

Advanced Placement and College Preparatory United States History



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U.S. History Course Description

U. S. History is two semester survey course focusing on the development of American social, political, and economic institutions—the oldest and most enduring of any republic in the world. These courses are designed to provide a comprehensive overview of United States history, developing analytical skills and factual knowledge to deal critically with problems and materials in American history.

The Advanced Placement (AP) course is organized through the use of a series of thematic Reading Guides, made to look like broadsides or newspapers from each respective era, which include assigned textual information, objective questions, additional assignments, study vocabulary, focus topics, extension readings, past test prompts, and pictures and quotes. Each Reading Guide takes an average of a week and a half to complete. First semester will cover the period c. 1491 to 1877 (Reading Guides I-V). Second semester will continue coverage into the modern era (Reading Guides VI-IX).

The College Preparatory (CP) course will focus on the Twentieth century, chronologically and thematically covering the period c.1491-c. 2000. First semester will cover the period c. 1491 to 1877 (Reading Guides I-V). Second semester will continue coverage into the modern era (Reading Guides VI-IX).

The course is taught at or near the college level, using appropriate curriculum and assessment. The major difference between a high school (CP) and a college (AP) course is the amount of reading and writing required. Both AP and CP courses will stress “what happened” with the goal of providing enough background to ensure good citizenship, as well as “why?” and “how?” things happened and the consequences of actions. This will involve the development of critical thinking, memorization, and rote work to create a deeper understanding of American history.

To achieve this understanding, it is essential that students complete all reading assignments and actively participate in classroom discussions, while still devoting time to normal study and review; consequently, a minimum of 8-12 hours of reading and study is required for AP students per week, while CP students need a minimum of 5-8 hours per week. This commitment will ensure proper preparation for all tests and assignments, including the AP test in May.

Demonstrating an understanding of course material through writing and reading assessments will determine grades. **This is not a course in which grades are determined by extra credit, projects, coloring, or simply completing work and study—grades will reflect student understanding of course material through demonstration of mastery.**

In May, many students will take the A.P. US History test. Passing the A.P. test gives students “credit or advanced standing at more than 3,400 colleges and universities worldwide.” Some institutions do not waive lower-level college classes if a student has passed the A.P. exam; however, all schools evaluate the number of AP classes and tests taken in admission considerations. Supplemental AP information is available at www.collegeboard.org/ap.

What is the difference between AP and College Prep History courses?

- AP courses equate to a first year college level course; therefore, students may earn college credit for the course.
- In AP History classes, students are expected to read and write at an advanced level.
- The work load is much heavier in AP History classes.
- There is an emphasis on outside reading from college-level texts and primary source documents in AP History courses.
- AP courses typically involve a lot of discussion and are writing intensive.

College Prep or Honors Classes

- Teachers tend to provide more direct instruction.
- Students complete homework generally in order to earn or maintain a grade in addition to reinforcing information covered in class.
- Homework is assigned regularly and is collected for a grade.
- The course may resemble traditional high school classes.
- Common Core & CA State Standards are adhered to; however, expectations that go beyond these standards may vary depending on the instructor or course.

Advanced Placement Classes

- Students are generally self-motivated.
- The teacher's role is primarily as facilitator of learning.
- Homework is assigned, but not all may be collected or graded. Students may have fewer grades per quarter.
- The purpose of homework is to reinforce classroom activities and to fill gaps in knowledge. Students are expected to complete this individually.
- Students may be tested on information not specifically covered during class time, but was discussed in assigned readings.
- An AP course may resemble what is seen in university classrooms.
- Students are provided a college-level textbook and supplemental readings.
- Students are consistently held to standards of evaluation and achievement that go beyond what is expected from the CA State Standards. These standards are consistently enforced as a way to prepare students for real-world demands and the demands of a collegiate setting.

U.S. History Course Materials **CR1** (AP and CP)

Main Text

Thomas Bailey, *The American Pageant* (Boston: Houghton Mifflin)
http://college.cengage.com/history/us/kennedy/am_pageant/12e/students/

The Americans; Reconstruction through the 20th Century (Evanston, IL: McDougal-Littell)
http://www.classzone.com/books/americans_rec05/index.cfm
http://www.classzone.com/cz/books/americans_rec05/chapter_home.htm?cin=1

Curriculum Requirement 1-The course includes a college-level U.S. history textbook, diverse primary sources, and secondary sources.

Additional Works

The following additional works are frequently consulted during lesson planning, class discussion, and class work in both AP and CP courses:

- Thomas Bailey, *The American Spirit* (Lexington, Maine: D. C. Heath and Company, 1994)
- Davidson and Lytle, *After the Fact: The Art of Historical Detection* (New York: McGraw-Hill, 2004)
- Joseph Ellis, *His Excellency: George Washington* (New York: Random House, 2004)
- Larry Madaras, *Taking Sides: Clashing Views on Controversial Issues in American History, Volumes I and II* (Guilford, Connecticut: McGraw-Hill, 2001)
- Gary B. Nash and Ronald Schultz, *Retracing the Past, Volumes 1 and 2* (New York: Longman, 2005)
- Howard Zinn, *A People's History of the United States* (New York: Harper Perennial, 2005)
- Larry Schweikart and Michael Allen, *A Patriot's History of the United States* (New York: Penguin Group, 2011)
- Kyle Ward, *History in the Making* (New York: The New Press, 2006)
- A wide variety of C.P. and A.P. level textbooks, articles, videos, and other resources are also used. (Harlan-Davidson Books, etc.)
- Document-Based U.S. History Questions (College Board, 1973-2016)

U.S. History Thematic Learning Objectives **CR4**

The following themes are addressed through discussion, lecture, and formal assessment:

CR4-The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.

