

2010-2011

Kenyan Academic Partnership

United States History

Teacher: KaSandra Emler, Granville High School, 248 New Burg St. Granville, OH 43023

KAP U.S. History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students college credit. It is a two-semester survey of American history from the age of exploration and discovery to the present. Solid reading and writing skills, along with a willingness to devote at least 45 minutes each day to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography (the study of techniques used in historical research). A short research paper chronicling an assigned trend in American history is required, as are additional papers based on assigned outside reading.

Course Objectives

Upon successful completion of the course, students will be able to:

- show mastery of a broad body of historical knowledge
- demonstrate an understanding of historical chronology
- use historical data to support an argument or position
- differentiate between historiographical schools of thought
- interpret and apply data from original documents, including cartoons, graphs, letters, etc.
- effectively use analytical skills of evaluation, cause and effect, compare and contrast
- work effectively with others to produce products and solve problems
- prepare for and successfully pass the AP U.S. History Exam

Course Texts and Readings:

David Goldfield, Carl Abbott, Virginia DeJohn Anderson, Jo Ann E. Argersinger, Peter H. Argersinger, William L. Barney, and Robert M. Weir. *The American Journey; A History of the United States*. (Upper Saddle River, NJ: Pearson/Prentice Hall, 2005)

Steven B. Oates. *Portrait of America*. (Boston: Houghton Mifflin Co., 1999)

John F. Kennedy. *Profiles in Courage* (New York: Harperperennial, 2003)
Thomas Paine. *Common Sense*.(Mineola, NY: Dover Publications, Inc., 1997)
Michael Shaara, *The Killer Angels*. (New York: Ballantine Books, 2003)
Harriet Beecher Stowe. *Uncle Tom's Cabin* (New York, Bantam, 1981)
Various articles and handouts

Course Purpose:

The purpose of the course is to impart in the students a knowledge of U.S. history and government that will make them better citizens and more effective college scholars.

Organization:

Each month students will receive a calendar with daily reading assignments, tests, scheduled quizzes, and project deadlines clearly indicated. Students are responsible for keeping up with reading assignments and being aware of, and ready for, “pop” quizzes as well as scheduled tests. Class will be a combination of lecture, group work, discussion questions, and answering student questions. Periodically, student essays, reports, or presentations will be required.

Each unit will be organized around an essential question (EQ) related to the content and tied to one of the social studies standards provided by the state. Essential questions provide the basis for many of the extended response questions included on every exam so it is important for each student to have a clear understanding of the questions and coherent responses.

Assessments

Tests will be a combination of objective and essay questions, and will generally be given every two weeks. There will also be periodic practice review tests to ensure students are familiar with the content at any point in the year.

Document Based Questions (DBQs)

The DBQ is an essay question that involves the use of excerpts from documents to help the student formulate an appropriate answer. The documents can include political cartoons, letters, diaries, charts, speeches, legislation, and newspaper articles. The challenge is to integrate the knowledge the student has already acquired with the information provided by the documents.

Comprehensive Class Exam:

At the end of the first semester, all students will take a semester final exam. At the end of the second semester, all students, whether or not they have taken the AP Exam, will be required to take a “practice AP test” that mimics the actual test to the greatest extent possible. This practice test will comprise a substantial portion of the fourth quarter grade. All students will also complete a group project that involves formulating foreign policy for the United States utilizing the lessons of history acquired during the year. This will be a group project with both an individual and group grade and will take the place of a final exam

Course Outline—Semester 1

Unit 1: Transplantation and Colonial History (4 Weeks)

Readings: Text, Chapters 1–4

Handouts

Themes:

1. The emergence of American cultural traits and the factors that contributed to them
2. Emerging regional patterns and how they evolved

Content:

Motives and methods of colonization: Spain, France, Britain

Push-pull factors bringing colonists to the New World

Comparison and contrast of Southern, middle, and New England political, economic, social, and religious patterns

Cultural differences between Americans and Europeans

Major Assignments and Assessments:

Read *Common Sense*; Complete paper

Read “Myths That Hide the American Indian”, by Oliver La Farge, from Oates; Answer assigned questions.

