

ADVANCED PLACEMENT UNITED STATES HISTORY COURSE SYLLABUS

www.cbhsushistory.com

jeffrey.buttell@browardschools.com

Course Description:

AP U.S. 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 two-semester survey of American History from the pre-Columbian era to the present. It is in some ways, more difficult than a college course in that our examination of American history must be finished more than a month before the end of the school year and culminates in a rigorous, nationally administered exam. All students enrolled in the course second semester are required to take the AP U.S. History exam.

Course Objectives:

- Students will be prepared for the Advanced Placement United States History Exam.
- Students will study selected historical themes and the context and significance of select interpretive questions.
- Students will be trained to analyze and interpret primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events.
- Students will learn how to approach history critically and be able to analyze and evaluate competing sources of historical information.
- Students will be able to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others.
- Students will practice test-taking skills, including how to successfully take timed exams.
- Students will learn to take effective notes from both printed materials and lectures.

Student Expectations:

Students are responsible for their own learning and success in the course and, ultimately, on the AP U.S. History Exam. Bright, motivated, disciplined students who enjoy history can expect to thrive. Students accustomed to getting A's for simply showing up and doing all their homework may be in for a rude awakening. While good attendance and completing homework are essential to success, they are not enough. Students must master content and historical skills, which will be demonstrated by what they have learned on exams and essays. Such mastery requires a level of hard work and study that will be new to many students.

Most students struggle the first semester, particularly the first six weeks, as they attempt to adapt to college-level work. However, students who persevere usually learn a great deal about U.S. history and the skills they will need to succeed in college. On the other hand, those taking this course for the wrong reasons (parental or peer pressure or to boost their GPA), are likely to struggle and be disappointed with their choice.

Thematic Learning Objectives in APUSH

The content learning objectives for the AP U.S. History course and exam are organized under SEVEN themes, which are topics of historical inquiry to explore throughout the AP U.S. History course.

- | | |
|------------------------------------------------|----------|
| ❖ M igration and Settlement (MIG) | M |
| ❖ A merica in the World (WOR) | A |
| ❖ G eography and the Environment (GEO) | G |
| ❖ P olitics and Power (POL) | P |
| ❖ American and National I ntity (NAT) | I |
| ❖ Work, E xchange, and Technology (WXT) | E |
| ❖ Culture and S ociety (CUL) | S |

These themes, focus student understanding of major historical issues and developments, helping students to recognize broad trends and processes that have emerged over centuries in what has become the United States.

Historical Thinking Skills

These skills reflect the tasks of professional historians. While learning to master these tasks, AP U.S. History students act as mini-historians.

Chronological Reasoning

- Historical Causation
- Patterns of Continuity and Change Over Time
- Periodization

Comparison and Contextualization

- Comparison
- Contextualization

Crafting Historical Arguments from Historical Evidence

- Historical Argumentation
- Appropriate Use of Historical Evidence

Historical Interpretation and Synthesis

- Interpretation
- Synthesis

Textbook:

Henretta, James A., Rebecca Edwards, Robert O. Self. *America's History*, Seventh Edition (Boston: Bedford/St. Martin's, 2011)

Newman, John J., John Schmalbach. *United States History: Preparing for the Advanced Placement Examination*, 2015 Edition (AMSCO Publishing 2014)

Primary Source Document Readers:

Yazawa, Melvin and Kevin Fernlund. *Documents to Accompany America's History*, Seventh Edition, Volumes 1, 2 (Boston: Bedford/St. Martin's, 2011)

Sheets, Kevin B. *Sources for America's History*, Eighth Edition, Volumes 1, 2 (Boston: Bedford/St. Martin's, 2014)

Brown, Victoria Bissell and Timothy J. Shannon. *Going to the Source: The Bedford Reader in American History*, Third Edition, Volumes 1, 2 (Boston: Bedford/St. Martin's, 2012)

Dudley, William. *Opposing Viewpoints in American History: Volumes 1-2* (Greenhaven Press, Gale Cengage Learning, 1996)

Secondary Source Supplements:

Banner, James M. *A Century of American Historiography* (Boston: Bedford/St. Martin's, 2012)

Zinn, Howard. *A People's History of the United States*. New York: Harper Perennial Modern Classic, 2005.

