

Advanced Placement United States History
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This advanced placement course has several purposes. The first of which is to master a broad range of United States History. It is intended to be taught at the college freshman level. It is also intended to train students to prepare for and successfully pass the Advanced Placement Exam at the end of the year. The course will be organized into the following themes; Economic trends and transformations, cultural/social trends and transformations, political trends and transformations, environmental issues, social reform movements, the role of religion in American History, the role of slavery in American History, U.S Diplomacy, the development of a unique American identity, and America's role in the global community. Over the course of this class, students will focus on how interpretations of history have evolved over time. Students will also focus on how issues of early American history have impacted and shaped the following generations.

Course Texts-

- Davis M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey. The American Pageant. (Boston: McDougal Littell/Houghton Mifflin, 2005)
- Howard Zinn, A People's History of the United States. (New York: Harper Perennial, 2005)
- David M. Kennedy and Thomas A. Bailey. The American Spirit Volume 1 & 2. (Boston: McDougal Littell/Houghton Mifflin, 2005)
- Upton Sinclair. The Jungle. (2003)
- Fredrick Douglas. Narrative of the Life of Fredrick Douglas. (New York: Dover Publications, 1995)
- James Loewen. Lies My Teacher Told Me. (New York: Simon & Schuster, 1996)
- Larry Madaras. Taking Sides: Clashing Views on US History. (New York: McGraw-Hill, 2003)

Class Organization-

Unit handouts will be given every two to four weeks. Unit reading assignments will be listed along with all test and quiz dates. Each unit will have one document based question (**DBQ**). Each unit will have 1 to 3 discussion questions (**DQs**). Each unit has a (**SOAPS**) activity addressing a variety of primary source documents. All documents will be handed out at the beginning of each unit. Finally, each unit will end with an 80 question multiple choice exam.

DQs-

Discussion questions will be given in every unit ranging from 1 to 3 per unit. They will revolve around the unit's major themes and topics. Many of these discussion questions have been taken directly from past AP exams. For each question students will prepare a thesis statement and essay outline. DQs are intended to prepare students for FRQs on the final exam.

SOAPS Activities-

(Source, Occasion, Audience, Purpose, Speaker). "SOAPS" is a method for AP students to analyze primary source documents. This method allows students to break down the main points of documents and to recognize differing opinions and bias. The large majority of documents to be examined come directly from the National Archives. This method prepares students to break down documents quickly for DBQ essays. Every unit will contain a large variety

Unit 1 Colonial History (2 Weeks)

Readings-

- Text Chapters 2-4 (American Pageant)
- “Columbus Indians & human progress” Zinn
- Lies my Teacher Told Me Chapter 1
- “Experience of an Indentured Servant” American Spirit

Themes-

- The emergence of American Cultural traits and contributing factors
- Emerging characteristics of New England, Middle, and Southern Colonies (Religious, Social, Cultural, Political, & Economic).

Content-

- Motives for colonization
- Push-Pull factors (Why do colonists come)
- Compare and contrast: Southern, Middle, New England Colonies. (Political, religious, economic, and social patterns)
- Examine the differences between Americans and Europeans

SOAPS/Primary Source Documents-

Iroquois Constitution, “Struggling to Settle Jamestown” (John Smith), “What can you get by War” (Chief Powhatan), Mayflower Compact, “Of Plymouth Plantation” (William Bradford), Indentured Servant Contract, Indictment of George Jacobs (Salem Witch Trials).

DQs-

1. Analyze the cultural and economic responses of the following groups to the Indians of North America before 1750. British, French & Spanish.
2. How did economic, geographic and social factors encourage the growth of slavery in the southern colonies between 1607 & 1775?
3. Compare ways in which religion shaped the development of Colonial society in the following regions (New England, Chesapeake, and Middle Atlantic)

DBQ-

-English Colonies (1993) (DBQ) (This DBQ is a practice DBQ. It will be done as a group project).

