

Advanced Placement United States History

Course Syllabus:

434479v1

Course Description: Students taking Advanced Placement United States History will focus on several key themes during the course of their study this year. These include Identity, Work, Exchange, Technology, Peopling, Politics and Power, America in the World, Environment and Geography, Ideas, Beliefs and Culture. Students will examine United States history from early beginnings to present day. Students will utilize historical skills by interpreting primary and secondary documents, analyzing events, and developing their historical interpretation, writing ability, chronological reasoning, reading for comprehension, public speaking as we study the key events and people who shaped America into the nation it is today.

College Course Equivalent:

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course.

Main Course Textbook

American History: Connecting with the Past [CR1a]

Author Alan Brinkley 14th Edition

McGraw-Hill Education, 2011

Secondary Sources used in this course: (CR2) [CR13b]

Collier, Christopher Decision at Philadelphia

Stowe, Harriet B. Uncle Tom's Cabin

Sinclair, Upton The Jungle

Leuchtenburg, William The Perils of Prosperity, 1914–1932

Ward, Kyle History in the Making: An Absorbing Look at How American History Has Changed in the telling over the last two hundred years.

Woodward, Bob and Bernstein, Carl All the Presidents Men

Zinn, Howard Peoples History of the United States

Various Federalist and Anti-Federalist Papers. [CR1b] [CR7]

Primary and Secondary Source documents on the Women's Suffrage, Temperance and Civil Rights movement. (Pictures, graphs, charts, documentaries, works of art) [CR1b] [CR7]

Davidson, James West, and Mark Hamilton Lytle. *After The Fact: The Art of Historical Detection*. New York: McGraw-Hill, 2000. [CR7]

Davis, Kenneth, *Don't Know Much About History: Everything You Need to Know about American History but Never Learned*. New York: Harper Collins, 2003 [CR7]

Required Skills for the Class:

- Skill I: **Historical Causation**-compare causes/effects analyze and evaluate multiple causes and effects, and distinguishing coincidence and correlation
- Skill II: **Patterns of Continuity and Change over Time**-analyze and evaluate historical patterns of continuity and change over time
- Skill III: **Periodization**-organizing events within blocks of time
- Skill IV: **Comparison**-historical developments and processes across place, time, and societies
- Skill V: **Contextualization**-specific events connect to broader regional, national, or process connect to other
- Skill VI: **Historical Argumentation**-evaluate and synthesize conflicting historical evidence
- Skill VII: **Appropriate Use of Relevant Historical Evidence**-use features such as audience, purpose, point of view, argument, limitations, etc.
- Skill VIII: **Interpretation**-analyze diverse historical interpretations
- Skill IX: **Synthesis**-apply insights about the past or historical context

Themes Covered in this Course:

- Identity [ID]
- Work, exchange, and technology [WET]
- Peopling • Politics and power [PEO]
- America in the world (WOR)
- Environment and geography — physical and human [ENV]
- Ideas, beliefs, and culture [ID]

UNIT ONE

Settlement and Expansion of Colonial America

Period 1: 1491–1607 & Period 2: 1607–1754 [CR2]

Brinkley Chapters 1-4

Homework: Students will complete all questions found at the end of each chapter of their Brinkley textbook.

Themes: Students will investigate early pre-Colombian societies and the start of European involvement in America. Students will examine the early beginnings of government structures and liberties in America. Students will identify the various roles of women in pre-revolutionary war America. (Themes ID, WXT, PEO, POL, WOR, ENV, CUL) Students will examine the historical context, intended audience, purpose and point of view of documents related to these topics (HIPPO) [CR11] [CR4]

Essential Questions:

1. Trace the rise of the English nation-state between 1492 and 1607. What important factors influenced this rise?
2. In what ways did later colonization efforts attempt to learn from earlier experiences? To what extent was there religious freedom in the colonies?
3. Explain the causes of the conflict between the British and the Native Americans and French in 1754.
4. How did the war change the geopolitical standing of each group by the end of the war?

Topics covered in class discussion/activities:

- Collisions of Cultures: when cultures collide technology is a determining factor
- Trade and economics play a large role in which groups interact
- Transplantations and Borderlands
- Society and Culture in Provincial America
- The Empire in Transition
- The Road to Revolution (1744-1776)

Activities and assessments:

- Class discussions on pre-Colombian societies and the effect of European contact. [PEO, ENV]
- Venn diagrams on how northern and Chesapeake colonies evolved when compared to the southern section with particular emphasis on why they became different.
- Compare and contrast essay on puritans versus other religious denominations.
- 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)
- Coming of the American Revolution Document Based Question: “To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the revolution” (Modeled after the 1999 AP DBQ found on AP Central [CR5] [CR9])

- Unit Exam #1 Format: Stimulus based multiple choice/ matching and maps of the colonies and pre-revolutionary period and short answers and long answer questions modeled after the chapter assessments in Brinkley. [CR2]
- See written document list found at the end of the syllabus.

Period 3: 1754–1800 [CR2]

The New Nation (3-4 weeks)

Brinkley Chapters 5-6

Homework: Students will complete all questions found at the end of each chapter of their Brinkley textbook.

