**Advanced Placement United States History**

**Syllabus: First Semester**

**2015-2016**

**Mr. Lieberum – Kecoughtan High School**

**{This course is taught concurrently with 11th grade Virginia and United States History.]**

**Course Description:** AP United States History is a survey course covering

American history from the Pre**-**Columbian period to the present. The class is taught

with the AP U.S. History curriculum framework and is designed to prepare students

for the AP U.S. History exam in May.

**Textbook:**

Brinkley, Alan. *American History: A Survey*. 13th Edition. New York: McGraw**-**Hill, 2009.

**Supplemental Texts:**

Stacy, Jason and Stephen Heller. *Documenting United States History: Themes, Concepts, and Skills for the AP Course*. Boston: Bedford/St. Martin’s, 2016.

Madaras, Larry and James SoRelle. *Taking Sides: Clashing Views in United States History Volume 1, The Colonia Period to Reconstruction.* 14th Edition. New York: McGraw-Hill, 2010.

Madaras, Larry and James SoRelle. *Taking Sides: Clashing Views in United States History Volume 2, Reconstruction to the Present.* 14th Edition. New York: McGraw-Hill, 2010.

Various essays from the Gilder-Lehrman Institute of American History AP US History Reader: <https://www.gilderlehrman.org/community/resource-lists/20/ap-us-history-reader>

**Audio-Visual:**

John Green’s *Crash Course U.S. History* web series. Each episode is shown in class (time permitting) as an accompaniment to the lessons. Episodes may be viewed at home from the following link: <https://www.youtube.com/playlist?list=PL8dPuuaLjXtMwmepBjTSG593eG7ObzO7s>

**Historical Periods:**

The course is structured around the investigation of course

themes and key concepts in nine chronological periods:

* Unit I: A Collision of Cultures, 1491**-**1607
* Unit II: Colonial America, 1607**-**1754
* Unit III: Birth of the American Republic, 1754**-**1800
* Unit IV: The New Republic, 1800**-**1848
* Unit V: Stress, Strain, Fracture, the Civil War and Reconstruction, 1844**-**1877
* Unit VI: Industrialization, Urbanization, and Transformation, 1865**-**1898
* Unit VII: Wars, Depression, and War, Again, 1890**-**1945
* Unit VIII: The Cold War, 1945**-**1989
* Unit IX: The Modern Era, 1989**-**the present

**Themes:**

The course follows a narrative approach and the following seven themes, as described in the AP US History Course and Exam Description, are woven throughout the course:

1. Identity

2. Work, Exchange, and Technology

3. Peopling

4. Politics and Power

5. America in the World

6. Environment and Geography

7. Ideas, Beliefs, and Cultures.

**Some Typical Lesson Components:**

* *Reading Quizzes:* Brief reading quizzes are administered for each

chapter of assigned reading.

* *Primary Source Analysis:* Analysis includes historical context, intended

audience, type of source, point of view, interpretation and purpose.

* *Homework:* Students create charts, draft thesis statements, draw political cartoons, write poetry, answer questions from the textbook, compare and contrast, create chronologies, interpret primary sources, and express opinions about historical issues.
* *Essays:* Whether written as homework or in class, essays are the LEQ

format: thesis, 3 body paragraphs, and a concluding paragraph. DBQ

essays are typically written in class and are identified as DBQ essays.

