

## Advanced Placement United States History

### Syllabus

#### Course Overview

Advanced Placement US History (APUSH) I and II is a two term college level course which is designed to give a student a thorough understanding of the development and history of the United States from the earliest period of unrecorded history to the present. Successful completion of the course requires skillful note taking skills, diligent reading and adequate comprehension of the text assigned, good oral presentation skills and an inward desire to excel in research, writing, and presentations.

#### Pre-requisites

While there are no formal pre-requisites for taking APUSH, it is helpful if a student has taken any honors history course available, or pre-APUSH and/or Honors English 10 and/or Honors English 9. Likewise, each student should complete the summer reading and essay in order to have a developmental knowledge of American politics and its effects on the history of the United States. Moreover, any student taking APUSH should have a love of history and an interest in learning more about the development of the United States.

#### AP Exam

In May each student enrolled in APUSH will have to opportunity to take the AP exam. The exam is scored on the scale of 1-5. A score of 5 is considered excellent, and is accepted by many colleges. Other colleges accept a 4 or 3, depending on the student's college choice. Scores of 1 or 2 are usually not accepted by colleges. Any student taking the AP exam may have some of the cost of the exam paid by the school system. Since the exam is so important, a primary focus of the class will be to prepare the student to take and successfully complete the APUSH exam.

#### Review Sessions

During the weeks prior to the AP exam date the instructor will offer several review sessions for the exam. Students are expected to attend three of these review sessions.

#### Exam Exemption

In order to be "exempt" from the final course exam in May a student must: 1) attend at least three review sessions, 2) take the APUSH exam.

\*Any student who does not attend three review sessions and does not take the APUSH exam forfeits the right to this extra exemption and must take the final course exam.

#### Instructional Activities

- Teacher lecture
- Student reading from textbook and other required readings
- Student note taking
- Student oral presentations
- Whole and small group discussions and presentations
- Research (via the Internet and other document sources)
- Essays (DBQ and FRQ)

#### Classroom materials

- Black/blue pens and/or #2 pencils
- Spiral 3 or 5 subject notebook
- Small 3 ring binder (not for class use)
- Folder (for class use)
- Internet access (home or off campus)

#### Required readings

- The Enduring Vision, 7th Edition, Boyer
- Atlas of United States History, Nystrom
- The Cost of Courage, Carl Elliott
- The Sting of the Wasp, Bill Grant
- The Declaration of Independence, Thomas Jefferson
- The United States Constitution, James Madison (and admendments)
- "Letter to Sarah Ballou," Major Sullivan Ballou
- A Diary from Dixie, (selections) Mary Chesnut

- A Century of Dishonor (excerpt), Helen Hunt Jackson
- “I Will Fight No More Forever,” Chief Joseph
- The Cross of Gold Speech, William Jennings Bryan
- Company K, (excerpts), William March
- “Influenza 1918” Jane Brox
- Dust Bowl Diary, (excerpts), Ann Marie Low
- Night, (excerpts), Elie Wiesel
- “Death of the Ball Turret Gunner,” Randal Jarrell
- Letter from the Birmingham Jail, Martin Luther King
- I Have A Dream Speech, Martin Luther King
- Dear America: Letters Home from Vietnam, (selections), Bernard Edelman
- Speaking My Mind: Ronald Reagan Selected Speeches (excerpts), Ronald Reagan

#### Expectations

- Students must display a good attitude and commitment to success in class.
- Students should expect to spend at least one hour per night on APUSH since the reading and work load is considerable.
- Students are expected to be in the classroom when the tardy bell rings.
- Students are expected to be prepared for class.
- Students must bring their planners to class each day.
- Students must be respectful toward their instructor and fellow classmates.
- Students are expected to be on an honor system, which means there will be no cheating, copying and/or plagiarism on essays, outside tests or homework. A grade of zero (0) will be assigned to anyone failing to live up to the honor code.
- Students should not bring food, gum or candy into the room.
- Students are not permitted to do text messaging or to make phone calls during class time.

## Grading Policy

Each student is graded using a point system. Basically, there are three grades: A, B, or C. If a student's grade falls below a B average, that student should "C me" and discuss a plan of action to improve his/her grade. Pre-exam average will count 75% of the grade for the 9 weeks. The 9 weeks exam will count for 25% of the average, as required by the school system. 2nd term the pre-exam average will be the student's average for the term for students attending the review sessions and taking the APUSH exam. Essays are graded in conjunction to the rubric used for scoring essays on the AP exam.

Grades are broken down into the following categories:

- Summer assignment = 100 pts.
- Unit and chapter tests = 100pts. each
- Map tests = 50pts.
- In-class or take home essays = 10 to 100pts. Each
- Oral in-class mini presentations = 20 to 50pts. Each
- Presidential project = 100pts.
- Graded daily or homework assignments = pts value will vary but not exceed 20pts.