- Identity
 - Definition of "American": changing or static
 - Interaction of "sub identities" (e.g., race, gender, region with larger American identity)
 - Varying degrees of having and of struggling for rights of American citizenship
- Peopling
 - Consequences of movement into, out of, within U.S. borders
 - Implications of involuntary migration (e.g., African and Native Americans, engulfment of Mexicans (1850s), Puerto Ricans . . .)
 - Intermingling and clashing of cultures
 - Merging and assimilating cultures
- Ideas, Beliefs, and Culture
 - Role of social reform in democratic ideals
 - Ideas and ideals reflected in and shaping creative expression
 - Political and social ideas and ideals as community adhesive
- Work, Exchange, and Technology
 - Agricultural, manufacturing, financial institution changes over time
 - Free and wage labor, rural versus urban, capitalist versus wage earner
 - Technological changes, limitations, innovations
 - Government intervention in economy
 - Implications of work life for personal life
 - Land and resource definitions and usage (e.g., "public" versus "private" land, land grants, water rights)
 - Implication of work for international connections (e.g., immigration, world markets, war, transfer of ideas)
- Environment and Geography (Physical and Human)
 - Natural resources
 - Environmental constraints and opportunities
- Politics and Power
 - Negotiation of federal, state, local power and authority
 - Institutions that wield power
 - Popular participation in political life
 - Popular culture and shared civic values
 - Balance between public good and individualism

- America in the World
 - Colonial-era competition for North America
 - United States born out of international conflict
 - U.S. pursuit of interests and influence abroad
 - Global influences on the U.S. and the U.S. impact on the globe

U.S. Historical Thinking Skills

The following skills are addressed through discussion, lecture, and formal assessment.

Skill 1: Chronological Reasoning	
Components	<p>Historical causation-Historical thinking involves the ability to identify, analyze, and evaluate multiple cause-and-effect relationships in a historical context, distinguishing between the long-term and proximate.</p> <p>Patterns of continuity and change over time-Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of varying lengths, as well as relating these patterns to larger historical processes or themes.</p> <p>Periodization-Historical thinking involves the ability to describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and to identify turning points, recognizing that the choice of specific dates favors one narrative, region or group over another narrative, region, or group; therefore, changing the periodization can change a historical narrative. Moreover, the particular circumstances and contexts in which individual historians work and write shape their interpretations and models of past events.</p>
Skill 2: Comparison and Contextualization	
Components	<p>Comparison-Historical thinking involves the ability to describe, compare, and evaluate, in various chronological and geographical contexts, multiple historical developments within one society and one or more developments across or between different societies. Historical thinking also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.</p> <p>Contextualization-Historical thinking involves the ability to connect historical developments to specific circumstances in time and place and to broader regional, national, or global processes.</p>
Skill 3: Crafting Historical Arguments from Historical Evidence	
Components	<p>Historical argumentation-Historical thinking involves the ability to define and frame a question about the past and to address that question by constructing an argument. A plausible and persuasive argument requires a clear, comprehensive, and analytical thesis supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. Additionally, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.</p> <p>Appropriate use of relevant historical evidence-Historical thinking involves the ability to identify, describe, and evaluate evidence about the past from diverse sources (written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) with respect to content, authorship, purpose, format, and audience. Historical thinking involves the ability to extract useful information, make supportable inferences, and draw appropriate conclusions from historical evidence. Historical thinking involves the ability to understand such evidence in its context, recognize its limitations, and assess the points of view that it reflects.</p>
Skill 4: Historical Interpretation and Synthesis	
Components	<p>Interpretation-Historical thinking involves the ability to describe, analyze, evaluate, and create diverse interpretations of the past — as revealed through primary and secondary historical sources — by analyzing evidence, reasoning, contexts, points of view, and frames of reference.</p> <p>Synthesis-Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines, and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.</p>

U.S. History Time Periods in Framework/Course Content

The course is structured around themes and concepts in nine different chronological periods from approximately 1491 to the present:

- Period 1: 1491–1607
- Period 2: 1607–1754
- Period 3: 1754–1800
- Period 4: 1800–1848
- Period 5: 1844–1877
- Period 6: 1865–1898
- Period 7: 1890–1945
- Period 8: 1945–1980
- Period 9: 1980–Present

Within each period, key concepts organize and prioritize historical developments. Themes allow students to make connections and identify patterns and trends over time.

U.S. History Curriculum Calendar Outline with Time Periods

Unit One: The Foundation of Our Nation (September-October)

► Reading Guide I: Settlement and development of Colonial American Society, 1491-1775

(Bailey, Chapters 1-5) (Framework Periods 1, 2, and 3) (*Americans*, Chapters 1-3)

► Reading Guide II: Conquest and Republic, 1608-1800

(Bailey, Chapters 6-10) (Framework Periods 2 and 3) (*Americans*, Chapters 3-6)

► Reading Guide III: Democracy Ascendant, 1800-1860

(Bailey, Chapters 11-14) (Framework Period 4) **CR2** (*Americans*, Chapters 6-7)

CR2-Each of the course historical periods receives explicit

Lecture/Discussion Topics: American Indian cultures; European expansion and exploitation; origins of colonial resistance; British response; the decision for independence; the military course of the war; peace negotiations; structure of the government under the Articles of Confederation; weaknesses and accomplishments of the Articles' government; foreign affairs in the Confederation period; the nationalist critique and the role of Hamilton and Madison; the Constitutional Convention; the debate over ratification; new government's structure; an overview of the Constitution of 1787; Hamilton versus Jefferson; the rise of political parties; foreign affairs with Great Britain, France, and Spain; the "Revolution of 1800"; Jefferson's imprint; causes and results of the War of 1812; nationalism cum sectionalism; the demise of the Federalists and the rise of the two-party system; the early Industrial Revolution Mass democracy; Jackson versus Calhoun; the Bank War; Indian removal; the rise of the working class; the Whig alternative; and the concept of "benevolent empire." **CR2**

CR11-The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical and geographical contexts—*Comparison*.

Special Activities:

●In an essay, students compare and contrast the French, British, Dutch, and Spanish empires. **CR11**

●Discussion and work with DBQ 1995, comparing Colonial Societies. Students are introduced to the concepts of categorizing documents, recognizing bias in documents, and assessing historical evidence from documents. Students write an essay interpreting the documents in context to the historical period.

●"The American Revolution Considered as a Social Movement" by J. Franklin Jameson (Reading and Discussion)

●Student Debates, *Taking Sides: Clashing Views on Controversial Issues in American History* Students are given a choice of topics to study in preparation for debates associated with each Reading Guide. Student choices for debate topics, Reading Guides I and II **CR3**:

- 1 Was Columbus an Imperialist?
- 2 Was the Colonial Period a "Golden Age" for Women in America?

