

Mr. McTigue's AP US Course Syllabus – *The City Honors School @ Fosdick-Masten Park*

Overview

- *Description:* AP US History is a college level survey course that, according to the Advanced Placement Program Course Description, explores major themes in “political institutions and behavior and public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments” in the US between the contact period and modern times.
- *Assessment:* All students enrolled in AP US History must take two exams. The AP US History exam held in mid-May and students earn a mark of between 1 and 5. All students must take the NYS Regents in June.
- *Work Load:* The course is reading and writing intensive. Hard work on your part is expected.
- *Objectives:* This course will broaden your knowledge of US History and develop your analytical and critical thinking skills.
- *Internationalism:* US History is full of events and movements that reflect the America's presence in World History. International themes such as immigration, war, culture, religion, imperialism, the arts &c. in this course are marked with an 🌐.
- *Readings:* *Selected articles/chapters will be assigned throughout the year from, but not limited to, the following historians; Frederick Jackson Turner, Charles Beard, Richard Hofstadter, John Hope Franklin, Howard Zinn, Linda Kerber et al.*

Nuts & Bolts

- *Homework:* Every chapter will have a “Guided Reading” homework. Students will also have to turn in a “ticket to the test” in order to take any multiple-choice test. For instance, the first test is on chapters 1-4. Therefore, students must take the online quizzes on their own, print them **with their names printed in the appropriate place**, and turn in *only the first page of each chapter*. [Click here for online quizzes](http://college.cengage.com:80/history/us/kennedy/am_pageant/12c/students/ace/index.html). DO NOT email them. In case the link does not work, here is the site: http://college.cengage.com:80/history/us/kennedy/am_pageant/12c/students/ace/index.html
- *Readings:* Throughout the year, you will be responsible for additional readings acting as a discussion group leader in group discussion, and major research projects (Make Your Own DBQ & iMovie).
- *Grades:* Grades are based on points earned during each quarter. Tests are worth 100 points, homeworks worth 20 points each. Students can find their average at any time on their own: add their total points earned, divide by the total points they *could have earned* and multiply by 100. The corresponding letter grade can be found in the student handbook.
- *Appointments:* Extra help and teacher conferences can be arranged. Contact Mr. McTigue at your convenience.

Text: Kennedy, David, Lizabeth Cohen and Thomas Bailey, *The American Pageant: A History of the Republic*,

Chapter Resources: The “[Site Map](#)” of [The American Pageant Homepage](#) provides resource materials for *each* chapter in the text. Click on individual chapter links and the drop-downs to obtain the same resources as shown in “Chapter 1” below.

Chapter 1

Prepare For Class

[Chapter Summary](#)

[Chapter Themes](#)

Improve Your Grade

[Flashcards](#)

[Examining the Evidence](#)

[Activities](#)

[Chronology Exercises](#)

[Glossary](#)

[Primary Sources](#)

[Interactive Maps](#)

ACE the Test

[ACE Practice Test](#)

[Click here for Chapters 1 through 42](#)

Web Links: The following links are provided by “[General Resources](#)” for *The American Pageant*

Periods

[Pre-Contact](#)

[Colonial](#)

[Revolutionary](#)

[Early National](#)

[Antebellum](#)

[Civil War and Reconstruction](#)

[Industrializing America](#)

[Progressive Era](#)

[World War I](#)

[The 1920s](#)

[The Depression](#)

[World War II](#)

[Cold War](#)

[Post-Cold War](#)

Themes

[Born in the USA \(Home and Family\)](#)

[Americans at Play](#)

[Politics & People](#)

[US & The World](#)

[American Culture](#)

[Business and Technology](#)

[Text Sites](#)

[Maps](#)

[Museums](#)

Miscellany

[Gateways](#)

[Teaching Resources \(including writing\)](#)

[Professional Resources](#)

[Publishers](#)

[Media](#)

UNIT 1: Founding the New Nation***Course Overview: What is AP US History / What's missing & So what?***

Week 1: Contract / Syllabus / DBQ/FRQ Rubric & Curve / MC Schedule & Online Quizzes / Guided Readings / “5 Points”

Historiography & the craft of History: What is history?

Week 2: “κλεΟ the Elephant” and “The History Toolbox”

C. Beard, Ch. 1. “[Historical Interpretation in the United States](#),” *An Economic Interpretation of the United States*, 1913.

E. Foner, “[Introduction](#),” *The New American History*, 1997.

The American Colonies: How did they define freedom?