Test: Chapters 1 & 2

Test: Chapters 3 & 4

DBQ: New England and Chesapeake Regions

Unit 2: Independence (2 Weeks)

Readings:

Text, Chapters 5–6

Read, The Declaration of Independence, and answer questions from “A Gathering of Equals”, answer assigned questions

Read: Handout on Newark Earthworks

Themes:

1. Colonists reevaluate their relationship with Great Britain and with each other
2. The American Revolution as a conservative or a radical movement
3. The American Revolution’s place in world developments of the time period

Content:

Mercantilism—costs and benefits for Britain and colonies

British policy changes, post-1763

Emerging colonial cooperation and decision for independence

Military victory and terms of the Treaty of Paris

Major Assignments and Assessments:

Read “Sam Adams, Firebrand of the Revolution”, by Alexander Winston, from Oates and write a five part essay as assigned.

Unit 3: Post-Independence and the Critical Period (2 Weeks)**Readings:**

Text, Chapters 7 & 8

Various Handouts

Themes:

1. Impact of colonial experience on post-independence government
2. Development of the United States Constitution and the Bill of Rights
3. The emergence of political parties and the factors that divided them
4. The development of sectional specialization and interdependence
5. The conflict between national power and states' rights [

Government under the Articles of Confederation—Successes and failures

Constitutional Convention

Personalities

Compromises

Controversies

Ratification

Hamilton vs. Jefferson

British–French conflict and its impact on American politics

Trade

Diplomacy

Alien and Sedition Acts

Major Assignments and Assessments:

Read: The Constitution of the United States, and The Federalist No. 10, and answer assigned questions from “A Gathering of Equals”.

DBQ: Articles of Confederation

Unit 4: Jefferson & Jackson Administrations/Growth of Nationalism (2 Weeks)

Readings:

Text, Chapters 9 & 10

Handouts

Themes:

1. The peaceful transfer of power from one party to another.
2. Changes in party positions.
3. National growth and the growth of nationalism.
4. The emergence of the second American party system
5. The emergence of the “Common Man” in American politics
6. Geographical and economic expansion
7. Reform movements and the American character.

Content:

Jefferson’s “Revolution of 1800”

Changes in Party Positions

Louisiana Purchase

War of 1812: Causes, Conduct, Consequences

Era of Good Feelings

Rise of Nationalism

Diplomatic Achievements

Marshall Court rulings and precedents

Monroe Doctrine

Election of 1824 and the founding of Jackson’s Democratic Party

Jackson’s Administration:

Spoils System

Nullification

Bank War

Cherokee Removal

Manifest Destiny and the War with Mexico

Immigration; social, political, and economic developments; and reform movements, 1820-1850

Major Assignments and Assessments:

Test: Chapters 9 & 10

Read: *Uncle Tom's Cabin*

Read: "The Jacksonian Revolution", by Robert V. Remini in Oates, and answer questions assigned.

DBQ: Cherokee Removal or Jacksonian Reformers

Unit 5: Slavery, Market Revolution, the West and Sectionalism (4 Weeks)

Readings:

Text, Chapters 11- 14

Themes:

1. Sectionalism
2. Slavery and causes of the Civil War

Content:

Slavery as a social and economic institution

The politics of slavery:

Missouri Compromise

Abolitionists

Compromise of 1850

Kansas–Nebraska Act and Bleeding Kansas

Dred Scott Decision

Lincoln–Douglas Debates

John Brown's Raid

Election of 1860

Major Assignments and Assessments

Test: Chapters 11 & 12

Test: Chapters 13 & 14

Read: "The Fires of Jubilee: Nat Turner's Fierce Rebellion" by Stephen B. Oates, and answer assigned questions.

