

AP United States History

Los Amigos High School

Syllabus

Instructor: Mr. Hawley

Class website: laapush.org

AP US History is a college level class for high school students. Students receive college credit upon passing the AP exam. The class is a two-semester survey of American history from pre-Columbian America to the present day.

The class has a flipped-mastery structure. A flipped class turns the traditional structure upside down. As homework, students take Cornell notes from lectures stored on the class website. The skill development normally associated with homework is done in class. This allows the instructor more time to meet the individual needs of the students. In a mastery class, students learn a series of lessons at their own pace. Students demonstrate mastery of a lesson's themes and thinking skills on a summative assessment. For students who do not demonstrate mastery, remediation is provided and the student is given another assessment. Those who do master move on to the next lesson.

Major Themes

1. Identity
2. Work, Exchange, and Technology
3. Peopling
4. Politics and Power
5. America in the World
6. Environment and Geography: Physical and Human
7. Ideas, Beliefs, and Culture

Thinking Skills Focus

1. Chronological Reasoning
 - a. Historical Causation
 - b. Patterns of Continuity and Change over Time
 - c. Periodization
2. Comparison and Contextualization
3. Crafting Historical Arguments from Historical Evidence
 - a. Historical Argumentation
 - b. Appropriate Use of Relevant Historical Evidence
4. Historical Interpretation and Synthesis

Course Texts

Textbook

Kennedy, David M., The American Pageant: A History of the Republic 13th ed., Boston: Houghton Mifflin, 2006.

Supplemental Texts

Kennedy, David M. and Thomas Bailey ed., The American Spirit vol. 1, Boston: Houghton Mifflin, 2006. (primary source documents)

Kennedy, David M. and Thomas Bailey ed., The American Spirit vol. 2, Boston: Houghton Mifflin, 2006. (primary source documents)

Zinn, Howard. A People's History of the United States. New York: Harper Collins, 2010.

Fiege, Mark. The Republic of Nature: An Environmental History of the US. Seattle: University of Washington Press, 2012.

Thoreau, Henry David, Walden, New York: Dover Publications, 1995

Catton, William and Bruce Catton. Two Roads to Sumter. Edison, New Jersey: Castle Books, 2003

Notebooks

All students are required to record notes in Cornell University style for all lectures and place them in an interactive notebook. All notebooks will conform to the interactive notebook guidelines given during the 1st week of instruction.

Summative Assessments

Summative assessments will be given at the end of each unit. These will come in formats based upon the themes and thinking skills required by the lessons. They may include:

1. Essays responding to an FRQ or DBQ: These essays must have a thesis that addresses the prompt and provides a coherent written argument supported by concrete details and analysis. (crafting historical arguments from historical evidence)
2. Multiple choice questions.
3. Short answer question

Note, in some units a multimedia presentation or a world café discussion will be substituted for the essay on the summative assessment.

Finals

In addition to the summative unit assessments, there will be a cumulative final exam at the end of each semester.

Unit 1, 1491-1775, Pre-Columbian and Colonial Period

American Pageant

1. Chapter 1, "New World Beginnings" 33,000 BC-AD 1769 p4
2. Chapter 2, The Planting of English America, 1500-1733 p25
3. Chapter 3, Settling the Northern Colonies, 1619-1700 p43
4. Chapter 4, American Life in the Seventeenth Century, 1607-1692 p66
5. Chapter 5, Colonial Society on the Eve of Revolution, 1700-1775 p84
6. Chapter 6, The Duel for North America, 1608-1763 p106
7. Chapter 7, The Road to Revolution, 1763-1775 p122

Other Texts

8. *American Spirit* vol. 1 (primary source documents)
 - a. "Visualizing the New World 1506-1510," (illustrations) p1
 - b. "Bartolome de Las Casas defends the Indians" p4
 - c. "Hernando de Soto Encounters the Indians of the Southeast" p6
 - d. "Don Juan de Orate Conquers New Mexico" p17
 - d. "The Intolerant Act of Toleration" p38
 - e. "Anne Hutchinson is Banished" p47
 - f. "George Whitefield Fascinates Franklin" p90
 - g. "Benjamin Franklin Testifies Against the Stamp Act" p129
9. Chapter 1, "Columbus, the Indians, and Human Progress" from *A People's History of the US*
10. Chapter 1, "Satan in the Land" from *The Republic of Nature*
11. "Mayflower Compact"
12. "Sinners in the Hands of an Angry God" By Jonathan Edwards
12. World Map
13. New England outline map

Topics

1. The Americas were not a virgin wilderness.
2. Maize cultivation led to complex civilization.
3. Contacts among American Indians, Africans, and Europeans challenged the world views of each group.
4. Feitorias, plantations, and the encomienda promoted slavery and dominated early colonialism.
5. An Atlantic World trading system develops (triangular trade).
6. Geography and climate cause sectionalism
7. Salutary Neglect develops.
8. The American Revolution starts in 1607.
9. Puritan goals and values shape New England.
10. The Enlightenment sets the stage for the US.
11. The French and Indian War was a Pyrrhic victory for the British.

