

ADVANCED PLACEMENT U.S. HISTORY
9th GRADE SYLLABUS

INSTRUCTORS:

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EXPECTATIONS AND POLICIES FOR STUDENTS IN 9TH GRADE AP HISTORY

1. Students are expected to complete the summer assignment, which is due the first week of school.
2. Students are expected to attend every Zoom session on time. If a student misses a Zoom session, they are required to complete the notes and the make up work.
3. Students must attend Check Ins and Focused Student Intervention for support.
4. All assignments must be completed thoroughly and on time.
5. Students must reach out to their teacher if they do not understand an assignment. (i.e. do not skip an assignment because you 'didn't understand it'.
6. Students are expected to take the AP Exam in May.

We will be using breakout rooms throughout this semester. Here are the ground rules for break out rooms.

Break Out Sessions—Ground Rules

1. No break out sessions will be recorded unless there is a legitimate educational reason
2. for doing so, and if so, students and parents will be notified
3. All provisions of the Student Code of Conduct apply in break out rooms and will be
4. enforced
5. Students acting out during break out sessions will, at a minimum, not be able to engage
6. in break out sessions and will be given alternate assignments

TEXTBOOKS, SUPPLEMENTAL TEXTS AND RESOURCES: students will use a variety of texts, and will have considerable choice as to which text is used, with the goal of using the Brinkley text by the time of the AP test.

- US History: Preparing for the Advanced Placement Exam, by Newman &
- Schmalbach, Amsco School Publications.
- American History: A Survey, By Alan Brinkley
- Textbook website: <http://glencoe.mcgraw-hill.com/sites/0012122005/>
- Digital History: www.digitalhistory.uh.edu
- U.S. History: www.ushistory.org
- Reading Like a Historian: <http://sheg.stanford.edu/us>
- Gilder Lehrman Institute: <http://www.gilderlehrman.org/>

OBJECTIVES:

- Identity
 - How and why have debates over American national identity changed over time?
 - How have gender, class, ethnic, religious, regional, and other group identities changed in different eras?
- Work, Exchange, and Technology
 - How have changes in markets, transportation, and technology affected American society from colonial times to the present day?
 - Why have different labor systems developed in British North America and the United States, and how have they affected U.S. society?
 - How have debates over economic values and the role of government in the U.S. economy affected politics, society, the economy, and the environment?
- Peopling
 - Why have people migrated to, from, and within North America?
 - How have changes in migration and population patterns affected American life?
- Politics and Power

- How and why have different political and social groups competed for influence over society and government in what would become the United States?
- 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?
- America in the World
 - How have events in North America and the United States related to contemporary developments in the rest of the world?
 - How have different factors influenced U.S. military, diplomatic, and economic involvement in international affairs and foreign conflicts, both in North America and overseas?
- Environment and Geography- physical and human
 - How did interactions with the natural environment shape the institutions and values of various groups living on the North American continent?
 - How did economic and demographic changes affect the environment and lead to debates over use and control of the environment and natural resources?
- Ideas, Beliefs, and Culture
 - How and why have moral, philosophical, and cultural values changed in what would become the United States?
 - How and why have changes in moral, philosophical, and cultural values affected U.S. history?

LEARNING ACTIVITIES:

Students will be expected to participate in their own learning in this class through a variety of different activities, and will also be expected to prepare for class by doing homework on a regular basis. A variety of texts may be used so that the students are comfortable with the resource that they use most frequently. They will be asked to read and take notes in a notebook using the Cornell method, which will be created by students on a model provided in class. Notebooks will be checked and graded on a regular basis as homework/classwork. Students will participate in a study group, which will meet regularly to complete assignments and review activities. Class activities will include teacher presentation of new material, discussion of readings, document analysis, essay planning and writing, maps and other learning skills, and discussions, simulations, and debates on historical issues.

GRADING POLICY

Category	Percentage	Descriptions	Redo Policy
All Assignments/ Tasks	90%	<ul style="list-style-type: none"> ● Quizzes ● Tests ● Class Assignments ● Timed writings: Short Answer, Long Essays (FRQ), Document Based Questions (DBQs) ● Notebook Checks ● Study Group Assignments 	<p>Students can redo any formative for a late grade (-10%)</p> <p>Tests and Quizzes will have Warmup points added for assistance on grades.</p>
Homework	10%	<ul style="list-style-type: none"> ● Vocabulary ● Some Homework Assignments 	Students can redo any homework for a late grade (-10%)

Letter grades at the end of the quarter will be based on percentages of possible points earned in the categories of All Assignments/Tasks and Homework. The Montgomery County Grade Scale is:

89.5%-100% = A, 79.5%-89% = B, 69.5%-79% = C, 59.5%-69% = D, 0%-59% = E

COURSE OUTLINE

Unit 1 PRECOLUMBIAN SOCIETIES AND THE TRANSATLANTIC ENCOUNTERS 1491-1607

- Describe the complexity of pre-Columbian societies in the Americas. (PEO-1) (ENV-2)
- What was the impact of the encounter between Native Americans, Europeans and Africans on the New World? (PEO-4) (PEO-5) (ENV-1) (WXT-1) (WXT-4) (WOR-1)
- Explain how contacts among American Indians, Africans, and Europeans challenged the world views of each group. (CUL-1) (ID-4) (POL-1) (CUL-1) (ENV-2)

Readings: Amsco, ch. 1; Brinkley ch. 1; Digital History, “The First Americans,” “Exploration and Discovery”; ushistory.org, ch. 1; hippocampus, Discovery and Settlement of the New World, 1400-1500

Activities:

1. Summer assignment *Digital History*
2. Reading and discuss main idea: The Columbian Exchange by Alfred Crosby *Gilder Lehrman Institute*
3. Document Analysis: Analyzing painting “Columbus’ First Encounter” *Hippocampus*
4. Seminar: discuss the summer assignment on African slavery. “Why did African slavery become “...an indispensable part of European settlement and development of the New World?”
5. Map: Spanish and French exploration
6. Skill Practice: write a paragraph with a topic sentence and 3-4 supporting sentences on the Essential Questions from the unit.

Unit 2: COLONIAL PERIOD 1607-1754

- What different demographic, social, economic and political patterns emerged in the English colonies? (WXT-2) (PEO-1) (WOR-1) (ENV-4)
- What economic, demographic, and geographical factors of slavery contributed to the creation of a new labor system in the American colonies? (WOR-1) (WXT-4) (ID-4) (POL-1) (CUL-1)
- What environmental and geographical conditions contributed to regional differences among the British colonies? (WXT-2,4) (ENV-2) (ID-5) (PEO-5) (CUL-4)
- What was the source of conflict between American Indians, Great Britain and France and how were the colonies affected? (WXT-1) (PEO-1) (WOR-1) (POL-1) (ENV-1)
- How did social and economic clashes between Europeans and American Indians cause cultural changes? (ID-4) (WXT-1) (PEO-4, 5) (POL-1) (CUL-1)
- Explain how the Atlantic Exchange had an impact on the development of colonial societies in North America. (WXT-1, 4) (WOR-1,2) (CUL-4)
- Explain how British imperialistic rule caused the growing split between Great Britain and her colonies? (WOR-1, 2) (ID-1) (CUL-4)

Readings: Amsco, ch.2-3; Brinkley ch. 2-3; ushistory.org, ch. 2-7; hippocampus, English Colonies, 1600 – 1650, American Society Takes Shape, 1650 - 1763

Activities:

1. Document Analysis: Were the Puritans selfish or selfless? *Reading Like a Historian*
2. DBQ discussion: New England vs. the Chesapeake *Reading Like a Historian*
3. Reading and annotate map on the Transatlantic Slave Trade: The Origins of Slavery by Ira Berlin *Gilder Lehrman Institute*
4. Document Analysis: “What then is the American, this new man?”
5. Statistical Analysis: Demographic Conditions in the English Colonies *Digital History*
6. Skill Practice: Free response essay activity: examining sample essays and the rubric “Analyze the role of transatlantic trade and Britain’s mercantilist policies in the economic development of the British North American colonies in the period from 1650 to 1750.”
7. Multiple Choice Test on Colonial America

Unit 3: THE CREATION OF A NEW NATION 1754-1800

- How and why were the American colonies able to win independence from Great Britain? (ID-1,4), (POL-1,5), (ENV-2,4), (CUL-1,2,4), (WOR-1,2), (WXT-1)
- What was the impact of the revolutionary ideology on American life and culture? (ID-1,4), (POL-5), (WOR-2,5), (CUL-2,4), (WXT-6)
- What was the impact of internal migration in North America on various groups within and outside the United States? (ID-5,6), (PEO-4,5), (POL-1,2), (WOR-1,5), (WXT-2,4), (CUL-2), (ENV-3)

Readings: Amsco, ch. 4-6; Brinkley ch. 4-6; ushistory.org, ch. 8-19; hippocampus, Road to Revolution, 1763-1775, The American Revolution, 1775-1783, The Constitution and the New Republic, 1787-1800

Activities:

1. Document Analysis: Discuss the emerging colonial ideology (Common Sense, the Declaration of Independence) *ushistory.org*

