

# AP United States History (APUSH) Course Syllabus 2017-2018

## Instructor

Alona Whitebird, Southmoore High School Social Studies Department

- BA in History Education, 2016, University of Central Oklahoma.
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- Information available on [my school website](#).
- Daily Schedule:

8:20 to 9:17	United States History
9:22 to 10:22	AP United States History
10:27 to 11:24	Plan
11:29 to 12:26	AP United States History
12:26 to 1:06	Lunch
1:11 to 2:08	AP United States History
2:14 to 3:11	United States History

\*Ms. Whitebird is available outside of class time by appointment.

## Course Description

APUSH is a challenging course which is designed to provide students with the skills and factual knowledge necessary to critically analyze the problems and issues in U.S. History. APUSH prepares students for intermediate and advanced level college courses by making demands upon them equivalent to those made by full-year (two semesters) introductory level college courses. Students will learn to assess historic materials and to evaluate the evidence and interpretations presented in historic scholarship. APUSH will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present such conclusions in a persuasive essay. Students must be able to draw upon factual knowledge in order to exercise analytic skills intelligently. Solid reading and writing skills, along with a willingness to devote considerable time to independent reading, homework, and study are necessary to succeed.

In APUSH students can earn up to six hours of college credit. College credit is determined both by the score the student earns on the national AP Exam (given on May 11, 2018) and by individual university policies. Students and parents should understand that the focus of this course is success on the AP Exam and that all students, whether or not they intend to take the AP Exam, will be required to meet all expectations of the course. APUSH will also prepare students for Oklahoma's End-of-Instruction (EOI) Exam in "United States History: 1878 to the Present".

## Course Readings

### Textbooks

- Keene, Jennifer D., Saul Cornell, and Edward T. O'Donnell. *Visions of America: A History of the United States*. Oklahoma Edition (hardback binding of 2<sup>nd</sup> ed.). Boston: Pearson, 2014. (primary text checked out to students for at home readings)

- Boyer, Paul S., Clifford E. Clark, Jr., Joseph F. Kett, Neal Salisbury, Harvard Sitkoff, and Nancy Woloch. *The Enduring Vision: A History of the American People*. 6<sup>th</sup> ed. Boston: Houghton Mifflin, 2008. (single room set for student use within class)

### **Primary Source Readers**

- Bender, David L., pub. *Opposing Viewpoints in American History*. 1<sup>st</sup> ed. 2 vols. San Diego, CA: Greenhaven Press, Inc., 1996.
- Kennedy, David M. and Thomas A. Bailey. *The American Spirit*. 11<sup>th</sup> ed. 2 vols. Boston: Houghton Mifflin Company, 2006.

### **Secondary Source Readers**

- Oates, Stephen B. and Charles J. Errico. *Portrait of America*. 9<sup>th</sup> ed. 2 vols. Boston: Houghton Mifflin Company, 2007.

### **Novels**

- Shaara, Michael. *The Killer Angels*. New York: Ballantine Books, 1974.
- Sinclair, Upton. *The Jungle*. 1906. Ed. Paul Negri. Mineola, New York: Dover Publications, Incorporated, 2001.

### **Other appropriate readings as selected by the teacher**

## **Historical Thinking Skills**

Throughout the course, APUSH will equip students to think and explore like historians. While such skills are vital for success in APUSH and other “history” courses, these skills enhance students’ abilities to analyze information in a wide-range of other settings. The primary historical thinking skills on which will focus in APUSH are:

1. **Historical Causation**: proficient students should be able to:
  - a. compare causes and/or effects, including between short- and long-term effects
  - b. analyze and evaluate the interaction of multiple causes and/or effects
  - c. assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect
2. **Patterns of Continuity and Change over Time**: proficient students should be able to:
  - a. analyze and evaluate historical patterns of continuity and change over time
  - b. connect patterns of continuity and change over time to larger historical processes or themes
3. **Periodization**: proficient students should be able to:
  - a. explain ways that historical events and processes can be organized within blocks of time
  - b. analyze and evaluate competing models of periodization of U.S. history
4. **Comparison**: proficient students should be able to:
  - a. compare related historical developments and processes across place, time, and/or different societies or within one society
  - b. explain and evaluate multiple and differing perspectives on a given historical phenomenon
5. **Contextualization**: proficient students should be able to:
  - a. explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time
  - b. explain and evaluate ways in which a phenomenon, event, or process connects to other, similar historical phenomena across time and place
6. **Historical Argumentation**: proficient students should be able to:
  - a. analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence
  - b. construct convincing interpretations through analysis of disparate, relevant historical evidence
  - c. evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments
7. **Appropriate Use of Relevant Historical Evidence**: proficient students should be able to:

- a. analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered
  - b. based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions
8. **Interpretation:** proficient students should be able to:
- a. analyze diverse historical interpretations
  - b. evaluate how historians' perspectives influence their interpretations and how models of historical interpretation change over time
9. **Synthesis:** proficient students should be able to:
- a. combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past
  - b. apply insights about the past to other historical contexts or circumstances, including the present

## **Thematic Learning Objectives**

To help focus student understanding of major historical issues and developments and to recognize broad trends and process within United States History, seven key themes will be used throughout the course.

