter 16 – *A New Birth of Freedom 1862-1865*

Main Points

- Discuss the Election of 1860 and ensuing Southern fears
- Examine the secession and the attempts to avoid dissolving the Union
- Evaluate the Union and Confederate strengths and weaknesses and tactics in war
- Identify key leaders, battles and events of the war and explain their role in prolonging or ending the war
- Analyze the role of the African-American soldier in the Civil War
- Determine the immediate and long term effects of the war. Focus on the political, social and economic effects from a Northern and Southern perspective

Book Review Paper – Student’s will read the book *Copperheads: The Rise and Fall of Lincoln’s Opponents in the North* and complete a free response book review essay on how 1864 could be viewed as a turning point in the Civil War. (Weber, Jennifer L. *Copperheads: The Rise and Fall of Lincoln’s Opponents in the North*. Oxford: Oxford UP, 2006. Print.)

Chapter 17: *Reconstruction, 1863-1877*

Main Points

- Analyze, compare and contrast the major Reconstruction Plans (Lincoln’s, Johnson’s and the Radical Republican’s)
- Determine the effect of the emancipation amendments
- Discuss the short and long term impact of the Compromise of 1877
- Explain how Reconstruction failed to create racial equality in the U.S.
- Examine the division of the women’s suffrage movement during Reconstruction
- Evaluate the successes and failures of Reconstruction

Document Analysis – Using the works from Harper’s Weekly (www.Harpweek.com) discuss the various goals and outcomes of Reconstruction politically and socially. Find works that address the different aspects of Reconstruction (politics, black suffrage and politicians, Freedman’s Bureau, Racial Fears).

Required Reading: Pastmasters page 375-407 (C. Vann Woodward)

Chapter 18: *Frontiers of Change, Politics of Stalemate, 1865-1898*

Main Points

- Examine the movement west following the Civil War
- Discuss race relationships in the New South, and the response of white and black reformers to continued patterns of discrimination
- Compare and contrast the U.S. government policies in dealing with Indians and state policies toward dealing with African-Americans
- Define “Gilded Age” and use supporting examples to discuss whether the term adequately reflects life during this era.

Required Reading: Pastmasters pages 75-109 (Frederick Jackson Turner)

Chapter 19: *Economic Change and the Crisis of the 1890’s*

Main Points

- Examine the political, social and economic impact of the railroad on the U.S. following the Civil War
- Discuss how the middle class developed throughout this period
- Explain the struggles of farmers in the late 19th century. Highlight their problems and their attempts to resolve them
- Analyze the growth of organized labor and their struggles in the Gilded Age
- Examine the economic changes that occurred during the Gilded Age

DBQ – The Effects of Industrialization on Urbanization. Using Documents and statistical analysis explain how rapid industrialization effected urbanization and living conditions during the late 1800’s.

Chapter 20: *An Industrial Society 1890-1920*

Main Points

- Analyze patterns of immigration to the U.S. from 1890-1920. Identify the underlying causes of various groups.
- Discuss how the U.S. moved from an agricultural society to a more urban, industrial society at the turn of the 20th Century
- Identify the impact of science and technology on everything from daily life to industrialization
- Analyze the concept of “Robber Barons or Captains of Industry” using the examples of Carnegie, Rockefeller etc. Determine if there are modern examples.

Free Response Question - Andrew Carnegie has been viewed by some historians as the “prime representative of the industrial age” and by others as “an industrial leader atypical of the period. Assess the validity of these views.

Chapter 21: *Progressivism*

Main Points

- Compare and contrast Progressivism and the Populist movement
- Explain the Progressive goals, strategies and accomplishments during the presidencies of Roosevelt, Taft and Wilson
- Explain the development of the NAACP
- Analyze the political struggles between conservative and reform groups within the Republican and Democratic parties
- Analyze the growth of the U.S. through the period of 1913. Describe the events that led to this expansion, including the Progressive role in the statehood of Arizona and New Mexico.
- Explain the impact of Upton Sinclair’s *The Jungle* on American society and policies
- Discuss the accomplishments of the Roosevelt, Taft and Wilson administrations

Free Response Question – The Triangle Fire tragedy symbolized the problems in Pre-Progressive America. Assess the validity of this statement using your knowledge of the event, social problems, socio-economic conditions, gender issues and politics.

