COURSE: A.P. United States History

2013-2014 Syllabus        Kathleen High School

It is the responsibility of the student to familiarize themselves with all policies, procedures, & deadlines that are outlined in this syllabus. Please read it carefully.

Teacher: Carla Horn (you may call me Mrs. Horn, or Mrs. H)

Phone number: 863-602-7700       E-mail: Carla.Horn@polk-fl.net

Facebook page: https://www.facebook.com/pages/edit_page/?id=450654705042160&tab=public&section=web_address&view#!/pages/Mrs-Horns-APUSH/450654705042160 - like page to start receiving updates and important information (extra credit already posted)

Remind 101 – for STUDENT info: text @hornapush to (720) 399-4443 to start receiving reminders of due dates Parents Info: text @hornp to (720) 399-4443 – this is for parent involvement, events you can volunteer for, materials you can buy for the classroom, updates, etc.

Docs Teach: http://docsteach.org/classrooms/carlahorn/apush - activities that will assigned for homework, classwork, or group work. Or you can access this classroom on the DocsTeach iPad App by using the following classroom code: nmr582

Course Description:
The course attempts to develop higher level critical thinking skills by emphasizing analysis and evaluation, largely through the writing of formal essays. My primary objective is the improvement of student information processing skills, with an emphasis on improving the student’s ability to analyze and evaluate the relative significance of historical data, and the corresponding ability to express those ideas through the written word.

Students who successfully complete the course will have the opportunity to pass the Advanced Placement United States History examination in the spring. Most colleges and universities in the United States, as well as colleges and universities in more than 30 other countries, have an AP policy granting incoming students credit, placement, or both on the basis of their AP exam grades.

Required Materials:
# 2 pencil
Blue / Black pen
Paper
3 Ring-Binder
Composition Book OR 1 Subject Notebook
3x5 index cards (AND a ONE way to contain them, a ring (purchase pre-punched cards for this option), a recipe box, a plastic bag, etc)
8 tab dividers (headings: Bellwork, Notes, Vocab, Themes, Analysis, DBQ/FR/Essay, Homework, History Portfolio)
Highlighter (color of your choice, multiple colors is best)

I reserve the right to change the information and/or assignments contained within this syllabus. If there is ever a question about anything in the syllabus please come and see me.
Suggested Materials:
Planner – to write due dates and keep yourself organized (this can be used for every class)

Themes:
The course will emphasize a series of key themes that are designed to give grounding in the subject matter of U.S. history. These themes include the following:

- American diversity
- American Identity
- Culture
- Demographic Changes
- Economic Transformations
- Environment
- Globalization
- Politics and Citizenship, and
- Reform

Textbooks:
Primary Text:

Supplementary Readings and Materials:


Many other current news reports and commentary from major newspapers, radio, television and the Internet are utilized in daily coursework.

I reserve the right to change the information and/or assignments contained within this syllabus. If there is ever a question about anything in the syllabus please come and see me.
Organizing Principles and General Time Frame

Unit 1: Colonial History to 1763 (3 weeks)

Key Discussion Topics:
- Introduction to AP US History
- What is history?
- Three Cultures Collide
- The European Background of New World
- Discovery and Settlement
- The Spanish in the Americas
- Who is history about?
- British Settlements: Jamestown and the Chesapeake
- Settlement of Remaining Southern Colonies
- The Middle Colonies; Religious Tolerance
- British Colonial Policy
- Democracy in Colonial America

Readings:
- Chapters 2-4 in Divine textbook
- Davidson and Lytle. After the Fact: The Art of Historical Detection (Handout), "The Strange Death of Silas Deane"

Special Assignments:
- Map of Colonial America
- How should Columbus be depicted in textbooks?
- DBQ: Chesapeake and New England
- Colonial newspaper
- Cornell note-taking / timelines / chapter summaries
- History Portfolio – What/How/Where?
  - Rebels Portfolio #1
- Martha Ballard – “One Rape, Two Stories”

Students Will:
Have discussions centered on sets of documents gathered around each of four major colonial history themes: the Salem witch trials, Puritan beliefs, differences in colonial regional development, and the African American experience in colonial America. Students are introduced in these lessons to the concepts of categorizing documents, recognizing bias in documents, and gleaning historical evidence from documents. An essay interpreting the documents in context concludes the unit.

Unit 2: The American Revolution (1763-1783) (2 weeks)

Key Discussion Topics:
The origins of resistance; the British response; the decision for independence; the military course of war; and peace negotiations.