1. **American and National Identity (NAT):**
  - a. How did ideas like democracy, freedom, & individualism shape the development of cultural values, political institutions, & what it means to be an "American"?
  - b. How did interpretations of the Constitution & debates over rights, liberties, & citizenship affect American values, politics, & society?
  - c. How have ideas about national identity changed in response to international conflicts & the expansion of American territory?
  - d. How do the relationships & experiences of different regional, social, ethnic, & racial groups relate to American national identity?
2. **Work, Exchange, and Technology (WXT):**
  - a. How have different labor systems developed in North America & the United States? How have they effected workers' lives & U.S. society?
  - b. How have patterns of exchange, markets, & private enterprise developed? How have federal, state, & local governments responded to economic issues?
  - c. How has technological innovation affected economic development & society?
3. **Migration and Settlement (MIG):**
  - a. What were the causes of migration to colonial North America and, later, the United States? How has immigration affected U.S. society?
  - b. What are the causes of internal migration & settlement patterns in the United States? How has migration affected American life?
4. **Politics and Power (POL):**
  - a. How & why have political ideas, beliefs, institutions, party systems, & alignments developed & changed?
  - b. How have popular movements, reform efforts, and activist groups sought to change American society & political or economic institutions?
  - c. How have different beliefs about the federal government's role in U.S. social & economic life affected political debates & policies?
5. **America in the World (WOR):**
  - a. How has cultural interaction, cooperation, competition, and conflict between empires, nations, and people groups influenced political, economic, and social developments within North America?
  - b. What are the reasons for and the results of U.S. diplomatic, economic, & military initiatives in North America & overseas?
6. **Geography and the Environment (GEO):**
  - a. How have geographic & environmental factors shaped the development of various communities?
  - b. How has competition for & debates over natural resources affected both interactions among different groups & the development of governmental policies?
7. **Culture and Society (CUL):**
  - a. How have religious groups & ideas affected American society & political life?

- b. How have artistic, philosophical, & scientific ideas developed & shaped society & institutions?
- c. How have ideas about women’s rights & gender roles affected society & politics?
- d. How have different group identities, including racial, ethnic, class, & regional identities, emerged & changed over time?

## Course Outline

Throughout each time period of study, APUSH will make use of appropriate textbook and other supplementary readings, primary and secondary source documents, and a variety of both in and out of class activities to develop the themes and historic thinking skills noted above.

Beginning of First Semester - August 18, 2017		
<b>Unit One: Early Contacts Among Groups in North America</b>		
Time Period: 1491-1607	5% of AP Exam	7 class days
<b>Readings:</b> <ul style="list-style-type: none"> <li>● <i>Visions of America:</i> <ul style="list-style-type: none"> <li>○ Chapter 1: People in Motion</li> </ul> </li> <li>● <i>Enduring Vision:</i> <ul style="list-style-type: none"> <li>○ Chapter 1: Native Peoples of America</li> <li>○ Chapter 2: The Rise of the Atlantic World</li> </ul> </li> <li>● Primary Sources: <ul style="list-style-type: none"> <li>○ <i>American Spirit:</i> <ul style="list-style-type: none"> <li>▪ “New World Beginnings”</li> </ul> </li> </ul> </li> <li>● Secondary Sources: <ul style="list-style-type: none"> <li>○ “1491” (<i>Atlantic Monthly</i>, March 2002)</li> <li>○ <i>Portrait of America:</i> <ul style="list-style-type: none"> <li>▪ #1: “The American Holocaust: Columbus and the Conquest of the New World”</li> </ul> </li> </ul> </li> <li>● <i>Other readings as selected by teacher</i></li> </ul>	<b>Thematic Essential Questions:</b> <ul style="list-style-type: none"> <li>● NAT: How did the identities of colonizing and indigenous societies change as a result of contact in the Americas?</li> <li>● WXT: How did the Columbian Exchange affect interaction between Europeans and natives and among indigenous societies in North America?</li> <li>● MIG: Where did different groups settle in the Americas (pre-contact) and how and why did they move to and within the Americas (post contact)?</li> <li>● POL: How did Spain’s early entry into colonization in the Caribbean and Latin America shape European and American developments in the colonial era?</li> <li>● WOR: How did European attempts to dominate the Americas shape relations between American Indians, Europeans, and Africans?</li> <li>● GEO: How did pre-contact populations of North America relate to their environments? How did contact with Europeans and Africans change these relations in North America?</li> <li>● CUL: How did cultural contact challenge the religious and other value systems of peoples from the Americas, Africa, and Europe?</li> </ul> <b>Major Topics:</b> <ul style="list-style-type: none"> <li>● Life in North America prior to &amp; at the time of European exploration</li> <li>● American Indian, European, &amp; African cultural experiences</li> <li>● motivation of exploration</li> </ul>	
<b>Unit Two: North American Societies in the Context of the Atlantic World</b>		
Time Period: 1607-1754	10% of AP Exam	13 class days
<b>Readings:</b> <ul style="list-style-type: none"> <li>● <i>Visions of America:</i> <ul style="list-style-type: none"> <li>○ Chapter 2: Models of Settlement</li> <li>○ Chapter 3: Growth, Slavery, and Conflict</li> </ul> </li> <li>● <i>Enduring Vision:</i> <ul style="list-style-type: none"> <li>○ Chapter 2: The Rise of the Atlantic World</li> <li>○ Chapter 3: The Emergence of Colonial</li> </ul> </li> </ul>	<b>Themes:</b> <ul style="list-style-type: none"> <li>● NAT: What were the chief similarities and differences among the development of English, Spanish, Dutch and French colonies in America?</li> <li>● WXT: How did distinct economic systems, including based on indentured servitude and African slaves, develop in British North America?</li> </ul>	

