

Advanced Placement United States History

AP United States History is a full-year course offering a thorough survey of the history of the USA. This course will allow students to participate in a college-level history class as well as prepare them to take the AP exam in May. Topics include: colonial America, American Revolution, constitutional development, Jeffersonian and Jacksonian democracy, the market economy and Manifest Destiny, slavery and sectionalism, Civil War and Reconstruction, Industrialization and the Gilded Age, Populism and Progressivism, expansionism, the Great Depression, the New Deal, World War II, the Cold War, post Cold War foreign policy and postwar America at home. This course will fulfill the United States history graduation requirement.

Themes

Although this course is a survey of the events of U.S. history, there will be an emphasis on the recurring themes of our nation's past. Some of those themes include American diversity, the idea of American exceptionalism, religion, culture, economic and demographic changes, globalization, politics, reform movements, and war and diplomacy. During each unit of study a substantial number of these themes will be addressed as we note change and/or continuity over time. This thematic approach will allow students to compare different time periods and become true students of history. (CR5)

Resources

Bailey, Thomas A., Cohen, Lizabeth and Kennedy, David. *The American Pageant*, 11th ed. Boston, MA. 1998 Houghton Mifflin Company
Bailey, Thomas A. and Kennedy, David. *The American Spirit Volume I and II*. 9th ed. Boston, MA. Board of Trustees of Leland Stanford Jr. University and Trinity Partners
Spoehr, Luther, Fraker, Alan. *Doing the DBQ*. The College Board, 1995
Utz, Gordon. *Preparing for Document-Based Questions Booklet*. New York, NY. 2007 Pearson Education, Inc.
Old AP Exams. Released by CollegeBoard.
Various articles and handouts

Assessment

A student's grade will be based on multiple-choice exams, document-based essays, free-response essays, presidential evaluations and formal class discussions. Within each unit of study students can expect formal assessment in these areas.

The multiple-choice tests will cover content from the textbook and students will be expected to read and outline each chapter. The textbook reading and outlines provide the student with a basic understanding of the events of United States history. This is only the first step in developing the historical mind.

The free-response essays will address thematic issues covered within and between each unit of study.

DBQ essays will require students to integrate a set of documents and outside information (textbook) into a formal essay within a strict time constraint. Students will receive a tutorial to help them with this process at the beginning of the year.

Finally, the formal class discussions will be focused on primary source documents (political cartoons, newspaper editorials, famous speeches, private letters, etc.) from the *Spirit* book and presidential evaluations. These discussions provide the student with an opportunity to develop analytical skills that will be necessary throughout the class (especially on DBQ essays). To earn credit during the discussions students must identify the author's background and point of view while considering his/her bias. Each student will be expected to lead a discussion at least once per semester.

Units of Study

Unit 1 Colonial America (up to 1763)

Historiography 101: An introduction into the study of history. Students learn about the traditional and revisionist approach to the study of history by analyzing Columbus. (CR6)

Text: Read and outline chapter 1-5.

Topics and Themes:

The development of colonial governments (CR1), colonial/Indian relations, spread of slavery (CR2), colonial culture, great awakening, and economic development in the colonies (CR4)

Discussion of *Spirit* documents: chapter 1 C2, chapter 2 A1, B1, C1, C2, chapter 3 A2, B1, B2, B4, C1, D1, D3, chapter 4 A3, B1, B3, C2, D1, D3, chapter 5 A1, A4, B1, B2 (CR7)

Colonial America DBQ (1993): students are given a take-home essay after reviewing the DBQ process (tutorial and generic rubric) from the *Doing the DBQ* workbook. (CR8)
Although New England and the Chesapeake region were both settled largely by people of English origin, by 1700 the regions had evolved into two distinct societies. Why did this difference in development occur? Use the documents and your knowledge of the colonial period up to 1700 to develop your answer. (CR2)

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Unit 2 American Revolution and the War for Independence (1763-1783)

Text: Read and outline chapter 6-8.