Readings:
- Chapter 5 in Divine

I reserve the right to change the information and/or assignments contained within this syllabus. If there is ever a question about anything in the syllabus please come and see me.
“The Revolution as a Social Movement” by Franklin Jameson
The Declaration of Independence

Special Assignments:
- “Who Fired That Shot?” - a class analysis discussion based on eyewitness accounts of hostilities at Lexington and Concord.
- Document Shuffle - the causes of the American Revolution from British, American, and Tory perspectives. In these small-group sessions, groups of four or five students are provided with a packet of 12 to 15 documents, a large piece of newsprint, a glue stick, and a marker. Each group is asked to distribute the documents equitably, determine the “document messages,” deciphering the categories into which the documents fall, and submit a group report on the newsprint.
- DBQ practice
- Family Tree/History Assignment information

Unit 3: The Republican Experiment (1781-1789) (2 weeks)
Key Discussion Topics:
The structure of the government under the Articles of Confederation; weakness and accomplishments of the Articles’ government; foreign affairs in the Confederation period; the nationalist critique and the role of Hamilton and Madison; the Constitutional Convention; and the debate over ratification.

Readings:
- Chapter 6 in Divine
- “Shay’s Rebellion”
- Secondary sources on the antifederalists
- Maps and charts on sources of federalist, antifederalist support.

Special Assignments:
- DBQ Essay on the Articles of Confederation
- Document shuffle entitled “Feds vs. Antifeds” – documents from contemporary letters to newspapers during the ratification debate.
- Ratification debate

Unit 4: The Federalist Era (1788-1800) (1.5 weeks)
Key Discussion Topics:
The new government’s structure; an overview of the Constitution of 1787; Hamilton versus Jefferson; the rise of political parties; foreign affairs with Great Britain, France, and Spain; the “Revolution of 1800”

Readings:
- Chapter 7 in Divine

Special Assignments:
- Document shuffle entitled “Hamilton vs. Jefferson – the spectrum of disagreement”
- DBQ
- Hamilton v. Jefferson internet activity

I reserve the right to change the information and/or assignments contained within this syllabus. If there is ever a question about anything in the syllabus please come and see me.
Unit 5: Republicans in Power (1801-1828) (2 weeks)

Key Discussion Topics:
Jefferson’s imprint; causes and results of the “strange” War of 1812; nationalism cum sectionalism; the demise of the Federalists and the rise of the two-party system; and the early Industrial Revolution

Readings:
- Chapters 8-9 in Divine

Special Assignments:
- Document shuffle – recognizing and differentiating among aspects of nationalism and sectionalism
- War of 1812 simulation
- The Revolution and the Early Republic Portfolio #2

Unit 6: The Jacksonian Era (1828-1840) (2 weeks)

Key Discussion Topics:
Mass democracy, Jackson versus Calhoun; The Bank War; the Indian removal; the rise of the working class; the Whig alternative; and the reformist “benevolent empire”

Readings:
- Chapters 10-11 in Divine

Assignments:
- DBQ practice – 1990 Jackson
- The Age of Jackson – Portfolio #3

Unit 7: Manifest Destiny and the Mexican War (1.5 weeks)

Key Discussion Topics:
O’Sullivans phrase – “Young America” – the lure of the West (1820-1840); Texas, New Mexico, Utah, and Oregon; Polk and war with Mexico; and the Treaty of Guadalupe Hidalgo.

Readings:
- Chapter 12 in Divine

Assignments:
- DBQ – The causes of the Mexican-American war.
- Mexican War analysis

Unit 8: The Slave System and the Coming of the Civil War (2 weeks)

Key Discussion Topics:
The “peculiar institution” and its impact on the South; “Helperism;” abolitionism and North-South relations; the turbulent 1850’s; “Free Soil” Republicanism; Lincoln; and secession.

Readings:
- Chapters 13-15 in Divine
- Secondary – source readings on slavery and abolition

I reserve the right to change the information and/or assignments contained within this syllabus. If there is ever a question about anything in the syllabus please come and see me.
Assignments:
- Document shuffle in which groups categorize the same set of documents according to the point of view of assigned personalities – John Brown, Hinton Helper, Stephen A. Douglas, Frederick Douglass, President Buchanan.
- In class DBQ – five documents, 40 minutes – “Radicals both in the North and South made the Civil War inevitable by 1861”
- Civil War photography exercise

Unit 9: The Civil War and Reconstruction (1861-1877) (2 weeks)

Key Discussion Topics:
The South’s chance of victory; a question of leadership; Lincoln versus Davis; emancipation; the military course of the war in brief; Reconstruction; the sharecropping system; the “crime” of 76, and the Compromise of 1877.

