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# North Wilkes High School

## *Honors American 1-AP U.S. History*

September 4, 2019

AP American History and Honors American History 1 must both be passed in order to receive state U.S. History credit. They are paired classes. Honors American History 1 has a state required final exam. AP American History in the spring does not have a state final exam but does have a teacher made final exam. All students are required to take the AP exam in May. Students may be exempt from teacher made exams per local policy but not state exams. Assignments, resources, links and updates will be communicated via my website and the class Canvas websites. The final exam counts 20% of your final grade per state policy.

Your final grade in this class will be determined by several factors. These include:

1. Final Exam: Counts 20% of your final grade.
2. In class tests and projects: Counts 50%
3. Class assignments: Counts 20%
4. DBQ and FRQ's: Count 30%

Required items for class:

1. Notebook
2. Flash drive
3. Pencils
4. highlighters
5. headphones/earbuds

\*\*\*On essays, you will be graded as follows: Check Plus V+, Check V (Avg) and Check minus V-  
\*\*\*DBQ's and FRQ's will be graded with the AP scoring rubric.

Progress Reports will be sent home periodically. It is expected that you will let your parents see it, and sign it to be returned to me.

It is to your advantage to keep up with your work, and your packet. This is designed to foster a better understanding of history, and to help you become a more organized, and educated student. This has a proven track record of helping students improve their grades.

If you have questions, at any time, please ask.

Thanks,

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## 1. Course Description:

Advanced Placement U.S. History spans the time from the Pre-Columbian period to the present. The course focuses upon intellectual and cultural history, political and diplomatic history and social and economic history. Emphasis is placed on gender issues, religion, the arts and literature and diversity. An AP class is a college level course. AP U.S. History is a weighted course. A score of 3 or better generally earns college credit. (Some universities require a score of 4 or higher) This course is geared towards a successful performance on the AP exam. However, this course provides you with the skills necessary to be successful in your educational future. Since this is a college level course, you are expected to follow the course outline including the required readings. For this class, you will need the following:

### Textbooks:

- *The Americans*. Danzer, Klor de Alva, Krieger, Wilson & Woloch. N.Carolina Edition. McDougal-Littell, 2008.
- *Out of Many: A History of the American People*. Faragher, Czitrom, Buhle & Armitage. NJ: Prentice-Hall, 2005.

### Primary Sources textbook:

- *Out of Many: A History of the American People: Documents Set vols 1-2*. Faragher, Buhle, Czitrom, & Armitage. NJ: St. Prentice-Hall, 2007.

### Secondary Sources:

- Zinn, H. (). *A people's history of the United States: 1492-2001* (New ed.). : .

### Class Novels (Required):

- Bragg, R. (2003). *I am a soldier, too: the Jessica Lynch story*. New York: Alfred A. Knopf.
- Brown, D. (1970). *Bury my heart at Wounded Knee: an Indian history of the American West*. New York: Holt, Rinehart & Winston.
- Beer, E., & Dworkin, S. (1999). *The Nazi officer's wife: how one Jewish woman survived the Holocaust*. New York: Rob Weibach Books/William Morrow

**Required novels; you will choose from this list. Others will be added throughout the year:** (minimum of 3 per semester, maximum 6 per semester).

- Ehle, J. (1988). *Trail of tears: the rise and fall of the Cherokee nation*. New York: Doubleday.
- Goodwin, D. K. (1994). *No ordinary time: Franklin and Eleanor Roosevelt : the home front in World War II*. New York: Simon & Schuster
- Hilton, J. (1947). *Lost horizon: James Hilton : A novel..* London: Pan-Books
- Kershaw, A. (2003). *The Bedford boys: one American town's ultimate D-Day sacrifice*. Cambridge, Mass.: Da Capo Press.
- Klein, G. W. (1995). *All but my life* (A new, expanded ed.). New York: Hill and Wang.
- London, J. (1963). *White Fang, and other stories..* New York: Dodd, Mead.
- Lord, W. (1955). *A night to remember*. New York: Holt.
- Shaara, J. (1996). *Gods and generals*. New York: Ballantine Books.
- Stanton, D. (2001). *In harm's way: the sinking of the USS Indianapolis and the extraordinary story of its survivors*. New York: H. Holt.

