

AP[®] United States History

Course Description

AP United States History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. It is a year-long (3 trimester) survey of American history from the age of European exploration and settlement to the present. The course will be organized along a chronological basis but will emphasize the central themes of American history. The course will emphasize and cover the 12 themes of: **American Diversity, American Identity, Culture, Demographic Changes, Economic Transformations, Environment, Globalization, Politics and Citizenship, Reform, Religion, Slavery and its Legacy in North America, and War and Diplomacy.** See *AP United States History Course Description*. [C5]

In addition to providing a basic exposure to the factual and thematic narrative, the goals of the AP United States History course are to develop: (1) an understanding of the principal themes in United States history (2) the ability to analyze historical evidence, and (3) the ability to express that understanding and analysis effectively in writing. [C5, C7, C8] The study of history develops critical analysis skills that will assist the student in college, in their respective careers, and as lifelong learners. As such, this course will facilitate students in developing and improving the subsequent skills:

1. critical reading of primary and secondary sources
2. constructing and evaluating historical interpretation skills
3. ability to analyze evidence and interpretations of historical scholarship
4. cause and effect relationships within the historical context
5. making historical analogies and comparisons
6. reasoning ability (deductive and inductive) as well as logical problem solving
7. essay writing skills (Free Response and Document Based Questions-DBQ)
8. organization, self-discipline, time management, and study skills [C5, C6, C7, C8]

Course Format

This course will be taught as a survey and a seminar course, which means there will be a considerable amount of discussion. Emphasis will be placed on class discussion, analytical writing, use of primary sources, and critical reading. Students should possess strong reading and writing skills and be willing to devote *considerable* time to independent reading and study. This means that students must play a vital role in class discussion and the learning process. AP United States History students must take ownership of their scholarship and learning by completing outside readings so that they can participate fully in a seminar environment and enrich their classmates, and their own, understanding and interpretation of historical themes. Twice per grading period each student will be expected to guide a class session to analyze and discuss specific content material within the relevant theme that the course is covering at that time. [C5, C6, C7, C8]

Textbook, Primary Source Document Reader, & Supplementals

Henretta, James, et al. *America's History*. 5th ed. Boston, MA.: Bedford/St. Martins, 2004.

Henretta, James, et al. *Documents to Accompany America's History: Primary Source Reader 1450-1877 Vol. 1*. Boston, MA.: Bedford/St. Martins, 2002. [C7]

Henretta, James, et al. *Documents to Accompany America's History: Primary Source Reader 1877-Present Vol. 2*. Boston, MA.: Bedford/St. Martins, 2002. [C7]

Henretta, James, et al. book companion site for *America's History*. 5th ed.
<http://bcs.bedfordstmartins.com/henretta> [C7]

Benjamin, Jules R. *A Student's Guide to History*, 10th ed. Boston, MA: Bedford/St. Martin's, 2006. [C7]

Hacker, Diana. Research and Documentation Online. [C7]

Wood, Keith, *AP U.S. History Test Review*.
<http://www.murrayschools.org/MHS/apus/handouts/default.htm>

Madison, James. *The Federalist Papers: #10*. 1789. [C7]

During the course we will make extensive use of our classroom's SMART Board™ connected to the computer to present the course lecture notes and discussion questions with PowerPoint presentations. These lecture notes and discussion questions contain countless historical images, art, maps, charts, tables, and data that will assist in the development of skills necessary to interpret primary sources and historical data. We will also utilize my course website that contains links to credible historical Internet resources. [C5, C6, C7, C8]

Once per trimester students will have the opportunity to replace one low test grade. If a student chooses to pursue this option they may read any of the secondary source books listed in the text or discussed throughout the course lectures and write a four to five page critical analysis of that book and the author's thesis.

Student Evaluation

Grades are based on a total point system per 12-week (trimester) grading period. AP United States History is a full year (3 trimesters) course. Grades will be based on: reading quizzes, tests, exams, homework, student participation, and **Free-Response Essay Questions (FRQ)** and **Document Based Question (DBQ)** essays. [C7, C8]

DBQs differ from free response essays in that they require the student to construct a coherent essay that integrates the student's interpretation of documents, charts, data, and other primary source material, and relevant knowledge of the time period in question. *See College Board AP United States History Course Description* [C7, C8].

Reading Quizzes: Reading quizzes are twice weekly on assigned reading assignments and count for 10 points each.

