

AP / GT UNITED STATES HISTORY

2010-11 COURSE INFORMATION

I. Instructor and Course Information

John P. Irish: Seven Lakes High School / Rm. 1612 / room phone: 281.237.2902 / email: johnirish@katyisd.org

Schedule:	1 st period: Dept. Chair Duty	Tutorials:	Mon: 6:45 - 7:15
	2 nd period: APUSH / GT		Fri: 2:40 - 3:10
	3 rd period: APUSH / GT		
	4 th period: APUSH / GT		
	5 th period: Academic Decathlon		
	D - Lunch		
	6 th period: Conference		
	7 th period: Academic Decathlon		

Course Website: www.orgsites.com/tx/ap-us-and-european-history/index.html

This course is designed to increase the student's understanding of United States History from its beginning to the present, its development and institutions. The goals of the class are to develop (1.) an understanding of some of the principle themes in early and modern U.S. History, (2.) an ability to analyze historical evidence, and (3.) an ability to analyze and to express historical understanding in writing and other forms of communication.

AP U.S. History is a rigorous, fast paced and challenging course designed to be the equivalent of a college freshman U.S. History survey course. Students should possess strong reading and writing skills and be willing to devote substantial time to study and the completion of class reading assignments. Emphasis is placed on class discussion, the use of primary and secondary sources, critical reading, and analytical writing. This course prepares students to take the College Board Advanced Placement United States History examination and possibly receive college credit.

Mastery of content is important, but of equal value is:

- ❖ study and analytical skills
- ❖ critical reading of primary and secondary sources
- ❖ making historical analogies
- ❖ constructing and evaluating historical interpretations
- ❖ using historical knowledge as a guide to present understanding and action
- ❖ empathizing with the past

Any AP class requires hard work and a commitment to intellectual growth. All students are strongly encouraged to dedicate themselves to the goals of AP U.S. History and to take the AP Exam at the end of the school year (Friday, May 6, 2011 - AM). I hope that you will be rewarded with a sense of accomplishment and the belief that even a rigorous class can be enjoyable.

II. Grading

Six Weeks and Semester grades will be determined as follows:

- ❖ **Tests - 70%**
 - Multiple choice tests will be given at the end of each unit; they will be **cumulative** (i.e., information from previous units will be on all tests - about 10%) and **inclusive** (i.e., it will include information from the textbook and outside readings - about 10%). There will be 2 to 3 tests per six weeks and these will be modeled after the AP Exam. Each unit test will contain multiple-choice questions. Each six weeks a formal essay will be written for a test grade - these will either be DBQ's or FRQ's.
- ❖ **Quizzes - 20%**
 - Reading Quizzes will be given for every chapter, these will be short answer 'vocabulary term' quizzes; students will need to identify the "what" and "why" of each vocabulary term.
 - Other pop-quizzes will be given periodically - either announced or unannounced - in order to evaluate the students' knowledge of the material on a day-to-day basis.
 - Other writing assignments can be given as quiz grades.
- ❖ **Daily / Homework - 10%**
 - Read all assigned chapters and outside readings when they are due! Check the six weeks calendar often to keep up with all reading assignments. Your ability to keep up with the material and readings will help facilitate class discussions and learning.
 - A variety of oral, written, group and individual assignments will be given (e.g., chapter notes, participation in seminars and debates, etc.).
- ❖ The semester exam will constitute 25% of the semester average.

III. Grade Scale:

GPA Points:

100 - 90:	A	5
89 - 80:	B	4
79 - 75:	C	3
74 - 70:	D	2
Below 70:	F	0

IV. Texts

- ❖ David M. Kennedy, Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant* (12/e). Boston: Houghton Mifflin, 2002.
- ❖ David M. Kennedy, Lizabeth Cohen, and Mel Piehl. *The Brief American Pageant* (7/e). Boston: Houghton Mifflin, 2008.
- ❖ Supplemental Readings (both primary and secondary) will also be assigned from the following works:
 - *Opposing Viewpoints in American History*. (2 vols.) San Diego, California: Greenhaven Press, 1996.
 - *Documents of American Constitutional and Legal History*. (2 vols.) Oxford University Press, 2002.
 - *Historical Moments: Changing Interpretations of America's Past* (2 vols., 2nd Ed.) McGraw-Hill / Dushkin, 2000.
 - *The Inaugural Addresses of the Presidents*. New York: Gramercy Books, 2003.
 - *American Ideas: Source Readings in the Intellectual History of the United States*. (2 vols.) The Free Press, 1963.
 - *The American Intellectual Tradition*. (2 vols.) New York: Oxford University Press, 2003.
 - *American Philosophy: A Historical Anthology*. Ed. Barbara MacKinnon. SUNY Press, 1985.
 - Other primary and secondary source readers and books will be used throughout the year.

V. Course Readings

Each student will be given hardcopies of the six weeks reading packet (it is also available on-line on the course website). These are required readings along with the textbook. These readings will include primary source documents, secondary readings, and other sources. These readings will be the primary focus of in-class activities; like seminars, debates, class discussions, and writing activities. Due dates for these readings are included on the six weeks calendar, it is the student's responsibility to keep track of reading assignments and follow the class calendar. You will average about 10 pages per week of outside reading.

VI. Accountability and Independent Learning

You are responsible for reading and studying the textbook *The American Pageant* (as well as ALL other readings). There will be a daily calendar located on my teacher web at the beginning of each six weeks (and you will be given a hard copy of the calendar) to assist you in this process; you also have been given a consumable copy of the *Student Guidebook* to accompany the text, you are encouraged to complete this as we go through the textbook (I have the correct answers to the Guidebook in the front of my classroom). While some of the textbook will be discussed in detail through our class discussions, seminars, and debates, some of it will be covered through independent learning. You are responsible for ALL MATERIAL ASSIGNED, whether we discussed it in class or not.

VII. The AP U.S. History Exam

The examination is 3 hours and 5 minutes in length and consists of two sections: a 55-minute multiple-choice section and a 130-minute free-response section. The free-response section begins with a mandatory 15-minute reading period. Students are advised to spend most of the 15 minutes analyzing the documents and planning their answer to the document-based essay question (DBQ) in Part A. Suggested writing time for the DBQ is 45 minutes. Parts B and C each include two standard essay questions that, with the DBQ, cover the period from the first European explorations of the Americas to the present. Students are required to answer one essay question in each part in a total of 70 minutes. Suggested time to be spent on each of the essay questions they choose to answer in Parts B and C is 5 minutes of planning and 30 minutes of writing. Both the multiple-choice and the free-response sections cover the period from the first European explorations of the Americas to the present, although the majority of questions are on the nineteenth and twentieth centuries. In the multiple-choice section, approximately 20% of the questions deal with the period through 1789, 45% with the period 1790 - 1914, and 35% with the period 1915 - to the present. Whereas the multiple-choice section may include a few questions on the period since 1980, neither the DBQ nor any of the four essay questions in Parts B and C will deal exclusively with this period. In the multiple-choice section, political institutions and behavior and public policy account for approximately 35%, social change and cultural and intellectual developments for approximately 40%. The remaining questions are divided between the areas of diplomacy and international relations, approximately 15%; economic developments, approximately 10%. The questions in the multiple-choice section are designed to test students' factual knowledge, breadth of preparation, and knowledge-based analytical skills. Essay questions are designed, additionally, to make it possible for students from widely differing courses to demonstrate their mastery of historical interpretation and their ability to express their views and knowledge in writing. Scores earned on the multiple-choice and free-response sections each account for one-half of the student's examination grade. Within the free-response sections, the DBQ counts for 45 percent; the two standard essays count for 55 percent. The 2011 AP US History exam is scheduled for May 6th - morning session. We will begin an intensive review beginning in mid April - this review is required of all students in the class, regardless of whether you are planning on taking the exam or not.