UNIT 1-2 (Summer Assignment)

Colliding Worlds, 1491-1607 (Period 1)

- **Textbook Reading:** Pages 7-49 in *America's History*, Chapter 1 in AMSCO
- **Primary Source Documents:** Document 1-3, Columbus Encounters Native Peoples, by Christopher Columbus. Document 1-4, Las Casas Describes European Atrocities by Bartolome De Las Casas. Document 1-6, Debating the Morality of Slavery, by Brother Luis Brandaon. All documents are from Kevin Sheets, *Sources for America's History*.

Student Activities:

- Cornell Notes Chapter 1 AMSCO, and accompanying HW assignment, John Green Video.

- After receiving primary source analysis instruction using SOAPSTone, the students will analyze the three primary source documents for the unit listed above and incorporate them as needed into the Harkness discussions.
- Students will complete a Columbian Exchange Chart which includes the exchange of plants, animals, diseases and human migrations with a special focus on small pox, corn, sugar, slaves, horses, and religion.

British North America & The Atlantic World, 1607-1754 (Period 2)

- **Textbook Reading:** Pages 49-124 in *America's History*, Chapter 2-3 in AMSCO
- **Primary Source Documents:** From *Going to the Source*, Volume 1, Chapter 4: "Germ Warfare on the Colonial Frontier"; From *Documents to Accompany America's History*, Volume 1: Bound for America (2-4), Stono Rebellion (3-10), Benjamin Franklin on Education During the American Enlightenment (4-7).

Student Activities:

- Cornell Notes.
- Discussion of the factors that have prompted various immigrant groups, especially early American colonists to migrate. Timeline illustrating the emergence of democracy. Chart comparing the thirteen colonies. Pre-essay writing activities and strategies.
- Using SOAPSTone, students will analyze the four primary source documents for the unit listed above and incorporate them as needed into the Harkness discussions.
- Students will compare and contrast the Enlightenment and the Great Awakening by completing, and discussing, an Idea Comparison Chart.

Summative Assessment (Period 1-2): 30 multiple-choice questions in the new test format with accompanying sources/stimulus. Two short-answer questions in the new test format.

UNIT 3

Revolution and Republican Culture, 1754-1800 (Period 3)

- **Textbook Reading:** Pages 124-258 in *America's History*, Chapter 4-6 in AMSCO
- **Primary Source Documents:** From *Going to the Source*, Volume 1, Chapter 6: "Debating the Constitution: Speeches from the New York Ratification Convention"; From *Documents to Accompany America's History*, Volume 1: Letter VII from a Farmer (5-7), An Account of the Boston Tea Party (5-10), Memoirs of a Black Loyalist (6-8), The Virginia Declaration of Rights, 1776 (6-11), Washington's Farewell Address, 1796 (7-2), Thomas Jefferson's First Inaugural Address (7-6).

Position Paper:

Students will read two opposing viewpoints from *Opposing Viewpoints in American History*. “A National Bank would be Unconstitutional”, by Thomas Jefferson, 1791 and “A National Bank would Not be Unconstitutional”, by Alexander Hamilton, 1791. After reading the two sources students will write a position paper answering the question: In 1791, was a national bank constitutional? Drawing on both sources students must create an historical argumentation writing a persuasive paper using evidence from the two author’s sources and the student’s own analysis and synthesis.

