

AP United States History 2006-2007

Course Description

Textbook: A People and a Nation; Norton, Katzman, Blight, Chudacoff, Logevall, Bailey, Paterson, Tuttle. Also the text study guide is issued for student use.

Supplemental Texts: AMSCO Preparing for the United States History Exam, by John J. Newman.

Historical View Points, Notable Articles from American Heritage, Vol I to 1877, John A. Garraty, Editor.

Historical View Points, Notable Articles from American Heritage, Vol II since 1865, John A. Garraty, Editor.

A People's History of the United States, Howard Zinn.

Welcome!

AP US History is a very intense course. We are charged with covering material from the exploration and settlement of America to the end of the Cold War and beyond. We must move at an extreme pace and unlike AP World or Euro, we have exams that cover three chapters at a time. We also have more essay writing on historical topics and more DBQs. We are truly always behind. If you do not **read** and realize that this is a cumulative course, that is all we do is covered on the AP in May, you will not have success. You must have desire to survive this process. People who study throughout the year generally pass the AP Exam; those who kid themselves usually experience failure and regret. Here are some of the basics you must follow:

- ⇒ You must take the AP Exam in May to be a member of this class.
- ⇒ You will receive a new textbook that **must** be covered or I will take it.
- ⇒ You must keep up with your reading and workload or you will be dropped from the class at mid-year. That is my decision and cannot be appealed.
- ⇒ You must meet work deadlines. No late work is accepted.
- ⇒ You must avoid missing exams. If you habitually miss exams it is very suspicious and unfair to those who have honorable intentions.

- ⇒ You must work to improve your writing skills. Be open to constructive criticisms.
- ⇒ You need a separate notebook for this class. One part for notes, one for handouts and one for returned papers. Save everything and organize it.
- ⇒ Always be on time. I hate tardiness.
- ⇒ Do not talk during class time. I will give you the boot and you will walk the “green mile” to Ms. Carr’s office for therapy. Read the advice of last year’s class closely.
- ⇒ Grades: based on a scale of “5”. Exams are three grades. DBQs, essays, terms are one grade. Group projects are 3 grades. The HI-FI, a special year ending oral presentation will be up to 20% of your second semester grade. Missed work or exams go as 1 or “fail” grades.
- ⇒ If you don’t love history, don’t have a work ethic, don’t want to learn, leave now! Save me the stress of worrying about you.

Skills Required:

1. You have to learn to write. Thesis, body, conclusion, original thought. Plagiarism is grounds for dismissal from the class. Do you want to grow up being a thinker or a Xerox machine?
2. Reading: you can’t possibly hope to survive without reading in depth. You can’t skim or just hunt for notecard terms. **READ THE BOOK!**
3. Use the study review book I give you, it is your best tool. Last year’s class realized this fact too late.
4. Students last year liked the Princeton Review and 5 Steps to a 5 for AP review books.
5. Learn the terminology, items like “manifest destiny” will follow you all year.
6. This is a **college level course. You truly earn your grade.** Grades not based on smile, personality, popularity or appeal.
7. You must develop analytical skills, the ability to see the big picture of the grand mosaic of US History. You have to arrive at conclusions. Form opinions: in short think and be insightful ! You will have frequent practice.

Themes in AP US History:

American Diversity: The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States. The text we use is very strong in social history.

1. American Identity: Views of the American national character and ideas of American exceptionalism. Recognizing regional differences within the context of what it means to be an American.
2. Culture: Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout American history. Popular culture and dimensions of cultural conflict within American society.
3. Demographic Changes: Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.
4. Economic Transformations: Changes in trade, commerce, and technology across time. The effects of capitalist development, labor unions, and consumerism. America as an economic powerhouse.
5. Environment: Ideas about consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.
6. Globalization: Engagement with the rest of the world from the 15th century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism and cultural change. Most important in the current world climate.
7. Politics and Citizenship: Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.
8. Reform: Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health and government.

9. Religion: The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.
10. Slavery and Its Legacies in North America: Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in Native American societies, the Atlantic World, and the American South and West. The economies of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery. We cannot be afraid to approach this most controversial topic!
11. War and Diplomacy: Armed conflict from the precolonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy and society.
12. Not all our history is pretty. There are painful topics that we cover openly and honestly in this class. Where America has excelled we will duly note, but the historical black eyes will also be noted.