VIII. General Information

Attendance	The pace of this course is accelerated and missing class might cause problems. If you do have to miss, check your six weeks calendar for assignments. All assignments should be completed in a timely fashion and according to district policy.
Calendar	A calendar will be given each six weeks to help you keep up with assignments.
Assignments	Check the calendar for due dates. Keep up, especially with your reading!
Readings	All readings are given to you at the beginning of each six weeks, the readings are also online as PDF files.
Final Exam	It's comprehensive and AP style. Each semester exam covers all the material from the beginning of the semester. It is imperative that you don't just study to pass the unit tests but focus on preparing for the spring AP exam. The Semester Finals will have 80 MC questions, 1 FRQ and 1 DBQ.
Test Retake	School policy allows students who fail a test to retake it. The highest grade that you can receive on the retake is a 70. The retake must be completed within 2 days of the original exam and all retakes will be completed outside of class. You must notify the instructor <u>immediately</u> if you plan on taking a retake. You must demonstrate the same level of understanding on the retake that you were required to demonstrate on the mc test.
Tardy	You are expected to be in class on time, failure to be in class after the tardy bell has rung will result in you being counted tardy. If you walk into class after the door is shut, you have been counted tardy.
School Rules	School rules are enforced in this classroom – see student handbook for complete explanation.
Tutorials	Monday: 6:45 - 7:15am; Friday: 2:40 - 3:10pm; or by appointment.

IX. Taking Notes

Taking notes is a required and independent activity for this course - these are to be done at home and over the chapters in the textbook. Notes for each chapter will be checked on days scheduled according to the day-to-day calendar for each six weeks grading period (e.g., on days in which the calendar says "note check"). Each student will be required to take vocabulary style notes on note cards or in a spiral notebook, each card must have a separate entry. You may not put more than one vocabulary term on each card. The front of the card should have the vocabulary word, with the definition and other key bits of information on the back. For each chapter reading the student must make 20 vocabulary note cards. This assignment will count as a daily / homework grade. Students have the option of making vocabulary notes on NOTE CARDS or in a traditional spiral notebook.

X. Class Participation Points

Discussion points can be earned on days scheduled for official "Class Discussions" of the textbook chapters (indicated by an * on the day-to-day calendar).

When we cover a chapter in class, we discuss it as a class - I don't stand up in front of class and lecture to you on what you were supposed to have read for that day. We talk about the information and its implications for the past, present, and the future of America. To encourage class discussion and active participation on your part, I reward those students who are engaged in the "history" class discussion. We go over the critical thinking questions at the back of your student guidebook for each chapter - students are asked to share their opinions and ideas. Each time a student raises **two points** which make a significant contribution to the class discussion they are given a check. Each check a student gets equals 1 percentage point they can add to the unit test (**NOTE:** the maximum you can get from each chapter is 2 checks and you cannot receive a check from making two points on the same question - in other words, you must contribute to 4 different questions to receive 2 checks). If we have a three chapter unit test and you received 2 checks each time we discussed a chapter from that unit, you have a total of 6 percentage points. However, the maximum number of points that you can apply to a unit test are 5. Responses should not be repeated (you will not receive a check for repeating points that have already been made).

This is voluntary - no one is punished for not participating, it is simply a way to encourage and reward positive active student participation. Whether or not you get a check for the day is based on your contribution to our class discussion. Waiting till the last 5 minutes of class to start talking will NOT get you any points. **Participation must be steady and consistent throughout the entire class period, in order to be eligible for checks.** One student will not be able to dominate a class discussion - I keep track of the checks during class and will call on as many people as possible who want to participate. The points are **ONLY** good for that unit, they do not accumulate. Once that unit test is over, those points must be applied to that test or they are lost (**note:** you can only receive a maximum of a 100 on a test). Students are **NOT** to have their textbook out on these days; students can use their notes to help them with discussions, **but not their textbooks.**

You can also receive negative participation checks; making off task or inappropriate comments, disrupting class, or any behavior which requires redirection could result in a negative participation check - these only count against any positive participation points you might have. However, these can affect conduct grades and are not limited to 2 per class.