Chapter 22: *Becoming a World Power 1898-1917*

Main Points:

- Analyze the Spanish-American War as an example of America’s growing and changing role in the world
- Compare and contrast the foreign policies of Roosevelt, Taft’s Dollar Diplomacy and Wilson’s Missionary Diplomacy
- Explain the origins of American imperialism and the impact on the U.S. (social, economic, political)
- Determine the role of Alfred Mahan on US foreign policy
- Discuss the goals for US involvement in the Panama Canal and it’s impact on our country and the world

Free Response Question - In the late 1800s the US experienced a new role in the world through a new policy focused on expansionism and territorial acquisition. Explain the factors that led to this.

Chapter 23: *War and Society 1914-1920*

Main Points:

- Identify the events that led to America’s inclusion in the Great War.

- Analyze U.S. mobilization from a social and economic standpoint. Discuss the effects of mobilization on various social groups and our economy
- Determine the impact of the various censorship acts on the U.S. public.
- Compare and contrast the compassionate peace of Wilson’s Fourteen Points Plan and the vindictive peace of the Treaty of Versailles. Explain why the motivations and goals of the plans were different.

DBQ – Evaluating a claim to neutrality. Using political cartoons, Wilson’s speeches, letters from William Jennings Bryan, Hugo Munsterberg and economic data determine if there was any validity to America’s claim to Neutrality.

Chapter 24: *The 1920’s*

Main Points:

- Discuss the rise of Nativism during the early part of the decade
- Explain how America experienced a cultural reformation through the clash of the traditional and modern generations.
- Analyze the impact of the automobile on the country culturally and economically
- Identify the leaders of the Harlem Renaissance and their role impact on black society
- Discuss the works of the “Lost Generation” and the enduring impact of their works

Chapter 25: *The Great Depression and the New Deal 1929-1939*

Main Points:

- Discuss the major causes of the Great Depression
- Compare and contrast the policies of Hoover and F.D.R in dealing with the great depression and the victims. Be sure to note the reasons each had for choosing their course of action
- Compare and contrast the first New Deal and the Second New Deal. Explain how these marked a change in political party perception and a move to the left by the Democrat Party
- Determine the successes and failures of the New Deal (socially, politically and economically)

Chapter 26: *America During the Second World War*

Main Points:

- Identify the events that led to the attack on Pearl Harbor and the inclusion of America in the Second World War. Analyze both American and Japanese perspectives
- Identify the major events/battles of both the European and Pacific Theatres of war.
- Describe the impact of WWII on women, African-Americans, Asian-Americans and Native Americans

- Evaluate the arguments in favor of using the Atomic Bomb and the arguments against using the Atomic Bomb.
- Explain how and why the US and Soviet Union experienced a changing relationship during and following the war
- Discuss the post war peace conference. Pay particular attention to the new spheres of influence and the development of international organizations.

Chapter 27: *The Age of Containment 1946-1954*

Main Points:

- Explain the impact of the Truman Doctrine, the National Security Act, the Marshall Plan and the Berlin Crisis
- Explore the origins of the Cold War and the impact it had on U.S. policy
- Discuss the similarities and differences of McCarthy's practices and the Palmer's Red Scare tactics. "The Great Fear" of the 1940's/1950's vs "The Red Scare" of the 1920's
- Examine the Korean War causes and explain how it is indicative of future conflicts in the world. Be sure to reference "containment"
- Discuss the social changes experienced by African-Americans and women in the post war period
- Summarize the Elections of 1948 (Rise of Dixiecrats) and 1952 (Eisenhower takes control)

Chapter 28: *Affluence and It's Discontents 1954-1963*

Main Points:

- Identify the Post-WWII social changes that indicate American prosperity and affluence
- Analyze the successes and failures of the Civil Rights Movement of the 1950's. Discuss the various tactics and strategies that were used by reformers and the responses.
- Determine the impact of television and mass culture on society
- Summarize the Election of 1960
- Examine the Kennedy Assassination and it's impact on a generation.

Free Response – Was John F. Kennedy appropriately remembered in the years following his assassination?

Chapter 29: *America during Its Longest War, 1963-1974*

Main Points:

- Describe the causes and main events that led to U.S. involvement in the Vietnam War
- Provide a chronologic timeline of the U.S. exit from Vietnam
- Evaluate Johnson's progress/success in the Vietnam War

- Explain the impact of the Gulf of Tonkin Resolution
- Analyze 1968 as a significant year in politics and American society
- Evaluate Johnson's success in the war on poverty
- Evaluate the successes and failures of the Nixon Administration
- Explain the impact of the Watergate scandal on Nixon and our society
- Determine how the counter culture of the 1960's impacted the country politically, socially and culturally

Free Response – What was the culture of America in 1968 and 1969? Examine various resources dealing with the numerous important events of these years (photos, music, posters, theater, primary accounts, literature, poetry etc.) and write an essay on our culture during the period.

