

AP US History

2015-2016 Syllabus

Instructor: Ben Weiser

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Course description: This course is intended to elaborate on your understanding of American history from the formation of the country through the present day. This class will emphasize many time periods of American history such as the colonization of America, the creation of the American country and government, the Jacksonian era, events leading to and results of the Civil War, the era of Reconstruction, the Progressive era, World Wars I and II, the 1920's, the Great Depression, the Civil Rights movement, the Cold War, cultural happenings of the 1950's and 1960's, politics of the Watergate era, technology innovations of the late twentieth century, and effects of the September 11th terrorist attacks. You will need to analyze and interpret primary and secondary documents, write document based questions (DBQ's), engage in classroom discussions and debates, and complete various creative projects throughout the school year. ALL students will take the AP US history exam at the end of the course. Each student will be required to maintain a folder of assignments and readings to help them in preparation for this exam.

Textbook:

The American Pageant by Kennedy, Cohen, Bailey

Primary Source Books:

Voices of Freedom: A Documentary History Volumes I and II by Eric Foner 2011

Documenting United States History: Themes, Concepts, and Skills for the AP Course by Jason Stacy and Stephen Heller 2016

America Firsthand Readings from Reconstruction to the Present by Robert D. Marcus and David Burner 1997

Eyewitness to America 500 years of American History in the Words of Those Who Saw It Happen by David Colbert 1998

Secondary Source Books:

Booknotes: Stories from American History compiled by Brian Lamb 2002

A People's History of the United States Volume I and II by Howard Zinn 2010

I Love Paul Revere, Whether He Rode or Not by Richard Shenkman 1991

Legends, Lies & cherished Myths of American History by Richard Shenkman 1988

One Night Stands With American History: Odd, Amusing, and Little-Known Incidents by Richard Shenkman and Kurt Reiger 2003

Don't Know Much About History by Kenneth C. Davis 2005

On the Edge The U.S. in the 20th Century 2nd Edition by Horowitz and Carroll 1998

Videos Used:

A Story of US by the History Channel

Presidents by the History Channel

The Men Who Built America by the History Channel

Eyes on The Prize

The Century by ABC News

Top Ten Moments of Triumph and Disasters in the 20th Century by the Discovery Channel

APUSH Schedule

Weeks 1-4 (Units 1-3)

Week 1: Introduction to Class; Pre Columbian US (Bering Strait) to Salem Witchcraft Trials

Week 2: 1700 to American Revolution Causes

Week 3: American Revolution through Constitutional Convention

Week 4: George Washington to Revolution of 1800

Quizzes on day 6, 10, 14, 17

Document readings: *Map* of migration of Asia and American routes, de las Casas, on Pueblo Revolt, John Winthrop, Anne Hutchinson, Roger Williams, Nathaniel Bacon, Trial of John Peter Zenger, Proclamation of 1763 (US Map), Support for Revolution in American Colonies (Chart) Paul Revere's Engraving of the Boston Massacre (visual) Thomas Paine, Federalist Papers 10 & #51, Stono Rebellion, Abigail Adams, Patrick Henry, Benjamin Rush, George Washington's Farewell Address

Video Clips: *A Story of US* clips, *Presidents* (Washington & Adams) FILMS

Major Questions:

- 1) What were the conditions of the Americas before the arrival of Columbus in 1492?
- 2) What was the Columbian Exchange and how did it affect native peoples of the Americas?
- 3) How did the defeat of the Spanish Armada bring about the colonization efforts of England, France, and the Netherlands?
- 4) What differentiated the settlers of Jamestown and the Pilgrims of Plymouth?
- 5) How did salutary neglect help lead to the American Revolution?
- 6) What specific acts of the English helped bring about the American Revolution?
- 7) Were the Americans justified in revolution?
- 8) What were the strengths and weakness of the Articles of Confederation?
- 9) How did the Constitutional Convention violate its own principles of democracy?
- 10) What were the major differences between Alexander Hamilton and Thomas Jefferson?
- 11) What were George Washington's most important precedents as President of the United States?
- 12) How did the two major episodes of John Adams' Presidency bring about mixed reactions?
- 13) What made the Election of 1800 so revolutionary?

