Course Expectations:

This course is taught at college level expectations in order to prepare students for the AP U.S. History exam and also in preparation for college studies. The course is being taught in one-semester with ninety minute long class periods that will require extensive outside of class work and readings which may include 1-2 hours of daily work. Therefore, time management is essential.

During most of the third quarter, this course will generally focus on the origins of early Americans, the evolution of American democracy from the colonial period to the Civil War, continuing with Reconstruction and the politics of the Gilded Age. Students will develop skills that will enable them to interpret the meaning of historical events and how those events have shaped our nation politically, socially, and culturally. Students will gain insight into the significance and the role history has upon our present as well as future. Students will understand the valuable contribution of historians to our nation’s development. There will be a major emphasis on vocabulary, historical timelines, discussions and essay style writings that will be based on data based questions and assigned topics.

During fourth quarter, the focus will be on the development of the U.S. as a major power. Economic, political, social and cultural events and trends that shaped domestic foreign policy in the late 19th and 20th centuries will be examined along with common interpretations of major themes. Discussions and writings based on data based questions and essay topics will continue to be a major emphasis.

Additionally, students enrolled in this course will be expected to keep up with all readings and other assignments. A heavy emphasis will be placed on developing and using critical thinking skills in the learning process. This will be accomplished in a variety of ways that will include but not be limited to lecture, class discussion, group work, reading comprehension, comparative analysis, synthesis of knowledge, and memory recall. Furthermore, it should be well understood that students will be expected to engage in many different writing exercises in preparation for the free response and data based questions on the A.P. Exam administered at the conclusion of the course.

Exams dates are subject to change. Examination dates are flexible based on mastery of content and will be adjusted as necessary during the semester and will be announced at least one week in advance.

Study Techniques:

- Students will use past A.P. multiple-choice questions to create mapping, which will spiral to other relevant information.
- Students will use free response to outline and map essay answers
- Students will use past AP Central DBQ’s and online DBQ’s to learn how to interpret and analyze historical data

Required Materials: In addition to the textbook, students will be required to keep a class notebook (must be a three ring binder) in which they store all relevant class materials. This includes but is not limited to the course syllabus, class notes, daily assignments, handouts, and old quizzes and tests. It is the student’s responsibility to keep up with the class notebook. It is also highly recommended that students purchase an AP U.S. History Test Study Guide Book. Several will be recommended in class.

Students will also use a variety of supplementary materials including primary sources, academic journals, audiovisual materials, software, internet activities and research, as well as outside readings. These supplementary materials will enable students to fully grasp the concepts and information which will be on the AP exam.

COURSE DESCRIPTION
The Advanced Placement United States History offers a survey of American History since the 15th century at college level. Extensive reading, writing, and study skills useful in college will be emphasized. The class concludes with a college level exam, prepared by the College Board, which, if passed, may result in college credit. The exam for 2011 will be given on Friday, May 6, at 8:00 am. There may be a fee for this exam.

The course is designed to provide a comprehensive overview of U.S. History and to provide students with analytical skills and factual knowledge to deal critically with the problems and materials in United States history. Student will need solid reading and writing skills, along with a willingness to devote considerable time to homework and study in order to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography. Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability and their importance – and to weigh the evidence and interpretations presented in historical scholarship.

This class will cover the entire body of American History, from Pre-Columbian societies in America up to the present state of our nation. In covering this broad expanse of history students will look at many themes that run through our country’s history, such as; diversity, social and political reform, foreign policy, economics, and cultural growth.

Students will also be asked to look at major themes that are found throughout the history of the United States. Those themes include American Diversity, American Identity, Culture, Demographic Changes, Economic Transformations, Environment, Globalization, Politics & Citizenship, Reform, Religion, Slavery and its legacies in North America, and finally War and Diplomacy.

Themes in A.P. US History

These themes will be incorporated into each unit of study throughout the course of the year. Students should familiarize themselves with each of these themes and consider them both within and between units. Students should attempt to ascertain the “change over time” that each of the themes undergoes in the progression of U.S. History, but they should also be aware of the interactions of these themes on each other both within and between units of study.

**AMERICAN DIVERSITY** – diversity of the American people and the relationships among different groups… roles of race, class, ethnicity, and gender in US History

**AMERICAN IDENTITY** – views of American national character and ideas about American exceptionalism. Recognizing differences in context of what it means to be American.

**CULTURE** – diverse individual and collective expressions through literature, art, philosophy, music, theatre, film throughout US History including cultural conflict within society.

**DEMOGRAPHIC CHANGES** – Changes in birth, marriage, and death rates, population size and density. Effects of immigration, internal migration, migration networks on society.

**ECONOMIC TRANSFORMATIONS** – Changes in trade, commerce, and technology across time. Effects of capitalist development, labor and unions, and consumerism on society.

**ENVIRONMENT** – Consumption and conservation of natural resources, impact of population growth, industrialization, pollution, urban and suburban expansion.

**GLOBALIZATION** – Engagement with the rest of the world from the 15th century to the present: colonization, mercantilism, global hegemony, market development, imperialism, cultural change.

**POLITICS AND CITIZENSHIP** – Colonial and revolutionary legacies, American political traditions, growth of democracy, development of the government. Defining citizenship and struggles for civil rights.

**REFORM** – Diverse movements focusing on broad range of issues (anti-slavery, education, labor, temperance, women’s rights, civil rights, gay rights, wars, public health, and government).

**RELIGION** – The variety of religious beliefs and practices in America from prehistory to 21st Century, influences of religion on politics, economics, and society.

**SLAVERY AND ITS LEGACIES IN NORTH AMERICA** – Systems of slave labor and other forms of unfree labor (indentured servitude, contract labor, etc…) in North American societies, the Atlantic World, and the American South and West. Includes patterns of resistance and long term effects of slavery.

