

AP U.S. History  
Syllabus 2014-2015  
Mrs. Amy Kelly  
Website: <http://kellyushistorygov.weebly.com>  
Email: [kellyamy@wcps.k12.md.us](mailto:kellyamy@wcps.k12.md.us)

**Course Overview**

Why study history? This is a question asked to many historians that come with varying responses that always include a passion and spark behind the answer. History is not just the study of a multitude of facts, people, wars, and dates, many of which seem to be forgotten once the discussion becomes silent. In my opinion, the ever-changing field of history is a fascinating journey of events that place an indelible mark on a generation and the people whose contributions continue to impact our lives today. The study of history allows one to understand multiple perspectives of an event or era, ponder big questions, discuss effectively and respectfully, and to apply the lessons of the past to the problems of today. This college-level course will allow students the opportunity to study United States history from the early inhabitants of the United States to our modern global society. As historians in the classroom, students will gain new and varying perspectives of our country's unique past while participating in collaborations with peers and taking part in multiple opportunities for research.

**Texts and Materials**

- Robert A. Divine, et. al. *America: Past and Present* Eighth AP\* Edition. New York: Pearson Longman, 2006.

**Additional Readings**

- Michael Boezi. *Voices of America, Past and Present: Volume I and II*. New York, New York: Longman, 2006.
- James West Davidson and Mark Hamilton Lytle. *After the Fact: The Art of Historical Detection*. Fifth Edition. Boston: McGraw-Hill, 2005.
- James W. Loewen. *Lies My Teacher Told Me*. New York: Touchstone, 1995.
- Robert S. Lynd and Helen Merrell Lynd. *Middletown: A Study in Modern American Culture*. San Diego, CA: Harcourt Brace and Company, 1957.

**Homework and Assessments**

- Homework – Chapter Notes consisting of key terms from the assigned chapter reading
- Writing – All units consist of allotted time for students to learn the process of historical writing. As a class, we will discuss, model, and develop our writing skills through the process of thesis statement, thesis writing, free response questions, and document based questions. Some writing assignments will be timed writing assignments, typically by January.
- Socratic Seminars – Students will participate in multiple Socratic Seminars during this course. It is expected that students prepare for seminars by completing the assigned reading, creating

questions, and preparing to answer questions on the day of the assigned seminar. *This is considered a separate grade.*

- Portfolio – Every unit will consist of a unit portfolio assignment that will require students to practice their research and writing skills. Sections of these projects will require research and completion outside of class. Portfolio assignment due dates will be given at the time of directions and will be adhered to. Additional directions will be handed out during class.
- Exams – Each unit will conclude with a modified AP exam. These exams will consist of multiple choice questions, one FRQ, short answer question, and/or a full or modified version of a DBQ. It is expected that students spend time throughout the unit studying for these exams using homework assignments, chapter notes, and previous AP and regular quizzes.
  - *By studying throughout the unit, students have the opportunity to find weak areas and come to class with multiple questions. Questions are great! Your fellow classmates will thank you for these questions and your exam grade will reflect your persistent studying.*
- Test Corrections – For each exam, those who receive below a 70% will be required to complete test corrections. Specific instructions will be handed out in class. These corrections will count for partial credit toward your exam score.
  - *All students will complete test corrections for the first exam.*

### **Grading Policy**

- Grades will be determined through a combination of quizzes, tests, homework assignments, projects, Socratic seminars, classwork, and collaboration-oriented activities.
- Each marking period will be weighted as follows: Homework (10%), Classwork (15%), Projects (15%), Quizzes (20%), Tests (40%).
- All grades are posted on Student and Parent Vue bi-weekly on Friday.
- If students are concerned about their grade, they should arrange to meet with me outside of regular class time (sooner is always better than later).

### **Late Work Policy**

- 10% of the total points awarded will be deducted for each DAY (including weekends) an assignment is late. Students will be given 1 week after the last day absent to complete missing assignments.