* *Six Degrees of Separation:* Students are provided with two events spanning decades but related by a theme. Students select six events in chronological order that link the first event with the last. Students write the name of each event and use their research and knowledge of the time period to create an argument to support the events they selected. Students must emphasize both cause and effect and/or demonstrate continuity or change over time.
* *Chronology Scramble:* Students are provided with 6 to 10 events in random order. Students must place them in the correct order. In some cases they will identify the year in which the event occurred. In other cases, they will identify the decade. Students will identify an event’s significance and how the events are related to each other.
* *Taking Sides/Stand and Deliver:* Using the “Taking Sides” supplemental text and/or their own knowledge of United States history, students are asked to take a position on a historical issue. When called upon in class, they must stand, state their position, and support their position with evidence and sound reasoning. Sometimes this is done as a group activity with groups taking a position and having a spokesman argue in favor of the group’s decision.
* *Taking Sides/Position Paper:* Using the “Taking Sides” supplemental text, independent research, and/or their own knowledge of United States history, students are asked to take a position on a historical issue. They will then produce a two page (at least) position paper, stating their position with evidence and sound reasoning.
* *What Historians Have to Say:* Students are required to read an essay by a contemporary historian. Students must answer the following questions: What is the historian’s thesis **(**argument**)**? What evidence does the historian use to support their thesis? What is the relevance of the thesis to our understanding of American history? Are you persuaded by the historian’s argument? Why?
* *Music:* Music is a useful way to provide context for the narrative of United States history. Music will analyzed as a primary source at various points throughout the course
* *No “Lectures” in APUSH!* History is a story. So, there are no lectures**—** just presentations of the narrative of American history complimented by as many audio and visual representations of the story as possible. The various audio and video components used in the presentation of course material are not included in this syllabus.
* *Unit Test:* A Unit Test, consisting of multiple**-**choice, short answer, and long answer questions, is administered at the end of each unit. For longer units, tests may be administered after certain topics are studied **(**for example, The Great Depression and the New Deal, World War II, etc.**)**.

**Lessons**

**Unit I: Period 1, 1491-1607—A Collision of Cultures**

*American History, Chapter 1.*

Topics include: Geography and environment; Native American diversity in the Americas; Spain in the Americas; conflict and exchange; English, French and Dutch settlements; and the Atlantic economy.

* Students describe Native American civilizations before the arrival of Columbus in North America, Central America, and South America.
* Students assess the Spanish empire in North America during the 1500’s in terms of politics, military, economy, society, and culture.
* Students identify the factors that led European nations to explore the New World.
* Students view Crash Course US History Episode 1
* Students analyze an engraving by John White depicting an Algonquian village in present day North Carolina around 1585. Students consider: White’s audience, his purpose and his point of view.
* Students will analyze the essay, “The Columbian Exchange” by Alfred W. Crosby.

**Unit II: Period 2, 1607-1754—Colonial America**

*American History, Chapters 2&3*

Topics include: Growing trade; un**-**free labor; political differences across the colonies; conflict with Native Americans; immigration; early cities; the role of women, education, religion and culture; the First Great Awakening; and growing tensions with Great Britain.

* Students read and analyze *A Jamestown settler describes life in Virginia, 1622* by Sebastian Brandt. Students consider the audience, purpose of the document, and the point of view of Brandt.
* Students compare and contrast the British colonies in North America in terms of religion, society, politics, geography and economy.
* Students create a chart in which they analyze Bacon’s Rebellion, the Glorious Revolution and the Pueblo Revolt.
* Students prepare an outline, and write a prompt, in response to this prompt: Compare and contrast the development of Virginia with that of Maryland.
* Reading Quiz: Chapters 1**-**3.
* Students read and interpret *The Mayflower Compact*. Students consider the historical significance of this document. Students consider the audience, purpose of the document, and the point of view of the Pilgrims.
* Students complete a worksheet titled, *The British Colonies in North America,* where they assign appropriate people, events and characteristics to the correct colony or colonial region.
* Students discuss Edmund Morgan’s thesis about racism, slavery and

democracy. Morgan, Edmund S. “Slavery and Freedom: The American Paradox”. *The Journal of American History*, Vol. 59, No. 1 **(**Jun, 1972**)**, pages 5**-**29. Print.

* Students interpret graphs relating to white and black population and rice exports in South Carolina between 1700 and 1730.
* Students analyze Rev. Peter Fontaine’s *Defense of Slavery in Virginia* **(**1757**)**. Students consider Fontaine’s audience, his purpose and his point of view.
* Taking Sides: Position Paper – *Was there a Great Awakening in mid-eighteenth century America?*
* Students examine a map of Colonial America that displays ethnicities and population density. Students draw conclusions about where certain ethnic groups were most prevalent and speculate as to why they were drawn to certain parts of Colonial America.
* Working in groups, students develop a class presentation that analyzes the reasons for the development of different labor systems in any two of the following regions of British colonial settlement: New England, the Chesapeake, the southernmost Atlantic, and the British West Indies.
* Six Degrees of Separation: From Jamestown to the French and Indian War
* Students view Crash Course US History episodes 2-4
* Unit I and II Test

**Unit III: Period 3, 1754-1800—The Birth of the American Republic**

*American History, Chapters 4****-****6.*

Topics include: Colonial society before the war for independence; a big bump in the road **(**The Seven Years War**)**; an end of salutary neglect; the American Revolution; *the Articles of Confederation; The Constitution*; and the presidencies of Washington and Adams.

