

AP United States History

The Advanced Placement United States History course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with issues and events in United States History.

Students will be given a grounding in the chronology of U.S. History and in major interpretive questions and concepts that derive from the study of essential themes. These themes (Identity, Work, Exchange, and Technology, Peopling, Politics and Power, America in the World, Environment and Geography, and Ideas, Beliefs, and Cultures) will be identified and explored throughout the course in class discussion, projects, written assessments, and oral presentations. Within each unit of study, the following questions and concepts will be addressed:

Themes	Description
American and National Identity	This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
Work, Exchange, and Technology	This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.
Migration and Settlement	This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.
Politics and Power	This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time
America in the World	This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.
Geography and the Environment	This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.
Culture and Society	This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

Course Objectives

Students will:

1. Master an extended body of historical knowledge.
2. Demonstrate an understanding of the chronology of U.S. History.
3. Use historical facts and data to support a thesis.
4. Interpret and apply data from primary sources such as documents, maps, cartoons, statistical tables, and graphs.
5. Develop the analytical skills necessary to evaluate, compare and contrast, and identify cause and effect
6. Identify the different schools and scholars of United States historiography.
7. Prepare to be successful on the AP U.S. History Exam.

Course Materials

Textbook

Eric Foner. *Give Me Liberty! An American History*. 3rd ed. New York: W.W. Norton and Company. 2011.

Eric Foner, *Give Me Liberty! A Documentary History*. (Vols. I and II) New York: W.W. Norton and Company. 2011.

Additional Readings from the following:

Dudley, William and John C. Chalberg. *Opposing Viewpoints*, 2 vols. Farmington Hills: Greenhaven Press, 2007.

Zinn, Howard. *A People's History of the United States: 1492-Present*. New York: Harper Collins, 2005.

Supplemental primary source material: speeches, articles, music, artwork, and photographs

Supplemental secondary source material: monograph excerpts, articles and handouts from academic journals, newspapers, and periodicals; videos, streaming media, online sources/activities

Assessment

Students will be graded as follows: 40% research papers/projects and homework; 40% assessments (essays and multiple-choice exams); 20% in-class seminar participation. There is a first semester exam that will count for 20% of the first semester grade and several research projects after the AP exam. Students will be assessed in the following ways: Essays and research papers/projects, timed multiple choice tests, in-class activities and discussion.

Book Reviews

AP students are required to read FOUR outside books (one book to be read each quarter). While reading, students will fill out the Outside Reading Form and turn it in on the designated due date via Turnitin.com. Students will receive the Outside Reading Form and list of approved sources from the instructor.

Course Outline - Semester One

Summer Assignment: Students will closely read Chapters 1-5 of *Give Me Liberty!* They will then complete the activities that correspond to these chapters (see below). During the first week of school, this material is reviewed and discussed.

Summer Activities:

Students are to respond to **four** REVIEW QUESTIONS and **four** FREEDOM QUESTIONS of your choice (8 questions total for each chapter). Responses should be thoughtful, analytical in nature, and include specific details from your chapter reading. Each response should be 2-4 paragraphs in length and must be typed.

Students will closely read FOUR documents (of your choice) from the first four chapters of *Voices of Freedom: A Documentary History*, Volume One. The chapters are: "A New World", "Beginnings of English America", "Creating Anglo-America", and "Slavery, Freedom, and the Struggle for Empire." Students will answer the two accompanying questions for each of the documents you read. (16 documents: 32 question responses). Responses should be thoughtful and analytical in nature. Each response should be 1-2 paragraphs in length and must be typed.

Closely read Chapter 1 of Howard Zinn's *A People's History: Columbus, The Indians, and Human Progress*. Then, create a chart comparing England, France, and Spain during the period of exploration and colonization (You should also reference textbook Chapters 1-3). The chart must include the following categories and can be designed in a variety of ways. The chart detail must be typed and can be presented in brief, bullet point form:

- Historical Impact (things to think about: new knowledge, disease, discoveries, relationships/conflicts)
- Motivation (things to think about: power, adventure, religious beliefs/values, trade, economics)
- Regions Explored (things to think about: indigenous peoples already living in the area, location, place/physical features)

Choose ONE book from the summer reading list (Listed on the website)

Using the AP Summer Reading Summary Sample (AP U.S. History Documents section of the website) as your guide, you will construct a summary document for the book you read. Your reading summary should include specific detail and must be typed.

