

## **COURSE SYLLABUS FOR ADVANCED PLACEMENT US HISTORY**

### **Course Description and Goals:**

The objective of this course is to increase the students understanding of U.S. History from discovery to the present with the goal of having each student gain a qualifying score on the AP Test. This class is divided into nine periods as designated by the College Board.

#### **UNITS OF STUDY:**

- Period 1: 1491-1607
- Period 2: 1607-1754
- Period 3: 1754-1800
- Period 4: 1800-1848
- Period 5: 1844-1877
- Period 6: 1865-1898
- Period 7: 1890-1945
- Period 8: 1945-1980
- Period 9: 1980-Present

The areas of concentration include social, political, some military and economic history coupled with an intense study of cultural and intellectual institutions and their development. This course is a college equivalent class and will be taught at that level. The major difference between a high school and college history course is the amount of reading and the focus. Most high school courses stress "what happened", intending to provide enough background to ensure good citizenship. This class emphasizes not only what happened, but the why and how as well as the consequences of the actions.

### **Instruction will be organized in the following way using Historical Thinking Skills and Thematic Learning Objectives:**

<b>HISTORICAL THINKING SKILLS</b>	Proficient students should be able to...
<b>1. Historical Causation</b>	<ul style="list-style-type: none"> <li>• Compare causes and/effect of historical events, including both short and long term effects.</li> <li>• Analyze and evaluate the interaction of multiple causes and/or effects.</li> <li>• Distinguish between historical coincidences, causations, and relationships.</li> </ul>
<b>2. Patterns of Continuity and Change over Time</b>	<ul style="list-style-type: none"> <li>• Analyze and evaluate historical patterns of continuity and change over time.</li> <li>• Connect patterns of continuity and change over time to larger historical themes and ideas.</li> </ul>
<b>3. Periodization</b>	<ul style="list-style-type: none"> <li>• Explain ways that historical events and processes can be organized within blocks of time—"periods".</li> <li>• Analyze and evaluate competing models of periodization of U.S. History.</li> </ul>
<b>4. Comparison</b>	<ul style="list-style-type: none"> <li>• Compare related historical events, developments, and processes across place, time, and societies and its sub-societies.</li> <li>• Explain and evaluate multiple and differing perspectives on a given historical event or phenomenon.</li> </ul>
<b>5. Contextualization</b>	<ul style="list-style-type: none"> <li>• Explain and evaluate ways in which specific historical events, phenomenon, or processes connect to broader regional, national, or global events, phenomenon or processes.</li> <li>• Explain and evaluate ways in which an event, phenomenon, or process connects to other, similar historical events, phenomenon or processes.</li> </ul>
<b>6. Historical Argumentation</b>	<ul style="list-style-type: none"> <li>• Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence</li> <li>• Construct convincing interpretations through analysis of dissimilar,</li> </ul>

	<p>relevant historical evidence.</p> <ul style="list-style-type: none"> <li>Evaluate and synthesize conflicting historical evidence to construct a persuasive historical argument.</li> </ul>
<b>7. Appropriate Use of Relevant Historical Evidence</b>	<ul style="list-style-type: none"> <li>Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context relevant to the evidence considered/offered.</li> <li>Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.</li> </ul>
<b>8. Interpretation</b>	<ul style="list-style-type: none"> <li>Analyze diverse historical interpretations.</li> <li>Evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time.</li> </ul>
<b>9. Synthesis</b>	<ul style="list-style-type: none"> <li>Combine dissimilar, sometimes contradictory evidence from primary sources and secondary sources in order to create persuasive understanding of the past.</li> <li>Apply insights about the past to other historical contexts, events, or circumstances including the present.</li> </ul>

