

# AP<sup>®</sup> United States History

AP<sup>®</sup> 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 age of exploration and discovery to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. A short research paper linking American literature and history is required.

## Course Objectives

Students will:

- master a broad body of historical knowledge
- demonstrate an understanding of historical chronology
- use historical data to support an argument or position
- differentiate between historiographical schools of thought
- interpret and apply data from original documents, including cartoons, graphs, letters, etc.
- effectively use analytical skills of evaluation, cause and effect, compare and contrast
- work effectively with others to produce products and solve problems
- prepare for and successfully pass the AP U.S. History Exam

## Course Texts and Readings:

David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant: A History of the Republic* (Boston: McDougal Littell/Houghton Mifflin, 2005).

Barron's Guide for AP US History Exam

Various articles and handouts.

## Course Purpose:

This course has several purposes. First and foremost, students will learn U.S. history and government. The course is also intended to prepare students to take the AP U.S. History Exam and to serve as the first year of the two-year IB History of the Americas.

## Organization:

Era Review assignment sheets will be provided every two to three weeks. Daily reading assignments and discussion questions for outlining will be included. Quiz and test dates will be noted. Students are responsible for keeping up with reading assignments and being aware of, and ready for, quizzes and tests. Class will be a combination of lecture, group work, coverage of

discussion questions, and answering student questions. Periodically, student essays, reports, or presentations will be required.

### **Tests:**

Multiple Choice Quizzes will be given for each chapter. Chapter quizzes are derived strictly from the text material

Era Review Exams will be given at the conclusion of each era (which usually consist of 3-4 chapters). Era Exams will be comprised of Identifications/Vocabulary and 1 essay question. Study suggestions include: Chapter Study Guides (given for each chapter), class discussions, and primary sources readings. Each essay should have a well developed thesis with categories of analysis, in-depth understanding and explanation of critical vocabulary, people, events, and concepts, specific examples used to support thesis, and extensive elaboration of ideas.

### **Chapter Study Guides & Discussion Questions (DQs):**

Chapter study guides and discussion questions are meant to direct students to the major themes of the units of study.

### **Notebooks:**

Each student should have **two 3 ring binders** (1-3” and 1 2” binder). The larger binder is designed to be a Review Binder for the AP Exam in May. This binder should stay at home and all study guides, graphic organizers, etc should be compiled for later review. The smaller binder will be your Working Binder. In this binder, paper and all handouts, notes, and study guides from the current era should be kept and brought with you to class each day.

### **Professional Journal Reviews:**

Each semester students are expected to present an overview of two articles from an historical scholarly journal. The report will be given during the time we are studying the subject of each article in class. Each report should focus on the following questions.

- 1.) What are the credentials of the author?
- 2.) What is the main thesis of the article?
- 3.) Provide summary of the main points of article.
- 4.) How convincing was the argument? Is the thesis well supported? Bias?
- 5.) Most importantly, does this article reinforce or refute the historical interpretations presented in the textbook and/or your understanding of the event? Give a detailed explanation.

The oral presentation should be 5-10 minutes in length. Topics should be selected within the first two weeks of each semester. No two students can choose the same article.

## **Comprehensive Class Exam:**

At the end of the first semester, all students will take a semester final exam. At the end of the second semester, all students, whether or not they have taken the AP Exam, will be required to take a comprehensive exam (the state exam) covering the entire year's course. This comprehensive exam, which will be considered in computing final grades, will be given approximately one week after the AP Exam. Students not taking the AP Exam are encouraged to participate in the AP review sessions prior to the exams. During school-wide final exam week, students will engage in a performance assessment based on activities or simulations undertaken after the AP Exam and class final in May.

## **Course Outline—Semester 1**

### **Unit 1: New World and Colonization (2 Weeks)**

#### **Readings:**

Text, Bailey and Kennedy, Chapters 1–4

Study Guides Ch 1-4

Gleach, Frederic W. “The Ritual World of Pocahontas” Natural History.

Various handouts

#### **Themes:**

1. The emergence of American cultural traits and the factors that contributed to them.
2. Emerging regional patterns and how they evolved.

#### **Content:**

Motives and methods of colonization: Spain, France, Britain

Push-pull factors bringing colonists to the New World

Comparison and contrast of Southern, middle, and New England political, economic, social, and religious patterns

Cultural differences between Americans and Europeans

### **Major Assignments and Assessments: (Chart will be given in class)**

Develop a chart explaining the financing, motivation for founding, and political, social, and economic organization of each area: (a) the plantation colonies; (b) New England; (c) the middle colonies. Include a definition of “joint stock,” “proprietary,” and “Royal” or “Charter” colonies, the degree of self-government and extent of participation, economic base, labor, opportunities for social and political mobility, education, etc. What elements did all these colonies have in common? What major differences existed? What accounts for the differences?