### Supplemental Resources

- DBQ Project. (2009). *Mini-Qs in American history; vols. 1-2*. Evanston, Ill: DBQ Project.

- Stanford History Education Group. *Beyond the Bubble*. <http://beyondthebubble.stanford.edu>
- Stanford History Education Group. *Reading like a historian*. <http://sheg.stanford.edu>
- University of North Carolina School of Education. *North Carolina history a digital textbook*. <http://www.learnnc.org/lp/projects/history/>

Additional readings as listed on the classroom resources page and books listed on the books project page. (See Appendix).

It goes without saying that throughout the term, there will be additional handouts, primary source documents and other readings and selections that you will be required to read.

### **AP Exam Format**

Question Type	Number of Questions	Timing	Percentage of Exam Score
Multiple-choice	55	55 minutes	40%
Short answer	4	50 minutes	20%
DBQ	1	55 minutes	25%
Long essay	1	35 minutes	15%

## *II. Course Objectives and Concept Questions*

### **Historical Skills**

1. Chronological Reasoning:
  - Historical Causation
  - Patterns of Continuity and Change over Time
  - Periodization
2. Comparison and Contextualization
  - Comparison
  - Contextualization
3. Crafting Historical Arguments
  - Historical Argumentation
  - Appropriate Use of Relevant Historical Evidence
4. Historical Interpretation and Synthesis
  - Interpretation
  - Synthesis

**Themes & Concept Questions**

These themes and objectives will be addressed throughout the course in each unit.

<p>American and National Identity</p>	<ul style="list-style-type: none"><li>• Explain how ideas about democracy, freedom and individualism found expression in the development of cultural values, political institutions, and American identity.</li><li>• Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics and society.</li><li>• Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.</li><li>• Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to American national identity.</li></ul>
<p>Work, Exchange and Technology</p>	<ul style="list-style-type: none"><li>• Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.</li><li>• Explain how patterns of exchange, markets, and private enterprise have developed, and analyze ways that governments have responded to economic issues.</li><li>• Analyze how technological innovation has affected economic development and society.</li></ul>
<p>Migration and Settlement</p>	<ul style="list-style-type: none"><li>• Explain the causes of migration to colonial North America and later, the United States, and analyze immigration's effect on U.S. society.</li><li>• Analyze causes of internal migration and patterns of settlement in what would become the United States, and explain how migration has affected American life.</li></ul>
<p>Politics and Power</p>	<ul style="list-style-type: none"><li>• Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.</li><li>• Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.</li><li>• Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.</li></ul>
<p>America in the World</p>	<ul style="list-style-type: none"><li>• Explain how cultural interaction, cooperation, competition, and conflict between empires, nations, and peoples have influenced political, economic, and social developments in North America.</li><li>• Analyze the reasons for and results of U.S. diplomatic, economic, and military initiatives in North America and overseas.</li></ul>
<p>Environment and</p>	<ul style="list-style-type: none"><li>• Explain how geographic and environmental factors</li></ul>

Geography	shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.
Culture and Society	<ul style="list-style-type: none"> <li>• Explain how religious groups and ideas have affected American society and political life.</li> <li>• Explain how artistic, philosophical, and scientific ideas have developed and shaped society and institutions.</li> <li>• Explain how ideas about women's rights and gender roles have affected society and politics.</li> <li>• Explain how different group identities, including racial, ethnic, class and regional identities, have emerged and changed over time.</li> </ul>

### Historical Periods

Time period	Date Range	Instructional Time	Percent of AP Exam
1	1491-1607	5%	5%
2	1607-1754	10%	45%
3	1754-1800	12%	
4	1800-1848	10%	
5	1844-1877	13%	
6	1865-1898	13%	
7	1890-1945	17%	45%
8	1945-1980	15%	5%
9	1980-Present	5%	

### *III. Writing*

All writing assignments are due on the assigned date. Some writing assignments will be graded, while others will be assessed for feedback and revision. These should be corrected and revised. Many assignments will be peer assessed for corrections and revisions. There are two basic types of writing assignments: document based questions (DBQ's) and free response questions (FRQ's).