* Taking Sides: Stand and Deliver - Considering everything students know about Colonial America and about themselves, students must declare what position they would have taken during the American Revolution: Patriot, Loyalist or “Whatever.” **(**I will take the position of a Loyalist and defend that decision.**)**
* Reading Quiz: Chapters 4**-**6
* Students view Crash Course US History episodes 6-9
* Students read and analyze Patrick Henry’s *Observations about Slavery* **(**1.18.1773**)** How are Patrick Henry’s observations similar to those of the Rev Fontaine? Students consider the audience for each document, the purpose of the authors, their format and evaluate the quality of the arguments.
* Students will compare and contrast maps of North America before and after the French and Indian War (1754 and 1763).
* Students read portions of speeches by William Pitt in the House of Lords **(**“They Must Obey”**)** and by Patrick Henry **(**“Give Me Liberty or Give Me Death!”**)**. Students consider the audience, purpose and point of view of each.
* After reading an excerpt from *The American Crisis* by Thomas Paine, students summarize it in their own words.
* Students read and discuss *The Declaration of Independence.*
* Students assess the strengths and weaknesses of *the Articles of Confederation.*
* Students write an essay responding to the question: In terms of causes and effects, what historical developments made the American Revolution inevitable?
* Students draw a sketch/political cartoon of “The Most Significant Event Leading to the American Revolution.”
* What Historians Have to Say: *The Other Theater: The War for American Independence beyond the Colonies* by Patrick Spero
* Students list and define 4 compromises associated with The Constitution.
* *The Constitution* Treasure Hunt: Given a set of questions and clues, students search *The Constitution* to find the Article and Section where the answer is located.
* Students look at primary and secondary sources on the Articles of Confederation and the U.S. Constitution, then debate the degree to which the Constitution reflected an emerging sense of American national identity.
* Students create a chart about “Backcountry Unrest”: the Paxton Boys, the Regulators, Shays’ Rebellion, and the Whiskey Rebellion. Students identify causes and the significance of each event.
* Students read and analyze an excerpt from George Washington’s Farewell Address, “On the Dangers of Faction,” 9.17.1796.
* Students trace the development of the First American Political Party System**—**identifying the positions taken by each party on a variety of issues.
* Taking Sides, Position Paper: Students identify themselves as a Federalist or a Democratic**-**Republican and explain why.
* Using Linda Kerber’s, *The Fears of the Federalists* and Drew McCoy’s *The Fears of the Jeffersonian Republicans* as sources, students will compare and contrast the ideologies of Hamilton and Jefferson in terms of the role of government, individual rights, and the economic destiny of the United States.
* Unit III Test

**Unit IV: Period 4, 1800-1848—The New Republic**

*American History, Chapters 7****-****11*

Topics include: Politics in the New Republic; the Second Great Awakening, reform,

and social movements; culture and religion; market capitalism and slavery;

immigration and the growth of cities; women and Seneca Falls; the Texas War of

Independence; Manifest Destiny.

