Purpose:
Advanced Placement United States History is a challenging course designed to be the equivalent of a freshman college/sophomore survey course in United States History. The course is specifically designed to provide students with an in-depth study of United States history from 1607 through the modern day. Students should possess strong reading and writing skills and be willing to devote substantial time to study and the completion of class assignments. Emphasis is placed on analytical reading, essay writing skills, use of primary resources, development of “map skills”, and class discussion.

Students successfully mastering the course material may earn college credit by passing the annually administered AP United States History Exam; the individual college or university determines how many, or, if any credits will be granted for the AP exam score. All students should know that A.P. students have a 25% better chance of completing college in 4 years regardless if you pass the A. P. Exam as a result of having the experience of taking this course.

Course Overview:
Advance Placement United States History is a two-semester class that examines U.S. history from discovery to the present. The course is divided into two semesters. First semester covers the period from 1607 to 1877. Second semester is from 1877 to the present. The areas of concentration include historical, political, and economic history coupled with an intense study of cultural, social, and intellectual institutions and their development. Throughout the course both domestic and foreign policies will be examined to see how they evolved over time and impacted the country. Students will consider what democracy has meant for American society at different times in U.S. History. This will include an analysis of the different groups that comprise the American people during our country’s history and the changes that occurred. Likewise, in foreign policy, students will
consider how the United States’ role in international affairs changed over time. The consequences of these decisions and what drove them will be examined as well.

**Special Skills**
Advance Placement United States History is intended to enhance development of student critical thinking, document analysis, interpretive reading, information organization, synthesis, and writing skills.

**Evaluation**

**Daily Class Work**

Students are required to maintain an exclusive notebook (Mead Five Star 3 subject), for this class. Students are expected to keep all notes, homework, in class assignments, handouts, quizzes and exams organized throughout the semester. The collection of completed work will be kept in class and checked out, while the notes and other reference material you will need to have at all times. I will evaluate your notebook on completeness, effort, and organization.

**Homework**

Students will have “homework” everyday. On Days that no assignments will be given, students are expected to study and review their notes. All late assignments, including major essays and presentations, will not be accepted for credit (unless a student is absent and has an excused absence).

**Topical Presentations and Essays**

Essays and topical presentations are used to give students the opportunity to demonstrate their knowledge, skill, and creativity in class. The student’s ability to develop, organize and deliver ideas is a critical component of a student’s grade.

**Unit Exams and Quizzes**
Unit Exams will be administrated every two to three weeks. Each Exam will include a FRQ (free response question) that deals with the concept(s) of either the development of democracy in the country or the development of international relations as it pertains to the period in question. By the end of the course, students will be able to explain both the developmental changes in these areas that make the United States what it is today. The Exams will consist of a variety of sections, such as multiple choice, matching, data based responses, short answers and essays. Quizzes may be announced or unannounced and will take on a variety of forms. The final exam point value will be the same as a unit exam. Students who miss an exam due to an excused absence must take their exam on the day after they return. Students will lose one letter grade every day after. If a student has an unexcused absence, he/she will not have an opportunity to make-up the exam and will receive a “0”.

**Participation and Attendance and Punctuality**

Students’ active and meaningful participation is the single most important element to learning; therefore, it will be factored into your grade at the end of each grading period. One’s participation score will be equivalent to a unit exam. Points are not automatically awarded for just showing up. Students must be active participants. Full points will be given to those who are actively listening, for example. Students may be docked if they fail to bring the materials needed in the classroom, are disruptive, sleep in class, or leave early. Tardiness will be dealt with as follows: 1st occasion; verbal warning and automatic loss of five points. 2nd occasion; verbal warning, loss of ten points and a one page (typed) essay due the following day. 3rd occasion; verbal warning, loss of 15 points and one page essay due the following day. 4th occasion; referral to administration and a loss of 20 points with another one page essay.