CR3-The course provides opportunities for students to apply detailed and specific knowledge to broaden historical understanding.

- 3 Were Socioeconomic Tensions Responsible for the Witchcraft Hysteria in Salem?
- 4 Did Capitalist Values Motivate the American Colonists?
- 5 Was There a Great Awakening in the Mid-18th-Century?
- 6 Was the American Revolution a Conservative Movement?
- 7 Were the Founding Fathers Democratic Reformers?
- 8 Was Thomas Jefferson Committed to Bringing an End to Chattel Slavery?

- Are you a Federalist or Democratic Republican primary and secondary source review
- “The Lady and the Mill Girl” by Gerda Lerner (Reading and Discussion)
- Discussion and work with DBQ 1990. Students analyze Jacksonian Democracy.
- Boston Massacre trial simulation. Students listen to the prosecution and defense of the British soldiers involved in the death of four colonists in order to make a jury determination of the soldiers’ guilt or innocence. **CR13**

CR13-The course provides opportunities for students to combine disparate, sometimes contradictory, evidence from primary sources and secondary works in order to create a persuasive understanding of the past and to apply insights about the past to other historical contexts or circumstances, including the present—*Synthesis*.

Assessable Content (from Key Concepts): (The following content is addressed through discussion, lecture, and formal assessment)

● Period 1: 1491-1607

Encomienda system
Columbian exchange
Feudalism
Capitalism

● Period 2: 1607-1754

French/Dutch/English colonization
Atlantic slave trade
Puritans
Chesapeake colonies
Tobacco
White indentured servants
African chattel
Pueblo Revolt
Atlantic World
Anglicanization
European Enlightenment

● Period 3: 1754-1800

Seven Years’ War
Enlightenment
French Revolution
George Washington’s Farewell Address
Paine’s *Common Sense*
Declaration of Independence
Articles of Confederation
Constitution
Federalism/Separation of Powers
American Revolution
Northwest Ordinances
Republican motherhood

● Period 4: 1800-1848

Federalists v. Democratic Republicans
Democrats v. Whigs
Supreme Court
Second Great Awakening
Innovations: Textile Machinery, Steam Engines,
Interchangeable Parts, Canals,
Railroads, Telegraph
The American System
Louisiana Purchase
Missouri Compromise

Unit Two: The Growth of Our Nation (November-December)

- ▶ Reading Guide IV: A Maturing Nation Grows Apart, 1790-1861
(Bailey, Chapters 15-19) (Framework Periods 3, 4, and 5) (*Americans*, Chapters 8-10)
- ▶ Reading Guide V: Disunion, War, and Reconstruction, 1861–1877
(Bailey, Chapters 20-22) (Framework Period 5) (*Americans*, Chapters 10-12)

Lecture/Discussion Topics: The lure of the West (1820–1840): Texas, New Mexico, Utah, and Oregon; Polk and war with Mexico; the Treaty of Guadalupe Hidalgo; the “peculiar institution” and its impact on the South; abolitionism and North–South relations; the turbulent 1850s; “Free Soil” Republicanism; Lincoln; and secession; the South’s chance of victory; a question of leadership; Lincoln versus Davis; emancipation; the military course of the war in brief; Reconstruction; the sharecropping system; the “crime” of ’76; and the Compromise of 1877.

Special Activities:

- “Slavery as a Positive Good,” by John C. Calhoun (Reading and Discussion)
- Becoming an antebellum reformer. Students research an antebellum reformer. Dressed as the reformer, becoming the reformer, students present their background, ideas, and success. **CR4**
- Discussion and work with DBQ on the causes of the Mexican–American war.
- Student Debates, *Taking Sides: Clashing Views on Controversial Issues in American History*
- Students analyze the impact of technology on different groups of Americans over time (The Cotton Gin and African-Americans). **CR9**
- Students engage in a class discussion to evaluate the causes of western expansion between c. 1800 to c. 1850 and c. 1865 to c.1900. **CR12**

CR4-The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.

CR9-The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes of themes—*Patterns of change and continuity over time.*

Assessable Content (from Key Concepts): (The following content is addressed through discussion, lecture, and formal assessment)

● Period 4: 1800-1848

Federalists v. Democratic Republicans
Democrats v. Whigs
Supreme Court
Second Great Awakening
Innovations: Textile Machinery, Steam Engines,
Interchangeable Parts, Canals,
Railroads, Telegraph
The American System
Louisiana Purchase
Missouri Compromise

● Period 5: 1844-1877

Manifest Destiny
Mexican War
Abolitionists
States’ Rights & Nullification
Compromise of 1850
Kansas-Nebraska Act
Dred Scott Case
Republican Party
Abraham Lincoln
Election of 1860
Civil War
Emancipation Proclamation
Reconstruction
13th Amendment
Sharecropper system
Radical Republicans
14th and 15th Amendments

CR12-The course provides opportunity for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes—*Contextualization.*

Unit Three: The Modern Transformation of Our Nation (January-February)

- ▶ Reading Guide VI: Forging an Industrial Society, 1865-1900
(Bailey, Chapters 23-26) (Framework Period 6) (*Americans*, Chapters 12-16)
- ▶ Reading Guide VII: The U.S. Becomes a World Power, 1890-1918
(Bailey, Chapters 27-29) (Framework Period 7) (*Americans*, Chapters 17-19)
- ▶ Reading Guide VIII: Boom, Bust, and Battle 1919-1945
(Bailey, Chapters 30-34) (Framework Period 7) (*Americans*, Chapters 20-25)

Lecture/Discussion Topics: Settling the West: a question of exploitation; laissez-faire and social Darwinism; the rise of the industrialists; labor’s response; urbanization; immigration and “Bossism”; the “Social Gospel”; the politics of the 1890s: big government Republicans and the Populists; Progressivism: a ferment of ideas; the “muckrakers”; “trustbusting”; the “Social Justice” movement; the “Purity” crusade; state and local reforms; women’s suffrage; the progressive presidents: Teddy Roosevelt, Taft, and Wilson; the “Square Deal” and the “New Freedom”; imperialist arguments; war with Spain and the Philippine institution; Teddy Roosevelt; the corollary and Panama; “Dollar Diplomacy”; moral diplomacy; neutrality (1914-1917); “Over There;” “Over Here;” and the treaty controversy. [CR3] Harding, Coolidge, and Hoover: “Republican Orthodoxy”; normalcy; the “Red Scare”; immigration legislation; the “new” Ku

