

**AP United States History I
Syllabus for Fall Semester 2007
Watershed Community School**

Course Description:

With an emphasis on critical thinking and primary source analysis, this course covers the history of the United States from the age of exploration and colonial beginnings up to the present era. Forming a new nation, expansion, strains of secession, civil war, and reconstruction represent central topics of our study. Students will be encouraged to explore particular interests in greater depth through small group projects and individual research outside of class.

Class participation and essay writing are integral parts of the course. It is important to remember that although this is an overview of US History, it goes beyond memorization of facts to analysis of issues, themes, ideas and events. The textbook is only a bare framework for understanding historical context; additional primary sources serve to provide each student with the depth and diversity of opinion that provides opportunity for historical interpretation.

Course Objectives

Students will:

- Understand and interpret the foundations of United States History from 1650 to 1877
- Demonstrate an understanding of historical chronology
- Read and interpret information from a variety of primary sources
- Discern patterns in historical development and assess historiographical schools of thought.
- Learn the skills and processes of deliberation
- Write essays analyzing essential questions based on historical documents
- Prepare to take the AP Exam in the Spring

Course Texts and Readings:

Choices for the 21st Century Program. Watson Institute for International Studies.
Brown University. June, 2006.

Garraty, John A. and Mark C. Carnes. A Short History of the American Nation. (New York: Longman Publishing, 2000.

Henretta, James A., David Brody and Lynn Dumenil. America's History. 6th edition. (New York: Bedford/St. Martin's), 2008.

Kennedy, David M. and Thomas A. Bailey. The American Spirit. Volume I and II, (New York: Houghton Mifflin Company), 9th edition, 1998.

Meyers, Marvin, John G. Cawelti and Alexander Kern. Sources of the American Republic. (Atlanta: Scott, Foresman and Company), 1969.

Schlesinger, Arthur M. Jr. The Cycles of American History. (Boston: Houghton Mifflin

Course Requirements:

1. Complete all homework assignments as described according to the syllabus.
2. Complete all quizzes, essays and tests. Testing will take various formats, including essay questions, short-answer, or multiple choice. At times, in-class quizzes will be given covering specific material which has been assigned. These quizzes may be announced or unannounced. Some very short quizzes will be given during the first five minutes of class, and no extra time or out-of-class time will be given to complete the quiz, unless agreed to by the teacher. If a major test is missed, it should be made up within three days, unless special arrangements have been made in advance.
3. Come prepared to class and engage meaningfully in classroom discussions.
4. Questioning, listening and communicating ideas in this class must carry with it an underlying respect for the opinions and views of others. It is more important that we learn to live with differences, than it is to reach agreement.
5. Make clear and relevant connections to modern day events. This assumes that students make a regular and frequent effort to stay informed of current events through newspapers, radio and/or television.

It is your responsibility to secure class notes from a friend when you are absent. Be sure to check with me concerning any lost handouts, questions or problems. Also, please feel free to schedule an appointment to meet with me outside of class.

Unit 1: Colonial Beginnings

Readings:

Text: Garraty and Carnes chapters 1-2

Primary Sources: Sepulveda and de Las Casas

Handout from William Cronon, Changes in the Land.

Themes:

1. Cross-cultural encounters with native population

2. Emerging patterns of settlement

Q: To What Extent did Northern, Middle and Southern colonies establish a common culture- (evaluate later motto, E Pluribus Unum)?

Content:

- Motives and methods of colonization / mercantilist system
- Compare and contrast colonial patterns of settlement
- Cultural difference among colonists and in comparison to native americans

Major Assignments and Assessments:

Use Osher Map Collection to research the Cartographic Creation of New England and draw conclusions about early settlement patterns among English and French. Define mercantilism and show evidence of it in early trade routes with Europe. Examine both accounts of native peoples (Sepulveda and de Las Casas) and discern motives for colonization. In small groups, develop charts correlating to Northern, Middle and Southern colonies. Compare and contrast in relation to TWE question.

A five paragraph essay on colonial development and the essential question will pull together content of this first unit. Use the rubric for assessment of the essay.

Unit 2: Road to Revolution and Independence

Readings:

Garraty and Carnes Ch. 3-4.

Primary Sources: Galloway Plan for Union and Thomas Paine's Common Sense

Declaration of Independence

Themes:

1. How does Britain help and hinder colonial development?
 2. American Revolution as precedent-setting event.
- Q: To what extent was the Revolution justified?

Content:

- Buildup to revolution and limits of mercantilist system
- Assessing the role of government in relation to needs of the people
- Attempt to negotiate plan of union and why they failed
- Military victory, role of the French and the Treaty of Paris

Major Assignments and Assessments:

Debate: Galloway Plan for Union vs. Paine's Common Sense. Students need to assess the extent to which the revolution was necessary in light of preceding attempts to negotiate and stated goals of key leaders. In light of this debate, students write a persuasive essay supporting Galloway or Paine, or a path forward they design based on historical events. Students must acknowledge and address at least three key arguments of each leader.