<b>Thematic Learning Objectives</b>	<b>Overarching Questions</b>
<b>1. Identity (ID)</b>	<ul style="list-style-type: none"> <li>How and why have debates over American National Identity changed over time?</li> <li>How has gender, class, ethnic, religious, regional, and other group identities changed in different eras?</li> </ul>
<b>2. Work, Exchange, and Technology (WXT)</b>	<ul style="list-style-type: none"> <li>How have changes in markets, transportation, agriculture, labor, commerce, industry, and technology affected American society from colonial times to the present day?</li> <li>Why have different labor systems developed in the United States and how have they affected U.S. society? <ul style="list-style-type: none"> <li>How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy and the environment?</li> </ul> </li> </ul>
<b>3. Peopling (PEO)</b>	<ul style="list-style-type: none"> <li>Why have people immigrate and migrated to, from, and within North America?</li> <li>How have changes in immigration, migration and population patterns affected American life?</li> </ul>
<b>4. Politics and Power (POL)</b>	<ul style="list-style-type: none"> <li>How and why have different political and social groups competed for influence over society and government in the United States?</li> <li>How and why have Americans agreed on or argued over the values that guide the political system?</li> <li>How and why have Americans agreed on or argued over who is a part of or who has a say in the political system?</li> </ul>
<b>5. America in the World (WOR)</b>	<ul style="list-style-type: none"> <li>How have events in North America and the United States related to contemporary developments in the rest of the world? <ul style="list-style-type: none"> <li>How have different global factors influenced U.S. Military, diplomatic, and economic involvement in international affairs?</li> </ul> </li> </ul>
<b>6. Environment and Geography—Physical and Human (ENV)</b>	<ul style="list-style-type: none"> <li>How did interactions with the natural environment shape the institutional, policies, and values of various groups living in North America? <ul style="list-style-type: none"> <li>How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?</li> </ul> </li> </ul>
<b>7. Ideas, Beliefs, and Culture (CUL)</b>	<ul style="list-style-type: none"> <li>How and why have moral, philosophical, artistic, religious, and cultural values changed in the United States?</li> <li>How and why have changes in moral, philosophical, artistic, religious, and cultural values affected U.S. history?</li> </ul>

**PRIMARY TEXT:**

**American History, A Survey**, Brinkley, Alan. [2007] 12<sup>th</sup> Edition. Boston: McGraw Hill. Labeled as "Brinkley" in syllabus.

**PRIMARY SOURCES:**

**American Issues: A Documentary Reader**, Dollar, Charles M. and Gary W. Reichard. [2002] New York: Glencoe McGrawHill. Labeled as "AI" in syllabus.

**SECONDARY SOURCES:**

- Davidson, James West and Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*. Boston: McGraw Hill, 2005. Labeled as "ATF" in syllabus.
- Zinn, Howard. *A People's History of the United States*. New York: Harper Perennial Modern Classic, 2005.
- Oates, Stephan and Charles J. Errico, eds. *Portrait of America, Vols. 1 and 2*. New York: Houghton Mifflin, 2010.
- Harris, David and Alan Lockwood, *Reasoning with Democratic Values: Ethical Problems in United States History Volume 2: 1877 to the Present*. Columbia University: Teacher's College Press, 1985.

*Supplemental resources to reinforce the text.*

***Culminating activities or assignments that assess student understanding:***

**Use of Texts:**

Brinkley – Primary reading for the class. Terms and definitions for each chapter are due on the day of each Unit Test.

ATF – Student, in pairs, will present each chapter of the text. Specific chapters are assigned for each Unit. Student presenters then prepare a study guide of the chapter as well as two extended response essay questions for the class which students complete on their own.

AI – Thesis statements are prepared for selected sections that correspond to each unit of study. Students summarize each primary source selection in a one-sentence thesis statement that analyzes the document/reading.

**Lecture and discussion of topics:** Students will participate in discussions based on course topics. Reading quiz content is embedded in class discussions.

**Textbook and Additional Resources:** Students will read a number of primary and secondary sources in addition to the course textbook. They will be required to outline textbook chapters, as well as primary documents.

**Outside Information (O/I) Quiz:** Students will take an O/I quiz which will assess historical thinking skills by applying their learned knowledge to a thematic question.

**History in the Making Assignments:** Students will compare how the issues they are studying were covered by newspapers and American history textbooks in the past. They will then assess the extent to which earlier interpretations differ from that presented in their text.

**DBQ Deconstruction:** Students, working in groups, will read the sources from and debate the question posed by the DBQ.