Topics and Themes:

Anglo-French rivalry (CR3), the French and Indian War, colonial unity, merits and menace of Mercantilism (CR4), taxation without representation, causes of war for independence, battles of the war, Declaration of Independence, Common Sense, advantages and disadvantages for the colonials and England, US-Franco Alliance (CR3)

Historiography: formal discussion of *Whose Revolution?* Bailey p.139 (CR6)

Discussion of *Spirit* documents: chapter 6 B3, chapter 7 A1, B1, C4, D1, D2, chapter 8 A2, A3, B1, B3, D2, D3 (CR7)

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Unit 3 Building a New Nation (1776-1790)

Text: Read and outline chapter 9-10

Topics and Themes:

State constitutions (CR 1), pro's and con's of the Articles of Confederation, Shay's Rebellion, Constitutional Convention and it's ratification, Bill of Rights, Hamilton's economic philosophy (CR4), first political party system, Washington's foreign policy (CR3), Adams keeps the peace, Federalists v. Republicans

Discussion of *Spirit* documents: chapter 9 A1, A2, A3, B1, B2, C2, C4, D1, E1, E2, chapter 10 A1, A2, A3, A4, B3, C1, C2, F1, F2, F3 (CR7)

Doing the DBQ (1985): "From 1781 to 1789 the Articles of Confederation provided the United States with an effective government." Using the documents and your knowledge of the period, evaluate this statement. (CR8) Students take this DBQ exam in class.

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Unit 4 Jeffersonian and Jacksonian Democracy (1800-1840)

Text: Read and outline chapter 11-14

Topics and Themes:

Jeffersonian Revolution of 1800 (CR1), Marshall and the Supreme Court, Embargo of 1807 (CR4), War of 1812 (CR3), Monroe and the "era of good feelings", Missouri Compromise, US nationalism after the War of 1812, Monroe Doctrine (CR3), New Democracy, tariff and nullification (CR4), Jackson presidency, spoils system, Webster-Hayne debate, Indian Removal (CR2), Texas Revolution, depression of 1837 (CR4), second political party system

Discussion of *Spirit* documents: chapter 11 A1, A3, B2, B5, D1, D2, chapter 12 A1, A3, B1, B2, D1, D3, chapter 13 A1, A3, B1, C2, E1, E2, F1, F2, chapter 14 A1, A2, B3, C1, D1 (CR7)

Doing the DBQ (1990): Jacksonian Democrats viewed themselves as the guardians of the United States Constitution, political democracy, individual liberty, and equality of economic opportunity. In light of the following documents and your knowledge of the 1820's and 1830's, to what extent do you agree with the Jacksonians' view of themselves? (CR8) Students take this DBQ exam in class.

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Unit 5 The Market Economy and Manifest Destiny (1790-1860)

Text: Read and outline chapter 15, 16 and 18

Topics and Themes:

Ecological imperialism, Old Immigration (CR2), Nativism, impact of the market economy on the family, transportation revolution, commercial agriculture, continental economy (CR4), second great awakening (CR2), reform movement, women's rights, national literature, westward expansion, war with Mexico (CR3), Polk's presidency (CR1)

Discussion of *Spirit* documents: chapter 15 A1, B2, C1, C4, C5, D2, E2, chapter 16 A2, B2, B3, C1, C2, C3, C5, D1, D4 (CR7)

Historiography: write an interpretive essay on the topic of *Reform: Who? What? How? And Why?* Bailey p.354 (CR6)

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Unit 6 Slavery and Sectionalism (1793-1860)

Text: Read and outline chapter 17, 19-20

Topics and Themes:

Economy of the Cotton Kingdom, poor whites and free blacks (CR2), plantation system, Abolitionism, popular sovereignty, Compromise of 1850, Fugitive Slave Law, Kansas-Nebraska Act, *Uncle Tom's Cabin*, *Dred Scott Case*, panic of 1857, Lincoln-Douglas debates, John Brown, Lincoln's victory in 1860

