

Course Title: AP United States History (DL)

Meeting Times: 36 Weeks. Students engage in the online class according to the same academic calendar of their schools. Additionally, they can expect to spend additional time on student activities such as reading, writing, researching and completing assignments.

Course Description:

The AP program in United States History is designed to provide students with critical thinking skills and factual knowledge necessary to analyze and conceptualize problems and materials in United States history. The course includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in history. The program prepares students for intermediate and advanced college courses by providing challenging curricular experiences that equate to the demands made by full-year introductory college courses. Students should learn to assess historical materials from a variety of perspectives- their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should enable students to develop skills necessary to acquire information, develop and present information in well-reasoned ways, construct new knowledge and use valid information appropriately to make conclusions and to present reasons and evidence clearly and persuasively. Students are required to complete an enormous amount of reading, writing, and performance tasks. Projects and culminating activities are expected of each student. Students taking the Advanced Placement AP U.S. History course are expected to take the Advanced Placement exam. Students will not receive weighted grades for the course unless they complete the AP examination. AP U.S. History students are also required to take the U.S. History End of Course Examination administered online to all students taking U.S. History. As this course is delivered in a DL format, group discussions and projects require the students to participate in a threaded, asynchronous format. While the class is designed on a block schedule, because it is web based, students have access to all material 24/7.

Course Purpose and Goals

- a. **Philosophy:** Varied teaching and learning experiences should provide students with multiple opportunities to discover the numerous ways in which human beings acquire and use knowledge of historical events. The study of history should involve inquiry, active construction of knowledge, interactive discourse, well-reasoned arguments that show reflective and critical thinking, and real life applications. Opportunities to acquire knowledge should not be limited and rigid; rather they should reflect the fluid and changing nature of knowledge and understanding. Additionally, the resources available should reinforce the numerous modes of information available. Textbooks, reference

materials, atlases, historical documents, media resources, Internet, museums, historical societies, and libraries are essential resources for the course. Teaching and learning experiences should seek to actively involve students, individually and as a group, allowing students to develop skills as independent or collective thinkers and participants.

- b. **Goals:** The AP course does not merely focus on the acquisition of factual knowledge but trains students to:
- Analyze and interpret a wide variety of primary sources
 - Analyze documentary material, maps, and graphic events, statistical tables, and works of art that address historical concepts
 - Develop skills in writing notes, reading and studying information, using historical technical vocabulary, writing interpretive essays such as document-based questions (DBQ), and writing analytical thematic essays and research papers
 - Classify, interpret, summarize and evaluate information that supports decision-making
 - Conceptualize unfamiliar categories of information, determine the validity of arguments, and develop models to explain historical events or ideas
 - Express and advocate reasoned convictions with clarity and precision

c. The AP college level course is designed to provide the student with learning experiences equivalent to that obtained in most college introductory United States history courses. Students should be exposed to historical content and use the perspective of time to explore causes and effects of events in the past. The course is challenging and rigorous and requires a great deal of discipline in order to be successful. Skills in reading and deciphering are necessary as students are required to complete numerous readings, analyze and interpret documents and events, practice writing analytical and interpretive essays, and complete research and major study of pictorial and graphic materials. Frequent quizzes and outside assignments are to be expected. Students must master a broad body of historical knowledge and be able to apply analytical skills of evaluation, cause and effect, and compare and contrast to understand historical scholarship. As it is delivered in the DL format, the students are also expected to have a great deal of self-motivation. They must also be able to evaluate the usefulness of Internet sites for use with this level course.

The AP course content covers the study of U.S. history from **Discovery to the present**. The course emphasizes depth of development of important ideas and the significance and meaningfulness of the historical content. This is a rigorous and challenging course. The course focuses on sustained examination and analysis of several major topics rather than coverage of many. The content for the standard U.S. History course emphasizes our nation's history from **Reconstruction to the present**. The standard United States history course focuses on content and concepts built around national standards that prepare

students to comprehend the contemporary world based on an understanding of the past. Although the AP course utilizes the same national standards as a starting point, course content and activities require students to engage in higher level cognitive activities to apply, synthesize and analyze.

d. Conceptual organization: The course is organized in a chronological order and broken into nine modules that group contemporary events that are closely related.

Themes/Topics: My course follows a topical approach and utilizes many of the topics listed in the College Board AP United States History Course Description Booklet May 2006, May 2007. While the course is not organized on a thematic approach, the students are reminded of the recurring themes and their change over time. The themes utilized are taken from the aforementioned booklet. These themes often serve as unifying concepts to help students synthesize material and place the history of the United States into a larger analytical context.

- **American Diversity**
The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.
- **American Identity**
Views of the American national character and ideas about American exceptionalism, Recognizing regional differences within the context of what it means to be an American.
- **Culture**
Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout history, Popular culture and the dimensions of cultural conflict within American society.
- **Demographic Changes**
Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.
- **Economic Transformations**
Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.
- **Environment**

Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

- **Globalization**
Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, cultural exchange.
- **Politics and Citizenship**
Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.
- **Reform**
Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.
- **Religion**
The variety of religious beliefs and practices in America from prehistory to the twenty-first century, influence of religion on politics, economics, and society.
- **Slavery and Its Legacies in North America**
Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in Native American societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.
- **War and Diplomacy**
Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy and society.

The AP U.S. History course is typically offered as a junior year (11th grade) course. AP U.S. History is offered prior to the U.S. Government class that students take in their senior year. AP U.S. History meets the mandatory graduation requirement in U.S. History.