- Societies
  - o Chapter 4: The Bonds of Empire
- Primary Sources:
  - o *Opposing Viewpoints*:
    - “National/Economic v. Puritan Reasons for Colonizing America”
    - “Bacon’s Rebellion: Justified Revolution or Treasonous Insurrection?”
    - “The Salem Witch Trials”
    - “The Great Awakening: Religious Revival or Zealotry?”
  - o *American Spirit*:
    - “The Planting of English America”
    - “Settling the Northern Colonies”
    - “American Life in the Seventeenth Century”
    - “The Duel for North America”
- Secondary Sources:
  - o *Portrait of America*:
    - #2: “From These Beginnings”
    - #3: “Black People in a White People’s Country”
- *Other readings as selected by teacher*

- What was their effect on emerging cultural and regional differences?
  - MIG: Why did various colonists go to the New World? How did the increasing integration of the Atlantic world affect the movement of peoples between its different regions?
  - POL: In what ways did the British government seek to exert control over its American colonies in the 17<sup>th</sup> and 18<sup>th</sup> centuries?
  - WOR: How did the competition between European empires around the world affect relations among the various peoples in North America?
  - GEO: How and why did the English North American colonies develop into distinct regions?
  - CUL: How did the expansion of cultural contact that took place with permanent colonization alter conditions in North America and affect intellectual and religious life, the growth of trade, and the shape of political institutions?

Major Topics:

- differences/similarities of New England, Chesapeake, & South
- indentured servitude & race-based slavery
- impact of Bacon’s Rebellion, Enlightenment, Great Awakening, & Mercantilism

**Unit Three: Birth of a New Nation and Struggle for Identity**

Time Period: 1754-1800

12% of AP Exam

17 class days

Readings:

- *Visions of America*:
  - o Chapter 3: Growth, Slavery, and Conflict
  - o Chapter 4: Revolutionary America
  - o Chapter 5: A Virtuous Republic
  - o Chapter 6: The New Republic
- *Enduring Vision*:
  - o Chapter 5: Roads to Revolution
  - o Chapter 6: Securing Independence, Defining Nationhood
  - o Chapter 7: Launching the New Republic
- Primary Sources:
  - o *Declaration of Independence*
  - o *Constitution*
  - o *Opposing Viewpoints*:
    - “Is Parliament Abusing Rights of American?”
    - “Best Form of Government: Republic or Popular Democracy?”
    - “Ratifying the Constitution”
    - “The National Bank”
    - “The Alien & Sedition Acts”
  - o *American Spirit*:
    - “Colonial Society on the Eve of Revolution”
    - “The Duel for North America”
    - “The Road to Revolution”

Themes:

- NAT: How did different social group identities evolve during the revolutionary struggle? How did leaders of the new United States attempt to form a national identity?
- WXT: How did the newly independent United States attempt to formulate a national economy?
- MIG: How did the revolutionary struggle and its aftermath reorient relations with American Indians and affect subsequent population movements?
- POL: How did the ideology behind the revolution affect power relationships among different ethnic, racial, and social groups?
- WOR: How did the revolution become an international conflict involving competing European and American powers?
- GEO: How did the geographical and environmental characteristics of regions opened for settlement after 1763 affect their subsequent development?
- CUL: Why did the patriot cause spread so quickly among the colonists after 1763? How did the republican ideals of the revolutionary cause affect the nation’s political culture after independence?

Major Topics:

- Anglo-French wars & post war policies leading to imperial rupture

- “America Secedes from the Empire”
- “The Confederation and the Constitution”
- “Launching the New Ship of state”
- Secondary Sources:
  - *Evangeline* (epic poem)
  - *Portrait of America*:
    - #7: “John Adams and the Coming of the Revolution”
    - #8: “Thomas Jefferson and the Meanings of Liberty”
    - #9: “Miracle at Philadelphia”
    - #10: “The Greatness of George Washington”
    - #11: “The Personal Side of a Developing People”
- *Other readings as selected by teacher*
- unity from Albany Plan, Common Sense, & Continental Congress(es)
- advance/stifle of liberty & equality in Revolution era
- Articles of Confederation & shift to Constitution
- efforts and rationales of Federalists and Anti-Federalists
- development of two-party system
- strict versus loose interpretation of the Constitution
- status of women/ethnic minorities in new republic

#### Unit Four: Growing Pains of the New Republic

Time Period: 1800-1848

10% of AP Exam

14 class days

##### Readings:

- *Visions of America*:
  - Chapter 7: Jeffersonian America
  - Chapter 8: Democrats and Whigs
  - Chapter 9: Workers, Farmers, and Slaves
  - Chapter 10: Revivalism, Reform, and Artistic Renaissance
- *Enduring Vision*:
  - Chapter 8: Jeffersonianism and the Era of Good Feelings
  - Chapter 9: The Transformation of American Society
  - Chapter 10: Democratic Politics, Religious Revival, and Reform
  - Chapter 11: Technology, Culture, and Everyday Life
- Primary Sources:
  - *Opposing Viewpoints*:
    - “The Louisiana Purchase”
    - “Federal Government Supremacy”
    - “Should Indians be Moved West?”
    - “Do Immigrants Endanger America?”
  - *American Spirit*:
    - “The Triumphs and Travails of the Jeffersonian Republic”
    - “The Second War for Independence and the Upsurge of Nationalism”
    - “The Rise of Mass Democracy”
    - “The Ferment of Reform and Culture”
- Secondary Sources:
  - *Portrait of America*:
    - #13: “The Duel”
    - #14: “The Great Chief Justice”
    - #15: “The Fires of Jubilee: Nat Turner’s Fierce Rebellion”
    - #16: “I Will Be Heard!”: William Lloyd

