

Advanced Placement United States History

Boston Collegiate Charter School

11th Grade

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2011-2012

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COURSE DESCRIPTION

The Advanced Placement United States History course is a rigorous, comprehensive course designed “to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history.” (The College Board, *AP United States History Course Description*). The College Board also explains that the class “prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship.” Students will spend the year assessing and analyzing U.S. history to grow as historical, as well as college-ready, scholars. Students who take this course will take the Advanced Placement exam in May.

The 11th Grade Advanced Placement US History class will focus on United States’ political, social, and economic history from the first explorers to North America to the present day. We will focus to a greater degree on the late 19th century through the social and cultural changes of the current century due to the fact students covered U.S. history through the Civil War in U.S. I in 10th grade. Students will need to assess and analyze both primary and secondary resources, incorporate current events, research and write persuasively and analytically about historical events and questions, and articulate their points of view in discussions, debates, and presentations.

The course is intentionally designed to 1) mirror features of college seminar and lecture classes, 2) incorporate college-level texts to improve student reading and model academic scholarship, 3) complement and connect with themes and projects in American Literature and A.P. Language (11th grade English), and 4) ensure preparation for the College Board’s Advanced Placement Exam. All of these objectives are meant to ensure student progress toward college readiness and achievement after graduation from BCCS.

TEXTBOOKS & RESOURCES

1) We will be using the textbook *The American Pageant (Volume 14)*. On the first day of school, I will give you a copy of this textbook **to leave at home for the school year**; if you need the textbook in class, I will give you ample notice of when to bring it in.

2) We will also be reading and extensively using the required summer reading book *The American Dream: A Short History of an Idea That Shaped a Nation* by Jim Cullen throughout the year. Each chapter will individually be annotated and discussed in connection to the unit questions and broader themes related to the time period currently studied. **If you have not done so already, you must purchase a paperback copy of the book for your personal use. If this is a problem for you, please see me.**

3) Each unit, students will also receive Xeroxed packets of reading material from primary and secondary sources. You must keep these accessible throughout the year in order to prepare for the midterm, final, and A.P. Exam.

4) **It is essential that all 11th graders have a Boston Public Library borrowing card.** Frequent assignments will require either online access to databases using the card or the actual borrowing of books from a local branch, so please plan ahead and pay off any outstanding fines you might have incurred in the past.

MATERIALS NEEDED

- **3-RING BINDER:** You are expected to keep a binder/folder with all course handouts (starting with this one), ordered neatly and kept up-to-date. Losing papers is unacceptable. Get an organizational system down now!
- **COMPOSITION NOTEBOOK:** You will need several 100-page bound, hardcover composition notebooks (the standard notebook usually has a black and white speckled cover, but any cover will be fine). This will be your complete “record of inquiry” for the class which will include Do Nows, lecture notes, notes from both the text and primary sources, research, relevant sketches and maps, records of discussions (in and out of class), vocabulary and definitions, and questions that might prompt your own independent research of a topic. It should be a work in progress that you regularly review and annotate with further ideas and connections. TAKE PRIDE IN YOUR NOTEBOOK!

ASSESSMENTS & GRADING

- **Homework:** Each week you will receive a study guide with a complete schedule of homework. As an 11th grader, homework is designed to introduce and/or review the facts and vocabulary of historical events, and it is assumed that you know this baseline of knowledge before coming to class. Class time is designed for synthesis, analysis, and reinforcement; *it is your responsibility to come prepared to class having acquired the introductory knowledge through the readings, research, and study guides.*
HW = 15% of grade
- **Classwork:** Major work produced in class will fall into this category, including quizzes, precept discussions, Do Nows, Exit Tickets, and group activities.
CW = 15% of grade