Student Activities:

- Cornell Notes and AMSCO assignments.
- Using SOAPStone, the students will analyze the seven primary source documents for the unit listed above and incorporate them as needed into the Harkness discussions.
- Chart of British actions and colonial reactions leading to the Revolutionary War and mapping the key battles of the Revolutionary War.
- Students will compose a set of six footnotes identifying Enlightenment ideas and diplomatic strategies in the Declaration of Independence. They will also summarize the assumption of thirteen independent States found in the document.
- Students will compare and contrast the Articles of Confederation with the Constitution using a Comparison Chart.
- Compare and Contrast the positions of Hamilton vs. Jefferson.
- Debate whether or not the United States should have gone to war with England in 1812.

Formal/Summative Assessment: 15 Questions Quiz on Key Concepts 3.1-3.2, multiple choice format with accompanying sources/stimulus. Vocabulary/Short Answer. 50 Question Unit Exam, multiple choice format with accompanying sources/stimulus.

UNIT 4***Overlapping Revolutions, 1800-1848 (Period 4)***

- **Textbook Reading:** Pages 222-390 in *America’s History*, Chapter 7-11 in AMSCO
- **Primary Source Documents:** From *Going to the Source*, Volume 1, Chapter 9: “The Meaning of Cherokee Civilization: Newspaper Editorials about Indian Removal”; From *Documents for America’s History*, Volume 1: James Madison, Original Intent and Slavery (8-7), A Mill Worker Describes Her Work and Life (9-2), Horace Mann, Necessity of Education in a Republic (10-4), On Indian Removal (10-7) From *Going to the Source*, Volume 1, Chapter 10: “Challenging the ‘Peculiar Institution’: Slave Narratives from the Antebellum South”; From *Documents to Accompany America’s History*, Volume 1:

Elizabeth Cady Stanton, Declaration of Sentiments and Resolutions (11-11).

Position Paper:

Students will read two opposing viewpoints from *Opposing Viewpoints in American History*. “*Women Hold an Exalted Status in America*”, by Catherine Beecher, 1841 and “*Women Hold a Degraded Status in America*”, by Elizabeth Cady Stanton, 1848. After reading the two sources students will write a position paper answering the question: What worth did Women have in American Society during the early 19th Century? Drawing on both sources students must create an historical argumentation writing a persuasive paper using evidence from the two author’s sources and the student’s own analysis and synthesis.

Student Activities:

- Cornell Note/Harkness discussion guided questions for Key Concept 4.1-4.3 led by groups 3-5 and 1-2 in each class.
- Using SOAPStone, the students will analyze the seven primary source documents for the unit listed above and incorporate them as needed into the Harkness discussions.
- Venn diagram comparing and contrasting the First and Second Great Awakenings.
- Debate the “Indian Problem” and Jackson’s Indian removal policy. Examination of the similarities and differences between Jeffersonian and Jacksonian democracy.
- Political cartoon overview of the Jacksonian Era (various sources).
- **Antebellum Reformer’s Roundtable Project:** Research and Group Discussion Project as outlined on the College Board Website. Student’s are assigned one of the many reformers of the Antebellum Era and prepare for a roundtable discussion in character discussing the biggest issues facing the United States in the context of that time period. The Roundtable format will be used again with a different group of people for the Gilded Age and also for the Progressive Era. This is an excellent way to introduce students to proper research, speaking skills and content.

Formal/Summative Assessment: 15 Questions Quiz on Key Concepts 4.1-4.2, multiple choice format with accompanying sources/stimulus. Two short-answer questions in the new test format. 25 Question Unit Exam, multiple choice format with accompanying sources/stimulus, plus a Long Essay Question.

UNIT 5

Creating and Preserving a Continental Nation, 1844-1877 (Period 5)

- **Textbook Reading:** Pages 396-491 in *America’s History*, Chapter 12-15 in AMSCO
- **Primary Source Documents:** The Alabama Slave Code of 1852: Slave Patrols

(12-1), The Lincoln-Douglas Debates (13-12). From *Going to the Source*, Volume 1, Chapter 13: "Political Terrorism during Reconstruction: Congressional Hearings and Reports on the Ku Klux Klan"; from *Documents to Accompany America's History*, Volume 1: Abraham Lincoln, First Inaugural Address (14-2), Abraham Lincoln, Gettysburg Address (14-9), Abraham Lincoln, Second Inaugural Address (14-14), Frederick Douglass, What the Black Man Wants (15-6); From *Documents to Accompany America's History*, Volume 2: Howard Ruede, Letters from a Kansas Homesteader (16-2)