Activities:

- Students will map the Paleolithic Migration Routes from Asia to America. (PEO-1)(ENV-2)
- Students will complete a Columbian Exchange Chart and participate in an Inner Outer Circle Seminar on the Columbian Exchange. The chart includes the exchange of plants, animals, diseases and human migrations with a special focus on small pox, corn, sugar, slaves, horses, and religion. (PEO-4)(POL-1)(ENV-1) [CR12]
- After reading the works of Bartolome de Las Casas, students using the analytical tool SOAPStone will complete an Impact of the Individual Chart to analyze his goals and accomplishments. (PEO-4)(WXT-1)(POL-1)(CUL-4) [CR1b]
- Students will analyze Spanish, French, and English empire building by completing an Empire Comparison Chart. During this process they will analyze a population and economic activity map of all three empires. (ID-1) (WXT-1)(PEO-1)(POL-1)(WOR-1)(ENV-2)(CUL-1) [CR1b] [CR11]
- Students will map the Triangular Trade. (ID-6)(WXT-1)(WXT-2)(PEO-1) [CR4]
- Students will use their Columbian Exchange Charts, Map of Triangular Trade, and various documents in a seminar discussion on the validity of studying the American colonies as part of the Atlantic World. [CR3]
- Students will write an essay that examines how the actions taken by BOTH American Indians and European colonists shaped those relationships in TWO of the following regions. Confine your answer to the 1600s and be sure to develop your thesis. (ID-4)(PEO-4)(POL-1) [CR5]
 1. New England
 2. Chesapeake
 3. Spanish Southwest
- Students will analyze primary sources from John Locke and Adam Smith to discover the influence of both authors in mainstream American political and economic values. (WXT-1)(WXT-2)(WXT-6)(WOR-2)(CUL-4) [CR3] [CR4]
- Students will compare & contrast the Articles of Confederation w/ the Constitution using a Comparison Chart.

- Using SOAPStone, students will analyze the: Image: Paul Revere's version of the Boston Massacre [CR1b]

Weeks 5-8 (Unit 4)

Week 5: Jefferson's Presidency to War of 1812

Week 6: Market Revolution Innovations to Election of 1828

Week 7: Age of Jackson to Ideals of Manifest Destiny

Week 8: Westward Trail and Mexican War Results

Quizzes on day 5, 9, 13, & 17

Document readings: Gabriel Prosser's Rebellion, Eli Whitney, Tecumseh, War Hawks, Monroe Doctrine, Andrew Jackson Bank Veto, Henry Clay American System, Lewis & Clark, Map of the Louisiana Territory, De Crevecoeur, Appeal of the Cherokee Nation, Complaint of a Lowell Factory Worker, John O. Sullivan

Video Clips: *A Story of US* clips, *Presidents* (Jefferson-Taylor)

Essential Questions:

- 1) What made Jefferson's Louisiana Purchase so controversial?
- 2) What were the major benefits of the Louisiana Purchase for the United States?
- 3) What brought about the War of 1812 and how did its results change the United States?
- 4) What were the major innovations of the Market Revolution?
- 5) What was the Corrupt Bargain of 1824?
- 6) What characteristics led to the characterization of the Age of Jackson?
- 7) What was the Trail of Tears and how did the Cherokee protest their removal?
- 8) What arguments were presented in the closing of the Second Bank of the United States?
- 9) What was Manifest Destiny and how was it used to determine American policies in 1830s and 1840s?
- 10) What forces brought the United States into the Mexican War and how did it divide the country?

Activities:

Students will map how different social groups were affected by the Louisiana Purchase before 1860 by using region, race, and class as their tools of analysis. (PEO-3)(WOR-5)(ENV-3)(ENV-4) [CR4] [CR8]

* Students will examine the presidency and ideology of Thomas Jefferson by completing a President Profile Chart. The students will also examine the goals and accomplishments of Alexander Hamilton by completing an Impact of the Individual Chart. These assignments are designed to help students understand the range of political ideas that led to formation of political parties in the early Republic. (ID-1)(WXT-2)(WXT-6)(POL-2)(POL-5)(CUL-4) 7

* Students will compose a poem reflecting the ideals and goals of the Seneca Falls Convention.