**Volunteer Hours**

Students will complete 10 hours of community service per semester. Volunteering plans should be approved by the teacher and verified by a responsible adult. All students must provide a letter of verification in order to earn credit for their hours. Be sure the letter contains a brief description of what you did, the number of hours completed, the dates you completed it, and the name and phone number of the verifying adult(s).
Grading and Assignments
A teacher web-site is maintained at: bistodeau.wordpress.com you can access this through the school web page and look under my name as well. All assignments, readings, test, essays, etc. are provided on the web site.

Cheating/Copying
Any paper, or work, copied from another person, or a web site, will result in a grade of zero. In short, cheating on any assignment will result in a zero and possible disciplinary action.

In addition to exposing students to the historical content listed above, an AP course should also train students to analyze and interpret primary sources, including documentary materials, maps, statistical tables, and pictorial and graphic evidence of historical events. Students should learn to take notes from both printed materials and lectures or discussions, write essay examinations, and write analytical and research papers. They should be able to express themselves with clarity and precision and know how to cite sources and credit the phrases and ideas of others.

Course Texts and Readings:
Every student will be assigned a textbook for the year. Textbooks will be used for homework and in class assignments: therefore, students are expected to bring their book to class every day unless the teacher says otherwise.


Various articles and handouts, many of which will come from Historically Speaking: The bulletin of the Historical Society. Some other works consulted for handouts to accompany daily lessons and to produce homework assignments and DBQs are referred to in the syllabus.

Performance Tasks and Assessments
Students should check both in class and on-line for assignments
o Summer reading with accompanying assignments
o An independent reading assignment for year
o Terms, Tests, and Discussion Tests
o Researched Critical Analysis Essays
o Editing, discussing, and revising student writing, peer review
o Peer review of essays
o Minor papers
o Nightly reading
o Vocabulary/literary terms assignments and quizzes
o Regular class discussion of reading
o Practice AP tests in-class and at-home multiple choice
o Quizzes in reading comprehension
o In-class timed writing
o Each quarter each student must do a topical presentation within a group
o Individual conferences with the teacher

Themes Addressed Throughout the Year

American Diversity
The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

Culture
Diverse individual and collective expressions throughout literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

Demographic Changes
Changes in birth, marriage, and death rates, life expectancy, and family patterns; population size and density. The economic, social, and political effects of immigration, internal immigration, and migration networks.

Economic Transformations
Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

Environment
Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.
Globalization
Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, cultural exchange.

Politics and Citizenship
Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

Reform
Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, woman’s rights, civil rights, gay rights, war, public health, and government.

Religion
The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

Slavery and Its Legacies in North America
Systems of slave labor and other forms of un-free labor (indentured servitude, contract labor) in Native American societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

War and Diplomacy
Armed conflict from the pre-colonial period to the twenty-first century; impact of war on American foreign policy and on politics, economics, and society.

A.P. United States History-Detailed Course Outline

Summer reading: Chapters 1&2 , and 31 &32 from Liberty, Equality, Power
Complete the Questions for review and critical thinking along with the identification terms for each chapter. Due on the 1st day of the fall semester.