##### Themes:

- NAT: How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?
- WXT: How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of relationships between workers and employers? How did the continuing dominance of agriculture and the slave system affect Southern social, political, and economic life?
- MIG: How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities?
- POL: How did the growth of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy, affect political life and discourse?
- WOR: How did the United States use diplomatic and economic means to project its power into the western hemisphere? How did foreign governments and individuals describe and react to the new American nation?
- GEO: How did environmental and geographic factors affect the development of sectional economics and identities?
- CUL: How did the idea of democratization shape and reflect American arts, literature, ideals, and culture?

##### Major Topics:

- status of women/ethnic minorities in new republic
- Jefferson & public expenditures, judiciary, & the West
- War of 1812’s influence on domestic & foreign policies

- Garrison and the Struggle Against Slavery”
  - #17: “Andrew Jackson: Flamboyant Hero of the Common Man”
  - #19: “The Erie Canal: The Waterway That Shaped a Great Nation”
  - #20: “Camelot on the Merrimack”
  - #21: “The Trail of Tears”

● *Other readings as selected by teacher*

- influence of transportation & industrial developments
- expansion of democracy & 2<sup>nd</sup> party system under Jackson
- challenges to federal authority
- impact of religious & reform movements
- response of authors/artists to technological, economic, social progress

### Unit Five: Expansion, Regional Separation, the Civil and Its Aftermath

Time Period: 1844-1877

13% of AP Exam

19 class days

**Readings:**

- *Visions of America:*
  - Chapter 11: To Overspread the Continent
  - Chapter 12: Slavery and Sectionalism
  - Chapter 13: A Nation Torn Apart
  - Chapter 14: Now That We Are Free
  - Chapter 15: Conflict and Conquest
- *Enduring Vision:*
  - Chapter 12: The Old South and Slavery
  - Chapter 13: Immigration, Expansion, and Sectional Conflict
  - Chapter 14: From Compromise to Secession
  - Chapter 15: Crucible of Freedom: Civil War
  - Chapter 16: The Crisis of Reconstruction
  - Chapter 17: The Transformation of the Trans-Mississippian West
- Primary Sources:
  - *Opposing Viewpoints:*
    - “Purpose of the Mexican War”
    - “Morality of Slavery”
    - “Legality of Secession”
    - “Civil War to End Slavery”
    - “Post-Slavery Segregation”
  - *American Spirit:*
    - “The South and the Slavery Controversy”
    - “Manifest Destiny and Its Legacy”
    - “Renewing the Sectional Struggle”
    - “Drifting Toward Disunion”
    - “Girding for War: The North and the South”
    - “The Furnace of Civil War”
    - “The Ordeal of Reconstruction”
- Secondary Sources:
  - *Portrait of America:*
    - #22 “Women and Their Families on the Overland Trails”
    - #24: “Let My People Go: Harriet Tubman and the Underground Railroad”
    - #25: “John Brown: The Father of American Terrorism”
    - #26: “Lincoln’s Journey to Emancipation”
    - #27: “The Ravages of War”
    - #30 (end of volume 1): “The Checkered

**Themes:**

- NAT: How did migration to the United States change popular ideas of American identity and citizenship as well as regional and racial identities? How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout the mid-19<sup>th</sup> century?
- WXT: How did the maturing of Northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877?
- MIG: How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities and the West?
- POL: Why did attempts at compromise before the Civil War fail to prevent the conflict? To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships?
- WOR: How was the American conflict over slavery part of larger global events?
- GEO: How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West?
- CUL: How did the doctrine of Manifest Destiny affect debates over territorial expansion and the Mexican War? How did the Civil War shape Americans’ beliefs about equality, democracy, and national destiny?

**Major Topics:**

- social division of southern whites
- development of distinct slave culture
- impact of antebellum immigration
- westward expansion & sectional party conflict
- justifications of pro- & anti- slavery arguments
- influence of Compromise of 1850, Kansas-Nebraska Act & election of 1860
- differences/similarities of North/South in Civil War
- impact of African-Americans & Emancipation on Civil War’s outcome
- influence of Civil War on political, social, economic, & sectional characteristics

- History of the Great Fourteenth Amendment”
  - #3 (start of volume 2): “Sitting Bull and the Sioux Resistance”
- *The Killer Angels* (novel)
- *Other readings as selected by teacher*
- various plans for Reconstruction & era’s impact
- agricultural, social, & political policies to recreate “slavery” in South
- factors leading to end of Reconstruction
- impact of railroad, mining, ranching, Homestead Act, & federal Indian policy
- impact of Westward settlement on women/ethnic groups & conservation