Unit Themes: Students will analyze the American Revolution, formation of the new government, the new economic structure and the debate over its creation. They will examine the creation of political parties, various diplomatic incidents, and internal arguments in the new democracy. (Themes: ID, WXT, PEO, POL, WOR, ENV, CUL) Students will examine the historical context, intended audience, purpose and point of view of documents related to these topics (Historical Context, Intended Audience, Point of View, Purpose) [CR13b] [CR11] [CR4] [CR9]

Essential Questions: [CR8] [CR9] [CR10] [CR13b] [CR3] [CR5]

1. Was the American Revolution inevitable?
2. To what extent could either side have contributed to a peaceful resolution to their differences? Analyze the ways in which the colonists used both legal and extra-legal means of protesting. Which tactic proved more successful and why?
3. Who were the greatest generals of the war and why?
4. In what ways was the Articles of Confederation designed to correct the perceived injustices of the colonial era?
5. What were the resulting strengths and weaknesses of the document?

Topics covered in class discussion and activities:

- The American Revolution
- The Constitution and the New Republic
- Critical Era/Period
- Essence of power struggle between Colonist and Great Britain
- Forging a New Nation

Activities and Assessments:

- Students read the sources in a document-based question on the American Revolutionary War and engage in a classroom debate on motives for entering the war. (WOR-5) [CR4] [CR13a]
- Brinkley discussion questions found on pages 157-158, as well as 178-179. (Test practice) [CR1b]
- Students debate the question whether there could there have been a revolution without the French and Indian War? [CR3] [CR12] [ID]

- 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 view “America, The Story of Us” and analyze the perspective presented in the “Revolution” segment to their understanding of knowledge obtained in Brinkley Chapters 4-5.
- “Six Degrees of Separation Activity” to review and present in power point the key historical concepts covered over multiple time periods. [CR13b] [CR9]
- Students will use historical interpretation, purpose and point of view to analyze to complete an analysis of primary sources related to the American Revolution. [CR1b] [CR7] [CR5] (See list of primary sources included in this syllabus)
- Unit Exam #2 Format: Stimulus based multiple choice / matching and maps of the American Revolution and short answers and long answer questions modeled after the chapter assessments in Brinkley.
- Short Answer Question (SAQ) on Revolutionary War. [CR3] [CR9]
- See written document list found at the end of the syllabus.

UNIT TWO

Antebellum America

Period 4: 1800–1848 [CR2]

(3-4 weeks)

Brinkley Chapters 7-13

Homework: Students will complete all questions found at the end of each chapter of their Brinkley textbook.

Unit Themes: Students will identify the powers of Presidential authority. They will identify and compare states’ rights vs. federal powers, Manifest Destiny, War of 1812, Slavery in America, “popular sovereignty”, Compromise of 1850, Kansas-Nebraska Act, reform movements, Jacksonian Democracy, Creation of the Republican Party, Supreme Court decisions including Dred Scot decision and the Mexican American War. Students will examine the similarities and differences between the roles southern and northern women played during the civil war period. (Themes: ID, WXT, PEO, POL, WOR, ENV, CUL) Students will examine the historical context, intended audience, purpose and point of view of documents related to these topics (HIPPO analysis) [CR6] [CR11] [CR4]

Essential Questions: [CR8] [CR9] [CR10] [CR13b] [CR3] [CR5]

1. Were the policies of the United States government new or merely a continuation of policies already in place?
2. How did the addition, and settlement, of southern and western lands contribute to the political struggle that resulted in the Civil War?

3. To what extent were the Jacksonian Democrats truly the guardians of the Constitution, political democracy, individual liberty, and equality of economic opportunity?
4. In what ways did Andrew Jackson differ from his predecessors and in what ways did he continue the traditions, or reflect the traditional values of the early national period?
5. What were the larger social goals of the reformers and to what extent were they successful in achieving these? In what ways were strides made by advocates for abolitionism, temperance, and women's rights? Which group made the most progress?

Topics covered in class discussion and activities:

- The Jeffersonian Era
- Varieties of American Nationalism
- Jacksonian America
- War of 1812
- America's Economic Revolution
- Cotton, Slavery and the Old South
- Antebellum Culture and Reform
- The Impending Crisis

Activities and Assessments:

- Founding Document analysis (Anti-Federalist and Federalist Papers and others included in our list of primary sources) Comparison and Analysis – Purpose, Historical Context, Intended Audience, Author's Point of View [CR9] (HIPPO)
- Complete a T chart on the varying viewpoints of the early republic.
- Students will complete a Document Based Question on the whether the United States was justified in declaring war on Great Britain in 1812. [CR5] [CR8] [POL]
- Students will debate Gibbons vs. Ogden or McCulloch vs. Maryland Supreme Court cases. [CR13a] [POL]
- 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] [CR7] [CR12]
- 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]
- John F. Marszalek, "Andrew Jackson: Flamboyant Hero of the Common Man" from Portrait of America. Students will analyze Marszalek's argument, evaluate his thesis, evidence, and reasoning, and respond to these in an essay. [CR6]
- [CR1c]—The unit includes secondary sources written by historians or scholars interpreting the past.
- [CR5]—The unit provides opportunities for students to develop coherent written arguments that have a thesis.

- Students read the sources in a document-based question on the events leading to the creation of the 1820 and 1850 compromises. (WOR-5) [CR4] [CR13a]
- Students use Historical Context, Intended Audience, Point of View and Purpose strategies to analyze one or more of the sources during an in-class long essay writing assignment on the the impact of Jacksonian Democracy on the American electorate. [CR1b] [CR7] [CR5] [CR9]
- Unit Exam #3 Stimulus based multiple choice/ matching and maps of the Antebellum period and short answers and long answer questions modeled after the chapter assessments in Brinkley. Students will also complete a short answer question (SAQ) related to internal improvement.
- See document and primary source list found at the end of the syllabus.

