



ADVANCED PLACEMENT U.S. HISTORY/HONORS US History

Todd Whalen

todd-whalen@scusd.edu

<https://todd-whalen.wix.com/website>

COURSE DESCRIPTION

The AP course is designed as a survey of American history from the era of exploration to the present day. The Honors course is a survey of American history from the Gilded Age to the present day. AP US History is a rigorous two-semester course and is meant to fulfill the same requirement as a year of Freshman United States History at the college level. The amount of reading and writing in this class is intense, and students must be prepared to spend five hours or more a week on homework, a little less for the Honors class. Honors US History follows the California State Social Science Framework covering US history from the Gilded Age (late 1800s) to the present. Using a variety of tools essential to historians, the students in both classes will develop the essential skills of interpretation and evaluation to view single events from multiple perspectives, and present their own arguments based on their interpretations.

THEMES

History can be viewed through different lenses at different times. We will be exploring several different lenses, or themes, sometimes simultaneously throughout the year. There are seven different lenses or themes we will be analyzing and they are indicated below.

1. America and National Identity (NAT) (ID)
2. Work, Exchange, and Technology (WXT)
3. Migration and Settlement (MIG) Peopling (PEO)
4. Politics and Power (POL)
5. America in the World (WOR)
6. Geography and the Environment (GEO) (ENV)
7. Culture and Society Ideas, Beliefs and Culture (CUL)

HISTORICAL THINKING SKILLS

Historians analyze past events using a variety of different skills that come automatically. By the end of the year, these skills will come automatically to you as well. But first, let's familiarize ourselves with them. Note that each question you receive, be it a multiple choice question, an essay prompt, or a Big Picture Question for the unit will be asking you to practice these very skills.

Chronological Reasoning

- Historical Causation
- Patterns of Continuity and Change Over Time

	<ul style="list-style-type: none"> ▪ Periodization
Comparison and Contextualization	<ul style="list-style-type: none"> • Comparison • Contextualization
Crafting Historical Arguments from Historical Evidence	<ul style="list-style-type: none"> • Historical Argumentation • Appropriate Use of Historical Evidence
Historical Interpretation and Synthesis	<ul style="list-style-type: none"> • Interpretation • Synthesis

CLASS MECHANICS

We will experience many different methods of learning in this class. The class will be a combination of discussion, primary and secondary source analysis, role playing activities, debates, essays, individual and group presentations, Socratic Seminars, and library and computer research. You can find the far reaching kinds of activities we will be doing below in the Course Calendar.

GRADING POLICY

Like the activities of the class, assessments will also be varied. The percentages below indicate the category weights. In parentheses, you can see how often these items are collected and graded.

Notebook
 Quizzes/MC Tests
 Essays/Writing Assignments

Projects
 Class Work
 Homework

Grading Scale

A= 89.5% B= 79.5% C= 69.5% D= 59.5% F=59.4% or below

TESTS/QUIZZES

AP will be tested over each period. There are 9 periods. Honors will be tested over each chapter. There are 14 chapters. Tests will consist of both multiple choice questions and short answer responses. Each test, with the exception of the Final, will consist of 30 multiple choice questions, and three short answer questions. Most multiple choice questions will be based on a specific stimuli (a map, political cartoon, a graph, a chart, a quote, or a picture). The short answer questions will typically have a stimulus of some sort as well, but not always. Each short answer question will require a three part answer, no more than three paragraphs for each question, and sometimes no more than three sentences will be required.

Quizzes will also be administered. These will occur on the day after a reading assignment is assigned. Quizzes will take multiple forms, mostly ten question multiple choice (no stimuli).

ESSAYS/Writing Assignments

Considerable time will be spent learning and practicing how to write effectively. Specific essay guidelines and expectations will be handed out at a later date. Those essay guidelines must be carefully followed. Students will usually be required to write essays every other week, starting in October. These essays will be similar to the type given on the A.P. U.S. History exam.

HOMEWORK POLICIES (Read carefully here students)

All of your work should be as **thorough, thoughtful** and **neat** as possible. We will be moving very quickly, so get all your work in on time. **Late work** will receive **zero credit** unless you have an “Oops Pass.” If you are absent, you have as many days as you were absent to make up the material. You are responsible for getting any assignments you missed. If you are turning in work late because you were absent, be sure to tell me so I can check it off rather than marking it late. **I will not accept work on a unit of study after we have tested.**

Quizzes and tests can be made up any day before school.

