

AP US HISTORY
Syllabus
Mr. Shoemaker Rm 2605 Ph. 469.713.5183
Email: shoemakerf@lisd.net

Course Purpose:

History isn't what happened, but a story of what happened. And there are always different versions, different stories, about the same events. One version might revolve mainly around a specific set of facts while another version might minimize them or not include them at all.

Like stories, each of these different versions of history contains different lessons. Some histories tell us that our leaders, at least, have always tried to do right for everyone. Others remark that the emperors don't have the slaves' best interests at heart. Some teach us that this is both what has always been and what always will be. Others counsel that we shouldn't mistake transient dominance for intrinsic superiority. Lastly, some histories paint a picture where only the elites have the power to change the world, while others point out that social change is rarely commanded from the top down.

Regardless of the value of these many lessons, History isn't what happened, but the stories of what happened and the lessons these stories include. The very selection of which histories to teach in a society shapes our view of how what is came to be and, in turn, what we understand as possible. This choice of which history to teach can never be "neutral" or "objective." Those who choose, either following a set agenda or guided by hidden prejudices, serve their interests. Their interests could be to continue this world as it now stands or to make a new world.

We cannot simply be passive. We must choose whose interests are best: those who want to keep things going as they are or those who want to work to make a better world. If we choose the latter, we must seek out the tools we will need. History is just one tool to shape our understanding of our world. And every tool is a weapon if you hold it right. <http://www.historyisaweapon.com>

The purpose of this class is to empower you to understand and use that weapon.

Course Objectives:

AP US History is a challenging class that is taught and graded at the college level. This class is a 27 week survey of United States history from the age of exploration to the present. The emphasis of APUSH is placed on critical thinking skills, writing skills, evaluation of primary and secondary documents, and historiography. You are expected to answer with clarity, maturity, and precision.

Text

Kennedy, Anthony M., Lizabeth Cohen, and Thomas A. Bailey. The American Pageant: A History of the Republic. 12th ed. New York Boston: McDougal Little/Houghton Mifflin. 2002.

Supplemental Readings

Chet, Guy. Conquering the American Wilderness. Amherst & Boston: University of Massachusetts Press, 2003.

Foner, Eric. The Story of American Freedom. New York: W.W. Horton and Company, 1998.

Lewis, Adrian R. Omaha Beach. Chapel Hill and London: The University of North Carolina Press, 2001.

Millett, Allan R., and Peter Maslowski. For The Common Defense. New York: The Free Press, 1994.

Smith, Gaddis. The Last Years of the Monroe Doctrine 1945-1993. New York: Hill and Wang, 1994.

Woodward, C. Vann. The Strange Career of Jim Crow. 3rd ed. New York: Oxford University Press, Inc, 1974.

Zinn, Howard. A People's History of the United States. Vol. I New York: The New York Press, 2003.

Zinn, Howard. A People's History of the United States. Vol. II New York: The New York Press, 2003.

Various articles, documents, and essays will be assigned throughout the course. Students should be knowledgeable of current events. Students should read daily newspapers and other periodicals. A good source for current news issues is <http://www.executivelibrary.com>

Course Organization and Evaluation

Organization

A calendar for each unit will be given at the beginning of each unit. The calendar will contain all reading assignments, essays, classroom assignments, simulation dates, quiz, and exam dates. The class will be a combination of interactive lecture, simulations, group assignments, and Socratic seminars. All essays will be graded on the nine-point AP rubric.

Units are organized according to essential questions based on the curriculum created by the College Board. The essential questions will be used to write your curve purchase Free Response Essays.

Evaluation

Exams will be a combination of Objective Questions and Free Response Essay Questions based and timed on the standard set by the College Board for the US History Exam. All exams will have a Free Response Essay Question based on the essential questions and your outside readings.

Document Based Questions will also be used as in-class exams. All DBQs will be based on Collage Board released exams.

At the end of each nine-weeks grading period a comprehensive exam. The nine-week exam counts for 20% of your nine-weeks grade as per LISD board policy. All nine-weeks exams will be based on the AP US History exam in question level, style, and timing.

There is a summer historiography reading assignment that you must complete even if you were not enrolled at Hebron last year.