UNIT THREE

Civil War Era and Reconstruction Period

Period 5: 1844–1877 [CR2] [CR12]

(2-3 Weeks)

Brinkley Chapters 14-15

Homework: Students will complete all questions found at the end of each chapter of their Brinkley textbook.

Unit Themes: Students will examine the Annexation of Texas, Mexican American War, Civil War, Reconstruction period.

Essential Questions:

1. To what extent did manifest destiny lead to the Mexican American War?
2. Was it inevitable that the South would lose the Civil War? Why or why not?
3. At what point did secession become inevitable? Provide supporting evidence for why you believe the Civil War could have been avoided before that point—or not.
4. To what extent was reconstruction a success?

Topics covered in class discussion and activities:

- Manifest Destiny, Mexican American War
- Causes and Effects of the US Civil War
- Southern versus Northern Views on Slavery
- Outcomes of the US Civil War
- Reconstruction Period

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

Activities and Assessments:

Students will answer a document based question related to how John Brown should be viewed by historians with specific attention given to change over time. (Document Comparison and Analysis – Purpose, Historical Context, Intended Audience, Author’s Point of View) [CR13b] [CR13a] [CR1c]

Students will read and discuss President Polk's war address to Congress. [CR6] [CR9]
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 interpret the changing historiography of the start of the Mexican War presented in *History in the Making*, by Kyle Ward and Chapter 8 of Howard Zinn's, *A People's History of the United States*. (ID-6)(PEO-3)(PEO-5)(WOR-5)(WOR-6) (ENV-4) [CR4] [CR6]

Class discussions on the effect of Uncle Tom's Cabin and John Brown's raid at Harpers Ferry. Document analysis of the Dred Scott Decision. Simulation of the Lincoln-Douglas debates.

Students will use Historical Context, Intended Audience, Point of View and Purpose to analyze one or more of the sources during an in-class writing assignment related to Gettysburg Address and Emancipation Proclamation. [CR1b] [CR7] [CR1c] [CR8]
Six Degrees of Separation Activity to review key concepts from Manifest Destiny to Reconstruction. [CR8] [CR9] [CR13b]

See document and primary source list found at the end of the syllabus.

UNIT FOUR

The West, Gilded Age and Imperialism

Period 6: 1865–1914 [CR2] [CR12]

(2-3 Weeks)

Brinkley Chapters 16-19

Homework: Students will complete all questions found at the end of each chapter of their Brinkley textbook.

Unit Themes: Social and economic effects of post-bellum industrialization in the North and the South; the expanding economic power of the United States in the world economy; impact of an unregulated economy on the development of heavy industry and the emergence of business tycoons; case studies on Rockefeller, Carnegie, Morgan, and Vanderbilt; early attempts to rein in big business by the government at the state and federal levels; westward expansion as seen in the context of the railroad industry and emerging economic interests; conflicts between Native Americans and settlers, ranchers, miners; and military conflicts with Native Americans, imperialism, war with Spain and empire building. (Themes: ID, WXT, PEO, POL, WOR, ENV)

Essential Questions:

1. To what extent is "The Gilded Age" an apt description of the time period?
2. What factors contributed to American industrialization in the late 19th Century?
3. How did the search for new global markets affect American foreign policy and territorial ambitions?

Topics covered in class discussion and activities:

- The Trans-Mississippi West
- The Rise of Industrial America

- The Transformation of Urban America
- Daily Life, Popular Culture, and the Arts (1860-1900)
- Spanish American War

Activities and Assessments:

Class discussions on trends in immigration, industrialization and the Social Gospel. [WXT]

In-class debate on the proper role of government during this era.

In-class document analysis activity: Bryan’s “Cross of Gold” speech. [CR3] [CR5] [CR6] [CUL]

Historical interpretations lesson: Populism and the Wizard of Oz [CR1b]

SAQ: To what extent was the policy of the United States toward Native Americans a continuation of an early policy and to what extent was it new? [CR5] [PEO] [CR9]

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

Primary Source Analysis using Historical Analysis, Point of View, Purpose: The New South, The New South Investigated, A Century of Dishonor, The Frontier in American History, Wealth, Organizing Women Workers, Our Country, The Lure of the City, Chinese Exclusion Act, A Black Woman’s Appeal for Civil Rights, Populist Party Platform, The Money Question, The Cross of Gold, The March of the Flag, The Open Door in China, map of the overseas possessions of the U.S., and a variety of Thomas Nast political cartoons.[CR1b] [CR5] [CR10] [CR1]

[WOR] Spanish American War Activity: Debate on what caused the war and the impact of Yellow Journalism. [WOR] [CR11, CR13a]

See document and primary source list found at the end of the syllabus.

UNIT FIVE

Progressive Era to World War II

Period 7: 1890–1945 [CR2]

(4-5 weeks)

Brinkley Chapter 20-26

Homework: Students will complete all questions found at the end of each chapter of their Brinkley textbook.