PROJECTS

Summer Assignment:

The assignment will be due no later than the Friday of the first week of school, **September 2nd.**

Term Paper

A 7-10 page term paper will be required 2nd semester. Unlike the written work above, it will be done nearly exclusively outside of class time. Many of the assignments will require you to turn in **both a digital copy** to turnitin.com **as well as a hard copy on the day the assignment is due** It is required of all juniors.

Other Projects

Other projects will be assigned throughout the school year.

ATTENDANCE POLICY

Every student is expected to attend every class **on time every day** unless the student is required to be absent for a valid excuse. Truancy, unverified and unexcused absences, excessive absences, and tardies affect the students' education and increase the chances for failure. Tardies interrupt and interfere with the learning environment for all students and the teaching opportunities for teachers.

*For the rest of the school and district policy on attendance please see the JFK Handbook p.22-23.

BEHAVIOR EXPECTATIONS (Remember only you are responsible for the choices you make).

1. Be on time.
2. Be prepared to learn once entering the class.
3. Treat others with respect at all times.
4. Believe in your ability to succeed.
5. Conduct yourself with integrity.

PLAGIARISM/CHEATING

“Plagiarism is the attempt to pass off the ideas, research, theories, or words of others as one's own” (College Board). There are however a number of assignments throughout the year where the teacher will encourage you to talk about your responses with your classmates, but note that your work is **your work** and should always remain in your possession unless the teacher is currently grading it. Plagiarizing **any** assignment will result in a 0 for that assignment. Cheating on any quiz or test will also immediately result in a zero for that assignment. Students caught cheating will not be able to make up the points lost on these assignments. Plagiarizing or cheating the first time will also lead to an Unsatisfactory mark for Citizenship for the semester. Students found cheating or plagiarizing a second time will automatically fail the

class. If you have any further questions please consult John F. Kennedy's Academic Integrity Policy on page 24 of the student handbook.

In this class my ultimate goal is for you to develop YOUR VOICE. You may use the cited ideas and arguments of others to help support your arguments, but they still must be your arguments.

COURSE MATERIALS

Textbook

David Goldfield, Carl Abbott, Virginia DeJohn Anderson, Jo Ann E. Argersinger, Peter H. Argersinger, William L. Barney, Robert M. Weir. *The American Journey: A History of the United States* Upper Saddle River: Prentice Hall, 2001.
Also:

Amsco Book
Class Reader

Literary Selections (Honors only)

Sister Carrie
All Quiet on the Western Front

Supplementary Texts

Columbia American History Online. Columbia University Digital Knowledge Ventures. Document Based Questions. Web.

Ed. Yazawa, Melvin. Documents to Accompany *America's History*. 6th ed. v.1 to 1877. Boston, Bedford/St. Martin's. 2008.

Ed. Yazawa, Melvin. Documents to Accompany *America's History*. 6th ed. v.2 Since 1865. Boston, Bedford/St. Martin's. 2008.

Leach, Roberta J. and Augustine Caliguire. Advanced Placement U.S. History 1-4. U.S.A.: The Center for Learning. 2000.

Lindaman Dana and Kyle Ward. *History Lessons: How Textbooks Around the World Portray U.S. History*. New York: The New Press, 2004.

Madaras, Larry and James M. SoRelle. Editors. *Taking Sides: Clashing Views in United States History v. 1 The Colonial Period to Reconstruction*. 12th ed. Dubuque, Iowa: 2008.

Madaras, Larry and James M. SoRelle. Editors. *Taking Sides: Clashing Views in United States History v. 1 The Colonial Period to Reconstruction*. 14th ed. Dubuque, Iowa: 2011.

Madaras, Larry and James M. SoRelle. Editors. *Taking Sides: Clashing Views in United States History v. 2 Reconstruction to the Present*. 12th ed. Dubuque, Iowa: 2008.

Nabakov, Peter. Ed. *Native American Testimony*. New York: Penguin Books: 1999.

O'Reilly, Kevin. *Critical Thinking in United States History: Books 1-4*. Critical Thinking Books and Software. U.S.A. 1991.

Teacher's Curriculum Institute. 1996. Print.

University of California, Davis. Area 3 History and Cultures Project. Marchand Collection and Various Contributing Authors. Web.