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Unit One – Confederation, Constitution, and the Early Republic (1740 – 1815)

Discussion Topics:

The structure of government under the Articles of Confederation; Weaknesses and accomplishments under the Articles; Debates in the Constitutional Convention; Ratification debates; Formation of the first republican government; Tensions between the Hamilton and Jefferson “factions”; Jeffersonian Democracy, Strict and Loose Construction, The “second war of independence.”

American and National Identity	What were the chief similarities and differences among the development of English, Spanish, Dutch, and French colonies in America?
Work, Exchange, and Technology	How did distinct economic systems, most notably a slavery system based on African labor, develop in British North America? What was their effect on emerging cultural and regional differences?
Migration and Settlement	Why did various colonists go to the New World? How did the increasing integration of the Atlantic world affect the movement of peoples between its different regions?
Politics and Power	In what ways did the British government seek to exert control over its American colonies in the 17 th and 18 th centuries?
America in the World	How did the competition between European empires around the world affect relations among the various peoples in North America?
Geography and the Environment	How and why did the English North American colonies develop into distinct regions?

Unit One – Confederation, Constitution, and the Early Republic (1740 – 1815) Continued

Discussion Topics:

British colonial policies; enlightenment ideas; war for independence; formation of republic and national identity; work and labor (free and unfree); and regional economic differences.

American and	How did different social group identities evolve during the
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National Identity	revolutionary struggle? How did leaders of the new United States attempt to form a national identity?
Work, Exchange, and Technology	How did the newly independent United States attempt to formulate a national economy?
Migration and Settlement	How did the revolutionary struggle and its aftermath reorient white-American Indian relations and affect subsequent population movements?
Politics and Power	How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups?
America in the World	How did the revolution become an international conflict involving competing European and American powers?
Geography and Environment	How did the geographical and environmental characteristics of regions opened up to white settlement after 1763 affect their subsequent development?
Culture and Society	Why did the patriot cause spread so quickly among the colonists after 1763? How did the republican ideals of the revolutionary cause affect the nation's political culture after independence?

Unit Two – Economic, Social, Political Transformation and Reform (1790 – 1840)

Discussion Topics:

The transportation revolution and early industrialization; Immigration and nativism; Economic and social structure in the cotton south; Development of the two party system; The Marshall court; The tariff controversy and states' rights; Significance of the "Second Great Awakening" in relation to reform movements of the mid 1800s; Transcendentalist and Anti-transcendentalist philosophy and literary expression. Definition of democratic practices; expansion of the vote; market revolution; territorial and demographic growth; two-party system; Andrew Jackson; and role of the federal government in slavery and the economy.

American and National Identity	How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?
Work, Exchange, and Technology	How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked? How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life?
Migration and Settlement	How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities?
Politics and Power	How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse?

America in the World	How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation?
Geography and the Environment	How did environmental and geographic factors affect the development of sectional economics and identities?
Culture and Society	How did the idea of democratization shape and reflect American arts, literature, ideals, and culture?

Unit Three – Westward Expansion, Growth of Sectional Tension (1838–1861)

Discussion Topics:

The impact of western migration on Native American societies and on U.S. politics; The controversy over the Mexican War; The Compromise of 1850 and Popular Sovereignty; The Decade of Crisis.