Topic Outline:

- Pre-Columbian Societies
- Transatlantic Encounters and Colonial Beginnings, 1492-1690
- Colonial North America, 1690-1754
- The American Revolutionary Era, 1754-1789
- The Early Republic, 1789-1815
- Transformation of the Economy and Society in Antebellum America
- The Transformation of Politics in Antebellum America
- Religion, Reform, and Renaissance in Antebellum America
- Territorial Expansion and Manifest Destiny
- The Crisis of the Union
- Civil War
- Reconstruction
- The Origins of the New South
- Development of the West in the late 19th Century
- Industrial America in the late 19th Century

- Urban Society in the late 19th Century
- Populism and Progressivism
- The Emergence of America as a World Power
- The New Era: the 1920s
- The Great Depression and New Deal
- The Second World War
- The Home Front During the War
- The US and the early Cold War
- The 1950s
- The Turbulent 1960s. Civil Rights, Vietnam.
- Politics and Economics at the End of the 20th Century
- Society and Culture at the End of the 20th Century
- The US in the Post-Cold War World

The Exam: May 2007

3 hours, 15 minutes

55 minutes for multiple-choice

130 minutes free-response. Mandatory 15 minute reading portion at start of the free-response.

Period Covered:	approximate % of Test
Pre-Columbian to 1789	20%
1790 to 1914	45%
1915 to present	35%
Material Covered:	
Political institutions, behavior and Public policy	35%
Social Change, plus cultural and intellectual developments	40%
Diplomacy and international Relations	15%
Economic Developments	10%

*The multiple-choice questions are designed to test student factual knowledge, breadth of preparation, and knowledge-based analytical skills.

*The standard essay questions may require students to relate developments in different areas (e.g., the political implications of an economic issue), to analyze common themes in different time periods (e.g., the concept of national interest in US foreign policy), or to compare individuals or group experiences that reflect socio-economic, ethnic, racial, or gender differences (e.g., social mobility and cultural pluralism). Also a generalized understanding and interpretation of historical events is necessary. Answers to standard essay questions will be judged on the strength of the thesis developed, the quality of the historical argument, and the evidence offered in support of the argument, rather than on the factual information per se. The required **DBQ** differs from the essay in its emphasis on the ability to analyze and synthesize historical data and assess verbal, quantitative, or pictorial materials as historical evidence. Like the standard essay, however, the DBQ will also be judged on its thesis, argument, and supporting evidence. The DBQ requires students to relate the documents to a historical period or theme and, thus to focus on major periods and issues. *For this reason, outside knowledge is very important and must be incorporated into the student's essay if the highest score is to be earned.* It should be noted that the emphasis of the DBQ would be on analysis and synthesis, not historical narrative.

Scores earned on the multiple-choice and free-response sections each account for one-half the student's grade. Within the free-response section, the DBQ is worth 45% and the two essays are worth 55%.

Sample Essay Questions:

1. Evaluate the extent to which the Articles of Confederation were effective in solving the problems that confronted the new nation.
2. In what ways did developments in transportation bring about economic and social change in the United States in the period 1820 to 1860?

3. Evaluate the impact of the Civil War on political and economic development in TWO of the following regions
 - The South
 - The North
 - The West
4. Compare and contrast United States society in the 1920's and the 1950's with respect to TWO of the following:
 - Race relations
 - Role of women
 - Consumerism

AP Grades:

- | | |
|---|--|
| 5 | Extremely Well Qualified |
| 4 | Well Qualified |
| 3 | Qualified |
| 2 | Possibly Qualified (but you don't pass, they are
being nice!) |
| 1 | No Recommendation (ouch!) |

Once again, the only to experience success in this class is to have a great work ethic, pay attention, take notes and become an active learner. You can't fool me and in particular, you can't fool yourself when it comes to your sincerity in this class. Remember, I have the right to drop you without discussion if you are not working hard. If you give me your full effort you have nothing to worry about!

Requirements in the class and throughout the year:

- A. You will be reading *The Jungle* over the winter break and analyzing this excellent example of muckraking during the Progressive Era. This will blend your American Literature experience and your AP US History class.

- B. You will have frequent practice essays in which you will be asked to supply the thesis statement and outline your body of evidence using the Cornell note format. The goal is to prepare you for the AP US History exam in May. Every exam will have a live essay with no indications of the topic other than the period.
- C. You will have in-class and take home DBQs, which always involve analysis and interpretation of primary source documents. You will look for bias, the importance of the author and change over time. DBQs will be given in class with warning. We always say; “Mr. DBQ is coming to town.”
- D. You will frequently be asked work in a collaborative fashion to prepare visual displays in which you compare and contrast historical positions and document those differences. IE: American versus British opinions on whether or not mercantilism was oppressive.
- E. You will have assigned debates. Members of the class will be assigned to teams of three and will be given a position pro or con and be charged with defending that position in front of the whole class based on factual evidence. The class will vote on the debate winner.
- F. Newspapers, historical cartoons, History Hall of Fame, and Magazines will be created and written in a present tense narrative reflecting the times.
- G. You will be asked to collaboratively create a DBQ on a time period in American history and will be required to obtain the primary source documents and shape a question.
- H. The end of the year will feature the HI-FI presentation. You will draw in a lottery the name of a famous

American and will give a presentation on that person using varied media format, visual aids, fellow students and costumes. This is much fun.