Klux Klan; the Harlem Renaissance; the crash of the stock market and the onset of the Great Depression; Hoover and Voluntarism; the origins and effects of the Great Depression; Hoover’s “Voluntarism” approach; Franklin Roosevelt and the “Hundred Days”; relief, recovery, and reform; critics of the New Deal: the “Economic Royalists” on the right and Long, Townsend, and Coughlin; the Supreme Court fight and the end of the New Deal; Isolationism, pacifism, and neutrality and their ramifications for U.S. policy in Europe, Latin America, and Asia during the 1920s and early 1930s; neutrality legislation of the 1930s; undeclared war in Europe and the course of U.S.–Japanese relations in the late 1930s; Pearl Harbor; halting the German blitz; turning the tide in the Pacific and the decision to drop the A-bomb; the war on the home front; wartime diplomacy.

CR5-The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence—*Historical*

Special Activities:

- Discussion and work with DBQ, 1991.
- Discussion and work with DBQ, 1984. AP students characterize FDR and Hoover in terms of the labels of “liberal” and “conservative.” Students are then asked to write a position paper, supporting either FDR or Hoover’s solutions to the Great Depression **CR5**
- Student Debates, *Taking Sides: Clashing Views on Controversial Issues in American History*. One of the debate topics will ask students to analyze the extent to which the Spanish-American War was a turning point in the history of U.S. foreign relation. **CR10**
- The “Kevin Bacon” activity. Students choose a time period, choose 6 events, and historically tie them all together. **CR8**

Assessable Content (from Key Concepts): (The following content is addressed through discussion, lecture, and formal assessment)

● Period 6: 1865-1898

Gilded Age
 Monopolies
 Social Darwinism
 Child labor
 New South
 People’s (Populist) Party
 “Americanize”
 Political machines
 Settlement houses
 Assimilation
 Laissez faire
Plessey v. Ferguson
 Gospel of Wealth

● Period 7: 1890-1945

Great Depression
 Progressive reformers-Social Gospel
 Welfare state
 FDR
 New Deal
 Democratic Party
 Fundamentalist Christianity v. Scientific modernism
 Harlem Renaissance-World War I-First Red Scare-Great Migration
 World War II
 Spanish-American War-Philippines
 Woodrow Wilson
 Neutrality
 American Expeditionary Force

CR10-The course provides opportunities for students to investigate and construct different models of historical periodization—*Periodization*.

CR8-The course provides opportunities for students to examine relationships between causes and consequences of events or processes—*Historical causation*.

Unit Four: *The Living Memory of Our Nation* (March-April)

- ▶ Reading Guide IX: The Modern Era, 1945-Today (Framework Periods 8 and 9) (Bailey, Chapters 35-41) (Americans, Chapters 26-34)
- ▶ Two Week Review for the AP U. S. History Exam (April-May)

Lecture/Discussion Topics: Cold War in Europe; the beginning of atomic diplomacy; containment (Truman Doctrine, Marshall Plan, NATO); crisis in Berlin; the Cold War expands: the loss of China and the Korean War; the Cold War at home: McCarthyism; Ike, Dulles, and the Cold War in Asia, the Middle East and Latin America; JFK and “flexible response”: The postwar economic boom and the rise of the suburbs; were the 1950s conservative?; the civil rights struggle; the New Frontier; the Warren court; the Great Society’s War on Poverty; the Second Berlin Crisis; the Cuban missile crisis; involvement and escalation in Vietnam; Vietnam dilemma and stalemate; the student revolt; Black Power and Women’s Lib; the election

of 1968; Nixon, Kissinger; ending the Vietnam War; the election of 1972; Watergate; malaise in the 1970s; the Reagan Revolution; and the Middle East and modern realities.

CR6-The course provides opportunities for students to identify and evaluate diverse historical interpretation—

Special Activities:

- Student Debates, *Taking Sides: Clashing Views on Controversial Issues in American History*
- Kyle Ward, *History in the Making* (New York: The New Press, 2006). Students use this text to compare different historical perspectives, over time, on the Civil Rights Movement. **CR6**
- Interact Simulation: “Harry S Truman on Trial.”
- Students analyze anti-Vietnam War popular songs to find common themes. **CR7**

Assessable Content (from Key Concepts): (The following content is addressed through discussion, lecture, and formal assessment)

CR7-The course provides opportunities for students to analyze evidence about the past from diverse sources. Such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art—*Appropriate use of historical evidence.*


● Period 8: 1945-1980

- Containment
- Decolonization
- Korea and Vietnam
- Cold War
- Communism
- Military-Industrial Complex
- Brown v. Board of Education*
- Civil Rights Act 1964
- LBJ’s Great Society
- Liberalism
- Sun Belt
- 1965 Immigrations Laws

● Period 9: 1980-present

- Economic Globalization-NAFTA
- Ronald Reagan
- Conservatism
- 9/11
- Mikhail Gorbachev
- Afghanistan/Iraq
- War on terrorism