Position Paper:

Students will read two opposing viewpoints from *Opposing Viewpoints in American History*. "Reconstruction Should be Harsh", by William Mason Grosvenor, 1865 and "Reconstruction Should be Lenient", by Herman Melville, 1866. After reading the two sources students will write a position paper answering the question: Should the US government have imposed harsh reconstruction policies on the South after the Civil War? Drawing on both sources students must create an historical argumentation writing a persuasive paper using evidence from the two author's sources and the student's own analysis and synthesis.

Student Activities:

- Cornell Note/Harkness discussion guided questions for Key Concept 5.1-5.3 led by groups 3-5 and 1-2 in each class.
- Using SOAPStone, the students will analyze the nine primary source documents for the unit listed above and incorporate them as needed into the Harkness discussions.
- Mapping American geographical expansion.
- Compare and contrast third parties in Antebellum America.
- Students will analyze a map of the Election of 1860 and develop a thesis statement summarizing the significance of the election results.
- Timeline of events leading to the Civil War, mapping key Civil War Battles.
- Graphic organizer comparing the Lincoln, Johnson and the Radical Republican reconstruction plans.
- Create posters promoting the West to potential homesteaders.

Formal/Summative Assessment: 15 Questions Quiz on Key Concepts 5.1-5.2, multiple choice format with accompanying sources/stimulus. Two short-answer questions in the new test format. 25 Question Unit Exam, multiple choice format with accompanying Document Based Question (DBQ).

*****UNIT 5 CONCLUDES THE FIRST SEMESTER*****

UNIT 6

Industrializing America: Upheavals and Experiments, 1865-1898 (Period 6)

- **Textbook Reading:** Pages 493-650 in *America's History*, Chapter 16-19 in AMSCO
- **Primary Source Documents:** From *Going to the Source*, Volume 2, Chapter 4: "Immigrant to the Promised Land: Memory and Autobiography"; *Documents to Accompany America's History*, Volume 2: A Century of Dishonor (16-7), The Gospel of Wealth (17-3), On Child Labor (17-5), A Perilous Night on Shasta's Mountain (18-3), Cary A. Nation, Smashing at Kiowa (18-7), Jane Addams, Twenty Years at Hull-House (19-8).

Position Paper:

Students will read two opposing viewpoints from *Opposing Viewpoints in American History*. "The Organizing of Laor into Unions is Dangerous", by Henry Clews, 1886 and "Labor Unions are Essential", by Samuel Gompers, 1894. After reading the two sources students will write a position paper answering the question: Did the Labor Unions in the late 19th century represent dangerous socialism? Drawing on both sources students must create an historical argumentation writing a persuasive paper using evidence from the two author's sources and the student's own analysis and synthesis.

Student Activities:

- Cornell Note/Harkness discussion guided questions for Key Concept 6.1-6.3 led by groups 3-5 and 1-2 in each class.
- Using SOAPStone, the students will analyze the six primary source documents for the unit listed above and incorporate them as needed into the Harkness discussions.
- Students will evaluate the effectiveness of the Knights of Labor and the Grange in achieving their goals.
- Students will analyze a map: major Indian battles and Indian reservations (1860-1900) and compose a thesis paragraph analyzing the effect of westward expansion on Native American peoples.
- Compare and Contrast urban problems of the Gilded Age to today.
- Debate the merits of various reform efforts during the late 1800s.
- Simulate a Gilded Age factory assembly line.
- **Gilded Age Roundtable Project:** Research and Group Discussion Project as outlined on the College Board Website. Student's are assigned one of the many participants of the Gilded Age and prepare for a roundtable discussion in character discussing the biggest issues facing the United States in the context of that time period. The Roundtable format will be used again with a different group of people for the Progressive Era. This

is an excellent way to introduce students to proper research, speaking skills and content.