## Essays

Students will write a minimum of ten essays during the course of the year, five per semester.

These essays will be graded based on the AP rubric as closely as possible. Essays are a major part of the class process. Essays are divided into two groups which are as follows:

- DBQ

The DBQ is a document based question. Short related documents are provided for students to analyze and provide interpretive analysis of historical events which are referenced in these documents, along with outside information the student has gleaned from the class. These essays are timed.

- FRQ

The FRQ is a free response question based on an historical event or time period. Students will provide interpretive analysis of these events and time periods and bring outside knowledge to the written discussion. These essays are timed.

## Chapter/Unit Tests

Along with essay construction, the chapter and unit tests are the “meat” of the course. Students must comprehend a large body of knowledge and attest to this knowledge through generating correct responses on these multiple choice tests.

#### Mid term and Final Exam

Students will take two mid term exams and one final exam. The school system also requires a pre and post test to be administered. These multiple choice tests will be comprehensive of material studied up to that point

#### Presentations and Projects

Except for the presidential project and Native American heritage project which are extremely important, projects and presentations are done by students primarily to supply outside information to other students and help other students in the class to come to a greater understanding of American history.

#### Presidential Project

Each student will complete a project based on the presidency of one United States President.

This project will include the major themes and events during the term(s) of office and how the nation and the world responded to these themes or events. This project must be made available to all members of the class through use of the class Facebook page or school website. These projects are extremely important as they will be used by all students to help interpret the presidency of each United States President. These presentations are due before the class begins to analyze and discuss the events of the time period during which the assigned President served. Late projects are penalized severely, and an untimely presentation may not be accepted for upload to the site at all. Students are urged to complete these projects as early as possible. The instructor will give reminders for students to stay on task with this project.

#### Oral class mini-presentations

Each student will be asked to present at least one mini-presentation during each unit of the course. These presentations will last no less than two minutes and no more than five minutes, and it may include a brief power point, music, art or other media. Only the highest quality presentation will be acceptable.

#### Pre-Columbian Native American cultural presentation

Each student will adopt a Native American tribe and/or culture and will make a presentation regarding that culture. This presentation will include the history and cultural identity of the Native American group assigned. Students may select extinct Native American tribes, Eastern cultures, Mesoamerican cultures and Plains Indian cultures.

#### Re-enactment Group Project\*

Following the AP exam each student will be assigned to a group for completion of a re-enactment and/or live history project. These projects will recreate a famous scene or event in American history which can be re-enacted in the classroom and within the guidelines of accepted school rules, regulations and dress code procedures. \*Post AP exam project.

#### In class Video

Only two video productions are used systematically with the class. These are as follows:

- America: The Story of US, the History Channel
- The Presidents: Lives and Legacies of the Leaders of the United States, the History Channel

#### Syllabus

Course syllabus is attached.

#### Honor Code

Each student is asked to sign the honor code for the class. Some tests and assignments will be take-home, so therefore honesty is essential for this class.

#### Instructor:

I have neither asked for nor received any unauthorized or additional help on this assignment, test, etc. I understand that this signed statement stays in effect for the duration of the course.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

## Parent and Student Signatures

We have read the attached syllabus and realize that AP United States History (APUSH) is a higher level class requiring much preparation and diligence. We commit ourselves to fostering a home environment which is conducive of learning, and we commit to making good choices in the use of time outside of class. We understand the honor code is significant and realize that the code remains in force for the entire year.

Parent(s) \_\_\_\_\_

Student: \_\_\_\_\_

Date: \_\_\_\_\_

A separate copy of this honor code is made available on the first day of class. Students and parents should retain a copy of this agreement for their records.

## AP Themes for the course

The primary theme of the course is change over time as explained through interpretive analysis of events in American history. The chronological presentation of the course material will enable the student to see other various themes that are necessary for complete understanding of the history of the United States. These themes will include:

- Displacement of Native cultures
- Colonization and expansion of cultures
- Economic transformations
- Race, gender and ethnic differences
- Immigration and demographic changes
- Regional development and differences
- War and conflict in American history
- Minority issues
- Slavery and its development and demise
- American economic cycles

- Development of political systems and parties
- Industrial and technological development and impact
- Reform movements
- Religious movements, beliefs and denominations
- Diplomacy in both internal and foreign affairs
- Globalization of American trends and culture

## Advanced Placement United States History

### Syllabus

#### Unit 1- PRE-COLUMBIAN, EXPLORATION AND COLONIAL AMERICA

4 weeks

#### Required Reading/Assignments/Presentations/Assessments

- The Enduring Vision, Boyer, Chapters 1, 2, 3 and 4
- Early American maps as supplied by instructor
- Native American culture power point presentation
- Colonial culture assignment/one society or three societies
- Oral class mini-presentation
- In-class multiple choice test(s)
- Map tests: exploration, colonies, Native American cultures
- Essay writing skills activity/key words and document analysis
- DBQ
- FRQ

## Unit Rationale and topics for analysis

Prior to the arrival of the European the cultures of Native American peoples flourished, but these societies declined and gave rise to the societies of the Europeans who grew to become uniquely Americans.