Tests: Test will be given at the completion of each chapter. Test formats are objective (multiple choice), free response essay questions FRQs, and DBQs. Most tests will consist of 80 multiple-choice questions and either a timed thirty-five minute FRQ or a forty-five minute DBQ. By practicing this testing format during the course you will be familiar with and prepared for the College Board AP United States History Exam format. [C1-C8]

Exams: Exams will be administered at the completion of each unit. There will be a total of six exams, two per trimesters in a midterm-final format. Exam formats will be objective (multiple choice), free response essay questions FRQs, and DBQs, or **student created DBQ projects**. [C1-C8]

Exam 1: The Creation of American Society: 1450-1775 Text Chapters 1-5

Exam 2: The New Republic 1775-1820 Text Chapters 6-9

Exam 3: Economic Revolution and Sectional Strife: 1820-1877 Text Chapters 10-15

Exam 4: A Maturing Industrial Society: 1877-1914 Text Chapters 16-21

Exam 5: The Modern State and Society: 1914-1945 Text Chapters 22-26

Exam 6: American and the World: 1945-Present Text Chapters 27-31

Course Organization

AP United States History is a full year (three trimester) course. The AP United States History Exam is in early May and the course is designed to allow us to complete our survey study of American history and allow for time for review before the AP exam.

Week	Topic	Readings
Summer	<p>Creation of American Society, Pre-Columbian Societies, Transatlantic Encounters & Colonial Beginnings 1492-1690, Colonial North America 1690-1754 See College Board AP United States History Course Guide Topic Outline. (CGTO)</p> <p>Origins of American Constitution & the Federalist Papers</p> <p>[C1, C2, C4, C5, C6, C7, C8]</p>	<p>Henretta, CHs 1-4</p> <p>James Madison: <i>Federalist #10</i></p> <p>According to Madison a large republic is "better" or "safer" than a small republic. Why did Madison take a negative view on "factions" and what correlation does the size of a republic have to the "factions" that will arise within it.</p> <p><i>AP U.S. History Test Review Key Terms & Concepts</i> pgs. 2 & 6.</p> <p>[C1, C2, C4, C5, C6, C7, C8]</p>
1	<p>Growth and Crisis in Colonial American Society</p> <p>Colonial North America 1690-1754 & The American Revolutionary Era 1754-1789</p> <p>(CGTO) [C1, C2, C4, C5, C6, C7, C8]</p>	<p>Henretta, CH 4</p> <p>James Madison: <i>Federalist #10</i> [C7, C8]</p>
2	<p>Toward Independence: Years of Decision 1763-1775</p> <p>The American Revolutionary Era</p> <p>[C1, C2, C3, C5]</p>	<p>Henretta, CH 5</p> <p>Samuel Adams: <i>An American View of the Stamp Act</i> [C7, C8]</p>

Week	Topic	Readings
3	American Revolutionary Era & The New Republic (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 6 Thomas Paine: <i>Common Sense</i> Thomas Jefferson: <i>Declaration of Independence</i> Bernard Bailyn: <i>The Ideological Origins of the American Revolution</i> CH 2 [C6] DBQ: (College Board 1999 DBQ) To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution? [C7, C8]
4	The New Political Order & The New Republic (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 7 Alexander Hamilton, John Jay, James Madison: <i>The Federalist Papers</i> <i>United States Constitution</i> John & Abigail Adams: <i>Letters-the Status of Women</i> [C7, C8]
5	Early Western Settlement, the Northwest Ordinance & Eastern Capitalism-The Early Republic, War of 1812, Transformation of the Economy & Society in Antebellum America 1790-1820 (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 8 Red Jacket: <i>A Seneca Chief's Understanding of Religion</i> Noah M. Ludlow: <i>Traveling to Kentucky 1815</i> Alexis de Tocqueville: <i>Democracy in America</i> excerpts John Hector de Crevecoeur St. John: <i>Letters From an American Farmer</i> [C7, C8]
6	Quest for a Republican Society, Transformation of the Economy & Society in Antebellum America Republican Motherhood', Slave Society & Culture, 1790-1820, Transformation of Politics in Antebellum America (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 9 Lydia Marie Child: <i>Raising Middle Class Children</i> Jacob Stroyer: <i>A Child Learns the Meaning of Slavery</i> Richard Allen: <i>African American Identity</i> Winthrop D. Jordan: <i>White Over Black, American Attitudes Toward the Negro 1550-1812</i> preface [C6, C7, C8]
7	Economic Revolution 1820-1860, Transformation of the Economy & Society in Antebellum America (CGTO) [C4, C5, C6, C7, C8]	Henretta, CH 10 <i>Cotton Spinning: From Spinsters to Machines</i> Lucy Larcom: <i>Early Days at Lowell</i> John Gough: <i>The Vice of Intemperance</i> [C6, C7, C8]

