Advanced Placement United States History (APUSH)

Olathe East High School

**Instructor:**

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Congratulations on your decision to enroll in APUSH. By electing to take this class you have chosen to study and learn at an elevated level. As this is a challenging course, I commend you for your perseverance and determination.

APUSH is a two-semester college survey course, covering from the pre-Columbian era to the modern day. The curriculum, instruction, and materials used are of a college pedigree; consequently, expectations for student performance are considerably higher in this class. APUSH students develop solid reading and writing skills along with a willingness to devote considerable time to homework and study. Emphasis is placed on critical and evaluative listening skills, interpretation of original documents and historiography, analytical abilities, writing skills, and the ability to craft an argument based on historical evidence.

**AP US History Historical Thinking Skills**

APUSH is designed to challenge students as they think deeply about American history from pre-colonial days to modern times. It is not a course that will be based on memorization of lists of facts, but instead, a development of historical thinking skills and their practice. The following information on skills is taken from the College Board AP United States History Curriculum Framework 2014-2015.

**Skill Type I: Chronological reasoning**

1. **Historical Causation** - Proficient students should be able to….
	1. Compare causes and/or effects, including between short-term and long-term effects.
	2. Analyze and evaluate the interaction of multiple causes and/or effects.
	3. Assess historical contingency by distinguishing among coincidence, causation, and correlation, as well as critiquing existing interpretations of cause and effect.
2. **Patterns of Continuity and Change over Time** - Proficient students should be able to..
	1. Analyze and evaluate historical patterns of continuity and change over time.
	2. Connect patterns of continuity and change over time to larger historical processes or themes.
3. **Periodization** - Proficient students should be able to…
	1. Explain ways that historical events and processes can be organized within blocks of time.
	2. Analyze and evaluate competing models of periodization of US history.

**Skill Type II: Comparison and Contextualization**

1. **Comparison** - Proficient students should be able to…
	1. Compare related historical developments and processes across place, time, and/or different societies, or within one society.
	2. Explain and evaluate multiple and differing perspectives on a given historical phenomenon.
2. **Contextualization** - Proficient students should be able to…
	1. Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.
	2. Explain and evaluate ways in which a phenomenon, event or process connects to other, similar historical phenomena across time and space.

**Skill Type III: Crafting Historical Arguments from Historical Evidence**

1. **Historical Argument** - Proficient students should be able to…
	1. Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
	2. Construct convincing interpretations through analysis of disparate, relevant historical evidence.
	3. Evaluate and synthesize conflicting historical evidence to construct persuasive historical arguments.
2. **Appropriate Use of Relevant Historical Evidence** - Proficient students should be able to…
	1. Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.
	2. Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions.

**Skill Type IV: Historical Interpretation and Synthesis**

1. **Interpretation** - Proficient students should be able to…
	1. Analyze diverse historical interpretations.
	2. Evaluate how historians’ perspectives influence their interpretations and how models of historical interpretation change over time.
2. **Synthesis** - Proficient students should be able to…
	1. Combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.
	2. Apply insights about the past to other historical contexts or circumstances, including the present.

**AP US History Themes Overview**

There are seven identified themes of US history. Each is illustrated with overarching questions, all taken from the College Board AP United States History Curriculum Framework 2014-2015.

1. **Identity (ID)**
	1. How and why have debates over American national identity changed over time?
	2. How have class, ethnic, religious, regional, and other group identities changed in different eras?
2. **Work, Exchange and Technology (WXT)**
	1. How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
	2. Why have different labor systems developed in British North America and the United States, and how have they affected US society?
	3. How have debates over economic values and the role of government in the US economy affected politics, society, the economy, and the environment?
3. **Peopling (PEO)**
	1. Why have people migrated to, from, and within North America?
	2. How have changes in migration and population patterns affected American life?
4. **Politics and Power (POL)**
	1. How and why have different political and social groups competed for influence over society and government in what would become the US?
	2. How have Americans agreed on or argued over the values that guide the political system, as well as who is a part of the political process?
5. **America in the World (WOR)**
	1. How have events in North America and the United States related to contemporary developments in the rest of the world?
	2. How have different factors influenced US military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?
6. **Environment and Geography - Physical and Human (ENV)**
	1. How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
	2. How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?
7. **Ideas, Beliefs, and Culture (CUL)**
	1. How and why have moral, philosophical, and cultural values changed in what would become the US?
	2. How and why have changes in moral, philosophical, and cultural values affected US history?

**Nine Chronological Historical Time Periods**

Below are the nine periods and an approximate correlation to the chapters of *The American Pageant.* There are chapters in the Kennedy/Cohen book that overlap time periods as the edition we are using was published prior to the major curricular revisions made by the College Board to AP US history.

Period 1: 1491-1607 – Chapter 1

Period 2: 1607-1754 – Chapters 2 - 6

Period 3: 1754-1800 – Chapters 6-10

Period 4: 1800-1848 – Chapters 11-15

Period 5: 1844-1877 – Chapters 14-22

Period 6: 1865-1898 – Chapters 23-27

Period 7: 1890-1945 – Chapters 27-35

Period 8: 1945-1980 – Chapters 36-39

Period 9: 1980 – Present – Chapters 40-42

**PERIOD 1: 1491-1607**

**Content**

Demographics of Europe, the Americas, and West Africa; Meso-American culture; transatlantic commerce; comparison of colonies across the Americas (religion, economies, politics, cultures); and foundations of slavery.