- Each exam will include one DBQ or two FRQ's in addition to multiple choice questions. Throughout the term, DBQ's and free response questions will be assigned in addition to journal entries and reflective writing.
- **AP = Answer the Prompt! AP = Answer the Parts!**

#### Basic Essay Format:

Introduction: A. Background, time/place setting, and topic explanation.

B. Thesis statement.

C. Categories or main ideas in support of thesis.

Body: A. Good topic/transition opening sentences.

B. Transitional words or phrases between sentences.

C. Main idea supportive of thesis.

D. Specific details supportive of main idea.

Conclusion: Restatement of thesis explaining significance.

## ***IV. Unit Assignments***

Internet access is necessary for this class. Online assignments such as blogging, responses to primary sources and class discussions are part of this course. Assignments will be posted on Canvas and Edublogs. If you have a problem with internet access at home, you will need to access the internet at school during Smart Lunch or before/after regular school hours.

**Each unit will contain the following activities:**

**A: Lecture and discussion:**

You will participate in discussions surrounding the course/unit topics, topics based on required course readings both primary and secondary and topics related to your writings.

**B: Blogging:**

You will participate in online discussions on the class website. These discussions will take place outside of class and will be completed weekly. These discussions will be based on **current events and primary sources from each unit** and will include topics relating to both the AP Themes and the state curricular themes. Themes include geography, culture, environment, politics, and conflict. The class blog is open to anyone in the class and online class discussions will be posted there.

**C: Writing: Each unit** will have both document based questions (DBQ's) and free response questions (FRQ's).

- **A DBQ** is a document based question. This question requires the use of primary source documents including charts, graphs and other visuals.
- **A FRQ** is a free response question. These questions are open ended questions.
- **Other Essays** may be analytical, argumentative, or expository. These include letters to the editor, diary entries, first-person accounts, etc. This requires you to analyze both primary and secondary sources for historical context, tone, author's viewpoint, the intended audience and conflict.

**D. Identifications:**

There will always be ID's on each test. ID's from the first test will be included on the next test. For each ID answer: **who, what, when, where, why and how**. It should always show/illustrate/explain the importance of the item.

**E. Projects:**

Book Project:	Fall and Spring
Interview Project:	Fall and Spring
Local History Scavenger Hunt:	Spring
Transcontinental Project:	Fall
Holocaust Project:	Spring
Research Project:	Spring

Other projects will be assigned throughout the year.

**F. Current Issues:**

On the class Edublog site or Canvas, news clips will be posted. **Each week**, you will pick 8 of the 10 clips that are posted. These clips are from multiple sources including local, national and international news organizations. You will view the clips and respond to the prompts. You will analyze each story for bias, identify the particular point of view, source of conflict, and who the

primary and secondary audiences are. You will connect the story to prior historical events, concepts or laws. You will post your opinion in addition to responding and identifying these issues. You will post this to the class website or Canvas and then respond to the posts of other students. Responses to others must further the discussion or broaden the discussion accordingly.

### **G: Primary Sources:**

For each unit, primary sources are posted to the class website and Canvas. These are primary sources you are required to read in addition to those discussed or assigned in class. You will complete the assignments for each source and post to your individual Canvas page by the date of the unit test. These primary sources can be written, artistic or embedded music, speeches or video files. These are required for each unit.

