

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

The ultimate goal for this course is successful preparation for the AP Exam in the spring. The 3 hour 5 minute exam can lead to college credit for the student and consists of 70 multiple choice and 3 essay questions. Overwhelming is a common word to describe any AP class and AP US History is no exception. In order to prepare for the exam, students must put forth maximum effort at all times. They must do all required reading, write every essay, attend class, and more. In addition, students must learn to do the work of historians. Analyzing documents, weighing evidence, assessing historical materials, problem solving, and drawing conclusions will be central to success in the course. On a positive note, the development of critical thinking, reading, and writing skills will prepare the student not only for the AP Exam but for his or her future educational endeavors.

### Main Text

*The Americans*, by Gerald Danzer, Et. al. McDougal Littell; 2007.

### Other Referenced Texts

Kennedy, David. *The American Pageant*.

### Additional Resources

Dollar, Charles, and Gary Reichard. *American Issues: A Document Reader*. (Blacklick, OH: Glencoe, 1994).

Madaras, Larry and James M. SoRelle. *Taking Sides: Clashing Views on Controversial Issues in American History, Volumes One and Two*. (Guilford, CT: Dushkin Publishing Group Inc., 2002)

Howard Zinn, *A People's History of the United States* (New York: Harper Perennial, 2005)

### Other available sources:

Fast Track To A 5: Preparing for the AP United States History Examination

5 Steps to a 5 AP US History, 2012-2013 Edition

Barron's AP United States History

Cracking the AP US History Exam

*Numerous other resources, articles, and documents will be used throughout the course.*

**Themes in AP US History** - The following themes will be studied and used simultaneously as a guide throughout the course. They are designed to help students think conceptually about American History and to focus on historical change over time. Look for your own themes as the course progresses and share them with the class!

-  **American Diversity**
-  **American Identity**
-  **Culture**
-  **Demographic Changes**
-  **Economic Transformations**
-  **Environment**
-  **Globalization**
-  **Politics and Citizenship**
-  **Reform**
-  **Religion**
-  **Slavery and Its Legacies in North America**
-  **War and Diplomacy**

## UNIT ACTIVITIES

**TESTS/QUIZZES:** All quizzes and tests will follow AP formatting for multiple choice questions. Weekly reading quizzes will be followed by Unit tests that will consist of 70 multiple choice questions.

**INTERACTIVE NOTEBOOK:** Reading notes will be contained in a spiral notebook. The notebook will also include thoughtful and creative processing of information, responses to primary documents, and student thought. See notebook handout for more information.

**WRITING:** Each unit will include at least one essay in the style of the AP US History Exam. Each of the essays will provide students the opportunity to develop well written arguments that have a strong thesis and are supported by relevant historical evidence. More information about the essays will be provided in class.

**READING:** In addition to reading the textbook, students will read a variety of other secondary and primary sources. See Course Schedule for potential reading assignments.

**CLASS PARTICIPATION:** Participation is a crucial part of this class. I often employ the “Socratic method” for whole-class discussion and use “fishbowl” techniques to elicit participation and discussion.

**VISUAL AND QUANTITATIVE SOURCES:** Students will analyze graphs, charts, tables, images, and maps from a variety of sources, including the textbook and other secondary sources.

**GROUP PROJECTS:** Each unit will include a group project which will require students to create a presentation, map, timeline, or other product that gives a complete overview of the unit and relates the content to the themes and thinking skills of AP World History.

## Course Schedule

### Week 1:

Course Introduction, Procedures, etc.