- **Minor Assessments:**

- **Document Based Question Essays (DBQ):** You will be tested on the application of your course material in the form of a DBQ essay. These assessments are modeled after the essays required on the Advanced Placement US History exam and will require you to demonstrate both factual knowledge from homework, lecture, and class discussion as well as think critically and write persuasively about documents that you may or may not have seen yet. They are meant to be short but intense in order to hone your critical thinking and analytical writing skills. In addition, you may be asked to revise, expand, and rewrite DBQ essays. You will write 2 DBQ essays each unit.
- **Free Response Essays (FRQ):** In addition to the DBQ essays, you will also write Free Response Essays analyzing larger themes in U.S. history. It will be your responsibility to utilize information learned in class and the homework to augment your essay with clear and strong evidence. You will also revise, expand, and rewrite FRQ essays. You will write 2 FRQ essays each unit (one in class and one outside of class).
- **Presentations/Bibliography:** Once per quarter you will research and report to the class about a particular topic in history in a formal 5 minute presentation. You will be required to document your sources and show “expertise” about the significance of the topic, beyond just regurgitating facts.
- **Preparation for Projects:** All the work leading up to final projects will fall into this category. This includes: paper proposals, research, outlines, and rough drafts.
- **Presidents Quiz (1st semester only):** You will need to demonstrate mastery of all U.S. presidents, including years of term(s) and political party.

Minor assessments= 20% of grade

- **Projects:**
 - **Research Projects:** Every unit is comprised of one major project requiring outside research and reading, though the formats of the final products will vary from unit to unit. However, you will be required to write two formal research papers on a focused historical event or theme. The final grade for the project is the ONLY grade in this category.

Projects = 15% of grade

- **Tests:** Twice per quarter you take a test or asked to prepare for a culminating in-class unit assessment. This will usually take the form of a 55-minute individual test with multiple choice, short answers, timeline/map, and essay (modeled after FRQ essays).

Tests = 35% of grade

Your final grade will be calculated as follows:

Quarter 1	20%
Quarter 2	20%
Midterm (Jan)	7%
Quarter 3	20%
Quarter 4	20%
Final (June)	13%

LATE WORK/MAKEUP WORK POLICY

Please see the 11th and 12th grade Absence and Late Submission Policy (signed and filed in advisory). This policy applies for ALL assignments in this course. Please note that all assignments are due at 8:00am on the due date.

U.S. History
COURSE SYLLABUS

YEAR-LONG ESSENTIAL QUESTIONS: What does it mean to be American?
What is the “American Dream”?

BIG IDEA FOR THE YEAR: The core of the American Dream is agency.

Quarter 1: The Individual v. The Community

Unit 1: The Founding of America (1400s – 1780s)

Essential Question: *How did early Americans balance the dream of “freedom” with the needs of a “commonwealth”?*

Early explorers, European empires in North America, Puritan settlement/theology, salutary neglect, the French and Indian War, various taxation practices, Amer. Revolution/Declaration of Independence, Articles of Confederation, Constitutional Convention, the Constitution and Bill of Rights.

Textbook Reading: *The American Pageant* Chapters 1-9
The American Dream: Introduction, Chapter 1 & 2
Primary Sources: John Winthrop’s *A Model of Christian Charity*
British Colonial Policy: A Tradition of Neglect
Thomas Paine’s *Common Sense*
Declaration of Independence
Articles of Confederation
Anti-Federalist excerpts
Federalist Papers #10 and #51
Constitution & Bill of Rights

Unit 2: Westward Expansion and Slavery in America (1787 – 1877)

Essential Questions: *How was the status quo around the dream of “life, liberty, and the pursuit of happiness” challenged during the middle 19th century? What distinguishes the “civilized” from the “savage”?*

A primary source intensive unit: Early Republic, Jacksonian Democracy, Westward Expansion , a review of the reform movements of the 1830s-40s, and an in-depth look at the evolution of slavery in the 19th century, the abolition movement, the political events leading to the Civil War, the political/military events of the Civil War and Indian Wars, the failures of Reconstruction, expansion West.