**WAR AND DIPLOMACY** – Armed conflict from pre-colonial period to the 21st Century and the impact of war on American foreign policy and on politics, economy, and society.
A.P. Course Objectives

Student will be able to:

- Comprehend a large body of historical knowledge
- Relate that body of historical knowledge to its chronological significance
- Understand and explain the objective and subjective value of the role of the historian and how his or her point of view plays a role in shaping history
- Analyze the point of view of various historians during certain time periods of American history
- Analyze and interpret primary sources, maps, cartoons and pictorials in regards to a particular question and respond by stating and defending a thesis
- Use historical data to support various opinions concerning certain issues throughout American history
- Develop skills to analyze and interpret historical data and explain the significance of historical data with relationship to cause and effect

Furthermore, students will develop …

- Their ability to understand and respect other points of view, both personal and cultural. Included within this should be the ability to understand peoples of different races and cultures and show respect for human diversity and for students’ varied talents and perspectives. Also, students should explore the interaction among peoples of different races and cultures and how such interaction has shaped United States and world history.
- An informed historical perspective, including an understanding of how one’s own society developed, and an awareness of how other societies developed.
- Their understanding the major ways that science and technology have affected humans and their world.
- Their understanding of the power and limitations of science and technology in a changing world; awareness of how societies, institutions, and individuals are responsible to see that technology is used ethically and appropriately.
- Their understanding of the influence of geographic characteristics, including climate, physical features and natural resources, on North America’s major societies and cultures.
- Their understanding of the context of current events from a historical perspective with the ability to connect modern trends to past events.
- Their understanding of current events from an international perspective.
- Their ability to integrate into the curriculum a wide variety of materials as well as human and technological resources, including primary documents, texts, maps, graphs, charts, and other resources.
- Their understanding of the concept of change over time with the ability to relate past to present.
- Their understanding of the major events and movements in American history, the turning points of historical development, and their relationship to the present.
- Their understanding of cultural and individual diversity, and humankind’s shared environment, heritage, and responsibility.
- Their ability to explore critical eras in the historical development of the world in the following spheres of human activity: social, political, scientific, military, technological, economic, and cultural (philosophical, religious, and aesthetic).
- The ability to apply the techniques of historical interpretation including cause and effect, major trends, change over time, etc.
- Their ability to use knowledge of the civilization of the United States to develop in themselves the skills of thinking, reasoning, problem solving, and decision making.
- An informed historical perspective, including an understanding of how one’s own society developed and an awareness of how other societies developed.

Primary Textbook

Other Textbooks, Websites and Assigned Readings

- Handouts and Primary Source Articles as Given and placed on Engrade

Basic Study

This course as designed will be conducted as a rigorous college-level history class. Accordingly, the work level and subject matter will be challenging in preparation for the year-end examination (8:00 a.m. May 6th 2011). The A.P. U.S. History course will cover material dating from Pre-European North America through the early days of the 21st Century.

Course Objectives

1.) AP United States History is designed to provide students with the analytic skills and factual knowledge to deal critically with the problems and materials in United States history.

   a. Factual knowledge is an indispensable component of instruction in any United States History class. Unfortunately, most of the time, this constitutes either the bulk or the entirety of the instructional expectation. Advanced Placement United States History seeks to properly incorporate this information by encouraging students to draw conclusions from the factual knowledge.

   b. Moving toward an informed analysis of changes over time, and the cause-effect relationship of the events that shaped and are shaping U.S. History will remain a major focus of the course.

2.) A.P United States History prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by introductory college courses.

   a. As the attached schedule indicates, the student will be responsible for approximately 4-5 chapters of reading in American Pageant book each week along with other assigned readings and vocabulary.

   b. Each chapter in the *American Pageant* textbook contains accompanying exercises to help with the students’ comprehension of the material. Each chapter also contains approximately 10 pages of exercises.

   c. Each student will additionally write a chapter outline according to the format provided. These chapter outlines are not graded based on their length, but usually average 4-5 pages.

   d. Each week the student will be quizzed based on the information from the assigned chapter(s). The quizzes consist of objective questions and a series of essay questions from which the students may choose.

3.) Students should learn to assess historical materials – their relevance to a given interpretive problem, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship.

   a. Throughout the school term, the class materials will be supplemented by the myriad of educational resources which are available free of charge on the Internet. Some remarkable political prints, historical cartoons, and videos are available at http://loc.harpweek.com and http://www.hippocampus.org/

   Also of particular interest are the numerous primary sources available through the textbook’s and other websites at: http://college.cengage.com/history/us/resources/students/primary/index.html
   http://college.cengage.com/history/us/resources/students/primary/index.html
   http://college.cengage.com/history/us/kennedy/am_pageant/13e/student_home.html
   http://www.college.cengage.com/history/us/resources/students/weblinks/index.html
   http://www.loc.gov/teachers/additionalresources/relatedresources/ushist/primary.html
   http://www.vlib.us/amdocs/
   http://www.pbs.org/ktca/americanphotography/
   http://www.americanrhetoric.com/newtop100speeches.htm
   http://www.law.ou.edu/hist/
4.) The A.P United States History course should develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.
   a. Structuring informed analysis in a lucid, well-formatted essay is the ultimate goal to achieve this objective
   b. The student should be able to trace the key events and persons that have shaped U.S. History over the course of the last 300 years

**Document Based Question(s)**

The required DBQ differs from the standard essays in its emphasis on your ability to analyze and synthesize historical data and assess verbal, quantitative, or pictorial materials as historical evidence. Like the standard essays, however, the DBQ is judged on its thesis and argument.

Although confined to no single format, the documents are unlikely to be the familiar classics (such as the Emancipation Proclamation or the Declaration of Independence), but their authors may be major historical figures. The documents vary in length and are chosen to illustrate the interactions and complexities of the historical process. They may include charts, graphs, cartoons, and pictures, as well as written materials. The DBQ typically requires students to relate the documents to a historical period or theme and thus to focus on major periods and issues. For this reason, **outside knowledge — (information gained from materials other than the documents) — is very important** and must be incorporated into your essay if the highest scores are to be earned.

During the course of the year, you will be given one Document Based Question per quarter as a test grade. In addition, we will do 1 or 2 practice DBQs each quarter as information becomes available, and as you work through the text.

Both the DBQ and the FRQ will be administered on the Wednesday of the week assigned. (see class schedule)

**Free Response Question(s)**

There will be multiple free response questions on each weekly quiz taken during the course of the year. These will be traditional essay questions that demonstrate ability to work through pressing issues as the history of the United States unfolds.

It is very important to understand that simple restatement, or failure to answer what is essentially asked in the question is strongly discouraged.

