



School District of Marshfield Course Syllabus

Course Name: AP US History
 Length of Course: 1 Year
 Credits: 1 Credit

Curricular Requirements	Page(s)
CR1a The course includes a college-level U.S. history textbook.	
CR1b The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables),	
CR1c The course includes secondary sources written by historians or scholars interpreting the past.	
CR2 Each of the course historical periods receives explicit attention.	
CR3 The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to	
CR4 The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.	
CR5 The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical Argumentation	
CR6 The course provides opportunities for students to identify and evaluate diverse historical interpretations. — Interpretation	
CR7 The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. —	
CR8 The course provides opportunities for students to examine relationships between causes and consequences of events or processes. — Historical	
CR9 The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of change and	
CR10 The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization	
CR11 The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison	
CR12 The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization	
CR13 The course provides opportunities for students to combine disparate, a sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.	
CR13b The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present.	

Course Description:

This rigorous survey of American history is designed in accordance to the current AP US History Curriculum Framework. APUSH is for high school sophomores, juniors, and seniors who will:

- Analyze and interpret primary and secondary source documents.
- Understand an analytical prompt or question, creating competent and well organized response.
- Use historical data, audio files, visual images, film, charts and maps to support an argument on a historical prompt, issue or question.
- Appreciate and understand America's political, economic, cultural, diplomatic, environmental, technological and social history.
- Develop and improve writing, research, and reading skills using a variety of strategies.
- Improve critical and higher-ordered historical thinking skills with special emphasis on analysis and synthesis.
- Prepare for and earn a 3 or higher on the AP US History exam in May.

Expectations:

- This is a rigorous course and students are required to do the bulk of reading outside of class.
- Tests, both subjective and objective, are usually given every two or three weeks.
- Additional reading assignments beyond those in the textbook will be assigned periodically. Weekly primary and secondary source readings are assigned for discussion. Several times a month, select works from American literature and essays will also be discussed.
- Writing is emphasized in APUSH, because more than half of the AP exam requires analytic and scholarly writing. Students will frequently write both formative and summative writing assignments.
- A seminar project will be completed after the AP national exam in May.

Textbooks and Secondary Sources:

- Couvares, Fransis. *Interpretations of American History. Volume 2 through Reconstruction*. 8th ed. Boston: Bedford/St. Martin, 2014.
- Couvares, Fransis. *Interpretations of American History. Volume 2 From Reconstruction*. 8th ed. Boston: Bedford/St. Martin, 2014. [CR1c]
- Kennedy, David and Lizabeth Cohen. *The American Pageant*. 13th ed. Boston: Wadsworth, Cengage Learning, 2006. [CR1a]
- Henrreta, James. *America's History*. 8th ed. Boston: Bedford/St. Martin, 2014.

Primary Document Readers:

- Brown, Victoria and Shannon, Timothy. *Going to the Source. Volume I: To 1877*. 3rd ed. Boston: Bedford/St. Martin, 2012.

- Brown, Victoria and Shannon, Timothy. *Going to the Source. Volume 2: Since 1877.* 3rd ed. Boston: Bedford/St. Martin, 2012.
- Fernlund, Kevin. *Documents for America's History. Volume 1 To 1865.* Bedford/St. Martin, 2011.
- Fernlund, Kevin. *Documents for America's History. Volume 2 Since 1865.* Bedford/St. Martin, 2011.
- Kennedy, David M., and Thomas Bailey. *The American Spirit, Volume 1: To 1877,* 10th ed. Boston: Houghton Mifflin, 2006.
- Kennedy, David M., and Thomas Bailey. *The American Spirit, Volume 2: Since 1865,* 10th ed. Boston: Houghton Mifflin, 2006.

Selected Readings:	<i>Grapes of Wrath</i> , John Steinbeck
<i>American Scholar</i> , Ralph Waldo Emerson	<i>Letters from a Birmingham Jail</i> , Martin L. King Jr.
<i>Civil Disobedience</i> , Henry David Thoreau	<i>The Jungle</i> , Upton Sinclair
<i>Common Sense</i> , Thomas Paine	<i>The Things They Carried</i> , Tim O'Brien
<i>Democracy in America: Alexis de Tocqueville</i>	<i>Uncle Tom's Cabin</i> , Harriet Beecher Stowe

Learning Objectives by Themes [CR4]

Each unit will explore all of the themes below within the context of the period.