Fall Semester
  I. Chapters 1 &2 (1.5 weeks)
      Introductions
      Reading Quizzes1 &2
United States Map Quiz-States, Geography
Discussion-Chapters 1&2
Exam Chapters 1 &2
1. Discovery and settlement of the New World, 1492-1650
   A. Europe in the 16th century
   B. Spanish, English and French Exploration
   C. First English Settlement
      i. Jamestown
      ii. Plymouth
   D. Spanish and French Settlements and long term influence
   E. Native Americans
2. America and the British Empire, 1650-1754
   A. Chesapeake country
   B. Growth of New England
   C. Restoration colonies
   D. Mercantilism: The Dominion of New England
   E. Origins of Slavery
II. Chapters 3&4 (2 weeks)
Reading Quizzes 3&4
Discussion- Chapters 3&4
Art History: “A Look at the Boston Massacre”- Paul Revere Etching, other viewpoints
French and Indian War DBQ Example: Work step by step as a class (question, documents, outside information), review past essays and grades received
DBQ-To what extent had the colonist developed a sense of their identity and unity as Americans by the eve of the Revolution? Use the documents and your knowledge of the period 1750 to 1776 to answer the question.
Exam chapters 3&4
3. Empire, Liberty, and Expansion
   A. Spectrum of Settlement
   B. Beginnings of Empire
      i. Mercantilism
      ii. Indians and Settlers
      iii. Bacon’s rebellion
   C. Glorious Revolution
   D. Contrasting Empires
4. Provincial America and the Struggle for a Continent
   A. Expansion, Immigration and Regional Differentiation
   B. The Great Awakening
III. Chapter 5 (1.5 Weeks)
Reading Quiz 5
Outside Reading- The Declaration of Independence
Internet visit to Revolutionary Sites: Lexington & Concord, Fort Ticonderoga, Saratoga, Quebec
Discussion- Chapter 5
Exam Chapter 5

5. Reform, Resistance, Revolution
A. Imperial Reform
B. Stamp Act Crisis
C. Townshend Crisis
   i. Boston Massacre
D. Last Imperial Crisis
   i. Tea
   ii. 1st Continental Congress
E. Improvised War
   i. 2nd Continental Congress
   ii. Independence

IV. Chapter 6 (2 weeks)
Reading Quiz 6
Discussion- Chapter 6
Outside Reading- Constitution of the United States
Outside Reading- Excerpts from the Federalist #10, Federalist #51
Constitutional Scavenger Hunt- Articles, sections, clauses, Amendments
Exam Chapter 6

6. Revolutionary Republic
A. Northern War 1776-1777
B. Turning Points
C. Creating State Governments
D. Confederation
E. British Offensive in the South
F. Revolutionary Society
G. A More Perfect Union

V. Chapter 7 (1.5 Weeks)
Reading Quiz 7
Topical Presentations- Chapter 7
Exam Chapter 7
7. Completing the Revolution, 1789-1815
   A. The National Government
      i. Washington’s “Republican Court”
      ii. Jefferson versus Hamilton
   B. The Republic in a World at War 1793-1797
   C. Jefferson’s Presidency
      i. Louisiana Purchase
      ii. Burr Conspiracy
      iii. Supreme Court under Marshall
      iv. Dilemmas of Neutrality
   D. Madison and War of 1812
      i. Causes
      ii. Invasion of Canada
      iii. Hartford Convention
      iv. Conduct of the War
      v. Treaty of Ghent
      vi. New Orleans

VI. 1st Quarter Examination Chapters 1-7 (1 Day)

VII. Chapters 8&9 (1 Week)
   Reading Quizzes 8&9
   Discussions –Chapters 8&9
   Exam Chapters 8&9
8. Northern Transformations 1790-1850
   A. Postcolonial Society
   B. Decline of Patriarchy
   C. Transportation Revolution
   D. Farming
   E. Industrial Revolution
      i. Factory Towns
9. The Old South, 1790-1850
   A. Old Farms: The Southeast
   B. New Farms: Rise of the Deep South
      i. Rise of the Cotton Belt
   C. Slavery
      i. Nat Turner

VIII. Chapter 10 (2 Weeks)
   Reading Quiz 10
   DBQ: Using Documents AND your knowledge of the time period, analyze how economic changes and social reform movements between
1820 and 1850 made permanent and significant changes in the roles of women in the American Democratic Society.

