

Advanced Placement United States History

The Mission of Hermon High School is to prepare students for personal success in college, work, and community.

Course Description:

This course is an in depth survey of the political, economic, social history of the United States from pre-colonial times to the present. In this course there is a strong focus on reading and interpreting primary source material as well as evaluating and discussing historical debates and the completion of independent research. Special attention will be paid to processing and breaking down materials in order to succeed on the Advanced Placement exam. Students will be expected to complete summer reading and work over breaks. Failure to complete the required summer reading assignments will result in the student being removed from the class. Students will be expected to read 15 – 20 pages of challenging material each night. Students will complete periodic writing assignments in addition to a major 10 page research project. In addition, students will be expected to learn and retain a large amount of factual information. A strong interest in history is recommended and students should be prepared to devote considerable time and energy to this class.

Course Objectives:

Students will:

master a broad body of historical knowledge

use historical data to support an argument or position

interpret data from various sources, (political cartoons, graphs, original documents, maps)

demonstrate an understanding of chronological reasoning, analysis, cause and effect, compare and contrast

work effectively with others to problem solve

prepare for and pass the AP U.S. History Exam

Course Themes:

Within this course, we will be addressing the following themes:

Identity – This theme focuses on the creation of an American national identity to the formation of individual identities through gender, class, race and ethnicity.

Work, Exchange, Technology – Investigating the development of American economies based on agriculture, commerce and manufacturing throughout American history, including the role of the

government and their affect on the working classes and American society.

Peopling – This theme focuses on the transformation of North America through immigration, migration and the slave trade. How have the ideas, beliefs, traditions, technologies, religions and gender roles that immigrants/migrants have brought with them impacted American society?

Environment and Geography – This theme looks at the interaction between man and his/her environment. How does climate, geography and the environment help to shape American society?

Ideas, Beliefs, and Culture – This theme examines the role that ideas, beliefs, religion, social mores and creativity have played in shaping American society, including attempts to change or reform parts of American society.

Politics and Power – This theme looks at the creation of American democracy, the balance between national, state and local governments. This includes the efforts of many to define individual rights, citizenship and liberty.

America in the World – This theme examines the origins of the United States, as well as the involvement of the United States on an international stage; from conflicts abroad to the U.S.'s ever changing role in the world.

Course Texts and Readings:

James A. Henretta, David Brody, and Lynn Dumenil. *America's History* 6th edition (Boston: Bedford/St. Martin's, 2008).*

Danzer, Gerald A. *Maps in Context, A Workbook for American History, Volume II: From 1865* (Boston: Bedford/St. Martin's, 2004).*

Fernlund, Kevin J. *Documents to Accompany America's History Volume II: Since 1865* (Boston: Bedford/St. Martin's, 2008)*

Kish, Jeanne M. *Colonization: 1521-1763* (Villa Maria: The Center for Learning, 2000)

Kish, Jeanne M. *Antebellum America and Civil War: 1840-1865* (Villa Maria: The Center for Learning, 2000)

Kish, Jeanne M. *America in Upheaval: The 1960's* (Villa Maria: The Center for Learning, 2000)

Norris, James A. *America in World War II: The 1940's* (Villa Maria: The Center for Learning, 2000)

Schoales, Gary Parker. *America's Turn to the Right: The 1980's* (Villa Maria: The Center for Learning, 2005)

Smith, Darren D. *Consensus and Conformity: The 1950's* (Villa Maria: The Center for Learning, 2000)

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*, 5th edition (Boston: Bedford St. Martin's, 2007)

Menzin, Marion, Courtney Podraza, and Shawn Alexander. *The Bedford Glossary for U.S. History* (Boston: Bedford/St. Martin's, 2007)

Mann, Charles C. 1491: New Revelations of the Americas before Columbus (New York: Random House, 2005)*

Philbrook, Nathaniel. Mayflower: A Story of Courage, Community and War (Viking Penguin, 2006)*

Yazawa, Melvin. Documents to Accompany America's History Volume I: to 1877 (Boston: Bedford/St. Martin's, 2008)*

Students have access to a variety of AP-level textbooks

Various articles and handouts

*Each student has their own copy of these resources

Course Outline:

Unit 1: The Creation of American Society, 1450 - 1751

Chapters 1-4, America's History(AH)

Objectives:

A. Europeans Meet Early Americans

- ➊ Pre-Columbian Societies in the Americas
- ➋ Effects of the Renaissance on exploration
- ➌ Early Spanish, French and English colonization efforts
- ➍ Mercantilism and its application through Navigation Acts and Triangular Trade Routes

