

<p style="text-align: center;">JCHS 2008-2009 AP U.S. History Course Syllabus</p>
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Student Name:

Prerequisite: None

Course Description:

AP U.S. History is a rigorous academic course which spans from the settlement of Jamestown to the present. It will prepare students for the demands of a college education by providing experience in college level reading, writing and responsibility for learning. Students will be given the opportunity to acquire a formal education not only in course content, but also in the type of academic organization, discipline and self-confidence necessary to succeed in college. Students will investigate the broad themes of political, economic, and cultural history of the United States.

In addition to traditional lectures on important themes of history, students are expected to participate in class through discussions of primary source documents, debate, role-playing of historic figures, and mock trials. Furthermore, students are expected to continually develop their writing skills through regular short essays and document-based questions. The volume of material involved in a survey course covering over four hundred years of history is immense and therefore organization skills will be essential. Students can expect to do a lot of reading and research not only in the text, but also from outside sources.

AP U.S. History is challenging and stimulating but requires much more time than other high school courses. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. All students taking the course must take the AP examination to pass the course, which will allow qualified candidates to receive college credit for the course. Consequently, there will be a focus on strengthening skills in taking objective exams, in addition to writing clear and compelling essays. Therefore, regular study, frequent practice in test taking, writing, and reviews of material are major elements of the course.

Tests and Essays:

All objective tests will be multiple-choice tests. These tests will primarily cover the assigned reading for the current chapters and assigned primary source material. Although we will be discussing many aspects of each chapter, you are responsible for all the material within the readings.

Essays will be narrow in scope. It will be expected that all essays will follow standard essay format. The thesis statement must be highlighted in some manner. Support of one's position (and not the opinion of the instructor) will be paramount.

All assignments are due by the assigned due date. Late work will not be accepted for credit. If you are working on a homework assignment when the bell rings, it is late and will not be accepted. If you have an excused absence on the date an assignment is due, you will be responsible for bringing the assignment to class the day you return to school. Should you be absent (excused) on the day of a test or essay, you must make it up after school or during tutoring. The make-up test or essay will be different from the original. It will be taken from a test bank.

Grading Scale:

The school's grading scale will be followed. Each nine week's grade will be based on the following percentages:

Exams: 80%

Quizzes: 20%

Your semester grade will be an average of your first and second nine weeks averages. If your average is 91.4, you will receive a "B" for the course, etc. Your course grade will be an average of your first and second semester averages.

Tardiness:

You must be in your seat (prepared for class) when the instructor closes the classroom door. If you are not, you will be expected to pay the penalty.

Class Readings:

Brinkley, A. (2003). **American History: A Survey**, (12th ed.). New York: Glencoe.

Johnson, P. (1997). **A History of the American People**. New York: Harper Collins.

Ellis, J. (2002). **Founding Brothers**. New York: Vintage Books.

Shaara, M. (1974). **The Killer Angels**. New York: Ballantine Books.

Sledge, E. (1990). **With the Old Breed**. New York: Oxford University Press.

Orwell, G. (1949). **1984**. New York: Penguin.

Various Primary Source Readings

Units of Study:

Nine Weeks	Content and Essential Questions	Skills	Suggested Assessments
1 st Nine Weeks	<p>EXPLORATION</p> <ul style="list-style-type: none"> - What motivated individuals and nations to explore? - What was the impact of the age of exploration? <p>COLONIZATION</p> <ul style="list-style-type: none"> - What were motivations for colonization? - How did colonization impact the American Indians? <p>AMERICA AS PART OF BRITANNIA</p> <ul style="list-style-type: none"> - How was mercantilism implemented? - Why did American colonies develop differently? - How did 13 different colonies become united? <p>THE AMERICAN REVOLUTION</p> <ul style="list-style-type: none"> - Why did the colonists revolt? - Who were important leaders in this revolt? - Why were the colonists able to defeat the British? 	<p>EXPLORATION</p> <ul style="list-style-type: none"> - Compare and contrast French, Spanish, and English exploration. - Identify and argue that certain conditions had to be present for a nation to explore. <p>COLONIZATION</p> <ul style="list-style-type: none"> - Identify characteristics of successful colonial settlements. - Evaluate the relationship of the English, Spanish and French colonists with the American Indians. <p>AMERICA AS PART OF BRITANNIA</p> <ul style="list-style-type: none"> - Compare and contrast life in the Chesapeake colonies to that in New England. - Evaluate the impact of Navigation Acts on the mercantilist relationship between the British and the American colonists. - Categorize political, economic and social forces which worked to cause unity among the colonies. <p>THE AMERICAN REVOLUTION</p> <ul style="list-style-type: none"> - Examine the relationship between the British and the colonies in the year 1763. - Rank the impact of specific acts of Parliament on the colonial relationship. - Compare and contrast Common Sense to the Dec. of Independence. - Evaluate British war strategy. 	<p>EXPLORATION</p> <ul style="list-style-type: none"> - Compare and contrast chart of exploration. - A journal entry from an English, French, and Spanish explorer. <p>COLONIZATION</p> <ul style="list-style-type: none"> - Create a brochure encouraging settlement of a colony. - Write a speech defending colonization from the point of view of the French, Spanish and English. <p>AMERICA AS PART OF BRITANNIA</p> <ul style="list-style-type: none"> - Complete Document Based Questions (DBQ) addressing the comparison of the New England and Chesapeake Bay Colonies. - Create a timeline of British Navigation Acts. - Write a persuasive essay arguing that individual colonies had to become more British before they could unite. <p>THE AMERICAN REVOLUTION</p> <ul style="list-style-type: none"> - Read <i>Founding Brothers</i>. Critique the historical accuracy of the book. - Write a response to the Declaration of Independence, defending the King of England. - Create a map illustrating British war strategy and significant battles of the war. - Compare the advantages and disadvantages of the American cause to that of the North Vietnamese in the Vietnam War.

THE ARTICLES OF CONFEDERATION AND THE CONSTITUTION

- Why did the Articles of Confederation fail?
- How did the Constitution address the weaknesses of the Articles of Confederation?
- What were the motives of the founding fathers?

THE EARLY REPUBLIC

- What foreign and domestic issues challenged the nation under the early administrations?
- How did the United States grow stronger in response to these challenges?
- Why did political parties develop?

THE RISE OF NATIONALISM

- Why were the Jeffersonian Republicans able to dominate this political period?
- What foreign and domestic policy decisions indicated that the nation had survived its infancy?
- How did sectionalism begin to grow?

THE ARTICLES OF CONFEDERATION AND THE CONSTITUTION

- Identify successes and failures of the government under the Articles of Confederation.
- Analyze different theories concerning the motivations of the founding fathers.
- Summarize key issues of the constitutional convention.

THE EARLY REPUBLIC

- Analyze the impact of the policies of Alexander Hamilton during the Washington Administration.
- Identify the differences of the Federalists and the Jeffersonian Republicans.
- Evaluate how well the United States has heeded the advice of George Washington in his Farewell Address.
- Justify the use of the Alien and Sedition Acts under the Adams Administration.
- Investigate the motivations of John Marshall.
- Critique American foreign policy decisions that led to the War of 1812.
- Evaluate the gains that the United States made based on the Treaty of Ghent.

THE RISE OF NATIONALISM

- Investigate and determine whether or not the "Era of Good Feelings" was a myth.
- Criticize the hoopla surrounding the Monroe Doctrine.
- Identify key land acquisitions of the United States during the early 1800s.
- Evaluate the effectiveness of the Missouri Compromise.
- Justify this statement: Jeffersonian Republicans were merely being good little Federalists.
- Attribute growing differences between the North and South to improvements in infrastructure and technology.

THE ARTICLES OF CONFEDERATION AND THE CONSTITUTION

- Create a timeline of events that lead to the call for a constitutional convention.
- Create a mock constitutional convention.
- Write journal entries for a Federalist and Anti-Federalist addressing key issues during the days of ratification.
- Draw a political cartoon depicting the Founding Fathers.

THE EARLY REPUBLIC

- Create a debate between Thomas Jefferson and Alexander Hamilton concerning their views of the American nation.
- Write a Jeffersonian Republican Party newspaper article accusing President Jefferson of being UN-Jeffersonian like.
- Create a diplomatic chat session held between France, England, and the United States.
- Create a list of examples of strict and loose interpretations of the Constitution during the Washington, Adams, Jefferson and Madison Administrations.

