

Advanced Placement United States History

Grade Level:	12
Length:	1 Year
Period(s) Per Day:	1
Credit:	1
Credit Requirement Fulfilled:	United States History Required

Course Description

The following AP U.S. History course employs a well-balanced group of materials, assignments, and procedures based on one academic year. The course will focus on major themes chosen and listed on the AP course description distributed by the College Board. AP U.S. History is designed to study American political, economic, and cultural history from the early Colonial Era through the 1990s. The AP U.S. History class typically combines lecture and discussion. Since college history courses involve a considerable amount of formal lecturing, students will be given experience in taking notes and being tested on lecture materials. Since concepts and interpretation are important aspects of AP American History, the format of the classroom will also allow students considerable time and opportunity for oral discussion.

Textbooks- Course Texts:

Primary Text - Davidson, Gienapp, Heyrman, Lytle, and Stoff, *Nation of Nations 3rd Edition*

Secondary Text - Howard Zinn, *A People's History of the United States*
Richard Hofstadter, *The American Political Tradition*
David M. Kennedy & Thomas A. Bailey, *The American Spirit Vol. I & II*
Throughout the academic year, numerous articles, primary sources, and excerpts from Scholarly Essays will be reviewed by students inside and outside of the classroom.

Teacher Objectives and Expectations:

1. To study major themes in U.S. History and develop applicable understanding to our contemporary experience.
2. To prepare for the Advanced Placement Examination in American History as prepared by the College Board.
3. To gain an appreciation for the acts, deeds, and decisions made by men and women who have gone before us and to develop a foundation of historical learning based on their lives in order that we can carry on their legacies and live a life worthy of their experiences.
4. To create a greater awareness of both the world role of a major nation and the individual role of a responsible citizen.
5. To reinforce study skills and to encourage students to undertake a fair degree of self-guided education.

Pacing

Semester I

Unit 1: The Creation Of A New America

- 1: Old World, New Worlds
- 2: The First Century of Settlement in the Colonial South
- 3: The First Century of Settlement in the Colonial North
- 4: The Mosaic of Eighteenth-Century America

Overview:

The first unit will emphasize the diverse groups and broad social forces involved in the early settlement and development of America. Particular attention will be given to the early political, social and economic upheavals of the Chesapeake Region and the New England Puritan society and the unique manner in which these upheavals manifested themselves. Students will have the opportunity to debate whether America was forged and founded through human consensus or conflict. Finally, the *Mosaic* of Middle America will be examined in order that students may glimpse a vision of what America will become. {DBQ Materials will be based upon types of settlers in Colonial American and early colonial social conflicts.}

Unit 2: The Creation Of A New Republic

- 5: Toward the War for American Independence
- 6: The American People and the American Revolution
- 7: Crisis and Constitution
- 8: The Republic Launched
- 9: The Jeffersonian Republic

Overview:

Unit two will emphasize the causes and consequences of the American Revolution. Students will examine the question, “was the American Revolution inevitable in 1776 given the fact that the distance between the poorest and richest colonials was smaller than anywhere in Europe (with of course the significant exception of the enslaved African Americans), and the British tradition of representative government which ensured a broader involvement of citizens governing themselves?” Besides studying the problems of historical timing involved with the American Revolution, unit 2 will also focus on the drafting and ratification of the Constitution, and the conflicting views about the development of America held by Hamilton and Jefferson. Finally, the unit on the *Creation of the New Republic* will examine the political violence of the 1790s and the problems of the United States as a new nation. {DBQ materials will be based upon the early political parties and their interpretations of the Constitution. For example can one conclude that the Democratic-Republicans always interpreted the Constitution from a narrow interpretation?}

Unit 3: The Republic Transformed And Tested

- 10: The Opening of America
- 11: The Rise of Democracy
- 12: The Fires of Perfection
- 13: The Old South
- 14: Western Expansion and the Rise of the Slave Issue
- 15: The Union Broken
- 16: Total War and the Republic
- 17: Reconstructing the Union

Overview:

Unit three will examine and contrast the emergence of political, economic, and social equality during the period dominated by Jacksonian Democracy with the earlier era of Jeffersonian Democracy. The development of a national market economy, the role of “Manifest Destiny” in foreign affairs, and the development of distinct American cultural forms will also be studied. It is in unit three that the origin and nature of American slavery is discussed with particular attention given to the world of the slave and slaveholder. How slavery goes from being a peculiar regional issue to a national issue, the causes, course, and consequences of the Civil War, and the attempt at Reconstruction will all be closely looked at by the students. {DBQ materials will be centered around two assignments that will assist in accomplishing teacher objectives - #1 a comparison of other slave holding societies and their experiences with slave emancipation and reconstruction. #2 Reconstruction itself can be examined as a contemporary topic, evaluating the chances of success for America as it attempts to reconstruct societies in the wake of the “War On Terrorism.”} {Students will read DBQ materials on speeches and letters from Lincoln demonstrating his evolving position on slavery in America. Other DBQ opportunities will include an analysis on the Mexican American War; An Analysis of the Great Awakenings; The causes of the Expansion of Democracy}

Semester II

Unit 4: The United States In An Industrial Age

- 18: The New South and the Trans-Mississippi West
- 19: The New Industrial Order
- 20: The Rise of an Urban Order
- 21: The Political System under Strain
- 22: The Progressive Era
- 23: The United States and the Old World Order

Overview:

Unit four begins with the transformation of America in the late 19th and early 20th century because of industrialization, urbanization, and immigration. The new social and cultural patterns, the conquest of the American Indian and the settlement of the Great Plains and the responses of labor and the Populists to industrialism will be topics of lecture and discussion. Significant attention will be given to those Americans that focus on the problems caused by the rapid industrialism and urbanization of America (Progressives). The diverse response, their origin, and nature of the Progressive Movement as well as the actions of significant reformers and political leaders will be examined. Finally, unit four examines the change in American Foreign Policy due largely because of the industrial age - *American Imperialism* will

be studied from both the perspective of the Altruist and the Aggressive position. The America Empire will be critically inspected from the Spanish-American War and the acquisition of an empire outside America's natural boundaries, the foreign policies of Presidents T. Roosevelt and W. Wilson in Latin America and Asia, to the Great War. Particular attention will be given to the debatable topic of the departure from or consistent nature of American Isolation Foreign Policy. {DBQ materials can be used to show the complicated social events happening in America during the age of industrialism. Materials showing the Women's movement and/or Labor movements have been compiled for student analysis.} {Students will analyze materials related to a comparison of 3rd political parties; Imperialistic ventures in South America vs. Asia/Open Door; Why does America fight in World War One?}

Unit 5: The Perils of Democracy

- 24: The New Era
- 25: The Great Depression and the New Deal
- 26: America's Rise to Globalism

Overview:

Unit five examines the political, economic, and social developments of the 1920s and 1930s - The Jazz Age and the Great Depression. Five causes of the Great Depression will be the topic of lecture and discussion as well as the responses by Presidents H. Hoover and F. Roosevelt. A major focus will be placed on the alphabet agencies of the New Deal and their legacy of Reform, Relief, and Recovery. Unit five also will focus on the origins of the Second World War, the strategy and diplomacy of war by both sides, the immediate and long-range impact of that war and the peace that followed. {A comparison DBQ opportunity between the Hoover Administration and the Administration of FDR }

Unit 6: The United States in a Nuclear Age

- 27: Cold War America
- 28: The Suburban Era
- 29: Civil Rights and the Crisis of Liberalism
- 30: The Vietnam Era
- 31: The Age of Limits
- 32: The Conservative Challenge
- 33: Nation of Nations in a Global Community

Overview:

Unit six discusses the origins of the Cold War from the Traditionalist, Revisionist, and Realist perspectives. The most critical figure in the origins of the Cold War discussion will be the role and Containment policies of President H. Truman. Topics covered in this unit will also include the Korean War, the rise of McCarthyism, and the policies both foreign and domestic of President D. Eisenhower. The opportunity to discuss the American Age of Conformity and the cause of the 1950s conformity will be central to understanding the 1960s cultural and social revolutions. America in crisis mode through the Civil Rights Movement and Schism, Vietnam, and Great Society Liberalism will be the primary focus of classroom discussion. Students will examine why American society lost its trust in American politics as a

result of the Johnson and Nixon Presidencies. Finally, the unit attempts to explain the American voter trends in the late 1970s and throughout the 1980s that explain why President Carter won an election and lost his second bid and who voted for President Reagan and why. Final class discussions will focus on the “crisis of liberalism” and the turn toward a new Conservative agenda, one that desires to reign in government economic and political activism. {DBQ opportunities abound! Two areas of DBQ concentration will include why the 1950s is considered an era of conformity and another DBQ set of documents will center on “How a Vietnam can happen?”}

Montana Standards for Social Studies

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Benchmarks:

1. Analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).
2. Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).
3. Synthesize and apply information to formulate and support reasoned personal convictions within groups and participate in negotiations to arrive at solutions to differences (e.g., elections, judicial proceedings, economic choices, community service projects).