Unit Themes: Students will identify the historical components of the Woman Suffrage movement, worker rights, protection of consumers, curbing of corporate power and influence, New Nationalism and New Freedom, labor gains, the changing role of the President. Students will examine the entry of the United States into WWI, policy of isolationism, Versailles Treaty debate, economic policy, mass production, change in culture, Crash of '29, Hoover policy, Dust Bowl and New Deal. Students will examine the role women played in the suffrage movement, in World War I and World War II, as well as in the prohibition period. Students will examine the reasons why America changed from an isolationist country to an allied power. How did the United States contribute to World War II economically, militarily and socially? (Themes: ID, WXT, PEO, POL, WOR, ENV, CUL)

Essential Questions:

1. What was the root causes of the progressive movement?

2. To what extent did state and local governments influence the movement at the national and state level?
3. How did World War I and World War II impact the American home front and the civil liberties of Americans?
4. Were the conditions of farmers, the poor, women, and African-Americans improved by progressive reforms from the Election of 1896 to the outbreak of World War I?
5. How did consumerism impact the American public in the 1920s?
6. How did the government's role change after the outbreak of the Great Depression?
7. To what extent did the United States contribute to the successes of the Allied powers in World War I and World War II?

Topics covered in class discussion and activities:

- Politics and Expansion in an Industrializing Age
- The Progressives
- America and the Great War
- The New Era
- The Great Depression/New Deal
- Hoover versus FDR
- World War II

Activities and Assessments:

- Six Degrees of Separation Activity to review key concepts related to the topic of war on the home front comparing Spanish American War, WWI and WWII. [CR13b] [CR9] [WOR]
- Students will read primary sources in a document-based question on the Progressive Era and engage in a classroom debate on the issues of this era [POL] [WOR-5] [CR4] [CR13a]
- Students use Historical Context, Point of View, Intended Audience, Purpose to analyze one or more of the sources connected to the Theodore Roosevelt, Taft and Wilson as compared to presidents found in the Gilded Age. [CR1b] [CR7] [CR1c] [CR9] [CR10]
- With administrative approval, students will participate in a field trip to Hyde Park to examine the home and library of Franklin D. Roosevelt and complete the assigned field trip packet. [CR1c, CR13b, CR10]
- 2003 Released Document Based Question: 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.[CR5, CR9] [CR10]
- Unit Exam #5 Format: Multiple Choice/Free Response Question (FRQ) on Dust Bowl to be completed at home.
- See document list of primary sources found at the end of the syllabus.

UNIT SIX

Post World War II to Present Day

Period 8: 1945–1980

Cold War Era (3 weeks) [CR2]

Brinkley Chapters 27-30

Homework: Students will complete all questions found at the end of each chapter of their Brinkley textbook.

Topics covered in class discussion and activities:

- The Cold War
- Korean Conflict
- The Affluent Society
- Civil Rights
- Feminism
- Great Society
- Vietnam
- Ordeal of Liberalism
- Watergate
- Rise of Conservatism

Unit Themes: Students will examine the Presidencies Truman to Carter and their foreign and domestic policy achievements and failures. They will evaluate the Cold War, civil rights and changes in American culture. Students will investigate the impact women had in the post war era. (Themes: ID, WXT, PEO, POL, WOR, ENV, CUL) [CR4]

Students will examine the historical context, intended audience, purpose and point of view of documents related to these above topics. (HIPPO) [CR6] [CR11] [CR4]

[CR10]—The course provides learning opportunities for students to investigate and construct different models of historical periodization— Periodization

[CR13a]—The course provides learning 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

Essential Questions:

- 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 the Soviet Union in the wake of the Second World War?

- What were the high and low points of the Civil Rights Movement, from 1954 to 1968, and to what extent were the civil rights of African Americans extended? How did the role of students evolve during this period?
- In what ways did the war in Vietnam reflect the geopolitical struggles of the Cold War? To what extent did growing discontent with the war influence changes in American policy between 1968 and 1975?
- In what ways did the containment policy and the fallout from the Chinese Revolution contribute to the culture of fear and growth of conservatism during the 1950s?
- In what ways was the Bay of Pigs, the Space Race, and the Cuban Missile Crisis related?
- How did the Watergate scandal change American views of government?

Activities and Assessments:

- Students will evaluate primary sources related to the Korean Conflict, 1950's materialism, 1960's civil rights legislation, Vietnam era and counterculture. [CR10, CR8] [CR12]
- Class discussions on the counter culture movement, Kent State killings, debate on the Gulf of Tonkin Resolution and the Watergate scandal. [CR13a and b]
Map skill lesson: Korean Conflict, Vietnam Conflict, Bay of Pigs, Tet Offensive [CR3, CR1b]
- Roundtable debate led by students on the subject of modern civil and human rights issues. [CR11, CR12]
- Students will view at home the film "Selma" (Directed by Ava DuVernay 2014) and determine its historical accuracy. [CR12] [CR6]
- See document and primary source list found at the end of the syllabus.

Period 9: 1980–present [CR2]**Modern American History (3-4 weeks)**

Brinkley Chapters 31-32

Homework: Students will complete all questions found at the end of each chapter of their Brinkley textbook.