Course Format and Policies:

The online courses have the same level of rigor and adhere to the same standards set forth by the school system and the College Board. To access all courses, students need access to a computer and the Internet via a web

browser. All classes are offered via the Blackboard Learning Management System. The class is designed along the lines of a block schedule as that is the one employed by the majority of our schools. However, the flexibility of the class allows it to be utilized either as a block or an everyday class. An additional plus of the design is that students have access to the class 24/7 and can access it both from school and home. The block is designed to be run on a MWF/ TTH format. Each block is set up as a 90 minute period.

A typical class would start with a short (5-8 minutes) quiz based on a text reading and a set of homework questions. This is then followed by a lecture section (with a knowledge check worksheet) and/or some type of activity. The majority of these activities require the students to peruse documents and/or charts and graphs and answer a series of questions about them. This helps them learn how to analyze evidence and interpretations presented in historical scholarship. Most of the lectures can either be read or watched by accessing the CD that has a recorded version of the lecture. The activity may be a group or individual activity. Many of these activities use a wide variety of primary resources, such as documentary material, maps, statistical tables, works of art, as well as, pictorial and graphic material

This course has been designed with a "hands-on" approach in distance learning. The student's active participation in this course is essential. A great deal of learning in an online environment occurs as a result of learners being engaged in on-going conversations. I use discussion boards, Instant Messaging and collaborative group projects to facilitate this. When learners share their knowledge experiences, and understanding of the course materials, the learning process is facilitated and advanced. In discussions, they are expected to post substantive contributions. Examples of this include; supporting a position, beginning a new topic of discussion or adding to an ongoing discussion.

Homework: Homework reading assignments serve to provide the students with background information and access to charts, graphs and documents. Study questions help students to gauge their own learning, develop a historical perspective and provide practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays. All help prepare the students for classroom activities.

Students are encouraged to work together in preparation for major essay tests.

Using the list of possible essay questions, they are encouraged to prepare answers and share their results using peer collaboration as a tool. While encouraged to work together and share information prior to the assessment, plagiarism on the test itself will not be accepted and will receive no credit.

The semester grade is the average of the first and second quarter grade and the exam for that semester.

Weighted grade policy: Weighted grades are calculated for students completing the course and taking the requisite exam of an AP course.

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| Unweighted Scale A=4 | Weighted Scale A=5 |
| Unweighted Scale B=3 | Weighted Scale B=4 |

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| Unweighted Scale C=2 | Weighted Scale C=3 |
| Unweighted Scale D=1 | Weighted Scale D=2 |
| Unweighted Scale F=0 | Weighted Scale F=1 |

Textbooks, Materials and other Resources:

1. Required text:

Boyer, Paul S., et al. (2000). *The Enduring Vision: A History of the American People, 4th Ed.* Boston: Houghton Mifflin.

2. Supplementary Materials Students:

Blumberg, Barbara. (2000) *Student Study Guide to The Enduring Vision Volumes I and II.* Boston: Houghton Mifflin.

3. Supplementary Materials Teacher:

Bryan, John. (2000). *Workshop Guide AP Summer Institute:* Rice University.

Confort, Dan. (2001). *Advanced Placement American History Practical Guide:* DAC Educational Publications.

Kovacs, M., A., Miller, D. E., & Ritter, J. C. (1987). *Advanced Placement American History VOL. 1 and 2.* Center for Learning Publication.

Leach, R. J., & Caliguire, A. (1997). *Advanced Placement U. S. History 1-4.* Center for Learning.

Levy, T., & Krasnow, D. C. (1993) *Lessons That Work Vol. 1 and 2:* Cornfield Publications.

Rothchild, Eric (2000). *Workshop Guide AP Training:* RAF Lakenheath.

Numerous Internet Sites. (Several examples of these sites are indicated in the assignment examples given below.)

Topics

The topics listed in this outline are in conjunction with the ones listed in the College Board AP United States History Course Description Booklet, May 2006, May 2007.

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| Semester One |
| MODULE 1: Discovery and Settlement Approximate Length of Time: Three-Four Weeks |