Outside Reading: Lowell Handbook (1848) - from the Lowell Factory
Topical Presentations - Chapter 10
Exam – Chapter 10

10. Toward an American Culture
   A. The Northern Middle Class
   B. Plain People of the North
      i. Family and Society
      ii. Joseph Smith
   C. New Popular Culture
   D. Family, Church, and Neighborhood: The White South
   E. Race/Racism

IX. Chapters 11 & 12 (1 Week)
   Reading Quizzes 11 & 12
   Discussions Chapter 11 & 12
   Mock Impeachment Discussion/Trial for Andrew Jackson
   (Subjects: nullification, bank, Indians)
   Marshall Court Cases-Jigsaw Game
   Exam – Chapters 11 & 12

11. Democrats and Whigs
   A. The American System
   B. Republican Revival
   C. Adams versus Jackson
      i. Birth of the Democratic Party
      ii. The Spoils System
   D. Jacksonian Democracy and the South
      i. Indian Removal
   E. The Market Revolution
      i. The Bank War

12. Whigs, Democrats and Shaping of Society
   A. Politics of Economic Development
   B. Politics of Social Reform
   C. Politics of Alcohol
   D. Politics of Race
   E. Politics of Gender and Sex

X. Chapters 13 & 14 (1 Week)
   Reading Quizzes 13 & 14
   Discussions - Chapters 13 & 14
   Movie Clips from “Into the West” - TNT Movie Series
Outside Reading: Displaced from Zion: Mormons and Indians in the 19th Century by Jared Farmer
Exam Chapters 13&14
13. Manifest Destiny: An Empire for Liberty-Or Slavery?
   A. Growth as the American Way
      i. Hispanic SW
      ii. Oregon and California Trails
      iii. Mormon Migration
      iv. Republic of Texas
   B. Mexican War
   C. Election of 1848
   D. Compromise of 1850
      i. Fugitive Slave Law
   E. Filibustering
14. Gathering Tempest, 1853-1860
   A. Kansas and Rise of the Republican Party
   B. Immigration and Nativism
   C. Bleeding Kansas
   D. Election of 1856
      i. Dred Scott Case
   E. Economy in the 1850s
   F. Lincoln-Douglas Debates
XI. Chapters 15& 16 (2 Weeks)
Reading Quizzes 15&16
Outside Reading:
Causes of the Civil War Packet:
   Jefferson Davis The Rise and Fall of the Confederate Government (The Guttenberg Project)
   “Declaration of the causes of Succession”. Frank Moore(ed)
   *** Several others not included
Civil War Battles-Jigsaw Game
Internet Visits: Civil War Battlefields: Gettysburg, Vicksburg, TBD
Exam Chapters 15&16
15. Secession and the Civil War, 1860-1862
   A. Election of 1860 and Southern Response
   B. Choosing Sides
   C. Balance Sheet of the War
   D. Navies, Blockade, and Foreign Relations
   E. Campaigns and Battles, 1861-1862
A. Slavery and the War
B. Winter of Discontent
C. Women and Blacks in the War
D. Confederate Tide Crests and Recedes
   i. Chancellorsville, Gettysburg, and Vicksburg
E. Lincoln’s Reelection and the End of the Confederacy

XII. Chapter 17 (1 Week)
Reading Quiz 17
Outside Reading: Is there Anything Left to Be said about Abraham
Lincoln? By Vernon Burton
Internet Visits: Alabama literacy Test and Other Sites TBD
Exam Chapter 17
17. Reconstruction, 1863-1877
   A. Wartime Reconstruction
   B. Andrew Johnson’s Reconstruction
   C. Congressional Reconstruction
   D. Impeachment of Andrew Johnson
   E. Grant Administration
   F. Retreat from Reconstruction

XIII. Review, 1st Semester Final Exam- Chapters 1-17 (1 Week)

Spring Semester

Assign Historical Musical Research Project at the beginning of the Semester-
15-20 page research paper that examines the music that was created and/or
impacting/reflecting the country at the different periods of the past. You will
need to defend your choices and show how these pieces are excellent examples
of the development of our country and the changes it went through.