Assessment-

-Multiple Choice Exam (80 Questions)

Unit 2 Independence (2 Weeks)

Readings-

-Text Chapters 5-8 (American Pageant)

-Unit 2 Handouts (The American Spirit)

Themes-

- The changing relationship between Great Britain and Colonists
- The American Revolution: conservative or radical movement
- The American Revolution’s place in world developments of the time period

Content-

- Colonists evaluate their relationship with Britain
- British policy after 1763
- The Great Awakening
- Mercantilism
- The American Revolution

SOAPS/Primary Sources

“Plan of Union” (Ben Franklin), Stamp Act, “I heard the word fire” (Boston Massacre), Boston Massacre Painting, “Give me Liberty or Give me Death” (Patrick Henry), Common Sense (Paine), Declaration of Independence, “Remember the Ladies” (Abigail Adams)

DQs

1. Explain how the Great Awakening has contributed to the separation of Church and State in the US.
2. Compare the cultural, political and economic aspects of the French, British and Spanish colonies in America.

DBQ & Major Assignments-

- Affect of French & Indian War on American Society (AP 2004)
- Students will create a chart outlining British policies enacted following the 7 Years War (Proclamation of 1763 through Intolerable Acts)

Assessment- (80 Question Multiple Choice Exam)

Unit 3 Forming a Nation (2 weeks)

Readings-

- Text Chapters 9-10(American Pageant)
- “Shock of Shays Rebellion” (Spirit)
- “Clashes at the Convention” (Spirit)

Themes

- Development of the constitution and the Bill of Rights
- Emergence of political parties and the factors that divide them
- Conflict between federal power and states rights
- Development of sectional specialization and Interdependence

Content-

- Articles of Confederation (Successes & Failures)
- Constitutional Convention
- Jefferson vs. Hamilton
- Alien Sedition Acts
- Impact of French & British on US policy

SOAPS/Primary Sources

US Constitution, Bill of Rights, Washington's inaugural address, Washington's farewell address, "On Equality of the sexes" (Judith Murray), Alien Sedition Acts, Federalist Papers, "An Aristocratic Party has sprung up" (Jefferson).

DQs-

Compare and contrast the Federalists and republicans on the following topics: Democracy Government Power Economy Foreign Affairs

DBQ & Major Assignments-

-1985 DBQ "Articles of Confederation"

Assessment- (80 Question Multiple Choice Exam)

Unit 4 (2 weeks) The Age of Jefferson

Readings-

-Text Chapters 11-13 (American Pageant)

-Marshall and the Supreme Court (The American Spirit)

-"Issues of sailors rights and embargoes" (Spirit)

Themes-

- The transfer of power from party to party
- National Growth
- The rise of nationalism
- The Emergence of the Supreme Court

Content-

- The Jefferson Revolution
- Louisiana Purchase
- Diplomacy (Britain and France)
- War of 1812
- Marshall Court
- Monroe Doctrine

SOAPS-

Marbury V Madison, McCulloch V Maryland, "We also have religion" (Chief Red Jacket), The embargo act, The Missouri Compromise, Jefferson's State of the Union Addresses, "Civilization of the Tribes" (US Congress)

DQs-

1. Assess the three most important legacies of Jefferson's Presidency
2. Assess the importance of the Marshall Supreme Court Case

DBQ & Major Assignments

- 2005 DBQ Effects of the Revolution

Assessment- (80 Question Multiple Choice Exam)

Unit 5 (2 weeks) Jacksonian Democracy

Readings-

-Text Chapters 14-15 (American Pageant)

-“Nullification” & “War on the Bank” (The American Spirit)

-“As long as grass grows and water runs” (Zinn)

Themes-

- Emergence of 2nd American Party System
- The entrance of the “Common Man” into American Politics
- Geographical and Economic expansion
- Reform movement throughout America

Content-

- 1824 Election
- Jacksonian Politics
- Nullification
- Bank Crisis
- Cherokee Removal
- Manifest Destiny & War with Mexico
- Immigration (Irish & German)

SOAPS-

Cherokee Constitution, Trail of Tears, Cherokee Nation Supreme Court Rulings, Jackson’s state of the Union Addresses, “What is the profession of Women” (Beecher), “I beg, I deplore, I demand pity” (Dorthea Dix)

DQs-

1. The Jacksonian Period (1824-1848) has been celebrated as the era of the “common man”. To what extent did the period live up to its characterization? Consider the following in your response.
(Economic Development, Politics, and reform movements)