**Chronological Reasoning Lesson:** Students are provided with ten events, in no particular chronological order, which they will then place in order, naming the decade in which each occurred. Students will complete the exercise by providing the following: 1. Identify the period in which these occur; 2. Identify continuity and change over time exemplified by the selections; and 3. Identify the theme(s) under which these issues and developments might be categorized.

### **Assessments:**

**Chapter Tests:** Students will take a multiple choice test. The test will be divided into two parts. Part One will be called "Recalling Historical Facts" which will model the old test items, which focus on factual recall of information from the chapters and other readings. Part Two will be called "Practicing the APUSH Exam" which will model the new test items, which will involve a stimulus, with multiple choice questions grouped in sets, and be centered on the Conceptual Framework.

**Essays (LE's and DBQ's):** Students will write in-class formal timed essays; Long Essays and Document Based Questions will be used. These require students to brainstorm prompts, outline their essays, and construct a thesis statement, as well as ways to answer the question posed. Students will also practice writing by doing "DBQ Breakdowns" about once a unit. These require students to engage with documents from the DBQ, assessing the following for each document: point of view, purpose, historical context, and intended audience.

**Short Answer (SAQ's):** Students will answer short answer questions. These will be either for quiz grades prior to discussion of the chapters, as warm-up activities with partners to help facilitate the class discussion, or as a culminating activity as a class to review the unit.

### **COURSE OBJECTIVES:**

By completing this course, students will:

- master a broad body of historical knowledge
- write an effective, clear, assertive thesis
- use historical data to support an argument or position
- differentiate between historiographical schools of thought (*Taking Sides* and *Past Imperfect* = historiography)
- interpret and apply data from original documents, including cartoons, graphs, letters, etc. (*American Issues* and *The American Reader* = primary document reader)
- work effectively with others to produce products and solve problems
- prepare for and successfully pass the APUSH Exam
- demonstrate historical thinking skills used by professional historians

### **Units of Study**

#### **Unit I**

##### **Period 1: 1491-1607 [CR2]**

[CR2]—Each of the course historical periods receives explicit attention.

Text Readings: Brinkley – Terms for Chapters 1-3 ; ATF – Chapter 1 ; AI – Chapters 1, 2

##### **Historical Scholarship Analysis:**

David E. Stannard, "The American Holocaust: Columbus and the Conquest of the New World" from *Portrait of America, Vol. 1* Ed. Stephen B. Oates and Charles J. Errico. Students will analyze Stannard's argument, evaluate his thesis, evidence, reasoning, and respond to these in an essay focusing on the demographic and economic changes among Native American populations as a result of European

colonization. Students will participate in a seminar focusing on the article and the student responses. (WXT-1)(WXT-4)(POL-1)(WOR-1)(CUL-1) **[CR1c] [CR8]**

**Student Activities:**

- Students will compare New World maps showing American Indian populations before 1492, and American Indian population in the 1800s. (PEO-1)(ENV-2) **[CR9]**
- Students will analyze the article “Inverting Bloom’s Taxonomy” by Sam Wineburg and Jack Schneider from *Education Weekly*. The guided analysis will direct students to relate the article to the AP Historical Thinking Skills.
- After receiving primary source analysis instruction, the students will analyze Christopher Columbus: Letter to Ferdinand and Isabella of Spain. (CUL-1) **[CR7]**
- Students will complete a Columbian Exchange Chart and participate in an Inner Outer Circle Seminar on the Columbian Exchange. The chart includes the exchange of plants, animals, diseases and human migrations with a special focus on small pox, corn, sugar, slaves, horses, and religion. (PEO-4)(POL-1)(ENV-1) **[CR12]**

**Unit II**

**Period 2: 1607-1754 [CR2]**

**[CR2]**—Each of the course historical periods receives explicit attention.

Text Readings: Brinkley – Terms for Chapters 3-4 ; ATF – Chapters 2,4 ; AI – Chapter 3