12. The end of salutary neglect provokes American independence

Historical Questions

1. How long have humans lived in the Americas?
2. What is the significance of maize?
3. Why do some historians refer to North America as a garden rather than a wilderness?
4. How did geography and climate influence native societies?
5. What was the “encomienda?”
6. What is the significance of the Columbian Exchange?
7. Why did the exchange harm Native Americans?
8. How did the exchange lead to European domination of the world?
9. Why did Popé’s Rebellion occur?
10. What was the primary goal of the Virginia Company?
11. What events transformed Virginia into a thriving colony?
12. What is the significance of Bacon’s Rebellion?
13. Why did Maryland adopt religious toleration?
14. What were the goals of the Massachusetts Bay Colony and how did they impact the development of New England?
15. What were the effects of religious dissent in New England?
16. Why did strange behavior by children turn into a crisis?
17. What American principle solves the problems presented by theocracy?
18. Why was New Netherlands a threat to British North America?
19. What is the “triangle trade?”
20. How do the Navigation Acts fit into the concept of mercantilism?
21. What was the impact of the “African Diaspora” upon the Atlantic world?
22. How did the Enlightenment lead to revolution?
23. How did the 1st Great Awakening lead to revolution?
24. How did “salutary neglect” impact the colonists’ sense of “English rights?”
25. What problems did the French and Indian War create for the British Empire?
26. Why did Americans resist new British involvement in North America?

Activities

1. In a semantic features map, students will compare and contrast Native American societies from three different regions of the Americas (comparison and contextualization) (theme: identity) (peopling) (environment and geography: physical and human) (ideas, beliefs, and culture).
2. On a world map, students will be able to plot the flow of diseases, plants, animals, and minerals during the Columbian exchange (work, exchange, and technology) (America in the world) (environment and geography: physical and human)
3. Students will annotate and answer essential questions using primary source documents.
4. Students will practice the development of thesis statements that address the prompt and demonstrate complex thinking.

5. In a written response to an FRQ, students will explain the causes and effects of Popé's Rebellion (crafting historical arguments from historical evidence)
6. Using a flow map, students will sequence the major events in the development of the Virginia Colony (chronological reasoning)
7. Students will annotate and answer essential questions using primary source documents.
8. Students will further develop their essay writing skills with a focus on the overall structure.
9. In a written response to an FRQ, students will explain the problems of theocracy in Massachusetts (historical interpretation and synthesis) (politics and power) (ideas, beliefs, and culture).
10. In a semantic features map, students will compare and contrast New York with the Chesapeake colonies, and New England (comparison and contextualization) (theme: identity) (environment and geography: physical and human).
11. Using a map of the Atlantic, students will be able to diagram flows and movements of the Atlantic World (work, exchange, and technology) (peopling) (America in the world) (environment and geography: physical and human).
12. In a written response to an FRQ, students will explain why "salutary neglect" ended in North America (historical interpretation and synthesis) (theme: identity) (politics and power) (America in the world).

Assessments

1. Multiple-choice and short answer test on above material.
2. Students will write an in-class essay. This essay must have a thesis that addresses the prompt and provides a coherent written argument supported by concrete details and analysis. (crafting historical arguments from historical evidence)

Unit 2, 1775-1840, Independence and the Early Republic

American Pageant

1. Chapter 8, America Secedes from the Empire, 1775-1783 p140
2. Chapter 9, The Confederation and the Constitution, 1776-1790 p166
3. Chapter 10, Launching the New Ship of State, 1789-1800 p190
4. Chapter 11, The Triumphs and Travails of the Jeffersonian Republic, 1800-1812 p211
5. Chapter 12, The Second War for Independence and the Upsurge of Nationalism, 1812-1824 p233
6. Chapter 13, The Rise of a Mass Democracy, 1824-1840 p256
7. Chapter 14, Forging the National Economy, 1790-1860 p287

Other Texts

8. *American Spirit* vol. 1 (primary source documents)
 - a. "Thomas Paine Talks Common Sense" p150

- b. "The Declaration of Independence" p153
 - c. "Jefferson Favors Rebellion" p169
 - d. The Constitution of The United States of America" pA1
 - e. "James Madison Defends the New Constitution" p184
 - f. "The Clash Over States Rights" p191
 - g. "Jefferson Duped (?) by Hamilton" p194
 - h. "A President Bids Farewell" p206
 - i. "The Virginia Legislature Protests" p211
 - j. "Wage Slavery in New England" p291
 - k. "The Impact of the Erie Canal" p310
9. "A Revolution to Conserve" by Clinton Rossiter (secondary source document)

Topics

1. The debate over federal vs. state authority leads to the first party system.
2. The Federalists and Democratic-Republicans present two visions for America.
3. Jeffersonian minimal government as a model
4. The Marshall court continues the Federalists ideals
5. King Caucus develops
6. Hard vs. soft money (east vs. west).
7. Jacksonian presidency as a result of a widening electorate.
8. Forced Relocation of Native Americans.

Historical Questions

1. What is the significance of Common Sense?
2. What is the significance of Saratoga?
3. How did the US win its independence from Britain?
4. Why did the Articles of Confederation fail?
5. What is the purpose of constructing complex republican government?
6. Who was helped and hurt by Hamilton's economic plan?
7. What was Jefferson's vision for the US?
8. How did Jay's Treaty lead to a Democratic-Republican victory in 1800?
9. What was the "Revolution of 1800?"
10. How did trade restrictions spur an industrial revolution in the US?
11. How did the cotton gin impact sectionalism in the US?
12. Was this really the "Era of the Common Man?"