B. Settling of the thirteen English Colonies

- ➊ Use of primary documents to compare and contrast Jamestown and Plymouth
- ➋ Key terms, events, places and people instrumental in the development of the thirteen colonies
- ➌ Effects of the "Glorious Revolution" in England on the colonies

C. Regional Comparisons

- ➊ Factors that shape New England, Middle Atlantic and Southern Colonies, including:
 - a. labor
 - b. constitutional government
 - c. religion
 - d. geography

Create a chart illustrating differences of each region

2. Discussion: Was the Civil War predictable based on these regional differences established during colonial times?

D. Learning the process of doing the DBQ's

- ➊ Group activity using Wethersfield, CN DBQ
- ➋ Process essays: focus on 1993 DBQ New England v. Chesapeake

Unit 2: Revolutionary America 1751 - 1783

Chapters 5 & 6, AH

Objectives:

A. French and Indian War

- 🌐 Key Causes, events, results
- 🌐 Effects of this war on colonists, British and French
- 🌐 Group activity using 2004 DBQ Effects of French and Indian War

B. The American Revolution

- 🌐 Key causes, including role of propaganda (political cartoons, broadsides, paintings) and the role of civil disobedience
- 🌐 Declaration of Independence analysis
- 🌐 Key persons and events of the war
- 🌐 Treaty of Paris, 1783

C. Effects of the American Revolution

Unit 3: United States Constitution

Chapters 7-9, AH

Objectives:

A. Historical Foundations of Constitutional government in the United States

(Magna Carta, Roman and Greek contributions, English Petition of Rights and Bill of Rights, Locke and Montesquieu, colonial experiences)

B. Articles of Confederation and the Constitutional Convention

- 🌐 Strengths and weaknesses of the government under the Articles of Confederation
- 🌐 Purpose, major conflicts, and compromises of the Constitutional Convention of 1787
- 🌐 Federalists vs Antifederalists debates

C. Key Elements of the United States Constitution

- 🌐 Role of national, state and local governments in our federal system, including history of voter participation
- 🌐 Delegated powers of each branch
- 🌐 Other powers: reserved and implied; also denied
- 🌐 Checks and balances throughout history
- 🌐 Amendment process and key amendments, especially Bill of Rights

Unit 4: Application of the Constitution: Washington through John Q. Adams

Chapters 7, 9 & 10, AH

Objective:

A. Federalists Presidents 1789 – 1801

1. Key issues faced by Washington and Adams

2. Differences between two early political groups, Federalists and Democratic-Republicans
 3. Theory of nullification and its application in Kentucky and Virginia Resolutions
- B. Democratic-Republican Administrations 1801-1825
1. Key issues faced by Jefferson, Madison and Monroe (Chart)
 2. Causes, major event and results of the war of 1812
 3. Early constitutional issues faced by Jefferson and early rulings of John Marshall
 4. Era of Good Feelings and the accuracy of the term for the period 1817 – 1825
2002 DBQ Form B: Era of Good Feelings and the emergence of nationalism and sectionalism
 5. Approaches to foreign policy by Jefferson, Madison and Monroe
- C. John Quincy Adams, the Election of 1824, and the reemergence of political parties
1. Analysis of the Election of 1824 and its resulting effects
 2. Election of 1828

Unit 5: Westward Movement throughout the 19th Century

Chapters 11 & 16, AH

Objectives:

- A. Manifest Destiny and the Acquisition of Land
1. Concept of Manifest Destiny and Americans interpretation of it to fit their claims to the West
 2. Acquisition of land, 1803-1853: Map activity
 3. Causes, major events and results of the Mexican War
 4. Development of sectional conflict connected to spread of slavery and power in Congress
- B. Railroads connect the East to the West
1. Positive and negative effects connected to the development of transportation, especially railroads, in settlement of the West
 2. Effects of the railroad and settlement of the West on the Native Americans, including but not limited to: Indian Removal Act, destruction of the buffalo, the Dawes Act, and key battles

Unit 6: Jacksonian Democracy, Economic Transformations, and Social Developments pre Civil War

Chapters 11-13, AH

Objectives:

- A. Jacksonian Democracy
1. Personality of Jackson and the era called “Jacksonian Democracy”
(in class activity using 1990 DBQ Jacksonian Democracy 1830's)
 2. Jackson and the economy, especially the bank war and tariff crisis
 3. Native American policy and its effects, including clash with the Supreme Court