Themes	Concept Questions
Identity	How has the American national identity changed over time?
Work, Exchange, and Technology	How have changes in markets, transportation, and technology affected American society?
Peopling	How have changes in migration and population patterns affected American life?
Politics and Power	How have various groups sought to change the federal government's role in American political, social, and
America in the World	How has U.S. involvement in global conflicts set the stage for domestic social changes?
Environment and	How did the institutions and values between the environment and Americans shape various groups in
Ideas, Beliefs, and	How have changes in moral, philosophical, and cultural values affected U.S. history?

Assessments:

Achievement is assessed in 4 ways: 1) Multiple Choice Tests; 2) Essay Tests
 a) Document Based Questions (DBQ) b) Free Response Questions (FRQ);
 and 3) Short Answer, 4) Performance (homework, reading checks/grids, class work, and active participation).

Distribution of Grade:

Assessment: Essay Tests, FRQ and DBQ=40%, Short Answer= 15%, Multiple-Choice Tests=35% and Performance=10%.

Materials:

Students are expected to have a spiral notebook or note pad, a large three-ring binder or folder to organize important assignments, and the APUSH syllabus for primary and secondary document reading assignments.

Class Rules:

Courteous behavior is expected from polished historical scholars. Students must be in class and seated by the time the bell rings. There is a penalty for presenting work created by someone else. This is plagiarism and will result in a failing grade of zero on the forged assignment. All work handed in to be graded must be the work of the student or in the case of group work, the group. Typical sources for plagiarism include the work of other students, information downloaded from the Internet (not quoted), or work from a publication (not quoted). This syllabus is a contract. By accepting the syllabus and enrolling in this class, you are consenting to the terms and contracting to be part of this course.

PERIOD 1: 1491-1607 [CR2]

Content:

Demographics of Europe, the Americas, and West Africa; Meso-American culture; transatlantic commerce; comparison of colonies across the Americas (religion, economies, politics, cultures) foundations of slavery: and environmental influences.

Reading Assignments the *American Pageant*, Chapters 1-2

Activities and primary document reading:

Students will be divided into groups and each group will explore a different pre-Columbian population to research. Groups will create a visual organizer and present the social, political, and economic structures and interaction with the environment and other Indian cultures. .(ENV2) (WXT-4) [CR5]

Working in groups, students will develop a graphic organizer for class discussion that analyzes the reasons for the development of different colonial labor systems for Dutch, French, Portugal, and Spain.

Students will review both artwork and maps to analyze the impact of both the maize culture and disease on native cultures.

After reading the *American Spirit* students will use SOAPStone to identify carrying European views of Native Americans. Juan Ginés de Sepúlveda Belittles the Indians (1547)-p. 3 Bartolomé de Las Casas Defends the Indians (1552) –p. 4 (PEO 4) [CR7]

Extend Analysis of Documents, Analysis of Bartolome de las Casas from *Voices of Freedom*, Eric Foner. Complete secondary source reading and standard worksheet on POV, author’s purpose, intended audience and historical context.

Review of Learning Objectives by Themes [CR4]:

As a review for the unit, students will work in groups discussing and framing answers to essential questions.

Identity	How did the identities of colonizing and indigenous American societies change as a result of contact in
Work, Exchange, and Technology	How did the Columbian Exchange—the mutual transfer of material goods, commodities, animals, and diseases— affect interaction between Europeans and natives and among indigenous peoples in North America?
Peopling	Where did different groups settle in the Americas (before contact) and how and why did they move to and within the Americas (after contact)?
Politics and Power	How did Spain’s early entry into colonization in the Caribbean, Mexico, and South America shape European and American developments in this period?
America in the World	How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans? How did American discoveries impact Europe and Africa?
Environment and Geography	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?
Ideas, Beliefs, and Cultures	How did cultural contact challenge the religious and other values systems of peoples from the Americas, Africa, and Europe?

Assessment:

Students will take a formative assessment with 10 stimulus based M/C tests questions, 5 content MC questions and write a 1 short answer question on

the encomienda system to be graded in class, deconstructed and discussed.

PERIOD 2: 1607–1754 [CR2]

Content:

European colonization; American Indian resistance; economic and population patterns; formation of race and identity; tensions with Britain; and environmental determinism.