Activities

1. Students will develop their essay writing skills with a focus on providing specific concrete details the support the thesis.
2. Students will evaluate two historical interpretations of the American Revolution.
 - a. Students will read and annotate "A Revolution to Conserve" by Clinton Rossiter (secondary source document)

- b. Students will read Chapter 5, “A Kind of Revolution” from *A People’s History of the US*
- c. Students will complete a double bubble map that compares and contrasts the two interpretations.
3. Students will annotate and answer essential questions using primary source documents.
4. Students will evaluate and sequence the move toward independence using a summarizing pyramid (chronological reasoning).
5. In a written response to an FRQ, students will be able to evaluate the role of Second Continental Congress in American independence (politics and power).
6. Students will create an analogy for the Articles of Confederation using a bridge map.
7. Students will use SOAPS, Subject Occasion Audience Purpose Speaker, to analyze “Federalist #10.” (politics and power)
8. Using a double bubble map, students will compare and contrast the visions of Hamilton and Jefferson (politics and power).
9. In a multi-flow map, students will diagram the impact of the “Dambargo” and the War of 1812 upon the US economy. Students must identify and evaluate the relationship between multiple causes and effects (chronological reasoning) (work, exchange, and technology) (America in the world).
10. In a written response to an FRQ, students will explain how technological advances increased sectionalism in the US (historical interpretation and synthesis) (work, exchange, and technology) (environment and geography: physical and human).

Assessments

1. Multiple-choice and short answer test on above material.
2. Students will write an in-class essay. This essay must have a thesis that addresses the prompt and provides a coherent written argument supported by concrete details and analysis. (crafting historical arguments from historical evidence)

Unit 3, 1840-1861, Antebellum

American Pageant

1. Chapter 15, The Ferment of Reform and Culture, 1790-1860 p320
2. Chapter 16, The South and the Slavery Controversy, 1793-1860 p350
3. Chapter 17, Manifest Destiny and Its Legacy, 1841-1848 p371
4. Chapter 18, Renewing the Sectional Struggle, 1848-1854 p390
5. Chapter 19, Drifting Toward Disunion, 1854-1861 p409

Other Texts

6. *American Spirit* vol. 1 (primary source documents)
 - a. “The Seneca Falls Manifesto” p327
 - b. “Henry David Thoreau Praises Spiritual Wealth” p339
 - c. William Lloyd Garrison Launches the Liberator” p368
 - d. “The President Blames Mexico” p390
5. Chapter 7, “As long as the Grass Grows or Water Runs” from *A People’s History of the US*
6. “The American Scholar” by Ralph Waldo Emerson
7. “One’s Self I Sing” by Walt Whitman
8. Selected paintings by Thomas Cole from Earl Powell’s *Thomas Cole*. Harry N. Abrams Inc: New York, 1990./

Topics

1. Romanticism as a reaction to the rationality of the Enlightenment.
2. Second Great Awakening provokes social reform.
3. Technology creates greater sectionalism.
4. Manifest Destiny and western settlement
5. Additions of western land provoke confrontations over slavery

Historical Questions

1. How did German and Irish immigration impact American life?
2. Who are the “Know Nothings?”
3. How does a political machine operate?
4. What elements are present in American Romanticism?
5. How does one transcend reason?
6. What events provoked Antebellum reform movements?
7. What reform movements grew out of the 2nd Great Awakening?
8. What economic system is common to most Utopian movements developed in the Antebellum?
9. Why did the US go to war with Mexico?
10. What conflict arose after the US victory over Mexico?
11. How did the Kansas-Nebraska Act divide the nation?
12. Why did the party system collapse in 1860?

Activities

1. Students will annotate and answer essential questions using primary source documents.
2. In a written or oral statement, students will explain immigration trends of the Mid-Nineteenth Century (peopling).

3. In a think and draw, students will create a graphic analogy for a political machines (peopling) (politics and power).
4. Students will explain the meaning of two works of romantic literature by making annotations to text (ideas, beliefs, and culture).
5. In a circle map, students will define in context the works of Thomas Cole (comparison and contextualization) (ideas, beliefs, and culture).
6. Using a multi-flow map, students will identify the causes and effects of the 2nd Great Awakening. Students must identify and evaluate the relationship between multiple causes and effects (chronological reasoning) (ideas, beliefs, and culture).
7. Using a bridge map, students will create a metaphor for the reform movements of the Antebellum (historical interpretation and synthesis) (ideas, beliefs, and culture).
8. Students will use SOAPS, Subject Occasion Audience Purpose Speaker, to analyze Polk's Polk's "Message to Congress" on May 11, 1846.
9. In a multi-flow map, students will explain the causes and effects of the Mexican War. Students must identify and evaluate the relationship between multiple causes and effects (chronological reasoning).
10. In a reflective writing, students will define the "myopia of Stephen Douglas" and support their definition with evidence from the text, Two Roads to Sumter (historical interpretation and synthesis) (politics and power).