**Student Activities:**

- Students will analyze Spanish, French, and English empire building by completing an Empire Comparison Chart. During this process they will analyze a population and economic activity map of all three empires. (ID-1) (WXT-1)(PEO-1)(POL-1)(WOR-1)(ENV-2)(CUL-1) **[CR1b] [CR11]**
- Students will map the Triangular Trade. (ID-6)(WXT-1)(WXT-2)(PEO-1) **[CR4]**
- Following AP Free Response Essay instruction, students will write an essay from a previous AP U.S. History exam which focuses on Period 2. **[CR5]**
- Students will compose a DBQ thesis statement on the culture and politics of the Puritans. **[CR5]**
- Students will compare and contrast the Enlightenment and the Great Awakening by completing, and discussing, an Idea Comparison Chart. (ID-1)(WOR-2)(CUL-4)

**Unit III**

**Period 3: 1754-1800 [CR2]**

**[CR2]**—Each of the course historical periods receives explicit attention.

Text Readings: Brinkley – Terms for Chapters 5-6 ; ATF – Chapter 3 ; AI – Chapters 4,5,6

**Historical Scholarship Analysis:**

H.W.Brands, “Miracle at Philadelphia” from *Portrait of America*. Students will analyze Brands’ argument, evaluate his thesis, evidence and reasoning, and respond to these in an essay. Students will participate in a seminar focusing on the article and the student responses.

**Student Activities:**

- Students will analyze primary sources from John Locke and Adam Smith to discover the influence of both authors in mainstream American political and economic values. (WXT-1)(WXT-2)(WXT-6)(WOR-2)(CUL-4) **[CR3] [CR4]**

- Students will define the term “Scots-Irish” and relate it to the overall concept of ethnic identity. (ID-4) **[CR4]**
- Students will write an essay with a thesis statement for the DBQ from a previous AP U.S. History Exam. **[CR5]**
- Students will compare and contrast the Articles of Confederation with the Constitution using a Comparison Chart.
- Students will analyze the following primary sources: Image: Paul Revere’s version of the Boston Massacre **[CR1b]**
  - Image: John Trumbull: The Battle of Bunker Hill
  - Document: John Andres to William Barrell: Letter Regarding the Boston Tea Party **[CR1b]**
  - Document: The Declaration of Independence
  - Document: James Madison Defends the Constitution

## Unit IV

### Period 4: 1800-1848 **[CR2]**

**[CR2]**—Each of the course historical periods receives explicit attention.

Text Readings: Brinkley – Terms for Chapters 7-10; ATF – Chapters 5, 6; AI – Chapters 6,7

#### Historical Scholarship Analysis:

Ira Berlin, “I Will Be Heard: William Lloyd Garrison and the Struggle Against Slavery” from *Portrait of America*. Students will analyze Berlin’s argument and evaluate his thesis, evidence, and reasoning. Students will then write a FRQ with a thesis responding to Berlin’s analysis of the abolitionist movement focusing on the article and the student responses. **[CR5]**

#### Student Activities:

- Students will map how different social groups were affected by the Louisiana Purchase before 1860 by using region, race, and class as their tools of analysis. (PEO-3)(WOR-5)(ENV-3)(ENV-4) **[CR4] [CR8]**
- Students will examine the presidency and ideology of Thomas Jefferson by completing a President Profile Chart. The students will also examine the goals and accomplishments of Alexander Hamilton by completing an Impact of the Individual Chart. These assignments are designed to help students understand the range of political ideas that led to formation of political parties in the early Republic. (ID-1)(WXT-2)(WXT-6)(POL-2)(POL-5)(CUL-4)
- Students complete the 2005 AP U.S. History DBQ on Republican Motherhood and the Cult of Domesticity. (CUL-2) **[CR13a]**
- Students will be divided into groups to do presentations on Temperance, Abolition, Women’s Suffrage, and Workers’ Rights. Each presentation will include a poster created in the style of the era and an analysis of primary sources related to the topic. (POL-3)(CUL-5)
- Students will analyze the following quantitative charts: Graph: American Export Trade: 1790-1815
  - Graph: Distribution of Slave Labor (1850)
  - Table: Wealth in Boston 1687-1848 **[CR1b]**

## Unit V

### Period 5: 1844-1877 **[CR2]**

**[CR2]**—Each of the course historical periods receives explicit attention.

Text Readings: Brinkley – Terms for Chapters 11-15 ; ATF – Chapters 7,8 ; AI – Chapters 9,10