**Identity**

How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas?

**Work, Exchange, and Technology**

How did the Columbian Exchange—the mutual transfer of material goods, commodities, animals, and diseases—affect interaction between Europeans and natives and among indigenous peoples in North America?

**Peopling**

Where did different groups settle in the Americas (before contact) and how and why did they move to and within the Americas (after contact)?

**Politics and Power**

How did Spain’s early entry into colonization in the Caribbean, Mexico, and South America shape European and American developments in this period?

**America in the World**

How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans?

**Environment and Geography**

How did pre-contact populations of North America relate to their environments? How did contact with Europeans and Africans change these relations in North America?

**Ideas, Beliefs, and Cultures**

How did cultural contact challenge the religious and other values systems of peoples from the Americas, Africa, and Europe?

**PERIOD 2: 1607–1754**

**Content**

European colonization; American Indian resistance; economic and population patterns; formation of race and identity; and tensions with Britain.

**Identity**

What were the chief similarities and differences among the development of English, Spanish, Dutch, and French colonies in America?

**Work, Exchange, and Technology**

How did distinct economic systems, most notably a slavery system based on African labor, develop in British North America? What was their effect on emerging cultural and regional differences?

**Peopling**

Why did various colonists go to the New World? How did the increasing integration of the Atlantic world affect the movement of peoples between its different regions?

**Politics and Power**

In what ways did the British government seek to exert control over its American colonies in the 17th and 18th centuries?

**America in the World**

How did the competition between European empires around the world affect relations among the various peoples in North America?

**Environment and Geography**

How and why did the English North American colonies develop into distinct regions?

**Ideas, Beliefs, and Cultures**

How did the expansion of cultural contact that took place with permanent colonization alter conditions in North America and affect intellectual and religious life, the growth of trade, and the shape of political institutions?

**PERIOD 3: 1754–1800**

**Content**

British colonial policies; enlightenment ideas; war for independence; formation of republic and national identity; work and labor (free and unfree); and regional economic differences.

**Identity**

How did different social group identities evolve during the revolutionary struggle? How did leaders of the new United States attempt to form a national identity?

**Work, Exchange, and Technology**

How did the newly independent United States attempt to formulate a national economy?

**Peopling**

How did the revolutionary struggle and its aftermath reorient white-American Indian relations and affect subsequent population movements?

**Politics and Power**

How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups?

**America in the World**

How did the revolution become an international conflict involving competing European and American powers?

**Environment and Geography**

How did the geographical and environmental characteristics of regions opened up to white settlement after 1763 affect their subsequent development?

**Ideas, Beliefs, and Cultures**

Why did the patriot cause spread so quickly among the colonists after 1763? How did the republican ideals of the revolutionary cause affect the nation’s political culture after independence?

**PERIOD 4 1800–1848**

**Content**

Definition of democratic practices; expansion of the vote; market revolution; territorial and demographic growth; two-party system; Andrew Jackson; and role of the federal government in slavery and the economy.

**Identity**

How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?

**Work, Exchange, and Technology**

How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked? How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life?

**Peopling**

How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities?

**Politics and Power**

How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse?

**America in the World**

How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation?

**Environment and Geography**

How did environmental and geographic factors affect the development of sectional economics and identities?

**Ideas, Beliefs, and Cultures**

How did the idea of democratization shape and reflect American arts, literature, ideals, and culture?

**PERIOD 5: 1844-1877**

**Content**

Tensions over slavery; reform movements; imperialism; women and nonwhites; public education; Mexican War; public education; Civil War; and Reconstruction.

**Identity**

How did migration to the United States change popular ideas of American Identity and citizenship as well as regional and racial identities? How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period?

**Work, Exchange, and Technology**

How did the maturing of northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877?

**Peopling**

How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities and the West?

**Politics and Power**

Why did attempts at compromise before the war fail to prevent the conflict? To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships?

**America in the World**

How was the American conflict over slavery part of larger global events?

**Environment and Geography**

How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West?

**Ideas, Beliefs, and Cultures**

How did the doctrine of Manifest Destiny affect debates over territorial expansionism and the Mexican War? How did the Civil War struggle shape Americans’ beliefs about equality, democracy, and national destiny?

**PERIOD 6 1865–1898**

**Content**

Reconstruction; U.S. imperialism, industrialization, immigration, urbanization; women’s movement; and working class culture and leisure.

**Identity**

How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity?

**Work, Exchange, and Technology**

How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of working people?

**Peopling**

How and why did the sources of migration to the United States change dramatically during this period?

**Politics and Power**

How did the political culture of the Gilded Age reflect the emergence of new corporate power? How successful were the challenges to this power? Why did challenges to this power fail?

**America in the World**

How did the search for new global markets affect American foreign policy and territorial ambitions?