THE RISE OF NATIONALISM

- Create a Jeffersonian Republican party platform based on domestic and foreign policy decisions made during the Era of Good Feelings.
- Create a map that illustrates the growing sectionalism of the United States.
- Debate this topic: The Monroe Doctrine was a significant foreign policy milestone for the United States.
- Create a chart comparing and contrasting the economies and societies of the North and South.

<p>1st Nine Weeks (cont')</p>	<p>THE AGE OF JACKSON</p> <ul style="list-style-type: none"> - What changed during this era which made the U. S. political system more democratic? - How was the power of the executive branch enhanced during Jackson's Administration? - How did democratic thinking impact society? <p>TERRITORIAL EXPANSION</p> <ul style="list-style-type: none"> - How did the United States pursue a policy of Manifest Destiny? - What internal expansion mirrored the outward expansion of this era? - How did this expansion add to mounting sectional differences? 	<p>THE AGE OF JACKSON</p> <ul style="list-style-type: none"> - Evaluate the democracy of "Jacksonian Democracy." - Compare and contrast the first and second party systems. - Critique Jackson's presidency by evaluating his stand on American Indians, Nullification and the National Bank. - Relate the evolution of reform movements of the 1840s to the Second Great Awakening. - Evaluate a radical reform group and determine if it was a success or failure. <p>TERRITORIAL EXPANSION</p> <ul style="list-style-type: none"> - Map land additions to the United States from the early 1800s through the Mexican War. - Critique justifications for Manifest Destiny. - Argue that Manifest Destiny was a myth. - Chart and rank the impact of technological advances and their contribution to sectionalism. 	<p>THE AGE OF JACKSON</p> <ul style="list-style-type: none"> - Write a script for a skit revealing the impact of Jacksonian Democracy in all aspects of life. - Create a chart that compares reform era thinking to that of the early 1800s. - Create a panel discussion of representatives from different utopian experimental societies. <p>TERRITORIAL EXPANSION</p> <ul style="list-style-type: none"> - Write a song extolling the virtues of Manifest Destiny by including names, places and events. - Debate the theory that Manifest Destiny was simply a guise for securing the ports of San Francisco and San Diego. - Create a pre-United Nations (including a representative from Mexico, England, France, Spain and the United States) session where the United States is defending the policy of Manifest Destiny. - Read <i>The Killer Angels</i> in order to critique the historical accuracy of the book.
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<p>2nd Nine Weeks</p>	<p>CIVIL WAR/ RECONSTRUCTION</p> <ul style="list-style-type: none"> - How did the South defend the Peculiar Institution? - What factors made the divisions between North and South become irreconcilable during the 1850s? - Why did the Union win the Civil War? - How did Reconstruction fail the freedmen? 	<p>CIVIL WAR/ RECONSTRUCTION</p> <ul style="list-style-type: none"> - Critique Southern justifications of slavery. - Evaluate the effectiveness of different forms of slave resistance. - Compare and contrast elements of Northern and Southern societies. - Argue that the South was a divided society, held together by the plantation economy and tradition. - Categorize the key events of the 1850s as political, social, or cultural. - Identify an event of the 1850s as a “point of no return.” Justify your answer. - Diagram elements describing the formation of the Republican Party. - Compare and contrast the advantages of the Union and the Confederacy concerning the Civil War. - Determine and justify the selection of one event as the turning point in the civil war. - Devise a different war strategy for the South, which would have led to a Confederate victory. - Evaluate the commitment of the Johnson and Grant Administrations to successful Reconstruction. - Describe elements of Southern Society at the end of Reconstruction. 	<p>CIVIL WAR/ RECONSTRUCTION</p> <ul style="list-style-type: none"> - Playing the role of a writer of a Southern newspaper, select and critique portions of Uncle Tom’s Cabin. - Create a wax museum of figures from the 1850s that played an important role in the deepening crisis. Have the figures come to life and describe their views on issues of the 1850s. - Re-enact portions of the Lincoln and Douglas Debates. - 1850s DBQ. - Create a PowerPoint presentation for a significant Civil War battle. - Mid-Term Exam
