

AP UNITED STATES HISTORY

DRAFT SYLLABUS: B (Enduring Vision)

INTRODUCTION:

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States 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, their reliability, and their importance- and to weigh the evidence and interpretations presented in historical scholarship. In addition, students will use a primary source reader and other scholarly reference materials throughout the year. An AP United States 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 an essay format. Students are responsible for their own learning. They will write many 4-6-page word-processed papers, take weekly quizzes on textbook chapter note-taking assignments, and take about one essay test a week.

According to the College Board the course will include:

- “study of political institutions, social and cultural developments, diplomacy [and] economic trends.”
- [the teaching of students] “to analyze evidence and interpretations presented in historical scholarship.”
- “extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art and pictorial and graphic materials.”
- “frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays.”

COURSE OBJECTIVES:

This course examines the evolution of the American republic from the initial European incursions into North America to the present. The course is divided into periods of time and focuses on the themes in the *AP Course Description*, including national identity, economic transformation, and U.S. actions on the world stage. Moreover, the AP curriculum demands higher-order thinking skills within a rigorous academic context. Thus, students are frequently required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts. Our investigation of the nature of American democracy includes methods, evidence, and scholarship from the areas of social, political, economic, cultural, and diplomatic history.

TEXTBOOK & SUPPLEMENTAL MATERIALS:

Boyer, Paul, et. al., *The Enduring Vision: A History of the American People*. 4th ed.
Boston: Houghton Mifflin, 2000.

Lorence, J.J., Editor. *Enduring Voices* [Document Sets], Volumes I and II, 4th Edition,
(2002). Houghton Mifflin Company

Primary Source Documents as selected by the instructor from the 100 Milestone
Documents collection at the NARA website <http://www.ourdocuments.gov/>

Collegeboard.com/ap website

Atlas of American History. Skokie, IL: Rand McNally Education, 2005.

Various test preparation books will be shared at year-end for your review and use.

UNIT 1: COLONIAL HISTORY (3 WEEKS)

Readings: *The Enduring Vision*, Chapter 1 America Begins; Chapter 2 Transatlantic Encounters and Colonial Beginnings, 1492-1630; Chapter 3 Expansion and Diversity: The Rise of Colonial America; Chapter 4 The Bonds of Empire, 1660-1750

Themes: The emergence of American cultural traits and the factors that contributed to them. Emerging regional patterns and how they evolved.

Key Topics: Motives and methods of colonization: Spain, France, Britain Push-pull factors bringing colonists to the New World Comparison and contrast of Southern, Middle, and New England political, economic, social, and religious patterns Cultural differences between Americans and Europeans

ACTIVITIES AND ASSESSMENTS

DBQ: Men and women in a developing society: Rights and Responsibilities in New England and the Chesapeake (Document Set 3-3)

Mayflower Compact Analysis

Locate a Colony Simulation

Essay: Bacon's Rebellion/Salem Witchcraft Trials Compare and Contrast

UNIT 2: INDEPENDENCE (2 WEEKS)

Readings: Text, *The Enduring Vision*, Chapters 5 Roads to Revolution, 1744-1776; Chapter 6 Securing Independence, Defining Nationhood, 1776-1788.

Themes: Colonists reevaluate their relationship with Great Britain and with each other.

The American Revolution as a conservative or radical movement. The American Revolution's place in world developments of the time period.

Key Topics: Mercantilism – costs and benefits for Britain and colonies
British policy changes, post – 1763 Emerging colonial cooperation and decision for independence Military victory and terms of the Treaty of Paris Major Assignments and Assessments: Take-home essay: “Mercantilism was actually more favorable to the colonies than to Great Britain.” Assess the validity of this statement.

British Policy Chart: Create a chart detailing the various British policies enacted following the Seven Years' War (Proclamation of 1763 through the Intolerable Acts). Indicate the content or provisions of these acts, the colonial response and the impact on growing colonial unity, and the impact of the experience on post-independence governance. Include the Proclamation of 1763, Grenville Acts, Townsend Duties, Committees of Correspondence, Tea Act, Boston Tea Party, Intolerable Acts (detail), First Continental Congress, Samuel Adams, and Sons of Liberty. The independence movement as a conservative or radical movement: The class is divided into five groups, each assigned to one article from Conflict and Consensus on the nature of the American Revolution. Each group makes a presentation to the class reflecting the views of the author about whether the American Revolution was more radical in nature. Students take notes on all five presentations and write a take-home essay taking a position on whether the independence movement was conservative or radical in its goals and results. They must cite references from at least two of the articles.