**Environment and Geography**

In what ways, and to what extent, was the West “opened” for further settlement through connection to eastern political, financial, and transportation systems?

**Ideas, Beliefs, and Cultures**

How did artistic and intellectual movements both reflect and challenge the emerging corporate order?

**PERIOD 7 1890–1945**

**Content**

Progressive reform; radicalism; World War I and Russian revolution; first red scare; first great migration of African Americans; race riots; culture wars of the 1920s; Hoover and FDR in the capitalist crisis; New Deal; and World War II.

**Identity**

How did continuing debates over immigration and assimilation reflect changing ideals of national and ethnic identity? How did class identities change in this period?

**Work, Exchange, and Technology**

How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals?

**Peopling**

Why did public attitudes towards immigration become negative during this time period? How and why did people migrate within the U.S. during this time period?

**Politics and Power**

How did reformist ideals change as they were taken up by reformers in different time periods? Why did opposition emerge to various reform programs?

**America in the World**

Why did U.S. leaders decide to become involved in global conflicts such as the Spanish American War, World War I, and World War II? How did debates over intervention reflect public views of America’s role in the world?

**Environment and Geography**

Why did reformers seek for the government to wrest control of the environment and national resources from commercial interests?

**Ideas, Beliefs, and Cultures**

How did “modern” cultural values evolve in response to developments in technology? How did debates over the role of women in American public life reflect changing social realities?

**PERIOD 8 1945–1980**

**Content**

Atomic age and the Cold War; suburban development and the affluent society; the other America; Vietnam; social movements of the long 1960s; Great Society programs; economic and political decline in the 1970s; and rise of conservatism.

**Identity**

How did the African-American Civil Rights movement affect the development of other movements based on asserting the rights of different groups in American society? How did American involvement in the Cold War affect debates over American national identity?

**Work, Exchange, and Technology**

How did the rise of American manufacturing and global economic dominance in the years after World War II affect standards of living among and opportunities for different social groups?

**Peopling**

How did the growth of migration to and within the United States influence demographic change and social attitudes in the nation?

**Politics and Power**

How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power?

**America in the World**

Why did Americans endorse a new engagement in international affairs during the Cold War? How did this belief change over time in response to particular events?

**Environment and Geography**

Why did public concern about the state of the natural environment grow during this period, and what major changes in public policy did this create?

**Ideas, Beliefs, and Cultures**

How did changes in popular culture reflect or cause changes in social attitudes? How did the reaction to these changes affect political and public debates?

**PERIOD 9: 1980-present**

**Content**

Reagan at home and abroad; growth of poverty; Bush, Sr. and end of Cold War; Clinton and the internet; race relations; NAFTA and other trade agreements; 9/11; Patriot Act; education policies of Bush, Jr. and Obama; and environmental policies.

**Identity**

How did demographic and economic changes in American society affect popular debates over American national identity?

**Work, Exchange, and Technology**

How did the shift to a global economy affect American economic life? How did scientific and technological developments in these years change how Americans lived and worked?

**Peopling**

How did increased migration raise questions about American identity and affect the nation demographically, culturally, and politically?

**Politics and Power**

How successful were conservatives in achieving their goals? To what extent did liberalism remain influential politically and culturally?

**America in the World**

How did the end of the Cold War affect American foreign policy? How did the terrorist attacks of September 11, 2001 impact America’s role in the world?

**Environment and Geography**

How did debates over climate change and energy policy affect broader social and political movements?

**Ideas, Beliefs, and Cultures**

How did technological and scientific innovations in areas such as electronics, biology, medicine, and communications affect society, popular culture, and public discourse? How did a more demographically diverse population shape popular culture?

**Grading Scale**

A – 90%-100%

B – 80%-89%

C – 70%-79%

D – 60%- 69%

F – Below 60%

**Required Coursework and Approximate Weighting**

Exams (Multiple Choice, Short Answer Questions (SAQ), Long Essay Questions (LEQ), and Document-Based Question (DBQ) – 60%

Participation, Cooperative Learning Groups, Homework, In-class assignments, - 20%

APUSH Notebook – 20% (First Semester Only)

**Website: tbrittonoe.weebly.com**

See the course website calendar to access the **scheduled exam dates**. Please note that occasionally dates may change due to unforeseen circumstances. Assignment instructions and due dates can be found on the homepage. Course resources will be posted on other pages as they are needed throughout the year.

**APUSH Notebook**

Every student is required to acquire and bring a three-ring binder (1 inch should be sufficient) to APUSH every day. Your APUSH must include the following LABELED dividers:

 Course Documents (Syllabus, Rubrics, Thinking Skills Chart, etc. and more)

 Key Terms/People

 Lecture/Class CORNELL NOTES

 Article Notes

 Graded Coursework

**Plagiarism and Cheating**

Academic dishonesty is not tolerated in APUSH. Any incidences involving plagiarism or cheating will be handled according to the guidelines stated in the Olathe District Student Code of Conduct.

**Specific Classroom Rules and Expectations:**

Passes, tardiness, late work, attendance and missed work/exams – Please refer to OE policies noted in your Student Handbook.