**End of First Semester—Semester Exams—December 19 & 20, 2017**  
**Beginning of Second Semester—January 3, 2018**

**Unit Six: Industrialization, Urbanization, and Cultural Transformation**

Time Period: 1865-1898 13% of AP Exam 18 days

**Readings:**

- *Visions of America:*
  - Chapter 16: Wonder and Woe
  - Chapter 17: Becoming a Modern Society
- *Enduring Vision:*
  - Chapter 18: The Rise of Industrial America
  - Chapter 19: Immigration, Urbanization, and Everyday Life
  - Chapter 20: Politics and Expansion in an Industrializing Age
- Primary Sources:
  - *Opposing Viewpoints:*
    - “Chinese Immigration”
    - “Do Concentrations of Wealth Harm or Help America?”
    - “Role of Labor Unions”
  - *American Spirit:*
    - “Political Paralysis in the Gilded Age”
    - “Industry Comes of Age”
    - “America Moves to the City”
    - “The Great West and the Agricultural Revolution”
- Secondary Sources:
  - *Portrait of America:*
    - #5: “The Master of Steel: Andrew Carnegie”
    - #7: “A Little Milk, A Little Honey: Jewish Immigrants to New York City”
- *The Jungle* (novel)
- *Other readings as selected by teacher*

**Themes:**

- NAT: How did the rapid influx of immigrants from parts of the world other than northern and western Europe affect debates about American national identity?
- WXT: How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of working people?
- MIG: How and why did the sources of migration to the United States change dramatically at the end of the 19<sup>th</sup> century?
- POL: How did the political culture of the Gilded Age reflect the emergence of new corporate power? Why did challenges to this power fail?
- WOR: How did the search for new global markets affect American foreign policy and territorial ambitions?
- GEO: In what ways and to what extent was the West opened for further settlement through connection to Eastern political, financial and transportation systems?
- CUL: How did artistic and intellectual movements both reflect and challenge the emerging corporate power?

**Major Topics:**

- technological innovations & business practices impact industrial production
- changing nature of “work”, growth of corporations, immigrants, and labor
- influence of federal policy on corporate world
- Industrial Revolution & conflicting social ideologies
- economic, social, & political factors shaping city changes
- agrarian culture
- issues of discontent in national policies

**Unit Seven: Domestic and Global Challenges and the Creation of Mass Culture**

Time Period: 1890-1945 17% of AP Exam 24 days

**Readings:**

- *Visions of America:*
  - Chapter 18: Creating a Democratic Paradise
  - Chapter 19: Imperial America

**Themes:**

- NAT: How did continuing debates over immigration and assimilation reflect changing ideal of national and ethnic identity? How did



- o Chapter 20: The Great War
  - o Chapter 21: A Turbulent Decade
  - o Chapter 22: A New Deal for America
  - o Chapter 23: World War II
  - *Enduring Vision:*
    - o Chapter 20: Politics and Expansion in an Industrializing Age
    - o Chapter 21: The Progressive Era
    - o Chapter 22: Global Involvements and World War I
    - o Chapter 23: The 1920s: Coping with Change
    - o Chapter 24: The Great Depression and the New Deal
    - o Chapter 25: Americans and a World in Crisis
  - Primary Sources:
    - o *Opposing Viewpoints:*
      - “Booker T. Washington v. W.E.B. Du Bois”
      - “America and the Philippines”
      - “World War I and Freedom of Speech”
      - “U.S. Membership in League of Nations”
      - “Do Immigrants Harm American Society?”
      - “The New Deal”
      - “Lend-Lease Aid to Britain”
      - “Japanese Internment Justified?”
    - o *American Spirit:*
      - “Progressivism and the Republican Roosevelt”
      - “Wilsonian Progressivism at Home and Abroad”
      - “The War to End War”
      - “American Life in the ‘Roaring Twenties’”
      - “The Politics of Boom and Bust”
      - “The Great Depression and the New Deal”
      - “Franklin D. Roosevelt and the Shadow of War”
      - “America in World War II”
  - Secondary Sources:
    - o *Portrait of America:*
      - #8: “The Lady Versus Goliath: Ida Tarbell Takes on Standard Oil Co.”
      - #9: “America’s First Southeast Asian War: The Philippine Insurrection”
      - #10: “Theodore Roosevelt, President”
      - #11: “African Americans and the Quest for Civil Rights
      - #12: “Suffragists’ Storm Over Washington”
      - #14: “Henry Ford: Symbol of an Age”
      - #15: “Justice Denied: The Trial of Sacco and Vanzetti”
      - #16: “Under Hoover, the Shame and Misery Deepened”
- class identities change in the first half of the 20<sup>th</sup> century?
  - WXT: How did Progressive movements for political and economic reform take shape and how effective were they in achieving their goals?
  - MIG: Why did public attitudes towards immigration become negative following World War I? How and why did people migrate within the U.S. between the world wars?
  - POL: How did reformist ideals change as they were taken up by reformers in different time periods? Why did opposition emerge to various reform programs?
  - WOR: Why did U.S. leaders decide to become involved in global conflicts such as the Spanish American War, World War I, and World War II? How did debates over intervention reflect public views of America’s role in the world?
  - GEO: Why did reformers seek for the government to wrest control of the environment and national resources from commercial interests?
  - CUL: How did modern cultural values evolve in response to developments in technology? How did debates over the role of women in public life reflect changing social realities?
- Major Topics:
- progressive reform at local, state, & national levels
  - involvement & success of women in reform movements
  - concerns of African-Americans addressed by government & reform organizations
  - late 1800s expansionist pressures
  - neutrality shifting to involvement in World War I
  - home front climate, especially for women and ethnic minorities
  - Treaty of Versailles as “vindication” of U.S. involvement in World War I
  - economic development of 1920s, “mass culture” & consumer economy
  - social & political ideology of Harding, Coolidge, & Hoover
  - developments contributing to cultural creativity & social tension
  - factors contributing to & political/social effects of Stock Market Crash & Great Depression
  - economic, social, & political theories of FDR’s New Deal
  - extent that New Deal was embraced by political Left & Right
  - U.S. response to rise of fascism & militarism in 1930s
  - Military & economic mobilization for war
  - neutrality shifting to US involvement in World War II
  - effects of World War II on US geographic regions