Reading Assignments: *The American Pageant*, Chapters 2–5

Activities, secondary and primary document reading:

Complete a map showing the resources, commerce and products for different regions of the colonies. Analyze the New England, Middle, and Southern colonies and explain how each region developed different political, social, economic and labor structures. Further explain how environment and geography and American Indians shaped the regional development. (POL-1)(PEO-4)(ENV-2) (ENV-2) (WOR-1) (WXT-1)

Chapter 2 primary document reading American Spirit: *Captain John Smith, The Starving Time (1609)-p. 31, The Intolerant Act of Toleration (1649)-p. 38, Persecution of Catholics (1656)- p.39* students will complete reading grids and prepare for discussion.(CUL-4)

Chapter 3 primary document reading American Spirit: Anne Hutchinson is Banished (1637)-p. 47, The Blue Laws of Connecticut (1672)-p. 50, Plymouth Officials Justify the War (1675)-p. 55 students will complete reading grids and prepare for discussion.[CR1b]

Chapter 4 primary document reading American Spirit: A Servant Girl Pays the Wages of Sin (1656)-p. 69, An Unruly Servant Is Punished (1679)-p. 69 Slavery Is Justified (1757)-p. 73 The Stono River Rebellion in South Carolina (1739)-p. 75, Cotton Mather on the Education of His Children (1706)-p. 77 students will complete reading grids and prepare for discussion.(WXT-4)

Create a large Venn diagram or graphic organizer that illustrates regional religious patterns and evolution of religion to 1754. (CUL-4)(WOR-2)

Read Interpretations of American History *Capitalism and Slavery pp 108-114* and *Atlantic history in Global Perspective pp. 115-126*. Students will identify contrasting and similar arguments made by the authors regarding the development of African American slavery in the New World.(ID-4) (PEO-5) [CR1c] [CR13a]

Chapter 5 primary document reading American Spirit Michel-Guillaume Jean de Crèvecoeur Discovers a New Man (c.1770)-p. 88, The Growth of Colonial Population (174-1780)-p. 89, Jonathan Edwards Paints the Horrors of Hell (1741)-p. 92, The Patterns of Colonial Commerce (1766)-p. 94, The Epochal Zenger Trial (1735)-p. 100 Crèvecoeur Finds a Perfect Society (c.

1770)-p. 102 students will complete reading grids and prepare for discussion. (ID-4)

Formative Long Essay for discussion and modeling: Select historians have argued that clashes between European and American Indian social and economic values caused changes in both cultures. Support, modify, or refute this interpretation, providing specific evidence to justify your answer. (PEO-4)[CR 11]

Review of Learning Objectives by Themes [CR4]:
As a review for the unit, students will work in groups discussing and framing answers to essential questions.

Identity	How did early American Identity evolve in the Southern, middle and New England Colonies? What early institutions and traditions evidence the rise of an American self-image?
Work, Exchange, and Technology	Why did differing labor sources and commercial practices emerge in the British southern, middle, and New England Colonies? What role did American Indian communities play in the development of economics? How were the economic goals of the British leadership at odds with the economic goals of the colonists?
Peopling	How did British, Spanish, Dutch, and French colonies' encounters with Indians and African slaves established the patterns of race relations? How did race relations shape the North American experience—in particular, warfare and reservations for the Indians and lifelong slave codes for African Americans?
Politics and Power	How did England's "salutary neglect" contribute to future problems in its empire? What early colonial institutions and practices contributed to the emergence of democratic governance?
America in the World	How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans?
Environment and Geography	How were the development of North America colonies influenced by environment and geography? What impact did environment and geography on the economic development of the British North American Colonies?
Ideas, Beliefs, and Cultures	How did racial diversity create both challenge and different social/cultural constructs in Spanish, British, Dutch and French colonies? How did the influence of diverse religions shape the colonies in North America?