* Students will analyze the following quantitative charts:

* Graph: American Export Trade: 1790-1815

* Graph: Distribution of Slave Labor (1850)

* Table: Wealth in Boston 1687-1848 [CR1b]

* Using SOAPStone, students will analyze the following primary sources:

* Document: Memoirs of a Monticello Slave (1847)

* Document: The Harbinger: The Female Workers of Lowell (WXT-5)

Activity: Andrew Jackson Anti-Christmas Card-focuses on critics of Jackson (POL-2)

Weeks 9-12 (Unit 5 & 6)

Week 9: Abolitionist & Womens' Movement & Civil War Causes

Week 10: Republican Party, Lincoln's Speeches, & Civil War Results

Week 11: Reconstruction Policies and Compromise of 1877

Week 12: Rise of Big Business v. Labor Movement

Quizzes on day 5, 9, 13, & 17

Document Readings: Confessions of Nat Turner, Frederick Douglass, Declaration of Sentiments & Resolutions, Harriet Beecher Stowe, John C. Calhoun, George Fitzhugh, Angelina Grimke, Lincoln Douglas Debates, Lincoln's First Inaugural Address, Emancipation Proclamation, Gettysburg Address, and Lincoln's Second Inaugural Address, Alexander Stephens, Mississippi Black Code, Sharecropping Contract, Robert Elliot

Video Clips: *A Story of US* clips, *Presidents* (Fillmore-Harrison)

Essential Questions:

- 1) What was the Seneca Falls Convention, who were its leaders, and what were its effects?
- 2) What conditions of the Compromise of 1850 helped lead to the Civil War?
- 3) What were three other major events of the antebellum era that directly led to the Civil War?
- 4) What characteristics or decisions of Abraham Lincoln helped lead to the Union's victory?
- 5) Who were the Radical Republicans and what was their agenda after the Civil War?
- 6) What successes were there for African Americans during Reconstruction? Failures?
- 7) What led to the end of Reconstruction and what effect would it have on the south?
- 8) What factors explained the rise of robber barons in the nineteenth century?
- 9) How did the movements of farmers and laborers work in sync? What hurt both of them?
- 10) What about the Presidential Election of 1896 so transformative?

Activities:

Document: A White Southerner Speaks Out Against Slavery

* Document: George Fitzhugh: The Blessings of Slavery

* Document: Abraham Lincoln: A House Divided

Activity: Create a debate between slaveowners and abolitionists in 1859.

Image: A Poster advertising Uncle Tom's Cabin

* Image: A handbill warning against slave catchers

* Students will analyze a map of the Election of 1860 and develop a **thesis statement** summarizing the significance of the election results. (ID-5)(PEO-5)(POL-3)(POL-5)(POL-6) [CR1b]

* The students will present the South's main arguments to justify secession. (ID-5)(PEO-5)(POL-3)(POL-5)(POL-6)(ENV-3)

Students will write a **DBQ** from the book Document-Based Assessment in US History by Kenneth Hilton on one of the following topics: Southern defense against slavery, Southern reasons for secession, , causes and solutions to plight of American farmers, and Nativist opposition to immigration, and reasons for the industrial boom.

* Students will analyze the presidency of Abraham Lincoln through four speeches, First Inaugural, Emancipation Proclamation, Gettysburg Address, and Second Inaugural. They will identify Lincoln's thesis, goals, and results of the speech in a table provided.

Weeks 13-16 (Unit 6 & 7)

Week 13: American Imperialism and the Spanish American War

Week 14: Progressive Era Introduction

Week 15: Civil Rights in the Progressive Era

Week 16: World War I and the US role

Quizzes on day 5, 9, 13, & 17

Document Readings: Ida Wells, McKinley's *American Empire*, Aguinaldo, *International Workers of the World*, Margaret Sanger, Progressive Party Platform, Woodrow Wilson, Carrie Chapman Catt, Eugene Debs, Upton Sinclair, Map of 1912 Electoral College Ida Tarbell, Jacob Riis, Booker T. Washington, W.E.B. DuBois

Video Clips: *A Story of US* clips, *The Century* clips, *The Roosevelts* clips, *Presidents* (Cleveland-Wilson), *Top 10 Triumphs & Tragedies*

Essential Questions:

- 1) What were the major arguments employed by imperialists? What were the arguments of anti-imperialists?
- 2) What events brought the United States into the Spanish American War?
- 3) What were the results and gains of the United States from the Spanish American War?
- 4) What were Theodore Roosevelt's main contributions to the Presidency?
- 5) Who were the muckrakers and what changes did they help bring about?
- 6) What were major legal achievements of the Progressive era?
- 7) What were the ideas and differences between Booker T. Washington and W.E.B. DuBois?
- 8) What were the major factors that brought the United States into WWI?
- 9) How did Wilson's handling of the Versailles Peace Treaty affect his Fourteen Points?