Discussion of *Spirit* documents: chapter 17 A1, A3, A6, B4, C4, D1, D2, chapter 19 B1, B2, B3, D1, D2, chapter 20 A1, A2, A3, B3, C1, D1, D2, E1, E4 (CR7)

Doing the DBQ (1987): "By the 1850's the Constitution, originally framed as an instrument of national unity, had become a source of sectional discord and tension and ultimately contributed to the failure of the union it had created." Using the documents and your knowledge of the period 1850-1861, assess the validity of this statement. Students take this DBQ exam in class.

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Unit 7 Civil War and Reconstruction (1861-1877)

Text: Read and outline chapter 21-23

Topics and Themes:

Advantages and disadvantages of each section, the significance of the border states, diplomacy during the war (CR3), suspension of the writ of habeas corpus (CR1), economic impact of the war (CR4), women's role during war, Union and Confederate Strategy, "total war", Emancipation Proclamation, turning points of the war, Lincoln's Leniency, Assassination of Lincoln, legacy of war, newly freed slaves (CR2), Johnson's Reconstruction, impeachment of Johnson, Radical Reconstruction, Ku Klux Klan, Legacy of Reconstruction

Discussion of *Spirit* documents: chapter 21 A2, A3, E1, F1, F2, chapter 22 A2, B3, C4, E2, E5, F4, chapter 23 B5, C1, C2, D1, D3, E2

Historiography: formal discussion of *What Were the Consequences of the Civil War?* Bailey p. 485 (CR6)

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Unit 8 Industrialization and the Gilded Age (1865-1900)

Text: Read and outline chapter 24-26

Topics and Themes:

Grant's corrupt presidency, causes of the panic of 1873 (CR4), the Compromise of 1877, class conflict and ethnic clashes (CR2), development of civil service reform, Cleveland and the tariff issue, impact of the railroad boom, captains of industry or robber barons, Southern economic development, rise of labor, urbanization and demographics, push-pull factors concerning the New Immigrants, Nativism revisited, black leaders of the 19th century: DuBois and Washington, late 1800's literature, impact of urbanization and industrialization on women and the family, popular culture in the late 1800's

Discussion of *Spirit* documents: chapter 24 A4, B3, C1, C4, E1, E4, chapter 25 A1, B1, B2, C1, C2, E3, E6, chapter 26 A2, B2, B4, C2, E1, E4 (CR7)

Formal Essay: What were the factors that contributed to the United States becoming an industrial giant? (CR5)

Preparing for Document-Based Questions Booklet: Document Shuffle

Booker T. Washington and W.E.B. DuBois represented two different points of view on how to secure African American civil rights. Define the problems faced by African Americans at the beginning of the 20th century and identify which method they chose to seek their political and social freedom. Students work with a partner to organize the documents by topic and then write an introductory paragraph.

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Unit 9 The Great West and the Agricultural Revolution (1865-1900)

Text: Read and outline chapter 27-28

Topics and Themes:

U.S. and Native American relations (CR3), the mining and cattle frontier, industrialization of agriculture, Populist movement, panic of 1893, labor and management strife, Election of 1896 and the free silver cause

Discussion of *Spirit* documents: chapter 27 A2, A3, B1, C1, D1, D2, chapter 28 B1, B2, B3, C1, C2, E1 (CR7)

Doing the DBQ (1983): Documents A-H reveal some of the problems that many farmers in the late 19th century (1880-1900) saw as threats to their way of life. Using the documents and your knowledge of the period, (a) explain the reasons for agrarian discontent and (b) evaluate the validity of the farmers' complaints. (CR8) Students take this DBQ exam in class.