Note: The Garraty books contain essays that will be assigned for either a reading quiz or a responsive essay will be required to be written at home and turned in on an assigned date

Semester Breakdown: Major Themes of the Course

Summer Assignment: Chapters 1-2-3. A People and a Nation

Terms assigned for all three chapters. Terms identify the significance (social/political and economic) of key historical figures or events.

1. Three Old Worlds Create a New
2. Europeans Colonize North America 1600-1640
3. North America in the Atlantic World, 1640-1720

*Terms for each chapter.

*Two essays per chapter.

*Due prior to start of school.

*Review and exam shortly after start of semester.

- Major Objective: Compare and contrast the political and economic motives of England, France and Spain in the New World.
- African Slavery: Define the differences in African and European slavery.
- Reading and discussion: The Middle Passage by Randall Miller, Garraty reader. Topic: The inhumanity of slavery.
- Essay: Analyze the variances socially, politically and economically between the southern, middle, and New England colonies.
- Essay Circles: Students peer review essays in class prior to due date and give feedback and comment. The draft is turned in with the final product.

Chapters 4-5-6.

4. American Society Transformed, 1720-1770.
5. Severing The Bonds of Empire, 1754-1774.
6. A Revolution Indeed, 1774-1783.

*Terms for each chapter

* Essay: The Most Successful Revolution, Garraty Reader “Why was the American Revolution a model for all others?” Essay circle in class.

*Students will work collaboratively on a chart analysis that compares the reasons why both America and Britain had legitimate complaints against one another prior to the Revolution. IE: British Acts versus American resistance to mercantilism.

*Take home DBQ: Wethersfield Village.

Exam Essay: “Analyze how America was able to defeat the most powerful military empire in the world and gain political independence.”

Chapters 7-8-9.

7. Forging a National Republic, 1776-1789.
8. The Early Republic; Conflict at Home and Abroad, 1789-1800.
9. Partisan Politics and War: The Democratic-Republicans in Power, 1801-1815.

*Terms for each chapter.

*Take Home Essay: Alexander Hamilton: The Founding Wizard, Garraty reader. Essay: “How did the Hamiltonian system change and define the American system of government?”

*Exam Essay: “Did Adams exceed his constitutional authority in issuing the Alien and Seditions Acts?”

*DBQ: The Articles of Confederation (take home).

Reading from Garraty: Marbury v. Madison, discuss/debate the necessity of judicial review and judicial nationalism.

*Students will write and in class, collaborative essay (one partner): “Compare and contrast the motives of the Federalists and the Anti-Federalists.”

Student Debate: “Was Jefferson a hypocrite?”

Chapters 10-11-12

10. Nationalism, Expansion, and the Market Economy, 1816-1845.
11. 11. Reform and Politics in the Age of Jackson, 1821-1845
12. People and Communities in the North and West, 1830-1860.

*Terms for each chapter.

*Essay from Garraty reader: Was Jackson Wise to Dismantle the Bank? Students write an out of class essay answering the essay title.

*DBQ in class: Jackson and Indian Removal.

*Collaborative assignment: Students analyze the reforms of the Jackson era; to what do they attribute those reforms?

Exam: Multiple Choice and essay.

Student Debate: Was Frederick Jackson Turner's Frontier Thesis correct?

Chapters 13-14-15

13. People and Communities in a Slave Society, the South, 1830-1860.
14. Slavery and America's Future: The Road to War, 1845-1861.
15. Transforming Fire, The Civil War, 1861-1865.

*Terms for each chapter.

*Garraty Reader essay: How Lincoln Freed the Slaves. Question: "Lincoln's Emancipation Proclamation is considered a masterful political document, do you agree or disagree with this statement?"

*Students create a newspaper: Civil war Times. One-half of the class writes paper from the Southern perspective and the other half from the Northern. Students then analyze each other's papers and search for bias

*Exam-Essay: "Why has the Civil War been called the Second American Revolution?"

Or, "What was the Civil Wars impact on federalism?"

*Student Debate: “Was Lincoln the Great Emancipator or a clever politician?”

