

Advanced Placement United States History

SPENCER VAN-ETTEN HIGH SCHOOL

INSTRUCTOR: ANDREW MCGEE

Advanced Placement United States History

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Advanced Placement Syllabus

Curricular Requirements

CR1a The course includes a college-level U.S. History textbook.

- See page 4

CR1b The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.

- See pages 5-13

CR1c The course includes secondary sources written by historians or scholars interpreting the past.

- See page 4

CR2 Each of the courses historical periods receives explicit attention.

- See pages 5-13

CR3 The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.

- See page 8

CR4 The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History Curriculum Framework.

- See pages 6, 7, 8, 9, 11, 12, 13

CR5 The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. – Historical argumentation

- See pages 10, 12, 13

CR6 The course provides opportunities for students to identify and evaluate diverse historical interpretations. – Interpretation

- See pages 8, 13

CR7 The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. – Appropriate use of relevant historical evidence

- See pages 6, 7, 8, 9, 11, 12

CR8 The course provides opportunities for students to examine relationships between causes and consequences of events and processes. – Historical causation

- See page 6

CR9 The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. – Patterns of continuity and change over time

- See page 9

CR10 The course provides opportunities for students to investigate and construct different models of historical periodization. – Periodization

- See page 12

CR11 The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. – Comparison

- See page 8

CR12 The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. – Contextualization

- See page 13

CR13a The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past. – Synthesis

- See page 13

CR13b The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present. – Synthesis

- See page 10, 11

Course Description:

AP U.S. History covers the history of the United States from the pre-Columbian days to the present. The course is divided into 10 units that generally correspond to assigned chapters from Henretta's *America's History*. The course follows a chronological approach but also focuses on key themes when appropriate. Students are expected to actively participate in the course through class discussion. Special emphasis in the course is placed on developing students into historians through the analysis of primary sources and the evaluation of bias and interpretation.

Course Texts:

Textbook:

Henretta, James A. *America: A Concise History, Combined Volume*, 6th edition. (CR1a)

Supplemental Texts:

Heffner, Richard D. *A Documentary History of the United States*, 8th edition. (CR1c)

McPherson, James M., *Drawn with the Sword: Reflections on the American Civil War*. (CR1c)

Various documents provided by instructor

Key Themes: The course is primarily structured using a chronological approach. The themes include: Identity, Work, Exchange and Technology, Peopling, Politics and Power, America in the World, Environment and Geography, and Ideas, Beliefs, and Culture. These themes are used throughout the units and assignments.

Historical Thinking Skills Developed: In each unit, students will practice developing the following content-driven skills: Chronological Reasoning (including Historical Causation, Patterns or Continuity and Change over Time, and Periodization), Comparison and Contextualization (including Comparison and Contextualization), Crafting Historical Arguments from Historical Evidence (including Historical Argumentation and Appropriate Use of Relevant Historical Evidence), and Historical Interpretation and Synthesis (including Interpretation and Synthesis).

Academic Skills Developed: Throughout the course, students will practice developing the following academic skills: Reading comprehension, improving map reading and interpretation skills, improving formal writing skills, improving research skills, improving the ability to identify bias, improving discussion skills, and improving study skills.

Writing Focus: Writing will be emphasized in each unit to help prepare students for college. Students will receive the essential questions that are listed in this syllabus for each unit. These questions will help frame discussions and writing assignments. Students will also be given parallel task essays throughout the course. These essays will be either a DBQ essay or Long Essay format. These essays will be graded using the following criteria: ability to fully answer

the questions asked, strength of the thesis statement, analysis, use of supporting evidence, and organization. DBQ essays will be graded using the above standards with special emphasis on the incorporation and use of outside information and the ability to effectively use the documents.

Historical Interpretations: Students will be introduced to historiography. Several assignments and units will require students to interpret history as a beginning historian. The most significant assignment will be the writing of a college-level research paper. Students will be required to complete this paper using a variety of primary and secondary sources. Students will choose and develop a thesis regarding a specific aspect of American History. Students will use Chicago-style documentation and will be required to revise the paper to college-level quality. The paper will be graded on proper mechanics and historical research.

Primary Source Use: Primary source use will receive special focus throughout the course. The teacher will provide most of these sources. Students will be asked through various activities to read, interpret, and discuss these sources with the goal of developing skills needed to become an historian.