A.P. United States History Course Outline-2nd Semester

I. Chapters 18&19 (2 Weeks)
Reading Quizzes 18&19
Discussion 18&19
View and Discuss John Gast’s Painting- American Progress
Outside Reading: Sioux Treaty of 1868-Government
Archives
Outside Reading: Social Darwinism and American Laissez
faire Capitalism-Constitutional Rights Foundation
Outside Reading/Viewing- The Wizard of Oz
Discussion-Allegory of The Wizard of Oz
Exam 18&19

18. A Transformed Nation: The West and New South, 1865-1900
   A. Industrializing West
   B. Conquest and Resistance: American Indians in the Trans-Mississippi West
      i. Conflict with the Sioux
      ii. Dawes Act
      iii. Buffalo Bill and the Myths
   C. Industrialization of the South
   D. Politics of Stalemate

19. The Emergence of Corporate America, 1865-1900
   A. Expansive and Volatile Economy
   B. Consolidation of Middle-class Culture
   C. Working Class Culture
   D. National Culture
   E. Worker’s Resistance to New Corporate Order
      i. Knights of Labor
      ii. Haymarket, Homestead and Pullman
   F. Rise and Fall of People’s Party

II. Chapter 20 (1 Week)
   Reading Quiz 20
   Discussion Chapter 20
   Outside Reading: “Polanders in Wisconsin” address by John Tomkiewiez (1901)
   Movie Clip- Modern Times (1934)
   Exam Chapter 20

20. An Industrial Society, 1900-1920
   A. Sources of Economic Growth
   B. Immigration
   C. Building Ethnic Communities
   D. Workers and Unions
      i. Gompers and the AFL
      ii. Big Bill Haywood and the IWW
   E. Rise of Feminism

III. Chapters 21&22 (2 weeks)
   Reading Quizzes 21&22
   Audio Listening of “The Ludlow Massacre” by Woody Guthrie
Outside reading: Geopolitical Theories and their influence:
Charles Evans Hughes on Geopolitical Theory in the early 1920s
Friedrich List summary of *The National System of Political Economy*
Friedrich Ratzel excerpt from essay: “The Laws of the Territorial Growth of States”
Alfred T. Mahan *The Influence of Sea Power Upon History, 1600-1783*
Karl Haushofer-1918 speech
Topical Presentations-Chapter 21&22
DBQ: Booker T. Washington and W.E.B. Du Bois offered different strategies for dealing with the problems of poverty and discrimination faced by Black Americans at the end of the nineteenth and beginning of the twentieth century’s. Using the documents and your knowledge of the period 1877-1915, assess the appropriateness of each of these strategies in the historical context in which each was developed
Exam 21&22

21. Progressivism
   A. Settlement Houses and Women’s Activism
   B. Socialism and Progressivism
   C. Municipal Reform
   D. Political Reform
   E. Economic and Social Reform
   F. Campaign for Civil Rights
   G. National Reform
      i. T. Roosevelt
      ii. H. Taft
      iii. W. Wilson

22. Becoming a World Power
   A. The United States looks Abroad
   B. Spanish-American War
   C. USA becomes World Power
   D. Roosevelt Corollary
   E. Dollar Diplomacy
IV. Chapter 23 (1 Week)
   Reading Quiz 23
   Outside Reading: Woodrow Wilson’s *Fourteen Points*
   World Map Assignment (Europe before and after the Great War)
   Outside Reading: “The Case Against the Reds” by A. Mitchell Palmer in *Forum* (1920)
   Exam 23

23. WW I and Society, 1914-1920
   A. American Neutrality
   B. Mobilizing for “Total” War
   C. Failure of the International Peace
      i. Treaty of Versailles
      ii. League of Nations
      iii. Wilson versus Lodge
   D. Postwar Period
      i. Labor-Capital Conflict
      ii. Red Scare