Extension of this unit includes relating the justification for revolution in the Declaration of Independence to other time periods, including current events.

Unit 3: Federalist Era

Readings: Garraty and Carnes chapters 5-6
Madison's 10th Federalist
The Constitution / Bill of Rights
Brown University Choices program, "A More Perfect Union"

Themes:

1. Balance of Power between States and Federal Gov.
2. Balance of Power within Federal Government
3. The Role of Political Parties

Q: To what extent does the Constitution effectively address the problems of the Articles of Confederation?

Content:

- Weaknesses and Strengths of the Articles of Confederation
- Constitutional Convention
- Hamilton vs. Jefferson
- Washington's Farewell

Major Assignments and Assessments:

The Great Deliberation: ratifying the Constitution (see Choices material). After the simulation, students develop a visual representation of the Balance of Power achieved in the Constitution. Each visual must show clearly how one branch of government has checks over other branches. Students then present the chart to class and assess to what extent the Constitution effectively balances power.

Unit 4: Jeffersonian Democracy and the Second War for Independence

Readings: Garraty and Carnes Chapters 6-7

Primary Sources: Jefferson stretches the Constitution to Buy Louisiana
Marbury v. Madison (Marshall Court)
Jefferson Upholds the Embargo

Handouts from The American Sphinx and Undaunted Courage

Themes:

Q: To what extent was the election of 1800 Revolution?

1. Presidential powers
2. Beginnings of a foreign policy
3. The Role of the Supreme Court Defined

Content:

1. Louisiana Purchase
2. Jefferson's character and leadership style
3. Diplomatic challenges
4. Marshall Court

Major Assignments and Achievements:

• Write an essay assessing the extent to which Jefferson's Presidency represented a revolution with links back to the Declaration of Independence.

• Develop a map of the Louisiana Purchase showing recommended sites (3) for settlement based on reported natural resources, native population centers, access to rivers and topography. Maps are presented to class, and then the class votes on final three settlement sites.

Unit 5: Manifest Destiny and the Age of Jackson

Readings: Garraty and Carnes Chapters 8-9 and 12

Primary Sources: South Caroline threatens secession
Jackson denounces nullification
Thoreau's Civil Disobedience

Handout from William Ward's Jackson: Symbol for an Age

Themes: Q: To What extent is Jackson a Symbol for the Age- Nature, Providence, Will

1. Expansion and Manifest Destiny
2. Reform movements in response to political events

Content:

- Jackson as President
- Indian Removal
- Secession Crisis
- Mexican War
- Transcendentalism

Major Assignments and Assessments

- Write a short essay in response to central question listed above using quotes from Emerson, Melville and Thoreau.
- Develop a spectrum of responses that range from violent, illegal civil

Unit 6: Seeds of Secession

Readings: Garraty and Carnes chapters 13-14
Primary sources: William Lloyd Garrison launches The Liberator
A Slave Woman's Tale
Stephen Douglas Popular Sovereignty Plea
Lincoln Appraises Abolitionism

Themes:

1. Expansion and sectionalism
2. Evolving attitudes regarding slavery
3. States rights

Q: To what extent was the south justified in their declaration of independence?

Content:

- The institution and experience of slavery
- Rise of Abolitionist movement
- Attempts at compromise-
 - Missouri Compromise
 - Compromise of 1850
 - Kansas-Nebraska Act
 - Dred Scott Decision
 - Lincoln-Douglas Debates
- The Election of 1860
- The Southern Declaration of Independence
see Article IV, section 2 of Constitution

Major Assignments and Assessments:

- Making connections to the Declaration of Independence of 1776, students write an essay assessing the extent to which they believe the South is justified in their secession, based on the historical events and evolving attitudes towards slavery.
- In addition, students will focus on John Brown and consider in what way he might represent a hero to them if they were living in 1859, and compare him to any modern day heroes. What values do these heroes represent and how have they changed over time?

Unit 7: Civil War and Reconstruction (Two Weeks)

Readings: Garraty and Carnes chapters 15 and 16
 Primary Sources: Booker T. Washington- “Cast Down Your Bucket”
 speech
 WEB DuBois
 Lincoln’s Gettysburg Address/ 2nd Inaugural Address
 Video: PBS Civil War Documentary on the Battle of Gettysburg
 Handout: Arthur Schlesinger Jr., handout from The Disuniting of America.

Themes: Q: To what extent does Reconstruction fulfill the goals of the Civil War as
 1. Secession and War
 2. Reconstruction options / Delayed Reconciliation
 3. Impact and aftermath of War

Content:

- Mobilizing for War
- Battle strategies and leaders
- Turning points
- Reconstruction Program
- Constitutional Amendments and limits of
- 1877 Compromise
- Booker T. Washington and WEB Dubois

Major Assignments and Assessments: Semester Exam

- End of Semester exam which includes writing a major essay on the TWE question listed above, making reference to historical events and developments since the first war for independence.
- Students also assess the motto, E Pluribus Unum in light of events up to 1877. Consider this motto in light of Arthur Schlesinger Juniors essay on the Disuniting of America (handout).