ACTIVITIES AND ASSESSMENTS

DBQ: 2004-In what ways did the French and Indian War (1754-63) alter the political, economic, and ideological relations between Britain and its American colonies?

Analysis: Benjamin Franklin Deist
Great Awakening

Simulation: Bunker Hill Strategy

UNIT 3: POST-INDEPENDENCE AND THE CRITICAL PERIOD (2 WEEKS)

Readings: *The Enduring Vision*, Chapter 7 Launching the New Republic, 1789-1800; Chapter 8 Jeffersonian and the Era of Good Feelings.

Themes: Impact of colonial experience on post-independence government. Development of the United States Constitution and the Bill of Rights. The emergence of political parties and the factors that divided them. The development of sectional specialization and interdependence. The conflict between national power and states' rights

Key Topics: Government under the Articles of Confederation – successes and failures, Constitutional Convention, Personalities, Compromises, Controversies, Ratification, Hamilton v. Jefferson, British-French conflict, Trade, Diplomacy, Alien and Sedition Acts

ACTIVITIES AND ASSESSMENTS

DBQ: (2002) Reform movements in the United States sought to expand democratic Ideals.” Assess this validity of this statement with specific references to Years 1825-1850.

Analysis: Constitution Preamble, Responsibilities of Citizens
Bill of Rights, Government limits?

UNIT 4: JEFFERSON’S ADMINISTRATION / GROWTH OF NATIONALISM (2 WEEKS)

Readings: *The Enduring Vision*, Chapter 9 The Transformation of American Society, 1815-1840; Chapter 10 Politics, Religion, and Reform in the Age of Jackson

Themes: The peaceful transfer of power from one party to another. Changes in Party positions. National growth and the growth of nationalism.

Key Topics: Jefferson’s “Revolution of 1800” Changes in Party Positions, Louisiana Purchase, Diplomatic Problems War of 1812: Causes, Conduct, Consequences, Era of Good Feelings, Rise of Nationalism, Diplomatic Achievements Marshall Court rulings and precedents Monroe Doctrine

ACTIVITIES AND ASSESSMENTS

DBQ: Effects of the Embargo Act

UNIT 5: THE AGE OF JACKSON (2 WEEKS)

Readings: *The Enduring Vision*, Chapter 9 The Transformation of American Society, 1815-1840; Chapter 10 Politics, Religion, and Reform in the Age of Jackson; Chapter 11 Life, Leisure, and Culture, 1840-1860

Themes: The emergence of the second American party system. The emergence of the “common man” in American politics. Geographic and economic expansion. Reform movements and the American character.

Key Topics: Election of 1824 and the founding of Jackson’s Democratic Party, Development of Political Organization.
Jackson’s Administration: Spoils System, Nullification, Bank War, Cherokee Removal Manifest Destiny and the War with Mexico Immigration; social, political, and economic developments; and reform movements, 1820-1850, Technical innovations, Quality of life: rural and urban, Municipal sanitation, Popular culture, The arts and literature

ACTIVITIES AND ASSESSMENTS

DBQ: End of the Trail: Jackson and the Rationale for Indian Removal (Document Set 9-2); The Search for Community: Experimentation in a Reform Era (Document Set 10-3)

UNIT 6: SLAVERY AND SECTIONALISM (2 WEEKS)

Readings: *The Enduring Vision*, Chapter 12 The Old South and Slavery, 1800-1860; Chapter 13 Immigration, Expansion, and Sectional Conflict, 1840-1848; Chapter 14 From Compromise to Secession, 1850-1861

Themes: Sectionalism, Slavery and causes of the Civil War

Key Topics: Slavery as a social and economic institution The politics of slavery: Missouri Compromise, Abolitionists, Compromise of 1850, Kansas-Nebraska Act and Bleeding Kansas, Dred Scott Decision, Lincoln-Douglas Debates, John Brown's Raid, Election of 1860

ACTIVITIES AND ASSESSMENTS

DBQ: (1987) "By the 1850's the Constitution, originally framed as an instrument of National unity, has become a source of sectional discord and tension and ultimately Contributed to the failure of the union it had created. Assess the validity of this statement.