**DBQ:** New England and Chesapeake Regions (Document Analysis Only) APPARTS

### **Unit 2: Protest and Revolution (2 Weeks)**

#### **Readings:**

Text, Chapters 5–7

Study Guides Chapter 5-7  
Various primary sources

**Themes:**

1. Colonists reevaluate their relationship with Great Britain and with each other
2. The American Revolution as a conservative or a radical movement
3. The American Revolution's place in world developments of the time period

**Content:**

Mercantilism—costs and benefits for Britain and colonies

British policy changes, post-1763

Emerging colonial cooperation and decision for independence

Military victory and terms of the Treaty of Paris

**Major Assignments: (Chart will be given in class)**

British Policy Chart: Create a chart detailing the various British policies enacted following the Seven Years' War (Proclamation of 1763 through the Intolerable Acts). Indicate the content or provisions of these acts, the colonial response and the impact on growing colonial unity, and the impact of the experience on post-independence governance. Include the Proclamation of 1763, Grenville Acts, Townsend Duties, Committees of Correspondence, Tea Act, Boston Tea Party, Intolerable Acts (detail), First Continental Congress, Samuel Adams, and Sons of Liberty.

**DBQ: French and Indian War DBQ (APPARTS only)**

**Unit 3: Federalist Era (2 Weeks)**

**Readings:**

Text, Chapters 8–10

Study Guides Chapter 8-10

Various primary sources

**Themes:**

1. Impact of colonial experience on post-independence government
2. Development of the United States Constitution and the Bill of Rights
3. The emergence of political parties and the factors that divided them
4. The development of sectional specialization and interdependence
5. The conflict between national power and states' rights

**Content:**

Government under the Articles of Confederation—Successes and failures

Constitutional Convention

Personalities

Compromises

Controversies

Ratification

Hamilton vs. Jefferson

British–French conflict and its impact on American politics

Trade

Diplomacy

Alien and Sedition Acts

**Major Assignments:**

Declaration of Independence, Common Sense, and Federalist X (APPARTS)

**Unit 4: Jeffersonian Era (2 Weeks)**

**Readings:**

Text, Chapters 11–12

Study Guides Chapter 11-12

Various primary sources

Themes:

1. The peaceful transfer of power from one party to another.
2. Changes in party positions.
3. National growth and the growth of nationalism.

**Content:**

Jefferson’s “Revolution of 1800”

Changes in Party Positions

Louisiana Purchase

Diplomatic Problems

War of 1812: Causes, Conduct, Consequences

Era of Good Feelings

Rise of Nationalism

Diplomatic Achievements

Marshall Court rulings and precedents

Monroe Doctrine

**Major Assignments and Assessments:**

“Who Killed Alexander Hamilton” Activity

## **Unit 5: The Age of Jackson (2 Weeks)**

### **Readings:**

Text, Chapters 13, 14

Study Guides Chapter 13-14

Various primary sources

### **Themes:**

1. The emergence of the second American party system
2. The emergence of the “Common Man” in American politics
3. Geographical and economic expansion

### **Content:**

Election of 1824 and the founding of Jackson’s Democratic Party

Jackson’s Administration:

Spoils System

Nullification

Bank War

Cherokee Removal

Manifest Destiny and the War with Mexico

### **Major Assignments and Assessments:**

“The Impeachment of Andrew Jackson” Webquest

**DBQ:** Cherokee Removal or Jacksonian Reformers

## **Unit 6: Age of Perfection (1 Week)**

### **Readings:**

Text, Chapter 15

Study Guide Chapter 15

Various primary sources

### **Themes:**

1. The Second Great Awakening
2. Reform Movements of the 1820s- 1850 and the American Character

**Content:**

Immigration; social, political, and economic developments; and reform movements, 1820-1850

Abolitionism

Utopian communities

Second Great Awakening

Transcendentalism

Temperance

**Major Assignments and Assessments:**

Antebellum Dinner for 8 Activity

**Unit 7: Slavery and Sectionalism (2 Weeks)****Readings:**

Text, Chapters 16-19

Study Guides Chapter 16-19

Various primary sources

**Themes:**

1. Sectionalism
2. Slavery and causes of the Civil War

**Content:**

Slavery as a social and economic institution

The politics of slavery:

Missouri Compromise

Abolitionists

Compromise of 1850

Kansas–Nebraska Act and Bleeding Kansas

Dred Scott Decision

Lincoln–Douglas Debates

John Brown's Raid

Election of 1860

**Major Assignments and Assessments:** *Uncle Tom's Cabin* and William Lloyd Garrison reading activity.

**DBQ:** Constitutional Causes of Sectionalism

## **Unit 8: Civil War Reconstruction (2 Weeks)**

### **Readings:**

Text, Chapters 20-22

Study Guides Chapter 20-22

Various primary sources

### **Themes:**

1. Secession and war
2. Reconstruction issues and plans
3. The struggle for equality
4. Native American relations

### **Content:**

Military strategies, strengths and weaknesses, events and outcomes

The home front, North and South

    mobilizing manpower, finances, public opinion

    social, economic, and political impact of war

Presidential vs. congressional Reconstruction plans and actions

Economic development: The New South?

1877 Compromise and Home Rule

**Major Assignments and Assessments: To be Announced**

**Semester 1 Finals**