**Worksheets/Exercises**

An extensive study guide to be worked through during the week as the chapter is read in preparation for the quizzes and tests that accompany each chapter in the textbook. If you do not read the text you will not pass this course.
Unit Tests

The text is divided into units (the first unit consists of chapters 1-9), over which you will be tested in lieu of your weekly quiz. (The Unit Test that falls on a given Friday will take the place of that week's quiz - see syllabus page 2 & 10/8)

These tests will consist of exclusively objective questions.

It is crucially important to note that all quiz, test, and exam material will be taken directly from the textbook.

Quarter Exams

These will be identical to the Unit Tests, but cover all of the information from the quarter just completed.

Both the Unit Tests and Quarter Exam will grow progressively larger as the year moves forward, in preparation for the College Board Exam.

Chapter Quizzes

These will be given each Friday, covering the information we have discussed from the textbook during the week.

Unlike the larger tests and exams, these weekly quizzes will include essay questions designed to provide practice for the larger, more formal DBQs and FRQs.

Students should read and outline each chapter in the following format

A.P. U.S. History Textbook Chapter Outlines

I. Title and Chapter Number

A. Title of Subsection
   1. Main factual points (who, what, when, where)
   2.
   3.
   4. Continue as needed…

B. Next subsection
   1.
   2.
   3.
   4. Continue as needed…

II. Chapter survey

A. Non-text material – list the illustrations, graphs, charts, maps, etc. used in the chapter. Give the page number where they appear.

B. Summarize the major developments & changes during the time period covered in the chapter. Organize these developments & changes into political, economic & social categories.

Directions:

1.) Outlines will be graded for completion, but are primarily to serve as a study and review aid for YOU. Be sure that you understand what is written. Complete sentences are not necessary.

2.) Make the subsection titles noticeable – highlight, indent or skip lines.
3.) Outlines should be typed, but may be handwritten if neat and readable
PowerPoint Files to Review Online
Chapter 1: New World Beginnings, 33,000 B.C.-A.D. 1769
Chapter 2: The Planting of English America, 1500-1733 (~5.8 MB)
Chapter 3: Settling the Northern Colonies, 1619-1700 (~3.0 MB)
Chapter 4: American Life in the Seventeenth Century, 1607-1692 (~2.3 MB)
Chapter 5: Colonial Society on the Eve of Revolution, 1700-1775 (~1.5 MB)
Chapter 6: The Duel for North America, 1608-1763 (~1.8 MB)
Chapter 7: The Road to Revolution, 1763-1775 (~2.5 MB)
Chapter 8: America Secedes from the Empire, 1775-1783 (~4.3 MB)
Chapter 9: The Confederation and the Constitution, 1776-1790 (~2.9 MB)
Chapter 10: Launching the New Ship of State, 1789-1800 (~2.4 MB)
Chapter 11: The Triumphs and Travails of the Jeffersonian Republic, 1800-1812 (~2.4 MB)
Chapter 12: The Second War for Independence and the Up surge of Nationalism, 1812-1824 (~4.1 MB)
Chapter 13: The Rise of a Mass Democracy, 1824-1840 (~2.3 MB)
Chapter 14: Forging the National Economy, 1790-1860 (~3.6 MB)
Chapter 15: The Ferment of Reform and Culture, 1790-1860 (~2.0 MB)
Chapter 16: The South and the Slavery Controversy, 1793-1860 (~4.7 MB)
Chapter 17: Manifest Destiny and Its Legacy, 1841-1848 (~2.5 MB)
Chapter 18: Renewing the Sectional Struggle, 1848-1854 (~1.6 MB)
Chapter 19: Drifting Toward Disunion, 1854-1861 (~1.7 MB)
Chapter 20: Girding for War: The North and the South, 1861-1865 (~1.5 MB)
Chapter 21: The Furnace of Civil War, 1861-1865 (~5.8 MB)
Chapter 22: The Ordeal of Reconstruction, 1865-1877 (~3.1 MB)
Chapter 23: Political Paralysis in the Gilded Age, 1869-1896 (~2.4 MB)
Chapter 24: Industry Comes of Age, 1865-1900 (~5.1 MB)
Chapter 25: America Moves to the City, 1865-1900 (~1.7 MB)
Chapter 26: The Great West and the Agricultural Revolution, 1865-1896 (~3.9 MB)
Chapter 27: Empire and Expansion, 1890-1909 (~78.5 MB)
Chapter 28: Progressivism and the Republican Roosevelt, 1901-1912 (~4.3 MB)
Chapter 29: Wilsonian Progressivism at Home and Abroad, 1912-1916 (~3.2 MB)
Chapter 30: The War to End War, 1917-1918 (~5.3 MB)
Chapter 31: American Life in the "Roaring Twenties," 1919-1929 (~14.1 MB)
Chapter 32: The Politics of Boom and Bust, 1920-1932 (~1.8 MB)
Chapter 33: The Great Depression and the New Deal, 1933-1939 (~43.2 MB)
Chapter 34: Franklin D. Roosevelt and the Shadow of War, 1933-1941 (~1.2 MB)
Chapter 35: America in World War II, 1941-1945 (~24.3 MB)
Chapter 36: The Cold War Begins, 1945-1952 (~3.6 MB)
Chapter 37: The Eisenhower Era, 1952-1960 (~5.4 MB)
Chapter 38: The Stormy Sixties, 1960-1968 (~3.6 MB)
Chapter 39: The Stalemated Seventies, 1968-1980 (~52.2 MB)
Chapter 40: The Resurgence of Conservatism, 1980-1992 (~2.2 MB)
Chapter 41: America Confronts the Post-Cold War Era, 1992-2004 (~5.5 MB)
Chapter 42: The American People Face a New Century (~5.5 MB)
Course Description:

This course examines the evolution of the American republic from the initial European incursions into North America to the present. The course is divided into periods of time and focuses on the themes in the AP Course Description, including national identity, economic transformation, and U.S. actions on the world stage. Moreover, the AP curriculum demands higher-order thinking skills within a rigorous academic context. Thus, students are frequently required to analyze, synthesize, and evaluate primary and secondary historical sources, in addition to comprehending, memorizing, and applying facts. Our investigation of the nature of American democracy includes methods, evidence, and scholarship from the areas of social, political, economic, cultural, and diplomatic history.

