

Course Description

The primary objective of this two-credit social studies course is to prepare students for successful performance on the Advanced Placement United States History Test administered in May (for 2016 the test date is Friday, May 6). A secondary objective would be to enjoy, as an individual and class, the deep and thorough chronological study of American History topics. It will be assumed that students who sign up for this course are self-directed and independent learners who have an intense interest in the study of history.

With chronology as our guide, we will use a mix of rich primary and secondary sources as we explore America's past. Throughout the year students will analyze historical evidence, make historical connections, develop a sense of chronological reasoning and investigate multiple historical perspectives. Class discussions and activities will be designed to help students analyze the past as true historians, using historical inquiry and analysis. In order to prepare for the A.P. U.S. History Exam in May, throughout the year students will be asked to respond to document-based and free response question essays, take historical era unit tests as well as practice multiple choice past A.P. exams.

The Advanced Placement United States History Test

All AP US History students are required to take the AP US History Exam in May.

The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 105-minute multiple-choice/short-answer section and a 90-minute free-response section. Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

Section I: Multiple-Choice and Short Answer

Part A: Multiple-choice questions	55 questions	55 minutes	40% of exam score
Part B: Short-answer questions	4 questions	50 minutes	20% of exam score

The multiple-choice section will contain a number of sets of questions, with between two and five questions per set, that ask students to respond to stimulus material: a primary or secondary source, including texts, images, charts, graphs, maps, etc. This stimulus material will reflect the types of evidence that historians use in their research on the past. While a set may focus on one particular period of U.S. history, the individual questions within that set may ask students to make connections to thematically linked developments in other periods.

Short-answer questions will directly address one or more of the thematic learning objectives for the course. At least two of the four questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. All of the short-answer questions will require students to use historical thinking skills to respond to a primary source, a historian's argument, nontextual sources such as data or maps, or general propositions about U.S. history.

Section II: Document Based and Long Essay

Part A: Document-based question	1 question	55 minutes	25% of exam score
Part B: Long essay question	1 question	35 minutes	15% of exam score

The document-based question measures students' ability to analyze and synthesize historical data and to assess verbal, quantitative, or visual materials as historical evidence. As with the long essay, responses to the document-based question will be judged on students' ability to formulate a thesis and support it with

relevant evidence. The documents included in the document-based question are not confined to a single format, may vary in length, and are chosen to illustrate interactions and complexities within the material. Where suitable, the documents will include charts, graphs, cartoons, and pictures, as well as written materials. The document-based question will typically require students to relate the documents to a historical period or theme and, thus, to focus on major periods and issues. For this reason, outside knowledge beyond the specific focus of the question is important and must be incorporated into students' essays to earn the highest scores.

The long essay provides students with the opportunity to demonstrate what they know best, they will be given a choice between two comparable long essay options. The long essay questions will measure the use of historical thinking skills to explain and analyze significant issues in U.S. history as defined by the thematic learning objectives. Student essays must include the development of a thesis or argument supported by an analysis of specific, relevant historical evidence. Questions will be limited to topics or examples specifically mentioned in the concept outline but framed to allow student answers to include in-depth examples of large-scale phenomena, either drawn from the concept outline or from topics discussed in the classroom.

Texts:

[American History. A Survey.](#) Single Volume Edition. 12th Edition. Alan Brinkley.
[After the Fact: The Art of Historical Detection.](#) [James West Davidson](#) and [Mark H Lytle.](#)
[A People's History of the United States.](#) [Howard Zinn.](#)

Major assessments of the course:

9 historical era tests (multiple choice)

5 document-based question essay responses

5 free response question essay responses

1 AP US History Exam (will not count toward final grade, however, is required of all students taking the course)

* There is an exam fee of \$89 that will be collected by Mr. Hale before the exam.

Social Studies Content Standards (used for classroom assessment)
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History

- Knowledge Identify and describe major historical eras and their defining characteristics using historical sources, data and knowledge.

Application Writing

- Writing Integrate information from diverse sources into a coherent understanding of an idea, event or issue.

Class Expectations

Materials:

- Every student should have a 3-ring binder in order to organize the papers you will receive. Every student should also have a system for taking notes (ie- spiral notebook, loose paper in binder, iPad)

Homework:

- Because of the nature of advanced placement courses, students will be expected to work extensively outside of class. The time required to complete this work will vary.
- Homework will be checked the following day to ensure that all work is complete and of quality.
- Homework completion directly affects the H.O.W. (Habits of Work) grade. In order to earn the right to revise work, students must maintain a H.O.W. grade of 3.

Make-up Work:

- Students are responsible for collecting and completing missed assignments.
- Following an excused absence, students will have 5 days to make-up any work missed or to arrange for the make-up of a test or presentation.
- In order to receive credit for make-up work, the absence or tardy must be excused through the school office with a signed note from a parent or guardian.

Revision:

- Students must maintain a H.O.W. grade of 3 or higher in order to revise assessments.
- In the case of tests, DBQ and FRQ revisions, students will have two revision opportunities within two weeks following the quiz or test.
- There are no revision opportunities once trimester grades are posted.