Paper on *Uncle Tom's Cabin*

DBQ: Constitutional Causes of Sectionalism

Unit 6: Civil War and Reconstruction (2 Weeks)

Readings:

Text, Chapters 15 & 16

Themes:

1. Secession and war
2. Reconstruction issues and plans
3. The struggle for equality
4. Native American relations

Content:

Military strategies, strengths and weaknesses, events and outcomes

The home front, North and South

 mobilizing manpower, finances, public opinion

 social, economic, and political impact of war

Presidential vs. congressional Reconstruction plans and actions

Economic development: The New South?

877 Compromise and Home Rule

Booker T. Washington's and W.E.B. Du Bois's leadership styles and programs

Native Americans

 Plains Wars and reservation policy

 Dawes Act

Major Assignments and Assessments:

Test: Chapters 15 & 16

Read: *Killer Angels* and complete assigned paper

DBQ: Booker T. Washington and W.E.B. Du Bois

Unit 7: A New South and Industry Immigrants and Cities(2 Weeks)

Readings:

Text, Chapters 17 & 18

Themes:

1. Political alignment and corruption in the Gilded Age
2. Role of government in economic growth and regulation

3. Social, economic, and political impact of industrialization

Content:

Gilded Age politics

Party alignment

Political corruption and reform

Industrial growth

Government support and actions

Business tycoons: methods, accomplishments, philosophies

Rise of organized labor

Changing conditions

Unions, leaders, methods, successes and failures

Major Assignments and Assessments: Group Newspaper Assignment—required elements:

Report of news articles on incidents or events during the late 1800s

Biographical feature story on an important personality of the period

Editorial

Political cartoons

Period appropriate advertisements

Semester 1 Finals

Semester 2

Unit 8: Populists, Transforming the West, and Progressives (3 Weeks)

Readings:

Text, Chapters 19, 20, 21

“Sitting Bull and the Sioux Resistance”, by Robert M. Utley, from the Oates Reader.

Themes:

1. Inflation/Deflation—Role of government in the economy
2. Role and effectiveness of third parties
3. Immigration and urbanization
4. Patrician reformers
5. Bryan and Wilson: “Jeffersonian goals in Hamiltonian form” (Conflict and Consensus)
6. Teddy Roosevelt/Taft/Wilson: Conservatives as Progressives (reform to preserve)

Content:

Agrarian Revolt
Post-war problems
Attempts to organize
Election of 1896
Immigration and urbanization in the late 19th century
Social and cultural developments of the late century
Urban middle-class reformers lead a call for change
Muckrakers
Women's issues and roles
Political corruption and reforms
Consumer and environmental protection
Business and labor issues
Teddy Roosevelt, Taft, and Wilson administrations respond to Progressive movement

Major Assignments and Assessments:

Test: Chapters 19-21

Read: Profiles in Courage

DBQ: Farm Problems

Unit 9: Imperialism and World War I (2 Weeks)

Readings:

Text, Chapters 22 & 23

Themes:

1. The changing role of the U.S. in world affairs — from isolationism to world power
2. U.S. motives in World War I and post-war agreements
3. Presidential and congressional roles in policy management [CR5, CR3]

Content:

Reasons for new interest in world affairs

Spanish–American War

Cuban situation and U.S. reaction

Military preparedness and action

Treaty provisions

Philippine annexation—debate and results

Open Door Policy, Teddy Roosevelt's "Big Stick" Diplomacy

Roosevelt Corollary and applications

Panama intervention and canal building

Nobel Peace Prize

Taft's Dollar Diplomacy

Wilson's "Moral" or "Missionary" Diplomacy

Relations with Panama, Mexico, Haiti, Philippines

Neutrality, 1914–1917

World War I as a war to "make the world safe for democracy"

Various interpretations of U.S. motives in World War I

World War I at home

Economic impact

Harassment of German Americans

Women and minorities

Espionage and Sedition Acts

Business and Labor relations

Creel Committee—wartime propaganda

Treaty negotiations and Senate rejection of Versailles Treaty

Major Assignments and Assessments:

Test: Chapters 22 & 23

Political Cartoons: Students create one cartoon representing pro-annexation sentiment and one representing anti-annexation sentiment.