Topics covered in class discussion and activities:

- Rise of the New American Right
- Reagan Revolution
- The Age of Globalization
- Dawn of a New Century

Unit Themes:

Students will examine the causes and effects of the rise of conservatism in the late 20th century. Student will examine the Presidencies of Ronald Reagan, George H.W. Bush, Bill Clinton, George W. Bush and Barack Obama. Terrorism, Materialism, Election of 2000, Globalization, Internet, Bush and Obama Presidencies. (Themes: ID, WXT, PEO, POL, WOR, ENV, CUL)

Essential Questions:

- What ways did the various Middle Eastern conflicts first symbolize and later replace the major conflicts of the Cold War?
- To what extent were the Reagan/Bush presidencies successful in rolling back reforms of the New Deal and Great Society and in reshaping the role of government?
- To what extent was America transformed by societal changes—from television to race relations to AIDS and crack cocaine?
- How did the role of the President change in the years from the Watergate scandal through the terrorist attacks of September 11

[CR10]—The course provides learning opportunities for students to investigate and construct different models of historical periodization— Periodization

[CR13a]—The course provides learning 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

Activities and Assessments:

- Analysis: The Patriot Act vs. Amendment IV of the US Constitution. [CR1b] [CR13b]
- 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) [CR1c]

- 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) [CR8]
- 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) [CR10]
- Students will summarize the arms reduction agreements initiated by Ronald Reagan and Mikhail Gorbachev. (POL-6) [CR1b]
- Students will complete a compare and contrast chart on Cold War and Post-911 national security policies.[CR13b] [CR10]
- Students will compare the domestic and foreign policies of the Clinton, Bush Jr., and Obama administrations in a paper. [CR13b]
- See written document list of primary sources found at the end of the syllabus.
- Unit Exam #7 format: Multiple Choice/ Free Response Question (FRQ) on terrorism.

Course Information and requirements:

Grading Criteria

Students' grades will be determined by teachers, peers, and self-evaluation. Students are responsible for keeping track of their own grades. All grades will be recorded online on PowerSchool and entered by the teacher within 10 days of an assignment being turned in. Graded work will include reading quizzes, logs, unit tests, revised writings, and projects. Specific assignments and activities are described in the unit outline below.

Six Degrees of Separation

During their course of study students will be provided with two events spanning decades, but related by a common theme. They will select six events in chronological order that link the first event in the series with the last. Students will write the name of each selected event, and use their research and knowledge of the time period to create an argument to support the events selected. Students must emphasize both cause and effect and/or demonstrate continuity or change over time in their linking. There will be at least one Six Degrees assignment per unit. [CR10, CR9, CR2]

Chapter quizzes

Students are encouraged to take the practice tests listed under the glencoe.com/Brinkley website. Students can look at chapter summaries also. Some chapters students will be given a teacher generated quiz in class, this is in addition to the Unit Exams. [CR2]

Unit Exams: An exam will be given at the end of each unit. The exam will have three components: analytical multiple choice questions (MC), analytical short answer questions (SA), and either a free response essay (FRQ) or a document based question (DBQ) Each component of the exam will emphasize the application of historical thinking skills to answer the question Information from prior units is often a critical component of the response. [CR2, CR5]

Office Hours: Tuesdays and Thursdays at 2pm in Room 207, at Foran H.S. Mondays, Tuesdays, and Thursdays at 2pm in room 126 at Jonathan Law. Both schools teachers are available 4 out of 6 days during common time during days A,B,C,D. Please see your teacher the day before or after for a common time pass. Also see your teacher to see if you could meet during study hall or a free period.

Notebook/Class Requirements

1. You must have a standard binder. One section is for the notes from the textbook readings that I assign for each chapter, and the other section is for classroom lectures and activities.
2. Besides the notes you take for each chapter, you will also need to complete review flash cards for each key word as well. Have the vocabulary word on one side, and the definition on the other. **You will need to mark each word with the appropriate theme below.**

It is your responsibility to group your notes based on these topics found in each chapter. Using various highlighters, you should color code all notes based on these seven themes. This will help you to study in April for the exam.

3. The binder is crucial for our final review. Make sure you keep them up to date and that you do not lose them. I will check binders during your mid-term and final review assessments.
4. Always ask questions, if you do not get a chance to ask a question you could impede your understanding of a topic!
- 5.

Course Expectations:

- You are expected to come to class each day and take notes.
- You are expected to read the assigned readings, when assigned!
- You are expected to keep an accurate and comprehensive notebook.
- You are expected to work hard and study! Nothing will be handed to you in this class!
- You should expect a rigorous curriculum with many expectations put on you! Do not take this class if you are planning a case of senioritis! Your teacher needs you to promise to work hard in order to do well on the AP Exam in May. Shoot for a four or five on the AP Exam. It will save you money in college!

The AP US History Exam 2015

Exam Content and Format

The 2015 AP U.S. History Exam is 3 hours and 15 minutes in length. There are TWO sections:

Section I is 1 hour, 40 minutes and consists of 55 multiple choice questions accounting for 40% of the final score and 4 short answers questions accounting for 20 percent of the final score.

In Section I, Part A is the multiple-choice portion and YOU MAY NOT return to the section after the 55 minutes. You will have 45 minutes to complete Part B that includes short answer questions.

Section II is 1 hour, 35 minutes and consists of 1 document-based question and 2 long essay questions. Students can choose 1 of the 2 long essay questions.

Section II begins with a 15-minute reading period to read the questions and plan your answers. The remaining 1 hour and 20 minutes is for writing.