DBQs and Major Assignments-

- DBQ Jackson and Indian Removal
- Assignment: Students will analyze both Jefferson & Jackson’s State of the Union addresses. Students will create a chart showing the changing policies of the US Government toward Native Americans
- Students will develop their own DBQ question on any of the following topics
 - i. Immigrations & its effects
 - ii. The growth of labor unions
 - iii. The growth of the transportation industry & effects

- iv. Religious movements
- v. Social reform movements

Assessment- (80 Question Multiple Choice Exam)

Unit 6 (2 weeks) Slavery and Sectionalism

Readings-

- Text Chapters 17-19 (American Pageant)
- “The Compromise of Debates” (Spirit)
- “Fugitive Slaves & Uncle Tom’s Cabin” (Spirit)
- Fredrick Douglass (A Narrative of the Life of Fredrick Douglas)

Themes-

- Sectionalism
- The Path to Civil War

Content-

- Manifest Destiny
- War with Mexico
- Missouri Compromise
- Kansas Nebraska Act
- Dred Scott
- Lincoln Douglas Debates
- John Brown
- Election of 1860

SOAPS-

Slave Bill of sale, Slave catchers poster, Newspaper clipping announcing sale of slaves (South Carolina), “I will be heard” (William Lloyd Garrison), “The last should be first” (Confessions of Nat Turner), “My Master was my Father” (Fredrick Douglass), “A House Divided can not Stand” (Lincoln), “his government can exist” (Douglass), South Carolina Declaration of causes of succession.

DQs-

- Explain why it is sometimes argued that the Mexican War was a major cause of the Civil War.
- In 1787, 1820, 1833, 1850 the North & South were able to compromise their differences. Why were they not able to in 1861?
- Assess the moral arguments and political actions of those opposed to the spread of slavery in the context of the following: the Mexican War, the Compromise of 1850, and the Kansas-Nebraska Act.

DBQ & Major Assignments

- Prelude to Civil War (1987 DBQ)
- Mapping the road to war (Chart)

Assessment- (80 Question Multiple Choice Exam)

Unit 7 (4 weeks) Civil War and Reconstruction

Readings-

-Text Chapter 20-22 (American Pageant)

-“The Political Economy of the Black Family During Reconstruction”
(Spirit)

-“Reconstruction under Attack” (Spirit)

“Northern Retreat from Reconstruction” (Spirit)

Themes-

- Secession & War
- Economic and social impact of the war
- Reconstruction plans and issues
- The Reconstruction Experience (Whites & Blacks)
- The Equality Struggle

Content-

- Civil War
- Military issues & Strategies
- Home front
- Social, political, economic impact of war
- Reconstruction plans and actions
- Development of the “New South”

SOAPS-

Emancipation Proclamation, Gettysburg Address, Substitute enlistment document (State of Wisconsin), Wisconsin newspaper 1864, Lincoln’s inaugural Address, Farewell to the Army (Lee), 13th 14th & 15th Amendments, “We had only our ignorance (Anonymous southern soldier), “Giving the Negro Fair Play” (Fredrick Douglas).

DQs-

- Identify the significance of the border states to both the north and the south and how they shaped Union strategy.
- List the three most significant impacts of the Civil War. (Be sure to justify your selections.
- Evaluate the Social, Political and economic impact of the civil war on both the North and the South.

DBQ & Major Assignments

- Failure of Reconstruction (DBQ)
- Students will generate a chart outlining the causes that lead to the failure of reconstruction

Assessment- (80 Question Multiple Choice Exam)

Unit 8 (2 Weeks) The Gilded Age

Readings-

-Text Ch 23-25 (American Pageant)

-The Jungle (The novel “The Jungle” will be an extra reading assignment to be read over units 8-10)

-“Robber Barons & Rebels” (Zinn)

Themes-

- Political Corruption in the Gilded Age
- Role of Government in Economic growth and regulation
- Social, Political, Economic impact of Industrialization

Content-

- Indian Policy
- Political Corruption
- Business Tycoons
- Plains Indians
- Industrialization
- “New Immigration”
- Labor movement
- Populists
- Jim Crow

SOAPS-

Thomas Nast Cartoons, “Success of Standard Oil” (Rockefeller), “The Labor Movement is a Fixed Fact” (Gompers), Dawes Act, Dumbbell Tenement Blue Prints.