Readings:
- Chapters 15-16 in Divine
- “The View from the Bottom Rail” in After the Fact

Assignments:
- Document shuffle – students groups are asked to categorize documents representing a series of events of the 1850’s, 1860’s, 1870’s through the eye of freedman, a Ku Klux Klan member, Andrew Jackson, Thaddeus Stevens, and W.E.B. Du Bois.
- Maps and charts on Southern agriculture patterns
- Non-DBQ free-response essay - students research 3 topics over holiday break and respond in-class to one topic upon return.
- Civil War reenactment simulation
- The Civil War Portfolio #4

Unit 10 – The Gilded Age (1865-1900) (1.5 weeks)

Key Discussion Topics:
Settling the West; a question of exploitation; laissez-faire and social Darwinism; the rise of the industrialists; labor’s response; urbanization; immigration and “Tweedism”, the “Social Gospel”; the politics of the 1890’s big government Republicans and the Populists.

Readings:
- Chapters 17-20 in Divine

Assignments:
- Document shuffle – Events of the Gilded Age as seen through the eyes of Bryan, Coxey, and Debs.
- Mid-year Exam

Unit 11: The Progressive Era (1900-1917) (1.5 weeks)

Key Discussion Topics:
Progressivism; a ferment of ideas; the “muckrakers”; “trustbusting”; the “Social Justice” movement; the “Purity” crusade; state and local reforms; women’s suffrage; the progressive presidents – Teddy Roosevelt, Taft, and Wilson; the “Square Deal” and the “New Freedom.”

I reserve the right to change the information and/or assignments contained within this syllabus. If there is ever a question about anything in the syllabus please come and see me.
Readings:
- Chapters 22-23 in Divine

Assignments:
- Document shuffle
- Chautaugua discussion on Progressivism
- Industrialism and Its Discontents Portfolio #5

Unit 12: Foreign Policy (1898-1920) (1 week)
Key Discussion Topics:
The imperialist arguments; war with Spain and the Philippine institution; Teddy Roosevelt; the corollary and Panama; “Dollar Diplomacy”; moral diplomacy; neutrality (1914-1917); “Over There”; “Over Here”, and the treaty controversy.

Readings:
- Chapters 21 and 24 in Divine

Assignments:
- In-class DBQ- 40 minutes using the DBQ from the AP exam in 1991

Unit 13 – The Roaring ‘20s (2 weeks)
Key Discussion Topics:
Harding, Coolidge, and Hoover: “Republican Orthodoxy”; normalcy; the “Red Scare”; immigration legislation; the “new Ku Klux Klan; the Harlem Renaissance and Countee Cullen; the crash of the stock market and the onset of the Great Depression; and Hoover and Voluntarism.

Readings:
- Chapter 25 in Divine
- “Sacco and Vanzetti: The Case of History vs. Laws” in After the Fact

Assignments:
- Document Shuffle in which groups are asked to categorize documents representing key issues of the 1920s from either a “traditional rural” or “modern urban” point of view.
- Stock market simulation
- Red Scare exercise

Unit 14: The Great Depression (1929-1940) (2 weeks)
Key Discussion Topics:
The origins and effects of the Great Depression; Hoover’s “Voluntarism” approach; Franklin Roosevelt and the “Hundred Days”; relief, recovery, and reform; critics of the New Deal – the “Economic Royalists” on the right and Long, Townsend, and Coughlin; the Supreme Court fight and the end of the New Deal.

Readings:
- Chapter 26 in Divine

Assignments:
- Document Shuffle entitled: The New Deal: Measures and Criticisms”

I reserve the right to change the information and/or assignments contained within this syllabus. If there is ever a question about anything in the syllabus please come and see me.
In-class DBQ – 1984 AP Exam which asked students to characterize FDR and Hoover in terms of the labels of “liberal” and “conservative.”

Unit 15 – America and the World (1921-1945) (2 weeks)

Key Discussion Topics:
Isolationism pacifism, and neutrality and their ramifications for US policy in Europe, Latin America, and Asia during the 1920s and early 1930s; neutrality legislation of the 1930s; undeclared war in Europe and the course of U.S. – Japanese relations in the late 1930s; Pearl Harbor; halting the German blitz; turning the tide in the Pacific and the decision to drop the A-bomb; the war on the home front; wartime diplomacy.