DBQ

Imperialism

1. U.S. trade and loan figures, Nye Commission report
2. Fourteen Points, Wilson War Message, Versailles Treaty negotiations (U.S. positions)
3. U.S. home front: gains and opportunities for women and minorities, treatment of German-Americans, Espionage and Sedition Acts

Student newspaper: World War I on the home front

Students represent major developments on the home front by producing a newspaper consisting of: editorials, advertisements, reports of information, political cartoons, feature articles

1920s–1930s (3 Weeks)

Readings:

Text, Chapters 24 & 25

Handouts

Themes:

The 1920s:

1. Post–World War I compared to post–Civil War nativism, laissez-faire, labor government, farmers, attitudes toward reform
2. U.S. pursuit of “advantages without responsibilities.”
3. Administration policy of “nullification by administration”
4. Cultural conflicts: native vs. foreign; rural vs. urban
5. Revolution in manners and morals

The 1930s:

1. The role of government in society and the economy
2. Political realignment
3. Human suffering and response to the Great Depression

Content:

The 1920s:

Post-war recession and agricultural problems

Intolerance

KKK

Immigration restriction

Sacco and Vanzetti

Prohibition and Organized Crime

Jazz Age culture, Youth Rebellion, Literature of Disillusionment

Business growth and consolidation, credit, advertising

Harding, Coolidge, Hoover administrations

Scandals

Trickle-Down Economics

“Business of America is Business”

Boom and Bust in the Stock Market

Foreign Policy

The 1930s:

Hoover’s v. Roosevelt’s approaches to the Depression

New Deal Legislation—Effectiveness and Criticisms
Supreme Court Reactions and Court Packing Plan
Dust Bowl and Demographic Shifts
Extremist alternatives: Coughlin, Long, Townsend
Political Party Alignment — the new Democratic Coalition
Impact of the Great Depression on various population groups

Major Assignments and Assessments: Character Journals and Essay: Students adopt a persona and maintain journals on teacher-assigned essay topics reflecting major domestic and foreign policy developments of 1920s and 1930s. The final essay evaluates the proper role of the government in American society.

Political Action/Policy Letter: Students identify one economic problem in the United States today. They research how the government dealt with that same or a similar problem during the 1920s or 1930s. They then write a letter to a local, state, or national political leader suggesting a course of action on the problem, citing evidence to support a suggested action based on their evaluation of the 1920s or 1930s policy.

Create a DBQ: Choose an issue or development in the 1920s or 1930s. Develop a question, and select and arrange documents relevant to answering the question. Your score is determined by the significance of the issue, clarity of the question, and relevance of the documents used in answering the question.

DBQ: Cultural conflicts in the 1920s or Hoover and Roosevelt as conservatives or liberals

Unit 12: World War II and Origins of the Cold War (2 Weeks)

Readings:

Text, Chapters 26-27
U.S. History Packet VII

Themes:

1. Comparison of Wilson and Roosevelt as neutrals, wartime leaders, Allied partners, post-war planners
2. U.S. adopts new role as peacetime leader in post-war world
3. Home front conduct during World War I and World War II

Content:

U.S. response to aggression—neutrality legislation, Lend-Lease Act
Pearl Harbor and U.S. response
Military Strategy
Germany First
Second Front Debate
Island Hopping
Atomic Bomb

Home Front

- Relocation of Japanese Americans
- Women and Minorities in the Workplace
- Demographic Impact

Wartime Diplomacy and Cooperation

- Atlantic Charter (Compare to Fourteen Points)
- Wartime Conferences
- United Nations Founding and Participation

Splintering of Wartime Alliance and Adoption of Containment

- Berlin and German Division
- Truman Doctrine
- Marshall Plan
- NATO
- Korea

Major Assignments and Assessments: Group or individual reports on comparisons and contrasts of aspects of World War I and World War II

Neutrality policies

Home front developments and regulations

- Economic controls
- Labor relations
- Women and minorities
- Civil liberties
- Demographic changes
- Manpower and financial mobilization efforts

Relations with allies—wartime and communications

Wartime goals—Fourteen Points and Atlantic Charter/League and U.N. post-war role in world affairs

Take a Stand

Group debate and position statements on:

- Reasons for relocation—national security or racism?
- Decision to drop the atomic bombs—military necessity, nationalism, or Cold War diplomacy?