Assessment:

Students will take two summative assessment with 20 stimulus based M/C tests questions, 20 content MC questions and a 1 Long Essay question on commercial development in the colonies and the impact on social constructs.[CR5]

PERIOD 3: 1754–1800 continued [CR2]

Content:

Seven Years war, British colonial policies; enlightenment ideas; war for independence; formation of republic and national identity; work and labor (free and unfree); and regional economic development, role of women in the revolutionary and early republic, Diplomatic and foreign affairs, evolution of government, political parties and institutions,

Reading Assignments: *The American Pageant*, Chapters 6–10

Activities, secondary and primary document reading:

Chapter 6: The Duel for North America, 1608-1763. Read primary documents at home and analyze in class discussion: Pontiac Rallies His Warriors (1763) p. 116 The Proclamation of 1763-p. 117

Chapter 7: The Road to Revolution, 1763-1775. Read primary documents at home and analyze in class discussion focusing on American Identity: Adam Smith's Balance Sheet (1776)-p. 127 Adam Smith Criticizes Empire (1776)-p. 135 Two Views of the British Empire (editorial cartoons) (1767, 1775)-p. 138 Patrick Henry Demands Boldness (1775)-p. 141 Why an old Soldier Fought (1898)-p. 144(ID-1)

Secondary Source Activity: Students will read excerpts from, *Was there a Revolution Millennium, 1990* and *The Role of Religion in the Revolution: Liberty of Conscience and Cultural Cohesion in the New Nation, 1973*. Students will create a T-chart for each reading, analyzed the use of periodization and causation in their argument. [CR1c]

Chapter 8: America Secedes from the Empire, 1775-1783. Read primary documents at home and analyze in class discussion focusing on evolution of politics and social unrest: Thomas Paine Talks Common Sense (1776)-p. 150 Richard Henry Lee's Resolution of Independence (1776)-p. 152 Thomas Jefferson's Declaration of Independence (1776)-p. 153 Pistols on the Pulpit (1775)-p. 159 Vengeance on the Tories (1779)-p. 160 The Hanging of a Loyalist (c. 1778)-p. 161 (CUL-4)(POL-2) (POL-5)

Working in groups of 4 the class will analyze the impact black colonists and women on the American Revolution and the relative impact of the Constitution on each group. Student groups will present explicit evidence to the entire class in a jigsaw activity to support tier analysis.(CUL-2) [CR3]

Chapter 9: The Confederation and the Constitution, 1776-1790. Read primary documents at home and analyze in class discussion focusing the political evolution: Daniel Gray Explains the Shaysites' Grievances (1786)-p. 167 George Washington Expresses Alarm (1786)-p. 168 The Argument Over Slave Importations (1787)-p. 171 An Antifederalist Demands Deliberations (1787)-p. 182 (POL-2)

Students will create a T-Chart for analysis (comparison) of the Articles of Confederation and Constitution and outline a response to a Long Essay in class using the T-Chart. (POL-2) [CR11]

Chapter 10: Launching the New Ship of State, 1789-1800. Read primary documents at home and analyze in class discussion focusing on domestic policies and parties: Alexander Hamilton Verses Thomas Jefferson on Popular Rule (1780'-1820s)-p. 189 Jefferson Verses Hamilton on the Bank (1791)-p. 198 Hamilton Upholds Law Enforcement (1794)-p. 199 A President Bids Farewell (1796)-p. 206 (POL-5)

Students will analyze images, maps and charts from the period using SOAPStone strategy.

- North American Maps 1754 and 1763
- British Colonial map of Proclamation of 1764 (WOR-2)
- Paintings of Boston Massacre from 1700 and 1856
- Painting of Public Punishment for the Excise man, 1774
- Map of Western Land Cessions 1782-1802
- A Triumphant Cartoon for Massachusetts Centinel on Aug. 2, 1788
- Chart of Hamilton's Financial Structures Supported by Revenues
- Evolutions of Major Parties graphic comparing Hamiltonians and Jeffersonian influences.

Review of Learning Objectives by Themes [CR4]:

As a review for the unit, students will work in groups discussing and framing answers to the essential questions.

Identity	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?
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Work, Exchange, and Technology	How did the newly independent United States attempt to formulate a national economy? What were the economic challenges faced by the new republic?
Peopling	How did the revolutionary struggle and its aftermath reorient white-American Indian relations and affect subsequent population movements? To what extent did the status of women, slaves, free blacks change during the late 18 th century?
Politics and Power	How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups? What forces led to the evolution of American government and democracy?
America in the World	How did the revolution become an international conflict involving competing European and American powers? How effective was the United States in overcoming foreign challenges in the 1790's?
Environment and Geography	How did the geographical and environmental characteristics of regions opened up to white settlement after 1763 affect their subsequent development?
Ideas, Beliefs, and Cultures	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?