Internet Sources used in this course [CR6] [CR13b] [CR4]

The Avalon Project at Yale Law School; Documents in Law, History and Diplomacy
www.yale.edu/lawweb/

Modern History Sourcebook
<http://www.fordham.edu/halsall/mod/modsbook.html>

Jewish Virtual Library
<http://www.jewishvirtuallibrary>

Cornell University; Making of America
<http://moa.cit.cornell.edu/>

From Revolution to Reconstruction...and what happened afterwards
<http://odur.let.rug.nl/~usa/>

American Memory from the Library of Congress
<http://memory.loc.gov/>

University of Michigan; Making of America
<http://www.hti.mich.edu/m/moagrp/>

Jackson State University; Electronic Databases for History

<http://www.jsu.edu/>

The History Place

<http://www.historyplace.com/index.html>

University of Idaho; Repositories of Primary Sources

<http://www.uidaho.edu/>

Historical Text Archive: Electronic History Resources, online since 1990

<http://historicaltextarchive.com/> 5

The American Presidency: A Glorious Burden

<http://americanhistory.si.edu/>

The Gilder Lehrman Institute of American History presents History Now

<http://historynow.org/>

A Century of Lawmaking for a New Nation: U.S. Congressional Documents and Debates

<http://lcweb2.loc.gov/>

Georgetown University; American Studies Web

<http://lumen.Georgetown.edu/>

Smithsonian Institution; Archives of American Art – Collections

<http://artarchives.si.edu/>

FindLaw For Legal Professionals

<http://findlaw.com/>

Cornell University; Legal Information Institute

<http://supct.law.cornell.edu/>

The University of Michigan Library Documents Center; Government Documents in the News

<http://www.lib.umich.edu/govdocs/>

U.S. Government Printing Office; Core Documents of U.S. Democracy

<http://www.gpoaccess.gov/>

History Matters: The U.S. Survey Course on the Web

<http://www.historymatters.gmu.edu/>

American History Connecting with the past

<http://glencoe.mheducation.com/sites/0076621367/index.html> this is the online activities and primary resources with our primary textbook.

Written Documents used within this course: [CR1b,CR1c, CR7, CR10]

Lee Resolution (1776)
Declaration of Independence (1776)
Articles of Confederation (1777)
Treaty of Alliance with France (1778)
Original Design of the Great Seal of the United States (1782)
Treaty of Paris (1783)
Virginia Plan (1787)
Northwest Ordinance (1787)
Constitution of the United States (1787)
Federalist Papers, No. 10 & No. 51 (1787-1788)
President George Washington's First Inaugural Speech (1789)
Federal Judiciary Act (1789)
Bill of Rights (1791)
Patent for Cotton Gin (1794)
President George Washington's Farewell Address (1796)
Alien and Sedition Acts (1798)
Jefferson's Secret Message to Congress Regarding the Lewis & Clark Expedition (1803)
Louisiana Purchase Treaty (1803)
Marbury v. Madison (1803)
Treaty of Ghent (1814)
McCulloch v. Maryland (1819)
Missouri Compromise (1820)
Monroe Doctrine (1823)
Gibbons v. Ogden (1824)
President Andrew Jackson's Message to Congress 'On Indian Removal' (1830)
Treaty of Guadalupe Hidalgo (1848)
Compromise of 1850 (1850)
Kansas-Nebraska Act (1854)
Dred Scott v. Sanford (1857)
Telegram Announcing the Surrender of Fort Sumter (1861)
Homestead Act (1862)
Pacific Railway Act (1862)
Morrill Act (1862)
Emancipation Proclamation (1863)
War Department General Order 143: Creation of the U.S. Colored Troops (1863)
Gettysburg Address (1863)

Wade-Davis Bill (1864)
President Abraham Lincoln's Second Inaugural Address (1865)
Articles of Agreement Relating to the Surrender of the Army of Northern Virginia (1865)
13th Amendment to the U.S. Constitution: Abolition of Slavery (1865)
Check for the Purchase of Alaska (1868)
Treaty of Fort Laramie (1868)
14th Amendment to the U.S. Constitution: Civil Rights (1868)
15th Amendment to the U.S. Constitution: Voting Rights (1870)
Act Establishing Yellowstone National Park (1872)
Thomas Edison's Patent Application for the Light Bulb (1880)
Chinese Exclusion Act (1882)
Pendleton Act (1883)
Interstate Commerce Act (1887)
Dawes Act (1887)
Sherman Anti-Trust Act (1890)
Plessy v. Ferguson (1896)
De Lôme Letter (1898)
Joint Resolution to Provide for Annexing the Hawaiian Islands to the United States (1898)
Platt Amendment (1903)
Theodore Roosevelt's Corollary to the Monroe Doctrine (1905)
16th Amendment to the U.S. Constitution: Federal Income Tax (1913)
17th Amendment to the U.S. Constitution: Direct Election of U.S. Senators (1913)
Keating-Owen Child Labor Act of 1916 (1916)
Zimmermann Telegram (1917)
Joint Address to Congress Leading to a Declaration of War Against Germany (1917)
President Woodrow Wilson's 14 Points (1918)
19th Amendment to the U.S. Constitution: Women's Right to Vote (1920)
Boulder Canyon Project Act (1928)
Tennessee Valley Authority Act (1933)
National Industrial Recovery Act (1933)
National Labor Relations Act (1935)
Social Security Act (1935)
President Franklin Roosevelt's Radio Address unveiling the second half of the New Deal (1936)
President Franklin Roosevelt's Annual Message (Four Freedoms) to Congress (1941)
Lend-Lease Act (1941)
Executive Order 8802: Prohibition of Discrimination in the Defense Industry (1941)
Joint Address to Congress Leading to a Declaration of War Against Japan (1941)
Executive Order 9066: Resulting in the Relocation of Japanese (1942)
General Dwight D. Eisenhower's Order of the Day (1944)

