

# Advanced Placement U.S. History (APUSH) 2008 – 2009

***Critical Information:*** The 2009 APUSH exam will be on the morning of May 8, 2009 (This is not your final exam rather it is an opportunity to earn college credit & save \$\$).

There will be a midterm exam before December break and it will count as one 100-point test.

Your final exam is the New York State Regents in United States History & Government given in June.

## ***Facts about the APUSH Exam***

The exam is 3 hours and 5 minutes in length with two sections: 55 multiple-choice questions and three essay questions (1 DBQ and 2 free response). Both sections cover the period from the first European explorations of the Americas to the present. However, it would be rare to find a question after 1980. The multiple-choice section is broken down approximately as follows:

- 20% of the questions deal with the period through 1789
- 45% with the period from 1790 to 1914
- 35% with the period 1915 to the present

The exam covers political institutions & public policy (35%), social change & cultural and intellectual developments (40%), economic developments (10%) & diplomacy and international relations (15%).

The free response essay questions will be judged on the strength of the thesis developed, the quality of historical argument, rather than on factual information. The DBQ will emphasize the ability to analyze and synthesize historical data. Also, the ability to assess verbal, quantitative and/or pictorial materials will be included in the assessment. Please check the website [www.collegeboard.com/ap](http://www.collegeboard.com/ap) for updates (adapted from Course Description booklet)

## ***Broad Themes of Course:***

American Diversity	American Identity	American Culture
Civic Values	Constitutional Principles	Economic Transformations
Foreign Policy	Globalization	Immigration
Presidential Decisions	Reform	Science & Technology
Slavery & Its Legacy	War & Diplomacy	

Themes are designed to encourage historical thinking across time in an effort to examine cause & effect relationships as well as continuity & change.

***Basic Text:***

Brinkley, Alan. American History: A Survey. 11<sup>th</sup> Edition. Boston: McGraw-Hill, 2002.

***Primary Source Readers:***

Bailey, Thomas A. and David M. Kennedy. The American Spirit. 9<sup>th</sup> Edition. 2 vols. Boston: Houghton Mifflin, 1998.

Wheeler, William Bruce and Susan D. Becker. Discovering the American Past: A Look at the Evidence. 4<sup>th</sup> Edition. 2 vols. Boston: Houghton Mifflin, 1998.

***Analytical Writing:***

Henry, Michael. U.S. History Skillbook: With Writing Instruction and Practice. Saddle Brook: Peoples Publishing, 2005.

***Unit I Colonial History to 1763 2 weeks 9/4 – 9/19***

***Reading*** Chapters 2 & 3 from Brinkley

***Major Assignments*** *The Threat of Anne Hutchinson* Inquiry from Wheeler & 1<sup>st</sup> DBQ (from 1993 Exam)

***Unit II American Revolution 1 ½ weeks 9/22-10/3***

***Reading*** Chapters 4 & 5 from Brinkley

***Major Assignment*** Begin Founding Father Biography Project

***Founding Father Biographies:***

Chernow, Ron. Alexander Hamilton. New York: Penguin Press, 2004.

Ellis, Joseph J. American Sphinx: The Character of Thomas Jefferson. New York: Alfred A. Knopf, 1997.

Ellis, Joseph J. His Excellency: George Washington. New York: Alfred A. Knopf, 2004.

Isaacson, Walter. Benjamin Franklin: An American Life. New York: Simon & Schuster Paperbacks, 2004.

McCullough, David G. John Adams. New York: Simon & Schuster, 2001.

***Secondary Source References for Biography Project:***

Ellis, Joseph J. Founding Brothers: The Revolutionary Generation. New York: Vintage Books, 2000.

McCullough, David G. 1776. New York: Simon & Schuster, 2005.

Wood, Gordon S. Revolutionary Characters: What Made The Founders Different. New York: Penguin Books, 2006.

***Basic Description (for specifics see the handout)***

Read one biography and consult at least one secondary source to prepare an interactive

presentation to the class about your founding father. Focus on key turning points, defining personal philosophies, key accomplishments and how the individual influenced American History across time.

**Unit III**      *Establish a New Nation*      2 weeks      10/6-10/17

**Reading**      Chapter 6 from Brinkley

**Major Assignment**      Rise of Political Parties: Compare & Contrast Hamilton's & Jefferson's Advice to Washington on the issues of foreign policy, the bank & economic policy. Use primary source documents from Chapter 10 in Bailey. Assess the viability of each platform for the new nation. Use internet resources to compare with current Democrat & Republican party platforms for a round table discussion.