Week	Topic	Readings
8	Age of Jackson, The Transformation of American Politics in Antebellum America, Democratic Revolution (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 11 Margaret Bayard Smith: <i>Republican Majesty and Mobs</i> Alexis de Tocqueville: <i>Democracy in America</i> "Activity Prevailing in All Parts of the Political Body in the United States; the Influence Thereby Exerted on Society." Andrew Jackson: <i>Veto Message Regarding the Veto of the Charter for the 2nd Bank of the U.S.</i> Henry Clay: <i>Reply to Jackson's Veto of the 2nd Bank of the United States</i> [C6, C7, C8] DBQ: (College Board 1990 DBQ) Jacksonian Democrats viewed themselves as the guardians of the United States Constitution, political democracy, individual liberty, and equality of economic opportunity. In light of the following documents and your knowledge of the 1820's and 1830's, to what extent do you agree with the Jacksonian' view of themselves? [C6, C7, C8]
9	Religion, Reform, and Renaissance in Antebellum America, Individualism, Communalism, Abolitionism, Women's Right's Movement 1820-1860 (CGTO) [C2, C4, C5, C6, C7, C8]	Henretta, CH 12 Ralph Waldo Emerson: <i>Nature</i> Henry David Thoreau: <i>Civil Disobedience</i> <i>An Illinois Jeffersonian Attacks the Mormons</i> Brigham Young: <i>Letter-Brigham Young to Thomas Kane</i> [C6, C7, C8]
10	Territorial Expansion and Manifest Destiny Crisis of the Union 1844-1860 (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 13 Henry Clay, et al: <i>Compromise of 1850</i> Colonel Jose Enrique de la Pena: <i>A Mexican View of the Battle of the Alamo</i> Mary Boykin Chestnut: <i>A Slaveholding Woman's Diary</i> , pg. 370. Abraham Lincoln: <i>Cooper Union Address</i> DBQ: (College Board 1987 DBQ) Students will examine this DBQ in class and as a group discuss thesis writing and document analysis strategies. "By the 1850's the Constitution, originally framed as an instrument of national unity, had become a source of sectional discord & tension and ultimately contributed to the failure of the union it had created." [C6, C7, C8]

Week	Topic	Readings
11	Civil War 1861-1865 (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 14 Michael Shaara: <i>The Killer Angels</i> - book and review assigned over summer to be completed by week 11. Abraham Lincoln: <i>Gettysburg Address</i> Abraham Lincoln: <i>Emancipation Proclamation</i> Jefferson Davis: <i>Inaugural Address as Provisional President of the Confederate States of America</i> [C6, C7, C8]
12	Reconstruction 1865-1877 (CGTO) [C1, C2, C5, C6, C7]	Henretta, CH 15 Abraham Lincoln: <i>Second Inaugural Address</i> 13th, 14th, 15th Amendments United States Constitution
End of 1st Trimester: Trimester 1 Exam: Format to 80 question Multiple Choice (55 min.) DBQ		Resemble College Board AP U.S. Exam (45 min.) & Two FRQs (35 min. each) [C6, C7, C8]
13	Development of the West in the Late 19th Century (CGTO) [C1, C2, C4, C5, C6]	Henretta, CH 16 Frederick Jackson Turner: <i>The Significance of the Frontier in American History</i> Zitkala-Sa (Gertrude Simmons Bonnin): <i>Becoming White</i> Baron Joseph Alexander von Huber: <i>An American Western Boom Town</i> [C6, C7, C8]
14	Industrial America in the Late 19th Century Capital & Labor 1877-1900 (CGTO) [C2, C4, C5, C6]	Henretta, CH 17 Andrew Carnegie: <i>Gospel of Wealth</i> -excerpts Frederick Winslow Taylor: <i>The Principles of Scientific Management</i> -excerpts Eugene V. Debs: <i>How I Became a Socialist</i> [C6, C7, C8]