Write an essay evaluating whether problems between the sectional regions could have been solved by compromise or whether the Civil War was a necessary step in American history.

Lincoln's Cooper's Union Speech: The politics of moderation

UNIT 7: CIVIL WAR AND RECONSTRUCTION (3 WEEKS)

Readings: *The Enduring Vision*, Chapter 15 Freedom Reborn: Civil War, 1861-1865; Chapter 16 The Crises of Reconstruction, 1865-1877.

Themes: Secession and war, Reconstruction issues and plans, The struggle for equality

Key Topics: Military strategies, strengths, and weaknesses, events and outcomes, The home front, North and South, mobilizing manpower, finances, public opinion, social, economic, and political impact of war Presidential v. Congressional Reconstruction plans and actions Economic development: The New South? 1877 Compromise and Home Rule Booker T. Washington and W.E.B. Du Bois leadership styles and programs

ACTIVITIES AND ASSESSMENTS

DBQ: (1996) In what ways and to what extent did constitutional and social developments between 1860 and 1877 amount to a revolution. Use the documents and your knowledge of the period from 1860-1877 to answer the question.

Simulation: Antietam battle plan analysis.

Essays: Consider options and create a reconstruction policy to answer the following questions:

- What is the primary goal of reconstruction? Reunification, punishment, civil rights, other?
- What should be done to ex-Confederates?
- What should be done for the freedmen?
- Who should be able to vote and hold office in the new southern state governments?
- What requirements must be met before states regain full rights and representation?
- How should the Southern economy be restored?
- What role should Union troops play in policing, governing, or rebuilding the South?

UNIT 8: RISE OF BUSINESS AND LABOR (2 WEEKS)

Readings: *The Enduring Vision*, Chapter 17 The Trans-Mississippi West; Chapter 18 The Rise of Industrial America; Chapter 19 The Transformation of Urban America

Themes: Native American relations. Political alignment and corruption in the Gilded Age. Role of government in economic growth and regulation. Social, economic, and political impact of industrialization.

Key Topics: Native Americans, Plains Wars and Reservation Policy, Dawes Act Comparison of reform attitudes towards African-Americans and Native Americans in late 19th century, Gilded Age politics, Party alignment, Political corruption and reform Industrial growth Government support and actions Business tycoons: methods, accomplishments, philosophies Rise of organized labor Changing conditions Unions, leaders, methods, successes and failures

ACTIVITIES AND ASSESSMENTS

DBQ: The Worker Response to Industrialism: Unionism and Labor Violence (Document Set 18-2)

Documentary Viewing: Andrew Carnegie, *The Richest Man in the World*

UNIT 9: POPULISTS AND PROGRESSIVES (2 WEEKS)

Readings: *The Enduring Vision*, Chapter 20 Daily Life, Popular Culture, and the Arts, 1860-1900; Chapter 21 Politics and Expansion in an Industrializing Age; Chapter 22 The Progressive Era.

Themes: Inflation/Deflation – Role of government in the economy, Role and effectiveness of third parties, Immigration and urbanization, Patrician reformers Bryan and Wilson: “Jeffersonian goals in Hamiltonian form” (Conflict and Consensus) Teddy Roosevelt/ Taft/ Wilson: Conservatives as Progressives (reform to preserve)

Key Topics: Agrarian Revolt, Post-war problems, Attempts to organize, Election of 1896 Immigration and urbanization in the late 19th century Social and cultural developments of the late 19th century Urban middle-class reformers lead a call for change, Muckrakers, Women’s issues and roles, Political corruption and reforms, Consumer and environmental protection, Business and labor issues Teddy Roosevelt, Taft, and Wilson administrations respond to Progressive movement

ACTIVITIES AND ASSESSMENTS

DBQ: (1994) To what extent was late nineteenth-century and early twentieth-century United States expansionism and a continuation of past US expansionism and to what extent was it a departure. Or compare and contrast the expansion of the 1840’s to the expansion of the after the Spanish American War.