### Week 2-4 (September 9-27)

#### Content:

#### **Exploration Through the French and Indian War**

Pre-Colombian Societies  
Transatlantic Encounters  
Colonial Beginnings  
Colonial N. America  
French and Indian War

#### Readings:

- Chapter 1, *The Americans*
- *The Iroquois Constitution*
- *America before Columbus*, US News & World Report, July 8, 1991  
Fernandez-Armesto, Felipe. *Columbus – Hero or Villain?*
- Chapter 2, *Equiano's Autobiography: an Indentured Servant Writes Home*

#### Writing Examples:

- Analyze the effect of the French and Indian War and its aftermath on the relationship between Great Britain and the British colonies. Confine your response to the period from 1754 to 1776.
- Analyze the origins and development of slavery in Britain's North American colonies in the period 1607 to 1776.
- In what ways did ideas and values held by Puritans influence the political, economic, and social development of the New England colonies from 1630 through the 1660s?

### Week 5-8 (September 30-October 18)

#### Content:

#### **Treaty of Paris through the Constitution**

The American Revolution  
The Articles of Confederation and the Constitution

#### Readings:

Chapter 2, *The Americans*  
*Objections to Parliamentary Taxation*, John Dickinson  
*A Loyalist Viewpoint*, Charles Inglis  
*A Call for Patriotic Resolve*, Thomas Paine  
Articles of Confederation  
The Constitution  
Geography Application: The Electoral College

#### Writing Examples:

- Analyze the political, diplomatic, and military reasons for the United States victory in the Revolutionary War. Confine your answer to the period 1775–1783.
- Analyze the reasons for the Anti-Federalists' opposition to ratifying the Constitution.

**Week 9-11 (October 21-November 8)****Early National Period through the Era of Good Feelings**

The Early Republic  
 Washington, Hamilton, Jefferson and the shaping of the national government  
 Federalists and Republicans  
 Second Great Awakening  
 Expansion west  
 The growth of slavery  
 The War of 1812  
 Era of Good Feelings

**Readings:**

Chapter 2&3, *The Americans*  
*High Hopes for the Republic*, Gordon S Wood  
*A Government of Laws*, Timothy Stone  
*The Decline of Political Deference*, William J. Cooper, Jr.  
*Justifying Slavery in the Republic*, David Brion Davis  
*Hamilton's Economic Program*, Alexander Hamilton  
*A Warning against "Party Spirit"*, George Washington

**Writing Examples:**

- How successful was Thomas Jefferson as president in achieving his goal of simplifying the federal government?
- Why was the War of 1812 a turning point for the early United States?
- Analyze the extent to which the Monroe Doctrine asserted American nationalism.

**Week 12-14 (November 11-29)****The Age of Jackson**

Jacksonian democracy  
 Second American party system  
 Native Americans and the Trail of Tears  
 Bank War and Nullification  
 American Renaissance  
 Manifest Destiny, Texas, and California  
 Women and Reform

**Readings:**

Chapter 2&3, *The Americans*  
*Jacksonian Nationalism and Its Limits*, Andrew Jackson  
 "King Andrew the First" Political Cartoon  
 Map: The Indian Removal Act of 1830  
*The Destiny of the Race*, Thomas Hart Benton  
*Southern Views on Expansionism*, William L. Barney  
*The Seneca Falls Declaration of 1848*

**Writing Examples:**

- To what extent did political parties contribute to the development of national unity in the United States between 1790 and 1840?
- DBQ - The issue of territorial expansion sparked considerable debate in the period 1800–1855. Analyze this debate and evaluate the influence of both supporters and opponents of territorial expansion in shaping federal government policy.

**Week 15-18 (December 3-21)****Causes of the Civil War through Reconstruction**

Pro- and antislavery arguments and conflicts  
 Compromise of 1850 and popular sovereignty  
 The Kansas–Nebraska Act and the emergence of the Republican Party  
 Abraham Lincoln, the election of 1860, and secession  
 Two societies at war: mobilization, resources, and internal dissent  
 Military strategies and foreign diplomacy  
 Emancipation and the role of African Americans in the war  
 Effects of the war