Readings:
- Chapter 27 in Divine
- War documents – speeches, letters from Einstein, declaration of war

Assignments:
- Debate- Resolved: “Harry S. Truman was a War Criminal”
- Twentieth-Century Crises – Portfolio #6

Unit 16 – Truman, Ike, and JFK: The Cold Warriors (1945-1963) (1.5 weeks)

Key Discussion Topics:
Cold War in Europe; the beginning of atomic diplomacy; containment (Truman Doctrine, Marshall Plan, NATO); crisis in Berlin; the Cold War expands: the loss of China and the Korean War; the Cold War at home: McCarthyism; Ike, Dulles, and the Cold War in Asia, the Middle East, and Latin America; JFK and “flexible response”: the Second Berlin Crisis; the Cuban missile crisis.

Readings:
- Chapters 28 and 30 in Divine

Assignments:
- In-class review essay. Students are given three topics to review over a weekend and write a non-DBQ essay on one of them. Review topics: The Great Depression and the New Deal; isolationism, neutrality, and World War II.
- Student groups assigned a chapter/unit to present for review during Unit 20 the review unit

Unit 17 – From the Fair Deal to the Great Society: The Triumph of Reform (1945-1968) (1.5 weeks)

Key Discussion Topics:
The postwar economic boom and the rise of the suburbs; did the 1950s represent the true “good life”?; the civil rights struggle; the New Frontier; the Warren court; and the Great Society’s War on Poverty.

Readings:
- Chapter 29 in Divine

I reserve the right to change the information and/or assignments contained within this syllabus. If there is ever a question about anything in the syllabus please come and see me.
Assignments:
- Over a weekend, students are given short biographical sketches of 10 important historical figures from the 1950s and 1960s. They are also given 10 quotations taken from the writing and speeches of the same 10 figures. The students’ assignment is to write a paper of two to three pages attributing the quotes to the proper author and explaining why the attributions are the correct ones.

Unit 18 – Protest and Turmoil: Vietnam and Watergate (1.5 weeks)

Key Discussion Topics:
Involvement and escalation in Vietnam; Vietnam dilemma and stalemate; the student revolt; Black Power and Women’s Lib; the election of 1968; Nixon, Kissinger — ending the Vietnam War; the election of 1972; and Watergate.

Readings:
- Chapters 30-31 in Divine
- “Instant Watergate: Footnoging the Final Days” in After the Fact

Assignments:
- DBQ practice May 1995 AP Exam
- America at Midcentury – Portfolio #7

Unit 19 – Malaise: Ford, and Carter in the Seventies (1.5 weeks)

Key Discussion Topics:
OPEC and the oil shock; inflation and the new economy; the start of affirmative action; setbacks and gains for women; the election of 1976; Carter; Sadat; Khomeini; and disillusionment and the renewed Cold War.

Readings:
- Chapter 32 in Divine

Assignments:
- Document shuffle in which groups are asked to differentiate among statements and policies of the two one-term presidents of the 1970s—Ford and Carter.
- The Late Twentieth Century – Portfolio #8

Unit 20 – A 10-Day Review for the APUSH Exam (2 weeks)

Assignments:
- Students will present their reviews of the chapters/units
- Quizzes on the unit reviews
- Practice APUSH Exam

After the APUSH Exam (1.5 weeks)

Assignments:
- Family Tree/History assignment presentations

I reserve the right to change the information and/or assignments contained within this syllabus. If there is ever a question about anything in the syllabus please come and see me.
What are the Classroom Policies and Procedures?

“Take Five”—Bellringer…Getting Started Activities:
At the beginning of each period, students will find an assignment or political cartoon for the day written on the whiteboard or overhead (CR 7). Students are expected to begin the task immediately. Most whiteboard assignments should be completed quickly and usually within the first few minutes of class we will go over the assignment together. Initially, all assignments will be individual—please don’t share your thoughts with your friends—I want to know what your ideas are! All daily bellwork and homework assignments are to be kept in a three ring binder or a portfolio as study aids for test preparation.

Absences: Attendance is essential in order to receive the full benefit of the class. If you are absent from class it is YOUR responsibility to complete all makeup work in a timely fashion. When you are absent, check my website, with a classmate, or Facebook page for any missed homework assignments. You will have 3 days to complete any missed assignments without penalty.