**Unit IV**      *Jefferson & Era of Good Feelings*      1 1/2 weeks      10/20-10/29

**Reading**      Chapters 7 & 8 from Brinkley

**Major Assignment**      Hamilton & Burr Duel: An examination of social customs & the influence of the media in reporting political scandals & intro to Free Response Style Essays

**Unit V**      *Jackson & Manifest Destiny*      2 weeks      10/29-11/10

**Reading**      Chapters 9 & 13 (pp. 344-355) from Brinkley

**Major Assignment**      Biography Project Presentations

**Unit VI**      *Antebellum Reform*      1 1/2 weeks      11/17-11/21

**Reading**      Chapters 10 & 12 from Brinkley

**Major Assignment**      Essay skill: Writing a Strong Thesis from Henry & Biography Presentations

**Unit VII**      *Slavery & Sectionalism*      2 weeks      11/24-12/5

**Reading**      Chapters 11 & 13 (pp. 355-368) from Brinkley

**Major Assignment**      Meeting of Minds: The Growing Sectional Tension Role Play Simulation. Briefly stated, you will research an individual from the time using primary & secondary source information. You will synthesize quotes, biographical, historical & statistical data into a written strategy to communicate the individual's point of view on the status of the nation after the Election of 1860 (for specific details see handout).

**Unit VIII**      *Civil War & Reconstruction*      1 1/2 weeks      12/8-12/17

**Reading**      Chapters 14 & 15 from Brinkley

**Major Assignment**      Essay skill: Creating Categories from Henry & Document Shuffle on Reconstruction where small groups categorize documents & draft possible essay questions for the documents chosen.

**Midterm Exam will be during the week before the December holiday vacation. It will consist of multiple choice and a free response.. The exam is designed to be a mini-APUSH exam where the multiple choice will appear in chronological groups. You must be in class to take the midterm.**

It is important for you to unwind during the holidays and partake in the joy and merriment. However, for those of you who wish to earn extra credit you may read *The Killer Angels* by Michael Shaara and submit a short historical analysis. More on this format as the holiday season approaches.

**Unit IX**      *Closing of the Frontier*      1 ½ weeks      1/5-1/14  
**Reading**      Chapters 16 & 19 (pp.537-550) from Brinkley  
**Major Assignment**      Can You Be A Campaign Speech Writer? Based on devices used in William Jennings Bryan's "Cross of Gold" Speech from Bailey

**Unit X**      *Immigration & The Gilded Age*      2 weeks      1/14-1/26  
**Reading**      Chapters 17 & 18  
**Major Assignment**      Essay Skill: Supporting Your Thesis & Using Cartoons & Documents Together from Henry. Apply skills to selected documents from Chapter 25 in Bailey

**Unit XI**      *Progressive Era Reforms*      2 weeks      1/26-2/9  
**Reading**      Chapters 21 & 22 from Brinkley  
**Major Assignment**      TR & Coal Strike Role Play Simulation. Briefly stated, you will play a role at an arbitration hearing between management and the miners during the strike of 1902 (see handout for specific responsibilities).

**Unit XII**      *The New Manifest Destiny & WWI*      1 ½ weeks      2/11-2/27  
**Reading**      Chapters 20 & 23 from Brinkley  
**Major Assignment**      Homogenizing a Pluralistic Culture: Propaganda During World War I Inquiry from Wheeler and 1<sup>st</sup> full length APUSH Exam (MC, FR, DBQ)

**Unit XIII**      *From Boom to Bust*      2 ½ weeks      3/2-3/13  
**Reading**      Chapters 24, 25 & 26 from Brinkley  
**Major Assignment**      Documenting the Depression: The FSA Photographers & Rural Poverty Inquiry from Wheeler

**Unit XIV**      *WWII & Beginning of Cold War*      2 weeks      3/16-3/26  
**Reading**      Chapters 27 & 28 from Brinkley  
**Major Assignment**      Develop APUSH review plan

**Unit XV**      *The Cold War & 1950s*      1 ½ weeks      3/30 -4/6  
**Reading**      Chapters 29 & 30 from Brinkley  
**Major Assignment**      Essay Skill: Creating Rubrics for APUSH essays from Henry

**Unit XVI**      *Diplomacy & War: Kennedy, Johnson & the Nixon Years*  
2 weeks      4/8-4/24  
**Reading**      Chapters 31 & 32 from Brinkley  
**Major Assignment**      Essay Skill: Writing Free Response & DBQ essays from Henry

*Unit XVII Formal APUSH Review 1 1/2 weeks 4/27-5/7*

*Major Assignment* Practice multiple choice & essay outlines using skills developed from Henry

*APUSH EXAM ON MAY 8, 2008*

*History Through Film 1 week 5/11-5/15*

*Unit XVIII Principles of Government 1 week 5/18-5/21*

*Major Assignment* Examine the structure and function of the Constitution based on the government principles of checks & balances, federalism, popular sovereignty, flexibility & judicial review

*Unit XV Contemporary Presidents 2 weeks 5/26-6/5*

*Reading* Chapters 33 & 34 from Brinkley

*Major Assignment* Construct an advertising poster of the key domestic & foreign policies of one of the contemporary presidents

*Unit XVI Formal Regents Review 1 week 6/8-6/15*

*Major Assignment* Practice multiple choice & outlines for Regents style thematic and DBQ essays