*Take home DBQ: John Brown’s Raid.

Chapters 16-17-18

16. Reconstruction: An unfinished Revolution, 1865-1877

17. The Development of the West, 1877-1900

18. The Machine Age, 1877-1920

*Terms for each chapter.

*Exam-Essay Question: “Analyze the reasons for the overall failure of Reconstruction.”

*Collaborative Essay Project: Students will work in groups of three using the United Nations criteria for defining genocide, students will respond/analyze the question:” Did the United States Government commit genocide upon the Native Americans?” Students must justify their position and consider a broad span of historical evidence.

*Students will compile a chart listing inventions of the machine age and their significance.

Chapters 19-20-21

19. The Vitality and Turmoil of Urban Life, 1877-1920

20. Gilded Age Politics, 1877-1900

21. The Progressive Era, 1877-1900

*Terms for each chapter.

*Garraty reader: John D. Rockefeller: America’s First Billionaire. Question: Analyze the impact good and bad of Rockefeller and his techniques on the American economy.”

*Collaborative Research: Groups of two will research and respond to the following prompt:” Why was the election of 1896 a last gasp of Jeffersonian ideals?”

*Exam-Essay: Compare and contrast the policies of the Populists and the Progressives.”

*DBQ: In class: The Populists: agrarian discontent.

*Reading: Hull House, Garraty reader. Discuss the contributions of women to the Progressive movement.

Chapters 22-23-24

22. The Quest for Empire, 1865-1914

23. Americans in the Great War, 1914-1920

24. The New Era, 1920-1929

*Terms for each chapter.

*DBQ in class: American Expansionism (Open Door, etc.)

*Garraty Reader: Woodrow Wilson and the League of Nations. Students will analyze why America failed to join the League of Nations through Woodrow Wilson's conduct of American foreign policy..

*Collaborative assignment: Student teams will analyze the reasons for the resurrection of nativism in the 1920's."

*Exam-Essay: Compare and contrast the foreign policy results of the TR and Woodrow Wilson presidencies."

Chapters 25-26-27

25. The Great Depression and the New Deal, 1929-1941

26. Peace Seekers and War Makers: Americans in the World, 1920-1941

27. The Second World War at Home and Abroad, 1941-1945

*Terms for each chapter

*Take Home: Garraty reader: FDR: The Man of the Century. Question: How did Roosevelt's adoption of New Deal policies revolutionize the American system of government?"

*Students will collaboratively create a chart that compares and contrasts fascism, communism and democracy.

*Student Debate: Was American correct in dropping the Atomic Bombs? Was there an alternative via diplomacy?

*Exam-Essay: "Analyze the factors that led the United States and the Soviet Union to engage in the Cold War."

*DBQ: Students will have an in-class DBQ on Roosevelt versus Hoover, characterizations and validity of such.

Chapters 28-29-30

28. The Cold War and American Globalism, 1945-1961

29. America at Mid Century, 1945-1960

30. The Tumultuous Sixties, 1960-1968

*Terms for each chapter.

*Students will analyze the actions of Thoreau, Gandhi and Martin Luther Kings Jr. How were they the same and how were they different?

*Students will compare and contrast the ideas of MLK Jr and Malcolm X.

*Students will write a first person journal on their support of or opposition to the Vietnam War. The class will be split in two camps.

* Exam-Essay: Students will compare and contrast the Korean and Vietnam wars.

*DBQ: Students will collaboratively create their own DBQ on either the Civil Rights Movement or the Vietnam War.

Chapters 31-32-33

31. Continuing Divisions and New Limits, 1969-1980.

32. Conservatism Revived, 1980-1992

33. Global Bridges in the New Millennium, America since 1992

*Terms for each chapter.

*Garraty reader: Watergate. Question: Analyze the reasons for Richard Nixon's resignation. Was it warranted? Support your answer.

*Collaborative assignment: Students will create a magazine highlighting the Reagan Presidency (one-half the class). The other half will create a magazine critical of the Reagan Presidency.

*Exam-Essay: Students will analyze the reasons why the Soviet Union fell and America diplomacy triumphed in the Cold War.

*Student Debate: "How should America have responded to 9-11?"

Students will take a full practice AP US History test for three plus hours on a Saturday morning prior to the actual AP Exam.

Post AP: Students will present their HI-FI reports. Students will have drawn a number in a lottery and selected an American historical figure that will be the subject of the student's oral report. Students are encouraged to dress in costume, create props, Have fellow students act in the skit. Students must create two visual displays and supply all notes and research on their character. The class is not informed as to the identity of the historical figure.