Chapter 30: *Economic and Social Change in the Late Twentieth Century*

Main Points:

- Determine why violence played such a role in the political and social movements of the late 1960's
- Explain the idea of stagflation. What were the causes and impact of stagflation?
- Determine why a migration to the Sunbelt occurred. Explain how this impacted the country politically and economically
- Discuss the role of technology in the late 1970's and 1980's. Discuss the impact of technology socially, economically and culturally.
- Analyze how the media changed the way people received entertainment and information
- Discuss the various Activist movements of the late 19th Century by looking at various groups (women, African-American, Hispanic) What did they want and how did they support their cause?

DBQ- The 70's Oil Crisis. View the various documents and economic data to answer the following question: What were the effects of the oil crisis on the United States?

Chapter 31: *Power and Politics Since 1974*

Main Points

- Analyze the connections between the domestic policies and foreign policies in the late 19th Century, particularly in the matter of energy.
- Discuss the origins of the Middle East conflicts
- Outline the events that led to the collapse of the Cold War
- Discuss the changes that Reagan made to the U.S. economically
- Analyze the impact of Reagan's policies on the country economically
- Determine how Clinton's post Cold War policies reestablished the Democratic party and how he appealed to so many

Historical Reading:

During the course of each chapter students will be analyzing primary documents and historical readings that enhance the understanding of the material. Additionally, students will be taught how to analyze primary documents and how to become effective writers. DBQ's will be worked into the curriculum from the outset of the course so that students both develop an understanding of the importance of document analysis and to develop competency on the AP Exam.

Below is a partial list of Outside readings that can/will be used.

- Aztec Accounts of the Spanish Arrival in Mexico
- Report of Hernando Cortes, October 30, 1520
- The Mayflower Compact 1620
- William Penn's Preface to his First Frame of Government
- The Navigation Act of 1651
- Bacon's Rebellion
- The Glorious Revolution in America, 1689
- The Stamp Act Crisis, 1765
- Declaration of Rights and Grievances, 1774
- The "Olive Branch Petition", 1775
- Thomas Paine Attacks the Institution of the Monarchy, 1776
- Common Sense
- Declaration of Independence
- Federalist Number Nine and Ten, 1787
- Declaration of Independence
- Tecumseh Stands against White Encroachment, 1810
- The Whiskey Rebellion, 1794
- Washington's Farewell Address, 1796
- Jefferson's First Inaugural Address
- The Impact of the Erie Canal
- The Cotton South, 1835
- Uncle Tom's Cabin
- The Nat Turner Revolt, 1831
- The Temperance Movement Manifesto, 1826
- Declaration of Sentiments and Resolutions, Seneca Falls, 1848
- Jackson Defends Indian Removal Policy, 1829
- The Cherokee Nation Addresses the People of the United States, 1830
- The Dred Scott Case, 1857
- The Lincoln-Douglas Debates, 1858
- A Southerner Speaks Against Secession, 1861
- A Southerner Speaks for Secession, 1861
- An Account of The Battle of Shiloh, 1862
- The Emancipation Proclamation, 1863
- The Gettysburg Address 1863

- The Homestead Act, 1862
- Grant's Surrender Terms at Appomattox, 1865
- Abraham Lincoln's "Ten Percent Plan", 1863
- Mississippi Black Code 1865
- The Civil Rights Act of 1866
- The Fourteenth Amendment
- The Dawes Severalty Act, 1887
- Life of a Sweatshop Girl
- The Cross of Gold Speech, 1896
- How the Other Half Lives,
- Hull House Essay by Jane Addams
- The Promise of American Life, 1909
- The American Anti-Imperialist League, 1899
- The Fourteen Points, 1918
- "Let America be America be America Again"
- The Noble Experiment 1919
- Day of Infamy, 1941 FDR speech
- The Senate Responds to Senator Joseph McCarthy, 1954
- Personal Account of Patricia Bosworth on blacklisting
- Brown v Board of Education
- Watergate Headline Stories from across the country
- A Rumor of War excerpt – Philip Caputo