Exploration by major European powers; Mesoamerica; reciprocity and Native American economic systems; demise and resettlement of Native American cultures; English colonization; French colonization; Spanish Dutch and Swedish colonization; Triangular trade; Columbian Exchange; colonial social and political development; role of colonial women; growth of plantation systems and slave societies; growth of American cities; population growth and immigration; religious development; the Enlightenment and the Great Awakening

## Suggested Readings/Viewing

Some combination of these readings is strongly suggested by instructor, and analysis of these may enhance the ability to add outside information to responses to the DBQ and FRQ. Videos are only suggested for the learner who is more comfortable with visual presentation.

- The Scarlet Letter, Nathaniel Hawthorne
- The World of the Southern Indians, Virginia Pounds Brown/Laurella Owens
- In Search of DeSoto's Trail, Caleb Curren
- The Interesting Narrative of the Life of Olaudah Equiano ("Middle Passage"), Olaudah Equiano
- Sinners in the Hands of an Angry God, Jonathan Edwards
- The Crucible, Arthur Miller
- The Iroquois Constitution (copies supplied by instructor)
- The History of the Dividing Line ("Early Virginia Colonies"), William Byrd
- First Frontier(video), James H. Stone, director
- 1492: Conquest of Paradise, Ridley Scott
- Apocalypto, Mel Gibson
- Christopher Columbus: The Discovery, John Glen

## Unit 2 – AMERICAN REVOLUTIONARY PERIOD

2 ½ Weeks

### Required Reading/Assignments/Presentations/Assessments

- The Enduring Vision, Boyer, Chapters 5 and 6
- Colonial and Revolutionary period maps
- The Declaration of Independence, Thomas Jefferson, analysis worksheet
- Oral class mini-presentation
- In-class multiple choice test(s)
- Essay writing skills/interpretive analysis
- FRQ

### Unit Rationale and topics for analysis

Resistance and revolution, inevitable for the American colonies, resulted in the creation of a confederation of states and later a more formal constitutional government.

British economic policy; colonial governments; colonial conflict and inter-strife; impact of the French and Indian War and of other continued European conflicts; salutary neglect; anti-British political cartoons; seeds of rebellion; Stamp Act; Sugar Act; Stamp Act Congress; opening salvos; Declaration of Independence; role of women in rebellion and conflict; role of African-Americans in rebellion and conflict; Native American influences; strengths and weaknesses of both Great Britain and the American colonies; personalities of the American Revolution; founding of the American army, navy, and marines; Northern military campaigns; Southern military campaigns; naval campaigns; Articles of Confederation; struggle over constitutional ratification

### Suggested Readings/Viewing

Some combination of these readings is strongly suggested by instructor, and analysis of these may enhance the ability to add outside information to responses to the DBQ and FRQ. Videos are only suggested for the learner who is more comfortable with visual presentation.

- Letters from an American Farmer (Letter III: “What is an American”), Jean de Creveceour

- Letters from an American Farmer Letter XII: “Distresses of a Frontier Man”), Jean de Creveceour
- Speech in the Virginia Convention, Patrick Henry
- Letter to Governor George Clinton, George Washington
- “To His Excellence General Washington,” Phillis Wheatley
- The Last of the Mohicans, James Fenimore Cooper
- A Society of Patriotic Women of Edenton, North Carolina, R. Sayer and J. Bennett
- The Bloody Massacre Perpetrated in King Street, Boston March 5, 1770, P. Revere
- The Bastard: Kent Family Chronicles, John Jakes/film directed by Lee Katzin
- The Rebels: Kent Family Chronicles, John Jakes/film directed by Russ Mayberry
- The Patriot, Roland Emmerich
- John Paul Jones, John Farrow

### Unit 3 – LAUNCHING THE NEW REPUBLIC, 1788

-----

### TRANSFORMATION OF AMERICAN SOCIETY, 1840

2½ weeks

#### Required Reading/Assignments/Presentations/Assessments

- The Enduring Vision, Boyer, Chapters 7,8 and 9
- The United States Constitution, James Madison
- National maps/Louisiana Purchase
- Oral class mini presentation
- Political cartoon and satire analysis
- Journal in the style of Meriwether Lewis
- Presidential Project

- In-class multiple choice test(s)
- Map tests: states and territories
- DBQ
- FRQ

#### Unit Rationale and topics for analysis

During the late 1700's and early 1800's sectionalism grew in America as the national government increased its power and as the national government attempted to keep the country isolated from most world affairs.