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Unit 10 America Becomes an Empire (1890-1909)

Text: Read and outline chapter 29-30

Topics and Themes:

contrast Cleveland and McKinley in the area of foreign policy (CR3), impact of yellow journalism, America's coming out party; the Spanish-American War, use the D's to discuss the rationalization for acquiring Cuba, Philippines, Guam and Puerto Rico, guerilla war in the Philippines, Open Door to China, "gunboat diplomacy and the acquisition of the Panama Canal zone, Was the Roosevelt Corollary to the Monroe Doctrine a natural sequence of foreign policy or a fraud, interpret TR's attitude towards Japan

Discussion of *Spirit* documents: chapter 29 A1, C1, D2, D3, chapter 30 A1, A2, A3, B1, B3, C1, C2, D1, D2, D3 (CR7)

Write an essay analyzing the five D's of U.S. expansionism during the late 19th century (CR5)

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Unit 11 Progressive Era and the Great War (1901-1918)

Text: Read and outline chapter 31-33

Topics and Themes:

The role of the muckrakers, politics of progressivism (CR1), women's suffrage movement (CR2), prohibition movement, Roosevelt's Square Deal and the three C's, Taft's Dollar Diplomacy, election of 1912, compare TR's brand of progressivism to Wilson's, Wilson hurdles the triple wall of privilege, causes of U.S. entry into the Great War (CR3), mobilization, propaganda and civil liberties, women and blacks on the homefront, Wilson's 14 points of peace, Senate debate of the Versailles Treaty (CR1)

Discussion of *Spirit* documents: chapter 31 A1, B2, C1, C2, D1, D4, E1, E2, E3, chapter 32 A1, A2, B3, C1, D1, chapter 33 A1, B1, C1, C2, D2, E1, E2, E3, E5, E6 (CR7)

Historiography: formal discussion of *Woodrow Wilson: Realist or Idealist?* Bailey p. 744 (CR6)

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Unit 12 Boom, Bust and the New Deal (1920-1941)

Text: Read and outline chapter 34-36

Topics and Themes:

First "red scare", immigration restriction, emergence of a consumer nation, impact of the automobile, radio and movies on American life (CR2), economic boom, literary reaction to the excess of the 1920's, conservative presidents and their policies (CR1), foreign policy – a return to isolationism, causes of the stock market crash of 1929, Hoover's response to the depression - cautious progressivism (CR5), Hoover's foreign policy, FDR and the Hundred Days Congress, Social Security Act, organized labor triumphs, FDR overreaches – the "court packing" plan

Discussion of *Spirit* documents: chapter 34 A3, B1, C1, D1, D3, chapter 35 A1, A3, B3, C4, D1, chapter 36 A3, C1, C2, E3, E4 (CR7)

Doing the DBQ (1986): The 1920's were a period of tension between new and changing attitudes on the one hand and traditional values and nostalgia on the other. What led to the tension between old and new AND in what ways was the tension manifested? (CR8)
Students take this DBQ exam in class.

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Unit 13 World War II (1933-1945)

Text: Read and outline chapter 37-38

Topics and Themes:

German and Japanese aggression, Neutrality Acts – Isolationism continued (CR5), FDR takes America out of the storm cellar – destroyer deal and Lend-Lease, Atlantic Charter (CR3), Japanese attack on Pearl Harbor, Japanese-American Internment, economic mobilization (CR4), women in wartime (CR2), African-Americans, Native Americans and Mexican-Americans contributions during the war (CR2), survey of battles and turning points of war, diplomacy during the war (CR3), Truman's decision to use the A-bomb (CR3)

Discussion of *Spirit* documents: chapter 37 A1, A4, B1, C1, C3, E4, chapter 38 A2, B2, B3, D1, D2, D3 (CR7)

Historiography: formal discussion of *World War II: Triumph or Tragedy* Bailey p. 876 (CR6)

Special Assignment: World War II Conferences worksheet and re-enactment. Students are given a chronological list of the major diplomatic conferences that took place during World War II. They answer questions from a worksheet and participate in a re-enactment of the Yalta Conference. (CR3)