In the event of an excused absence on the day that we discuss the questions, students can turn in a handwritten copy of their answers to the discussion questions for that day; these are at the end of each chapter in your Student Guidebook. In order to get **ANY** credit, the assignment must be completed (i.e., you must do all of the questions, no partial credit is given) and it must be turned in the day that you return during class (it is your responsibility to turn this in, not mine to collect it from you - if it is not turned in on time, don't bother asking me for an extension - you won't get it). Your response must answer all parts of the question, including opinion and analysis of the question. How many points you receive is based on the depth, breadth, and analysis of your responses (you could receive 0 - 2 points).

XI. AP U.S. History v. Pre-AP World History Side-By-Side Comparison

	Pre-AP World History	AP United States History
TEXTBOOK	6 th Grade Reading Level Textbook Used in Academic and Pre-AP Classes	College Reading Level Textbook
GRADING PERCENTAGE	60% Tests, 30% Quizzes, 10% Daily	70% Tests, 20% Quizzes, 10% Daily
TESTING	1 Chapter per Test	2 - 4 Chapters per Test
WEEKLY READING	15 - 20 pages per Week No outside class readings. No independent readings from text.	25 - 35 pages per Week ALL readings done outside of class. Textbook + 6wks Reading Packet (including primary source and secondary source readings).
COURSE CONTENT	Pre-AP and Academic = Same Content	APUSH = European Exploration - 21 st Century Academic US = Post Civil War - 21 st Century
IN CLASS STRUCTURE	Lecture, Projects, Discussion, In-Class Notes, In-Class Group Activities, Worksheets	Whole Class and Small Group Discussions, Seminars, Interactive Lectures, and Debates

XII. Irish's Strategies for Success

Strategy for Success in the AP U.S. History Class

1. Discussion - NOT Lecture (learning is an active process, not passive).
2. Stress Historical Analysis and Interpretation (History is not black-and-white and memorizing facts). "What I told you was the truth, from a certain point of view."
3. Simulate the Difficulty of the AP Exam.
4. Expose the students to LOTS of information. "Let the force flow through you."
5. Learning can be FUN as well as CHALLENGING (this is not an easy class - but it is a fun class - remember you chose to be in this class). "Do or don't do - there is no try."

XIII. Seven Lakes APUSH scores v. the National Average

APUSH Score	2010 National Scores	2010 SLHS Scores
5	11%	29%
4	18.8%	47%* (76% 4 or 5)
3	22.9% (52.7% 3+)	19% (95% 3+)
2	25.9%†	5%
1	21.4%	NA

XIV. Extracurricular Activities with Irish

- ❖ **Academic Decathlon:** 2008 4A State Champs and 2010 5A State Champs (4th place National Ranking, Super Quiz Relay National Champs); 2006 - 2010 Top 20 State Rank and State Qualifiers; and over the past two years the team has won almost \$40,000 in scholarship money. This activity takes place during the Fall and Spring. If you are interested in participating on the AD team, please let me know, we are always looking for highly qualified candidates. Each team is made up of three groups of students; Honors (straight A's), Scholastic (mostly A's, but occasional B's), and Varsity (mostly B's, but occasional C's). The AD competition is not just for kids who make straight A's, each team is made up of students from all three of these grade ranges.

* 4 was the most common score for the Seven Lakes Average.

† 2 was the most common score for the National Average.

Name: _____

Period: _____

Ch. 1(A)

- Choose **four** of the following terms to identify and state their historical significance. (5 pts each - total 20 pts)
- Be as concise and precise as possible.
- Limit your answer to the **information from the chapter. Prove that you actually read the chapter.**

NOTE: Points will be deducted for incomplete sentences, writing that is illegible, and/or incoherent.

1. Christopher Columbus:

Identify who the individual is and his or her place in history. (3 points – Short Answer)

- Italian sailor funded by Spanish monarchs Isabella and Ferdinand.
- October 12, 1492 – ships landed in the Americas.
- Credited for “discovering” the New World.

Explain its significance. (2 points – One complete sentence.)

Christopher Columbus’s voyages to the New World led to a new age of exploration, which eventually led to the colonization of the Americas, created an interdependent global economic system, and a new global exchange of goods and resources.