| Objectives | Themes/Topics | Lectures | Assessments |
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| <ol style="list-style-type: none"> 1. Identify the ways that North America's physical characteristics helped shape its historical past and present. 2. Identify major Native American groups and where they lived. 3. Recognize major features of Paleo-Indian society. 4. Define major aspects of Puritanism. 5. Recall major European powers interactions with the Native Americans and their results. 6. Recognize the colonial patterns developed by the different European powers. 7. Compare and contrast the development and decline of the major Native American cultures. 8. Explain the concept of reciprocity to Native American cultures and how it compares and or contrasts with European society. 9. Compare and contrast pre-European African and Native American societies. 10. Compare and contrast the different European colonies, their significance and their impact on Native American society. | <p>Pre-Columbian Societies Paleo-Indians Indians of the Northern and Western Perimeters, the Southwest and the Eastern Woodlands Early American Indian cultures.</p> <p>Transatlantic Encounters and Colonial Beginnings English, French and Spanish Exploration and Colonization Puritanism Colonial Exploitation</p> <p>Colonial North America Comparison of different Colonial societies (Social, Political and Economic) Mercantilism The Enlightenment and the Great Awakening</p> | <ol style="list-style-type: none"> 1. Early Native Americans 2. Early Colonization <p>Assignments</p> <p>There are 5 classroom assignments in this module.</p> <p>Example: After analyzing several documents (listed below), students will respond to several true-false statements and then write a paragraph describing a typical planter's views on equality. They are to use specific examples to illustrate inconsistencies in his attitudes toward the mother country and his own labor force.</p> <p style="padding-left: 40px;">Blum, John M., et. al., "THE RIGHTS OF ENGLISHMEN; VIRGINIA, 1705". <i>The National Experience, Vol. 1</i> (New York: Harcourt Brace Jovanovich, 1977),</p> <p style="padding-left: 40px;">Handlin, Oscar, "POLITICAL CONTROL IN MASSACHUSETTS", 1721. <i>A History of the United States, Vol. 1</i> (New York: Holt, Rinehart and Winston, 1967), p. 153.</p> <p style="padding-left: 40px;">Handlin, Oscar, "THE PROPRIETY OF COLONIAL SUBORDINATION, A BRITISH VIEW, 1726". <i>A History of the United States</i>, p. 151.</p> | <p>6 Short-answer quizzes based on readings from the text (Ten randomly selected questions chosen from a set of study questions.)</p> <p>1 Eighty question multiple-choice test (55 minutes long). (Multiple-choice and are structured in format and time similar to the AP test.)</p> <p>1 Essay test - Students choose 4 from a list of essay questions (70 min)</p> <p>Paleo-Indian Web Site Evaluation. They choose one of the following sites and evaluate it.</p> <ol style="list-style-type: none"> 1. Anasazi http://www.crystalinks.com/anasazi.html 2. Anasazi Heritage Center http://www.co.blm.gov/ahc/index.html 3. Chucalissa http://chucalissa.mphs.edu/about.html 4. Sipapu http://sipapu.gsu.edu/html/prehistory.html 5. Anasazi History http://www.onlineuta.com/anasazihistory.shtml |
| <p>MODULE 2: Revolution to New Republic Approximate Length of Time: Three-Four Weeks</p> | | | |
| Objectives: | Themes/Topics | Lectures | Assessments |

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| <ol style="list-style-type: none"> 1. Analyze the strengths and weaknesses of the Articles of Confederation. 2. Describe how the concept of citizenship was manifested in the Constitution. 3. Understand the social consequences of war and the readjustments societies face in the aftermath of open conflict. 4. Summarize the economic and social changes that resulted from the Revolution. 5. Describe the various crises faced by the new nation in the 1780's. 6. Chart the major developments leading to the drafting of the 1787 Constitution and its eventual ratification. 7. Explain how the Committees of Correspondence mobilized public opinion to support independence 8. Compare motivations of radical groups, Tories and the undecided. 9. Appraise the origins of the American military establishment. 10. Explain why England sought to strengthen control over its territories. 11. Critique the colonial demand for no taxation without representation. 12. Delineate the financial problems faced the new nation in establishing a sound fiscal system. 13. Explain factors that increased the colonial push for greater self-government and self-determination. 14. Trace the organization | <p>The American Revolutionary Era Early Colonial wars Road to revolution 1763-1776 American Revolution Articles of Confederation Making of the Constitution The New Nation Washington's administration Shaping the national government</p> | <ol style="list-style-type: none"> 1. War for the Continent 2. The Revolutionary War 3. Making of the Constitution 4. The New Nation <p>Assignments</p> <p>There are four assignments in this module.</p> <p>Example: Using the Constitution as their guide and after reading conflicting views expressed by different historians (listed below), students will be given a list of fears expressed by citizens. They will identify the cause of that fear and then identify the clause in the Constitution used to calm it. They will then answer several questions that help them analyze the different views of historians. Their last task is to write a short paragraph answering this question: To what extent has the Constitution, in practice, A) promoted the interests of the business community, B) protected national unity, order and security and C) guarded the individual rights of American citizens?</p> <p>CONSTITUTION OF THE UNITED STATES Gerald N. Grob and George A. Billias, eds. <i>Interpretations of American History, Vol. 1</i> 3rd ed. (New York: Free Press, 1978), pp. 150-151 Samuel E. Morison and Henry S. Commager. <i>The Growth of the American Republic</i>, 5th ed. (New York: Oxford Univ., 1962), 1, 290.</p> | <p>3 Short-answer quizzes based on readings from the text.</p> <p>1 Eighty question multiple-choice Test (55 minutes long)</p> <p>1 Essay test - Students choose 4 from a list of essay questions (70 min)</p> |
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| and movement toward strengthening the central government a centralization of power. 15. Appraise the colonies readiness to seek independence relative to war-making capacity. 16. Examine the U. S. concern to create an effective government which would strengthen its international standing. | | | |
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Module 3: Jefferson Democracy and Antebellum America

Approximate Length of Time: Three Weeks

| Objectives: | Topics/Themes | Lectures | Assessments |
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| <ol style="list-style-type: none"> 1. Discuss the influence of religion on political parties and related activist groups. 2. Identify the waves of religious revivals that paralleled western expansion. 3. Summarize the typical roles of family members, as well as gender-specified responsibility/freedoms. 4. Trace the emergence of early feminist issues and initiatives. 5. Trace the expansion of the United States from its 1783 borders to its continental limits in 1853. 6. Describe the reform movements that grew up during the early 1800's. 7. Explore the motivation that led individuals to move westward. 8. Interpret the conflict between early industrialization and the needs of the individual. 9. Describe the | <p>The Early Republic Jeffersonian Presidency Role of the Judiciary Emerging Nationalism War of 1812</p> <p>Transformation of the Economy and Society in Antebellum America Transportation revolution Early Industrial Revolution Social and class Structures Social relations in the South</p> <p>The Transformation of Politics in Antebellum America The Second party system Transition to Jacksonian Democracy: the Bank War, tariff controversy,</p> | <ol style="list-style-type: none"> 1. Jeffersonian Democracy 2. War of 1812 3. Transition and Jacksonian Democracy 4. Reform Movements 1830-1860 <p>Assignments</p> <p>There are six assignments in this module. Example: Students will read excerpts from two readings and visit three websites (listed below). They will then answer a series of questions helping them to analyze that information. Their final task will be to compare and contrast the views of Grimke and Beecher and describe whom they agreed with and why.</p> <p style="padding-left: 40px;">Catherine Beecher, <i>An Essay on Slavery and Abolitionism with Reference to the Duty of American Females</i> (Philadelphia, Penn.: Henry Perkins, 1837), 98-101.</p> <p style="padding-left: 40px;">Angelina Grimké, <i>Letters to Catherine Beecher, in Reply to an Essay on Slavery and Abolitionism, Addressed to A. E. Grimké</i> (Boston, Mass.: I. Knapp, 1938), 113.</p> | <p>6 Short-answer quizzes based on readings from the text.</p> <p>1 Eighty question multiple-choice Test (55 minutes long)</p> <p>1 Essay test. Students choose 3 from a list of essay questions (70 min)</p> <p>Evaluation of John Marshall as Supreme Court Justice</p> <p>Description and evaluation of Reform Movements and Reformers</p> |