Class Norms:

- Students are expected to bring their notebooks, iPads, a writing utensil and an open mind to class everyday.
- Students have 5 minutes passing time between classes. You are expected to be in the room in your seat when that 5 minutes ends. Your first two tardies will be forgiven. Afternoon detention will be assigned after that.
- Smart devices should be used appropriately during class. Any electronic devices that are not used appropriately will be confiscated and given to Mr. Pierce or Mr. Shibles.
- In order to ensure clear communication, eyes must be visible. Therefore, no sunglasses, hoodies or brims facing forward.

Course Thematic Learning Objectives	
American and National Identity	Migration and Settlement
Politics and Power	Geography and the Environment
Work, Exchange, and Technology	America in the World
Culture and Society	

Course Outline

I. Introduction

- A. Discuss historical thinking skill proficiency expectations
- B. Discuss exam structure

II. Colonial America and Revolution (September / October)

Brinkley: Chapters 1 - 5

Davidson and Lytle: Chapter 1, Serving Time in Virginia

- A. Exploration to 1600 - Columbian Exchange.
- B. Colonial America - Geography / Economics / Politics.
- C. Colonial America - Culture / Religion.
- D. March to Revolution - "Taxation without representation."
- E. Declaration and War of Independence.

III. Birth of a Nation and a Political System (October / November)

Brinkley: Chapters 6-9

Davidson and Lytle: Chapter 4, Jackson's Frontier - and Turner's

- A. Confederation - Why did it fail?
- B. Constitutional Convention and Ratification - "If men were angels..."
- C. National / Federalist Era - America's first functioning government.
- D. Jeffersonian America - America's Republican Roots.
- E. Jacksonian America - America's Democratic Roots.

IV. Westward Expansion and the March to Civil War (November / December)

Brinkley: Chapters 10-13

Davidson and Lytle: Chapter 6, The Madness of John Brown

- A. Rise of the Industrial North.
- B. Rise of Slavery and "King Cotton".
- C. Antebellum Culture and Reform.
- D. Westward Expansion and Relations with Mexico.
- E. Steps to Civil War - "A House Divided."

V. Civil War, Reconstruction and the Turn West (December / January)

Brinkley: Chapters 14-16

Davidson and Lytle: Chapter 5, The Invisible Pioneers

- A. Two societies at war.
- B. Antietam, Gettysburg and the role of foreign diplomacy.
- C. Social, political and economic effects of the war.
- D. Reconstruction of the South - The politics of post-war America.
- E. America Turns West.

VI. Industrial and Progressive America (January)

Brinkley: Chapters 17-19, 21-22

Davidson and Lytle: Chapter 9, USDA Government Inspected

- A. Rule of the Robber Barons - Social Darwinism at play.
- B. Growth of Urban America - Migration and immigration.
- C. Government Corruption - "The Jungle".
- D. Rise of Progressivism and Populism.
- E. Progressives Takes on Industry and Government Corruption.

VII. Prosperity and Depression / Birth of New Deal America (February)

Brinkley: Chapters 24-26

Davidson and Lytle: Chapter 10, Sacco and Vanzetti

- A. Roaring '20's - Prosperity and 1920's consumerism.
- B. Crash - "Wall Street Lays an Egg".
- C. The Great Depression - Depression and the collapse of consumerism.
- D. Franklin Roosevelt and "A New Deal for America".
- E. The New Deal's Legacy: Modern American Capitalism.

VIII. Emergence of the U.S. as a World Power (February / March)

Brinkley: Chapters 20, 23

- A. America's Foreign Policy Roots - The Monroe Doctrine and Pacific Imperialism.
- B. Pan Americanism and the Roosevelt Corollary - "Big Stick America".
- C. America in World War I - "Over There".
- D. Isolationist America - Society and economy of post-war America.

IX. World War to War on Terror: American Foreign Policy in the 20th Century (March)

Brinkley: Chapters 27-29, 34

Davidson and Lytle: Chapter 12, The Decision to Drop the Bomb

- A. World War II - The two theater war.
- B. Cold War - Diplomatic strategies and policies.
- C. Proxy Wars : Korea and Vietnam.
- D. Gulf Wars and the War on Terror - Unilateralism v. Multilateralism in Foreign Policy.

X. Domestic America - 1950 to end of the 20th Century (April)

Brinkley: Chapters 30, 32-33

Davidson and Lytle: Chapter 14, Breaking into Watergate

- A. Post WWII America - Consensus and conformity.
- B. Turbulent 60's - New Frontier to the Great Society.
- C. African-American Experience - Jim Crow to Civil Rights Movement.
- D. 70's - Watergate, the "Energy Crisis", demographic changes and Feminist Mov't.
- E. 80's to 90's - Reagan, Clinton, "The New Right", technological revolution and environmental devolution.
- F. 2000 Election controversy, Bush v. Gore

XI. A.P. U.S. History Exam (May 6)