

AP United States History

Ribét Academy – Rm. 502

Office Hours: 7:30-8:00 AM M-F & by appointment

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The course will serve the multi-faceted needs of Ribét Academy's students. The main practical goal of the course is for students to be well-prepared for the AP examination in the spring. Given the difficulty of the test and its comprehensive nature of material, students will be responsible for knowing factual information, but, given that the exam includes essays, students will also need to be able to manipulate those facts using critical thinking and higher order cognitive functions (such as making predictions, connecting different time periods, etc.) in order to be able to achieve high preparation for the test. Of course, the class serves more than a simple vehicle towards the AP test, but will also serve to help students make connections between historical events and the present. Therefore, broad themes such as economics, race, war and peace and other such eternal issues that are relevant today will be examined throughout the course.

The course will be based on the expertise of the teacher through lectures that will be based on student-teacher dialogue as opposed to straight delivery of information. Students will be encouraged to learn and teach through work in small groups and the presentation of material in formal presentations made to the class using PowerPoint or other creative methods such as film, games, etc.

All curriculum and assessments are designed to implement and reinforce Ribét Academy's **Expected School-wide Learning Results (ESLRs)**. It is the mission of Ribét Academy to empower and enable all students, regardless of age, ability, or background, to become **enthusiastic life-long learners, creative problem solvers, and effective communicators**.

Texts

Students are required to **purchase** the textbook for this class, **The American Pageant** (13th, 14th, or 15th edition, Kennedy) (ISBN: 978-0-54-716654-4), as well as the accompanying study guide for the text. (ISBN: 978-0-54-716696-4).

Students are also advised to purchase at least one AP Exam preparation guide or set of materials, such as Barron's *AP United States History*. The instructor has copies for loan if students would prefer to borrow such materials instead of purchase them.

Additional Readings and Texts (copies of selected text will be provided by the instructor)

Hymowitz, C. & Weissman, M. *A History of Women in America*. (New York: Bantam Dell, 1984.)

Tuchman, B. *The Zimmermann Telegram*. (New York, Ballantine Books, 1985).

Zinn, H. *A People's History of the United States*. (New York: Harper Perennial, 2005).

Select Articles from: *Journal of Negro History and the Journal of African-American History*.

Kellog, W.O. *Barron's AP United States History 2009*. (Hauppauge, NY: Barron's Educational Books, 2008).

AP Essay questions and other support materials and articles from the College Board.

Course Objectives

Students will:

- Pass the AP test with at least a "3"
- Use higher order thinking and apply it to material covered in class, including comparing and contrasting, making predictions, summarizing, making evaluations, analyzing from different perspectives.
- Work in groups on collaborative projects which will include problem-solving activities and presentations using appropriate technology (video, PowerPoint, etc.)
- Identify broad historical themes such as gender and race issues, political development, economics, etc. and how through these themes history connects to the present.
- Be able to use quantitative and qualitative data in order to support arguments made in essays and in verbal discussion.
- Improve writing capability, especially essays.

Course Schedule (Each section covers 1-2 week's time):

I. Introduction to Course; New World Beginnings; The Planting of English America.

- a. Students will achieve an understanding of the early history of the Americas within the context of the theme of immigration and exploration of the New World by Native Americans, Europeans and African Americans. Students will understand the economic and social dynamics for the movements of peoples from distant areas. Students will learn the reasons for the English settlement of North America. Students will also cover basic themes to help guide them in their further study of history.

II. Settling the Northern Colonies; American Life in the 17th Century; Colonial Society on the Eve of Revolution.

- a. Students will focus on the social issues that affected the English colonies, including immigration, indentured servitude, slavery, religion as well as daily life of the colonists. Students will learn about colonial forms of self-government.

III. The Duel for North America; The Road to Revolution.

- a. Students will be able to place the American Revolution in context of its historical roots, including the French and Indian War, as well as the British imperial political and economic system as demonstrated in The Stamp Act Crisis, etc.

IV. America Secedes from the Empire; The Confederation and the Constitution.

- a. Students will gain knowledge on the American Revolution itself and the conduct of the struggle, which will include not only the battles of the war, but also the different social and ethnic classes and how they participated, the role of the Loyalists, as well as the broad international coalition that helped the colonial rebellion achieve its objectives. Students will learn about the need for a Constitution given the weakness of the Articles of the Confederation. They will also learn about the Constitution itself and how it connects to students' own lives.