Constitutional Convention; Federalism; Anti-Federalism; Constitutional government; Bill of Rights; Washington's administration; shaping the national government; American political party system; Hamilton's economic plan; Whiskey Rebellion; domestic and foreign policy; neutrality; free trade; Adams' administration; Jeffersonian Democracy; the Marshall court and cases; causes and effects of the War of 1812; Creek Civil War; Era of Good Feelings; industrial revolution; agricultural revolution; sectionalism

#### Suggested Readings/Viewing

Some combination of these readings is strongly suggested by instructor, and analysis of these may enhance the ability to add outside information to responses to the DBQ and FRQ. Videos are only suggested for the learner who is more comfortable with visual presentation.

- Journal of Lewis and Clark
- United States Constitution and Bill of Rights
- Tecumseh's Address to the Osages, 1811
- The War Nobody Won, Robert Leckie
- Articles of Agreement and Capitulation (Treaty of Fort Jackson), Andrew Jackson
- Alabama: A Documentary History to 1900, Lucille Griffith
- Alabama: History of a Deep South State, Leah Rawls Adkins
- "Old Ironsides," Oliver Wendell Holmes
- Woman in the 19th Century, Margaret Fuller
- The Pioneers, James Fenimore Cooper
- Moby-Dick, Herman Melville (selected chapters on whaling ships and whaling industry)

- Walden, Henry David Thoreau
- Self Reliance, Ralph Waldo Emerson
- Justice and Expediency, John Greenleaf Whittier
- “The Seekers: Kent Family Chronicles,” Sidney Hayers

#### Comprehensive 9 Week Exam

A multiple choice exam will be administered at this point, as required by the school system

### UNIT 4 – JACKSONIAN DEMOCRACY, CULTURAL CHANGES AND THE OLD SOUTH

3 weeks

#### Required Reading/Assignments/Presentations/Assessments

- The Enduring Vision Boyer, Chapters 10, 11, 12
- National maps
- Oral class mini presentation
- Political cartoon and satire analysis
- Presidential Project
- In-class multiple choice test(s)
- Map tests: states and territories
- FRQ

#### Unit Rationale and topics for analysis

Andrew Jackson became the most powerful American president up to his time, which was a period of cultural and political change and growing sectionalism of the old South.

Jacksonian Democracy; development of the political party system; third party politics; reform movements; changing role of women in society; advancements in science, industry, technology; slavery; plantation system; geographic and demographic growth; artistic development (music, literature and art); Romanticism vs. Realism; Native American relocation; nullification; executive branch vs. judicial branch; states rights

### Suggested Readings/Viewing

Some combination of these readings is strongly suggested by instructor, and analysis of these may enhance the ability to add outside information to responses to the DBQ and FRQ. Videos are only suggested for the learner who is more comfortable with visual presentation.

- American Lion: Andrew Jackson in the White House, Jon Meacham
- Andrew Jackson: His Life and Times, H.W. Brands
- Song of Hiawatha, Henry Wadsworth Longfellow
- The World of the Southern Indians, Virginia Pounds Brown/Laurella Owens
- “Monument Mountain,” William Cullen Bryant
- Poetry of Emily Dickinson, Emily Dickinson
- Gone with the Wind, Margaret Mitchell
- A Diary from Dixie, (selections) Mary Chesnut
- Uncle Tom’s Cabin, Harriet Beecher Stowe
- The Contenders: They Lost the Election..., “Henry Clay” C-SPAN

## UNIT 5 – MANIFEST DESTINY, SECTIONALISM AND CIVIL WAR

3 ½ weeks

### Required Reading/Assignments/Presentations/Assessments

- The Enduring Vision Boyer, Chapters 13, 14, 15
- “Letter to Sarah Ballou,” Major Sullivan Ballou
- A Diary from Dixie, (selections) Mary Chesnut

- National maps
- Oral class mini presentation
- Political cartoon and satire analysis
- Presidential Project
- In-class multiple choice test(s)
- Map tests: states and territories
- DBQ
- FRQ

#### Unit Rationale and topics for analysis

The United States' destiny of reaching coast to coast manifest itself during this time; however, the disagreement over the expansion of slavery led the sections of the country further and further apart leading to a civil war among the states, the most horrific of all American wars.