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| <p>relationship between early industrialization and the various reform movements.</p> <p>10. List the major factors that led to economic expansion and industrialization in the United States.</p> <p>11. Analyze the influence of the American frontier on economic thought in the United States.</p> <p>12. Outline the pattern of development in the new territories as established by the Northwest Ordinances.</p> <p>13. Relate how Jacksonian Democracy was a manifestation of the spirit of Western expansion.</p> <p>14. Explore the impact of industrialization on society.</p> | <p>states' rights debates, judicial federalism Nativism</p> <p>Religion, Reform, and Renaissance in Antebellum America</p> <p>Purifying the Nation: liquor, education, women, abolition, utopian communities Second Great Awakening Cult of Domesticity The American Renaissance: literature and art</p> | <p>Websites:</p> <p>TRUE WOMANHOOD http://www.library.csi.cuny.edu/dept/history/lavender/386/truewoman.html</p> <p>CULT OF DOMESTICITY http://college.hmco.com/history/west/perry/western_civilization/6e/students/primary/domestic.htm</p> <p>THE CULT OF TRUE WOMANHOOD http://college.hmco.com/history/west/perry/western_civilization/6e/students/primary/domestic.htm</p> | |
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Module 4: Sectionalism, Civil War and Reconstruction

Approximate Length of Time: Three-Four Weeks

| Objectives | Themes/Topics | Lectures | Assessments |
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| <p>1. Explain the citizen's role and influence on public policy.</p> <p>2. Describe the origins of key ideals and documents of democratic government.</p> <p>3. Trace the historical development of options that citizens may use to change governmental policies.</p> <p>4. Evaluate how a society's norms and mores greatly influence</p> | <p>Territorial Expansion and Manifest Destiny Western migration and cultural interactions Territorial acquisitions The Mexican War</p> <p>The Crisis of the Union Sectional Conflicts and the Nullification</p> | <p>1. Sectional Conflicts and Nullification 2. Rise of Slavery 3. Compromise of 1850 4. Irrepressible Conflict 5. Significance of the Civil War 6. Facing the Nation in 1865</p> <p>Assignments</p> <p>There are eight classroom assignments in this module.</p> <p>Example: New Perspectives on Slavery. In this assignment, students will use 14 charts and</p> | <p>8 Short-answer quizzes based on readings from the text.</p> <p>1 Eighty question multiple-choice Test (55 minutes long)</p> <p>1 Essay test. Students choose 3 from a list of essay questions (70 min)</p> |