V. 3rd Quarter Examination- Chapters 1-23 (1 Day)

VI. Chapters 24&25 (2.5 Weeks)
   Reading Quizzes 24 &25
   Outside Reading: Excerpts from the John T. Scopes trial
   Outside Reading: Colorado’s WPA guide –Colorado State Archives
   Music of the 1920s and 1930s
   Video Clip: *Inherit the Wind*
   Fireside Chat Radio Broadcasts
   Exam 24&25

24. The 1920s
   A. Prosperity
      i. Consumer Society
   B. Politics of Business
      i. Harding, Coolidge and Hoover
   C. Farmers, Small-Town Protestants, and Moral Traditionalist
      i. Prohibition and Agricultural Depression
      ii. Immigration restrictions and the K.K.K.
      iii. Scopes Trial
   D. Ethnic and Racial Communities
   E. “Lost Generation”

25. Great Depression and the New Deal, 1929-1939
A. Causes of the Great Depression
B. Hoover: The Fall of the Self-Made Man
C. Roosevelt and the New Deal
   i. The 3 “R”s
D. Political Mobilization, Political Unrest
E. The Second New Deal
F. America’s Minorities and the New Deal
G. Court-Packing

VII. Chapter 26 (2 Weeks)
Reading Quiz Chapter 26
You Be the Historian: 1940 French poem from the Paris Soir (translated and shown in the New York Times)
Internet Visit: BBC website on World War II
Audio Listening: Walter Cronkite remembers the Battle of the Bulge (He was there) on NPR’s All Things Considered

Political Cartoon Assignment:
   Another Pact by William Gropper, 1936
   Consultation by Grover Page—appeared in The Courier-Journal (Louisville, KY), 1938
   The Sleeping Giant Begins to Feel It by Hugh Hutton—appeared in the Philadelphia Inquirer, 1937
   Rendezvous by David Low, 1939
   Most Popular Baby of the Campaign by Daniel Robert Fitzpatrick—appeared in St. Louis Post-Dispatch, 1940
   The Isolationist by Albert Hirschfeld—appeared in New Masses, 1938
   V for Victory by Bill Crawford—appeared in Newark News, 1945
   Untitled by M. Bernstein—PM, 1945

Video Clip: Howard Cwik a liberator of a Nazi Death Camp from USC Living History Project
DBQ: 1945 Exam-The United States decision to drop an atomic bomb on Hiroshima was a diplomatic measure calculated to intimidate the Soviet Union in the post-Second-World-War era rather than a strictly military measure designed to force Japan’s unconditional surrender. Evaluate this statement using the documents and your knowledge of the military and Diplomatic history of the years 1939 through 1947.

Exam 26
26. America During The Second World War
   A. The Road to War
      i. Outbreak of War in Europe
      ii. Arsenal of Democracy
      iii. Pearl Harbor
   B. Fighting the War in Europe
   C. Pacific Theater
   D. War at Home: The Economy
      i. Government’s Role
      ii. The Workforce
   E. War at Home: Social Issues
      i. Selling the War
      ii. Gender and Racial Issues
   F. Shaping the Peace
      i. International Organizations
      ii. Spheres of Interest

VIII. Chapters 27 & 28 (2 Weeks)
   Reading Quizzes 27&28
   Outside Reading: John F. Kennedy’s Inaugural Address
   Outside Reading: THE FEDERAL CIVIL DEFENSE AGENCY (FCDA) WOMEN DEFEND THE NATION (1950), BY KATHLEEN JOHNSON
   EXAM CHAPTERS 27 & 28

27. The Age of Containment, 1946-1953
   A. A National Security State
      i. The Marshall Plan and the Berlin Crisis
   B. Era of the Korean war
      i. NATO, NSC-68, and Containment
   C. National Security at Home
      i. Anti-Communism and McCarthyism
   D. Truman’s Fair Deal
   E. Changing Culture