### **AP Exam Information**

The AP exam will be administered on May 8, 2015.

The format of this extremely rigorous test is as follows:

Section I:

Part A - 55 multiple choice questions - 55 minutes to complete.

Part B – 4 Short-answer questions – 45 minutes to complete

Section II:

Part A – 1 Document Based Question – 60 minutes to complete

Part B – 1 Long Essay Question – 35 minutes to complete

## Course Objectives

Students will:

- Demonstrate a mastery of a broad body of historical knowledge.
- Use historical evidence to defend and support basic arguments and positions.
- Differentiate between various schools of historical thought and interpretation.
- Interpret and draw conclusions from various pieces of historical data including original documents, cartoons, graphs, etc.
- Demonstrate an effective use of analytical skills of evaluation, cause-and-effect relationships and compare and contrast.
- Work effectively in groups to produce products, make presentations, and solve problems.

## Curriculum Calendar

### **Unit 1: Exploration and Colonial Beginnings 1491-1607**

#### **Key Questions:**

- How do the identities of indigenous cultures contribute to the American identity?
- Why were Europeans shocked by the cultures of the indigenous peoples?
- What is the relationship between locations, trade routes, and migrations to the development of colonies?
- How did the region, location, and motives affect the development of a colony?

#### **Unit Themes:**

- The emergence of American cultural traits and factors that contributed to them.
- Emerging regional patterns and how they evolved.

#### **Required Reading:**

- Divine: Chapters 1 and 2
- Christopher Columbus *Letter to Luis de Sant' Angel*
- Alvar Nunez Cabezar de Vaca – *Indians of the Rio Grande*
- Bartolomé de Las Casas - *Of the Island of Hispaniola*

#### **Special Activities:**

- *The True Story of the Three Little Pigs*, Scieszka and “The Strange Death of Silas Deane”, Davidson and Lytle - We begin the course with the question “What is history?” In order to begin our discussion, students will become accustomed to being historians and the many skills that are used by historians.
- *Encounters in the New World Activity* - In groups, students will assume the roles of Native Americans, West Africans, and Europeans. Student groups will get together for one big reunion to reminisce about how they came to America and/or were affected by exploration.

## Unit 2: Colonial North America

### Key Questions:

- Why did the colonies find success in their growth and economic expansion?
- Why, and to what extent, did slavery take root and develop in the North American colonies?
- What were the purposes of the English mercantilist system and how effective were the laws to enforce it?
- Why was the Great Awakening an important contribution to the American identity?
- Should the role of women in the colonies have been different?
- Why was North America the center of conflict between the French and the British?

### Unit Themes:

- Roles and cultural values change for gender, races, and region.
- Colonists reevaluate their relationship with Great Britain and with each other.

### Required Reading:

- Divine: Chapters 3 and 4
- The Examination and Confession of Anne Foster at Salem Village
- After the Fact - *Serving Time in Virginia*
- Bacon's Rebellion - The Declaration (1676)
- Elizabeth Sprigs - Letter to Her Father(1756)
- Oloudah Equiano - The Middle Passage (1788)
- Jonathan Edwards - from "Sinners in the Hands of an Angry God" (1741)

### Special Activities:

- Diverse Colonies Activity - Students will take on the role of an immigrant, Native American, colonizer, merchant, religious leader, or politician. Students will create a project geared toward their group that will allow them to present how the colonies impacted their group.
- Colonial Society Activity - Groups will examine the different colonial regions or economic factors in the colonies. Students will complete a presentation based on how the regions or economy impacted their specific group.
- CSI Maryland - To discuss the geography of the three colonial regions, specifically the middle colonies, students will examine evidence found from a colonial graveyard and draw conclusions on what life in the middle colonies was like. Students will then read Dr. Ubelaker's description of a mid-17<sup>th</sup> century settlement to support or contradict their findings and conclusions.