V. Launching the New Ship of State; The Jeffersonian Republic.

- a. Students will learn about the problems that the U.S. went through in its infancy. There will be a special focus on Hamilton and his financial planning and the emergence of political parties. Students will learn about Thomas Jefferson and the triumph of the Democrat-Republicans and their role in the formation of an American political system that differed from the European systems. Students will also focus on Jefferson's own changes from theorist to politician.

VI. War of 1812, Nationalism, Mass Democracy, National Economic, National Culture.

- a. Students will learn about the development of an American national identity through the study of American politics, including the rise of the presidency through the policies and personality of Andrew Jackson. Students will be able to grapple with the significance of the War of 1812 and the Monroe Doctrine. Students will also focus on national culture, especially as it was affected by religion and immigration.

VII. The South and Slavery; Manifest Destiny.

- a. Students will draw connections between the economy of South, changes in technology and governmental policy and the growth of slavery in the South. Students will learn about the "human face" of slavery and the response that the suffering had on Northern abolitionists. Students will connect the issue of slavery to expansionism through the adding of states and the role of compromise in achieving a balance between North and South through such events as the Missouri Compromise. The role of Henry Clay will be highlighted.
- b. At this point in time the art teacher will present a special cross-curricular unit in African-American history, with a special emphasis on the links between music, art and the influence of the African-American experience on American culture. In lieu of a weekly essay, students will be assigned the project of creating a media presentation of their chosen subject of African-American history. The presentation will include not only historical information, but visuals and audio of African-American art and music.

VIII. Sectional Struggle, Drifting toward Disunion.

- a. Students will learn about the economic and political issues that helped lead to the Civil War, including tariffs, popular sovereignty and the Fugitive Slave Act. Social elements such as *Uncle Tom's Cabin*, and increasing radicalization of both Northern abolitionists and Southern secessionists will be highlighted. The critical role of Lincoln's election will be examined by students.

IX. Girding for War; the Civil War.

- a. Students will learn about the immediate causes of the Civil War as well as the war itself. The events stressed during these lessons will be the ones that have profound implications for the future, such as Sherman's March through Georgia, the participation of African-Americans in the struggle, and the economic and political impact of the war on American politics through the continued support of the Democratic party in the South.

X. Reconstruction; Gilded Age.

- a. Students will learn about the advances made by African-Americans during the period of Reconstruction, as well as the split between the presidency and congress during this time, which ended in Constitutional Crisis. Students will understand why Reconstruction ended in 1876 and the Southern reaction to Reconstruction. The Role of the Populists will be stressed at the end of this unit.

XI. Industrial Development; Urbanization; new leaders in the African-American movement; Women's Rights Movement.

- a. Students will evaluate American industrial development and analyze it through its effects on the different social classes, including the rich, the working class, women and ethnic minorities. Students will evaluate the differences between W.E.B. Du Bois and Booker T. Washington. Students will also learn how the enfranchisement of women began at this time in the states. The gulf between unions and the "lords of industry" will be examined.

XII. The West; Agricultural Revolution.

- a. Students will learn about the processes involved in westward migration and the effects it had upon the Native Americans and the varying responses of Native American groups. Students will be able to tackle the issues behind farmers' rights groups such as the Grange and link these to the economic debate between free silver and the gold standard. The goal will be for students to see a mosaic of social classes and ethnic and gender groups debating and influencing American development.

XIII. The American "Empire"; Theodore Roosevelt and Progressivism.

- a. Students will make connections between American economic development and American expansion overseas. They will also understand the concept of the American informal empire based on capital and intervention. The effects of American power on social groups will be stressed. Students will be challenged by Roosevelt's Republican Progressivism, which will challenge their concept of static political party identities. The different legislations that develop with the Progressive movement will be stressed, especially when they are relevant to students' lives.

XIV. Wilson, WWI.

- a. Students will learn about Wilsonian Progressivism and his own understanding of intervention as evidenced in American involvement in Mexico. Students will learn the reasons behind American involvement in WWI and will evaluate the struggle between involvement and isolationism. They will analyze Wilson's actions in context of party politics and see if Wilson was realistic in pursuing his goals.

XV. Roaring Twenties; Politics of Boom and Bust.

- a. Students will focus on the influence of African-Americans on American culture. The teacher will help students understand the complex reasons behind the prosperity and the bust of the American economy during this time. Students will be asked to evaluate Hoover and his response to economic crisis.