Course Outline- 1st Nine Weeks Early United States History

Unit 1: Competition, Discovery, and Colonization

Readings: American Pageant chapters 1-4

“9 characteristics of American culture”

“5 Themes of American History”

“The Visible and Invisible Worlds of Salem”

Themes: European Competition, Regional settlement differences, European interaction with Native Americans, Causes of emigration

Abbreviated Content List:

Puritans	Ann Hutchinson	Great Awakening 1 and 2
Pilgrims	Roger Williams	Old and New Lights
Mayflower Compact	Half-Way Covenant	Lord Baltimore
Mass. Bay Colony	Dominion of New England	Maryland Act of Toleration
William Bradford	Sir Edmund Andros	Mercantilism
Christopher Columbus	Joint stock company	Admiralty courts
Spanish Armada	Bacon’s Rebellion	Deism
Order of colonization/Purpose	Staple v cash crops	Huguenots
Thomas Hooker	Holy experiment	Headright system
William Penn	Leisler’s Rebellion	Fundamental Orders of Conn.

Major Assignments and Evaluation: Mayflower Compact and the Fundamental Orders DBQ, APARTS document analysis, create a colony simulation, 3-regions Trigram, DBQ process, Reading Quizzes, Timed Multiple Choice Unit Exam

DBQ: Examine the principles and forms of government established in the Mayflower Compact and the Fundamental Orders of Connecticut. Write an essay which analyzes which principles and forms in each document and writings from the period would be considered democratic in the United States today, and those which would be considered undemocratic.

FRQ: What historical and economic forces caused white plantation owners to choose African slaves as their labor source?

Unit 2: Complexity Creates Change

Readings: American Pageant chapters 5-8

“Causes of Colonial Disunity”

“Middle Passage”

“The Case of John Peter Zenger”

“Road to the Revolution”

Themes: Closing the Trans-Atlantic relationship, Economic factors influencing Mercantilism, End of Salutary Neglect, Multiple interpretations of the American Revolution

Abbreviated Content List:

Salutary Neglect	War of Jenkin’s Ear	Plains of Abraham
Navigation Acts	Albany Plan of Union	Phillis Wheatly
French and Indian War	William Pitt	Ann Bradstreet
Proclamation of 1763	Glorious Revolution	Iron Act 1750
The Enlightenment	John Peter Zenger	Sons of Liberty
Bills of Trade	Molasses Act	Salem Witch Trials
Ben Franklin	Triangular Trade	Yorktown
Pontiacs Rebellion	Indentured servants	Bunker Hill/Breeds
Queen Anne’s War	Primogeniture/ Entail	John Hancock
Treaty of Utrecht	Royal Colonies	Sam Adams

Major Assignments and Evaluation: Complexity creates change chart, Millhouse mini-dramas, American Revolution Jigsaws, TABOO review, Reading Quizzes, Timed Multiple Choice Unit Exam

DBQ: To what extent had the colonists developed a sense of their identity and unity as Americans by the eve of the Revolution? 1999 DBQ

FRQ: Evaluate the validity of the following statement. The American Revolution was a war not for independence but for consolidation of power into the hands of the elite.

Unit 3: Nation Building

Readings: American Pageant chapters 9-10

“Federalist #10”

“Federalist # 51”

“Federalist #16,17”

Themes: Confederation v. National Power, Regulation of Commerce, Funding Government, States’ Rights, Federalism

Abbreviated Content List:

Articles of Confederation	Necessary and Proper	Federalist Papers
Amending Process	Bill of Attainder	Anti-Federalist Papers
Virginia Plan	Direct Taxes	
New Jersey Plan	Ratification	
Great Compromise	Checks and Balances	
Federalism	Separation of Powers	
3/5 Compromise	John Locke	
Commerce Compromise	Montesquieu	
Ex post facto laws	Rousseau	
Bill of Rights	Articles	

Major Assignments and Evaluation: USA Yesterday, Shipwrecked simulation, Chunk the Junk Federalist/Anti-Federalist Chart, Jeopardy Review, Reading Quizzes Timed Multiple Choice Unit Exam

DBQ: The political movement which led to the writing of the Constitution of 1787 represented an attempted conservative counter-revolution against the excesses of democracy which threatened chaos under the liberal Articles of Confederation. The political battles over ratification which followed proposal of the new Constitution resulted in a governing document which compromised between the two extremes of position. Evaluate the validity of this statement.