Content Standard 2—Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility.

Benchmarks:

1. Analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified and used (e.g., checks and balances, Bill of Rights, court decisions).
2. Compare and contrast various world political systems (e.g., ideologies, structure, institutions) with that of the United States.
3. Identify representative political leaders and philosophies from selected historical and contemporary settings.
4. Relate the concept of tribal sovereignty to the unique powers of tribal governments as they interact with local, state and federal governments.
- 5a analyze the effectiveness of various systems of government to protect the rights and needs of citizens and balance competing conceptions of a

just society. 5b analyze the impact of the Constitution, laws and court decisions on the rights and responsibilities of citizens.

6. Analyze and evaluate conditions, actions and motivations that contribute to conflict and cooperation within and among groups and nations (e.g., current events from newspapers, magazines, television).

7. Analyze laws and policies governing technology and evaluate the ethical issues and the impacts of technology on society.

Content Standard 3—Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement, and regions).

Benchmarks:

1. Interpret, use, and synthesize information from various representations of the Earth (e.g., maps, globes, satellite images, geographic information systems, three-dimensional models).

2. Differentiate and analyze the relationships among various regional and global patterns of geographic phenomena, (e.g., land forms, soils, climate, vegetation, natural resources, population).

3. Assess the major impacts of human modifications on the environment (e.g., global warming, deforestation, erosion, pollution).

4. Analyze how human settlement patterns create cooperation and conflict which influence the division and control of the Earth (e.g., treaties, economics, exploration, borders, religion, exploitation, water rights).

5. Select and apply appropriate geographic resources to analyze the interaction of physical and human systems (e.g., cultural patterns, demographics, unequal global distribution of resources) and their impact on environmental and societal changes.

6. Analyze the short-term and long-term effects that major physical changes in various parts of the world have had or might have on the environments (e.g., land use, population, resources).

7. Describe and compare how people create places that reflect culture, human needs, government policy, and current values and ideas as they design and build (e.g., buildings, neighborhoods, parks, industrial and agricultural centers, farms/ranches).

Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Benchmarks:

1. Select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.
2. Interpret how selected cultures, historical events, periods, and patterns of change influence each other.
3. Apply ideas, theories, and methods of inquiry to analyze historical and contemporary developments, and to formulate and defend reasoned decisions on public policy issues.
- 4a Analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world. 4b analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position.
5. Analyze both the historical impact of technology (e.g., industrialization, communication, medicine) on human values and behaviors and how technology shapes problem solving now and in the future.
6. Investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).
7. Analyze and illustrate the major issues concerning history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Montana and the United States (e.g., gambling, artifacts, repatriation, natural resources, language, jurisdiction).

Content Standard 5—Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption.

Benchmarks:

1. Analyze the impact that supply and demand, scarcity, prices, incentives, competition, and profits influence what is produced and distributed in various economic systems.
2. Use basic economic concepts (e.g., production, distribution, consumption, market economy and command economy) to compare and contrast local, regional, national, and global economies across time and at the present time.
3. Assess the costs and benefits to society of allocating goods and services through private and public sectors.

4. Compare and contrast how values and beliefs influence economic decisions in different economic systems.
5. Explain the operations, rules, and procedures of common financial instruments (e.g., stocks and bonds, retirement funds, IRAs) and financial institutions (credit companies, banks, insurance companies).
6. Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies (e.g., social security system, medicare, other entitlement programs) and on the lives of the individuals and families in Montana, the United States and the world (e.g., international trade, space exploration, national defense).

Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Benchmarks:

1. Analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity.
2. Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.
3. Analyze the impact of ethnic, national and global influences on specific situations or events.
4. Evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments).
5. Analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States and the world.
6. Analyze the interactions of individuals, groups and institutions in society (e.g., social mobility, class conflict, globalization).