2. land bridge:

Identify what the term refers to and its place in history. (3 points – Short Answer)

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Explain its significance. (2 points – One complete sentence.)

3. sugar revolution:

Identify what the term refers to and its place in history. (3 points – Short Answer)

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Explain its significance. (2 points – One complete sentence.)

4. Pope’s Rebellion:

Identify what the term refers to and its place in history. (3 points – Short Answer)

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Explain its significance. (2 points – One complete sentence.)

5. Black Legend:

Identify what the term refers to and its place in history. (3 points – Short Answer)

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Explain its significance. (2 points – One complete sentence.)

Quiz

Sample

Sample Test Questions for APUSH - Chapter One

- The colonists who ultimately embraced the vision of America as an independent nation had in common all of the following characteristics *except*
 - the desire to create an agricultural society.
 - learning to live lives unfettered by the tyrannies of royal authority, official religion, and social hierarchies.
 - grew to cherish ideals like reverence for individual liberty, self-government, and economic opportunity.
 - an unwillingness to subjugate others.
 - most were English speaking with English customs.
- All of the following were characteristics of the original thirteen colonies *except*
 - Puritans carved tight, pious, and relatively democratic communities in New England.
 - belief they were a single people with a common destiny, who ought to break from Britain.
 - southern colonies consisted of large landholders, mostly Anglican, on plantations using slave labor.
 - conflicts over economic interests, ethnic rivalries, and religious practices.
 - middle colonies were the most diverse with estates interspersed with modest homesteads.
- The European explorers who followed Columbus to North America
 - intended to found a new nation.
 - continued to view themselves as Europeans.
 - did not consider America as the western rim of the European world.
 - no longer saw themselves as subjects of European kings.
 - saw little difference in their lives in America and their lives in Europe.
- Identify the statement which is *false*.
 - Each of the thirteen colonies enjoyed a good deal of self-rule before the 1760's.
 - Many colonies profited from trade within the British Empire.
 - The French and Indian War strengthened ties with Britain.
 - Even after the French and Indian War the colonists still needed protection from Britain.
 - As late as 1775 most people in the colonies still clung to some hope of reconciliation with Britain.
- One of the main factors that enabled Europeans to conquer native North Americans with relative ease was
 - the pacifistic nature of the native North Americans.
 - the settled agricultural societies of North America.
 - the absence of dense concentrations of population or complex nation-states in North America.
 - the use of native guides for spying and surveillance activities.
 - the lack of technological weaponry available to other native American cultures.
- The early voyages of the Scandinavian seafarers did not result in permanent settlement in North America because
 - the Native Americans drove them out.
 - the area in which they landed could not support a large population.
 - no nation-state yearning to expand supported these ventures.
 - British adventurers defeated the Scandinavians in 1066.
 - the settlers died of disease.
- The flood of precious metal from the New World to Europe resulted in
 - a price revolution that lowered consumer costs.
 - the growth of capitalism.
 - a reduced amount of trade with Asia.
 - more money for France and Spain but less for Italy and Holland.
 - little impact on the world economy.
- In which of the following is the explorer *mismatched* with the area he explored?
 - Coronado—New Mexico and Arizona
 - Ponce de León—Mississippi River Valley
 - Cortés—Mexico
 - Pizarro—Peru
 - Columbus—Caribbean islands
- As a result of Pope's Rebellion in 1680,
 - the Pueblo Indians destroyed every Catholic church in the province of New Mexico.
 - the Pueblo Indians were destroyed.
 - the Spanish destroyed Pueblo temples and erected Catholic churches on those sites.
 - the Spanish missionaries suppressed native religions.
 - the French gained control of Mexico.
- All of the following were true of the Spanish *except*
 - they had a century head start of exploration over the English.
 - they were genuine empire builders.
 - they were cultural innovators in the New World.
 - they practiced the same treatment toward the Indians by isolating and shunning them.
 - their colonial establishments were larger and richer than their Anglo-Saxon rivals.