Immigration; population growth; Manifest Destiny; expansion of slavery; growth of sectionalism; Texas Independence; Texas annexation; Mexican-American War; Whig Party; growth of sectionalism; Wilmot Proviso; California gold rush; Oregon Trail; Compromise of 1850; Kansas-Nebraska Act; Popular Sovereignty; Know-Nothing Party; Republican Party; Lincoln-Douglas Debates; Dred Scott Decision; election of 1860; collapse of the Union; secession; Anaconda Plan; Western Theater; Eastern Theater; invasion of the South; Federal raids; northern and southern home fronts; role of women during the war; naval advancements; recruitment; Confederate Home Guard; advancements in military technology; major military personalities; brother against brother; Yank vs. Rebel; camera in war; the real America; Lincoln's vision; surrender; assassination of Lincoln; economic and social ramifications of the war

#### Suggested Readings/Viewing

Some combination of these readings is strongly suggested by instructor, and analysis of these may enhance the ability to add outside information to responses to the DBQ and FRQ. Videos are only suggested for the learner who is more comfortable with visual presentation.

- "The Devil and Daniel Webster," Stephen Vincent Bene t

- Incidents in the Life of a Slave Girl, Harriet A. Jacobs
- Alabama: A Documentary History to 1900, Lucille Griffith
- Born in Slavery: Slave Narratives from the Federal Writers Project 1936-1936, Library of Congress
- Gone with the Wind, Margaret Mitchell
- Killer Angels, Michael Shaara
- Memoirs of Robert E. Lee, Robert E. Lee, A.L. Long ed.
- Memoirs of Ulysses S. Grant, Ulysses S. Grant, Mary and William McFeely, eds.
- “Drum Taps,” Walt Whitman
- Glory, Edward Zwick
- The Rise and Fall of the Confederate Government, Jefferson Davis
- North and South, Paul Freeman
- The Blue and the Grey, Andrew McLaglen
- Gods and Generals, Ronald F. Maxwell
- Gettysburg, Ronald F. Maxwell

## UNIT 6 - RECONSTRUCTION

2 weeks

### Required Reading/Assignments/Presentations/Assessments

- The Enduring Vision Boyer, Chapter 16
- National maps/military districts of the South
- Oral class mini presentation
- Political cartoon and satire analysis
- Presidential Project

- In-class multiple choice test(s)
- Map tests: states and territories
- FRQ

#### Unit Rationale and topics for analysis

Although lenient in his attempts the reconstruction of the South took a radical direction as the Republican elements of Congress took control of the process, resulting in the ultimate failure of the reconstruction process.

Lincoln's Reconstruction Plan; oaths of allegiance; Radical Reconstruction; impeachment of Andrew Johnson; Philosophy and failure of reconstruction; military occupation of the South; Reconstruction governments; rise of the Ku Klux Klan; African-Americans and Reconstruction; Southern women; sharecropping; carpetbaggers and scalawags; consequences of Reconstruction; 13th, 14th and 15th amendments and implications for today; Grant Administration; Election of 1876; Compromise of 1877; the New South; focal change for the nation

#### Suggested Readings/Viewing

Some combination of these readings is strongly suggested by instructor, and analysis of these may enhance the ability to add outside information to responses to the DBQ and FRQ. Videos are only suggested for the learner who is more comfortable with visual presentation.

- The Contenders: They Lost the Election..., "James G. Blaine" C-SPAN
- The Lowest Animal, Mark Twain
- The Life and Times of Frederick Douglas, Frederick Douglas
- Alabama: A Documentary History to 1900, Lucille Griffith
- Alabama: History of a Deep South State, Leah Rawls Adkins

#### Final Exam

A final multiple choice term exam will be administered at this point.

#### Unit 7 – TAMING THE WILD WEST

1 week

### Required Reading/Assignments/Presentations/Assessments

- The Enduring Vision Boyer, Chapter 17
- A Century of Dishonor (excerpt), Helen Hunt Jackson
- “I Will Fight No More Forever,” Chief Joseph
- The Way to Rainy Mountain, excerpts, N. Scott Momaday
- National maps
- Oral class mini presentation/Western personality
- Political cartoon and satire analysis
- Presidential Project
- In-class multiple choice test
- Map tests: territory to statehood
- DBQ
- FRQ

### Unit Rationale and topics for analysis

Settlement of the West was inevitable for Americans as they continued to practice manifest destiny, and the Plains Indians were completely displaced as settlers sought gold, silver and usable routes for transcontinental railroad enterprises.

Migration; Republican philosophy regarding Indian territory; the “Wild” West; Indian wars; Native American assimilation; Mormonism; Buffalo soldiers; Exodusters; cattle frontier, women in the West; farmers and ranchers; cowboys; mining frontier and miners; immigration and labor; Transcontinental railroad

### Suggested readings and viewings

Some combination of these readings is strongly suggested by instructor, and analysis of these may enhance the ability to add outside information to responses to the DBQ and FRQ. Videos are only suggested for the learner who is more comfortable with visual presentation.