- #17: “Government in Action: FDR and the Early New Deal”
- Portrait #19: “America and the Holocaust”
- #20: “The Biggest Decision: Why We Had to Drop the Atomic Bomb”
- *The Jungle* (novel)
- *Other readings as selected by teacher*

- & women/ethnic minorities
- federal efforts to protect home front from internal & external threats
- short & long term Allied goals, especially as expressed at wartime conferences

### Unit Eight: Increasing Prosperity and Global Responsibility After World War II

Timer Period: 1945-1980

15% of AP Exam

21 days

**Readings:**

- *Visions of America:*
  - Chapter 25: In a Land of Plenty
  - Chapter 26: A Nation Divided
  - Chapter 27: A Decade of Discord
  - Chapter 28: Righting a Nation Adrift
- *Enduring Vision:*
  - Chapter 26: The Cold War Abroad and at Home
  - Chapter 27: America at Midcentury
  - Chapter 28: The Liberal Era
  - Chapter 29: A time of Upheaval
  - Chapter 30: Conservative Resurgence, Economic Woes, Foreign Challenges
- Primary Sources:
  - *Opposing Viewpoints:*
    - “Relationship with the Soviets”
    - “Segregation in Public Schools”
    - “Dream v. Nightmare: The Suburbs”
    - “Actions in Vietnam Justified?”
    - “Equal Rights Amendment”
  - *American Spirit:*
    - “The Cold War Begins”
    - “The Eisenhower Era”
    - “The Stormy Sixties”
    - “The Stalemated Seventies”
- Secondary Sources:
  - *Portrait of America:*
    - #22: “Harry Truman: ‘One Tough Son-of-a-Bitch of a Man’”
    - #23: “Eisenhower and Kennedy: Contrasting Presidencies in a Fearful World”
    - #24: “Lyndon Johnson and the Nightmare of Vietnam”
    - #25: “Trumpet of Conscience: Martin Luther King Jr.”
    - #26: “Betty Friedan Destroys the Myth of the Happy Housewife”
    - #27: “‘I Have Never Been a Quitter’: A Portrait of Richard Nixon”
    - #28: “How the Seventies Changed America”
- *Other readings as selected by teacher*

**Themes:**

- NAT: How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups in American society? How did American involvement in the Cold War affect debates over American national identity?
- WXT: How did the rise of American manufacturing and global economic dominance in the post-World War II era affect standards of living among and opportunities for different social groups?
- MIG: How did the growth of migration to and within the United States influence demographic changes and social attitudes in the nation?
- POL: How did the changing fortunes of liberalism and conservatism during the Cold War affect broader aspects of social and political power?
- WOR: Why did Americans endorse a new engagement in international affairs during the Cold War? How did this belief change over time in response to particular events?
- GEO: Why did public concern about the state of the natural environment grow during this period and what major changes in public policy did this create?
- CUL: How did changes in popular culture reflect or cause changes in social attitudes? How did the reaction to these changes affect political and public debates?

**Major Topics:**

- short & long term Allied goals, especially as expressed at wartime conferences
- postwar policies of US & USSR contribute to Cold War
- effectiveness of Truman’s containment policies
- domestic & international factors leading to Red Scare & reaction of Americans
- effectiveness of Eisenhower’s foreign policy changes
- objectives/successes/failures of those seeking social/economic/political equality in 1950s
- accuracy of 1950s’ image as age of conservatism & conformity
- advancements in science, technology, and medicine

- effectiveness of New Frontier & Great Society at meeting objectives
- effectiveness of JFK's & LBJ's foreign policies at containing communism
- 1960s as decade of political protest & cultural insurgency
- 1968 as turning point in postwar American life
- Nixon's term in light of policies in Vietnam & China as well as Watergate
- economic challenges of the 1970s

### Unit Nine: Globalization and Redefining National Identity

Time Period: 1980-Today

5% of AP Exam

7 days

#### Readings:

- *Visions of America:*
  - Chapter 28: Righting a Nation Adrift
  - Chapter 29: Building a New World Order
- *Enduring Vision:*
  - Chapter 30: Conservative Resurgence, Economic Woes, Foreign Challenges
  - Chapter 31: Beyond the Cold War: Charting a New Course
  - Chapter 32: Global Dangers, Global Challenges
- Primary Sources:
  - *Opposing Viewpoints:*
    - "Carter, Reagan, and American Identity"
    - "U.S. Triumphant in Cold War?"
  - *American Spirit:*
    - "The Resurgence of Conservatism"
    - "America Confronts the Post-Cold War Era"
    - "The American People Face a New Century"
- Secondary Sources:
  - *Portrait of America:*
    - #29: "Reagan: His Place in History"
    - #30: "Some Lessons from the Cold War"
    - #32: "The Lessons of September 11"
- *Other readings as selected by teacher*

#### Themes:

- NAT: How did demographic and economic changes in American society affect popular debates over American national identity?
- WXT: How did the shift to a global economy affect American economic life? How did scientific and technological developments in the late 20<sup>th</sup> and early 21<sup>st</sup> centuries change how Americans lived and worked?
- MIG: How did increased migration raise questions about American identity and affect the nation demographically, culturally, and politically?
- POL: How successful were conservatives in achieving their goals? To what extent did liberalism remain influential politically and culturally?
- WOR: How did the end of the Cold War affect American foreign policy? How did the terrorist attacks of September 11, 2001 impact America's role in the world?
- GEO: How did debates over climate change and energy policy affect broader social and political movements?
- CUL: How did technological and scientific innovations in areas such as electronics, biology, medicine, and communications affect society, popular culture, and public discourse? How did a more demographically diverse population shape popular culture?