Course Objectives

After successful completion of the course of study the student will be able to demonstrate the following skills and knowledge.

• Demonstrate comprehension of a broad body of historical knowledge.
• Express ideas clearly in writing.
• Work with classmates to research an historical issue.
• Interpret and apply data from original documents.
• Identify underrepresented historical viewpoints.
• Write to persuade with evidence.
• Compare and contrast alternate interpretations of an historical figure, event, or trend.
• Explain how an historical event connects to or causes a larger trend or theme.
• Develop essay responses that include a clear, defensible social studies thesis statement and supporting evidence.
• Effectively argue a position on an historical issue.
• Critique and respond to arguments made by others.
• Raise and explore questions about policies, institutions, beliefs, and actions in an historical context.
• Evaluate primary materials, such as historical documents, political cartoons, and first-person narratives.
• Evaluate secondary materials, such as scholarly works or statistical analyses.

TEACHING STRATEGIES

Typically, for the first 45 minutes of each day, this course will function as a “lecture class” with the remaining 45 minutes focused on Essay Writing and/or large and small group discussion of the Assigned Readings. Abundant opportunities for class discussion, interactive debate, simulations and role playing will also provided. Teaching strategies will focus on creating student opportunities to analyze and respond in class, and to write AP-format timed essays.

Students are highly encouraged to complete a winter break reading assignment before the course begins. Students will also complete intermittent map activities to familiarize themselves with United States geography, history and expansion.
Essay Instruction and Practice

In a progressive and cumulative fashion, instructions will be given throughout the course on:
• Essay organization diagram for free-response questions
• Essay tasks for AP Exam free-response questions
• List of directive terms used in free-response questions
• Reminders for answering timed essay questions
• Essay frames/plan of answer strategies
• Generic free-response scoring guidelines
• Generic core-structure scoring guidelines
• Guidelines for responding to a DBQ
• Test packet for a DBQ (excerpted from an AP Released Exam)
• Generic DBQ core-scoring guidelines

STUDENT EVALUATION

Quizzes are given on the reading assignments. Occasional outside-of-class assignments may also count as daily grades.

Test formats are objective (multiple choice), free-response questions (FRQ or may be called essay tests), and DBQs – see the College Board website and in-class handouts for further details.

Homework will be collected before students begin to take the unit exam. The homework consists of unit terms and/or outlines; questions about readings, notations, and/or assigned primary and secondary sources; charts that pertain to the unit (e.g., characteristics, similarities, and differences between presidential administrations, foreign and domestic policies, etc.) and applicable historical maps. Well-completed terms and course themes demonstrate a student’s effort and most students find this to be indispensable in maintaining a high grade point average.

The end of semester exam is a requirement of the AP United States History course. It is comprehensive for all material covered during the course of the semester. A Comprehensive Quarter exam may be given at the teacher’s discretion.

The AP United States History Exam in May of each year is comprehensive, covering material from the entire course. Students who are enrolled in the AP United States History course are fully expected to take the AP United States History Exam. Class time, after school and outside of school hour reviews will be held prior to the AP Exam. In addition, many students participate in informal study group review sessions. This year’s test will take place on Friday May 6, 2011

GRADING

Grades are based on a point system; all assignment will be given a point value. AP United States history is an accelerated class and the X scale is used in determining your grade.

A 100 - 90
B 89 - 80
C 79 – 70
D 69 – 60
F 59 and below
Essays & Projects

- Essays will be assigned during a unit to enhance student writing
- A research paper will be assigned and will be due June, 2011
- Projects will also appear throughout the year to provide opportunities for deeper inquiry

Writing Log Entries Based on Nightly Reading Assignments

- Students will be assigned pages from the text and selected primary/secondary sources as homework
- Daily entries in writing logs will test whether students are completing the assigned reading
- Students will be introduced to a variety of note taking techniques to succeed using a college-level text

Late Work

- All work that is turned-in late will automatically be marked down
- Late assignments submitted after a unit of study is complete will be worth only 25% of original value
- Work missed due to an excused absence can be made-up for full credit, as long as it is done in a timely manner.
- Please communicate clearly and frequently about missed work and schedule conflicts!


- Student Resource for Text: [www.cengage.com/history/kennedy/ampageant14e](http://www.cengage.com/history/kennedy/ampageant14e)
- Student Resource for Text: [http://college.cengage.com/history/us/kennedy/am_pageant/12e/students/](http://college.cengage.com/history/us/kennedy/am_pageant/12e/students/)
**WEEKLY TIMELINE**

**Week 0** Winter Break  American Pageant Ch 1 & 2, Zinn 1 & 2  Vocab & ID Terms 1-500

**Week 1** Jan 25 2011 - Jan 28, 2011  Unit 1 American Pageant Ch 3, 4 & 5 + Zinn 3-4; Vocab & ID Terms 501 -600

**Week 2** Jan 31 2011 - Feb 4, 2011  Unit 1 American Pageant Ch 6, 7, 8 Review & Test/Quiz + Zinn 5-6; Vocab & ID Terms 601-700

**Week 3** Feb 7 2011 - Feb 11, 2011  Unit 2 American Pageant Ch 10, 11, 12, 13, Review + Zinn 7-8; Vocab & ID Terms 701-800

**Week 4** Feb 14 2011 - Feb 18, 2011  Unit 2 American Pageant Ch 14, 15 Review MAJOR Test/Quiz + Zinn 9-10; Vocab & ID Terms 801-900

**Week 5** Feb 21 2011 - Feb 25, 2011  Unit 3 American Pageant 16, 17, 18, 19, + Zinn 11-12; Vocab & ID Terms 901-1000

**Week 6** Feb 28 2011 - Mar 4, 2011  Unit 3 American Pageant 20, 21, 22, + Zinn 13-14, Review & Test; Vocab & ID Terms 1001-1100

**Week 7** Mar 7 2011 - Mar 11, 2011  Unit 4 American Pageant 23&24, 25, 26&27 + Zinn 15-6, Review & Test; Vocab & ID Terms 1101-1200

**Week 8** Mar 14 2011 - Mar 18, 2011  Unit 5 American Pageant 28, 29, 30, 31 + Zinn 17-18, Review & MAJOR Test; Vocab & ID Terms 1201-1300