- A Century of Dishonor (excerpt), Helen Hunt Jackson
- Lakota Noon, Gregory Michno
- Bury My Heart at Wounded Knee, Dee Brown
- “To Build a Fire,” Jack London
- O Pioneers, Willa Cather
- “The Sculptor’s Funeral,” Willa Cather
- “The Story of an Hour,” Kate Chopin
- Son of the Morning Star: Life of General George Armstrong Custer, Mike Robe
- Far and Away, Ron Howard
- Hidalgo, Joe Johnston
- The Last Samurai, Edward Zwick
- The Great Indian Wars, Marlene Carabello
- The West, Ken Burns and Stephen Ives, PBS documentary

## UNIT 8 – THE GUILDED AGE, POPULISM, NEW IMPERIALISM

3 weeks

### Required Reading/Assignments/Presentations/Assessments

- The Enduring Vision Boyer, Chapter 18, 19, 20
- The Cross of Gold Speech, William Jennings Bryan
- Oral class mini presentation/Industrial magnet
- Political cartoon and satire analysis
- Presidential Project
- In-class multiple choice test(s)
- Map tests
- FRQ

## Unit Rationale and topics for analysis

The Gilded Age fostered the development of big business, social classes and a need for government intervention in the economic processes of big business and the protection of labor unions.

2nd industrial revolution; big business; rise of big business; robber barons; urbanization; industrial workers and early labor movements; role of technology; Social Gospel; Social Darwinism; the populist; Ellis Island and east coast immigration; Spanish-American War; Pacific expansionism and imperialism

## Suggested readings and viewings

Some combination of these readings is strongly suggested by instructor, and analysis of these may enhance the ability to add outside information to responses to the DBQ and FRQ. Videos are only suggested for the learner who is more comfortable with visual presentation.

- Continental Liar from the State of Maine: James G. Blaine, Neil Rolde
- A Godly Hero: The Life of William Jennings Bryan, Michael Kazin
- Biltmore Estate, Ellen Erwin Rickman
- The Jungle, Upton Sinclair
- The Gilded Age, Mark Twain
- The Lowest Animal, Mark Twain
- The Contenders: They Lost the Election... "William Jennings Bryan" C-Span
- Crucible of Empire: the Spanish-American War, PBS
- Inherit the Wind, Stanley Kramer
- The Origin of Species, Charles Darwin

## UNIT 9 – PROGRESSIVEISM AND WORLD WAR I

2 weeks

Required Reading/Assignments/Presentations/Assessments

- The Enduring Vision Boyer, Chapter 21, 22
- Company K, (excerpts), William March
- “Influenza 1918” Jane Brox
- Oral class mini presentation/Industrial barrons
- Political cartoon and satire analysis
- Presidential Project
- In-class multiple choice test(s)
- Map tests
- FRQ

#### Unit Rationale and topics for analysis

As the United States assumed a position of more direct involvement in world affairs a world war would result which would forever solidify America’s connection to and interest in the outcome of international conflicts.

Progressives and Progressiveism; new nationalism; new freedom; Roosevelt, Taft and Wilson administrations; revival of women’s suffrage movement; American socialism; labor disputes; tariff and banking reform; consumer protection; labor disputes and reform; causes of World War I; neutrality; eastern and western fronts; home front; suppression of dissent; boom times in industry and agriculture; Armistice; Treaty of Versailles ramifications

#### Suggested readings and viewings

Some combination of these readings is strongly suggested by instructor, and analysis of these may enhance the ability to add outside information to responses to the DBQ and FRQ. Videos are only suggested for the learner who is more comfortable with visual presentation.

- “Soldier’s Home,” Ernest Hemingway
- Spoon River Anthology, Edgar Lee Masters
- Collected Poems of Edwin Arlington Robinson, E.A. Robinson
- TR: An American Lion, David de Vries
- “We Wear the Mask,” Paul Laurence Dunbar
- Flyboys, Tony Bill
- The Contenders: They Lost the Election... “Charles Evans Hughes” C-Span

## UNIT 10 – THE “CALM” BETWEEN THE STORMS

2 weeks

### Required Reading/Assignments/Presentations/Assessments

- The Enduring Vision Boyer, Chapter 23, 24, 25/pp. 766-769
- Dust Bowl Diary, (excerpts), Ann Marie Low
- Oral class mini presentation/New Deal Policies
- Political cartoon and satire analysis
- Presidential Project
- In-class multiple choice test(s)
- Map tests
- DBQ
- FRQ

### Unit Rationale and topics for analysis

Between World War I and World War II the United States would experience a military calmness, but at the same time it would endure a storm of economic upheaval and change as the government became more involved in economic affairs.