#### Major Topics:

- economic changes of the 1980s
- impact of key themes of Reagan's political ideology upon New Right
- political compromise and conflict during Clinton, GW Bush, and Obama eras
- War on Terror: Afghanistan & Iraq
- Global environmental concerns

**Review all Nine Units in Preparation for AP Exam on May 11, 2018**

**AP United States History Exam—May 11, 2018**

**End of Second Semester—Semester Exams—May 22 & 23, 2018**

## Course Assignments and Activities

### Activities:

Numerous strategies will be used in class to assist students in developing factual knowledge. Lectures, discussions, debates, and various small group collaborative activities will be used to deepen students' understanding of concepts gained through the required overnight readings. Significant time will also be used to develop students' abilities to analyze primary and secondary historic sources as well as to organize historic information into various thematic categories for evaluative purposes. Relevant excerpts from documentaries and movies will be used to help enhance students understanding of the key concepts, locations, and historical eras addressed in the course (any video shown is for educational and not entertainment purposes).

### Readings:

Linked on Ms. Whitebird's school website is a calendar of all required overnight readings; students are expected to have that day's reading assignment completed by the time they arrive in class. Assigned overnight readings will come primarily from *Visions of America* (Visions) and *The Portrait of America* (Portrait). All additional readings noted on the reading calendar will be linked on Ms. Whitebird's school website.

### Reading Homework:

1. Visions: For each assigned portion of reading from Visions it is **STRONGLY** recommended that students complete, in their own individual handwriting (not typed/photocopied), a **PASTIME** history analysis chart (**P**olitics/Power, **A**merica in the World, **S**ociety/Culture, **T**echnology/Work/Exchange, **I**ntity, **M**igration/Settlement, and **E**nvironment/Geography) for that portion of text reading. Reading quizzes and many in class activities will draw directly from this information and the PASTIME charts will prove invaluable to student success on these quizzes and activities.
  - a. Students need to be prepared for a reading quiz covering each portion of reading from Visions. The exact dates of reading quizzes will NOT be announced ahead of time; therefore students are expected to consistently read and to be prepared for the potential of having a reading quiz. On those occasions when a reading quiz is held, students will be able to use their personal PASTIME chart for that day's reading assignment.
2. Portrait: Reading assignments from Portrait are accompanied by a series of short answer questions at the conclusion of the selection; students are to provide detailed written responses for these questions and to turn them in at the beginning of class on the day they are due.

In class activities, including lectures and discussion, cannot provide you with all of the content information you will need to be successful within APUSH. **IT IS IMPERATIVE** that all students keep up with the reading assignments. If you allow yourself to get behind it will have a negative impact upon your success in the class as well as a negative impact upon classmates during collaborative work. Reading for APUSH is NOT an option if you desire success!

### Short Answer Questions:

One of the portions of the College Board's AP Exam will include four short answer questions. "Short Answer" does not imply simplistic one or two word nor even single sentence responses. Short answer questions will be presented in multiple parts and will require at least one well-developed and cohesive paragraph to collectively answer each part of the question. Multiple opportunities will be made throughout the course to provide students with the historical analysis skills necessary for success on these short answer questions. Two of the regular opportunities for such practice will include 1) the written responses to the "short" answer questions at the conclusion of each reading passage in the

Portrait homework reading assignments and 2) the written responses to the short answer questions at the conclusion of the themed primary source document sets within the *American Spirit* reader for in class assignments.

### **Essays:**

APUSH will help students develop the skills necessary to arrive at conclusions based upon an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The two primary styles of essays addressed in APUSH are the Long Essays and the Document Based Questions (DBQ). The Long Essay is an analytic and persuasive essay in which students 1) formulate a thesis statement which presents an argument on a given topic and 2) defend their chosen argument by evaluating historical content within the body of their essay. The DBQ is similar to the Long Essay but the prompt is also accompanied by a series of historic documents to assist students in defending their chosen argument. Essays will be scored based upon the appropriate rubric developed by the College Board (linked on Ms. Whitebird's webpage). Both DBQs and Long Essays will be regularly scheduled throughout the course with multiple essays being written during each unit of study.

### **Study Guides:**

For each unit of study, a comprehensive study guide (linked on Ms. Whitebird's webpage) will be provided which will contain a list of people, events, and other important terminology with which students need to be familiar. While these are not collected for a grade, students should be very familiar with the topics.