Activities:

* Students will evaluate the effectiveness of the Knights of Labor and the Grange in achieving their goals. (WXT-7)

-Students will complete a chart that helps determine how Populist reformers may have caused Progressive actions.

* Students will analyze a map: major Indian battles and Indian reservations (1860-1900) and compose a thesis paragraph analyzing the effects of westward expansion on Native American peoples. (ID-6)

- Students will compose an article from the era of imperialism or Progressive era which emphasizes using the writing style of either yellow journalism or muckrakers.

Weeks 17-20 (Unit 7)

Week 17: 1920's Politics and Culture

Week 18: Prohibition Arguments and Causes of the Great Depression

Week 19: Great Depression & the New Deal,

Week 20: Shifts in Government & Pre WWII

Quizzes on day 5, 9, 13, & 17

Document Readings: Marcus Garvey, *Congress Debates Immigration*, Bartolomeo Vanzetti, *Prohibition: A Success?*, Steinbeck, Herbert Hoover, Robert A Jackson

Video Clips: *A Story of US* clips, *The Century* clips, *Presidents* (Harding-F. Roosevelt), *Top 10 Triumphs & Tragedies*

Essential Questions:

- 1) What did President Harding mean when he advocated a "return to normalcy?"
- 2) What were the major factors that led to the classification of the roaring twenties?
- 3) What was the Immigration Act of 1924 and how did it reflect the racism of the time?
- 4) How did the 19th Amendment help lead to a time of change in women during the 1920s?
- 5) Was prohibition an undocumented failure? If not, what were its successes?
- 6) What factors led to the crash of 1929?
- 7) How did conservative Presidents of the 1920s favor business interests and the ideas of Andrew Mellon?
- 8) What was Herbert Hoover's reaction to the Great Depression and why was it unpopular?
- 9) How did FDR's First Hundred Days regain the confidence of Americans?
- 10) What were the main ideas and programs of the New Deal? Did they achieve their goals?
- 11) What was the Court Packing Plan and what was its impact on Roosevelt?
- 12) What was the Lend Lease Act and how did it violate American neutrality?
- 13) Explain how consumer culture made the United States a country obsessed with celebrity?
- 14) How were works of literature in the 1920's different than those of the 1930s?
- 15) Who was Marcus Garvey and what were his ideas regarding civil rights?

Activities:

* Students will analyze the role of Father Charles Coughlin in national politics by completing an Impact of the Individual Chart. (WXT-6, 7)(POL-4)(CUL-5)

- Students will complete a DBQ on the National Clash of Cultures in the 1920 from the text *Document Based Assessment for U.S. History* by Kenneth Hilton
- * Students, working in groups, will present the goals and accomplishments of New Deal programs.
- * Document: Father Charles E. Coughlin: A Third Party (1936)
- * Document: Franklin D. Roosevelt: The Four Freedoms (1941)
- * Students will analyze the following quantitative table: The Great Migration: Black Population Growth in Selected North Cities (1910-20) (PEO-6)
- * Using SOAPStone, students will analyze the following primary sources:
- * Image: 1918 Liberty Loan poster: Halt the Hun
- * Image: Ford Automobile Advertisement
- * Image: Vacuum Cleaner Advertisement
- * Image: Recruiting Poster for the Civilian Conservation Corps

Weeks 21-24 (Unit 8)

Week 21: WWII effects on the United States

Week 22: Atomic Bomb Arguments; Cold War Policies & Definitions

Week 23: Korean War Politics, Cold War Culture, 1950's Life

Week 24: Civil Rights Important Events (1954-1963)

Quizzes on day 5, 9, 13, & 17

Document Readings: *Truman Doctrine*, Walter Lippmann, McCarthy, Nixon, *The Southern Manifesto*, Jack Kerouac, Martin Luther King Jr., George Kennan, Khrushchev, Eisenhower