FRQ: Evaluate whether the US Constitution creates a neutral, level playing field that mitigates the advantages of wealth.

Unit 4: The Evolving of Democracy

Readings: American Pageant chapters 11-15

“The Bank War”

“Women, Work, and Protest”

“As Long as Grass Grows or Water Runs”

Themes: Jeffersonian v. Jacksonian Democracy, Federalist control of the Court, Nationalism and the War of 1812, Strict v. Loose construction of the US Constitution, Reforming Society as a reaction to change, Content:

Abbreviated Content List:

Thomas Jefferson	Independent Treasury	American Temperance Movement
Andrew Jackson	Mexican War	Lucretia Mott
Elias Howe	Factory girls/Lowell	Hudson River School of Art
Mormons	54 40' or fight	“burned over district”
Nat Turner	All Mexico movement	Millerites
Samuel Slater	Santa Ana/ Alamo	Eaton Affair
Transportation revolution	Transcendentalism	Pet Banks
Webster-Ashburton Treaty	Ralph Waldo Emerson	“corrupt bargain”
Aroostook War	Henry David Thoreau	Second Party System
Wilmot Proviso	“Cult of True Womanhood”	Specie Circular

Major Assignments and Evaluation: Millhouse Mini-dramas, Debate on the Bank War (Inner Circle-Outer Circle), Do-It-Yourself DBQ, Supreme Court Cases Analysis, Sectionalism Simulation, War of 1812 Simulation, Reading Quizzes
Timed Multiple Choice Unit Exam

DBQ: Many great names in American history are closely connected with an idea or an event-George Washington and the Revolution, Abraham Lincoln and the Civil War, Martin Luther King Jr. and Civil Rights. Andrew Jackson’s name is tied very closely to democracy, but is it historically fair and accurate to do so?

FRQ: Assess the validity of the following statement. Andrew Jackson’s Indian policy represented a fundamental change from the Indian policies of previous US presidents.

Nine-Weeks Final Exam Chapters 1-15

Unit 5: Compromise Requires Two Sides

Readings: American Pageant chapters 16-19

“Slavery without Submission”

“Dred Scott v. Sanford”

Themes: National Interest v Sectionalism, SCOTUS upsets the balance, Manifest Destiny: an empire of states, Failure of Compromise, Slavery as a social and economic institution

Abbreviated Content List:

Abolition	John Sutter	Hinton Helper
Personal Liberty Laws	Oregon Trail	John Bell
36 30	Free Soil Party	Compromise of 1850
Popular sovereignty	Nashville Convention	Cotton gin
Republican Party	John Breckenridge	Buchanan and secession
John Brown	Crittenden Compromise	George Fitzhugh
New England Emigrant Society	Election 1860	<i>Ableman v. Booth</i>
Frederick Douglass	Freeport Doctrine	Sectionalism
Grimke Sisters	Lincoln-Douglas Debates	William Lloyd Garrison
“Bleeding Kansas”	Perry and Japan	Stephen A. Douglas

Major Assignments and Evaluation: Election Chart, Mexican War National Interest, Quest Quizzes Timed Multiple Choice Unit Exam

DBQ: What led to the Southern States to secede from the Union after the election of 1860?

FRQ: Assess the validity of the statement. The American Civil War was fought to end slavery.

Unit 6: Breaking and Reconstructing Humpty Dumpty

Readings: American Pageant chapters 20-22

“Failure of Reconstruction”

“The Other Civil War”

Themes: State Suicide v. 10%, The Failure of “King Cotton”, Lincoln’s foreign policy and the Emancipation Proclamation

Abbreviated Content List:

Copperheads	Cotton v wheat	Scalawags/carpetbaggers
Confederate Constitution	Monitor/Merrimac	Emancipation
		Proclamation
Bull Run	John C. Calhoun	Tenure of Office Act
Jefferson Davis	Kansas-Nebraska Act	Charles Sumner
Habeas corpus	Vicksburg, Gettysburg	Texas v. White
Draft/ draft riots	Ostend Manifesto	Ex parte Milligan
Clement L. Vallandigham	<i>Uncle Tom's Cabin</i>	10% Plan
Transcontinental railroad	Abraham Lincoln	"waving the bloody shirt"
Mobile Bay	Andrew Johnson	Panic of 1873
Border states	Black codes	Compromise of 1877

Major Assignments and Evaluation: Tennessee Secession Convention Simulation, Reconstruction Chart, Reading Quizzes Timed Multiple Choice Unit Exam

DBQ: Why did Congressional Reconstruction's attempt to ensure social and political gains for freed slaves fail?