Simulation: The Farm Game

UNIT 10: IMPERIALISM AND WORLD WAR I (2 WEEKS)

Readings: *The Enduring Vision*, Chapter 23 World War I

Themes: The changing role of the U.S. in world affairs – from isolationism to world power. U.S. motives in World War I and post-war agreements. Presidential and congressional roles in policy management.

Key Topics:

Reasons for new interest in world affairs, Spanish-American War, US take-over of Hawaii, Cuban situation and U.S. reaction, Military preparedness and action, Treaty provisions, Philippine Annexation – debate and results Open Door Policy Teddy Roosevelt’s “Big Stick” Diplomacy, Roosevelt Corollary and applications, Panama intervention and canal building, Nobel Peace Prize Taft’s Dollar Diplomacy Wilson’s “Moral” or “Missionary” Diplomacy, Relations with Panama, Mexico, Haiti, Philippines, Neutrality, 1914-1917, World War I as a war to “make the world safe for democracy” Various interpretations of U.S. motives in World War I World War I at home: Economic impact, Harassment of German-Americans, Women and minorities, Espionage and

Sedition Acts, Business and Labor relations, Creel Committee – wartime propaganda
Treaty negotiations and Senate rejection of Versailles Treaty

ACTIVITIES AND ASSESSMENTS

Political Cartoons: Students create one cartoon representing pro-annexation sentiments and one representing anti-annexation sentiment.

World War I Position Statement:

Students evaluate documents and make reports and position statements on whether the U.S. claim to be fighting a war to “make the world safe for democracy” was a valid claim. Groups evaluate the following sets of documents and readings:

- U.S. neutrality statements, submarine warfare experiences, Zimmerman Note, Fourteen Points
- U.S. trade and loan figures, Nye Commission report
- Fourteen Points, Wilson War Message, Versailles Treaty negotiations (U.S. positions)
- U.S. home front: gains and opportunities for women and minorities, treatment of German-Americans, Espionage and Sedition Acts

UNIT 11: 1920’S –1930’S (3 WEEKS)

Readings: *The Enduring Vision*, Chapter 24 The 1920s; Chapter 25 Crash, Depression, and New Deal; Chapter 26 American Life in a Decade of Crisis at Home and Abroad

Themes: The 1920’s: Post-World War I compared to post-Civil War nativism, laissez-faire, labor government, farmers, and attitudes toward reform. U.S. pursuit of “advantages without responsibilities.” Administration policy of “nullification by administration.” Cultural conflicts: native v. foreign; rural v. urban. Revolution in manners and morals.

The 1930’s: The role of government in society and the economy. Political realignment. Human suffering and response to the Great Depression.

Key Topics: The 1920’s: Post-war recession and agricultural problems, Intolerance, KKK, Immigration restriction, Sacco and Vanzetti, Prohibition and Organized Crime Jazz Age culture, Youth Rebellion, Literature of Disillusionment, Business growth and consolidation, credit, advertising, Harding, Coolidge, Hoover administrations, Scandals, Trickle-down Economics, “Business of America is Business, Boom and Bust in the Stock Market, Foreign Policy The 1930’s: Hoover v. Roosevelt’s approaches to the Depression, New Deal Legislation – Effectiveness and Criticisms, Supreme Court Reactions and Court Packing Plan, Dust Bowl and Demographic Shifts, Extremist alternatives: Coughlin, Long, Townsend, Political Party Alignment – the new Democratic Coalition, Impact of the Great Depression on various population groups

ACTIVITIES AND ASSESSMENTS

DBQ (1984) President Franklin D. Roosevelt is commonly thought of as a liberal and President Herbert C. Hoover as a conservative. Assess the validity of this statement. Compare and contrast Herbert Hoover and FDR's plan for economic recovery During the Great Depression.

Stockmarket Simulation: Create a DBQ: Choose an issue or development in the 1920's or 1930's. Develop a question, and select and arrange documents relevant to answering the question. Score is determined by significance of the issue, clarity of the question, and relevance of the documents in answering the question.