Video Clips: *Eyes on the Prize*, A Story of US clips, The Century clips, Presidents (Truman-Eisenhower), *Top 10 Triumphs & Tragedies*

Essential Questions:

- 1) What was the American reaction to the bombing of Pearl Harbor?
- 2) How did the United States citizenry contribute to the war effort?
- 3) What arguments were used in favor of Japanese internment?
- 4) How did the role of women change during World War II?
- 5) What role did African American soldier experiences play in the upcoming Civil Rights Movement?
- 6) What was the Cold War and how did the dropping of the Atomic Bomb lead to it?
- 7) What were the primarily accepted roles of both women and men in the 1950s?
- 8) Were the 1950s really an era of conformity or rebellion?
- 9) What were major markers in the early Cold War years and how did they effect US security long term?
- 10) How did the ideology of Martin Luther King Jr. affect the early Civil Rights Movement?
- 11) What impact did *Brown v. Board of Education* play on the country at the beginning of the CRM?
- 12) What changes occurred in society in the 1950s?
- 13) How did television help impact the Civil Rights Movement?
- 14) What were the differences between containment and brinkmanship?
- 15) How did JFK's reaction to the Cuban Missile Crisis affect the American public in general?

Activities:

Students will interpret the message of, and evaluate the effectiveness of, "Duck and Cover" drills.

* Students, working in groups, do a presentation on one of the pioneers of 1950s Rock and Roll that will include two songs by the artist and historical analysis. (ID-7)(CUL-6)(CUL-7) [CR4]

* Students will compare and contrast the public reaction to World War II and the Korean War and will write a thesis sentence to describe why these changes occurred.

- Students will interpret an excerpt about the role of women from a 1950's textbook
- Students will listen to and interpret the meanings of the songs *Russians and Leningrad*.
- Students will read and interpret an excerpt from the book *On the Road*.

- Students will write captions for various pictures of protest and opposition to the early Civil Rights Movement.

Weeks 25-28 (Unit 8 & 9)

Week 25: Civil Rights Effects (1964-1968) JFK Assassination

Week 26: Vietnam Policies & Causes

Week 27: Vietnam War Effects and Emergence of the Counterculture

Week 28: Watergate and Political Trends of the 1970s

Quizzes on day 5, 9, 13, & 17

Document Readings: Truman Doctrine, Walter Lippmann, McCarthy, Nixon, The Southern Manifesto, Jack Kerouac, Martin Luther King Jr., George Kennan, Khrushchev, Eisenhower, Friedan, Chavez, Schlafly, Malcolm X, Hoffman, Carson

Video Clips: *Eyes on the Prize*, A Story of US clips, The Century clips, Presidents (Kennedy-Ford), *Top 10 Triumphs & Tragedies*

Essential Questions:

- 1) How did the assassination of JFK lead to the turbulent times of the 1960s?
- 2) How were the philosophies of Martin Luther King Jr. and Malcolm X different? Who were their primary supporters and critics? Why?
- 3) What were the primary impacts of the Civil Rights Act of 1964 and Voting Rights Act of 1965?
- 4) What was Lyndon Johnson's Great Society and what were its intended goals?
- 5) What were the primary concerns of the United States leading to United States involvement in Vietnam?
- 6) What was the Gulf of Tonkin Resolution and how did it lead to the LBJ's being blamed for the war?
- 7) Why did the American public react differently to the Vietnam War than World War II?
- 8) What were the general characteristics of those involved in the counterculture?
- 9) How did the various assassinations of the 1960's effect the political landscape of the United States in the late 1960's?
- 10) What was Richard Nixon's "secret plan" to end the war in Vietnam? Was it effective?
- 11) What are three of Richard Nixon's major achievements as President of the United States?
- 12) What were the crimes that Richard Nixon was accused of committing that led to the Watergate Scandal?
- 13) What effect did Watergate have on the morale of the United States?
- 14) Why did the end of the Vietnam War confuse and upset Americans and their confidence?

Activities:

-Students will listen and evaluate various protest and supportive songs from the Vietnam War Era.