Coolidge's return to normalcy; Red Scare; the lost generation; flappers; prohibition; Harlem Renaissance; social changes; arts and entertainment; popular culture; women's changing roles; changing government styles and involvement; Jim Crow Laws; society in conflict; Hoover administration; Stock Market Crash; Great Depression; New Deal; relief, recovery, reform; changing labor attitudes; Nationalism and the “good neighbor” policy; Nazism; attitude of neutrality

### Suggested readings and viewings

Some combination of these readings is strongly suggested by instructor, and analysis of these may enhance the ability to add outside information to responses to the DBQ and FRQ. Videos are only suggested for the learner who is more comfortable with visual presentation.

- The Great Gatsby, F. Scott Fitzgerald
- Light in August, William Faulkner
- Of Mice and Men, John Steinbeck
- The Grapes of Wrath, John Steinbeck
- “The Leader of the People,” John Steinbeck
- “A Rose for Emily,” William Faulkner
- The Worst Hard Time, Timothy Egan
- American Experience: The Dust Bowl, PBS
- The Contenders: They Lost the Election..., “Charles Evans Hughes,” C-Span
- The Contenders: They Lost the Election..., Wendell Wilkie,” C-SPAN

### Comprehensive 9 Week Exam

## UNIT 11 – WORLD WAR II and THE COLD WAR

2 weeks

### Required Reading/Assignments/Presentations/Assessments

- The Enduring Vision, Boyer, Chapters 25, (pp. 767-784), 26, 27
- The Sting of the Wasp, Bill Grant
- The Cost of Courage, Carl Elliott
- Night, (excerpts), Elie Wiesel
- “Death of the Ball Turret Gunner,” Randal Jarrell
- Oral class mini-presentation
- In-class multiple choice test(s)

- Map tests: WWII theaters; cold war stalemates
- Essay writing skills worksheets
- DBQ
- FRQ
- Practice AP exam skills

### Unit Rationale and topics for lecture and analysis

After its direct involvement in World War II, a war fought on two fronts, the United States was positioned to fight an inevitable “cold war” with the Communists, who although once an ally had become a chief adversary in the war to dominate the world.

US political and economic choices; from isolation to intervention; World War II/strategies and battles; African and European theaters; Pacific theater; Tuskegee Airmen; Japanese-American Internment; post war political, economic and social consequences; fragile peace; home front; changing role of women, minorities and labor; Holocaust and American/world reaction; establishment of Israel; Roosevelt’s declining years; Atomic bombs and nuclear retaliation; Truman foreign policy; Eisenhower foreign policy; iron and bamboo curtains; red scare; fair deal; Korean War; 1950’s America; baby boom; red scare(s) McCarthyism; GI Bill of Rights

### Suggested Readings/Viewing

Some combination of these readings is strongly suggested by instructor, and analysis of these may enhance the ability to add outside information to responses to the DBQ and FRQ. Videos are only suggested for the learner who is more comfortable with visual presentation.

- The Greatest Generation, Tom Brokaw
- With the Old Breed at Peleliu and Okinawa, Eugene Sledge
- Black Boy, Richard Wright
- Hugo Black, Roz Morris
- Notes of a Native Son, James Baldwin
- The Conscience of a Congressman: Tom Bevill, University of Alabama Documentary
- Saving Private Ryan, Steven Spielberg

- Band of Brothers, TV mini-series
- The Contenders: They Lost the Election but..., “Adlai Stevenson,” C-SPAN
- Hiroshima: “A Noiseless Flash,” John Hersey
- Patton, Franklin J. Schaffner
- Empire of the Sun, Steven Spielberg
- Sink the Bismarck, Lewis Gilbert
- Pearl Harbor, Michael Bay

## UNIT 12 – TURBULENCE AND CRISIS

2 weeks

### Required Reading/Assignments/Presentations/Assessments

- The Enduring Vision, Boyer, Chapters 28, 29
- The Cost of Courage, Carl Elliott
- Letter from the Birmingham Jail, Martin Luther King
- I Have A Dream Speech, Martin Luther King
- Dear America: Letters Home from Vietnam
- Oral class mini-presentation
- In-class multiple choice test(s)
- Map tests: WWII theaters; cold war stalemates
- Essay skills review
- DBQ
- FRQ
- Practice AP exam skills

## Unit Rationale and topics for lecture and analysis

Although a decade of civil rights protests, anti war protests and political scandals marked the United States for all posterity the country emerged only to become embroiled in more foreign, domestic and political turmoil.

Civil Rights Movement; liberalism; reform; political activism; Kennedy's New Frontier; assassination(s); Johnson's Great Society; Vietnam War; counterculture; Black nationalism; Middle East policy and war; welfare; radical technological advancements; economic issues; energy crisis; Nixon administration; Watergate; Ford and Carter administrations; me generation

## Suggested Readings/Viewing

Some combination of these readings is strongly suggested by instructor, and analysis of these may enhance the ability to add outside information to responses to the DBQ and FRQ. Videos are only suggested for the learner who is more comfortable with visual presentation.