Formal/Summative Assessment: 15 Questions Quiz on Key Concepts 6.1-6.2, multiple choice format with accompanying sources/stimulus. Two short-answer questions in the new test format. 25 Question Unit Exam, multiple choice format with accompanying Long Essay response.

UNIT 7

Domestic and Global Challenges, 1890-1945 (Period 7)

- **Textbook Reading:** Pages 653-782 in *America's History*, Chapter 20-25 in AMSCO
- **Primary Source Documents:** From *Going to the Source*, Volume 2, Chapter 6: "Living Under Fire: World War I Soldiers' Diaries"; From *Documents to Accompany America's History*, Volume 2: Booker T. Washington, Atlanta Exposition Address (20-8), William McKinley, On Prayer and the Philippines (21-6), Bruce Barton, *The Man Nobody Knows* (22-8). From *Going to the Source*, Volume 2, Chapter 9: "Challenging Wartime Internment: Supreme Court Records from *Korematsu v. United States*"; From *Documents to Accompany America's History*, Volume 2: Franklin D. Roosevelt, First Inaugural Address (23-5), Franklin D. Roosevelt, Four Freedoms Speech (24-4).

Position Paper:

Students will read two opposing viewpoints from *Opposing Viewpoints in American History*. "The Federal Government Should Regulate Trusts: Roosevelt's New Nationalism", by Theodore Roosevelt, 1910 and "The Federal Government Should Oppose Trusts: Wilson's New Freedom", by Woodrow Wilson, 1913. After reading the two sources students will write a position paper answering the question: Which should the government have done at the turn of the century—regulated or fragmented abusive monopolies? Drawing on both sources students must create an historical argumentation writing a persuasive paper using evidence from the two author's sources and the student's own analysis and synthesis.

Student Activities:

- Cornell Note/Harkness discussion guided questions for Key Concept 7.1-7.3 led by groups 3-5 and 1-2 in each class.
- Using SOAPStone, the students will analyze the eight primary source documents for the unit listed above and incorporate them as needed into the Harkness discussions.
- Chart comparing Roosevelt's, Taft's, and Wilson's reform efforts.
- Discuss similarities and differences between Progressive Era Muckrakers with modern "muckrakers."
- **Progressive Reformers Roundtable Project:** Research and Group

Discussion Project as outlined on the College Board Website. Student's are assigned one of the many participants of the Progressive Era and prepare for a roundtable discussion in character discussing the biggest issues facing the United States in the context of that time period. The Roundtable format will be used again with a different group of people for the Progressive Era. This is an excellent way to introduce students to proper research, speaking skills and content.

- Reenact debate between imperialists and anti-imperialists.
- Examine propaganda and WWI war posters (various sources).
- Listen to music of the 1920s and relate it to the dynamics of the time (various sources).
- Chart comparing First and Second New Deal.
- Debate regarding if and when the government should curtail civil liberties during wartime with specific reference to WWII and the current "War on Terror".

Formal/Summative Assessment: 15 Questions Quiz on Key Concepts 7.1-7.2, multiple choice format with accompanying sources/stimulus. Two short-answer questions in the new test format. 25 Question Unit Exam, multiple choice format with accompanying Document Based Question (DBQ).

UNIT 8

The Modern State and the Age of Liberalism, 1945-1980 (Period 8)

- **Textbook Reading:** Pages 785-946 in *America's History*, Chapter 26-29 in AMSCO
- **Primary Source Documents:** From *Going to the Source*, Volume 2, Chapter 12: "Writing on the Ivy Walls: A Popular History of the 1968 Columbia University Rebellion"; From *Documents to Accompany America's History*, Volume 2: Henry R. Luce, *The Dangerous Age of Abundance* (26-1), Lyndon B. Johnson, *The Next and More Profound Stage of the Battle for Civil Rights* (27-6), Watergate: *Taped White House Conversations* (28-17)

Position Paper:

Students will read two opposing viewpoints from *Opposing Viewpoints in American History*. "America's youth Must Lead a New Revolution", by Students for a Democratic Society, 1962 and 1968 and "Student Rebellion Leaders are a Disgrace", by K. Ross Toole, 1969. After reading the two sources students will write a position paper answering the question: Was the counterculture movement of the 1960-70s a disgrace? Drawing on both sources students must create an historical argumentation writing a persuasive paper using evidence from the two author's sources and the student's own analysis and synthesis.