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| <p>its laws.</p> <p>5. Summarize the economic, political and social changes that resulted from conflicts and compromises.</p> <p>6. Outline the development of political parties.</p> <p>7. Trace perceptions of government as they change over time.</p> <p>8. Discuss the increase in awareness of minority problems</p> <p>9. Show the impact of given historical events on the social fabric of the United States.</p> <p>10. Evaluate violence and civil disobedience in society.</p> <p>11. Explain the institution of slavery.</p> <p>12. Identify the philosophical strands underlying the formation of democratic ideals.</p> <p>13. Describe the effects of government policies on minority and political groups.</p> <p>14. Identify and summarize the major reform leaders (to include protest groups) and their programs.</p> <p>15. Chart the economic factors underlying the national and international rivalry in the Americas.</p> <p>16. Outline the differences in the economic structures of U. S. regions.</p> <p>17. Outline the development of the protection of civil rights and civil liberties.</p> <p>18. Compare world policies toward slavery</p> | <p>Crises Cotton Kingdom and the Rise of Slavery Compromise of 1850 Abolition</p> <p>Civil War Two societies at war: mobilization, resources, and internal dissent Diplomatic war Emancipation Proclamation African Americans in the war Social, political, and economic impact of war</p> <p>Reconstruction Presidential Reconstruction Congressional Reconstruction Impact of emancipation 14th and 15th Amendments Role of African Americans in politics, education, and the economy Compromise of 1877 Impact of Reconstruction</p> <p>The Origins of the New South Southern agriculture: sharecropping and crop lien system Politics of Segregation and disfranchisement</p> | <p>graphs giving statistical information about slavery and answer a series of questions to utilize their analytical ability to take information from them.</p> <p>Fogerl, Robert and Engerman, Stanley, <i>TIME ON THE CROSS</i> (Boston, 1974) pp 248, 76, 145, 125, 250, 138, 195, 112. <i>Net earnings from Slaves 1850</i> <i>Prices of Slaves by sex and age, 1850</i> <i>Per capita Income by region 1840 and 1860</i> <i>Whippings on Barrow Plantation 1840</i> <i>Life Expectancy at birth for slave and free 1830-1920</i> <i>Relative level of Per Capita Income of the South 1860</i> <i>Distribution of First Births by ages of slave mothers</i> <i>Comparison of efficiency of Old South farms with Northern and New South Farms</i> <i>Comparison of Average Daily Food Consumption 1860</i></p> <p>Ver Steeg, Clarence, <i>AMERICAN SPIRIT</i> (Chicago, 1982) pp. 334, 347 <i>% of Southern White Families Owning Slaves 1860</i> <i>Population Chart 1790-1860</i></p> <p>Wilder, Howard: et al. <i>Slaveowners 1850, THIS IS AMERICA'S STORY</i> (Boston, 1983) 329</p> <p>Weinsten, Allen and Wilson, Jackson, <i>Slave States 1869—Proportion of White and Black Population</i>, <i>FREEDOM AND CRISES</i> (New York 1974).</p> | |
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| and abolition. | | | |
| <p>Module 5: Frontier West and Industrialization Approximate Length of Time: Three-Four Weeks</p> | | | |
| <p>Objectives</p> <ol style="list-style-type: none"> 1. Compare and contrast the values and ideals of the dominant United States culture with that of the Native Americans. 2. Define "Americanization" in relation to the Native Americans. 3. Describe the functions of the Bureau of Indian Affairs. 4. Compare and contrast the attitude of the military versus congressional solution to the Native American problem. 5. Define the term "wards of the nation" in relation to the Native Americans. 6. Explain the relationship between "social Darwinism" and the "Gospel of Wealth." 7. Illustrate how geography influenced the routes followed by the railroads. 8. Demonstrate the relationship between the location of raw materials, markets and the development of U. S. industry and expansion. 9. Discuss Social Darwinism and the Gospel of Wealth and how they pertain to individuals like Rockefeller and Carnegie. 10. Identify and describe the major | <p>Themes/Topics</p> <p>Development of the West in the Late Nineteenth Century Transcontinental Railroad Exploitation of an empire: Mining frontier, cattle frontier Native American Interactions in the West Western Life and Legend Environmental impacts of western settlement</p> <p>Industrial America in the Late Nineteenth Century Rise to Economic Power Philosophy of the Industrialists Labor and unions Robber Barons Economic Crises Social Gospel Social Darwinism</p> <p>Urban Society in the Late Nineteenth Century Urbanization Migration and immigration: Changing face of the nation Social Problems in the Age of Big Business City problems and</p> | <p>Lectures</p> <ol style="list-style-type: none"> 1. Native American Interactions in the West 2. Politics in the Post Civil War world 3. Industrial and Economic Growth 4. Social Problems in the Age of Big Business <p>Assignments</p> <p>There are five classroom assignments in this module.</p> <p>Example: The students will write a series of short essays, using a group of documents and maps (listed below) and their text, answering questions about the impact of government policy and encroachment of the settlers on the West. Dollar, Charles, "Opening of the West"; <i>AMERICA-CHANGING TIMES</i> (1982). Divine, Robert, "Indians in the West: Major Battles and Reservations"; <i>AMERICA PAST AND PRESENT</i> (1984) p. 487. Hofstadter, Richard, "Agricultural Regions of the United States"; <i>UNITED STATES, VOL. 2</i> (New York, 1972) p. 468. Landauer, Bella, "Prairie Lands Poster"; <i>New York Historical Society</i> (New York).</p> | <p>Assessments</p> <p>5 Short-answer quizzes based on readings from the text.</p> <p>1 Eighty question multiple-choice Test (55 minutes long)</p> <p>1 Essay test. Students choose 2 from a list of essay questions (70 min)</p> <p>1 DBQ Practice Test. Using skills learned in the daily activities with analyzing documents, students will demonstrate mastery on this practice test.</p> <p>The Midterm Exam will follow this module.</p> |