- Document Analysis: Impact of the Revolution on Minorities *Digital History*
- Study Group: Brinkley (177-186); Amsco (85-87); ushistory.org (14a-d); hippocampus (forming a confederation-Shays Rebellion); list in your notes the powers given, and the powers lacking in government under the Articles of Confederation; identify successes and failures of that government.
- Skills Practice: Free response essay: "Evaluate the extent to which the Articles of Confederation were effective in solving the problems that confronted the new nation."
- Reading and Seminar: The Declaration of Independence in Global Perspective by David Armitage *Gilder Lehrman*
- Document Analysis: Martha Ballard's Diary, Movement to the Frontier *Dohistory.org*
- Multiple Choice Test on The New Nation

Unit 4: THE GROWTH OF THE REPUBLIC 1800-1848

- What kind of political system was created and redefined through early government institutions and reform movements? (POL-2,3,5,6) (ID-1,2,5) (CUL-2,5) (POL-3,6) (WOR-2)
- How did the development of agriculture, technology and commerce bring about changes in American society? (WXT-2,5,6,7) (PEO-2,3) (ID-5,6)
- How did the expansion of U.S. trade and territory shape foreign policy, economic activity, and the role of government? (WOR 5,6) (POL-6) (ENV-3)

Readings: Amsco, ch. 7-11; Brinkley ch. 7-12; ushistory.org, ch. 20-29; hippocampus, Jeffersonian Republicanism, 1800 – 1816, Nationalism and Economic Expansion, 1816 – 1826, Age of Jackson, 1828 – 1848, American Culture and Reform, 1800 – 1860, Territorial Expansion and Sectional Issues, 1820 - 1860

Activities:

- Skills Practice: DBQ writing on Jacksonian Era. "Evaluate the effectiveness of the Presidency of Andrew Jackson in two of the following areas: The National Bank, Native American policy, Nullification and Tariff"
- Seminar: Slavery in America Student Tutorial *Digital History*
- Seminar: Student Tutorial Antebellum Reform *Learner.org*
- Skills Practice: Collaboration- Study Group Presentations Antebellum Reform
- Document Analysis: on the Abolitionist movement *Digital History*
- Reading:
- Multiple Choice Test on The Growth of the Republic

Unit 5: EXPANSION AND DIVISION 1844-1877

- How did expansion and immigration cause the United States to become more connected to the world? (ID-2, 6) (WXT-2,6) (WOR-5,6) (ENV-3,4) (PEO-2,5,6) (POL-6)
- What was the impact of expansionism and the development of contrasting economic systems on national unity? (ID-5) (POL-2,3,5,6) (CUL-2,6) (PEO-5)
- How and why did Reconstruction leave unresolved issues concerning the power of the federal government and citizenship rights? (POL-5,6) (ID-2,5) (CUL-2) (ENV-3)

Readings: Amsco, ch. 13-16; Brinkley ch. 13-16; ushistory.org, ch. 29-35, 40-41; hippocampus, Territorial Expansion and Sectional Issues, 1820 – 1860, The Civil War, 1860 – 1865, Reconstruction, 1865 – 1877, Changing Landscape

Activities:

- Reading: Using Historiography to Analyze the Mexican-American War *Teachinghistory.org*
- Skills Practice: Mini DBQ on Sectionalism *Digital History*
- Mini-debate: Did the Kansas-Nebraska Act led inevitably to Civil War?
- Document Analysis: Reconstruction *Reading Like a Historian*
- Annotated map and discussion: Missouri Compromise (1820), the Monroe Doctrine (1823), Indian Removal Act (1830), Nullification Proclamation (1832), the Treaty of Guadalupe Hidalgo (1848), the Compromise of 1850 (1850), Kansas-Nebraska Act (1854), Dred Scott v. Sandford (1857)
- Multiple Choice Test on Expansion and Division

Unit 6: THE INDUSTRIAL NATION 1865-1898

- How did industrialization affect American society? (WXT-3,5,6,7) (WOR-3) (CUL-3,5) (PEO-3,5,6) (ID-5) (ENV-5) (POL-3)
- How did various groups respond to the emerging urban industrial society? (ID-6) (PEO-2,3,4,6) (POL-3,6) (ENV-5)
- How was the political and economic system of The Gilded Age transformed by new cultural and intellectual movements? (POL-6) (ID-2) (CUL-3,5,6)

Readings: Amsco, ch. 17-19; Brinkley ch. 17-19; ushistory.org, ch. 36-41, 42-43; hippocampus, Changing Landscape, Gilded Age, Urban Nation

Activities:

- Document analysis: Transcontinental Railroad *Gilder Lehrman*
- Debate: Were the Entrepreneurs of the Gilded Age 'Robber Barons' or 'Captains of Industry'?