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<p>2nd Nine Weeks (cont')</p>	<p>THE AGE OF INDUSTRY</p> <ul style="list-style-type: none"> - What settlement patterns impacted the nation from 1850-1900? - What were the foundations of the rapid pace of economic development? - What role did the government play in the rapidly changing society? 	<p>THE AGE OF INDUSTRY</p> <ul style="list-style-type: none"> - Compare and contrast the settlement patterns of the mining, cattle ranching, and farming bonanzas. - Describe and critique the changing government policy toward American Indians. - Argue that the railroad industry was the key to the growth of other industries. - Explain the Frontier Thesis of Frederick Jackson Turner. - Map the changing demographic patterns of the second half of the 19th century. - Justify the immigration policy of the second half of the 19th century. - Defend the achievements of the "Robber Barons." - Examine changing elements of urban society and the reform movements created to address problems. - Evaluate the response of the national government to problems resulting from rapid economic growth. - Justify the use of the term "The Gilded Age" for this era in history. 	<ul style="list-style-type: none"> - Make a diary entry for President Lincoln contemplating the timing of issuing the Emancipation Proclamation. - Identify writings of Ralph Waldo Emerson that reveal how the Civil War impacted American thought. - Script a scene of President Johnson being visited by the "ghosts" of Lincoln and Congress advising him on how to conduct Reconstruction policy. - Draw a "Family Circus" political cartoon portraying the different groups involved in Reconstruction, and their motivations. <p>THE AGE OF INDUSTRY</p> <ul style="list-style-type: none"> - Create parallel timelines for significant events in the following areas: Westward expansion, cattle ranching boom, Indian policy, mining boom, and farming boom. - Select clips from old Western films and point out how they portray romanticized myths of the West. - Debate the Frontier Thesis of Frederick Jackson Turner. - Write a script depicting the arrival scene of an immigrant. Have the immigrant sing a song concerning the American Dream. Script a final scene of the same immigrant 10 years later. - Create a panel discussion including Vanderbilt, Morgan, Carnegie, and Rockefeller concerning the advantages of monopoly.
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<p>3rd Nine Weeks</p>	<p>ONTO THE WORLD STAGE</p> <ul style="list-style-type: none"> - What were the foundations of Western Imperialism that surfaced in the late 1800s? - What changing characteristics of the early 20th century revealed that the United States was becoming a modern nation? - What were the changing expectations of the role of government in this era? - How did this new thinking lead the United States to enter WWI? 	<p>ONTO THE WORLD STAGE</p> <ul style="list-style-type: none"> - Identify causes of the increased interest in Western Imperialism during the 1870s. - Analyze events of the 1870s through the early 1900s to determine which event revealed a commitment toward Western Imperialism. - Evaluate the decision making of McKinley in his decision to declare war on Spain. - Research and identify quotations from well-known people of that time revealing their opinion concerning the annexation of the Philippines. - Assess how society changed from 1880 compared to the early 1900s. - Describe the role of labor unions in the early 1900s. - Connect the needs of society to the changing perception of the responsibility of government to address those needs. - Identify examples of Muckraker Literature, and describe the impact of those examples. - Identify characteristics of the Progressive Movement. - Evaluate the success or failure of Wilson's Fourteen Points. 	<p>ONTO THE WORLD STAGE</p> <ul style="list-style-type: none"> - Write an essay either justifying or attacking the "White Man's Burden" justification for Western Imperialism. - Create a PowerPoint presentation with images from the era of Western Imperialism. - Debate the idea that imperialism fulfilled the necessity for a new frontier. - Make a timeline of events that wind the United States down the road toward being an imperialistic power. - Create a conversation between a working class urbanite of the 1880s with a worker from 1910. - Make a report card with criteria for being a good progressive. Complete and send a report card home for Teedie, Howard and Woodrow. - Make a chart comparing and contrasting foreign policy under Roosevelt, Taft and Wilson. - Rewrite Wilson's message asking Congress for a declaration of war by including concrete national interests that the United States would be defending. - Create a chart which indicates each of Wilson's Fourteen Points, and whether or not each succeeded or failed.