Servicemen's Readjustment Act (1944)
Manhattan Project Notebook (1942)
Surrender of Germany (1945)
United Nations Charter (1945)
Surrender of Japan (1945)
Truman Doctrine (1947)
Marshall Plan (1948)
Press Release Announcing U.S. Recognition of Israel (1948)
Executive Order 9981: Desegregation of the Armed Forces (1948)
Armistice Agreement for the Restoration of the South Korean State (1953)
Senate Resolution 301: Censure of Senator Joseph McCarthy (1954)
Brown v. Board of Education (1954)
National Interstate and Defense Highways Act (1956)
Executive Order 10730: Desegregation of Central High School (1957)
President Dwight D. Eisenhower's Farewell Address (1961)
President John F. Kennedy's Inaugural Address (1961)
Executive Order 10924: Establishment of the Peace Corps. (1961)
Transcript of John Glenn's Official Communication with the Command Center (1962)
Aerial Photograph of Missiles in Cuba (1962)
Test Ban Treaty (1963)
Official Program for the March on Washington (1963)
Civil Rights Act (1964)
Tonkin Gulf Resolution (1964)
Social Security Act Amendments (1965)
Voting Rights Act (1965)

Maps: [CR1b,CR1c, CR7, CR10]

Early Native American Populations Map
Exploration and Settlement Prior to 1675 Map
Lewis and Clark Expedition Map
Westward Expansion Map
Oregon Trail Map
Map of Texas, Oregon and California [pocket atlas], Augustus S. Mitchell, (fl. 1846).
American Revolution, War of 1812, Mexican War, Civil War, Spanish American War,
World War I, World War II, Korean Conflict, Vietnam Conflict, Gulf War Maps
Growth of US Territory Maps
Great Migration Map
Dust Bowl and Great Depression Maps
The Threat of Cuban Missiles, 1962

Artwork/Images/Artifacts: [CR1b,CR1c, CR7, CR10]

"Witchcraft Victims on the Way to the Gallows," by F.C. Yoyan, appeared in the Boston Herald, May 14, 1930

George Whitefield was a leader of the First Great Awakening in colonial America.

Credit: Image courtesy of American Memory at the Library of Congress.

Washington Crossing the Delaware by Emanuel Leutze (battle of Trenton).

Credit: Courtesy of American Memory at the Library of Congress

Boston Massacre by Paul Revere

"Fame" Announces Ratification of Constitution "Tenth Pillar," City Gazette (Charleston), July 22, 1788. Library of Congress

"Founding Fathers" Signing US Constitution

Stamp Act Image

Proclamation of 1763 Image

Stump speaking, by George C. Bingham, 1856.

"The Attack Made on Tripoli, 3d. August 1804," by John Guerrazzi (London, 1805).

A broadside calling on Americans to vote against the "Embargo-Government" of Jefferson and Madison, ca. 1808.

"A view of Colonel Johnson's engagement with savages (commanded by Tecumseh) near the Moravian to "Battle of New Orleans and Death of Major General Packenham," Joseph Yeager, 1816.

Hand-colored engraving with black and white bust of Andrew Jackson surrounded by flags in the center of the titlewn, October 5, 1812", Henry Trumbull, 1828.

"Camp-meeting," art by Alexander Rider, lithograph by Hugh Bridport, printed by Kennedy and Lucas, Philadelphia, 1829.

Slave Market of America, American Anti-Slavery Society (1836) This broadside advocates the abolition of slavery in the District of Columbia. The text quotes scripture, the Declaration of Independence, the US Co

Manifest Destiny Artwork and images

An ad for A History of the Amistad Captives, by John W. Barber, New Haven, Connecticut, 1840.nstitution, state constitutions, and news accounts.

Interior view of the central office of I.M. Singer & Co., 458 Broadway, New York City, 1857.

"Our Roll of Honor. Listing women and men who signed the Declaration of Sentiments at the first Woman's Rights Convention, July 19–20, 1848."

"The Fifteenth Amendment," Thomas Kelly, c. 1870.

"The Battle of Palo Alto—Which was fought by the American & Mexican armies, on the 8th May," Sarony & Major. c. 1846.

"Southern chivalry - argument versus club's," John L. Magee, 1856.

An artist's rendering of Lincoln, center, debating Stephen A. Douglas, left, in 1858.

Charcoal illustration of the bombardment of Fort Sumter, South Carolina, by George Edward Perine, April 1861

David Freeman's Certificate of Eligibility for a homestead, January 20, 1868.

"The Gallant Charge of the Fifty Fourth Massachusettts (Colored) Regiment," by Currier & Ives, New York, 1863.

Joining of the rails at Promontory Point, Utah, photograph by Andrew J. Russell, May 10, 1869.

Detail of Irish immigrants leaving Queenstown Harbor, From The Illustrated London News, 1874

"The Chinese Question, Columbia says 'Hands off, Gentlemen! America means Fair Play for All Men,' " Thomas Nast, Harper's Weekly, February 18, 1871

Cartoon showing a Standard Oil storage tank as an octopus with many tentacles wrapped around the steel, copper, and shipping industries, as well as a state house, and the US Capitol, and one tentacle reaches for the White House. "Next!" by Udo Keppler, September 7, 1904.

Jacob Riis, Bandits' Roost, 59 1/2 Mulberry Street, ca. 1890

"Our Victorious Fleets in Cuban Waters," Currier & Ives, 1898.

"His 128th birthday--'Gee, but this is an awful stretch!'" Udo J. Keppler, Puck, 1904. The American Eagle standing on the world--one foot in U.S.A., the other in Central America

Two woman strikers on picket line during the garment workers strike, New York City. February, 1910

Assembly line at the Ford Motor Company's Highland Park plant, 1913.