Week	Topic	Readings
15	Politics of Late 19th Century America-Politics of the Status-Quo, Race and Politics in the New South, Agrarian Revolt, Populism (CGTO) [C1, C2, C4, C5, C6]	Henretta, CH 18 Booker T. Washington: <i>Atlanta Exposition Address 1895</i> W.E.B. Du Bois: <i>Of Mr. Booker T. Washington and Others 1903</i> <i>People's (Populist) Party National Platform 1892</i> William Jennings Bryan: <i>Cross of Gold Speech, 1896</i> Read & audio recording of Bryan re-reading the speech in 1920 DBQ: (College Board 1989 DBQ) "Booker T Washington and W.E.B. Du Bois offered different strategies for dealing with the problems of poverty and discrimination faced by Black Americans at the end of the 19th and beginning of the twentieth centuries. Using the documents and your knowledge of the period 1877-1915, assess the appropriateness of each of strategies in the historical context in which each was developed." [C6, C7, C8]
16	Urban Society in the Late 19th Century, the Rise of the City, Urbanization, popular culture (CGTO) [C1, C2, C4, C5, C6]	Henretta, CH 19 Louis H. Sullivan: <i>The Skyscraper</i> Thorstein Veblen: <i>Conspicuous Consumption</i> Upton Sinclair: <i>The Jungle</i> Students will have the option of reading <i>The Jungle</i> , and writing a 3 pg. analysis of Sinclair's themes and presenting them to the class for extra credit. [C1, C2, C4, C5, C6]
17	Progressive Era, Origins of Progressive Reform, Role of Women in Late 19th Early 20th Century Politics Presidencies of Theodore Roosevelt, WH Taft, & Woodrow Wilson (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 20 Oliver Wendell Holmes Jr.: <i>Dissenting Opinion, Lochner v. New York (1905)</i> Jane Addams: <i>Twenty Years at Hull House</i> Margaret Sanger: <i>The Case for Birth Control</i> Robert M. La Follette: <i>Autobiography</i> -excerpts Theodore Roosevelt: <i>The Struggle for Social Justice</i> Woodrow Wilson: <i>The New Freedom, 1912</i> DBQ: (College Board 2003 DBQ) Evaluate the effectiveness of Progressive Era reformers and the Federal government in bringing about reform at the national level. [C1, C2, C3, C4, C5, C6, C7, C8]

Week	Topic	Readings
18	Emergence of America as a World Power 1877-1914 American Imperialism (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 21 Alfred Thayer Mahan: <i>The Influence of Sea Power Upon History</i> -excerpts Mark Twain: <i>To the Person Sitting in the Darkness</i> Albert J. Beveridge: <i>The March of the Flag</i> [C1, C2, C3, C4, C5, C6, C7, C8]
19	WWI at Home and Abroad, War and the American State, 'Wilsonian' Foreign Policy, Treaty of Versailles (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 22 <i>Zimmerman Telegram, 1917</i> Wartime Propaganda Posters Woodrow Wilson: <i>Fourteen Points</i> <i>Treaty of Versailles</i> Henry Cabot Lodge: <i>Speech Before the Senate, 1919</i> [C1, C2, C3, C4, C5, C6, C7, C8]
20	The New Era-the 1920s, Business of America & consumer economy, Republic politics: Harding, Coolidge, Hoover, Clash Between Modernity & Tradition, Science, Religions Fundamentalism, Nativism (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 23 Herbert Hoover: <i>American Individualism</i> Visual Document: <i>Advertisement for Listerine, 1923</i> William Jennings Bryan: <i>The Scopes Trial</i>
21	The Great Depression, Causes of the Great Depression, Hoover's Response, Culture and Society During the Great Depression (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 24 <i>A Report on the Harlem Riot, 1935</i> <i>Letter to Eleanor Roosevelt</i> John Steinbeck: <i>The Grapes of Wrath</i> Students will have the option of reading <i>The Grapes of Wrath</i> , and writing a 3 pg. analysis of Steinbeck's themes and presenting them to the class for extra credit. [C1, C2, C3, C4, C5, C6, C7, C8]
22	The New Deal, Franklin D. Roosevelt, Labor & Union Recognition, Growth of the Federal Government, New Deal Programs, Opponents of the New Deal (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 25 Franklin D. Roosevelt: <i>First Inaugural Address</i> (listened to with audio file) Huey P. Long: <i>The Long Plan</i> DBQ: (College Board 2003 DBQ) Analyze the responses of Franklin D. Roosevelt's administration to the problems of the Great Depression. How effective were these responses? How did they change the role of the Federal government? [C1, C2, C3, C4, C5, C6, C7, C8]