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<p>4th Nine Weeks</p>	<p>THE COLD WAR</p> <ul style="list-style-type: none"> - What events led to the Cold War? - What Cold War policies did Truman and Eisenhower follow? - How did post-war affluence impact American Culture? - Did the New Deal mentality survive? - How were Cold War policies continued throughout the 1960s? - What Civil Rights milestones were reached during the 1960s? - Why were the 1960s so violent? - How did the course of the Cold War change in the 1970s? - What was the impact of Watergate? - What economic woes plagued the nation during the 1970s? - What conservative policies did President Reagan follow? 	<p>THE COLD WAR</p> <ul style="list-style-type: none"> - Evaluate American foreign policy immediately following WWII. - Itemize the goals of Kennen’s Containment Policy. - Defend applications of the Truman Doctrine. - Determine the causes of the failure of the Fair Deal. - Describe the shift in foreign policy under Eisenhower. - Identify causes of post-war prosperity. - Evaluate the progress in the area of Civil Rights during the Truman and Eisenhower administrations. - Evaluate Kennedy’s handling of the Cuban Missile Crisis. - Critique Kennedy’s Civil Rights policy. - Timeline significant events that led to the United States commitment to the War in Vietnam. - Identify groups that were part of the politics of protest in the 1960s. - Chart candidates and their causes for the 1968 Presidential Election. - Evaluate the success of the Civil Rights movement in the 1960s. - Evaluate Nixon’s formulation of Détente. - Detail Nixon’s Civil Rights policy. - Defend Watergate as a reason to trust our government. - Analyze the politics of Gerald Ford’s decision to pardon Nixon. - Evaluate Carter’s political adroitness. - Timeline events accentuating Carter’s assertion that America had a “crisis of confidence.” - Evaluate the role that Reagan’s SDI played in weakening the “Evil Empire.” - Evaluate the impact of Reaganomics. - Identify examples of Reagan being the “Great Communicator” and “Teflon President.” 	<p>THE COLD WAR</p> <ul style="list-style-type: none"> - Write a “what if” scenario for the United States entering the Chinese Civil War in 1947. - Debate the following topic: The Soviet Union deserves the bulk of the blame for the Cold War. - Create a timeline of events, which reinforced the Red Scare of the Fifties. - Write an essay arguing that Truman was a man ahead of his time. - Create a chart comparing the New Deal, the Fair Deal, and Modern Republicanism. - Write and perform skits for scenes revealing characteristics of the American Dream (success or failure) found in specific events of the 1960s. - As a congressman, write and deliver a speech urging fellow congressmen not to vote for the Gulf of Tonkin Resolution. - DBQ concerning the Civil Rights movement. - Write a letter from Vietnam to President Johnson pleading for an aggressive strategy for victory. - Identify satirical elements of American cold war policy in the movie <i>Dr. Strangelove</i>. - Create a world affairs panel discussion between Nixon, Mao and Brezhnev. - Write a speech for Gerald Ford informing the nation that he will pardon Richard Nixon. - Videotape a campaign commercial selling Jimmy Carter as a presidential candidate.
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<p>4th Nine Weeks (cont')</p>	<p>POST-COLD WAR YEARS</p> <ul style="list-style-type: none"> - How did President Reagan win the Cold War? - What threats to the U.S. were ignored during the Clinton Years? - What new enemies and issues confront the United States? <p>EXTENSION AND REFINEMENT OF HISTORICAL STUDY; TEACHER DISCRETION</p>	<p>POST-COLD WAR YEARS</p> <ul style="list-style-type: none"> - Evaluate drug policies of the Reagan, Bush, and Clinton administrations. - Relate the damage done to our laws when the high magistrate of the land debates the meaning of "is" while under oath. - So...should World War II be called the "War on Blitzkrieg?" - Speculate upon the nation's direction for the future. <p>EXTENSION AND REFINEMENT OF HISTORICAL STUDY; TEACHER DISCRETION</p>	<p>POST-COLD WAR YEARS</p> <ul style="list-style-type: none"> - Write an essay describing the forces which came together and resulted in the collapse of the Soviet Union. - Debate the following topic: George Kennan's prediction of the Cold War was accurate. - Write a letter from a campaign advisor to '92 Presidential Candidate Bill Clinton, clarifying the slogan "It's the economy, stupid!" - Debate the following: "Armed passengers could have prevented the mass murders of September 11, 2001." - AP Exam Prep - Final Exam <p>EXTENSION AND REFINEMENT OF HISTORICAL STUDY; TEACHER DISCRETION</p>
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Student Name:

Parent name and contact information:

“I have read and understand the JCHS 2008-2009 AP US History Syllabus.”

Parent signature

Date

Parent question(s) to the teacher:

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