Week  Mar 21 2011 - Mar 25, 2011  SPRING BREAK – TEACHER/STUDENT HOLIDAY ; Vocab & ID Terms 1301-1400

**Week 9** Mar 28 2011 - Mar 31, 2011  Unit 5 American Pageant 32, 33, 34 35 + Zinn 19-20, Test; Vocab & ID Terms 1401-1500

**Week 10** Apr 4 2011 - Apr 8, 2011  Unit 6 American Pageant 36, 37, 38, + Zinn 23-24 ; Test; Vocab & ID Terms 1501-1600

April 11-22 is the FCAT testing window,

**Week 11** Apr 11 2011 - Apr 15, 2011 FCAT Test April 11,12  Jrs / Srs Stay Home April 13 FCAT Sci 11th gr  Unit 3 American Pageant  DBQ’s & FRQ April 11-22 is the FCAT testing window

**Week 12** Apr 18 2011 - Apr 22, 2011  Unit 6 American Pageant 39, 40, + Zinn 25, Test; DBQ’s & FRQ’s, AP Reviews & Practice Tests

**Week 13** Apr 25 2011 - Apr 29, 2011  Unit 6 American Pageant 41, 42 DBQ’s & FRQ’s, AP Reviews & Practice Tests

**Week 14** May 2 2011 - May 5, 2011 (Thurs) DBQ’s & FRQ’s, AP Reviews & Practice Tests, Utilize AP Prep Exam Guides

May 6, AP U.S. History Test

**Week 15** May 9,  2011 - May 13, 2011 American Pageant Review & Test / Project Based Activities & Research Papers

**Week 16** May 16,  2011 - May 20, 2011 Project Based Activities & Research Papers

**Week 17** May 23,  2011 – May 27, 2011 Project Based Activities & Research Papers

**Week 18** May 30, 2011 - June 3, 2011 Review for Final Exam
*Key for Themes*- letters next to each topic refer to the themes covered in that area of study

AD- American Diversity
AI- American Identity
C- Culture
D- Demographic changes
ET- Economic Transformations
EN- Environment
G- Globalization
P- Politics and Citizenship
RF- Reform
RL- Religion
S- Slavery and Its Legacies in North America
W- War and Diplomacy

Advanced Placement United States History Pacing Guide

Unit Topics

Winter Break Reading
Chapter 1, A Peoples History of the United States by Howard Zinn (available on-line)
American Pageant Chapters 1 and 2
Pre-Columbian Societies (Prologue)  *EN, S

Multiple Choice test for each Chapter

Unit 1: Founding the New Nation to America Secedes from the Empire
(The American Pageant; Chapters 3-8)
AP Themes Covered:
Transatlantic Encounters and Colonial Beginnings, 1492-1690  *AD, D, G, RL
Colonial North America and the British Empire 1650-1754  *AD, AI, G, RL
The American Revolutionary Era, 1754-1789  *AI, P, W
Unit I | Thematic Questions:
How is North America affected by colonization?
What characteristics of colonial peoples seems American
Comparing sectional development in the colonies (“Three Societies”)

Discussion topics:
Transfer of religious issues from Europe
Economic Structures
Gender Roles
Indentured Servitude and Slavery
The Great Awakening

Beginning Activities:
Introducing APPARTS
Introducing the DBQ
Introducing the FRQ

Essay, Test

Unit I | Major Topics & Areas of Discussion
- Native Inhabitants of the “new” world
- Reasons behind exploration and colonization
- Colombian Exchange
- Differences in development of colonial regions; relations with Native Americans
- Origins of slavery
- Colonial resistance to authority
- Social and religious movements- Enlightenment, Great Awakening, Salem witch trials
- Colonial culture
- Colonial government
- Mercantilism
- French and Indian War- causes, effects, Treaty of Paris1763
- Mid 18th century changes to British colonial policy
- Resistance to British rule and Colonial cooperation
- Continental Congress, Declaration of Independence
- Revolutionary War- Causes and effects; American and British advantages and disadvantages; foreign aid; Treaty of Paris 1783; impact of war on social groups
- Republican motherhood
- Interpretations of the American Revolution
Unit I Major Assignments / Exams:
Activity Packets- Multiple Choice, Matching, Identification. Cause and Effect Questions (Chapters 1-8)
**Vocabulary Flash Cards & ID Terms 501-700**

Multiple Choice Tests for each Chapter

Primary Source Readings:

Richard Hakluyt
“The Great Indian Uprising”
“Framing the Mayflower Compact”
“The Baconite Grievances”
“The Salem Witchcraft Hysteria”
“The Epochal Zenger Trail”
“The Proclamation of 1763”
“Adam Smith’s Balance Sheet”
“Patrick Henry Demands Boldness”
“Thomas Paine Talks Common Sense”

Opposing Viewpoints: European Colonist & Native Americans

Gary Nash Article: “Black People in a White People’s Country”

DBQs Topic: The Transformation of Colonial Virginia

Free Response Essay: The French and Indian War
Unit II Building the New Nation 1776 – 1860

The American Pageant, (Chapters 9-15)

AP Themes Covered:

The American Revolutionary Era, 1754-1789  *AI, P, W
The Early Republic, 1789-1815  *AI, P, W
Transformation of the Economy & Society in Antebellum America  *AI, ET
Transformation of Politics in Antebellum America  *P,
Religion, Reform and Renaissance in Antebellum America  *AD, C, RF, RL
Territorial Expansion & Manifest Destiny  *D, G

Week 3 Feb 7 2011 - Feb 11, 2011  Unit 2 American Pageant Ch 10, 11, 12, 13, Review  + Zinn 7-8;  Vocab & ID Terms 701-800
Week 4 Feb 14 2011 - Feb 18, 2011  Unit 2 American Pageant Ch 14, 15 Review MAJOR Test/Quiz  + Zinn 9-10;  Vocab & ID Terms 801-900

END OF TWO UNITS 4 Week Major Exam

• 80 Question Multiple choice exam (Chapters 1-15 + Zinn 1-10)
• Choice of Free Response Essay