U.S. History Reading Guide I Sample

<p style="text-align: center;"></p> <p style="text-align: center;">AP US History First Semester Reading Guide I</p> <p style="text-align: center;"><i>Settlement and Development of Colonial American Society, 1600 to 1776</i></p> <p>A. The World Beyond, 1600-1650</p> <p>B. The Making of English America, 1650-1776 (Chapter Two)</p> <p>C. Daily Life in the Colonies, 1650-1776 (Chapter Two)</p> <p>D. Slavery in the Colonial Economy (Chapter Two)</p> <p>E. Colonial Daily Life in the Age of Revolution, 1760-1776 (Chapter Two)</p> <p style="text-align: center;">Themes</p> <p>1. The early modern colonial period was marked by a variety of motives for settlement, but each with a common goal: to create a new society in North America. Although young, these colonies were not simple extensions of the British Empire. They were shaped by local conditions and the needs of their settlers.</p> <p>2. The early modern colonial period was marked by a variety of motives for settlement, but each with a common goal: to create a new society in North America. Although young, these colonies were not simple extensions of the British Empire. They were shaped by local conditions and the needs of their settlers.</p> <p>3. The Puritan colonies in the English Colonies (New England) were founded by people who believed in a covenant with God. They sought to create a society that reflected their religious beliefs and values.</p> <p>4. The middle colonies of the Chesapeake, the Carolinas, and Georgia were founded by people who sought economic gain. They were more diverse in their motives and values.</p> <p>5. The Spanish colonies in the Americas were founded by people who sought wealth and power. They were more diverse in their motives and values.</p> <p>6. The French colonies in the Americas were founded by people who sought religious freedom and economic gain. They were more diverse in their motives and values.</p> <p>7. The Dutch colonies in the Americas were founded by people who sought economic gain and religious freedom. They were more diverse in their motives and values.</p> <p>8. The Swedish colonies in the Americas were founded by people who sought economic gain and religious freedom. They were more diverse in their motives and values.</p> <p>9. The German colonies in the Americas were founded by people who sought economic gain and religious freedom. They were more diverse in their motives and values.</p> <p>10. The Irish colonies in the Americas were founded by people who sought economic gain and religious freedom. They were more diverse in their motives and values.</p>	<p>3. Compare the ways in which religion shaped the development of colonial society in the 17th century in the following areas: New England, Chesapeake, Middle Atlantic (M)</p> <p>4. Compare the ways in which TWO of the following religious traditions in colonial society: Bacon’s Rebellion (1676), Puritan Revival (1689), Salem Witchcraft Trials (1692), Quaker Abolition (1705/1028)</p> <p>5. Early interactions between American Indians and European colonists led to a variety of relationships among the different cultures. Analyze how the actions taken by BOTH American Indians and European colonists shaped the relationship in TWO of the following regions: (Define your answer to the 1600s) New England, Chesapeake, Spanish Southwest, New York and New France (M)</p> <p style="text-align: center;">Objectives</p> <p>A. The Making of English America, 1650-1776 (C-4)</p> <p>01. Name the New World settlements that were most important to European colonization of North America.</p> <p>02. Describe the English treatment of the Irish and how it relates to colonization.</p> <p>03. Explain the importance of specific English settlements to colonization.</p> <p>04. Understand how Spain could be challenging England for the colonization of the New World.</p> <p>05. Describe England’s role in the development of the colonies.</p> <p>06. Understand English motives for colonization.</p> <p>07. Summarize the early experiences of settlers at Jamestown.</p> <p>08. Explain the differences and similarities between tobacco and sugar cultivation.</p> <p>09. Trace the settlement and development of the Carolina colonies.</p> <p>10. Describe the relationship between native and English settlers in the Carolina colonies.</p> <p>11. Understand the differences between the two Carolina colonies.</p> <p>12. Describe the settlement and development of Georgia.</p> <p>13. Summarize the legal and political relationship with European colonists.</p> <p>14. Trace the chronological founding of English colonies.</p> <p style="text-align: center;">Elusive Prompts</p> <p>Some prompts will be used from the Student Informational Text. See the Student Informational Text for more details.</p>	<p>B. Daily Life in the Colonies, 1650-1776 (C-3)</p> <p>01. Compare the standards of living of the Puritans.</p> <p>02. Understand the significance of the Mayflower Compact and the Fundamental Orders.</p> <p>03. State the historical significance of the separate Plymouth (1620), Puritan Revival (1689), Salem Witchcraft Trials (1692), Quaker Abolition (1705/1028).</p> <p>04. Summarize the results of dissent in the Puritan community.</p> <p>05. Compare the effects of the relationship between New England natives and the Puritans.</p> <p>06. Explain the settlement of New York and Pennsylvania.</p> <p>07. Explain the early growth of English New York.</p> <p>08. Describe the results of England’s Charter Revocation in the colonies.</p> <p>09. Discuss what made the Middle Colonies distinctive from another.</p> <p>10. List the social and economic characteristics of Pennsylvania.</p> <p>11. Specify the cultural contributions of the Dutch.</p> <p>12. Chronologically list the colonial order of settlement.</p> <p style="text-align: center;">C. America 1776 to the American Century, 1776-1800 (C-3)</p> <p>01. Describe the growing regional differences between the colonies in the 17th century, with an emphasis on the Chesapeake.</p> <p>02. Understand why settlement patterns and labor problems among English colonies of the 17th century.</p> <p>03. List the most populated colonies in North America by 1700.</p> <p>04. Describe 17th-century labor and migration in the Chesapeake.</p> <p>05. Understand the causes and consequences of Bacon’s Rebellion.</p> <p>06. Explain the journey of slaves from Africa to North America.</p> <p>07. Explain why after 1680 colonial reliance on slave labor increased.</p> <p>08. Discuss African-American contributions to American culture.</p> <p>09. Understand what was unique about slave societies in North America.</p> <p>10. Describe the differences between Southern and New England life.</p> <p>01. Summarize the condition of women in 17th century colonial America.</p> <p>02. Raise the importance of the Puritan town and congregational church.</p> <p>03. Trace the course of the Salem Witch Trials.</p> <p>04. Describe the New England economy.</p> <p>05. Explain the social characteristics of New Englanders.</p> <p>06. Compare the living standards of 17th century European and Americans.</p> <p>07. Discuss 17th-century settlements in the Middle Colonies.</p> <p style="text-align: center;">D. Colonial Daily Life in the Age of Revolution, 1760-1776 (C-3)</p> <p>01. Discuss the similarities and differences between the North American colonies and England.</p> <p>02. Compare the relationship of the colonies to the British Empire.</p> <p>03. Explain the demography of colonial 18th century North America.</p> <p>04. Understand which cities were the largest in colonial America.</p> <p>05. Describe the areas of ethnic diversity in colonial America.</p> <p>06. Compare 17th century America and 18th century America, socially.</p> <p>07. Describe economic and social mobility in the colonies, on the eve of revolution.</p> <p>08. Compare the numbers of poor in England and the American colonies.</p> <p>09. Explain the nature of the Slave Trade, and what how they came to America.</p> <p>10. Specify the most expected professions in colonial society.</p> <p>11. Understand which words had the most negative connotations in the 17th century.</p> <p>12. Describe the nature of the Chesapeake, and what how they came to America.</p> <p>13. Explain the significance of the Great Awakening.</p> <p>14. Describe the nature of colonial education.</p> <p>15. Explain the political principles that the colonial Americans came to believe were most central.</p> <p>16. List, by the mid-eighteenth century, the characteristics North American colonies shared.</p> <p>17. Describe the relationship between Royal governors and colonial legislatures.</p>
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AP History Document-Based Question Rubric with Scoring Notes