XVI. Great Depression; FDR

- a. Students will learn about the response of FDR to the Great Depression and will debate the merits of the New Deal as well as the controversy behind the increase in the scope of the federal government and FDR's multiple terms. Students will also understand Roosevelt's own policies and their effects on African-Americans and women.

XVII. WWII.

- a. Students will learn about how American isolationism led to the near defeat of our WWI allies and how Roosevelt carefully guided the nation to war through "baby steps." Students will learn about the role of women and African-Americans in the war economy as well as in the fighting itself. Students will evaluate FDR's role as commander-in-chief and will pose what-if questions about the post-war world given his demise before the end of the war. They will be called upon to draw links to other presidents who perished at critical moments.

XVIII. Cold War; American Culture in the 1950s

- a. Students will learn about the events that led to the development of the Cold War. Students will examine the effects that the Cold War had on American culture and how paradoxical it was that a period of fear coincided with a time of affluence and materialism. The gains made by African-Americans will be stressed. The role of women will also be an important part of this lesson. Students will learn about the rise of the federal government and the national security state given the events of the Cold War.

XIX. The 1960s, 1970s.

- a. The first focus will be on Kennedy's policies and their continuation by LBJ, especially in regards to Civil Rights. Vietnam will be placed in the context of the Cold War and the fight against communism. Students will be asked to evaluate American involvement and the response of American youth and cultural groups against the war. The role of class, race and gender will be emphasized. Students will learn about the malaise that Americans faced in the 1970s given political and economic crisis given the Nixon scandal, the oil crisis, stagflation, etc.

XX. The Resurgence of Conservatism; American faces a New Century

- a. Students will learn about the refocus on the Cold War during the Reagan era and the halcyon days of the end of the Cold War, which was disrupted by new conflict in the Middle East. Students will also focus on the remaining problem of race and gender given informal barriers to advancement of these groups. Students will analyze the problems that the United States faces currently within the historical themes dealt with throughout the course and will be asked to present their vision of American future given the trends they have seen throughout the course of our nation's history.

- XXI. AP Test practice based on Barron's guide, College Board materials, in-class essay and multiple-choice practice, explicit teaching of test-taking strategies including elimination, mastery of several important concepts, etc.

Special Thematic Units

Thomas Jefferson

An analysis of Thomas Jefferson's life, with both the formal and patriotic aspects of his role in American history, but also as a person who must be viewed not as a minor god, but as a balanced historical figure. To this end students will analyze Jefferson's actions using the Declaration of Independence, George I's proclamation on the American rebellion, Thomas Jefferson's runaway slave advertisements in local newspapers, and James Callender's pamphlets that attacked Jefferson. In the end students will have a balanced view of Jefferson that is based on interpretation of these historical documents. Callender's cartoons will be used to foster not only an understanding of Jefferson and his foibles, but also the role of the media and political cartoons. The students will use the sources in the creation of a paper where students will deconstruct Jefferson's semi-legendary status in popular history.

The Zimmerman Telegram

Another thematic unit will focus on the Zimmermann Telegram as the reason for American entry into WWI. While the textbook gives limited information on the fascinating story, students will deepen their knowledge of history and diplomacy by reading selections from Barbara Tuchman's *The Zimmermann Telegram*. However, they will also analyze the positions of the different players in this diplomatic game, including Zimmermann's own speech in defense of the telegram, the Japanese and Mexican replies to Germany. The students will write a paper detailing the positions of each party using a cost/benefit analysis to come up with a rational argument for each position. To support students, trade and military statistics, maps, and the speeches/communiqués themselves will be provided to the students.

Leaders of World War II

Yet another thematic unit will cover the correspondence between Churchill, Roosevelt and Stalin during WWII. This correspondence will make for a deeper understanding of the differences between FDR's public speeches and his private official correspondence with world leaders. The students will then compare the official speeches with the private correspondence and argue whether the public figure representation matches the private letters of FDR.

Present-Day

A final thematic unit will focus on the present day. Students will be responsible for creating their own document based questions where they link historical period thematically. That is, what are the reoccurring themes in U.S. history and how in what trajectory do they connect the past to the present. Possible themes will include: economic downturns, military intervention, third political parties, the role of agriculture in American life. For this written project, students will also be required to create story boards where their own art and historical pictures will illustrate the connection between past and present.