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| <p>labor leaders and the labor movements of this period.</p> <p>11. Analyze the term "robber baron" and apply it to the "industrial giants."</p> <p>12. Define the terms LAND, LABOR, CAPITAL and ENTREPRENEURSHIP in relation to industrialization.</p> <p>13. Formulate a hypothesis for the development of a transcontinental railroad.</p> <p>14. Define horizontal and vertical integration of industrial organizations.</p> <p>15. Distinguish the differences among TRUST, POOL, INTERLOCKING DIRECTORATE, and HOLDING COMPANY.</p> <p>16. Explain how the expanding railroads created jobs for immigrants.</p> <p>17. Describe the technological discoveries that revolutionized the iron and steel industries</p> <p>18. Analyze the impact of the harnessing of electrical power on the industrial nation.</p> <p>19. Evaluate the effects of migration movements in the United States.</p> <p>20. Describe the impact of immigrant cultures on existing culture in the United States.</p> <p>21. Evaluate the effects of immigration movements in the United States.</p> <p>22. Identify and</p> | <p>machine politics Intellectual and cultural movements, popular culture Middle class society</p> | | |
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| discuss the characteristics of major schools of literature and art. | | | |
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| Second Semester | | | |
| Module 6: Gilded Age Through World War I Approximate Length of Time: Three Weeks | | | |
| Objectives | Topics/Themes | Lectures | Assessments |
| <ol style="list-style-type: none"> 1. Trace the historical development of options that citizens may use to change governmental policies. 2. Evaluate how a society's norms and mores greatly influence its laws. 3. Identify effects resulting from contact between two or more cultures. 4. Explain the cycle of reform philosophies in United States society. 5. Discuss the increase in awareness of minority problems. 6. Show the impact of given historical events on the social fabric of the United States. 7. Compare factors that contributed to the development of industry and agriculture in the United States. 8. Evaluate violence and civil disobedience in society. 9. Describe the effects of government policies on minority and political groups. 10. Identify and summarize the major reform leaders (to include protest groups) and their programs. 11. Analyze how groups influence United States involvement in foreign affairs. | <p>Populism and Progressivism Farmers and Small Businessman Agrarian Discontent Late nineteenth century political issues Progressive presidents: Roosevelt, Taft, and Wilson Movement towards Prohibition Woman-suffrage movement African Americans in a racist age</p> <p>The Emergence of America as a World Power New American Imperialism Panama Canal America Goes to War: From Neutrality to War Mobilizing for war at home Treaty of Versailles</p> | <ol style="list-style-type: none"> 1. Farmers and Small Businessmen 2. New American Imperialism 3. Progressivism 4. America Goes To War <p>Assignments</p> <p>There are six classroom assignments in this module.</p> <p>Example: Students will answer a series of questions, analyzing and interpreting three cartoons (listed below) to gain information about the Panama Canal. They will then draw a cartoon depicting the turn over of the Canal to Panamanian control and write a short description of its meaning. Rogers, "The News Reaches Bogota"; <i>New York Herald</i> (New York, 1903) Kovacs, AP American History Vol. 2 (USA 1987). "Panama Canal Talks" "Reagan and Central America"</p> | <p>4 Short-answer quizzes based on readings from the text.</p> <p>1 Eighty question multiple-choice Test (55 minutes long)</p> <p>1 Essay test. Students choose 2 from a list of essay questions (70 min)</p> <p>Start Evaluation of Black History Web Sites: Students are broken into groups and given a list of sites to evaluate. They must decide on the best site from their list and share it with the group, after viewing the best from each member of the group they must decide which is the best of the best using the following parameters for their evaluation: 1) Overall description of the site, 2) Usefulness to American History study, 3) ease of use and 4) overall design.</p> <p>The sites are: African-American Web Connection:</p> |

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| <p>12. Describe examples of citizen's reactions to fear (e.g. government control, technology, Red Scare, terrorism)</p> <p>13. Analyze how global economic interests lead to United States international involvement.</p> <p>14. Identify and analyze how policies are formulated in response to economic demand or to solve an economic problem.</p> <p>15. Describe the conditions which fostered the creation of industrial development in the United States (e.g., immigration, government policies)</p> <p>16. Summarize the impact of domestic and international efforts to promote peace. (e.g., Nye Committee, League of Nations, United Nations, Sovereignty debate)</p> <p>17. Trace the development of technology and its effects on society.</p> <p>18. Describe how the United States economy is linked to world markets and events.</p> | | | <p>http://www.aawc.com/aawc.html</p> <p>The African American Mosaic: http://www.loc.gov/exhibits/african/intro.html</p> <p>History of Slavery: http://www.innercity.org/holt/chron_1790_1829.html</p> <p>Amistad: http://www.amistadresearchcenter.org/amincident.htm</p> <p>Africans in America: http://www.pbs.org/wgbh/aia/</p> <p>Civil Rights Timeline: http://www.infoplease.com/spot/civilrightstimeline1.html</p> <p>Black History Museum: http://www.afro.com/history/history.html</p> <p>Black History Month: http://www.history.com/minisites/blackhistory/</p> <p>Black History: http://www.history.com/minisites/blackhistory/</p> <p>Rise and Fall of Jim Crow: http://www.pbs.org/wnet/jimcrow/</p> <p>Black History Past to Present: http://www.kn.pacbeil.com/wired/BHM/bh_hunt_quiz.html</p> <p>African-American Odyssey: http://lcweb2.loc.gov/ammem/aahtml/exhibit/aointro.html</p> |
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Module 7: Prosperity, Depression and War
Approximate Length of Time: Three Weeks

| Objectives | Topics/Themes | Lectures | Assessments |
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| <ol style="list-style-type: none"> 1. Discuss national security and individual rights. 2. Prepare examples of the impact of media on the formation of public opinion. 3. Discuss the philosophical move from self-reliance to reliance on the government. 4. Explain the cycle of reform philosophies in United States society. 5. Trace perceptions of government as they change over time. 6. Discuss the increase in awareness of minority problems. 7. Describe the effects of government policies on minority and political groups. 8. Identify and summarize the major reform leaders (to include protest groups) and their programs. 9. Evaluate the impact of the media on the development of foreign and domestic policy. 10. Analyze how groups influence United States' involvement in foreign affairs. 11. Discuss examples of citizens' reactions to fear (e.g., government control, technology, Red Scare, terrorism) 12. Discuss the role of the stock market in both domestic and international settings. 13. Examine how economic flux contributes to civil unrest. | <p>The New Era: 1920s American Society in the 1920's The Farmer Fights Back Harding and a Return to Normalcy Cultural Ferment and Creativity Religious fundamentalism, Nativism, and Prohibition Sacco and Vanzetti Struggle for equality: African Americans and women</p> <p>The Great Depression and the New Deal Stock Market Crash Hoover's response Franklin Delano Roosevelt's election and the New Deal Labor and union recognition New Deal challenges Surviving hard times: American life during the depression</p> <p>The Second World War Search for National Security American reaction to Fascism Good Neighbor Policy Attack on Pearl Harbor Fighting a multi-</p> | <ol style="list-style-type: none"> 1. American Society in the 1920's 2. Harding and the return to Normalcy 3. The Great Depression 4. The New Deal 5. Search for National Security 6. Second World War <p>Assignments</p> <p>There are six classroom assignments in this module.</p> <p>Example: In this lesson, students analyze the conflict in urban-rural values through a reading by H.L. Mencken, a leading exponent of urban thought in the 1920s. They then examine and interpret a variety of social issues of the 1920s from the perspective of this urban-rural dichotomy. They will describe the rural and urban viewpoint towards each issue.</p> <p style="padding-left: 40px;">H. L. Mencken, "Deep in the Coca-Cola belt," The (Baltimore) Sun. 13 July 1925.</p> | <p>7 Short-answer quizzes based on readings from the text.</p> <p>1 Eighty question multiple-choice Test (55 minutes long)</p> <p>1 Essay test. Students choose 2 from a list of essay questions (70 min)</p> <p>New Kind of Hero: Evaluation of Who the new Heroes were and Why - Each group is to research heroes (from a list of twenty) from the 1920's and write a description of those people. Each team member will also have to answer three questions in relation to their research, what they read from their teammates' research and the two quotes at the end of the Introductory Notes. They will discuss their research and answers and decide upon a consensus answer for the three questions.</p> <p>Finish Black History Web Review.</p> |