Unit II Major Topics & Areas of Discussion

• Articles of Confederation- Structure, Strengths, Weaknesses, Accomplishments
• Constitution- compromises, strengths, weaknesses
• Federalists and Anti-federalist, Federalist Papers
• Ratification
• Bill of Rights
• Hamilton’s financial plan
• Washington’s cabinet, domestic policy, Whiskey Rebellion, foreign policy, relations with Native Americans
• British and French relations and their impact on American politics
• Emergence of Political Parties (Hamilton and Jefferson)
• Concept of nullification ( VA and KY Resolutions)
• Jefferson’s domestic and foreign policy
• War of 1812- causes and effects; war-hawks
• Era of Good Feeling - ?
• Clay’s American system
• Nationalism
• Missouri Compromise
• Monroe Doctrine
• Expansion of Transportation network, industry, and the market economy
• Growth of the west
• Native American relations and Indian removal
• Entrenchment of Slavery
• Republican motherhood
• Social classes in the north and south
• Marshall Court
• Democratization of American politics
• Jackson’s administration- tariff crisis and nullification, Bank War, relationship with Calhoun, states’ rights
debates
• Jacksonian democracy - successes and limitations
• Emergence of second two party system
• Second Great Awakening, Evangelical Protestantism, religious sects
• Transcendentalism and Utopian communities
• Role of women in reform movements
• Reforms - temperance, education, women, abolition, penitentiaries, asylums, almshouses
• American culture - art, literature, music

Unit II Thematic Questions:
1. What cultural ideas became part of the US government?
2. How did America’s early government deal with foreign policy?
3. What was the impact of emerging political parties

Unit II Major Assignments / Exams:
Activity Packets- Multiple Choice, Matching, Identification. Cause and Effect Questions (Chapters 9-15)
**Vocabulary Flash Cards & ID Terms 701-900**
Multiple Choice Tests for each Chapter

Primary Source Readings:
• “Shay’s Rebellion”
• “The Argument over Slave Importation:
• “James Madison Defends the New Constitution”
• “Jefferson vs. Hamilton on the Bank”
• “A President Bids Farewell”
• “Marshall Sanctions the Bank”
• “Marbury vs. Madison”
• “The Hartford Conventions Fulminates”
• “The Nullification Crisis”
• “Jackson Endorses the Indian Removal”
• “The Lowell Girls”
• “The Seneca Falls Manifesto”
• “Henry David Thoreau Praises Spiritual Wealth”
• “Alexis de Tocqueville Predicts the Indians’ Future”

Portrait of America: “Sunrise at Philadelphia” by Brian McGinty

DBQs Topic:
“Articles of Confederation”

One Pager Activity: Jacksonian Democracy
Sectionalism Chart
Unit III Testing the New Nation 1820 – 1877
(The American Pageant, Chapters 16-22)

AP Themes Covered:
The Crisis of the Union *S
Civil War *S, W
Reconstruction *P

Unit III Major Topics & Areas of Discussion

- Slavery—changes in 19th century slavery, impact on white social classes, impact on industrialization in the south, relationship with organized religion, impact on relationship between north and south
- Westward expansion; Manifest Destiny; political differences regarding expansion
- Immigration and nativism
- Territorial acquisition
- Texas independence
- War with Mexico
- Great Triumvirate of Clay, Calhoun, and Webster
- Compromise of 1850 and popular sovereignty
- Sectionalism
- Kansas-Nebraska Act and Bleeding Kansas
- Beginning of the Republican Party
- Dred Scott Case
- Election of 1860 and secession
- Civil War—mobilization, causes, effects, advantages and disadvantages of both sides, strategies of both sides, foreign diplomacy, role of women, key battles, technologies
- Emancipation
- Post war issues and changes in both regions
- Presidential and Congressional Reconstruction Plans; Judicial reconstruction
- Southern state governments in post-war years
- Life for freedmen
- Impeachment of Johnson
- Jim Crow and disenfranchisement; KKK

Unit III Thematic Questions:

1. Why was racism so prevalent in American society?
2. How and why did regional loyalties cause the split in American society?
3. How did Union war policies affect Southern views after the war?

Discussion topics & Questions:
“Free soil, free speech, free labor, and free men”?
The end of the two party system
The effect of the Fugitive Slave Law
Were the Compromises really compromises?
How did the North win?
Did the North really win

**Unit III Major Assignments / Exams:**
Activity Packets-Multiple Choice, Matching, Identification. Cause and Effect Questions (Chapters 16-22)

**Vocabulary Flash Cards & ID Terms 901-1100**
Multiple Choice Tests for each Chapter

**Primary Source Readings:**

- Human Cattle for Sale"
- “The Gettysburg Address”
- Excerpts from *Uncle Tom’s Cabin“*
- “The Dred Scott Decision”
- “The Compromise Debates of 1850” (John C. Calhoun & Daniel Webster)
- “Abraham Lincoln Denies Black Equality”
- “Lincoln’s Emancipation Proclamation”
- “William Lloyd Garrison Launches ‘The Liberator”’
- “President James Polk justifies The Texas Coup”
- “Stephen Douglas’s Popular Sovereignty Plea” (1854)

**Opposing Viewpoints:**
- The Mexican War
- The Road to Secession
- War justifies the Restriction of Civil Liberties

**DBQs Topic:**
- The Mexican War
- The Failures of Reconstruction
Unit IV Forging an Industrial Society 1869 – 1909
(The American Pageant; Chapters 23-27)

AP Themes Covered:
Development of the West in the late 19th Century *D
Industrial America in the late 19th Century *ET
Urban Society in the late 19th Century *AD, Al, D, RL
Populism and Progressivism *AD, EN, P, RF
The Emergence of America as a World Power *G, W

Major Topics & Areas of Discussion
• Expansion of railroads
• The West – miners, ranchers, cowboys
• Turner’s Frontier Thesis
• Conflicts with Native Americans
• Environmental impact of westward expansion and settlement
• Gilded Age
• Corporate consolidation of industry
• Effects of technology advancements on workers and the workplace
• Labor unions- methods, successes, limitations
• Relationship between government and big business (tariffs, land grants, role in strikes, court rulings
• Immigration (old v. new)
• Urbanization
• Differing opinions on the benefits and drawbacks of industrialization and urbanization (Social Darwinism, Gospel of Wealth, Social Gospel)
• City problems (public health, crime, sanitation, political machines)
• Politics of the Gilded Age – dominance of Republicans, patronage, civil service reform
• Agrarian discontent (railroads, big business, money supply)
• Alliance movement
• Populist Party – success and limitations
• Money issues- inflation, deflation, William Jennings Bryan
• Origins of Progressive Reforms, state reformers
• Progressive thinker and writers, muckrakers
• Political, social, and economic reforms of the Progressive Era
• Domestic policies of Roosevelt, Taft, and Wilson
• Push for women's rights – success and limitations, key leaders
• Conservation
• American Imperialism in the Caribbean and Pacific- motives, results, debate over
• Spanish American War – causes, territory gained

Unit IV Thematic Questions:
1. In what ways were the average Americans able to obtain a say in business and government?
2. As demonstrated by immigration, how did the world view America?
3. What accounts for the pace of social and economic change?
4. How successful were the majority of Americans in obtaining security for themselves and their families?
5. What role did racism play in shaping government policies?