FRQ: Explain why and how the role of the federal government changed as a result of the Civil War in respect to TWO of the following during the period 1861-1877.

- Race Relations
- Economic Development
- Westward Expansion

Unit 7: The Gilded Age and the World Stage

Readings: American Pageant chapters 23-27
"Robber Barons and Rebels"
"Social Darwinism"

Themes: Religion's reaction to a rapidly changing world, reactions to industrialization and urbanization, the closing of the West, the cycle of boom and busts, Populism's attempt to organize society, Immigration and Nativism

Abbreviated Content List:

KKK	extraterritoriality	Alfred Thayer Mahan
Tenements	Populism	James G. Blaine
Half-Breeds	Farmers' Alliance	Treaty of Paris 1898
Vertical/Horizontal	Sherman Silver Purchase	American Anti-Imperialist
Integration	Act	League
Standard Oil	James B. Weaver	Spanish-American War
Laissez-faire	"Cross of Gold" Speech	Philippines Insurrection
Jay Gould	Marcus Hanna	Elihu Root
Pools. Trusts	Homestead Act 1862	San Francisco School
		Incident
Chautauqua movement	Atlanta Compromise	Great White Fleet
Women's Suffrage	Bourbons or Redeemers	Panama Canal

Major Assignments and Evaluation: Building Trusts Simulation, RAFT Assignment, Caricature, Millhouse Mini-dramas, Assembly Line Simulation, Philosophy Chart, Border Activity, Reading Quizzes Timed Multiple Choice Unit Exam

DBQ: Explain the reasons for agrarian discontent and evaluate the validity of the farmers' complaints. 1983 DBQ

FRQ: During the period from 1865 to 1898, how did the economic/political elite

- contain the demands of blacks for equal rights.
- contain the demands of farmers for economic justice.
- respond to laborers desires for economic justice.

Unit 8: Progressivism: A Movement or?

Readings: American Pageant chapters 28-31

"5-Interpretations of Progressivism"

"Muckrakers"

"The Socialist Challenge"

Themes: Manifest Destiny crosses the Ocean, Attempts to rationalize and control capitalism, Charles Beard and the Constitution, Is Progressivism the legacy of Jacksonian democracy?, The Great War and Presidential power

Abbreviated Content List:

<i>The Octopus</i>	Jacob Riis	League of Nations
<i>Treason of the Senate</i>	Hepburn Act 1906	Zimmerman Note
W.H. Taft	Margaret Sanger	Lusitania/Sussex Pledge
16,17,18,19 th	Tammany Hall	Triple Entente/ Alliance
Amendments		
Elkins Act	Joe Cannon	Creel Committee
Russian Revolution	Bull Moose Party	Bernard Baruch
IWW	New Freedom	Eugene V. Debs
City manager plan	New Nationalism	Election of 1918
Jane Addams	Pancho Villa	Treaty of Versailles
Robert LaFollette	Collective security	“sick man of Europe”

Major Assignments and Evaluation: Square Deal Chart and Thesis, Taft/Wilson Chart and Thesis, Political Satire (Washington Follies), Muckrakers Packet, Debate on Lodge v. Wilson, Who Killed T. Roosevelt Simulation, Reading Quizzes Timed Multiple Choice Unit Exam

DBQ: Assess the validity of the following statement. Imperialism was the proper and legitimate policy for the United States to follow at the turn of the nineteenth century.

FRQ:

Unit 9: The Interwar Years of Boom, Bust, a New Deal and a New World War

Readings: American Pageant chapters 32-36
“Self-Help in Hard Times”

Themes: Big government for big problems, Return to Normalcy?, Alienation in literature as a reflection of society, How to deal with Europe and Japan, Fundamentalism as a reaction to the growth of mass consumption, Can depressions be avoided?