* Students will research and debate the following: "There was a fundamental contradiction between Lyndon Johnson's efforts to stop Communism abroad and renew America through the Great Society." (POL-6)(WOR-7)

* Students will write an essay comparing the Civil Rights movements of the 1950s and 60s with the Civil Rights movements of the Progressive Era, focusing on the southern, northern, and western regions of the U.S. (ID-8) [CR11]

* Students will analyze the Presidency of Richard Nixon by completing a President Profile Chart.

-Students will analyze the following graph: U.S. Military Forces in Vietnam and Casualties (1961-81)

Weeks 29-32 (Unit 9)

Week 29: Neo-cons and Political Trends of the 1980s

Week 30: Persian Gulf War and Election of 1992

Week 31: Clinton Presidency, technological advancement, and Election of 2000

Week 32: 9/11 Attacks to present; begin test review

Week 33: Review and AP Exam on Friday

Quizzes on day 4, 8, & 12

Document Readings: Reagan, Clinton, *Contract With America*, George W. Bush, Obama, Robert Byrd, Haynes Johnson, Zinn

Video Clips: *A Story of US* clips, *The Century* clips, *Presidents* (Carter-Bush) *Top 10 Triumphs & Tragedies*

Essential Questions:

- 1) How did the crisis of confidence outlined during Jimmy Carter's Presidency lead to a backlash against the reform minded era of the 1970s?
- 2) How did Ronald Reagan's conservatism help lead to a resurgence of American military confidence?
- 3) What steps did Reagan take to help lessen the threat of the Soviet Union in the cold war 1980s?
- 4) What led to the Persian Gulf War in the 1980s?
- 5) What characteristics did the neo-conservatives share?
- 6) Why was President Bill Clinton impeached?
- 7) How did the Clinton Presidency contribute to the federal government running a surplus?
- 8) What about the Election of 2000 created such controversy?
- 9) What impact did the attacks of September 11, 2001 have on the United States?
- 10) How did the election of Barack Obama reflect the change that American society had undergone in the last hundred years?

Activities:

-Working in groups, the students will research and do a class presentation showing at least two causes and two effects of the end of the Cold War. (WOR-8)(POL-6)

* Students will create an advertisement presenting the philosophy and objectives of Focus on the Family. (ID-7)(CUL-5)

* Students will complete a compare and contrast chart of 1980s conservative and New Deal philosophies on the role of government. (WXT-8)

-Students will complete a chart that compares cultural, political, and foreign affairs between the 1920's, 1950's and 1980s.

* Students will summarize the arms reduction agreements initiated by Ronald Reagan and Mikhail Gorbachev.(POL-6)

* Students will complete a compare and contrast chart on Cold War and Post-9/11 national security policies.

-Students will complete a chart comparing the Presidencies of FDR, LBJ, Nixon, Reagan, and Clinton

Grading:

Nine weeks grades are calculated as follows:

Tests and quizzes 50% A unit test will be given every four weeks and will be composed of multiple choice questions featuring a prompt, detailed definitions, and analytical essays. Four quizzes per unit will be given over assigned readings of both primary and secondary documents and will involve written responses.

Writing and Projects 25% Students will complete 4 document based question essays (three outside of class), 10% summaries of secondary readings, mock newspaper articles, Tweets from a historical perspective, reverse XMAS cards which detail why individual historical figures might dislike one another, an oral report on American troublemakers, and six degrees of separation between historical figures. Each unit of study will feature at least two projects.

Homework 20 % Homework assignments will usually involve a historical reading and selected questions that accompany it. Students will complete worksheets focusing on primary and secondary documents from workbooks in the *Focus on US History Series* as well as *US History Pro and Con Series*. Homework assignments also may involve completing historical outlines. Homework may also

accompany writing projects and involve various steps of proper essay writing (thesis construction, document questions, etc.). Students will complete worksheets focusing on primary and secondary documents from workbooks in the Focus on US History Series as well as US History Pro and Con Series.

Participation 5% Although participation in an AP course is mandatory, those who involve themselves and their work for the betterment of the class will benefit from a grading standpoint as well.

Semester grades are calculated as follows:

45% 1st nine weeks
45 % 2nd nine weeks
10% semester exam

General Information:

The final exam for the course will NOT be the AP US history exam (May 6, 2016). If you are absent, check with me immediately upon your return or contact me through my school email. Each class period meets for 49 minutes and we will be working for the entire period.