Unit IV Major Assignments / Exams:
Activity Packets-Multiple Choice, Matching, Identification. Cause and Effect Questions (Chapters 23-27)
Multiple Choice Tests for each Chapter
Vocabulary Flash Cards & ID Terms 1101-1200

UNIT IV Primary Source Readings:

• “A Southern Black Women Reflects on the Jim Crow System”
• “The Supreme Court Declares that Separate is Equal”
• “Andrew Carnegie’s Gospel of Wealth”
• “Upton Sinclair Describes the Chicago Stockyards”
• “Jacob Riis Goes Slumming”
• “Victoria Woodhull Advocates Free Love”
• “Chief Joseph Laments”
• “Bury My Heart At Wounded Knee”
• “The Chivington Massacre”
• “The Pullman Strike”
• “William Jennings Bryan’s Cross of Gold”
• “Yellow Journalism_ Joseph Pulitzer and William Randolph Hearst”
• “Roosevelt Launches a Corollary”
• “The Gentlemen’s Agreement”

Discussion topics:
Labor fails to organize, but socialism fails to take root in America
The Yellow Brick Road
Changes in the urban landscape
Immigrants make the city a foreign place
Impact of Darwin
Is a melting pot intended to destroy the ingredients

DBQs Topic:
The Farmer’s movement
The Role of Capitalism

Free Response Essay Topic:
Imperialism
Unit V Struggling for Justice at Home and Abroad 1901-1945
(The American Pageant, Chapters 28-35)

AP Themes Covered:
Progressivism *AD, EN, P, RF
The Emergence of America as a World Power *G, W
The Great Depression and the New Deal *ET, RF
The Second World War *G, W

Week 8 Mar 14 2011 - Mar 18, 2011  Unit 5  American Pageant  28, 29, 30, 31 + Zinn 17-18, Review & Test; Vocab & ID Terms 1201-1300

END OF TWO OR MORE UNITS 4 Week Major Exam

- 80 Question Multiple choice exam (Chapters 16-31 + Zinn 11-18)
- Choice of Free Response Essay

Week Mar 21 2011 - Mar 25, 2011  SPRING BREAK – TEACHER/STUDENT HOLIDAY ; Vocab & ID Terms 1301-1400
Week 9 Mar 28 2011 - Mar 31, 2011  Unit 5  American Pageant  32, 33, 34 35 + Zinn 19-20, Test; Vocab & ID Terms 1401-1500

Major Topics & Areas of Discussion

- Roosevelt's Big Stick policy
- Taft's Dollar Diplomacy
- Wilson's Moral Diplomacy
- Growth of U.S. navy
- American neutrality
- American entry into war – why?
- American role in the war, mobilization
- Impact of war at home- Propaganda, Creel Committee, Sedition Act, growth of business, women, African-Americans, Urbanization
- Fourteen Points
- Treaty of Versailles and the fight over the League of Nations
- 1920's – Depression [Ch. 24-25] Growth of big business
- Dominance of the Republican Party – Harding, Coolidge, Hoover
- Consumerism
- Conflict- Nativism (Sacco and Vanzetti), racism (KKK), Religion v. Science (Fundamentalism, Scopes Trail)
- Red Scare
- Changing roles and behavior of women
- Culture- art, literature, music, fashion; Harlem Renaissance
- Stock Market
- Causes of the Great Depression
- Hoover’s response to Great Depression
- Roosevelt’s response to the Great Depression- New Deal
- 3 R's – relief, recovery, reform
- Critics of the New Deal
- Dust Bowl, Okies, moving west
- Life for average American’s during the Depression
• Culture during the 1930’s
• Rise of fascism and militarism in Spain, Italy, Japan, Germany
• Totalitarianism
• US neutrality
• Us aid to the allies, mobilization
• Attack on Pearl Harbor and US entry into war
• Fighting in Europe-second front
• Fighting in the Pacific – island hopping, atomic bomb
• Wartime diplomacy; wartime conferences; goals of the war
• Impact of war on the American home front- Propaganda and public opinion; civil liberties during war time; growth of the American economy; expansion of the federal government; Japanese internment; demographic changes
• Contributions of women to the war effort- Rosie the Riveter

**Unit V Thematic Questions:**

1. What shaped the American idea of imperialism?
2. How did the idea of imperialism shape US foreign policy?
3. What caused the government shift to social reform?
4. How did the American people bond together to support the war effort?
5. What effects did prosperity have on American culture?
6. What should the role of government be?
7. What was America’s role in world affairs to be?
8. How did “total war” change America?

**Unit V Major Assignments / Exams:**
Activity Packets-Multiple Choice, Matching, Identification. Cause and Effect Questions (Chapters 28-35)

**Vocabulary Flash Cards & ID Terms 1201-1500**
Multiple Choice Tests for each Chapter

**Primary Source Readings:**

• “Exposing the Meat Packers”
• “Sweatshop Hours for Bakers”
• “The Crusade for Women’s Suffrage”
• “The Triangle Shirtwaist Company Fire”
• “George Creel Spreads Fear Propaganda”
• “Woodrow Wilson’s Fourteen Points”
• “The Treaty of Versailles”
• “Two Views of Immigration Restriction”
• “The WCTU Upholds Prohibition”
• “Margaret Sanger Campaigns for Birth Control”
• “Hoover Defends his Record”
• “Father Coughlin Demands Social Justice”
• “Doctor Francis Townsend Promotes Old Age Pensions”
• “Assessing the New Deal”
• “Charles Lindbergh Argues for Isolation”
• “The Lend-Lease Controversy”
• “Framing the Atlantic Charter”
• “The Blame for Pearl Harbor”
• “Harry Truman Justifies the Bombing”