A. THESIS AND ARGUMENT DEVELOPMENT 2 Points	TARGETED SKILL: Argumentation (E1, E4, and C1)*
	1 Point Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Scoring Note: <i>Neither the introduction nor the conclusion is necessarily limited to a single paragraph.</i>
	1 Point Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.

B. DOCUMENT ANALYSIS 2 Points	TARGETED SKILL: Analyzing Evidence: Content and Sourcing (A1 and A2) and Argumentation (E2)
	1 Point Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument.
	1 Point Explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.

C. USING EVIDENCE BEYOND THE DOCUMENTS 2 Points	TARGETED SKILL: Contextualization and Argumentation (C3 and E3)
	CONTEXTUALIZATION: 1 point Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. Scoring Note: <i>Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.</i>
	EVIDENCE BEYOND THE DOCUMENTS: 1 point Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. Scoring Notes: <ul style="list-style-type: none"> ▶ <i>This example must be different from the evidence used to earn other points on this rubric.</i> ▶ <i>This point is not awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.</i>

D. SYNTHESIS 1 Point	TARGETED SKILL: Synthesis (C4, C5, or C6)
	1 Point Extends the argument by explaining the connections between the argument and ONE of the following: <ol style="list-style-type: none"> a) A development in a different historical period, situation, era, or geographical area. b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history). c) A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology) (Note: For European and World History only).
	Scoring Note: <i>The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference.</i>

DBQ Score	Points
7	60
6	50
5	40
4	30
3	20
2	10
1	5

AP History Long Essay Question Rubric with Scoring Notes

A. THESIS 1 Point	TARGETED SKILL: Argumentation (E1)*
	<p>1 Point</p> <p>Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</p>

B. ARGUMENT DEVELOPMENT: USING THE TARGETED HISTORICAL THINKING SKILL 2 Points	<p>TARGETED SKILL: Argumentation (E2 and E3) and Targeted Skill (C2, D1, D2, D3/D4, D5, or D6)</p> <p>Develops and supports an argument that:</p> <p>COMPARISON: 1 Point</p> <p>Describes similarities AND differences among historical individuals, events, developments, or processes.</p> <p>1 Point:</p> <p>Explains the reasons for similarities AND differences among historical individuals, events, developments, or processes.</p> <p>..... OR, DEPENDING ON THE PROMPT</p> <p>Evaluates the relative significance of historical individuals, events, developments, or processes.</p>
	<p>CAUSATION: 1 Point</p> <p>Describes causes AND/OR effects of a historical event, development, or process.</p> <p>1 Point</p> <p>Explains the reasons for the causes AND/OR effects of a historical event, development, or process.</p> <p>.....</p> <p>Scoring Note: If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points.</p>

2 Points (continued)	<p>CCOT: 1 Point</p> <p>Describes historical continuity AND change over time.</p> <p>1 Point</p> <p>Explains the reasons for historical continuity AND change over time.</p>
	<p>PERIODIZATION: 1 Point</p> <p>Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed.</p> <p>1 Point</p> <p>Explains the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed.</p> <p>.....</p> <p>Scoring Note: For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed. For both points, if the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed.</p>

C. ARGUMENT DEVELOPMENT: USING EVIDENCE 2 Points	<p>TARGETED SKILL: Argumentation (E2 and E3)</p> <p>1 Point</p> <p>Addresses the topic of the question with specific examples of relevant evidence.</p> <p>1 Point:</p> <p>Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.</p> <p>.....</p> <p>Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.</p>
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D. SYNTHESIS 1 Point	<p>TARGETED SKILL: Synthesis (C4, C5, or C6)</p> <p>1 Point</p> <p>Extends the argument by explaining the connections between the argument and ONE of the following:</p> <ol style="list-style-type: none"> A development in a different historical period, situation, era, or geographical area. A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history). A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology) (Note: For European and World History only). <p>.....</p> <p>Scoring Note: The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phase or reference.</p>
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Long Essay Score	Points
6	50
5	45
4	40
3	35
2	30
1	25

DBQ Essay Format Outline

I. Introduction

A. Broad general statement on the topic: _____

B. Thesis Statement/*Claim* (That which will be proven using historical facts):

C. Organizational Statement (at least **3 descriptive ideas** that prove the thesis):

II. First Body Paragraph (Organizational Statement idea #1): _____

A. Topic/Transition Sentence/*Link*: _____

B. Evidence (**3** relevant outside facts and **1-2** document(s) that support the Topic Sentence, showing **Historical context, or Audience, or Purpose, or Point of View**):

III. Second Body Paragraph (Organizational Statement idea #2): _____

A. Topic/Transition Sentence/*Link*: _____

B. Evidence (**3** relevant outside facts and **1-2** document(s) that support the Topic Sentence, showing **Historical context, or Audience, or Purpose, or Point of View**):

IV. Third Body Paragraph (Organizational Statement idea #3): _____

A. Topic/Transition Sentence/*Link*: _____

B. Evidence (**3** relevant outside facts and **1-2** document(s) that support the Topic Sentence, showing **Historical context, or Audience, or Purpose, or Point of View**):

V. Synthesis:

- A. Appropriately **extend or modify** the stated thesis/argument (ex. provide a counter argument) **or**
- B. Effectively integrate **contradictory evidence** from documents in crafting a coherent argument **or**
- C. Appropriately **connect question/prompt** to other historical periods, geographical areas, contexts or circumstances (understand the bigger picture).