**Readings:**

*The Lincoln Douglas Debates*  
*The Emancipation Proclamation*  
*Justifying Secession*  
*Lincoln's Inaugural Address*, Abraham Lincoln  
*The Battle Hymn of the Republic* Julia Ward Howe  
*Sherman and Total War*, William Tecumseh Sherman  
*Mississippi Black Code, 1865*  
*The 15<sup>th</sup> Amendment and Republican Politics*, William Gillette

**Writing Examples:**

- Analyze how western expansion contributed to growing sectional tensions between the North and the South. Confine your answer to the period from 1800 to 1850.
- Analyze the ways in which controversy over the extension of slavery into western territories contributed to the coming of the Civil War. Confine your answer to the period 1845–1861.
- DBQ - In what ways did African Americans shape the course and consequences of the Civil War? Confine your answer to the years from 1861 to 1870.

**Week 19-21 (January 2-18)****Industry and The Gilded Age through Populism**

Cattle Frontier  
 Agricultural Frontier  
 Native Americans  
 The Rise and Fall of Populism  
 The Rise of Big Business  
 The Labor Movement  
 Social Darwinism  
 Immigration and Urbanization

**Readings:**

Chapters 5-7, *The Americans*  
*The Ghost Dance and the Battle at Wounded Knee*, James Mooney  
*Working Class Women*, Sarah Eisenstein  
*Anglo-Saxon Supremacy*, Josiah Strong  
*"Practical Politics" for Urban Immigrants*, William L. Riordon  
*"Letter from a Woman Homesteader"*, Elinor Rupert Stewart  
*"The Best Fields for Philanthropy"*, Andrew Carnegie  
*"Below the Immigrant"*, Olivier Zunz

**Writing Examples:**

- DBQ- Analyze the impact of big business on the economy and politics and the responses of Americans to these changes. Confine your answer to the period 1870 to 1900.
- Choose TWO of the following organizations and explain their strategies for advancing the interests of workers. To what extent were these organizations successful in achieving their objectives? Confine your answer to the period from 1875 to 1925.
  - Knights of Labor
  - American Federation of Labor
  - Socialist Party of America
  - Industrial Workers of the World

**Week 22 First Semester Exams**

**Week 23-27 (January 28-February 28)****Imperialism, World War I, and Progressivism**

New Imperialism  
 Spanish–American War  
 Big Stick policy  
 Progressive reform  
 Square Deal  
 New Freedom  
 World War I  
 Committee on Public Information  
 Red Scare  
 Treaty of Versailles

**Readings:**

“The Populist Vision”  
 “*Reform as Social Control*”, Norman H. Clark  
 Excerpt from “*The Jungle*”, Upton Sinclair  
 “*The Big Navy Argument*”, Alfred Thayer Mahan  
 “*The White Man’s Burden*”, Rudyard Kipling  
 “*The Rough Riders*”, Theodore Roosevelt  
 “*In Favor of Imperialism*”, Albert Beveridge  
 “*Arguments against American Imperialism*”,  
 The American Anti-Imperialist League  
 The Zimmerman Note  
 “*Returning Soldiers*”, W.E.B. Dubois

**Writing Examples:**

- Analyze the roles that women played in Progressive Era reforms from the 1880s through 1920. Focus your essay on TWO of the following.
  - Politics
  - Social conditions
  - Labor and working conditions
- DBQ - For the years 1880 to 1925, analyze both the tensions surrounding the issue of immigration and the United States government’s response to these tensions.
- Analyze the extent to which the Spanish-American War was a turning point in American foreign policy.