DQs-

- Explain the rise and goals of the Populist Party
- Compare and contrast the origin, goals, and leadership of the following: The National Labor Union, The Knights of Labor, and the American Federation of Labor.

DBQ & Major Assignments

- Changing Immigration Patterns (DBQ)
- Continue reading Jungle

Assessment- (80 Question Multiple Choice Exam)

Unit 9 (2 weeks) The Progressive Era

Readings-

-Text Ch 29-30 (American Pageant)

-Continue on the Jungle (Sinclair)

Themes-

- Rise of 3rd parties
- Immigration & Urbanization
- Roosevelt, Taft, & Wilson an era of progressive reform
- Reform on a state & local level

Content-

- “New Immigration”
- Social & Cultural Changes
- Muckrakers
- Women’s Rights
- Consumer & Environmental Protection
- Political Reform
- Business & Labor Reform

SOAPS-

40 Years at Hull House (Adams), How the other half lives (Jacob Riis), Plessy V Ferguson, “The tall office building” (Sullivan), 16th, 17th, 18th, 19th Amendments, The Wisconsin Idea (Lafollette)

DQs-

- In what ways did the Federal Government change under Teddy Roosevelt in terms of the following: World Affairs, Trusts, and Labor relations?
- How successful were progressive reforms in regards to the following: Politics, Industrial Conditions, and Urban Life.

DBQs-

- Progressive Era on the Federal Level (2003)
- Students will develop a chart outlining progressive reforms at the state and local level. Students will provide examples as to how these reforms affect our lives today.

Assessment- (80 Question Multiple Choice Exam)

Unit 10 (3 weeks) An American Empire & WWI

Readings-

- Text Ch 27-28 & 31 (American Pageant)
- Finish the Jungle (Sinclair)
- “America on a World Stage” (Spirit)
- “The War to End War” (Spirit)

Themes-

- US role in world affairs (Isolationism to Empire)
- US role in WWI
- Post War Strategies
- US diplomacy & policy management around the globe

Content-

- Spanish American War
- Cuba
- Philippines
- Roosevelt’s “Big Stick” policy
- Panama Canal
- WWI
 - War at home
 - Espionage & Sedition
 - Business & Labor relations
 - Economic Impact
 - Treatment of German Americans
 - Treaty of Versailles & 14 points

SOAPS-

Yellow journalism (News paper articles), “No blood will shed in Puerto Rico (Rivera), Zimmerman Note, “Over There” (Cohan), 14 Points, Volstead Act.

DQs-

- Assess Theodore Roosevelt’s conduct of American foreign policy in both Latin America and Asia and did it result in more harm or good.
- Summarize the impact of American participation in World War I on: The National Economy, Civil Liberties, and personal attitudes.

DBQ & Major Assignments

- WWI DBQ

Assessment- (80 Question Multiple Choice Exam)

Unit 11 (3 weeks) Roaring 20s, Great Depression, and New Deal

Readings-

- Text Ch 32-34 (American Pageant)
- “American Life in the Roaring 20s” (Spirit)
- “The Great Depression & New Deal” (Spirit)

Themes-

- Post war Nativism and reform
- Cultural conflicts (Native vs foreign born) (Rural vs Urban)
- Revolution of culture (Social patterns)
- The role of the government in the economy
- Effects of the Great Depression and government responses

Content

- Agricultural Problems
- KKK & Intolerance
- Immigration restriction
- Sacco & Vanzetti
- Prohibition & Organized Crime
- Roaring 20s
- Hoover vs FDR
- Court Packing
- New Deal
- Great Depression & its impact on differing groups

SOAPS-

Schenck VS US “A Clear & Present Danger”, 19th Amendment, “A woman must not accept, she must challenge” (Sanger), KKK Declaration, Immigration Act of 1924, The Bonus Army (Hoover), FDR inaugural address, Every Man A King (Long).

DQs-

- Account for the rise in anti-foreignism in the 1920s.
- Select the 3 most important programs of the New Deal and explain how they helped solve the problems of the Great Depression.
- Did the noble experiment do more harm than good? (Show evidence to support your theory.