### **V. Exams**

Exams will model the format of the AP U.S. History exam. The exam will take the entire 95 minutes. Exams will include multiple choice questions and either a document based question or free response questions. Exams will include between 60-80 multiple choice questions. The exam will correlate directly to required readings and vocabulary. The multiple choice part of the exam may be given on one day while the writing portion is given on another. Cumulative six, nine and fourteen week exams will be given.

#### *...& Projects:*

Projects count the same as exams. Projects include term papers, biographical projects, country guides, and other multiple intelligence assignments.

### **VI. Class Rules**

1. Do Not Talk While I am Talking.
2. Be on time and in your seat before the tardy bell rings.
3. Food and drinks are allowed in class in original containers and only when laptops are not in use.
4. Always bring your materials to class including laptops.
5. Cell phones are not allowed out in class and will be collected if in use.
6. Do What is Right, always showing respect for others.
7. Follow all school rules including the dress code.
8. Respect the intercom; quiet when announcements are being made.
9. Work bell to bell. Do not line up at the door.
10. Remember to filter before you speak.

#### *...& Procedures*

1. You are allowed up to six absences per term without penalty. "A student shall lose credit for absences beyond six (6) unless the student makes up all work required by the teacher, completes the semester with a passing average (not counting the final exam grade), and makes a grade of 70 or higher on the final exam," per county policy. If you check out prior to class it is your responsibility to come by and get your assignments. If you check in after class, the same applies. If you are absent on test day, you will take the test the next day back.
2. All assignments are due on the assigned date. If you are absent on the date an assignment is due, it is due the very next day. If you were absent for several days, I will work with you on the make-up work schedule
3. Make-up tests: Tests must be made up within 3 days of the date given at my convenience. The make-up test may not be the exact same test as given earlier.

4. If you are late to class, always make sure you have a note.
5. Be in class and in your seat when the tardy bell rings.
6. For any disciplinary problem, be prepared for any of the following: break detention, loss of privileges, parental notification, referral to the office, etc.
8. **SUBSTITUTES:** For various reasons or the other, it is occasionally necessary for me to be absent from the classroom. In these cases, **PERFECT** behavior is expected, and there are consequences if a substitute has problems. I **EXPECT** nothing less than your best for any teacher in my classroom while I am not here.

**A: Tardies:** If you are late to class first or second period you will be assigned lunch detention that day (30 minutes). A note is required to be admitted to class after the tardy bell rings. If you are late to 3<sup>rd</sup> period it will be written up as a major infraction and you will be assigned to full lunch detention (entire Smart Lunch) the following day. If you are late to 4<sup>th</sup> period you will be assigned lunch detention (30 minutes) the following day.

**B: Attendance Incentives:** If you have perfect attendance for the entire semester with zero tardies you will earn 2 points towards your final average. If you only miss one day or have one tardy you will earn 1 point towards your final average.

### *VII Smart Lunch*

Smart Lunch: My room is open for studying and tutoring on Monday and Friday during B block each week. My room is also open for studying and tutoring during A block on Wednesday's and at other times upon arrangements. For every four times you attend tutoring you may earn one point towards your semester average. **NOTE:** you may only work on history assignments to earn points and credit for the tutoring time

### *VIII. Expectations*

Successful performance in this course will be primarily determined by how much work and effort you are willing to expend. The textbook is the same for everyone. Everyone will receive the same information, handouts, and notes. Everyone will have the same amount of time for each assignment. Consequently, it is up to you how well you do. As a general rule, students who 1) come to class regularly, 2) spend an hour everyday studying that day's material and preparing for the next day, 3) engage in self-testing to make sure everything is understood, 4) seek help when necessary, and 5) review carefully prior to exams should excel in this course

### *IX. Tolerance*

The history curriculum requires the study of people with diverse cultures, viewpoints and religions. Discrimination and derogatory comments will not be tolerated. All students are expected to show respect to others, regardless of their race, ethnicity, sex, national origins, religious and cultural beliefs.