Classroom Rules

- Be respectful of others' views. We will be debating things frequently, and there are going to be several times where you will not agree with what is being said. Wait your turn, and prepare your argument. When it is your turn, we will be happy to listen to what you have to say, but if you consistently call out or become disrespectful you will be asked to refrain from commenting any further.
- Be on time. If you are late, you will lose out on participation credit for the day. **If you are absent and/or tardy (unexcused) more than 10 times in one semester, I reserve the right to fail you for the course.**
- Bring supplies with you to class. This is an upper-level class, and I expect that you will have learned by now what is needed in a classroom. Books should be brought every day unless otherwise specified.
- **No iPods, cell phones, or any electronic/noise-making devices are to be permitted in the classroom.**
- **Plagiarism** is not accepted in any way, shape, or form. Consequences for cheating are laid out in the Handbook, and it will earn you an F in my class, not to mention some pretty severe consequences from the school. It's really not worth it. **If I suspect cheating and/or plagiarism, I reserve the right to give you a zero for the assignment and may require you to redo it. If it becomes a problem, I WILL fail you for the course. Copying from another source is NOT your work and is NOT acceptable in my class.**

Make-Up Policy

Check the website (www.martinsocialstudies.com) for all assignments/upcoming quizzes! I realize you have other classes and obligations--I'm willing to be flexible. Don't abuse it! (This does not apply to Projects—on those, there is no grace period.)

Make-up exams/quizzes are generally administered the day you return to school from an absence. **It is up to you to come to me and tell me you need to take the make-up exam.** I will not come find you. If you do not take it the day you return, you forfeit the points and take a 0 for the exam. (exceptions only on a case by case basis) You may choose to use a missed quiz as your dropped one. **Make-up work/exams will only be given with a verifiable excuse!** No make-ups will be allowed for trancies or other unapproved absences.

Grading Policy

I grade by percentages and points. There will traditionally be no curves, but I reserve the right to implement one if the situation calls for it. **I often will bump you if you are at a "_9" (79, 89, etc.), but I am not REQUIRED to do so. I bump on a case-by-case basis, and your participation and effort in class is what I will use to decide.** Grades are available through RenWeb, and I try to update it as often as possible. Rubrics will be given for large projects in advance.

90.0 – 100% = A 80.0 – 89.9% = B 70.0 – 79.9% = C 60.0 – 69.9% = D 0.00 – 59.9% = F

Tests (20% per quarter)

You will have a Midterm exam and a Final exam (please consult the school calendar for specific dates). Each is worth 20% of your TERM grade. They will be cumulative up until that point in the semester.

Quizzes (30%)

There will be a quiz at the end of each chapter. You will always be given advance notice of a quiz, and we will always try to review in class the day before the quiz. You will be allowed to drop one quiz grade per semester. If you miss a quiz, you can use your "dropped quiz" to replace that grade. **Midterms and finals are NEVER eligible to be dropped. You must take your midterm and final.**

Classwork (20%)

This includes all work done during class (group and individual). Classwork may include reading, research, writing, design of games and other review activities, alternative and contemporary political issue seminars, AP preparation essays and multiple choice practice exams, and much more.

Homework (5%)

Completed study guide (SG) pages (**still in the workbook, DO NOT tear them out**) are due the day of the quiz for that chapter. I will collect them the day of the quiz, and they will be given back to you at the next class meeting. They will be accepted for half credit the next class meeting after the quiz, and then **I will not accept them** after that.

Projects (15%)

You will have several projects in this class. Many will require work outside of class. **Projects must be turned in on the due date, even if you are absent that day.** Dates will be given **far** in advance—there is no excuse to be late! Projects in this class include AP preparation, debates, PowerPoint presentations, participation in History Fair (in applicable years), research & essay writing, and primary source interpretation and analysis.

Participation (10%)

GOOD: Raising your hand, answering questions, asking questions, putting in effort on group projects, following directions, otherwise being ENGAGED in class. **Doing these things gets you POINTS!**

BAD: Using cell phones, doing work for other classes (unless I have given permission to do so), using laptops inappropriately, talking/being a distraction, being late, leaving a mess, disrespecting/abusing the classroom materials, falling asleep, being rude to other classmates and/or me. **Doing these things gets you an unhappy teacher and possibly a trip downstairs to the dean's office.**