(1980 DBQ Jackson and the Cherokee Removal 1830's)

4. Rise of the Whig Party and its effects
- B. Economic Transformations and Regional Divisions
 1. Northern, Southern and Midwestern economies develop differently
 2. Factors that impact development and distribution of textiles in the northeast and cotton in the south
 3. Issues: Slavery and its spread, tariff, admittance of new states, internal improvements at federal expense
 4. Compromises and their intent: 1820, 1830, 1850, Kansas-Nebraska Act 1854
- C. Reform Movements pre Civil War
 1. Key reform movements that impact the country, especially anti-slavery and women's rights
 1. Analysis of accomplishments of reform movements and whether they extended democracy

Unit 7: Sectionalism, the Civil War and Reconstruction

Chapters 14-15, AH

Objectives:

- A. Causes of the Civil War
 1. Analysis of key issues: Compromises of 1820 and 1850; Kansas-Nebraska Act, including Dred Scott Case, Fugitive Slave Act
 2. Research (1982 DBQ) John Brown's Raid, Uncle Tom's Cabin
 3. Role of states rights in causing the Civil War
- B. The War Itself
 1. Key individuals (Lincoln, Chamberlain, Lee, Davis), strategies, battles and their importance
 2. Purpose and content of the Emancipation Proclamation and Gettysburg Address
 3. Role of African-Americans and women in this war
- C. Reconstruction through Plessy v Ferguson
 1. Key aspects of reconstruction, 1865-1866 and 1867-1877
 2. Economic, political and social effects of reconstruction on the North, the South, and the African-American
 3. Plessy v Ferguson upholds Jim Crow laws

Unit 8: The Industrial Revolution, and the Progressive Movement

Chapters 17-20, AH

Objectives:

- A. Industrialization and its effects
 1. identify factors of production (land, labor and capital) and how they were used in the rise of the United States to the #1 industrial nation in the world by 1900
 2. explain the theory of the “American Dream” and its validity in post Civil War America

3. describe the positive and negative effects of industrialization
 4. analyze the role of immigrants in the development of the United States, particularly in the late 19th century
- B. Native American Status, 1830-1890
1. explain the key elements of U.S. Native American policy during the 19th century, including but not limited to: Indian Removal Act 1830, Worcester v. Georgia, Dawes Severalty Act, and key battles
 2. describe assimilation efforts of private groups as seen through Indian Boarding Schools in Carlisle
- C. The Progressive Movement
1. identify causes, leaders, methods and results of major reform movements of late 19th-early 20th centuries (business reform, government reform, labor reform, agricultural reform, environmental reform, urban infrastructure reform, women suffrage)
 2. evaluate the role of Presidents Theodore Roosevelt, William H. Taft, and Woodrow Wilson
 3. evaluate the role of muckrakers
 4. debate the degree of success of the Progressive Movement in correcting the problems of the time period.

Unit 9: American Imperialism, World War I and Versailles

Chapters 21 & 22, AH

Objectives:

A. Imperialism

1. explain imperialism and give examples of world-wide imperialism at the end of the 19th century;
2. analyze United States' imperialism during this period of time and discuss whether or not it was a continuation of earlier manifest destiny;
3. explain the causes, major events and results of the Spanish-American War and the expansion of the Monroe Doctrine;
4. debate the question of whether or not the United States should have annexed Hawaii and/or the Philippine Islands

B. World War I and Versailles (Theme: War and Diplomacy)

1. explain the causes of World War I and the reasons why the United States entered the war;
2. identify the major events and results of the war, particularly as they relate to United States involvement;
3. analyze the Fourteen Points, the Versailles Conference and Treaty, and the reasons why the treaty was rejected by the United States Senate.

Unit 10: The Roaring Twenties leads to the Great Depression and the

New Deal

Chapters 23 & 24, AH

Objectives:

A. The “Roaring Twenties”

1. explain “nativism” as it relates to prejudice, racism, the Red Scare, immigration restriction, the Sacco-Vanzetti Case, the revival of the KKK, and the term WASP;
2. identify social changes that occurred in the 1920's, including the Harlem Renaissance, the changing role of women, new forms of entertainment, religion v. science, and the effects of Prohibition;
3. Research Zora Neale Hurston and Langston Hughes

B. Causes of the Depression

1. identify business activity of the 1920's and 1930's, including: government attitude toward business, new businesses, increase in consumer goods and credit buying, and transportation and communication advances
2. identify and explain key causes of the Depression and reactions of President Hoover to the depression; 1984 DBQ Hoover v. Roosevelt, special focus on Document C and Document E

C. The New Deal

1. identify major New Deal programs, who they attempted to help, how they attempted to help, and results of these measures;
2. identify and analyze the changing role of government in the United States economic system.