* Reading Quiz: Chapters 7**-**11.
* Students view Crash Course US History episodes 10-16
* Six Degrees of Separation: From Jefferson to the Reform Era.
* Students analyze Thomas Jefferson’s comments about slavery, “Jefferson and Slavery.” **(***Letter to John Holmes, 22 April 1820***)**. How are they similar to the Rev. Fontaine’s and Patrick Henry’s? Different?
* Students complete a map activity on the Louisiana Purchase.
* Essay: Explain the causes of the War of 1812 and determine whether the outcome of the war impacted the situations that caused the war in the first place.
* Students read descriptions of the Gabriel Prosser conspiracy **(**1800**)** and Nat Turner’s Rebellion **(**1831**)** and answer questions assessing the consequences of slave rebellion in the United States.
* Students list the provisions of the Monroe Doctrine and assess its impact.
* Students identify the provisions of the Missouri Compromise and assess its impact on sectional tensions.
* Students draw a sketch/political cartoon titled, *The Corrupt Bargain.*
* Chronology Scramble: Students identify five important decisions of the Supreme Court under Chief Justice John Marshall, place them in chronological order, and describe, briefly, their importance.
* Students analyze a map titled, *King Cotton*. Student discern the relationship between the density of the slave population and cotton production in the Old South @ 1860.
* Students are shown art representing the *Hudson River School*. Based on the images, students develop a list of characteristics associated with the artwork.
* Students are given an assignment to research one antebellum reform movement and explain how it fit into broader patterns of antebellum reform.
* Students diagram the interpretations of slavery by William Lloyd Garrison, John C. Calhoun, and Frederick Douglass. Students consider how three interpretations from the same era could be so different.
* Students read and analyze, *“The People’s Day”:* An Account of President Andrew Jackson’s Inaugural by Margaret Bayard Smith.
* What Historians Have to Say: *Indian Removal* by Theda Perdue.
* Taking Sides: Position Paper – *Did Andrew Jackson’s Removal Policy Benefit Native Americans?*
* Students read and discuss the two interpretations of Andrew Jackson presented by Matthew Warshaver in *Andrew Jackson the Constitution* and Daniel Feller in *Andrew Jackson’s Shifting Legacy.*
* Students draw a sketch/political cartoon titled, *The Texas War of Independence.*
* Taking Sides: Stand and Deliver: Students take a position on immediate abolition, gradual abolition, or abolition and colonization and defend their position.
* Students are introduced to the concept of American Exceptionalism by reading an excerpt from *Democracy in America* **(**1831**)**
* Unit IV test

**Unit V: Period 5, 1844-1877—Stress, Strain, Fracture, the Civil War and Reconstruction**

*American History, Chapters 12****-****15.*

Topics include: Manifest Destiny; The War with Mexico; tensions over slavery; abolition; the tumultuous 1850’s; the Civil War and Reconstruction; the impact of the Civil War and Reconstruction on Hampton, Virginia (and the South); Radical Republicans and Redeemers; an evaluation of Reconstruction; the Compromise of 1877.

* Reading Quiz: Chapters 12**-**15.
* Students view Crash Course US History episodes 17, 18, 20, 22, 23
* Students read Senator Thomas Corwin’s letter to President James K. Polk, *Against War with Mexico,* 11 February 1847.
* Students read an excerpt from Harriet Beecher Stowe’s, *Uncle Tom’s Cabin.* Student’s consider Stowe’s point of view and her audience.
* Students identify the provisions of the Compromise of 1850 and the Kansas**-**Nebraska Act and assess their impact on sectional tensions.
* Students write an essay responding to the following question:*To what extent did the debates about the Mexican War and its aftermath reflect the sectional interest of New Englanders, westerners, and southerners in the period from 1845-1855?*
* Students create a sketch/political cartoon titled, *The Dred Scott Decision*.
* Students read an excerpt from Senator James Henry Hammond’s speech to the Senate, *The ‘Mudsill’ Theory*, 4 March 1858 and answer assigned analysis questions.
* 6 Degrees of Separation: 1849 Gold Rush to Fort Sumter.
* Students write a thesis statement in response to this prompt: Why did the election of Abraham Lincoln cause the secession of 7 southern states?
* Chronology Scramble: Key Events of the 1850’s.
* Six Degrees of Separation: From the Virginia and Kentucky Resolutions to the secession of South Carolina.
* Students create charts in which they compare and contrast the North and the South in terms of economic advantages, military advantages, how money was raised, and how soldiers were recruited during the American Civil War.
* Taking Sides: Stand and Deliver – *Was John Brown an Irrational Terrorist?*
* Students write a timed essay **(**LEQ**)** on a topic related to secession.
* Students create a sketch/political cartoon titled, *7 August 1861 Hampton, Virginia.*
* Students read and analyze Abraham Lincoln’s *Letter to Horace Greeley.* Students consider Lincoln’s point of view and his audience.
* Students read and discuss Abraham Lincoln’s First Inaugural Address, The Gettysburg Address, and Lincoln’s Second Inaugural Address. Students consider Lincoln’s point of view and his audience.
* Students analyze the factors that led Abraham Lincoln’s issuance of the Emancipation Proclamation and its resulting impacts on the Union’s war effort.
* Students diagram three Reconstruction Plans: Lincoln’s, Johnson’s, and the Radical Republicans’
* Students participate in creating a *Reconstruction Report Card* assessing the effectiveness and/or ineffectiveness of Reconstruction.
* Students write a timed essay **(**LEQ**)** about the New South.
* Students read excerpts from the WPA Slave Narratives and answer assigned analysis questions.
* Students read an excerpt from Booker T. Washington’s, *Up From Slavery*, and answer assigned analysis questions.
* Students analyze photographs and sketches of Philadelphia, New York City, Atlanta and Richmond form 1865. Students draw conclusions about the impact of the Civil War on the north and on the south.
* Chronology Scramble: events of The Civil War.
* Unit V Test