Unit 1: Settlement and Expansion of Colonial America, 1450-1763 (CR2)

Text and other materials utilized: *America: Combined Volume*, Chapters 1, 2, 3, and 4, *Mayflower Compact*, Arthur Miller's *The Crucible*

Major Topics: Geography and the environment, first Americans, early American civilizations, English, French, and Dutch settlements, The Atlantic economy, mercantilism and the colonies, African slave trade, colonial assemblies and self-government, salutary neglect, effects of the French and Indian War on colonial relations with the British, The Great Awakening

Essential Questions: What groups existed in North America prior to European exploration? What were the motivations of European exploration and settlement? How and why did the different sections of the colonies develop diverse economic, social, and political systems? What were some early examples of self-government in the colonies? What were the causes of the French and Indian War? How did the results of this war change the relationship between the British and colonists?

Unit 2: Revolution and the Growth of Nationalism, 1763-1823 (CR2)

Text and other materials utilized: *America: Combined Volume*, Chapters 5, 6, 7, and 8, *A Documentary History of the United States*, chapters 1-7, Boston Massacre scene from *John Adams*, *Declaration of Independence*, *The Constitution*, excerpt from *Common Sense*, excerpt from *Federalist #10*, *The Monroe Doctrine*.

Themes: ID, WXT, PEO, POL, WOR, ENV, CUL

Major Topics: causes of the American Revolution including various taxes, Articles of Confederation, Shay's Rebellion, ratification of the Constitution, Constitutional principles, Washington's precedents, Whiskey Rebellion, Early John Marshall cases, War of 1812, Monroe Doctrine

Essential Questions: How did the British attempt to exert control over the colonies? How did the disagreements between the Federalists and Anti-Federalists reflect the political and economic challenges the nation faced? In what ways did the United States government work to achieve stability, both domestically and internationally during the 1790's? How was the War of 1812 a unifying event? What is the significance of the Monroe Doctrine in the context of American Foreign Policy?

Unit 3: Jacksonian Democracy and the Reform Era, 1823-1850 (CR2)

Text and other materials utilized: *America: Combined Volume*, Chapters 9, 10, and 11 and *A Documentary History of the United States*, chapter 3, *Declaration of Sentiments*, *Commentaries on the Laws of England* by William Blackstone.

Themes: ID, WXT, PEO, POL, WOR, ENV, CUL

Major Topics: The Elections of 1824 and 1828; rise of the Democratic Party; Jackson and his appeal to the "common man"; nullification crisis; social reform movements including women's rights, education, prison, temperance, and the mentally ill; Seneca Falls Convention.

Essential Questions: How did the Elections of 1824 and 1828 change American politics? How did conflicts over the national bank and nullification reflect the sectional and political differences developing in the country? Evaluate whether or not Jackson represented the "common man." How successful were the reform movements of the early 1800's?

Unit 4: Growing Sectionalism, Civil War, and Reconstruction, 1820-1877 (CR2)

Text and other materials utilized: *America: Combined Volume*, Chapters 12, 13, 14, and 15; *A Documentary History of the United States*, chapters 9-15. Ken Burns' *The Civil War*, James McPherson's *Battle Cry of Freedom* and McPherson's *Drawn with the Sword* used for historical interpretation lesson. Students will read *The Gettysburg Address* and analyze Lincoln's *First Inaugural Address*.

Themes: ID, WXT, PEO, POL, WOR, ENV, CUL

Major Topics: Causes of the Civil War; impact of the cotton gin; Uncle Tom's Cabin; John Brown; William Lloyd Garrison; Compromise of 1820; California Gold Rush; Manifest Destiny; Compromise of 1850; Dred Scott decision; popular sovereignty; impeachment of Andrew Johnson; Election of 1876.

Essential Questions: What events seemed to most influence secession and the start of the Civil War? How did Western Expansion cause tensions to increase over slavery?

Unit 5: Westward Expansion, the Gilded Age and the Progressive Era, 1865-1920

Text and other materials utilized: *America: Combined Volume*, Chapters 16, 17, 18, 19, and 20; *A Documentary History of the United States*, chapters 16-18, 20. *The Jungle* by Upton Sinclair. *Wealth* by Andrew Carnegie.

Themes: ID, WXT, PEO, POL, WOR, ENV, CUL

Major Topics: effects of western expansion and industrialization; political machines; Carnegie Morgan, Rockefeller; conflicts between Native Americans, settlers, and the federal government; the New South; government policies of expansion – Dawes Act, Homestead Act; Social Darwinism; rugged individualism; philanthropy.

Essential Questions: What factors led to industrialization? What was the relationship between big business and the government in the late 1800's and early 1900's? Why are early industrialists characterized by some as robber barons but as philanthropists by others? Why is western expansion distinctive to America?

Unit 6: America as an Emerging World Power and World War I, 1877-1920

Text and other materials utilized: *America: Combined Volume*, Chapters 21; *A Documentary History of the United States*, chapter 19, *Zimmerman Telegram*, excerpts from Wilson's *Fourteen Points*, excerpts from *Schenck* decision by Oliver Wendell Holmes; article from *Wired* magazine by James Bamford.