Weeks 3-5: Chapter 1, “New World Beginnings, 33,000 BC to 1769 AD”, 🌐 in D. Kennedy and L. Cohen, *The American Pageant*

Ch. 2, “The Planting of English America, 1500-1733” 🌐

Ch. 3, “Settling the Northern Colonies, 1619-1700”

Ch. 4, “American Life in the Seventeenth Century, 1607-1692”

Additional materials James Blaine, selected lithographs from *Columbia*, 1892. – Arthur Miller, *The Crucible*

H. Zinn, Ch. 1, “[Columbus, the Indians and Human Progress](#),” [excerpt] *A People's History of the United States*, 1980.

The American Revolution: How revolutionary was it?

Weeks 6-9: Ch. 5, “Colonial Society on the Eve of Revolution, 1700-1775”

Ch. 6, “The Duel for North America, 1608-1763” 🌐

Ch. 7, “The Road to Revolution, 1763-1775” 🌐

Ch. 8, “America Secedes from the Empire, 1775-1783” 🌐

Additional materials Thomas Jefferson et. al., *The Declaration of Independence*, July 4, 1776

E. Foner, Ch. 2, “To Call It Freedom,” *The Story of American Freedom*, 1998.

L. Kerber, Ch. 2, “The Revolutionary Generation: Ideology, Politics, and Culture in the Early Republic,” *The New American History*, 1997.

P. Cline Cohen, “[Women in the Early Republic](#),” *OAH Magazine of History*, Vol. 14, No. 2, Winter 2000

UNIT 2: Building the New Nation

The American Republic: A government of, by & for whom?

- Weeks 10-14:
- Ch. 9, “The Confederation and the Constitution” 🌐
 - Ch. 10, “Launching the Ship of State, 1789-1800”
 - Ch. 11, “The Triumph and Travails of the Jeffersonian Republic, 1800-1812” 🌐
 - Ch. 12 “The Second War for Independence and the Upsurge of Nationalism, 1812-1824” 🌐
 - Ch. 13 “The Rise of Mass Democracy, 1824-1830”

Additional materials James Madison, “[No. 10: The Union as a Safeguard Against Domestic Faction and Insurrection](#),” from the New York Packet of *The Federalist Papers*, 1787;

James Madison or Alexander Hamilton, “[No. 51: The Structure of Government Must Furnish the Proper Checks and Balances Between the Different Departments](#),” from the New York Packet of *The Federalist Papers*, 1788;

James Madison, *Proposed Articles for Amendment*, 1789 & James Madison, et. al., “[The Bill of Rights](#),” 1791;

Chapters from Charles Beard, *An Economic Interpretation of the United States*, 1913.

R. Hofstadter, “The Founding Fathers: An Age of Realism,” *The American Political Tradition and the Men Who Made It*, 1948.

UNIT 3: Testing The New Nation

The Civil War: Federalism or states rights’ triumphant?

- Weeks 15-19:
- Ch. 17, “Manifest Destiny and Its Legacy, 1841-1848” 🌐
 - Ch. 18, “Reviewing the Sectional Struggle, 1848-1854”
 - Ch. 19, “Drifting Toward Disunion, 1854-1861”
 - Ch. 20, “Girding for War: The North and the South, 1861-1865”
 - Ch. 21, “The Furnace of Civil War, 1861-1865” 🌐
 - Ch. 22, “The Ordeal of Reconstruction, 1865-1877”

Additional materials E. Foner, “Introduction,” *Free Soil, Free Men and Free Labor*.

E. Foner, “[Shedding Lincoln’s Mantle](#),” and comments on the [Fugitive Slave Law](#)

The Market Revolution: Who was more influential: Smith, Whitney or Jackson?

- Regents Week 20:** Ch. 14, “Forging the National Economy, 1790-1860” 🌐
Ch. 15, “The Ferment of Reform and Culture, 1790-1860” 🌐
Ch. 16, “The South and the Slavery Controversy, 1793-1860” 🌐

Additional materials S. Wilentz, “Society, Politics and The Market Revolution, 1815-1848,” *The New American History*, 1997.
C. Sellers, Excerpt from Charles Sellers' [The Market Revolution: Jacksonian America, 1815-1846](#)

3RD QUARTER: JANUARY TO APRIL

UNIT 4: Industrial America

Industrial America: Was it a product of the frontier, status anxiety or nativism?