Assessments

1. Multiple-choice and short answer test on above material.
2. Students will write an in-class essay. This essay must have a thesis that addresses the prompt and provides a coherent written argument supported by concrete details and analysis. (crafting historical arguments from historical evidence)

Unit 4, 1861-1877, Civil War and Reconstruction

American Pageant

1. Chapter 20, Girding for War: The North and the South, 1861-1865 p434
2. Chapter 21, The Furnace of Civil War, 1861-1865 p453
3. Chapter 22, The Ordeal of Reconstruction, 1865-1877 p479

Other Texts

4. *American Spirit* vol. 1 (primary source documents)
 - a. "The War to Preserve the Union" p463
 - b. "The War to End Slavery" 463
 - c. "English Working Classes Cheer" p484
 - d. "General William T. Sherman Dooms Atlanta" p489
 - e. "Booker T. Washington Reflects" p536
5. Kansas-Nebraska Excerpt from *Two Roads to Sumter*

6. Chapter 4, “Nature’s Nobleman: Abraham Lincoln and The Improvement of America” from *The Republic of Nature*

Topics

1. Northern Economic development during the war pushes the US into the modern age
2. Total war and attrition strategies bring the war to an end
3. Jim Crow and sharecropping replace slavery

Historical Questions

1. Why couldn’t the North use its advantages and win immediately?
2. Why were the Battles of Vicksburg and Gettysburg a turning point in the war?
3. What impact did the war have on the home front in the North?
4. How did the total war and attrition strategies bring about the conclusion of the war?
5. What were Northern plans for reconstructing the South?
6. To what extent was Reconstruction a failure?

Activities

1. Students will annotate and answer essential questions using primary source documents.
2. Students will contrast the strengths of the North and South at the start of the Civil War in an oral or written statement.
3. Students will explain the effects of the Battles of Vicksburg and Gettysburg in a free response writing.
4. Students will define in context Civil War home front mobilization using a circle map (comparison and contextualization).
5. Students will read Chapter 4, “Nature’s Nobleman: Abraham Lincoln and The Improvement of America” from *The Republic of Nature* and engage in a class discussion of Lincoln’s early environment and its influence on his later policies (environment and geography: physical and human).
6. Students will explain the impact of total war and attrition in a free response writing.
7. Students will compare and contrast Restoration and Radical Reconstruction using a double bubble map (comparison and contextualization) (politics and power).
8. Students will evaluate the Compromise of 1877 by annotating a political cartoon (historical interpretation and synthesis) (politics and power).

Assessments

1. Multiple-choice test on above material.
2. Students will write an in-class DBQ. This essay must have a thesis that addresses the prompt and provides a coherent written argument supported by concrete details and analysis. In addition, this essay will require the student to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past. (crafting historical arguments from historical evidence).

Unit 5, 1865-1898, The Gilded Age

American Pageant

1. Chapter 23, Political Paralysis in the Gilded Age, 1869-1896 p504
2. Chapter 24, Industry Comes of Age, 1865-1900 p530
3. Chapter 25, America Moves to the City, 1865-1900 p558
4. Chapter 26, The Great West and the Agricultural Revolution, 1865-1896 p594
5. Chapter 27, Empire and Expansion, 1890-1909 p626

Other Texts

6. *American Spirit* vol. 2 (primary source documents)
 - a. "A Defense of Long-Haul Rates" p66
 - b. "John D. Rockefeller Justifies Rebates" p70
 - c. "An Oil Man goes Bankrupt" p71
 - d. "Andrew Carnegie's Gospel of Wealth" p73
 - e. "The Knights of Labor Champion Reform" p89
 - f. "An Iowan Assesses Discontent" p156
 - g. "William Jennings Bryan's Cross of Gold Speech" p165
6. Chapter 11, "Robber Barons and Rebels," from *A People's History of the US*
5. "Analyzing Attitudes on Immigration through Political Cartoons" TCI 1.3 Handouts
6. "Isolation to Imperialism: The Foreign Policy Spectrum" TCI 3.1 Handouts
7. "The Editor's to Blame" Lyrics

Topics

1. The end of the frontier
2. The development of the corporation and national market
3. Monopolies develop and dominate government
4. Populism and free coinage of silver
5. The shift in immigration trends (southern and eastern European immigration)

Historical Questions

1. What happened to Indian reservations west of the Mississippi?
2. Was American policy toward the Plains Indians a form of genocide?
3. How did the federal government encourage expansion?
4. Why did farmers grow to dislike the railroads?
5. What caused the Panic of 1873?
6. How did the corporation make the second wave of the Industrial Revolution possible?
7. What happened to the union movement in second half of the 19th Century?
8. How did the Pendleton Civil Service Act change American government?
9. What were the goals of the Populist Party?
10. How did "yellow journalism" push the US toward war?

11. How did the Spanish-American War change America's connections to the rest of the world?
12. How did anti-imperialists view America's new conquests?

Activities

1. Students will annotate and answer essential questions using primary source documents.
2. Students will summarize the change in federal policy toward Native Americans in a free response writing (chronological reasoning) (peopling).
3. Students will explain the effects of the western railroads on the nation's economy in a written response to a 15 minute FRQ (chronological reasoning) (work, exchange, and technology).
4. Students will summarize the impact of the corporation on the nation's economy in a written statement (chronological reasoning) (work, exchange, and technology).
5. Students will apply their knowledge of the union movement of the late 19th Century by negotiating an end to the Pullman Strike (historical interpretation and synthesis) (work, exchange, and technology).
6. Students will summarize the debate over silver in a written or oral statement (work, exchange, and technology) (politics and power).
7. Students will explain the Populist Party using the Wizard of Oz metaphor (historical interpretation and synthesis) (politics and power).
8. Using a multi-flow map, students will explain the causes and effects of the Spanish-American War. Students must identify and evaluate the relationship between multiple causes and effects (chronological reasoning) (America in the world).
9. Students will categorize events in American foreign policy using a spectrum (comparison and contextualization) (America in the world).
10. Periodization activity-students engage in class debate analyzing the extent to which the Spanish-American War was a turning point in the history of US foreign relations (America in the world).