Simulation: The Stock Market Game

Listening and Learning: Jazz, America's Music

UNIT 12: WORLD WAR II AND ORIGINS OF THE COLD WAR (2 WEEKS)

Readings: *The Enduring Vision*, Chapter 27 Waging Global War, 1939-1945; Chapter 28 Cold War America, 1945-1952

Themes: Comparison of Wilson and Roosevelt as neutrals, wartime leaders, Allied partners, post-war planners. U.S. adopts new role as peacetime leader in post-war world. Home front conduct during World War I and World War II.

Key Topics:

U.S. response to aggression – neutrality legislation, Lend-Lease Act, Pearl Harbor and U.S. response Military Strategy, Germany First, Second Front Debate, Island Hopping, Atomic Bomb, Home Front, Relocation of Japanese-Americans, Women and Minorities in the Workplace, Demographic Impact Wartime Diplomacy and Cooperation, Atlantic Charter (compare to Fourteen Points), Wartime Conferences, United Nations Founding and Participation Splintering of Wartime Alliance and Adoption of Containment, Berlin and German Division, Truman Doctrine, Marshall Plan, NATO, Korea

ACTIVITIES AND ASSESSMENTS

DBQ (2001) What were the Cold War fears of the American people in the aftermath of the Second World War? How successfully did the administration of President Dwight D. Eisenhower address these fears: Use the documents and your knowledge of the years 1948-1961 to construct your response.

Group or individual reports on comparisons and contrasts of aspects of World War I and World War II: Neutrality policies Home front developments and regulations, Economic controls, Labor relations, Women and minorities, Civil liberties, Demographic changes, Manpower and financial mobilization efforts Relations with Allies – wartime and communications Wartime Goals – Fourteen Points and Atlantic Charter/League and UN post-war role in world affairs

Take a Stand – Group debate and position statements on:
Reasons for relocation – national security or racism?
Decision to drop the atomic bombs – military necessity, nationalism, or Cold War diplomacy?

Storyboards on Cold War issues

Cold War Pen Pals: Students select a partner. Each creates a persona, one a U.S. citizen and one a Soviet citizen. They exchange notes or letters commenting on selected incidents and developments during the Cold War.

Create a DBQ: Students select an issue, create a question, and select documents to create a DBQ on the Cold War. Scores are based on the significance of the issue, clarity of the question, and the relevance of documents in answering their question.

UNIT 13: POST-WAR DOMESTIC ISSUES (2 WEEKS)

Readings: *The Enduring Vision*, Chapter 29 America at Midcentury; Chapter 30 The Turbulent Sixties

Themes:

Continued impact of New Deal in government's role in society.
Struggle for civil liberties and civil rights.
Checks and balances at work in American politics.

Key Topics: Truman's Administration, Fair Deal, GI Bill of Rights, Taft-Hartley Act, 22nd Amendment, 1948 Election, Loyalty Program, Eisenhower's Administration, McCarthyism, Modern Republicanism, Highway Construction, Brown v. Board of Education of Topeka, Earl Warren Court, Kennedy / Johnson Administrations, Civil Rights Movement: Popular and government Response, War on Poverty and Great Society Programs, Counterculture and Anti-establishment Movements

ACTIVITIES AND ASSESSMENTS

DBQ (1995) Analyze the changes that occurred during the 1960's in the goals, strategies and support of the movement for African American rights. Use the documents and your knowledge of the history of the 1960's to construct your response.

DBQ: Civil Rights Civil rights Leaders and Tactics: Students read position statements by various civil rights leaders including Booker T. Washington, W.E.B DuBois, Marcus Garvey, Martin Luther King, Jr., Jesse Jackson, Malcolm X, Stokely Carmichael, and Elijah Muhammad. They describe their philosophies, programs, and strategies for action and evaluate which policies were most effective and why.

Kennedy Assassination Analysis: What is Truth?