Abbreviated Content List:

Marcus Garvey	Liberty League	Japanese Relocation
Disarmament	Hatch Act	Nye Committee
Election 1928	Alphabet Agencies	Nazism
Coolidge	FDR critics	Smith Act
Babe Ruth, Jack	“bank holiday”	“lend-lease”
Dempsey		
Harlem Renaissance	<i>The Grapes of Wrath</i>	Holocaust
First New Deal	Second New Deal	Nuremberg Trials
Prohibition	“relief, recovery, reform	VOA
20’s Critics	Hawley-Smoot Tariff	Bretton Woods
		Conference
Scopes Trial	Bonus Army	WW II Conferences

Major Assignments and Evaluation: Stock Market Crash Simulation, Crash Web, ABC Book New Deal Agencies, New Deal Budget Simulation, Causes of WW II Simulation, Quest Quizzes Timed Multiple Choice Unit Exam

DBQ: To what extent did economic and political developments as well as assumptions about the nature of women affect the position of American women during the 1890-1925?

FRQ: Using Zinn’s *Self-Help in Hard Times* and your knowledge of the period, validate or refute the following statement. The more government does, the less people do to help themselves.

Unit 10: The Cold War or Life with a Bomb Shelter

Readings: American Pageant chapters 37-40
“The Unreported Resistance”
“From Rosie to Lucy”

Themes: Is nuclear war winnable, social conformity and the Red Scare, the myth of invincibility, institutions break and are rebuilt, Civil Rights movement

Abbreviated Content List:

Khrushchev	Fall of China	Civil Rights Act of 1964
Cuba	John Foster Dulles	<i>Miranda v. Arizona</i>
National Security Act	HUAC	<i>Gideon v. Wainwright</i>
OAS	CORE	<i>Baker v. Carr</i>
NATO	SNCC	Nuclear Test Ban Treaty
Iron Curtain	Montgomery Bus Boycott	Ho Chi Minh
Berlin Crisis	NAACP	Gulf of Tonkin Resolution
H-Bomb	Watts	Selma to Montgomery
U-2 Incident	White flight	Kent State
Sputnik	Senator Fulbright	My Lai

Major Assignments and Evaluation: Take-home DBQ, RAFT 1960s, Cold War Simulation, Questions from Rosie to Lucy, Civil Rights Simulation, Reading Quizzes, Timed Multiple Choice Unit Exam

DBQ: What were the Cold War fears of the American people in the aftermath of the Second World War? How successfully did the administration of President Dwight D. Eisenhower address these fears? 2001 DBQ

FRQ: Validate or invalidate the following statement: Opposition to the US government has been neither permanent nor systematic but highly volatile and sporadic.

Unit 11: A Conservative Revival

Readings: American Pageant chapters 41-42
“The Coming Revolt of the Guards”
“The 200 Election and the “War on Terrorism”
“The Clinton Presidency”

Themes: Limits, questions about collective security, blaming the left and the Great Society

Abbreviated Content List:

Ronald Reagan	“New Federalism”	Black Monday, 1987
Neo-Conservative	Richard Nixon	Deregulation
Religious Right	Watergate	“Teflon Presidency”
Moral Majority	SALT I	Iran-Iraq War
OPEC	Egypt-Israel Peace Treaty	Rev. Jerry Falwell
Jimmy Carter	Sandra Day O’Connor	Agent Orange
Panama Canal	The Imperial Presidency	“junk bonds”
Iran Hostage Crisis	“stagflation”	Reaganomics
Gerald Ford	Cesar Chavez	25 th Amendment
Forced busing	Tiananmen Square	Clean Air Act

Major Assignments and Evaluation: Reading Quizzes Timed Multiple Choice Unit Exam

DBQ: What values and beliefs have united Americans and define the United States and its purpose?

FRQ: Analyze Zinn’s critique of the Clinton’s presidency, “like other politicians, was more interested in electoral victory than social change.”

Post AP Exam Unit:

Student generated interpretive presentation. Student groups will create and present a presentation of a turning point event as seen from a nontraditional viewpoint. i.e. the Constitutional Convention from the viewpoint of a recent immigrant hired to clean the convention rooms or the reaction of customers in an airport restaurant to the assassination of Malcolm X.