Assessments

1. Multiple choice and short answer test on above material.
2. Students will write an in-class DBQ essay. This essay must have a thesis that addresses the prompt and provides a coherent written argument supported by concrete details and analysis. In addition, this essay will require the student to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past. (crafting historical arguments from historical evidence).

Unit 6, 1890-1919, Progressivism Through WWI

American Pageant

1. Chapter 28, Progressivism and the Republican Roosevelt, 1901-1912 p656
2. Chapter 29, Wilsonian Progressivism at Home and Abroad, 1912-1916 p679
3. Chapter 30, The War to End War, 1917-1918 p696

Other Texts

4. *American Spirit* vol. 2 (primary source documents)
 - a. “Jacob Riis Goes Slumming” p103
 - b. “George Washington Plunkitt Defends Honest Graft” p193
 - c. “The Triangle Shirtwaist Company Fire Claims 146 Lives” p203
 - d. “John Muir Damns the Hetch Hetchy Dam” p211
 - e. “Images of the Suffrage Campaign” p218
 - f. “Zechariah Chafee Upholds Free Speech” p246
 - g. “The Text of Article X” p258
 - h. “Wilson Testifies for Article X” p259

Topics

1. Progressives want government involvement in economic and social problems
2. Trade with warring nations provokes unrestricted submarine warfare
3. Unrestricted warfare causes the US to enter WWI
4. Post WWI inflation creates labor unrest
5. Normalcy and the rejection of Versailles

Historical Questions

6. According to the progressives, what is the role of government in American Society?
7. How can the Settlement House Movement be classified as conservative?
8. Why was *The Jungle* so shocking to the American public?
9. Why did Jacob Riis show the plight of the poor?
10. Why was the Galveston Hurricane of 1900 significant?
11. How do city commissions and managers keep political machines in check?
12. What did TR mean when he referred to a “square deal?”
13. What is the focus of Wilson’s “New Freedom?”
14. Why did the US need an inter-ocean canal?
15. How did the US overcome the significant political and engineering problems of a canal in Panama?
16. How did trade during WWI impact the US?
17. What was the most significant cause of US entry into WWI?
18. How did mobilization change life at home in the US?
19. Why didn’t most of the 14 points get into the Treaty of Versailles?
20. Why did the US not ratify the Treaty of Versailles?

Activities

1. Students will annotate and answer essential questions using primary source documents.
2. Students will evaluate the Progressive Movement using a political spectrum (comparison and contextualization) (politics and power).
3. In a political cartoon annotation, students will demonstrate knowledge of the strategies of progressive governor Robert La Follette (politics and power).
4. Students will identify the causes and effects of changes in city government during the Progressive Era in a multi-flow map (chronological reasoning) (politics and power).
5. Students will demonstrate understanding of progressive presidential programs by categorizing primary source documents (politics and power).
6. Students will explain the causes of US entry into WWI using a multi-flow map. Students must identify and evaluate the relationship between multiple causes
7. Using a circle map, students will define in context US home front mobilization in WWI (comparison and contextualization).
8. In a written or oral statement, students will summarize Wilson's failure to achieve the 14 points (historical interpretation and synthesis) (America in the world).

Assessments

1. Multiple choice and short answer test on above material.
2. Students will write an in-class DBQ essay. This essay must have a thesis that addresses the prompt and provides a coherent written argument supported by concrete details and analysis. In addition, this essay will require the student to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past. (crafting historical arguments from historical evidence).

Unit 7, 1919-1940, New Era and Great Depression

American Pageant

1. Chapter 31, American Life in the "Roaring Twenties," 1919-1929 p720
2. Chapter 32, The Politics of Boom and Bust, 1920-1932 p746
3. Chapter 33, The Great Depression and the New Deal, 1933-1939 p770

Other Texts

4. *American Spirit* vol. 2 (primary source documents)
 - a. "The Plague of Plenty" p293
 - b. Roosevelt Indicts Hoover" p304
 - c. Cesar Chavez Gets Tractored off the Land" p307
 - d. "Senator Huey P. Long Wants Every Man to Be a King" p315
5. "The Weary Blues" by Langston Hughes
6. "I Too Sing America" by Langston Hughes
7. "Graphing Economic Data on the Great Depression" TCI 2.3

Topics

1. Post WWI inflation creates labor unrest
2. Normalcy and the rejection of Versailles
3. The Great Migration provokes social and cultural changes (Theme: identity).
4. Trickle-down economics creates income inequality and speculative bubbles
5. Income inequality creates low levels of spending and depression

Historical Questions

1. What was the key economic problem in the US after WWI?
2. Why did Americans blame communists for unrest after WWI?
3. What did President Harding mean by “normalcy?”
4. How was trickle-down economics applied in the 1920s?
5. How did “consumerism” impact American society in the 1920s?
6. How did the ideals of womanhood change in the 1920s?
7. How did the Harlem Renaissance change America?
8. What is jazz?
9. What are the major types of jazz in the 20s and 30s?
10. How did low wages and agricultural product prices cause the Great Depression?
11. How did overproduction cause the Great Depression?
12. How did speculation cause the Great Depression?
13. How did the Dust Bowl make the depression worse?
14. What was FDR’s method for solving the Great Depression?
15. How did this change the federal government’s role in society?
16. What are the major programs of the 2nd New Deal?
17. What is the legacy of the Second New Deal?