Textbook Reading: *The American Pageant* Chapters 10-22
The American Dream: Chapter 3
Primary Sources: *Tecumseh’s Plea; Cherokees’ Resist; Jackson’s 2nd Inauguration*
Nat Turner’s *Confession*
William Lloyd Garrison: *To the Public*
Frederick Douglass: *My Bondage and My Freedom*
Excerpts from Uncle Tom’s Cabin
Louisa McCord: *A Reply to Harriet Beecher Stowe*
Charles Sumner: *Speech on Kansas*
Letter from a Kansas Settler
John C. Calhoun: *Proposal to Preserve the Union*
E.S. Dargan in the Secession Convention of Alabama

Excerpts from Lincoln-Douglas debates
Horace Greeley & Abraham Lincoln, Slavery and the Union
Abraham Lincoln: *The Gettysburg Address*
William Tecumseh Sherman: *War is Hell*
Abraham Lincoln, *Second Inaugural Address*
African Americans & the Impact of Freedom
Louisiana Black Codes
Ku Klux Klan during Reconstruction
Harper's Weekly on the Custer Massacre
Chief Joseph's Lament
Rules for Indian Boarding Schools

Q1 Project: Document Based Essay: "Interpreting the Declaration of Independence for Antebellum America" (5 pages)

Quarter 2: The Civilized v. The Savage

Unit 3: Industry, Labor, and Farming: The New Economy (1860-1900)

Essential Question 1: *Who has the power in America—"the people" or "the interests"?*

Rise of industry, urbanization, causes and patterns of immigration, Social Darwinism, settlement houses, labor unions, socialism/anarchism, populism.

Essential Question 2: *What does "good government" look like?*

This unit will closely examine the conflict between the role of city machines/ward bosses and progressive government reformers during the turn of the 20th century by using documents at the Massachusetts Historical Society.

Textbook Reading: *The American Pageant* Chapters 23-26
Primary Sources: Jacob Riis: *How the Other Half Lives*
Jane Addams: Hull House
Andrew Carnegie: *The Gospel of Wealth*
Andrew Carnegie: *What the Wealthy Should Do with Their Money*
Yan Phou Lee: *The Chinese Must Stay*
Perspectives on the Haymarket Affair
Collection of Irish immigrant documents
Washington Gladden: *The Farmer's Plight*
William Jennings Bryan: *Free Coinage of Silver*

Unit 4: America in the World (Part I) (1850-1920)

Essential Question: *What duty does America have to the rest of the world? Does the rise of modern America mean progress or oppression?*

US territorial expansion 19th c., American traditions of foreign policy, rise of imperialism, Hawaii, Spanish-American War, Anti-imperialism, Panama, WWI (homefront)

Textbook Reading: *The American Pageant* Chapters 27-30
Primary Sources: George Washington's Farewell Address
Monroe Doctrine

Alfred Thayer Mahan: *The Interest of America in Sea Power*
William Allen White: What the Progressive Party was Like
Taft's Dollar Diplomacy
William Jennings Bryan: Arguments Against Imperialism
Lusitania: Notice to Travelers; Bryan's Response to Ambassador Gerard
Zimmerman Telegram
Woodrow Wilson: *Peace Without Victory*
The Robert Prager Lynching
Woodrow Wilson: *Fourteen Points*

Q2 Project: PowerPoint/Prezi presentation (with partner)

Note for the month of January: Midterms and Internships

Quarter 3: Assimilation and Seeking Acceptance

Unit 5: Defining "American" (1920-1940)

Essential Question: *Is the American Dream about individual successes or collective progress?*

Southern segregation, 1920s cultural clashes, causes of the Stock Market Crash, causes and effects of the Great Depression, presidential responses, New Deal, Communist/radical responses

Textbook Reading: *The American Pageant* Chapters 31-33
The American Dream: Excerpts from Chapters 4 & 6
Primary Sources: Warren G. Harding: *Readjustment*
Calvin Coolidge: *Address to American Society of Newspapers*
Warren G. Harding: *Rugged Individualism*
Collection of pieces from *The New York Times*: Saving for a Dry Day; Ku Klux Klan on the Rise.
Mae West: Move Over Madonna
Clarence Darrow: *A Plea for Mercy*
Samuel Crowther: What is a Flapper?
The Problem of Unemployment, *Fortune*
Brother, Can You Spare a Dime?
FDR: *First Inaugural Address*
Excerpts from *The Grapes of Wrath*
FDR Takes on the Supreme Court
Excerpts from *Plessy v. Ferguson*
Billie Holiday's Strange Fruit
Scotsboro Boys: *The New York Times, March 1931*
Booker T. Washington: *Strategies on Race Relations*
Excerpts from W.E.B. DuBois' *The Souls of Black Folks* and *The Talented Tenth*
Excerpts from Marcus Garvey's *Aims and Objects of Movement for Solution of Negro Problem*