**Week 28-Week 31 (March 4-March 29)****1920’s, The Great Depression, and The New Deal**

Fear of change and difference  
 Value conflicts  
 Mass society  
 Consumerism  
 Technological development  
 Foreign policy  
 Social changes  
 Arts and entertainment  
 Economics  
 “Normalcy”  
 Great Depression  
 New Deal  
 Relief, recovery, reform  
 Public works projects  
 Changing function of government

**Readings:**

“*The Revived Ku Klux Klan*”, Hiram W. Evans  
 “*Vanzetti’s Speech to the Jury*”, Bartolomeo Vanzetti  
 From The Scopes Trial (Transcript)  
 “*Launching the New Deal*”, Franklin D. Roosevelt  
 “*Letter from a Dust Bowl Survivor*”  
 “*The Stock Market Crash*”, Elliott V. Bell  
 “*Attack on the Bonus Army*”, Lee McCardell  
 From “*Father Coughlin’s Anti-New Deal Speech*”, Father Charles Coughlin  
 “*Let Us Now Praise Famous Men*”, James Agee

**Writing Examples:**

- Analyze the origins and outcomes of the intense cultural conflicts of the 1920s.
- Compare and contrast the ways that many Americans expressed their opposition to immigrants in the 1840s–1850s with the ways that many Americans expressed their opposition to immigrants in the 1910s–1920s.

**Week 32-Week 35 (April 8-April 26)****World War II through the Cold War to 1960**

1930s foreign policy  
 Neutrality  
 World War II (political, economic, social consequences)  
 Strategies and battles  
 Postwar demobilization  
 Fair Deal  
 Red Scare  
 Containment  
 Cold War  
 Korean War  
 Modern Republicanism  
 Massive retaliation  
 Social changes  
 Politics of the 1950s  
 Consumerism and the baby boom

**Readings:**

“*Quarantine Speech*”, Franklin D. Roosevelt  
 “*Truman’s Decision to Drop the Atomic Bombs*”, from Harry S. Truman’s memoirs  
 “*Race Relations during the War*”, Carey McWilliams  
 From “*Farewell to Manzanar*”, Jeanne Wakatsuki  
 “*War Dispatch from Ernie Pyle*”, Ernie Pyle  
 “*The Bombing of Nagasaki*,” William L. Laurence  
 From “*MacArthur’s Farewell Address to Congress*”  
 From “*Eisenhower’s Statement on the U-2 Incident*”  
 “*John F. Kennedy’s Inaugural Address*”

**Writing Examples:**

- Compare and contrast the Cold War foreign policies of TWO of the following Presidents:  
     Harry Truman (1945–1953)  
     Dwight Eisenhower (1953–1961)  
     Richard Nixon (1969–1974)
- Analyze the home-front experiences of TWO of the following groups during the Second World War.  
     African Americans  
     Japanese Americans  
     Jewish Americans

**Week 36-Week 39 (April 29-May 10)****1960 Through the Present**

Civil rights  
 Feminism  
 Foreign policy  
 Vietnam  
 Youth culture  
 Poverty  
 Watergate  
 Reagan revolution (foreign policy, economy, social issues)  
 Technology and affluence  
 Post–Cold War foreign policy,  
 Middle East and Persian Gulf  
 Clinton scandals  
 2000 and 9/11  
 The Election of 2008, Obama, and Recessions

**Readings:**

“*Brown vs. The Board of Education*”  
 “*A Strategy for the Civil Rights Revolution*”, Dr. Martin Luther King Jr.  
 “*Crisis in Little Rock*”, Elizabeth Eckford  
 “*I Have A Dream*”, Dr. King  
 “*Letter from a Soldier in Vietnam*”  
 “*Lyndon B. Johnson on Vietnam and Reelection*”  
 From “*The Feminine Mystique*”, Betty Friedan  
 From “*All the President’s Men*”, Bernstein and Woodward  
 From, “*Silent Spring*”, Rachel Carson  
 “*The Contract with America*”

**Writing Examples:**

- DBQ - Analyze the international and domestic challenges the United States faced between 1968 and 1974, and evaluate how President Richard Nixon’s administration responded to them.
- Compare and contrast the goals and strategies of African American leaders in the 1890s –1920s with the goals and strategies of African American leaders in the 1950s –1960s.
- Explain the causes and consequences of the population movements in the United States during the period 1945–1985.