Activities

1. Students will annotate and answer essential questions using primary source documents.
2. In a bridge map, students will create an analogy for Republican economic policies of the 1920s (work, exchange, and technology) (politics and power).
3. In a photo caption, students will explain the changes in American culture in the 1920s.
4. Students will actively read and perform works from the Harlem Renaissance (theme: identity) (ideas, beliefs, and culture).
5. Students will demonstrate a knowledge of jazz in the 1920s by creating a playlist of significant recordings (ideas, beliefs, and culture).
6. Students will identify the causes of the Great Depression in a multi-flow map (chronological reasoning) (work, exchange, and technology).
7. Students will use a dam as a metaphor for FDR’s First New Deal (historical interpretation and synthesis) (politics and power).

8. Students will evaluate FDR's 2nd New Deal by ranking programs in order of significance on a pyramid (politics and power).

Assessments

1. Multiple choice and short answer test on above material.
2. Students will write an in-class essay. This essay must have a thesis that addresses the prompt and provides a coherent written argument supported by concrete details and analysis. (crafting historical arguments from historical evidence)

Unit 8, 1919-1945, WWII

American Pageant

1. Chapter 34, Franklin D. Roosevelt and the Shadow of War, 1933-1941 p800
2. Chapter 35, America in World War II, 1941-1945 p821

Other Texts

3. Albert Einstein's Letter to Roosevelt
4. "The Atlantic Charter"
5. "Beans to Bases, Orange County in WWII" Maps , Tables, and Graphs

Topics

1. Isolation vs. involvement in world affairs of the 20s and 30s
2. WWII Mobilization brings home-front social and economic change

Historical Questions

1. Why did the attempts made by the US to create a more peaceful world fail?
2. How did fear of involvement in further warfare manifest itself into US law of the 1930s?
3. How did the US become involved in WWII before it officially declared war?
4. What were the war goals of Britain and the US?
5. Why did the Japanese attack Pearl Harbor?
6. How did the US mobilize?
7. Why did the US initiate the Manhattan Project?
8. Did the US drop Atomic bombs on Japan to end the War or to threaten the Soviets?
9. How did the war change the West?
10. Why did the war change the notions of freedom and equality in America?

Activities

1. Students will annotate and answer essential questions using primary source documents.

2. In a “think and draw,” students will evaluate US attempts to achieve peace and security between the World Wars (historical interpretation and synthesis) (America in the world).
3. In a 15 minute FRQ, students will explain why Japan attacked the US (America in the world).
4. Using a double bubble map, students will compare and contrast *Korematsu v. US* and *Schenck v. US* (comparison and contextualization).
5. Students will compare Allied goals of WWII with Allied goals of WWI by annotating the Atlantic Charter (comparison and contextualization) (America in the world).
6. In written and oral statements, students will evaluate the choices the US faced while implementing the Manhattan Project (work, exchange, and technology).

Assessments

1. Multiple choice and short answer test on above material.
2. Students will write an in-class essay. This essay must have a thesis that addresses the prompt and provides a coherent written argument supported by concrete details and analysis. (crafting historical arguments from historical evidence)

Unit 9, 1945-1980, Post WWII America and Civil Rights Movement

American Pageant

1. Chapter 36, The Cold War Begins, 1945-1952 p852
2. Chapter 37, The Eisenhower Era, 1952-1960 p882
3. Chapter 38, The Stormy Sixties, 1960-1968 p909
4. Chapter 39, The Stalemated Seventies, 1968-1980 p938

Other Texts

5. *American Spirit* vol. 2 (primary source documents)
 - a. “The Court Rejects Segregation” p441
 - b. “Martin Luthern King, Jr. Writes from a Birmingham Jail” p483
6. “The Suburbs: the New American Dream” excerpted from "The Mass-Produced Suburbs" by Harry Henderson, Harper's Magazine, November 1953.
7. “The Suburbs: the New American Nightmare” Excerpted from *The Crack in the Picture Window* by John C. Keats; 1956
8. *Tootle*, a children’s story by Gertrude Crampton
9. *The Feminine Mystique* by Betty Freidan excerpt
10. Chapter 8, “The Road to *Brown v. Board*: an Environmental history of the Color Line,” from *The Republic of Nature*

Topics

1. Post-war boom creates suburban consumer culture
2. Conformity vs. nonconformity of the 50s
3. Montgomery Way

4. Move toward black pride and violent confrontation

Historical Questions

1. Why didn't the economy sink into a recession when WWII was over?
2. How did the baby boom impact American society?
3. What forces shaped modern American consumer culture?
4. Amid the greatest prosperity the nation had ever known, how could there be dissatisfaction?
5. Why did the Fair Deal not succeed?
6. How did television change the presidency?
7. How did Eisenhower cope with the New Deal consensus?
8. What techniques did civil rights activists use to achieve desegregation?
9. What was the significance of student participation in the Civil Rights Movement?
10. What did LBJ do in order to get the Congress to pass the Civil Rights Act of 1964 and the Voting Rights Act of 1965?
11. What happened to the Civil Rights Movement after the death of MLK?
12. What were the goals of NOW?
13. What happened at Wounded Knee in 1973?
14. Why did farm workers strike and promote boycotts in the 1960s?