Norman Rockwell, Herman Darewski Music Publishing Co., London, England, 1917.

"Now for a round-up": Uncle Sam gathers men ("Spy," "Traitor," "IWW," "German money," and "Sinn Fein") in front of the United States Capitol flying a flag saying "Sedition law passed," 1918.

Three suffragists casting votes in New York City.

Farmer and sons walking in the face of a dust storm in Cimarron County, Oklahoma, 1936

Editorial cartoon showing FDR ascending to a dictator's chair

Fire crews attempt to save the USS Virginia and USS Tennessee, December 7, 1941.

Japanese internment broadside, May 3, 1942.

Images of Segregation in the South

Civil Rights Act of 1965 Signed (Image)

Various images from Civil Rights era

Kennedy assassination Image

Various Images from Vietnam War Era

Woodstock photographs

Nixon in China Images

Challenger Explosion Images

World Trade Center Attacks on 911

Charts/Graphs/Tables: [CR1b,CR1c, CR7, CR10]

Pie chart shows destinations of exports from the English colonies. The percentages represent annual averages for the 5-year period.

English Population in Jamestown: The population chart in early Jamestown changed frequently due to death and disease, “starving times,” Indian attacks, and new arrivals.

Graph showing at the start of the Civil War, the North possessed more of the resources that matter during wartime--people, money, factories, food, and railroads.

Pie Chart on Union Soldier Occupations

Chart showing immigration trends 1840-1920

Charts showing unemployment in the USA during the Great Depression.

Table Showing US Deaths in World War I and World War II

Graph showing the increase in babies born during the decades following World War II

Map showing the new nations that formed when the Soviet Union dissolved in 1991.

Films: [CR 13a, CR 13b, CR1b,CR1c, CR7, CR10]

Video Clips on American Revolution, Civil War, Westward Expansion, Sand Creek Massacre, Gilded Age, Progressive Era, Triangle Shirtwaist Fire, World War I, World War II, Korean Conflict, Vietnam Conflict, Civil Rights Movement and Watergate Scandal. (From Discovery Channel, American Experience, PBS, History Channel) America the Story of Us, History Channel Documentary, The Presidents History Channel Series. Various video clips from Teaching Tolerance Mighty Times. Various video clips from subscription service United Streaming

**Grading Practices at Joseph A. Foran High School, and
Jonathan Law H.S. Milford, CT**

Student Expectations for Learning and Supports

In all learning experiences, students are expected to engage actively putting forth their best efforts in accordance with expectations and due dates.

Students are expected at all grades and levels to take an active role in monitoring and reflection on their own academic progress.

Students are expected to take advantage of clearly identified and accessible supports for additional learning opportunities as needed to help them both reach and demonstrate mastery.

Students who are struggling to demonstrate mastery, refusing to engage in work, repeatedly handing in work late, and/or in need of three or more retake opportunities within a grading period, will be reviewed by teachers, guidance staff and/or administrators.

Assessments

Tests, quizzes, and assigned essays, projects, lab reports and other substantial assignments are essential learning experiences for students.

On all grade levels, if students score under 83%, they can take advantage of an additional opportunity to demonstrate mastery provided they request and complete a plan of action outlining specifically what they will do to increase their mastery of the assessed skills and content. Plans of action and retakes must occur within five (5) days of the grade recording and student notification.

Mandatory Retakes Grades 6 and 7: If a student scores below a 70% they must work with a teacher to reach and demonstrate mastery of the assessed skills and content.

Mandatory Retakes Grades 8 and 9: If a student scores below a 60% they must work with a teacher to reach and demonstrate mastery of the assessed skills and content.

Students engaging in more than three mandatory retakes in one class in one marking period/trimester will be referred to Student Assistance Team for review.

Assignments not completed or handed in on time will be accepted within five days or less and penalized up to 10%.

Assignments not submitted within five days will result in the student receiving an automatic referral to the recovery room for completion of the learning experience.

Assignments not completed or handed in on time will be accepted within three days or less and penalized up to 10%.

Assignments not submitted within three days will result in the student receiving an automatic referral to the recovery room for completion of the learning experience.

Assignments not completed or handed in on time will be accepted within two days or less and penalized up to 10%.

Assignments not submitted within two days will result in the student receiving an automatic referral to the recovery room for completion of the learning experience.

Assignments not completed or handed in on time will be accepted within two days or less and penalized up to 10%.

Homework

Homework assignments are an integral part of an instructional program as they ask students to prepare for or respond to classroom instruction.

Up to 10% of final grade can come from graded homework. Late homework will be accepted within 5 days with up to 10% taken off.

Up to 10% of final grade can come from graded homework. Late homework will be accepted within 3 days with up to 10% taken off.

Up to 10% of final grade can come from graded homework. Late homework will be accepted within 2 days with up to 10% taken off.

Up to 10% of final grade can come from graded homework. Late homework will be accepted within 1 day with up to 10% taken off.

Grade Reporting

All grade reporting is based on clearly identified and measured student achievement.

All grades are based on student performance on clearly defined learning standards.

Weighting within trimesters/semesters for all classes follows established department guidelines.

Teacher grading practices are clearly communicated to students and parents.

Assigned student work is posted online in a timely manner for students.

Zeros are recorded in gradebooks as placeholders until the student completes the work expectations. If the assignment is never completed then the zero remains. If a student cuts a class or cheats on an assignment, the resulting score will be a zero.

Disclaimer: I reserve the right to change this syllabus at any time.