Themes: ID, WXT, PEO, POL, WOR, ENV, CUL

Major Topics: Alfred Thayer Mahan and the building of the American Navy, annexation of Hawaii, Spanish-American War, Panama Canal, American isolation at the start of World War I, causes of American involvement in the WWI: Lusitania, Zimmerman Telegram, unrestricted submarine warfare, ratification of the Treaty of Versailles, *Schenck v. the United States*

Essential Questions: Why did the United States break away from its isolationist tradition? What impact did American intervention have on various countries in the world specifically Cuba and the Philippines? What events pulled the United States into World War I? Why did the United States revert to its isolationist tradition after the war? How did the *Schenck* case change the national government's powers during war?

Unit 7: The Roaring 20's, The Great Depression, and the New Deal, 1919-1941

Text and other materials utilized: *America: Combined Volume*, Chapters 22 and 23; *A Documentary History of the United States*, chapters 22 and 23; *FDR's First Inaugural Address*.

Themes: ID, WXT, PEO, POL, WOR, ENV, CUL

Major Topics: laissez-faire presidents of the 1920's, causes of the Great Depression, Prohibition, New Deal Programs, The Harlem Renaissance, Hoover's Presidency, Bonus Army, The Second New Deal, court packing, *Schechter Poultry v. United States*(1935)

Essential Questions: How much blame can be given to the economic policies of the presidents of the 1920's and specifically to Herbert Hoover for the Great Depression? How much credit does FDR and the New Deal deserve for ending the Depression? How did the crisis of the Great Depression and the New Deal change the role of the federal government and people's expectations of the federal government?

Unit 8: World at War and the Start of the Cold War, 1935-1961

Text and other materials utilized: *America: Combined Volume*, Chapters 24, 25, and 26; *A Documentary History of the United States*, chapters 24 and 25, *JFK's First Inaugural Address*.

Themes: ID, WXT, PEO, POL, WOR, ENV, CUL

Major Topics: American isolation prior to the war, Neutrality Acts, Cash and Carry; Pearl Harbor; mobilization; internment of Japanese-Americans; course of the war in Europe and the Pacific; dropping of the atomic bombs; emergence of the Superpowers; containment; Marshall Plan; Truman Doctrine; Berlin Airlift; Korean War; conflict in Cuba, Cuban Missile Crisis and Bay of Pigs; Space Race; McCarthyism

Essential Questions: Using specifics, describe how America attempted to stay isolated prior to World War II. What were some of the social impacts of the war? Describe the justifications for internment of Japanese-Americans during the war. What were the major turning points of the war? In what ways was the Marshall Plan an attempt to avoid the mistakes that had been made after the Treaty of Versailles? To what extent did relations break down between the United States and Soviet Union in the wake of the World War II? What were some of the Cold War events that typify the foreign policy of containment? How was McCarthyism a reflection of American's fears during the Cold War?

Unit 9: Challenges to the Status Quo – The Civil Rights Era, Counterculture Movement and Watergate, 1945-1980

Text and other materials utilized: *America: Combined Volume*, Chapters 27, 28, and 29; *A Documentary History of the United States*, chapters 26-28,

Themes: ID, WXT, PEO, POL, WOR, ENV, CUL

Major Topics: Brown v. Board of Education, Montgomery Bus Boycott, Dr. Martin Luther King Jr., Malcolm X, other civil rights movements, assassination of John F. Kennedy, counterculture movement, Warren Court rulings, the course of the Vietnam War, American support/opposition for the war and the economic, political, and social effects on United States during this time, Watergate, War Powers Act,

Essential Questions: How did the assassination of John F. Kennedy affect America? How was the counterculture movement a reaction to the conformity of the 1950's? What were the major events in the Civil Rights Movement? Why did the Vietnam War become unpopular? How did Americans view of their government change during the 1960's and 1970's?

Unit 10: Post Cold War America and New Global Challenges, 1980-present

Text and other materials utilized: America: Combined Volume, Chapters 30 and 31; *A Documentary History of the United States*, chapters 29-32.

Themes: ID, WXT, PEO, POL, WOR, ENV, CUL

Major Topics: Reaganomics and the conservative movement; Persian Gulf War, globalization, Clinton presidency and impeachment, 2000 election, 9/11, War on Terror, George W. Bush presidency and neoconservative, changing role of the media, Patriot Act and government power during time of war, election of Barack Obama

Essential Questions: How did the Reagan/Bush presidencies affect the liberal policies of the New Deal and the Great Society? How did the Persian Gulf War break America out of the Vietnam Syndrome? How did technology affect the American and world economy? How did the events of September 11, 2001 affect American foreign policy?