3. Reading and Seminar: Bridging the Caribbean: Puerto Rican Roots in Nineteenth Century America *Gilder Lehrman*
4. Skills Practice: Collaboration- Group research and presentations on American culture during the Gilded Age
5. Skills Practice : Free Response Essay-Gilded Age
6. Document analysis: Progressives and the youth of America: statistics, descriptive studies, and photography *Digital History*
7. Multiple Choice Test on The Industrial Nation

Unit 7: THE EMERGING GLOBAL POWER 1890-1945

- How did political and social organizations deal with the effects of large scale industrialization? (WOR-3) (ID-3,7) (WXT-3,5,6,7,8) (POL-2,3,4) (ENV-5) (CUL-5)
- How did technology create a new mass culture, which spread modern values and ideas, and how did this lead to cultural conflicts? (ID-6,8) (WXT-3) (CUL-3,6,7) (WOR-4) (PEO-2,3,6,7) (POL-7)
- What factors propelled the United States into a dominant international military, political, and economic position, while increasing debate over America's role in the world? (WOR-4,6,7) (ENV-5) (POL-5,6) (ID-3,6)

Readings: Amsco, ch. 20-25; Brinkley ch. 20-28; ushistory.org, ch. 42-51; hippocampus, Reform, Imperialism, World War I and the Roaring 20s, Great Depression, World War II

Activities:

1. Reading and debate: Where Historians Disagree-Populism *Brinkley*
2. DBQ- Analyze the tensions between tradition and modernity in the 1920's.
3. Document Analysis: Why did America invade Cuba? *Reading Like a Historian*
4. Skills Practice: Free Response Essay: To what extent did the United State achieve the objectives that led it to enter the First World War?
5. Document Analysis: Dr. Seuss Neutrality Cartoons
6. Document analysis: WWII Posters from the National Museum of American History *Gilder Lehrman*
7. Reading and Seminar: Great Migration *The Warmth of Other Suns by Isabel Wilkerson*
8. Reading and Seminar: The Great Depression, the New Deal, and WWII in the American West *Gilder Lehrman*
9. Multiple Choice Test on The Emerging Global Power

Unit 8: NEW KINDS OF WAR 1945-1980

- What caused the Cold War and what was the political and social impact of the Cold War on the United States? (WOR-3,4,6,7,8) (ENV-5) (ID-3) (POL-7) (CUL-5)
- What were the political and cultural responses to liberalism? (ID-8) (POL-2,3,4,5,7)
- What was the impact of post-war economic, demographic and technological changes on the United States? (WXT-3,5,8) (CUL-5,6,7) (PEO-2,3,7) (ENV-5) (ID-7)

Readings: Amsco, ch. 26-29; Brinkley ch. 29-32; ushistory.org, ch. 52-58; hippocampus, HST and IKE, Eisenhower, Civil Rights Movement, Rock and Roll Is Here to Stay, Imperial Presidency

Activities:

1. Document Analysis and Debate: The Atomic Bomb *Read Like a Historian*
2. Skills Practice: Free response essay: Compare and Contrast the Cold War policies of Truman and Eisenhower
3. DBQ on the Vietnam War: Analyze the ways in which the Vietnam War heightened social, political, and economic tensions in the United States. Focus your answer on the period 1964 to 1975.
4. Reading and Seminar: The Sixties and Protest Music *Gilder Lehrman*
5. Reading and analysis: Where Historians Disagree – The Civil Rights Movement *Brinkley*
6. Reading and debate: How Do Historians Evaluate the Administration of Lyndon Johnson? *History News Network GMU*
7. Multiple Choice Test on New Kinds of War

Unit 9: TOWARD A NEW CENTURY 1980-PRESENT

- In what ways did America swing to the right in the 1980's? (POL-3,4) (WXT-8)
- How did U.S. foreign policy and leadership change after the end of the Cold War? (WOR-7,8) (POL-7)
- What were social, demographic, and economic changes in the 20th Century? (WXT-3,7) (WOR-3) (ENV-5) (CUL-7) (ID-6,7) (PEO-2,3,7)

Readings: Amsco, ch. 30; Brinkley ch. 33-34; ushistory.org, ch. 59-60; hippocampus, Imperial Presidency, Bush and Obama

Activities:

1. Reading and debate: Where Historians Disagree – Watergate *Brinkley*
2. Skills Practice: Statistical Analysis America in Our Time *Digital History*
3. Student Tutorial: Ford and Carter Presidencies *ischool at Drexel*
4. Reading and debate: How Do Historians Assess Ronald Reagan? *History News Network GMU*
5. Document analysis: Christmas in Kuwait, 1990 *Gilder Lehrman*
6. Multiple Choice Test on Toward a New Century