Assessment:

Students will take a summative assessment with 20 stimulus based M/C tests questions, 20 content MC questions, 1 Document Based Question on the Rise of American Identity prior to the American Revolution or the Cause for rising conflict in the United States after the 1789, and 2 short answer questions from Period 3.[CR5]

PERIOD 4 1800–1848 [CR2]

Content

Rise of nationalism and sectionalism, evolution of the judicial branch, foreign policy conflicts and diplomacy, reform movements, definition of democratic practices; expansion of the vote; market revolution; territorial and demographic

growth; two-party system; Andrew Jackson; and role of the federal government in slavery and the economy.

Reading Assignments: *The American Pageant*, Chapters 11–17

Activities, secondary and primary document reading:

Chapter 11: The Triumphs and Travails of Jeffersonian Democracy, 1800-1812

Read primary documents at home and analyze in class discussion: Marshall Sanctions the Bank (1819)-p. 217 Marshall Asserts the Supremacy of the Constitution (1803)-p. 219 Lewis and Clark Meet a Grizzly (1805)-p. 227 A Federalist (Philip Barton Key) Attacks the Embargo (1808)-p. 233

Chapter 12: The Second War for Independence and the Upsurge of Nationalism

Read primary documents at home and analyze in class discussion: Tecumseh Challenges William Henry Harrison (1810), Causes of the War (editorial cartoons) (1812, 1813), and Hartford Convention Fulminates (1814).

Chapter 13: The Rise of Mass Democracy, 1824-1830 Read primary documents at home and analyze in class discussion: Jackson Veto's the Maysville Road Bill (1830)-p. 270 South Carolina Threatens Secession (1832)-p. 276 Andrew Jackson Denounces Nullification (1832)-p. 277 Cartooning the Banking Crisis (1833, 1837)-p. 282 Alexis de Tocqueville Defends Parties (1830)-p. 288

Sectionalism debate regarding slavery, western land, National Bank, tariffs, and internal improvements. Students will role play an assigned region for each of the elements of sectionalism and may select the role of Politician, newspaper editor, reform activist, or recent immigrant. Students will research each of the sectional categories and complete a graphic organizer focusing on point of view and causation.

Chapter 14: Forging the National Economy, 1790-1860 Read primary documents at home and analyze in class discussion: The Abuse of Female Workers (1836)-p. 293 "Slavers" for New England Girls (1846)-p. 296 Coming of the Irish (1836)-p. 299 The Impact of the Erie Canal (1853)-p. 310 A Canal Stockholder's Outburst (1830)-p. 312

Chapter 15: The Ferment of Reform and Culture, 1790-1860 Read primary documents at home and analyze in class discussion: A Catholic Views Camp Meetings (c.1801)-p. 316 Dorothea Dix Succors the Insane (1843)-p. 323 The Seneca Falls Manifesto (1848)-p. 327 New Yorkers Ridicule Feminists

(1856)-p. 331 Emersonisms and Thoreauisms-p. 340

Fishbowl activity: inviting various reformers to a diner party with each having to make conversation regarding their passion regarding reform. A lively exchange of spontaneous discussion will follow. Students outside of the fishbowl with then critique the responses of the reformers. All students need to participate at one point in the lesson.

Chapter 16: The South and the Slavery Controversy, 1793-1860 Read primary documents at home and analyze in class discussion: A Slave Boy Learns a Lesson (c.1827)-p. 351 A Slave Women’s Tale (1930s)-p. 358 Slavery and the Family (1840)-p. 372 Hinton Helper’s Banned Book (1857)-p. 376

Chapter 17: Manifest Destiny and Its Legacy, 1841-1848 Read primary documents at home and analyze in class discussion: Two Pioneers Describe Oregon (1847)-p. 383

Review of Learning Objectives by Themes [CR4]:
As a review for the unit, students will work in groups discussing and framing answers to the essential questions.

Identity	How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national
Work, Exchange, and Technology	How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked? How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life?
Peopling	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?
Politics and Power	How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect
America in the World	How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation?

Environment and Geography	How did environmental and geographic factors affect the development of sectional economics and identities?
Ideas, Beliefs and Culture	How did the idea of democratization shape and reflect American arts, literature, ideals, and culture?