Long Essay Format Outline

I. Introduction

A
Address the Prompt

A. Broad general statement on the topic: _____

B. Thesis Statement/*Claim* (That which will be proven using historical facts):

C. Organizational Statement (at least **3 descriptive ideas** that prove the thesis):

II. First Body Paragraph (Organizational Statement idea #1): _____

B
Back it Up

A. Topic/Transition Sentence/*Link*: _____

B. Evidence (**3** relevant outside facts that support the Topic Sentence, showing **Application of Periodization, Application of Change or Continuity Over Time (CCOT), Application of Comparison, or Application of Causation**):

C
Commentary

III. Second Body Paragraph (Organizational Statement idea #2): _____

A. Topic/Transition Sentence/*Link*: _____

B. Evidence (**3** relevant outside facts that support the Topic Sentence, showing **Application of Periodization, Application of CCOT, Application of Comparison, or Application of Causation**):

IV. Third Body Paragraph (Organizational Statement idea #3): _____

A. Topic/Transition Sentence/*Link*: _____

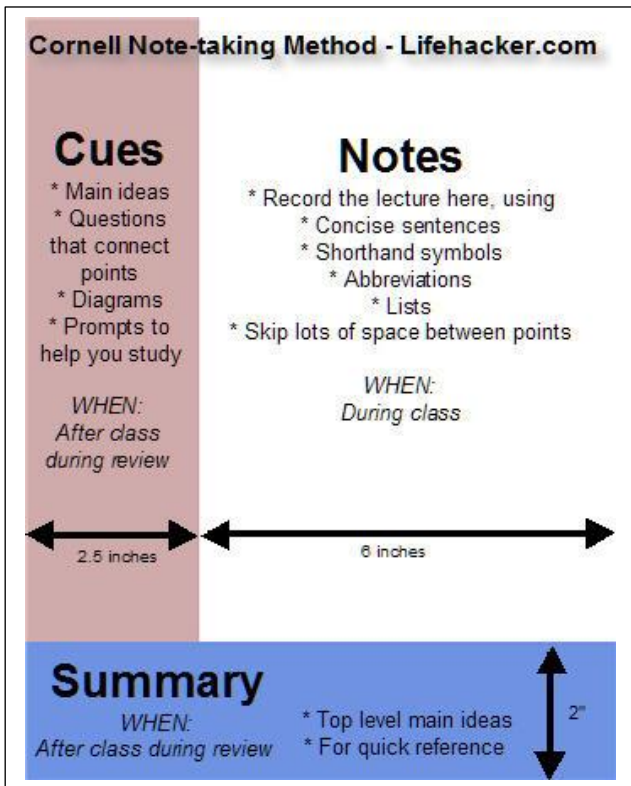
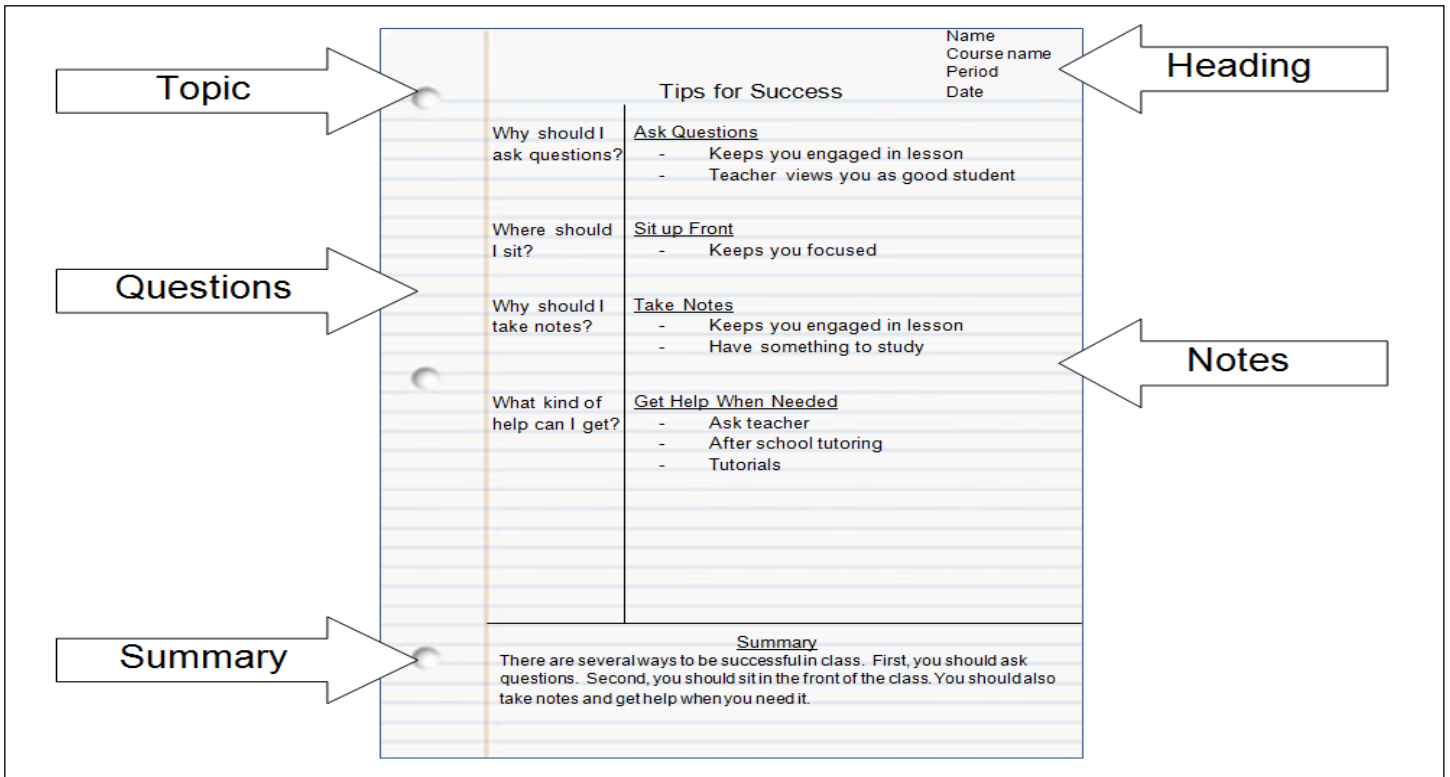
B. Evidence (**3** relevant outside facts that support the Topic Sentence, showing **Application of Periodization, Application of CCOT, Application of Comparison, or Application of Causation**):

V. Synthesis:

Conclude Your Thinking
D-Domain Specific Vocabulary
E-Errors to Eradicate

1. Appropriately **extend or modify** the stated thesis or argument (provide a counter-argument) **or**
2. Explicitly **employ appropriate categories** of analysis (ex. political, economic, social, geographical, etc.) beyond what is called for in the prompt **or**
3. Appropriately **connect the topic** of the question to other historical periods, geographical areas, contexts or circumstances (understand the bigger picture).