Unit Four – The Civil War and Reconstruction (1860 – 1877)

Discussion Topics:

The election of 1860 and progression of secession; The Southern cause and the Union imperative; Assets, liabilities and diplomatic position of both North and South; The implications and the impact of the Emancipation Proclamation; Social; Political and economic effects of the Civil War on the North, the South and the West; The struggle to control Reconstruction in Washington; Rebuilding state governments; Reconstruction and freed African Americans; The Compromise of 1877

American and National Identity	How did migration to the United States change popular ideas of American Identity and citizenship as well as regional and racial identities? How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period?
Work, Exchange, and Technology	How did the maturing of northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877?
Migration and Settlement	How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities and the West?
Politics and Power	Why did attempts at compromise before the war fail to prevent the conflict? To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships?
America in the World	How was the American conflict over slavery part of larger global events?

Geography and the Environment	How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West?
Culture and Society	How did the doctrine of Manifest Destiny affect debates over territorial expansionism and the Mexican War? How did the Civil War struggle shape Americans' beliefs about equality, democracy, and national destiny?

Unit Five – Growth of an Industrial Society (1865 – 1890)

Discussion Topics:

Relationships between industrialization, immigration and urbanization; Responses-settlement houses, labor unions, political machines; The Gospel of Wealth and the Social Gospel; Clash of cultures on the Great Plains; Industrialization of agriculture and the Populist movement; “Goldbugs” and “Silervites”

American and National Identity	How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity?
Work, Exchange, and Technology	How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of working people?
Migration and Settlement	How and why did the sources of migration to the United States change dramatically during this period?
Politics and Power	How did the political culture of the Gilded Age reflect the emergence of new corporate power? How successful were the challenges to this power? Why did challenges to this power fail?
America in the World	How did the search for new global markets affect American foreign policy and territorial ambitions?
Geography and the Environment	In what ways, and to what extent, was the West “opened” for further settlement through connection to eastern political, financial, and transportation systems?
Culture and Society	How did artistic and intellectual movements both reflect and challenge the emerging corporate order?

SEMESTER EXAM: This exam is assigned a 120 minute period by our school. The AP U.S. History exam is an abbreviated version of the AP Exam with a Multiple Choice section of 50 questions and a time constraint of 30 minutes. This is followed by a DBQ. Fifteen minutes are given for reading and planning and 45 minutes for writing the essay response.

SEMESTER TWO

Unit Six – United States Foreign Policy 1898 – 1920

Discussion Topics:

American Imperialism in the context of European Imperialism; Political and economic impact of the War with Spain, the acquisition of the Philippines, and the building of the Panama Canal; American Neutrality 1914 to 1917; The Great War; The Treaty of Versailles, Wilson and the Senate.

Unit Seven – The Progressive Era 1900 – 1920

Discussion Topics:

The scope and impact of the “Muckrakers”; Progressivism – city, state and federal reforms; Women’s suffrage; Comparison of the Progressive Presidents – Roosevelt, Taft, Wilson.

Unit Eight – The 1920s: Boom and Bust

Discussion Topics:

The “Red Scare” and its impact on immigration and union activities; The tension between “modernity” and prohibition and their effect on society; Rise of consumer culture; The new KKK; Harlem Renaissance and Racism; The Stock Market Crash and the other economic factors that brought on the Great Depression.

Unit Nine – The Great Depression

Discussion Topics:

Hoover’s attempts to confront the Great Depression; FDR and the “First Hundred Days”; Relief, Recovery, and Reform in the First and Second New Deals; Critics of the New Deal; FDR and the Supreme Court.

Unit Ten – World War II Abroad and At Home

Discussion Topics:

Roosevelt’s foreign policy: from the London Economic Conference in 1933 to Lend-Lease in 1940; U.S. – Japanese relations 1931 to 1941; The bombing of Pearl Harbor and fighting the “Good War”; U.S. response to Jewish refugees and to Japanese Americans; Women at War both at home and abroad; Wartime Conferences; Truman’s decision to drop the Atomic Bomb.