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| <p>14. Analyze how global economic interests lead to United States' international involvement.</p> <p>15. Identify and analyze how policies are formulated in response to economic demand or to solve an economic problem.</p> <p>16. Trace the historical development of the growth of government and federal agencies.</p> <p>17. Summarize the impact of domestic and international efforts to promote peace (e.g., Nye Committee, League of Nations, United Nations, and Sovereignty Debate).</p> <p>18. Explain the rationale for government regulations of financial and business organizations.</p> <p>19. Describe how position, doctrines, and the alliance systems expanded governmental authority (e.g., Truman Doctrine, Marshall Plan, NATO, and SEATO).</p> <p>20. Describe how the United States economy is linked to world markets and events</p> <p>21. Analyze world reactions to United States policies (e.g., terrorism, boycotts).</p> <p>22. Explain and propose solutions to global problems.</p> | <p>front war Diplomacy, war aims, and wartime conferences Atomic Age: United States as a global power</p> <p>The Home Front During the War Wartime mobilization of the economy Urban migration Women, work, and family during the war Civil Rights during wartime</p> | | |
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Module 8 – Cold War Years and Beyond
Approximate Length of Time: Three Weeks

| Objectives | Topics/Themes | Lectures | Assessments |
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| <ol style="list-style-type: none"> 1. Discuss national security and individual rights. 2. Prepare examples of the impact of media on the formation of public policy. 3. Evaluate how a society's norms and mores greatly influence its laws. 4. Discuss the increase in awareness of minority problems. 5. Show the impact of given historical events on the social fabric of the United States. 6. Locate the geographic sites where the U. S. has acted as peacekeepers. 7. Evaluate violence and civil disobedience in society. 8. Describe the effects of government policies on minority and political groups. 9. Identify and summarize the major reform leaders (to include protest groups) and their programs. 10. Evaluate the impact of the media on the development of foreign and domestic policies. 11. Analyze how groups influence U. S. involvement in foreign affairs. 12. Discuss examples of citizens' reactions to fear (e.g., government control, technology, Red Scare, terrorism) 13. Analyze how global economic interests lead | <p>The United States and the Cold War Start of the Cold War Soviet Expansion Marshall Plan Korean War Truman administration Eisenhower administration McCarthyism Vietnam Kennedy's New Frontier Johnson's Great Society Election of 1968 and the "Silent Majority" Nixon Administration: Vietnam, China, Watergate</p> <p>The 1950s The modern Civil Rights movement The affluent society and "the other America" Consensus and conformity: suburbia and middle-class America Social critics, nonconformists, and cultural rebels</p> <p>The Turbulent 1960s The Youth Movement, Vietnam, Antiwar movement and counterculture Road to Brown Black Revolution</p> | <ol style="list-style-type: none"> 1. Cold War 2. Eisenhower Years 3. The Origins of the Cold War 4. Kennedy years 5. Great Society, Johnson and Vietnam <p>Assignments</p> <p>There are five classroom assignments in this module.</p> <p>Example: In this lesson, students analyze five cartoons (listed below) to understand how all of these actions produced a new type of ideological conflict that journalists came to term the "Cold War." To conclude the lesson, students evaluate the extent to which Truman's policies constituted a measured alternative to World War III. Marcus, Edwin. "GREAT EXPECTATIONS", <i>The New York Times</i>, 1947. Justus, Roy. "STEP ON IT, DOC" and "ONE WAY OF HEATING UP THE COLD WAR", <i>The Minneapolis Star</i>, 1947. Yardley, Richard. "UNINTENTIONAL CUPID", <i>The Sun</i> (Baltimore), 1949. Low. "HISTORY DOESN'T REPEAT ITSELF", <i>London Daily Herald</i>, 1950.</p> | <p>6 Short-answer quizzes based on readings from the text.</p> <p>1 Eighty question multiple-choice Test (55 minutes long)</p> <p>1 Essay test. Students choose 2 from a list of essay questions (70 min)</p> <p>Start the Create A DBQ Project</p> <p>This group project does two things: 1) Help prepare students for the DBQ and 2) Makes them an expert on one of the concepts being discussed. To help them prepare for the DBQ portion of the AP Test, they will create several DBQ's dealing with important concepts and events throughout U. S. History. Each group becomes the expert on one of those concepts and shares the information with the others in the class. I give them the question, but they will choose the necessary documents and analysis, include the pertinent outside information, design the scoring rubric and write what should be an</p> |