#### Student Activities:

- The students will interpret the changing historiography of the start of the Mexican War presented in Brinkley and Chapter 8 of Howard Zinn's, *A People's History of the United States*. They will also research the effect of the war on the lives of Spanish Americans.(ID-6)(PEO-3)(PEO-5)(WOR-5)(WOR-6) (ENV-4) **[CR4] [CR6]**
- Students will analyze a map of the Election of 1860 and develop a thesis statement summarizing the significance of the election results.(ID-5)(PEO-5)(POL-3)(POL-5)(POL-6) **[CR1b]**
- The students will present the South's main arguments to justify secession.(ID-5)(PEO-5)(POL-3)(POL-5)(POL- 6)(ENV-3)
- Students will complete the "Five Lincoln Speeches" essay where they will explain how Lincoln's tone and goals for the Civil War changed over time – analyzing audience, purpose, and point of view. Documents used consist of: Lincoln's First Inaugural Address, Second Inaugural, Fourth of July Speech, Emancipation Proclamation, and the Gettysburg Address. **[CR12]**

**SOURCE:** <http://www.abrahamlincolnonline.org/lincoln/speeches/speechintro.htm>

- Students will complete the "Sectionalism Chart" where they will explain how events ranging from the 3/5 Compromise to the Missouri Compromise, to the Compromise of 1850 impacted and helped to cause the Civil War. **[CR12]**
- Students will analyze the presidency of Abraham Lincoln by completing a President Profile Chart.
- To gain insight into the world history perspective on U.S.history, students will analyze accounts of Commodore Perry's Expedition to Japan from two AP World History textbooks and compare the account with that in Brinkley. (WOR-3)

## **Unit VI**

### **Period 6: 1865-1898 [CR2]**

**[CR2]**—Each of the course historical periods receives explicit attention.

Text Readings: Brinkley – Terms for Chapters 15-17; ATF – Chapter 9 ; AI –Chapters 12-16  
Howard Zinn's, *A People's History of the United States* Chapters 3, 6

#### **Historical Scholarship Analysis:**

Robert Utley, "Sitting Bull and the Sioux Resistance" from *Portrait of America*. Students will analyze Utley's argument, evaluate his thesis, evidence and reasoning, and respond to these in an essay. Students will participate in a seminar focusing on the article and the student responses.

David Boroff, "A Little Milk, a Little Honey" from *Portrait of America*. Students will analyze Boroff's argument, evaluate his thesis, evidence and reasoning, and respond to these in an essay. Students will participate in a seminar focusing on the article and student responses.

#### **Student Activities:**

- Students will compare and contrast the competing interests of labor and capital by completing a Competing Interests Chart.(WXT-5)(WXT-6)(WXT-7) **[CR4]**
- Students will evaluate the effectiveness of the Knights of Labor and the Grange in achieving their goals.(WXT-7)
- Students will analyze a map: major Indian battles and Indian reservations (1860-1900) and compose a thesis paragraph analyzing the effects of westward expansion on Native American peoples.(ID-6)

## **The First Semester Exam**

The first semester exam is a Chronological Reasoning Test: Students are provided with ten events, in no particular chronological order, which they will then place in order, naming the decade in which each occurred. Students will complete the exercise by providing the following: 1. Identify the period in which these occur; 2. Identify continuity and change over time exemplified by the selections; and 3. Identify the theme(s) under which these issues and developments might be categorized. **[CR10]**

Working in groups of three, students will review for the first semester exam by analyzing and evaluating models of periodization of U.S. history by comparing the model of periodization in the *AP U.S. History Curriculum Framework* with the periodization in the class textbook, Brinkley, and Howard Zinn's, *A People's History of the United States*. They will construct their own periodization based on their evaluations. **[CR10]**

## **Unit VII**

### **Period 7: 1890-1945 [CR2]**

**[CR2]**—Each of the course historical periods receives explicit attention.

Text Readings: Brinkley – Terms for Chapters 18-28 ; ATF – Chapters 10-13 ; AI – Chapters 17-24  
Howard Zinn's, *A People's History of the United States* Chapters 11,12,14,16