DBQ & Major Assignments

- Effectiveness of New Deal Reforms

Assessment- (80 Question Multiple Choice Exam)

Unit 12 (3 weeks) WWII & The Cold War

Readings-

- Text Ch. 35-38 (Pageant)
- “America in WWII” (Spirit)
- “The Cold War Begins” (Spirit)

Themes-

- Comparison of wartime leaders, allied partners & post war plans
- US & new role as peacetime leaders
- Comparing home front conduct WWI & WWII
- Cycle of freezes & thaws in Cold War relationships

Content-

- Response to aggression
- Pearl Harbor
- Allied strategy
- WWII Conferences
- Japanese internment
- New roles for women
- Fair Deal
- Cold War
 1. McCarthyism
 2. Berlin
 3. Truman Doctrine
 4. Marshal Plan
 5. NATO
 6. China
 7. Korea

SOAPS-

Four Freedoms (FDR), WWII Conferences, Japanese relocation poster, “Total Victory (Truman), “Containment” (George Keenan), Brown V Board, Highway Act of 1958, Truman Doctrine, Marshal Plan.

DQs-

- Assess the policy of containment from 1945 to 1975.
- Compare and contrast US foreign policy after WWI & WWII (using years 1919-1928 & 1945-1950).

DBQ & Major Assignments

- Eisenhower and the Cold War (AP 2001)

Assessment- (80 Question Multiple Choice Exam)

Unit 13 1960s to the Present (2-3 Weeks)

Readings-

-Text Ch 39-41 (American Pageant)

Themes-

- Vietnam Syndrome in post war foreign policy
- Evolution of Civil Rights (From Plessy to Brown)
- Emergence of Conservative Movement
- The role of the US in the world today.

Content-

- New Frontier
- Great Society
- Civil Rights
- Nixon and Watergate
- Carter Era
- Reagan Revolution
- End of the Cold War

SOAPS-

“Segregation now, segregation tomorrow, segregation forever” (Wallace), “I have a dream” (King), Letter from a Birmingham jail (King), Great Society & War on Poverty (Johnson), “To enforce the 15th amendment (Voting rights act of 1965), “The problem has no name (Betty Friedan), Warren Court Rulings, My Lai Massacre, Vietnam War Photos, “Evil Empire” (Reagan).

DBQ & DQs-

Practice essays will be given as review for AP exam.

1. Explain why the civil rights movement became more radical and violent as the 1960s progressed. Address the following: Changing motives, assumptions, and leadership.
2. Explain why Carter started his administration extremely popular, but by the end of the first four years he was widely unpopular.
3. Why did the conservative movement gain such strength in the 1980s.

Unit 14 (Approximately 2 weeks) Review for AP Exam Project 1 (American Conflicts)

Students will analyze 15 major conflicts in American History. Students must identify and explain the characters, the conflict, the time period, issues and historical significance.

- Woodrow Wilson VS Henry Cabot Lodge
- Hamilton VS Jefferson
- Nixon VS US Supreme Court
- FDR VS US Supreme Court
- Hayes VS Tilden
- Gloria Steinem VS Phyllis Schlafly
- Truman VS McArthur
- William Jennings Bryan VS McKinley
- Lincoln VS Douglas
- Tories VS Patriots
- Federalists VS Anti-Federalists
- Andrew Jackson VS Biddle
- Herbert Hoover VS FDR
- Martin Luther King VS Malcolm X
- Booker T Washington VS WEB DuBois

Review Project 2 –

Students will map the evolution American Political Parties. Including: Party platforms, Leaders, beginnings and end, impact on American society.

- Federalists
- Anti-federalists
- Jeffersonian Republicans
- Democrats
- Whigs
- Liberty Party
- Free Soil Party
- American Party
- Republican Party
- Populist party

(Democrats & Republicans will be analyzed in different eras).

Project 3

Analysis of Supreme Court Rulings. (Explain importance of case on American society).

- Government & Rights Cases
- Civil Rights Cases
- Labor and Business Cases
- Marshal Court
- Warren Court

Project 4

Groups will trace the Social, Political, Economic changes of the following groups: (Groups will show how the lives of these groups have evolved over US history. Major events and leaders should be discussed).

- African Americans
- Women
- Native Americans

AP Review Sessions

-Sessions will begin 3 weeks prior to taking the AP exam

-Sessions will be voluntary (Remember, the more you review the better the chance to score a passing grade on exam).

-Sessions go from 7 a.m. to 8 a.m.