Storyboards on Cold War issues

Cold War Pen Pals: Students select a partner. Each creates a persona, one a U.S. citizen and one a Soviet citizen. They exchange notes or letters commenting on selected incidents and developments during the Cold War.

Create a DBQ: Students select an issue, create a question, and select documents to create a DBQ on the Cold War. Scores are based on the significance of the issue, clarity of the question, and the relevance of documents used in answering question.

Brown University “Choices” activities for post–World War II policy decisions

Unit 13: Post–War Domestic Issues (2 Weeks)

Readings:

Text, Chapters 28-29

Themes:

1. Continued impact of New Deal on government’s role in society
2. Struggle for civil liberties and civil rights
3. Checks and balances at work in American politics

Content:

Truman’s administration

- Fair Deal
- GI Bill of Rights
- Taft–Hartley Act
- 22nd Amendment
- 948 election
- Loyalty program

Eisenhower’s administration

- McCarthyism
- Modern Republicanism
- Highway construction
- Brown v. Board of Education of Topeka
- Warren Court

Kennedy/Johnson administrations

- Civil Rights Movement: Popular and government response
- War on Poverty and Great Society programs
- Counterculture and anti-establishment movements

Major Assignments and Assessments

DBQ: Civil Rights

Civil Rights Leaders and Tactics: Students read position statements by various civil rights leaders including Booker T. Washington, W. E. B. Du Bois, Marcus Garvey, Martin Luther King Jr., Jesse Jackson, Malcolm X, Stokely Carmichael, and Elijah Muhammad. [CR7] They describe these leaders' philosophies, programs, and strategies for action and evaluate which policies were most effective and why.

Unit 14: Foreign Policy—Reagan and beyond (3 Weeks)

Readings: Text Chapter 30-31

Themes:

1. Cycles of freezes and thaws in East-West relations
2. The “Vietnam Syndrome” in post-war foreign policy
3. Human rights vs. strategic self-interest in policy formulation
4. Interrelationship of foreign policy and economic stability

Content:

Eisenhower

Liberation, not containment

John Foster Dulles

Massive retaliation

Asia policies:

Korea

Southeast Asia — Geneva Accords and aid to South Vietnam

Peaceful Coexistence — Khrushchev's visit

U-2 Incident

Kennedy:

Flexible response

Aid for social and economic development

Peace Corps

Alliance for Progress

Southeast Asia military and economic aid

Bay of Pigs and Cuban Missile Crisis

Johnson:

Vietnam War

Nixon/Ford:

Vietnamization

Nixon Doctrine

Detente

Carter:

Human rights policies

Camp David Accords

Panama Canal Treaties

SALT II, Afghanistan, and Olympic boycott

Iran Revolution and hostage crisis

Reagan:

“The Evil Empire”

Strategic Defense Initiative (SDI)

End of the Cold War

Major Assignments and Assessments: Cold War Grid — Compare the presidential policies of Truman and Reagan regarding:

Nature of the Cold War—ideological vs. power struggle

Containment in Europe

Asia

Middle East

Latin America

Neutralism/nonalignment

Brown University “Choices” materials:

Cuban Missile Crisis

Vietnam

Storyboards on various issues

Unit 15: Culminating Activity (1 Week)

The foreign policy project is designed to ensure that the students can use the history that they have learned to craft a bipartisan foreign policy for the U.S. for the next 10 years. It will be completed in groups of several students and the grade will serve as the final exam grade for the year.