**Unit VI: Period 6, 1865-1898—Industrialization, Urbanization and Transformation**

*American History, Chapters 16****-****19*

Topics Include: The Wild West; the Gilded Age; industrialization; urbanization;

immigration; the realities of the New South; the rise of organized labor and labor

unrest; the Populists; imperialism; the Spanish**-**American War and the emergence of

the United States as a world power.

* Reading Quiz: Chapters 16**-**19
* Students will view Crash Course US History episodes 24-27
* Essay: Describe the origins of the people who swelled the size of American cities in the late 19th century.
* An introduction to the DBQ essay **(**Reconstruction**)**
* What Historians Have to Say: *The Contentious Election of 1876* by Michael F. Holt
* Six Degrees of Separation: The Homestead Act to the Battle of Wounded Knee
* Students read and analyze Chief Joseph’s *I Will Fight No More Forever*. Students’ will consider Chief Joseph’s audience and point of view.
* Students interpret a railroad advertisement from the 1870’s. Students consider the advantages of buying land from a railroad versus acquiring land through the Homestead Act of 1862.
* Student are provided the opportunity to interpret the political cartoons of Thomas Nast**—**including Nast’s introduction of Santa Claus to America.
* Taking Sides: Position Paper – *Were the Nineteenth-Century Big Businessmen “Robber Barons”?*
* Students create two lists about the Populists: Who were the Populists? What did they want?
* Students create a sketch/political cartoon titled, *The Cross of Gold Speech*.
* Students compare and contrast the political philosophies and campaign styles of William McKinley and William Jennings Bryan in 1896. Which campaign style is most like the one embraced by major party candidates today?
* Students create a timeline about the acquisition of Hawaii by the United States. How did the acquisition of Hawaii contrast with our acquisition of Alaska?
* Taking Sides: Stand and Deliver - Does the United States owe an apology to the people of Hawaii over how the islands were acquired?
* Students create a political cartoon arguing for or against annexation of Cuba after the Spanish-American War and create an accompanying editorial paragraph.
* Students draw a sketch/political cartoon titled, *The Open Door Policy*.
* Students analyze two charts regarding *Employment and Wages, 1860****-****1900*.
* Students analyze a map and charts to understand *Immigration, 1820****-****1920*. How did the nature of immigration change during this period?
* Students read a transcript of the *de Lome Letter* ***(****1898****)****.*
* Students analyze interpretations of United States foreign policy by reading *The Open Door Policy and the Boxer War: The US and China* by Warren I. Cohen and *The United States and the Caribbean, 1877-1920* by Jason Colby
* Students complete a Cartoon Analysis Worksheet **(**National Archives**)** interpreting Thomas Nast’s cartoon, *The Ignorant Vote****—****Honors Are Easy*. Is the message of this cartoon relevant today?
* Unit VI Test

**End of First Semester**