UNIT 14: FOREIGN POLICY – EISENHOWER – REAGAN (2 WEEKS)

Readings: *The Enduring Vision*, Chapter 31 A Troubled Journey: From Port Huron to Watergate; Chapter 32 Turning Inward: Society and Politics from Ford to Bush; Chapter 33 Bright Prospects and Nagging Uncertainties for a New Century

Themes: Cycles of freezes and thaws in East-West relations. The “Vietnam Syndrome” in post-war foreign policy. Human rights v. strategic self-interest in policy formulation. Interrelationship of foreign policy and economic stability.

Key Topics: Eisenhower, Liberation, not containment, John Foster Dulles, Massive retaliation Asia Policies, Korea, Southeast Asia – Geneva Accords and aid to South Vietnam Peaceful co-existence – Khrushchev’s visit U-2 Incident Kennedy: Flexible Response, Aid for Social and Economic Development, Peace Corps, Alliance for Progress, Southeast Asia military and economic aid, Bay of Pigs and Cuban Missile Crisis Johnson: Vietnam War Nixon/Ford: Vietnamization, Nixon Doctrine, China Card, Détente’ Carter: Human Rights Policies, Camp David Accords, Panama Canal Treaties, SALT II, Afghanistan, and Olympic Boycott, Iran Revolution and Hostage Crisis Reagan: “The Evil Empire”, Strategic Defense Initiative (SDI), End of the Cold War

ACTIVITIES AND ASSESSMENTS

Cold War Grid – Compare presidential policies, Truman to Reagan, on: Nature of the Cold War – ideological v. power struggle, Containment in Europe, Asia, Middle East, Latin America, Neutralism/nonalignment

Storyboards on various issues

UNIT 15: AP REVIEW AND SELECTED TOPICS (5 WEEKS)

Final dates to be determined

In-class exercise: AP released exam multiple choice with immediate discussion and feedback regarding “why this answer?” This will establish a diagnostic baseline for ongoing AP exam review.

DBQ

80 Question released M/C

Free Response essay

Selected Topics: 1492 - Present

TEACHING STRATEGIES

This is a large lecture course and, as such, the teaching strategies used focus on giving students opportunities to analyze and respond in class, to write mini-essays of 50 words or so reacting to provocative statements, and to do short role-play simulations.

Students must complete a summer reading assignment on before the course begins. They also receive maps to familiarize themselves with United States geography, history and expansion.

Instructions are given throughout the course on the following:

- Essay organization diagram for free-response questions
- Essay tasks for AP Exam free-response questions
- List of directive terms used in free-response questions
- Reminders for answering timed essay questions
- Essay frame
- Generic free-response scoring guidelines
- Generic core-structure scoring guidelines
- Guidelines for responding to a DBQ
- Test packet for a DBQ (excerpted from an AP Released Exam)
- Generic DBQ core-scoring guidelines

STUDENT EVALUATION

Quizzes are given on the reading assignments. Occasional outside-of-class assignments may also count as daily grades.

Test formats are objective (multiple choice), free-response questions (called essay tests in the Course Planner), and DBQs

Most objective tests consist of 80 to 85 multiple-choice questions and a 35-minute essay question, and are timed to approximate the time allowed on the AP Exam.

The DBQ part of each test is composed of a 10-minute planning period and a 40-minute writing period. During the planning period students must (1) responds to all of the tasks specified by the essay prompt, (2) include at least three to four groupings of documents,

and (3) identify the point of view for most of the documents. This process helps students focus on “answering the question rather than writing what they know.”

Homework is accepted before students begin to take the unit exam. The homework consists of unit terms and/or outlines; questions about readings, notations, and/or assigned primary and secondary sources; charts that pertain to the unit (e.g., characteristics, similarities, and differences between absolute monarchs, schools of art, etc.) and applicable historical maps. Well-completed terms and course themes demonstrate a student’s effort and most students find this to be indispensable in maintaining a high grade point average.

The semester exam is a requirement of the AP United States History course. It is comprehensive for all material covered during the first semester.

The final exam is a performance-based evaluation that helps students synthesize their learning from the entire year. It consists of a variety of written exercises and cooperative group activities that also help students prepare for the AP United States History Exam.

The AP United States History Exam is comprehensive, covering material from the entire school year. Students who are enrolled in the AP United States History course are expected to take the AP United States History Exam. Class time and after school reviews are held prior to the AP Exam. In addition, many students participate in informal study group review sessions.