- Weeks 21-22: Ch. 23, “Political Paralysis in the Gilded Age, 1869-1896”
Ch. 24, “Industry Comes of Age, 1865-1900” 🌐
Ch. 25, “America Moves to the City, 1865-1900” 🌐
Ch. 26, “The Great West and the Agricultural Revolution, 1865-1896” 🌐

Additional materials Chapters from W.P. Webb *The Great Plains* or Turner, Ch. 1, “[The Significance of the Frontier in American History](#)”; Thorstein Veblen, Ch. 4, “[Conspicuous Consumption](#),” from *The Theory of the Leisure Class*;
L. Frank Baum, [The Wizard of Oz](#) and Bradley Hansen, “[The Fable of the Allegory: The Wizard of Oz in Economics](#)”
Upton Sinclair, [The Jungle](#) and visual analysis of photos from [Jacob Riis](#) - R. Hofstadter, *The Age of Reform*

UNIT 5: America Abroad

The Age of Empire: Was Imperialism Progressive?

- Weeks 23-24: Ch. 27, “Empire and Expansion, 1890-1909” 🌐
Ch. 28, “Progressivism and the Republican Roosevelt, 1901-1912” 🌐
Ch. 29, “Wilsonian Progressivism at Home and Abroad, 1912-1916” 🌐
Ch. 30, “The War to End War, 1917-1918” 🌐

Additional materials R. Hofstadter, “Racism and Imperialism,” *Social Darwinism in American Thought*.
Political Cartoon on [Teddy Roosevelt’s Progressivism](#) – Edison Movie from Library of Congress, “[Aquinaldo’s Navy](#)”

Boom & Bust & War: Did laissez faire economics cause the Great Depression?

- Weeks 25-27:
- Ch. 31, “American Life in the ‘Roaring Twenties,’ 1919-1929”
 - Ch. 32, “The Politics of Boom and Bust, 1920-1932” 🌐
 - Ch. 33, “The Great Depression and the New Deal, 1933-1938”
 - Ch. 34, “FDR and the Shadow of War, 1933-1941” 🌐
 - Ch. 35, “America in WWII, 1941-1945” 🌐

- Additional materials* F. Scott Fitzgerald, *The Great Gatsby* or Ernest Hemingway’s *The Sun Also Rises*
- Chapters 31-33* Transcripts of Huey Long’s Senate Speeches describing this “[Share The Wealth Program](#)”
Transcript and audio of FDR’s First Inaugural Speech (aka “[The only thing we have to fear is fear itself](#)” speech)
Francis Townsend’s “[Old Age Plan](#)” (various documents – scroll to the end of the page and read a few documents)
Listen to and read the [lyrics](#) of Woody Guthrie’s “[Hard Travelin](#)” (click on the appropriate yellow hyperlinks)
- Chapters 34-35* Listen to Buster Ezell’s “[Roosevelt and Hitler](#)” (click on blue button next to “Listen to this recording”)
Take a self-guided tour of a [Pearl Harbor timeline](#) from National Geographic (click on orange arrows below clock)

UNIT 6: The Cold War and Civil Rights

The Cold War: Was Marx right – Was there a specter haunting Europe, the US?

- Weeks 28-29:
- Ch. 36, “The Cold War Begins, 1945-1952” 🌐
 - Ch. 37, “The Eisenhower Era, 1952-1960” 🌐
 - Ch. 38, “The Stormy Sixties, 1960-1968” 🌐
 - Ch. 39, “The Stalemated Seventies, 1968-1980” 🌐

- Additional materials* Martin Luther King, “[Letter from a Birmingham Jail](#).” “I Have a Dream” Speech, click here for [audio](#) and here for [text](#)
Click here for PBS’ [Eyes on the Prize](#) website for [images](#), [songs](#), [video](#) and [newspaper clips](#) of the Civil Rights era
Coronet films “[Communism](#)” from 1952

UNIT 7: Redefining America, 1968-today

Post Cold War Era: Why did Communism Fall and why did Conservatism Rise?

- Week 30: Ch. 40, “The Resurgence of Conservatism, 1980-1992” 🌐
Ch. 41, “America Confronts the Post-World War Era, 1992-2004” 🌐
Ch. 42, “The American People Face a New Century” 🌐

Additional materials Ronald Reagan, “[Tear Down that Wall](#)” speech June 12, 1987
Chart on [Revenue and Spending Comparisons](#) from LBJ to George W. Bush

Advanced Placement & International Baccalaureate Exam Weeks

Weeks 31 & 32: In Mid-may, all students must take the Advanced Placement United States History Exam

UNIT 8: Regents Review & the iMovie Project

The US Constitution: Do we have a government of, by & for the people?

Weeks 33-34: The Constitution & Review from [RegentsPrep.org](#)

Project: iMovie Project

Weeks 35-38: Each student will present a song, it’s lyrics and explain its historical significance

Regents Weeks

Weeks 39-40: All students must take the New York State US History and Government Regents Exam

NOTE: This syllabus provides approximate dates and is subject to change • this syllabus is available at [cityhonors.org](#)