Activities

1. Students will annotate and answer essential questions using primary source documents.
2. Using a circle map, students will define in context the Post-War boom in the US (comparison and contextualization) (work, exchange, and technology).
3. Students will create a playlist for recorded poetry, jazz, and rock-n-roll songs that is representative of the nonconformists of the 1950s (ideas, beliefs, and culture).
4. Students will evaluate the "New Deal Consensus" using a political spectrum (comparison and contextualization)
5. Students will sequence key events in the Civil Rights Movement using a timeline (chronological reasoning).
6. Students will read and discuss in class *The Road to Brown v. Board: an Environmental history of the Color Line*, from *The Republic of Nature* (environment and geography: physical and human).
7. Patterns of continuity and change over time-students compare NAACP materials from the 1920s and 1930s on lynching and civil rights with 1950s civil rights materials. Students must make a presentation on why there were differences and similarities to the class.
8. Compare historical developments across or within societies in various chronological and geographical contexts-Students write an essay that compares the women's movement of the 1960s with the women's movement at the turn of the 20th century. Students must make an argument about the nature of the ideas, strategies, and accomplishments of women from both eras. Were they similar or different?

Assessments

1. Multiple choice and short answer test on above material.
2. An in-class essay. This essay must have a thesis that addresses the prompt and provides a coherent written argument supported by concrete details and analysis. (crafting historical arguments from historical evidence)

Unit 10, 1945-1961, Cold War

American Pageant

1. Chapter 36, The Cold War Begins, 1945-1952 p852
2. Chapter 37, The Eisenhower Era, 1952-1960 p882
3. Chapter 38, The Stormy Sixties, 1960-1968 p909
4. Chapter 39, The Stalemated Seventies, 1968-1980 p938

Other Texts

5. *American Spirit* vol. 2 (primary source documents)
 - a. "George Kennan Proposes Containment" p402
 - b. "Secretary George Marshall Speaks at Harvard" p411
 - c. "NSC-68 Offers a Blueprint for the Cold War" p420

Topics

1. Containment and the Truman Doctrine
2. McCarthyism
3. Containment vs. Liberation and Brinksmanship

Historical Questions

1. Was a "cold war" between the US and USSR inevitable?
2. How effective was the Truman Doctrine in containing communism?
3. What were the causes of the 2nd Red Scare?
4. How did 2nd Red Scare change America?
5. Why did the Korean War end in stalemate?
6. How dangerous was the brinksmanship of John Foster Dulles?
7. How effective was MADD?

Activities

1. Students will annotate and answer essential questions using primary source documents.
2. In team discussions, students will evaluate possible US responses to Cuban Missile Crisis events (historical interpretation and synthesis) (America in the world).

Assessments

1. Multiple choice and short answer test on above material.

2. An in-class essay. This essay must have a thesis that addresses the prompt and provides a coherent written argument supported by concrete details and analysis. (crafting historical arguments from historical evidence)

Unit 11, 1945-1975, Vietnam War Era

American Pageant

1. Chapter 36, The Cold War Begins, 1945-1952 p852
2. Chapter 37, The Eisenhower Era, 1952-1960 p882
3. Chapter 38, The Stormy Sixties, 1960-1968 p909
4. Chapter 39, The Stalemated Seventies, 1968-1980 p938

Other Texts

5. *American Spirit* vol. 2 (primary source documents)
 - a. Defense Secretary Robert McNamara Foresees a Stalemate” p495
 - b. “Students for a Democratic Society Issues a Manifesto” p502
6. Vietnam Outline Map

Topics

1. Gulf of Tonkin Resolution as a blank check
2. Escalation to Vietnamization with Tet '68 as a turning point
3. The Generation gap and counterculture develop
4. Bipolar world to a multipolar world

Historical Questions

1. How did the US become involved in Vietnam?
2. How did the Gulf of Tonkin Incident change the nature of US involvement in the Vietnam War?
3. How was the military superiority of the US rendered ineffective during the Vietnam War?
4. Why did the Tet Offensive and My Lai Massacre shock American public opinion?
5. How did the Vietnam War change American society?
6. What happened at Kent State?
7. How did the Vietnam War end?
8. How did Nixon change America’s foreign policy?
9. What did Congress do to limit the powers of the President after the Vietnam War?
10. How did Nixon change domestic politics in the US?
11. What is the “southern strategy?”
12. Why did Nixon commit the Watergate crimes?
13. How did Watergate fit into a larger scheme of criminal behavior?
14. How did the Watergate scandal affect the US?