Student Activities:

- Cornell Note/Harkness discussion guided questions for Key Concept 8.1-8.3

- led by groups 3-5 and 1-2 in each class.
- Using SOAPStone, the students will analyze the five primary source documents for the unit listed above and incorporate them as needed into the Harkness discussions.
 - Venn diagram comparing MLK and Malcolm X.
 - 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.
 - 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.”
 - Discuss counterculture movement and parallels to current teen culture.
 - Creation of a modern student-protest manifestos.
 - Students will analyze the Presidency of Richard Nixon by completing a President Profile Chart.
 - Simulate Nixon’s impeachment hearings.

Formal/Summative Assessment: 15 Questions Quiz on Key Concepts 8.1-8.2, multiple choice format with accompanying sources/stimulus. Two short-answer questions in the new test format. 25 Question Unit Exam, multiple choice format with accompanying Long Essay question.

UNIT 9

Global Capitalism and End of the American Century, 1980-present (Period 9)

- **Textbook Reading:** Pages 949-1009 in *America’s History*, Chapter 30-31 in AMSCO
- **Primary Source Documents:** From *Going to the Source*, Volume 2, Chapter 14: “Organizing Their Lives: Women, Work and Family, 1955-1998”; *Documents to Accompany America’s History*, Volume 2: Rachel Carson, *And No Birds Sing* (29-1), Samuel P. Huntington, *The Clash of Civilizations?* (30-10).

Position Paper:

Students will read two opposing viewpoints from *Opposing Viewpoints in American History*. “*Gay Marriage Must be Banned*”, by First Things, 2003 and “*Gay Marriage Should Not be Banned*”, by Jamie Raskin, 2006. After reading the two sources students will write a position paper answering the question: Should marriage be considered a fundamental basic right for all Americans, even if that marriage is non-traditional? Drawing on both sources students must create an historical argumentation writing a persuasive paper using evidence from the two author’s sources and the student’s own analysis and synthesis.

Student Activities:

- Cornell Note/Harkness discussion guided questions for Key Concept 9.1-9.3 led by groups 3-5 and 1-2 in each class.

- Using SOAPSTone, the students will analyze the five primary source documents for the unit listed above and incorporate them as needed into the Harkness discussions.
- Debate the Equal Rights Amendment.
- Students will analyze the international and domestic effects of the Iranian Hostage Crisis by crating and completing an effects graphic organizer
- Rank and justify the top ten American presidents.
- Students will analyze the Presidency of Ronald Reagan by completing a president profile chart.
- Compare the economic malaise of the 1970s with the current “Great Recession”.
- Discuss the notion of individual and group rights and examine the progress that has and has not been made since the 1970s in American society.
- Student will compare the domestic and foreign policies of the Clinton, Bush Jr., and Obama administrations in a chart comparison.

Formal/Summative Assessment: 15 Questions Quiz on Key Concepts 9.1-9.2, multiple choice format with accompanying sources/stimulus. Two short-answer questions in the new test format. 25 Question Unit Exam, multiple choice format with accompanying Long Essay question.

AP Exam Review Period

The second semester concludes with a period of review for the APUSH exam. Students will take a complete practice exam before the official exam.

Post AP Exam Period (Final Project)

Students will work in groups and create a documentary covering an assigned era of history. This will culminate with a showing of the completed videos on the day of the final as an “Indie Film Festival”. The video counts as their second semester final exam grade.