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| <p>to U. S. international involvement.</p> <p>14. Identify and analyze how policies are formulated in response to economic demand or to solve an economic problem.</p> <p>15. Summarize the impact of domestic and international efforts to promote peace (e.g., Nye Committee, League of Nations, United Nations, Sovereignty Debate)</p> <p>16. Describe how position, doctrines and the alliance systems expanded governmental authority (e.g., Truman Doctrine, Marshall Plan, NATO SEATO).</p> <p>17. Outline the development of the protection of civil rights and civil liberties.</p> <p>18. Trace the development of technology and its effect on society.</p> <p>19. Discuss the need for the governmental regulation of science and technology (e.g., FAA, AEC, FCC)</p> <p>20. Describe how the U. S. economy is linked to world markets and events.</p> <p>21. Analyze world reactions to U. S. policies (e.g., terrorism, boycotts)</p> <p>22. Explain and propose solutions to global problems.</p> <p>23. Discuss the role of the U. S. as a peacekeeper.</p> | | | <p>excellent answer to that question. Their rubric must evaluate answers by looking at five aspects. 1) Thesis statement, 2) use of the documents 3) use of outside information, 4) factual errors and 5) writing proficiency.</p> |
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Module 9: From President Ford to Present Day

Approximate Length of Time: Four Weeks

| Objectives | Topics/Themes | Lectures | Assessments |
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| <ol style="list-style-type: none"> 1. Discuss national security and individual rights. 2. Trace the historical development of options that citizens may use to change government policies. 3. Prepare examples of the impact of media on the formation of public opinion 4. Explain the cycle of reform philosophies in United States society. 5. Trace perceptions of government as they change over time. 6. Discuss the increase in awareness of minority problems. 7. Show the impact of given historical events on the social fabric of the United States. 8. Locate the geographic sites where the United States has acted as peacekeepers. 9. Describe the effects of government policies on minority and political groups. 10. Identify and summarize the major reform leaders (to include protest groups) and their programs. 11. Evaluate the impact of the media on the development of foreign and domestic policy 12. Discuss examples of citizens' reactions to fear (e.g., government | <p>Politics and Economics at the End of the Twentieth Century Presidencies of Ford, Carter and Reagan Presidencies of Bush, Clinton and Bush</p> <p>Society and Culture at the End of the Twentieth Century Native Americans Today Women's Movement revisited New patterns of immigration Welfare reform Politics in a multicultural society</p> <p>The United States in the Post-Cold War World End of the Cold War Nation Held Hostage Iran-Contra Operation Desert Storm Globalization and the American economy</p> | <ol style="list-style-type: none"> 1. Ford/Carter/Reagan 2. Bush/Clinton/Bush <p>Assignments</p> <p>There are two classroom assignments in this module.</p> <p>Example: In this lesson, students will read and analyze two articles from a popular magazine. They will also visit two websites dealing with the American Indian Movement. All are listed below. The students will first be asked to answer several questions that help them analyze the documents. Then, after visiting the websites, discuss their responses.</p> <p>Chrysler, K.M., "100 years of Oppression", <i>U. S. News and World Report</i>, May 23, 1983, pp. 71-72.</p> <p>Galloway, Joseph, "People Never See Us", <i>U. S. News and World Report</i>, May 23, 1983, p. 72.</p> <p>http://www.aimovement.org/</p> <p>http://members.aol.com/nowacumig/aim.html</p> | <ol style="list-style-type: none"> 2 Short-answer quizzes based on readings from the text. 1 Eighty question multiple-choice Test (55 minutes long) <p>Finish the Create a DBQ Project</p> <p>Final Exam</p> |

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| <p>control, technology, Red Scare, terrorism).</p> <p>13. Discuss the role of the stock market in both domestic and international settings.</p> <p>14. Summarize the impact of domestic and international efforts to promote peace (e.g., Nye Committee, League of Nations, United Nations, and Sovereignty Debate).</p> <p>15. Describe how the United States economy is linked to world markets and events.</p> <p>16. Analyze world reactions to United States policies (e.g. terrorism, boycotts).</p> <p>17. Explain and propose solutions to global problems.</p> <p>18. Discuss the role of the United States as a peace keeper.</p> | | | |
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Final Project -

Approximate Length of Time: One Month following the AP EXAM.

The students will create either a Web based or PowerPoint presentation dealing with the historical development of one of the minority groups in American History (Women, African-Americans, Hispanic Americans, Asian Americans or Native Americans) or us one of the topics from an approved list. This can then be used as a review by other students.

Grading Policy

Grading Scale:

- 90 - 100 = A
- 80 - 89 = B
- 70 - 79 = C
- 60 - 69 = D

59 or below =F

Grades in this class are based on several different factors. I look at how students participate in discussion groups, group projects, assignments, projects, and exams.

The general quarter grade is determined by this computation:

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| 600 points | Unit Tests (Both Objective and Essay) |
| 100 points | Quizzes |
| 50 points | Lecture Knowledge Checks |
| 50 points | Journals |
| As Assigned | Class work assignments |
| As Assigned | Projects |

20% of the semester Grade: Midterm and Final Exams

Support Services

To help students maintain successful participation, each student has a designated local facilitator who serves as the liaison between the teacher, the student, parents and school administrators.

Study Groups: Students can organize and participate in study groups, although discussion must be conducted in an asynchronous manner because of the distance learning aspect of the course. The students are in many different time zones around the world. They are periodically placed in groups in order to collaborate in long-term projects throughout the year.