Activities

1. Students will annotate and answer essential questions using primary source documents.
2. Students will plot on a timeline US involvement in Vietnam (chronological reasoning) (America in the world).
3. Applying insights from the past to other historical contexts or circumstances-students will compare and contrast public criticism of the Vietnam War with criticism of the war efforts in World War I and World War II. Drawing on the Free Speech Movement, SDS, folk music, and NY Times editorials, write an essay that argues which of the sources best represent American values.

Assessments

1. Multiple choice and short answer test on above material.
2. An in-class essay. This essay must have a thesis that addresses the prompt and provides a coherent written argument supported by concrete details and analysis. (crafting historical arguments from historical evidence)

Unit 12 , 1973-Present, Modern America

American Pageant

1. Chapter 39, The Stalemate Seventies, 1968-1980 p938
2. Chapter 40, The Resurgence of Conservatism, 1980-1992 p966

Other Texts

3. *American Spirit* vol. 2 (primary source documents)
 - a. "The Supply-Side Gospel" 550
 - b. "Reagan Sees Red in Nicaragua" p556
3. Chapter 21, "Carter, Reagan, Bush: the Bipartisan Consensus" from *A People's History of the US*
4. Chapter 25, "The 2000 Election and the war on Terror," from *A People's History of the US*
4. "Crisis of Confidence" speech by Jimmy Carter

Topics

1. Hippie Capitalism and the personal digital revolution
2. Supply side trickle-down
3. The Evil Empire falls
4. The new world order and the peace dividend
5. The War on Terror develops

Historical Questions

6. Why were Presidents Ford and Carter considered ineffective?
7. Did Ronald Reagan transform the US?

8. Why was there a “peace dividend?”
9. What was the focus of the 1st Bush administration?
10. Why was there a recession in 1990?
11. Why was there an economic boom in the 1990s?
12. What were the effects of the boom of the 1990s?
13. What were the causes of the Great Recession?
14. How did the Great Recession impact the US?
15. Why were the results of the 2000 election disputed?
16. Why did al-Qaeda attack the US?
17. How did 911 change the US?
18. In an FRQ, students will illustrate the change brought by the Obama Presidency.
19. What is the nature of the opposition to President Obama?
20. Has the Obama presidency changed America?

Activities

1. Students will annotate and answer essential questions using primary source documents.
2. Using SOLO analysis, students will analyze the Crisis of Confidence speech (work, exchange, and technology).
3. In a movie ad, students will demonstrate their understanding of the Reagan presidency (politics and power) (America in the world).
4. In oral and written argument, students will explain the cultural significance of selected 1980s TV programs and movies (ideas, beliefs, and culture).
5. In a social science lab, students will interact with artifacts of the 1980s and connect them to larger social trends (historical interpretation and synthesis) (ideas, beliefs, and culture).
6. In a world café discussion, students will explain the significant social and political trends of the 1980s (historical interpretation and synthesis) (ideas, beliefs, and culture)
7. Students will read Chapter 21, “Carter, Reagan, Bush: the Bipartisan Consensus” from *A People’s History of the US* and debate Zinn’s “bipartisan consensus.”
8. In a written response to an FRQ, students will define and describe the “New World Order” (America in the world).
9. In a multi-flow map, students will identify the causes and effects of the economic boom of the 1990s. Students must identify and evaluate the relationship between multiple causes and effects (chronological reasoning) (work, exchange, and technology).
10. Students will graph and interpret economic data of the Great Recession.
11. Students will identify the causes and effects of the “War on Terror” in a multi-flow map. Students must identify and evaluate the relationship between multiple causes and effects (chronological reasoning) (America in the world).

Assessments

1. Multiple Choice and short answer test on above material.
2. In a world café discussion, students will explain the significant social and political trends of the 1980s (historical interpretation and synthesis)

Class Expectations

1. **All students are expected to take the AP examination in AP US History.**
2. All students are expected to keep a notebook and take Cornell notes for all lectures (using the guidelines given in class). These should be completed before the assigned due date in order to fully participate in the relevant classwork activity
3. Students are expected to read historical texts, write historical essays, and engage in group discussions throughout the class.

Classroom Policies

1. Everyone will be treated with respect.
2. No one will disrupt the learning process of others.
3. Students will obey the guidelines given for the use of electronic devices.
4. The school tardy policy will be strictly enforced.
5. **No eating** while you are in the classroom.
6. All students must come prepared to class with the necessary materials.
7. All assigned work must be ready to be presented at the **beginning of the period** in which they are due.
8. Following an absence, it is the **student's responsibility** to find out about any assignments that they may have missed. Work not completed because of truancies or unexcused absences may not be accepted.
9. Late work in the notebook from a previous unit may be not made up after the subsequent unit exam. For example, late work from Unit 4 will not be excepted once the Unit 5 exam has taken place.
10. Students will remain seated until they are dismissed. **No one may leave early.**
11. **Cheating of any kind will not be tolerated.** Any student caught cheating will receive a zero score on the assignment in question, a "U" in citizenship, and lose all extra credit points for the entire semester. The school cheating policy will also be observed.

Grades will be determined on a standard percentage scale. If you obtain 90-100 percent of all possible regular points you will receive an "A," 80-89 = "B," 70-79 = "C," 60-69 = "D," 59 > "F."

Please return this portion of the syllabus

Print Student Name

Period

I have read the syllabus for AP US History

Parent signature _____

Date _____

Student signature _____

Date _____