Week	Topic	Readings
23	WWII, Rise of Fascism in Europe & Militarism in Japan, U.S. Pre-war Neutrality, Fighting Multi-Front War, Diplomacy, War-aims, & War-Time Conferences, the Atomic Age, U.S. as a Global Power, Home Front During the War, Women & Civil Rights & Liberties (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 26 Franklin D. Roosevelt: <i>Four Freedoms Speech</i> , 1941 (listened to with audio file) <i>The Atlantic Charter, 1941</i> <i>Executive Order 9066 to Proscribe Military Areas 1942</i> <i>Korematsu v. United States, 1942</i> Albert Einstein: <i>Letter to Franklin D. Roosevelt Concerning an Atomic Weapon</i> Henry L. Stimson: <i>The Decision to Use the Atomic Bomb</i> [C1, C2, C3, C4, C5, C6, C7, C8]
24	The United States in the Early Cold War, Origins of the Cold War, Truman Doctrine, Containment, Korean War, Diplomatic Strategies of Eisenhower & Kennedy Administrations, Red Scare & McCarthyism Impact of the Cold War on American Society (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 27 George F. Kennan: <i>Containment Policy 1974 NSC-68</i> , 1950 Joseph McCarthy: <i>Communists in the U.S. Government</i> <i>Brown v. Board of education of Topeka Kansas, 1953</i> Rosa Parks: <i>Describing My Arrest, 1955</i> Dwight D. Eisenhower: <i>Farwell Address</i> , 1961 [C1, C2, C3, C4, C5, C6, C7, C8]
End of 2nd Trimester: Trimester 2 Exam: Format to 80 question Multiple Choice (55 min.) DBQ		Resemble College Board AP U.S. Exam (45 min.) & Two FRQs (35 min. each) [C6, C7, C8]
25	The 1950s, Affluent Society and 'the Other America', Liberal Consensus, Growth of the Middle-Class, Suburbs, Social Critics, Nonconformists, Impact of Science and Technology on Culture and the American Consumer Economy. (CGTO) [C1, C2,C4, C5, C6, C7, C8]	Henretta, CH 28 <i>Advertisement for Green Acres, a Planned Residential Community</i> , 1950 George M. Humphrey: <i>The Interstate Highway System, 1955</i> John F. Kennedy, <i>Inaugural Address</i> , 1961 Martin Luther King Jr.: <i>Letter From Birmingham Jail</i> , 1963 [C1, C2,C4, C5, C6, C7, C8]

Week	Topic	Readings
26	The Turbulent 1960s, New Frontier to the Great Society, Expanding Movements for Civil Rights, Cold War Confrontations, Vietnam, Anti-War Culture, Counter Culture, Beginning of Détente. (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 29 <i>Gulf of Tonkin Resolution</i> , 1964 Martin Luther King Jr.: <i>Joining the Anti-War Movement</i> , 1967 Malcolm X & Yusef Iman: <i>Black Nationalism</i> , 1964 National Organization of Women: <i>Statement of Purpose</i> , 1966 DBQ: (College Board 1995 DBQ) Analyze the changes that occurred during the 1960's in the goals, strategies, and support of the movement for African-American civil rights. [C1, C2, C3, C4, C5, C6, C7, C8]
27	Politics & Economics at the End of the 20th Century, Election of 1968, "Silent Majority" Nixon's "Southern Strategy," Watergate, Energy Crisis, the New Right & the Reagan Revolution (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 30 <i>Watergate: Taped White House Conversations</i> , 1972 Rachel Carson, <i>And No Birds Sing</i> Gloria Steinem: <i>Statement in Support of the Equal Rights Amendment</i> , 1970 Phyllis Schlafly: <i>The Power of the Positive Woman</i> Ronald Reagan: <i>Acceptance Speech, Republican National Convention</i> , 1980 [C1, C2, C3, C4, C5, C6, C7, C8]
28	Society & Culture at the End of the 20th Century 1981-2001, Demographic Changes, Politics in a multicultural society (CGTO) [C1, C2, C4, C5, C6, C7, C8]	Henretta, CH 31 [C1, C2, C4, C5, C6, C7, C8]
29	United States in the Post-Cold War World, Globalization & the American Economy Unilateralism vs. Multilateralism, 9/11/01 and the Global Fight Against Terrorism Environmental Issues (CGTO) [C1, C2, C3, C4, C5, C6, C7, C8]	Henretta, CH 31 [C1, C2, C3, C4, C5, C6, C7, C8]
29-32	Review for AP European Exam	Review All Materials