Unit V Discussion topics:

Why the Populists failed
Darwin, Mahan and Roosevelt
Exactly what is a Progressive
Civil rights in time of war or crisis
The power of mass media emerges
Is neutrality possible
A peace to end all peace
What caused the Depression? Was it avoidable?
New Deal programs
Role of the Supreme Court
How race and gender affected the experience of the Depression
The role of the First Lady
The new and fragile coalition that was the base of the Democratic Part

DBQ’s: Progressivism
The Roaring Twenties

Free Response Essay:
The New Deal’s Opponents
Dropping the Atomic Bomb
Unit VI Making Modern America 1945- Present
(The American Pageant, Chapters 36-42)
AP Themes Covered:
The United States of The 1950s and the Early Cold War *G
The Turbulent 1960s *AD, C, P, RF
Politics and Economics at the End of the 20th Century *ET, P, W
Society and Culture at the End of the 20th Century *C, EN, RF
The United States in the Post-Cold War Period *G
United States since 1974, Social Changes *G, ET
Art and literature- 20th century *C

- Beginning the Atomic Age
- Marshall Plan
- United Nations
- Origins of The Cold War
- Containment under Truman and Eisenhower administrations
- Cold War in Europe
- Iron Curtain
- Cold War in Asia- China, Korea, Vietnam
- Red Scare; McCarthyism
- Impact of the Cold War on culture, science and technology
- Demographic changes before and after the war (baby boom)
- 1950s women
- Truman’s domestic policy- Fair Deal, GI bill, Taft-Hartley Act
- Beginnings of teen culture
- Cars, highways (Highway Act), growth of the suburbs
- Conformity and its social critics
- Affluence and poverty (the other America)
- Beginnings of the Modern Civil Rights Movement- Brown v Board, Little Rock, Montgomery, MLK jr. SCLC, Southern Resistance, actions of Eisenhower administration
- Civil Rights Movement- SNCC, Black Power, Black Panthers, Nation of Islam, Birmingham, March on Washington, Civil Rights Act, Voting Rights, assassinations, actions by Kennedy and Johnson administrations
- Other movements of equality
- Election of 1960
- New Frontier
- Great Society
- Warren Court
- Cold War confrontations- Bay of Pigs, Cuban Missile Crisis, Vietnam, Latin America
- Antiwar movement and counterculture
- 1960’s culture- art, literature, music, hippies
- Election of 1968
- Silent majority
• Watergate
• Nixon’s foreign policy - détente, China, USSR
• Fall of Vietnam
• Energy Crisis - actions taken by Ford and Carter administrations
• Changes in the US economy (move towards the service sector)
• Environmentalism
• Carter – Camp David accords, Panama, Afghanistan and the Olympic boycott, Iranian Hostage crisis
• Reagan and the New Right
• End of the Cold War
• Demographic changes - aging population
• Growth of the sunbelt, immigration, multiculturalism
• modern Challenges - economy, terrorism, environment
• American culture - art, literature, music

Unit VI Major Assignments / Exams:
Activity Packets-Multiple Choice, Matching, Identification. Cause and Effect Questions (Chapters 36-42)
Vocabulary Flash Cards & ID Terms 1501-1600
Multiple Choice Tests for each Chapter

Unit VI Thematic Questions:
How was the US response to WWII different from that of WWI?
What was revealed by the Japanese internment?
Why did the US respond as it did to the Holocaust?
What, if anything, did the war change in American society?
Who was responsible for the Cold War?
What was the impact of containment on America’s relations with the world?
What was the meaning of Eisenhower’s warning about a “military-industrial complex”?
Why was conformity so important?
Can the government remake society?
How can minorities best protect themselves?
What are the limits of intervention abroad?
Is economic equity possible?
What are the limits on expression?
In times of crisis, what rights must be protected, and which may be curtailed?

Unit VI Discussion topics:
GI Bill Decolonization
Blacklists Cuban Missile Crisis
Rock and Roll Civil Rights
Disneyland Assassinations and their impact
Gender Roles Counter-culture
Nonalignment Protest - Hippies and Hardhats
Emerging Civil Rights movement 1968
Kent State

Primary Source Readings:

- “George Kennan Opposes Containment”
- “Secretary George Marshall Speaks at Harvard”
- “Senator Joseph McCarthy Blasts Traitors”
- “Truman Asserts Civil Supremacy”
- “Secretary John Foster Dulles Warns of Massive Retaliation”
- “The Court Rejects Segregation” (1954)
- “Eisenhower Says Farewell”
- “The Cuban Missile Crisis”
- “Rosa Parks Keeps Her Seat”
- “Martin Luther King, Jr. Writes From a Birmingham Jail”
- “President Johnson Asserts His War Aims”
- “Students for a Democratic Society Issues a Manifesto”
- “The President Defends His Incursion” (1970)
- “The Move To Impeach Nixon”
- “The Case for the Equal Rights Amendment”
- “The Supple-side Gospel”
- “An Editor Analyzes the Iran-Contra Affair”
- “The Impeachment of William Jefferson Clinton”
- “The Supreme Court Makes George W. Bush President”

DBQ: The Civil Rights Movement

Free Response Essay:
The Red Scare and McCarthyism
The Resurgence of Conservatism

End of Semester Requirements:
- 80 Question multiple Choice exam (Chapters 16-42)
- 8-10 typed page Research paper

Review for the AP Exam – Week 14

Week 14 May 2 2011 - May 5, 2011 (Thurs)  DBQ’s & FRQ’s,  AP Reviews & Practice Tests, Utilize AP Prep Exam Guides

AP EXAM May 6, 2011
Post-Exam Projects:
Historical Book Review
DBQ creation
PowerPoints
Research Paper
*Key for Themes*- letters next to each topic refer to the themes covered in that area of study

AD- American Diversity  
AI- American Identity  
C- Culture  
D- Demographic changes  
ET- Economic Transformations  
EN- Environment  
G- Globalization  
P- Politics and Citizenship  
RF- Reform  
RL- Religion  
S- Slavery and Its Legacies in North America  
W- War and Diplomacy