Unit 11: Causes, major events and results of World War II

Chapter 25, AH

Objectives:

A. Causes and major events of World War II

1. explain the causes of the war in Europe and the United States' reaction to it as seen through legislative action and President Roosevelt's actions;
2. identify major events during the war and evaluate their significance;
3. analyze major events on the home front, especially the role of women and the internment of the Japanese

B. Results of World War II

1. explain the major conferences of World War II, especially the Yalta Conference and its results;
2. analyze the changing world picture, including the balance of power, at the end of World War II
3. explain major domestic results of the war in the United States
4. 1988 DBQ as debate

Unit 12: Post World War II: Foreign and Domestic Issues with Truman and Eisenhower

Chapters 26-27, AH

Objectives:

- A. Review results of World War II
 - 1. explain the Yalta Conference and its results
 - 2. describe the changing world picture, including balance of power, at the end of World War II
 - 3. 2006 DBQ Form B
- B. The Cold War from Truman to Eisenhower
 - 1. explains the causes of the Cold War and identify specific examples of how the United States responded to the threat of communism during the Truman years;
 - 2. explain how the Eisenhower administration adapted Truman's policies;
 - 3. analyze the reaction of the American people to the Cold War, including but not limited to, Joseph McCarthy; political cartoon activity
 - 4. debate the successes and failures of containing the spread of communism prior to 1961.
- C. Social and Cultural Issues of the 1940's and 1950's
 - 1. describe major social events of the 1950's, especially the beginning of the Civil Rights Movement, demographic changes such as the move to suburbia, and the reemergence of the “cult of domesticity”;
 - 2. describe major cultural events of the 1950's, including the impact of television and the emergence of rock and roll.

Unit 13: United States Foreign and Domestic Policies from 1961 to 1981

Chapters 28 – 29, AH

Objectives:

- A. Foreign Policy
 - 1. trace major Cold War developments during the Kennedy and Johnson years, including the Cuban revolution and the Vietnam War
 - 2. analyze United States' foreign policy developments from Nixon through Carter, including detente, the Paris Peace Accords, Camp David Accords and the Iranian hostage situation
- B. Domestic Policy 1950's
 - 1. identify and describe the major domestic issues that occurred during the presidencies of Kennedy and Johnson, including but not limited to: reform movement for African-Americans and women; the antiwar movement; and the hippie movement;
 - 2. identify and describe the reform legislation passed during the Johnson administration;
 - 3. analyze the Election of 1968 and its significance;
 - 4. Chart of Kennedy, Johnson, and Nixon
 - 5. describe major economic, cultural and social events of the 1960's and the 1970's,

- especially the decision in *Roe v. Wade* and the resulting controversy;
6. explain what happened at Watergate, its results, and how it changed the political landscape of the country.

Unit 14: United States Foreign and Domestic Policies from 1981 to the present

Chapters 30-32, AH

Objectives:

A. Foreign policy

1. analyze the causes leading to the fall of communism and its effects throughout the world as it impacts the United States;
2. identify other key foreign policy issues of the period and analyze the methods used to resolve these issues;
3. analyze the major causes, events and current status of the war on terror since 9/11/01;
4. analyze the situation in the Middle East as it relates to the United States foreign policy.

B. Domestic issues: Reagan and Bush

1. describe Reaganomics and its impact on the country;
2. explain the differences between Keynesian economics and supply-side or trickle down economics;
3. describe and account for the early rise of conservatism in the United States during the 1980's and the early 1990's;
4. describe major cultural and social events of the 1980's and the early 1990's.

C. Domestic Issues from Clinton to the present

1. describe major economic, cultural and social events of the 1990's and the early 21st century;
2. explain the positions of the major political parties on key issues, including but not limited to the government's role in the economy, health care, and education;
3. explain the use of the checks and balances system during the previous twenty years.

Unit 15: Review for the A.P. U.S. History Exam

The review period will utilize the student card files, multiple choice quizzes taken from past A.P. exams, and the processing of DBQ's related to each Card file unit. The class will work as a group to break down the DBQ, and create an outline to answer it.

Upon completion of the exam, the class will focus on completing their research papers, culminating with the presentation of research projects.