Ward, Kyle. *History in the Making*. New York: The New Press, 2007.

Ward, Kyle. *Not Written in Stone*. New York: The New Press, 2010.

CURRICULUM CALENDAR/AP

PERIOD 1: 1491-1607, 9/2 – 9/14

Source Readings (not limited to what is listed)

- Chapters 1-3 in Goldfield
- Images of Native Americans
- Bartolome de Las Casas – “Of the Island of Hispaniola” (1542)

Class Activities (not limited to what is listed)

- Assessing Christopher Columbus

Projects (not limited to what is listed)

- Summer Assignment

PERIOD 2: 1607-1754, 9/15 – 10-26

Source Readings

- Chapter 4 in Goldfield
- Wessell Webling – “A Free Man Signs an Indenture” (1622)
- Olaudah Equiano – “The Middle Passage” (1788)
- Jonathan Edwards – “Sinners in the Hands of an Angry God” (1741)

Class Activities

- From Authority to Individualism

Projects

- Great Awakening

PERIOD 3: 1754-1800, 10/27 – 10/18

Source Readings

- Chapters 4-8 in Goldfield
- Benjamin Franklin – “Testimony Against the Stamp Act” (1766)
- George Washinton – “The Newburgh Address” (1783)

Class Activities

- The Path to Revolution
- Standing Tall or Fleeing the Scene
- Shay’s Rebellion

Projects

- The Ideological Origins of the American Revolution
- Debate: Federalists vs. Anti-Federalists

PERIOD 4: 1800-1848, 10/19 – 11/4

Source Readings

- Chapters 9-11 in Goldfield
- Thomas Jefferson “First Inaugural Address” (1801)
- The Monroe Doctrine

Class Activities

- Supreme Court Cases
- The Convictions of Thomas Jefferson

- The Emerging Nationalism
- The Transportation Revolution

Projects

- Debate: Should the Louisiana Purchase be Approved?

PERIOD 5: 1848-1877, 11/7 – 12/8

Source Readings

- Chapters 11-18 in Goldfield
- Reverend George Bethune - “The Fourth of July” (1848)

Class Activities

- Compromise: The Delay of a Crisis
- What Role did Racism Play in the Civil War and Nineteenth-Century America
- Reconstruction Structured Academic Controversy

Projects

- Debate: Slavery: Issue on Trial
- Debate: John Brown: American Hero or American Terrorist?

PERIOD 6: 1865-1898, 12/9 – 1/18

Source Readings

- Chapters 17-21 in Goldfield
- Andrew Carnegie – “The Gospel of Wealth” (1889)
- William Jennings Bryan – “Cross of Gold Speech” (1896)
- Mary Elizabeth Lease (1890)

Class Activities

- The Philosophy of the Industrialists
- The Chicago Haymarket Riot of 1886
- Pullman Strike

Projects

- Multimedia Presentation – How white Americans treated Indians living on the Great Plains

PERIOD 7: 1890-1945, 1/19 – 2/22

Source Readings

- Chapters 21-28 in Goldfield
- Huey Long – “Every Man a King”
- George Norris – “America Should Not Enter WWI”
- Margaret Sanger – “The Case for Birth Control”

Class Activities

- The Birth of an American Empire
- Muckraking and *The Jungle*
- New Deal Structured Academic Controversy
- The Role of Women in WW II

Projects

- Debate: Was the US justified in dropping the atomic bomb?

PERIOD 8: 1945-1980, 2/23 – 3/23

Source Readings

- Chapter 29-33 in Goldfield
- Jack Kerouac – “On the Road” (1957)

Class Activities

- The Rise and Fall of Joseph McCarthy
- To Blink or Not to Blink: The Cuban Missile Crisis

- Counterculture Era: Five Protest Songs
- October 1966 Black Panther Party Platform and Program
- Betty Friedan – “The Feminine Mystique”

Projects

- Affluent Society
- Civil Rights Movement

PERIOD 9: 1980-Present, 3/24 – 4/5

Source Readings

- Chapter 33 in Goldfield
- Jerry Falwell – “Listen America” (1980)

Class Activities

- Moral Majority/Minority

Projects

- Debate: Reaganomics

CURRICULUM CALENDAR/Honors

Beginning with Chapter 20, we will spend approximately two weeks on each chapter ending with Chapter 33.

Honors will complete some, not all of the Source Readings, Class Activities and Projects as the AP class.