APUSH - First Six Weeks (Fall 2010)

Date	Day	Topic / Content	For Class	Assessment	Reading Due Date
Aug. 23	Monday	Syllabus / Introduction	Introduction		Read: "Why Do Historians So Often Differ?", American Historiography Outline, and Columbus Readings
Aug. 24	Tuesday	The True Story of the Three Little Pigs	Class Discussion		
Aug. 25	Wednesday	Columbus and Historiography	Intro to the Seminar		Read: Ch. 2 and 3 American Pageant – Brief Edition
Aug. 26	Thursday	The Planting of English America / Settling the Northern Colonies	Quiz & Review, Notes Check, Ch. Questions	QUIZ	
Aug. 27	Friday	The Planting of English America / Settling the Northern Colonies	Class Discussion *		Read: "How Orthodoxy Made the Puritans Practical", Puritan Thought, and Puritan Beliefs and Values
Aug. 30	Monday	Puritan Ideals and Values	Seminar		Read: Ch. 4 and 5 American Pageant – Brief Edition
Aug. 31	Tuesday	American Life in the Seventeenth Century / Colonial Society on the Eve of Revolution	Quiz & Review, Notes Check, Ch. Questions	QUIZ	
Sept. 1	Wednesday	American Life in the Seventeenth Century / Colonial Society on the Eve of Revolution	Class Discussion *		
Sept. 2	Thursday	UNIT 1 TEST		TEST	
Sept. 3	Friday	Review Test / Intro to APUSH Writing	Review Test / Intro to APUSH Writing		Read: Ch. 6
Sept. 6	Monday	No School – Labor Day			
Sept. 7	Tuesday	The Duel for North America	Quiz & Review, Notes Check, Pre-Write Activity	QUIZ	
Sept. 8	Wednesday	The Duel for North America	Class Discussion *		Read: Ch. 7
Sept. 9	Thursday	The Road to Revolution	Quiz & Review, Notes Check, Pre-Write Activity	QUIZ	
Sept. 10	Friday	The Road to Revolution	Class Discussion *		Read: Ch. 8
Sept. 13	Monday	America Secedes from the Empire	Quiz & Review, Notes Check, Pre-Write Activity	QUIZ	
Sept. 14	Tuesday	America Secedes from the Empire	Class Discussion *		
Sept. 15	Wednesday	In Class Writing			
Sept. 16	Thursday	Doing the DBQ			Read: Opposing Viewpoints 11 and Becker "Is the philosophy of the DI Lockean?"
Sept. 17	Friday	The Declaration of Independence and the Break with Great Britain	Seminar		
Sept. 20	Monday	UNIT 2 TEST		TEST	
Sept. 21	Tuesday	Review Test	Review Test		Read: Ch. 9
Sept. 22	Wednesday	The Confederation and the Constitution	Quiz & Review, Notes Check, Pre-Write Activity	QUIZ	
Sept. 23	Thursday	The Confederation and the Constitution	Class Discussion *		Read: Opposing Viewpoints 14, 15, and 16
Sept. 24	Friday	The Federalist and Antifederalist	Seminar		Read: Ch. 10, Washington's Farewell Address, and "Adams on the Alien / Sedition Acts"
Sept. 27	Monday	Launching the New Ship of State	Quiz & Review, Notes Check, Pre-Write Activity	QUIZ	
Sept. 28	Tuesday	Launching the New Ship of State	Class Discussion *		
Sept. 29	Wednesday	In Class Writing			Read: Ch. 11 and Jefferson's Inaugural Address
Sept. 30	Thursday	The Triumphs and Travails of the Jeffersonian Republic	Quiz & Review, Notes Check, Pre-Write Activity	QUIZ	
Oct. 1	Friday	The Triumphs and Travails of the Jeffersonian Republic	Class Discussion *		

* Class Discussion = participation points day (ONLY on asterisks day)

Student / Parent-Guardian Signature Page

I have read and understand all policies outlined within this syllabus.

Printed Student Name

Date

Signed Student Name

Date

Signed Parent / Guardian Name

Date