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Unit 14 Cold War and Post World War II America at Home (1945-1960)

Text: Read and outline chapter 39-40

Topics and Themes:

Post war economic boom, the rise of the Sunbelt, demographic changes after the war – the “baby boom” and the suburbs, Truman's domestic agenda – another Deal, Truman's Cold War policies – Marshall Plan, containment, NSC-68 and the Truman Doctrine (CR3), anti-communism in the USA, Eisenhower's domestic policies, *Brown v. Board of Education*, MLK emerges as Civil Rights leader (CR2), space race, Eisenhower's foreign policy, changing economic roles for women, consumer culture of the 1950's (CR4), postwar literature (CR7)

Historiography: formal discussion of *Who Was to Blame for the Cold War?* Bailey p. 906 (CR6)

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Unit 15 Stormy Sixties and Seventies (1960-1979)

Text: Read and outline chapter 41-42

Topics and Themes:

JFK's domestic and foreign policy agenda, blundered Bay of Pigs invasion and the Cuban Missile Crisis, civil rights movement continues, Kennedy assassination, LBJ and the "Great Society", escalation of the Vietnam War, impact of civil rights legislation, counter-culture of the 1960's (CR2), causes of the end of the postwar boom (CR4), Nixon and Vietnam, relaxation of the Cold War, Nixon's domestic policies – liberal or conservative, Watergate scandal, Jimmy Carter's presidency, Middle East policy – Camp David and Iran, economic problems – "stagflation"

Discussion of *Spirit* documents: chapter 41 A1, A2, A4, B1, B2, C1, C3, D2, D7, chapter 42 A2, A3, B2, B3, C1, D3 (CR7)

Utz: *Preparing for Document-Based Questions Booklet*

Identify and assess the impact of three major events responsible for undermining American public support for the Vietnam War. Use both the documents and your knowledge of history to develop your answer. (CR8) Students take this DBQ exam in class.

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Unit 16 Reagan Revolution and Conservatism (1980-)

Text: Read and outline chapter 43-44

Topics and Themes:

The "new right" and the Reagan election of 1980, Reaganomics and its legacy, Reagan renews the Cold War (CR3), Iran-contra scandal, Bush 41, end of the Cold War, Desert Storm, election of Bill Clinton, Republican's win control of Congress, Clinton's domestic and foreign policy agenda (CR1), post-industrial economy (CR4), the newest immigrants (CR2)

Discussion of *Spirit* documents: chapter 43 A1, B3, C2, E2, E3 (CR7)

Historiography: formal discussion of *Where Did Modern Conservatism Come From?* Bailey p. 1021 (CR6)

A Multiple-choice and free response essay exam will be given at the conclusion of the unit.

Preparation for the AP Exam

Students will be expected to attend review sessions outside of regular school hours. Students will receive a study guide of significant topics/themes. Each review session will cover a few of these topics and themes until the entire study guide has been addressed. Students will also receive practice exams (both multiple-choice and essay). Students should take the practice exams at home under a strict time constraint (55 minutes for the multiple-choice exam) to simulate AP exam conditions. During the review sessions we will use the library computers to access an online site and our librarian will guide us through the procedure during class. Then students will be able to access the site at their convenience. The review sessions will begin in April (TBA) and continue until the test date.

Final Class Exam

The Monday following the AP exam all students will take an old AP multiple-choice exam. Students will have 55 minutes to answer 80 questions.

Presidential Debates

After the exam we will conduct a presidential “May Madness” during the last two weeks of the school year. Students will debate the plusses and minuses of each president that qualifies (during the year students assign grades for each president and the top 16 advance) for the tournament and each student will be expected to represent a president during the debates. (CR5)

Thematic Essay

Students will write an interpretive essay addressing one of the themes of US history. The essay (2-3 pages) must be typed and double-spaced. This essay must consider change and/or continuity over time in reference to at least three different time periods. (CR5)