### *X. Academic Integrity Policy*

Wilkes County Schools has an academic integrity policy. It is important to realize the consequences of cheating and the necessity of citing your sources correctly. Cheating and plagiarism are not tolerated. (Policy located in your student handbook).



**Email:** You may email me as much as you like with questions or to send me your assignments in the event of a major illness. If I do not respond, you should assume I did not receive your e-mail, and I did not get your assignment. **I answer all e-mails in a timely fashion** but not after 9pm and only sporadically on weekends and holidays.

## *AP U.S. History/American 1 Honors* Pacing Guide

August 26-August 30	Introduction to AP, Writing, Pretest,
September 3-6	Pre-Columbian America
September 9-13	Exploration-Colonization
September 16-20	Constitution, Court Cases and Founding Documents
September 23- October 4	Federalists, Republicans - 1820
October 7-11	Jackson and Reform
October 14-23	Manifest Destiny
October 28-November 8	Civil War and Reconstruction
November 12-22	Industrialization and Big Business
November 25-29	Thanksgiving Break
December 2-6	Urbanization-Immigration
December 9-13	Plains & Populism
December 16-20	Review
December 21-January 3	Winter Break
January 8-14	Exams
January 22-29	Imperialism/Progressivism
January 30-February 5	World War One
February 6-11	Roaring Twenties
February 12-21	Great Depression and New Deal
February 24-28	WW2
March 4-12	Early Cold War/1950's
March 13-18	New Frontier, Great Society and Civil Rights
March 24-April 2	Vietnam, Social Change and the Watergate Era
April 3-8	Carter and the Reagan Revolution
April 10-17	Spring Break
April 20-24	1990s and Globalization
April 27-30	War on Terror, 21sts Century
May 1-May 7	Review
May 8	AP Exam
May 11-22	Projects & Presentations
May 25-30	State Final Exams

<p>American and National Identity: ID-7</p>	<p>Students write an essay that compares the women’s movement of the 1960s with the women’s movement at the turn of the 20<sup>th</sup> century. Students must make an argument about the nature of the ideas, strategies, and accomplishments of women from both eras. Were they similar or different? How has American society been transformed over time, economically, politically, and socially as a result of these movements?</p>
<p>Work, Exchange and Technology: WXT-7</p>	<p>Create a presentation that compares and contrasts the beliefs and strategies of the Populist, Labor and Progressive movements. Include major figures, causation, methods and effects for each movement.</p>
<p>Migration: PEO-7</p>	<p>Students will analyze census data and Ellis Island records from the turn of the century and compare that data with census data/immigration records since the 1970s. Students will create a presentation showing how immigration patterns have changed over time.</p>
<p>Politics and Power: POL-4</p>	<p>Using your knowledge of the Great Society and the New Deal, write a persuasive essay explaining which program has had a greater impact on American society over time. Explain whether or not the rise in conservatism has helped or hurt the overall impact of these programs.</p>
<p>America in the World: WOR-8</p>	<p>Students will write an essay analyzing the use of force in Somalia and Bosnia and the changing face of terrorism since 1980.</p>
<p>Environment and Geography: ENV 5</p>	<p>Students will research Love Canal, Three Mile Island, Chernobyl, the NC/VA coal ash spill and the Charleston WV chemical spill. Compare and contrast these modern accidents and policies with the lack of policies in the Gilded Age. Write an essay taking a stand and explaining why environmental legislation should be strengthened or relaxed as stricter regulation or less regulation is better for the economy and nation as a whole.</p>
<p>Culture: CUL-7</p>	<p>Major project on American culture: tracing the evolution of music and television from the 1950s to the present. This is a multimedia project.</p>

# VIKINGS

**STRIVE** for excellence,  
**EXCEED** expectations,  
and **LEAD** by example.