#### **Student Activities:**

- Students will complete a chart comparing and contrasting progressive era reform with the antebellum reform movements.(WXT-7)(WXT-8)(PEO-6)(CUL-6) [CR9]
- Students will analyze Theodore Roosevelt by completing a presidential profile chart (Roosevelt's role in the Spanish American War and the development of National Parks will be emphasized).(POL-6)(ENV-5) [CR4]
- Students will analyze the role of Father Charles Coughlin in national politics by completing an Impact of the Individual Chart.(WXT-6, 7)(POL-4)(CUL-5)
- Students, working in groups, will present the goals and accomplishments of New Deal programs.Students will interview two adults about the role of Social Security and FDIC then trace the history of these programs to the present and comment on how those programs reflect the nature of the U.S. semi-welfare state. (WXT-8)(CUL-6) [CR9]
- Students, working in groups, will make presentations on the impact of radio, motion pictures, and automobiles, as well as the increased availability of home appliances, on the changing role of women.(ID-7)(CUL-6)(CUL-7)
- Students will interpret the changing historiography of Japanese internment presented in Reasoning with Democratic Values, and compare that with the history presented by Howard Zinn's *A People's History of the United States*. (POL-6)
- Students will analyze the following quantitative table: The Great Migration: Black Population Growth in Selected North Cities (1910-20) (PEO-6)
- Students will analyze the following map: Immigration to the United States 1901-20 (PEO-6)

## **Unit VIII**

### **Period 8: 1945-1980 [CR2]**

**[CR2]**—Each of the course historical periods receives explicit attention.

Text Readings: Brinkley – Terms for Chapters 29-32 ; ATF – Chapters 14-16 ; AI – Chapters 25-28  
Howard Zinn's, *A People's History of the United States* Chapters 16, 17

#### **Student Activities:**



- Students, working in groups, do a presentation on one of the pioneers of 1950s Rock and Roll that will include two songs by the artist and historical analysis.(ID-7)(CUL-6)(CUL-7) **[CR4]**
- Students will compare and contrast the Korean and Vietnam Wars by completing a conflict comparison chart. (POL-6)(WOR-7)(CUL-6)
- 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 Young Americans for Freedom, SDS, folk music, and NY Times editorials, write an essay that argues which of the sources best represented U.S. values.(POL-6)(WOR-7)(CUL-6) **[CR13a] [CR13b]**
- Students will research and debate the following: "There was a fundamental contradiction between Lyndon Johnson's efforts to stop Communism abroad and renew America through the Great Society." (POL-6)(WOR-7)
- Students will write an essay comparing the Civil Rights movements of the 1950s and 60s with the Civil Rights movements of the Progressive Era, focusing on the southern, northern, and western regions of the U.S.(ID-8) **[CR11]**
- Students will analyze the Presidency of Richard Nixon by completing a President Profile Chart.

## **Unit IX**

### **Period 9: 1980-present [CR2]**

**[CR2]**—Each of the course historical periods receives explicit attention.

Text Readings: Brinkley – Terms for Chapters 33-34 ; ATF – Chapter 17 ; AI – Chapter 29-30

### **Student Activities:**

- Students will analyze the international and domestic effects of the Iranian Hostage Crisis by creating and completing an effects graphic organizer.(POL-6)(WOR-8)
- Working in groups, the students will research and do a class presentation showing at least two causes and two effects of the end of the Cold War.(WOR-8)(POL-6)
- Students will create an advertisement presenting the philosophy and objectives of Focus on the Family.(ID-7) (CUL-5)
- Students will analyze the Presidency of Ronald Reagan by completing a president profile chart.
- Students will complete a compare and contrast chart of 1980s conservative and New Deal philosophies on the role of government.(WXT-8)
- Students will summarize the arms reduction agreements initiated by Ronald Reagan and Mikhail Gorbachev.(POL-6)
- Students will complete a compare and contrast chart on Cold War and Post-911 national security policies. (WOR-8)
- Students working in pairs will research topics from 1980-present and formulate interview questions. These questions will be critiqued by the teacher and will be used as the basis for