American and National Identity	How did continuing debates over immigration and assimilation reflect changing ideals of national and ethnic identity? How did class identities change in this period?
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Work, Exchange, and Technology	How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals?
Migration and Settlement	Why did public attitudes towards immigration become negative during this time period? How and why did people migrate within the U.S. during this time period?
Politics and Power	How did reformist ideals change as they were taken up by reformers in different time periods? Why did opposition emerge to various reform programs?
America in the World	Why did U.S. leaders decide to become involved in global conflicts such as the Spanish American War, World War I, and World War II? How did debates over intervention reflect public views of America's role in the world?
Geography and the Environment	Why did reformers seek for the government to wrest control of the environment and national resources from commercial interests?
Culture and Society	How did "modern" cultural values evolve in response to developments in technology? How did debates over the role of women in American public life reflect changing social realities?

Unit Eleven – The Cold War 1945 to 1989

Discussion Topics:

The Cold War in Europe – Kennan and Containment, the Truman Doctrine, the Marshall Plan, NATO; The Cold War in Asia – China, the Korean War, Vietnam to 1964; The Cold War in Latin America – Cuba, the Alliance for Progress; The Cold War at home – McCarthyism.

Unit Twelve - Social Change in the 1950s and 1960s

Discussion Topics:

Postwar economic boom and rise of the suburbs; Conformists and Non-conformists; The Warren Court; Civil Rights; Kennedy and the New Frontier; From the New Deal to the Great Society.

American and National Identity	How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups in American society? How did American involvement in the Cold War affect debates over American national identity?
Work, Exchange, and Technology	How did the rise of American manufacturing and global economic dominance in the years after World War II affect standards of living among and opportunities for different social groups?
Migration and Settlement	How did the growth of migration to and within the United States influence demographic change and social attitudes in the nation?
Politics and Power	How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power?

America in the World	Why did Americans endorse a new engagement in international affairs during the Cold War? How did this belief change over time in response to particular events?
Geography and the Environment	Why did public concern about the state of the natural environment grow during this period, and what major changes in public policy did this create?
Culture and Society	How did changes in popular culture reflect or cause changes in social attitudes? How did the reaction to these changes affect political and public debates?

Unit 13 – Protest, Turmoil, and Reaction

Discussion Topics:

Vietnam: Escalation - stalemate, domestic protest, withdrawal; Election of 1968; Civil Rights – Blacks, Women, Farmworkers, Gay Liberation; Election of 1972 and Watergate; The New Right.

Unit 14- 1980s-Present

Discussion Topics:

Reagan at home and abroad; growth of poverty; Bush, Sr. and end of Cold War; Clinton and the internet; race relations; NAFTA and other trade agreements; 9/11; Patriot Act; education policies of W. Bush and Obama; and environmental policies.

Unit 15– Review for the AP Exam

The weeks (usually 2 to 3) following Spring Break are spent reviewing for the AP Exam. The review consists of a variety of multiple-choice tests with correction and strategy discussions. Additionally, students practice the variety of possible essay types. This is fluid from year to year depending on the make up of the class and the particular areas that the instructor determines to be areas of weakness for that particular class.

As a review for the unit, students will work in groups discussing and framing answers to the essential questions.

American and National Identity	How did demographic and economic changes in American society affect popular debates over American national identity?
Work, Exchange, and Technology	How did the shift to a global economy affect American economic life? How did scientific and technological developments in these years change how Americans lived and worked?
Migration and Settlement	How did increased migration raise questions about American identity and affect the nation demographically, culturally, and politically?
Politics and	How successful were conservatives in achieving their goals? To what extent

Power	did liberalism remain influential politically and culturally?
America in the World	How did the end of the Cold War affect American foreign policy? How did the terrorist attacks of September 11, 2001 impact America's role in the world?
Geography and the Environment	How did debates over climate change and energy policy affect broader social and political movements?
Culture and Society	How did technological and scientific innovations in areas such as electronics, biology, medicine, and communications affect society, popular culture, and public discourse? How did a more demographically diverse population shape popular culture?

Unit 16 – Post AP Exam

After the AP Exam, students will engage in a variety of projects, discussions, and inquiry activities. They will be required to apply their historical knowledge to explore contemporary issues and will critique films addressing historical events.

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