Scheduled/Posted Assignments: If an assignment due date (i.e. project, test, paper, etc.) has been announced in class, posted on the website etc.…at least 1 week prior to actual due date, students, regardless of unexcused absences, are expected to communicate with the teacher regarding the timely completion of those assignments.

Late work: This is an upper level A.P. course with the goal of preparing for the AP exam, any missed assignments will hurt your preparation for the AP exam.

What are the expectations for behavior in this class?

Classroom Behavior: This is an upper level A.P. course, therefore, it is expected that all students behave in manner that reflects your level of maturity and commitment to your studies. All School and County rules will apply in this classroom. In addition, the following requirements apply:

Students are expected to try their best and work hard.
Students are expected to respect their peers and the classroom
Students are expected to refrain from inappropriate talking in class (particularly during lecture—refrain from side-bar comments).
Students are expected to read, come prepared for class and participate in class discussions
Students are expected to be on time for class.
Students are expected to communicate with the teacher privately if she/he is experiencing some problem with the class.
Students are expected to do his/her own work: plagiarism, copying, cheating, WILL NOT BE TOLERATED.
Students are expected to SUCCEED if she/he follows the rules and has a positive attitude in class.

Disciplinary Actions: In the event that classroom expectations are not met, consequences will follow, including conferences with parents, administration or expulsion from the A.P. class to a regular on-level class.

P.R.I.D.E Dollars
P.R.I.D.E stands for Personal Responsibility in Daily Effort, if you do something in class that is over and beyond what is expected you will be given a P.R.I.D.E dollar signed by me. You may collect these dollars and each quarter I will open a store with things to buy with your P.R.I.D.E dollars. You may save them up
I reserve the right to change the information and/or assignments contained within this syllabus. If there is ever a question about anything in the syllabus please come and see me.
SUGGESTIONS FOR SUCCESS

The following are suggestions that may be helpful to you. Many of the suggestions were provided by previous APUSH students.

- Read the Textbook. You are responsible for knowing the information provided in your textbook regardless of whether or not we have discussed it in class.
- Study your notes every night.
- Keep up on current events.
- Don’t forget the “basics” – for example, memorize important Supreme Court cases, Congressional acts, and vocabulary.
- Stay organized. It is recommended that you keep a three ringed binder for this class. Using a three ring binder will allow you to keep lecture notes, handouts, and assignment in the same place.
- Do the homework, even if it is not for a grade.
- Outline the chapters and read the chapter summaries and critical thinking sections in each chapter, as well as the vocabulary boxes.
- Participate in class discussions.
- After a test or quiz, write out the questions you missed with the correct answers.
- Know the basic structure of the Constitution, as well as the Amendments.
- Pay attention to lectures, and take good notes.
- Form study groups.
- Manage your time wisely.
- Use a planner to keep track of important dates and deadlines. You will frequently get reading and homework assignments a week or more in advanced. Use your planner to remember when assignments are due.
2013-2014 Classroom Policies, Procedures, and Behavior Contract  
Mrs. Horn  
Kathleen High School

Please Sign and Return.  

Period (circle)  1  3  4  5  6  7

I, _________________________ (student’s name), verify that I understand and have received a copy of the classroom policies, procedures, and behavior expectations. As a class, we discussed and reviewed the information in the contract.

Student signature __________________________ Date ______________

Parent signature __________________________ Date ______________

Mothers Name: __________________________ Primary Language Spoken:___________

Work Phone: (____)______________  Cell Phone: (____)__________________________

Fathers Name: __________________________ Primary Language Spoken:___________

Work Phone: (____)______________  Cell Phone: (____)__________________________

Address: __________________________________________

___________________________________________

Home Phone: (____)____________________

Please detach at the dotted line and keep for your records

Teacher: Carla Horn  Phone: 863-602-7700  School Email: Carla.Horn@polk-fl.net

Facebook page:  
https://www.facebook.com/pages/edit_page/?id=450654705042160&tab=public&section=web_address &view#!/pages/Mrs-Horns-APUSH/450654705042160 - like page to start receiving updates and important information (extra credit already posted)

Remind 101 – for STUDENT info: text @hornapush to (720) 399-4443 to start receiving reminders of due dates Parents Info: text @hornp to (720) 399-4443 – this is for parent involvement, events you can volunteer for, materials you can buy for the classroom, updates, etc.

If you have any questions, comments, concerns about your student or anything regarding the course please feel free to contact me any time. I will get back to you within 48 hours.

I reserve the right to change the information and/or assignments contained within this syllabus. If there is ever a question about anything in the syllabus please come and see me.