Cornell Note-Taking Method



SOAPStone: A Strategy for Reading *and* Writing

For many students, the creation of a piece of writing is a mysterious process. It is a laborious, academic exercise, required by teachers and limited to the classroom. They do not see it as a way of ordering the mind, explaining their thoughts and feelings, or achieving a personal voice.

One of the problems for these students is that they have no conscious plan that will enable them to begin the process and then to organize and develop their ideas. Without a strategy, particularly if they are under time constraints, they simply begin to write, and the quality of their compositions is often erratic.

Students need to recognize that any good composition, whether written, spoken, or drawn, is carefully planned. This composition has integral parts that work together in a complex and subtle arrangement to produce meaning. Originally conceived as a method for dissecting the work of professional writers, SOAPStone provides a concrete strategy to help students identify and use these central components as a basis for their own writing.

SOAPStone (Speaker, Occasion, Audience, Purpose, Significance, Subject, Tone) is an acronym for a series of questions that students must first ask themselves, and then answer, as they begin to plan their compositions.

Who is the Speaker?

The voice that tells the story. Before students begin to write, they must decide whose voice is going to be heard. Whether this voice belongs to a fictional character or to the writers themselves, students should determine how to insert and develop those attributes of the speaker that will influence the perceived meaning of the piece.

What is the Occasion?

The time and the place of the piece; the context that prompted the writing. Writing does not occur in a vacuum. All writers are influenced by the *larger occasion*: an environment of ideas, attitudes, and emotions that swirl around a broad issue. Then there is the *immediate occasion*: an event or situation that catches the writer's attention and triggers a response.

Who is the Audience?

The group of readers to whom this piece is directed. As they begin to write, students must determine who the audience is that they intend to address. It may be one person or a specific group. This choice of audience will affect how and why students write a particular text.

What is the Purpose?

The reason behind the text. Students need to consider the purpose of the text in order to develop the thesis or the argument and its logic. They should ask themselves, "What do I want my audience to think or do as a result of reading my text?"

What is the Significance?

The impact of the piece on history. Students should know **how history was affected by the ideas represented in the document.**

What is the Subject?

Students should be able to state the subject in a few words or phrases. This step helps them to focus on the intended task throughout the writing process.

What is the Tone?

The attitude of the author. The spoken word can convey the speaker's attitude and thus help to impart meaning through tone of voice. With the written word, it is tone that extends meaning beyond the literal, and students must learn to convey this tone in their diction (choice of words); syntax (sentence construction); and imagery (metaphors, similes, and other types of figurative language). The ability to manage tone is one of the best indicators of a sophisticated writer.

CAPP

Context, Audience, Purpose, Point of View

Rules

Lowered citizenship will result from not recognizing, and adhering to the list below. Also, school rules, policies, and consequences will be followed. Make sure you know the school rules.

1. Don't eat/drink in class
2. Don't throw things.
3. Don't use/look at your phone, unless given permission.
4. Don't do work from other classes, or unrelated work.
5. Don't cheat. Normal consequences will apply.
6. Don't be late for class.
7. Don't turn work in late. Late work will, at best, receive 'C' credit.

Understand that consequences for violating the above rules will generally include a warning and a lowered citizenship mark, next a detention, followed by a referral and call home, and finally a second referral and call home preceding removal from class.

Grading Scale

Scores on any assignment will not exceed 100% of the total assignment points.

A=100%-89.5%

B=89.4%-79.5%

C=79.4%-64.5%

D=64%-59.5%

Failure=below 59.5%

Note. Most colleges do not give credit for a "D" or "F." I teach "College Preparatory" US History, and adjust the grading scale to avoid punishing students for challenging themselves in a higher-level course. *"Every student shall graduate college-ready, career ready, life ready."*

Academic Responsibility


Students will abide by ethical standards in preparing and presenting material which demonstrates their level of knowledge and which is used to determine grades. Such standards are founded on the basic concepts of honesty and integrity. "Cheating" is copying any work compiled by another for the purpose of attaining a grade, whatever the work. Equally reprehensible is being aware of cheating and saying nothing because of cowardliness or an inability to demonstrate personal honor. Cheaters have been warned and accept the

consequences of their actions, as does anyone insulting the hard work and integrity of the class, its honest students, and its teacher.

Additional Items

Thursday After School Tutorials

Extra assignments are provided in Tutorial worth **2 points**. Makeup work is done at this time also.




Coinage



Large coins are worth **1 point**. Small coins are worth a **half point**. Coins are turned in at the end of the Semester.

Participation Points

25 points will be awarded for participation to all students, automatically, as extra credit! For each of the following reasons, **one point** will be deducted from participation for each occurrence:

- Being late to class without a pass, etc. (You are supposed to be in your seat when the bell rings.)
 - Being truant from class (Other consequences also apply.)
 - Leaving class to use the restroom (Go before or after class, like me.)
 - Failing to bring, or have charged, your Chromebook
 - Laying head on desk
 - Doing other work in class, drawing, being off task
- 

Folder Contract (Affidavit for all students). I will keep my class folder for the semester in order to **drop my lowest grade** (not the last test in either Semester). I must have a folder that contains every assignment in exact order. **If I have even one assignment missing or out of order** I violate this contract and will not receive the aforementioned bonus. This starts over Second Semester.



[REDACTED]