### **Tests:**

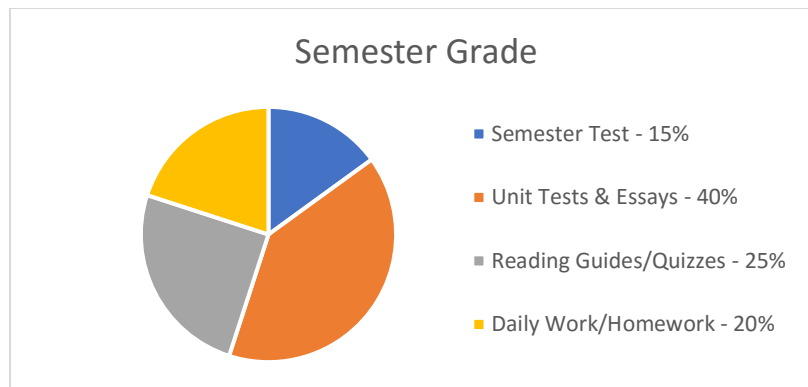
At the conclusion of each unit of study, students will be given a unit test. Unit tests will be primarily multiple choice questions in the style students will see on the College Board's AP Exam: sets of two to six questions linked via a common stimulus (reading passage, picture, chart/graph, etc.). Such multiple choice questions are NOT designed to be "reading comprehension" questions and, thus, students must be ready to show the knowledge they have developed within the unit of study. Unit tests may also include Short Answer, DBQ, and/or Long Essay portions as appropriate. Additional required tests will include semester exams and the Oklahoma EOI Exam. The College Board's AP Exam is optional but strongly recommended.

### **Inclement Weather:**

Oklahoma's weather can, at times, create occasions when school must be unexpectedly closed. This is especially true during winter ice storms. Students should understand that loss of classroom time due to such weather related closing does not change the date of the College Board's AP Exam; MPS cannot change this date. As such, students **MUST** continue to keep up with the reading calendar despite school being closed. Dates on the calendar must remain intact so as to keep up the pace to prepare you for this high stakes exam. If we miss a unit test day, it will be made up on the next school day in session.

## **Grading Policy**

Each assignment will be appropriately placed into one of the following categories: Homework Reading Assessments, In-Class Activities, Essays & Tests, and Semester Test. Each category will be weighted as follows to determine the student's overall grade:



The weighing for the semester exam is part of SHS’s Social Studies Departmental policy. Letter grades, based on MPS School Board Policy are determined as follows:

A = 90 to 100%

B = 80 to 89.99%

C = 70 to 79.99%

D = 60 to 69.99%

F = 59.99% and below

\*Extra credit will be offered from time to time to the full class (not simply to individual students); extra credit, however, should not be considered as a substitute for regular class work.

### Original Work

It is expected that all work submitted by each student will be his/her own work. In the event that an assignment has been specifically noted as a group project each student must productively contribute to the group’s product. Any form of cheating (giving OR receiving any form of assistance not specifically authorized by the teacher) and any form of plagiarism (unauthorized and/or undocumented use, even in part, of another person’s work, whether directly quoted or paraphrased) will constitute a zero being awarded for the project. Please reference the integrity contract for further information on this topic.

### Make-Up Work

It is the responsibility of the student to contact the teacher regarding any assignments missed due to the student’s absence from class. This should be done on the very next school day that the student is in class. School Board policy, as noted in the Student Handbook, states that **if the absence is due to a school related activity it is the responsibility of the student to request the assignment PRIOR to the absence and to have it completed upon returning to class.** If the missed assignment is a quiz or a test the student must schedule a time outside of class to make-up the quiz or test; typically this will be before school, after school, or during lunch time. **Credit for make-up work will only be considered once the absence has been verified by the student’s grade office** (parent called in, doctor’s note, school activity, etc). **Students will not receive credit for assignments missed due to truancy.**

### Late Work

Students will be given amnesty for one missing assignment per nine-week grading period. The date for each specific nine-weeks amnesty date will be announced at least one week in advance. On this date students will have a short time frame to turn in the pardoned assignment. Students with no missing assignments will receive extra credit for that nine-week grading period.

Projects with announced deadlines must be turned in on or before such deadline without exception – being sick on the deadline date is not an excuse for turning a project in late, in that the project could have been turned in earlier.

## Behavioral Expectations

All students are expected to:

1. adhere to all rules and regulations as outlined within the Student Handbook (attendance, behavior, electronic devices, dress code, and wearing student IDs, etc).
2. be in the classroom (or other designated area) and ready to work when the tardy bell starts to sound, otherwise the student will be counted as tardy.
3. take care of personal matters (drinks, restroom visits, locker stops, personal grooming, socializing, etc) prior to arriving within the classroom.
4. bring all necessary supplies (textbooks, notebooks, homework, pens/pencils, paper, agendas, etc.) to class each day; (failure to have necessary items may result in tardy).
5. pay attention to all directions and due dates that are given in class.
6. be respectful of all classmates and the instructor.

### **Failure to follow the listed expectations:**

1<sup>st</sup> Time: Verbal Warning and/or Private Conference

2<sup>nd</sup> Time: 15-minute detention and/or 500 word essay

3<sup>rd</sup> Time: 30-minute detention and/or 1000 word essay; plus parental notification

4<sup>th</sup> Time: Written referral to grade office/principal

Severe Disruption: Student will be sent IMMEDIATELY to grade office/principal—failure to go will result in being counted absent.

### **How to join Remind (homework reminders, study guides, and tips for how to be successful in APUSH):**

2nd hour: Text @apushshs2 to 81010

4th hour: Text @apushshs4 to 81010

5th hour: Text @apushshs5 to 81010

Parents, please feel free to join as well, through email or text message.