- A Rumor of War, Philip Caputo
- Memoirs of Richard Nixon, Richard Nixon
- Letter from the Birmingham Jail, Martin Luther King
- I Have A Dream Speech, Martin Luther King
- Poetry of Nikki Giovanni
- Poetry of Gwendolyn Brooks
- George Wallace, Alice Yeager
- The Contenders: They Lost the Election but..., "George Wallace," C-SPAN
- The Contenders: They Lost the Election but..., "Hubert Humphrey." C-SPAN
- We Were Soldiers, Randall Wallace
- Platoon, Oliver Stone
- Apocalypse Now, Francis Ford Coppola

## UNIT 13 – CONSERVATIVE REVIVAL AND GLOBALIZATION

2 weeks

### Required Reading/Assignments/Presentations/Assessments

- The Enduring Vision, Boyer, Chapters 30, 31
- Speaking My Mind: Ronald Reagan Selected Speeches, Ronald Reagan
- Oral class mini-presentation
- In-class multiple choice test(s)
- Map tests: world map of American involvement
- Essay writing skills worksheets
- DBQ
- FRQ

### Unit Rationale and topics for lecture and analysis

Turmoil of the 1960's and 1970's led to a resurgence of conservatism in the 1980's and again in 2000, a period that has also given rise to America as a global policeman and a victim of terrorism.

Conservative cultural trends; economic disillusionment; Reagan, Bush and Bush administrations; AIDS and medical concerns; Clinton and Obama administrations; Clinton scandals; environment; terrorism; women's rights; minorities; legal and illegal immigration; a third world war(?); First and Second Gulf Wars; 9-11; Afghanistan; environmental issues; war for oil; devaluation of the US dollar; China; technological advancements; future prospects

### Suggested Readings/Viewing

Some combination of these readings is strongly suggested by instructor, and analysis of these may enhance the ability to add outside information to responses to the DBQ and FRQ. Videos are only suggested for the learner who is more comfortable with visual presentation.

- Made in America, Sam Walton

- Where Have all the Leaders Gone, Lee Iacocca
- In Search of Our Mothers' Gardens, Alice Walker
- 9-11, documentaries
- 1st Gulf War, Frontline, PBS
- Reagan Assassination Attempt, documentary, CNN
- The Contenders: The Lost the Election but..., "George McGovern," C-SPAN
- The Contenders: The Lost the Election but..., "Ross Perot," C-SPAN

## UNIT 14 – POST AP EXAM

3 weeks

### Required Reading/Assignments/Presentations/Assessments

- Re-enactment group project
- Current events readings
- Field trip
- Oral class mini-presentation/ "The American I Want to Be"
- Reflections
- Economics for life worksheets

### Unit Rationale and topics for lecture and analysis

After much study and emphasis on testing skills it is necessary to reflect on lessons learned; to decide what kind of American a student desires to become in life; and to enjoy some educational fieldtrip to a point of historical interest within the area.

### Final exam

A comprehensive final exam will be administered to any student who has not taken the AP exam or who failed to attend at least three review sessions.

AP US History

Cordle

1st Document Based Question (DBQ)

\*AP Score: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Block: \_\_\_\_\_

Analyze Native American societies from the period of 1400 through 1800 including social, religious and economic themes.

Use documents A-I in your analysis.

You may use a blank sheet for webbing or outlining. Complete your essay on lined paper and submit your completed essay folded inside this sheet with your name, today's date and block on the outside. Good luck.

### Grading scale for your essay

- |   |     |   |
|---|-----|---|
| A | 8-9 | Contains a clear, well-developed thesis<br>Develops the thesis with substantial and specific relevant historical information<br>Provides effective analysis<br>May contain minor errors that do not detract from the quality of the essay<br>Is well organized and well written |
| B | 5-7 | Contains a partially developed thesis   |
| C |     | Supports the thesis with some relevant and specific historical information<br>Provides some analysis<br>May contain errors that do not seriously detract from the quality of the essay<br>Has acceptable organization and writing   |
| D | 2-4 | Contains an undeveloped or unfocused thesis, or simply paraphrases the question<br>Provides minimal relevant information or lists facts with little or no application to the question<br>May contain major errors<br>May be poorly organized and/or written                     |
| F | 0-1 | Lacks a thesis or simply states the question  |

Demonstrates an incomplete or inappropriate response

Has little or no understanding of the question

Contains substantial grammatical or spelling errors

Is poorly organized and/or written

Refers to the documents as “documents”

\*AP is a protected trademark of the College Board. Use of this does not imply the College Board approves of this assignment.