Unit 6: America in the World (Part II) (1941-1970)

Essential Question: *How does fear lead to conformity?*

Road to World War II, WWII (homefront and abroad), early Cold War, Vietnam War

Textbook Reading: *The American Pageant* Chapters 34-36
Primary Sources: Excerpts from *This Way for the Gas, Ladies and Gentlemen*
FDR's *A Day that will Live in Infamy*
Excerpts from Charles Lindberg's speeches at America First Committee Meetings
FDR: *Quarantine*
Instruction to All Persons of Japanese Ancestry
Excerpts from *Korematsu v. United States*
Excerpts from Ernie Pyle: *Here is Your War*
Yalta Conference
White House Press Release: Dropping the Atomic Bomb
A Petition to the President of the United States
A Guide for Surviving Nuclear War
Andrei Zhdanov: *The Two Camp Policy*
Truman Doctrine
Marshall Plan
John Foster Dulles: *Containment or Liberation?*
NSC-68

Q3 Project: DBQ Creation (group project)

Quarter 4: Conformity v. Rebellion

Unit 7: Defining the "Good Life" in America (1948-1980)

Essential Question: *Is there room in the American Dream for revolution?*
50s domestic culture, suburbia, youth culture, The Civil Rights Era, student protest, political disillusionment, liberation movements, political disillusionment (Nixon and Watergate), Carter and stagflation

Textbook Reading: *The American Pageant* Chapters 37-40
The American Dream: Excerpts from Chapter 4 & 5
Primary Sources: Joseph McCarthy: Wheeling, WV speech & Army-McCarthy Hearings
The Rosenbergs on Trial
Laura Belmonte: "Dr. Benjamin Spock Advises Parents"
Excerpts from John Kenneth Galbraith's *The Affluent Society*
Malvina Reynolds, Little Boxes
Eric Larrabee: "A Journalist Describes Levittown"
Two versions of "Shake, Rattle, and Roll"
Elizabeth Eckford: "Blocked from Central High School"
Martin Luther King: *A Letter from Birmingham Jail*
Excerpts from Robert F. Kennedy, *Thirteen Days: A Memoir of the Cuban Missile Crisis*
Guy Strait: What is a Hippie?
Woodstock, *The New York Times*
Lyndon B. Johnson: Why Fight in Vietnam

My Lai, *The New York Times*
Robert Cagle, "One Vet Remembers"
Kent State: The President's Commission on Campus Unrest
Robert Kennedy: "The Reality of Vietnam"
Ward Just, "Remembering Vietnam."
Richard Nixon: "If Mob Rule Takes Hold in the U.S."
Excerpts from *All the President's Men*
Nixon's Resignation Speech
The Energy Crisis, *U.S. News and World Report*
Jimmy Carter: "A National Malaise"

Unit 8: (Re) Defining "American" (1980s– today)

Essential questions: *What does it mean to be "American" today? Can we find unity in America, or will we always be divided?*

Conservative resurgence, Reaganism, the "-gate" suffix, Clinton, the Bushes, Obama and today

Textbook Reading: *The American Pageant* Chapters 41-42
The American Dream: Conclusion
Primary Sources: "Love it or Leave it": The Conservative Impulse in a Radical Age
The Sharon Statement
Julius Lester, "To Recapture the Dream"
Ronald Reagan: *First Inaugural*
Bill Clinton: Middle Class Bill of Rights, The Personal Responsibility and Work Opportunity Reconciliation Act of 1996; Don't Ask, Don't Tell Turns 15; Historic Economic Growth
George W. Bush's Legacy
Ed Rollins, "Is Obama a Clinton or a Carter?"

Q4 Project: Formal Research Paper on the American Dream (8-10 pages); Presentation and Defense (to be completed after the A.P. Exam)