28. Affluence and it’s Discontents, 1953-1963
   A. Foreign Policy, 1953-1960
   B. The United States and Third World Politics
   C. Affluence: A people of plenty
      i. Highways and Economic growth
D. Discontents of Affluence  
   i. Conformity, Youth, and Mass Culture  
E. Gender Politics  
F. Fight against Discrimination  
   i. The Brown Cases, Bus Boycotts, and MLK  
   ii. American Indian Policy, and the Urban Suburban Issues  
G. Debating the Role of Government  
H. Kennedy Years: Foreign Policy  
   i. Cuba and Berlin  
   ii. Southeast Asia and “Flexible Response”  
I. Kennedy Years: Domestic Policy  
   i. Civil Rights  
   ii. Assassination  

IX. Chapters 29 & 30 (29-30 - 2 weeks; 31 & 32 Summer Assignment)  
   Reading Quizzes 29 - 32 (Take home- due next day)  
   Outside Reading: Reverend Martin Luther King Jr. Letter from Birmingham Jail to clergymen from Alabama  
   Movie Clip: Dr. Martin Luther King’s “I have a Dream” Speech  
   Movie Clip: 1960 Presidential Debate  
   Movie Clip: “Daisy Commercial” in support of LBJ  
   Exam 29 and 30  

29. America During the Longest War, 1963-1974  
   A. The Great Society  
   B. Escalation in Vietnam  
      i. Gulf of Tonkin and the media change  
   C. War at Home  
      i. Movements; counter-culture, activism, African Americans, and the Antiwar movement  
   D. 1968  
   E. The Nixon Years  
   F. Foreign Policy under Nixon and Kissinger  
      i. Détente, Vietnamization and real politick
G. Watergate
30. Power and Politics, 1974-1992
   A. Caretaker President Ford
   B. Jimmy Carter’s One-Term Presidency
      i. Stagflation, Human Rights, and Iran
      i. Supply-side economics
      ii. Cutting regulations
   D. Renewing the Cold War
      i. Defense Buildup
      i. End of the Cold War
      ii. Persian Gulf War Part 1
   F. Activism
      i. Women, Sexual Politics, African Americans, Native Americans, Spanish Speaking and Asian Americans
31. Economic, Social, and Cultural Change in the Late 20th Century
   A. A changing People
      i. Aging and immigration
   B. Economic Change
   C. Media and Popular Culture
   A. Bill Clinton
      i. Victory and impeachment
   B. George W. Bush
      i. The Long Election
      ii. Conservative Domestic Agenda
      iii. Politics of National Security at Home and Abroad.

X. **Review for A.P. Examination (1 Week)**
   Review packet
   Decades Review
   Practice Test(s)
   Test Writing and Test taking Tips

XI. **A.P. Examination (1 Day)**

XII. **Closure-Look Back (1.5-2 Weeks)**
a. Musical Historical Research Project- due- (Date TBD)
b. Memorial Historic Site Project
c. Ranking the Presidents Assignment

**The 2012 Exam**
The exam tests knowledge of U.S. History from the first European explorations of the Americas up through modern times. Exam topics include political institutions and behavior, public policy, social and economic change, diplomacy and international relations, and cultural and intellectual developments.

**About the Exam**
The three-hour-and-five-minute exam has two sections: a 55-minute multiple-choice and a 130-minute free-response section. The multiple-choice questions are designed to test your factual knowledge, breadth of preparation, and knowledge-based analytical skills. The essay questions give you the chance to demonstrate your mastery of historical interpretation and your ability to express your views and knowledge in writing.

**Section I: Multiple-Choice**
There are 80 multiple-choice questions on the AP U.S. History Exam. To score a grade of 3 or above, you need to answer about 60 percent of the multiple-choice questions correctly—and write acceptable essays in the free-response section. Approximately 27 percent of the questions deal with the period through 1800, 36 percent cover 1800 through 1898, and 37 percent cover 1890 to the present including questions on events since 1980. Within those time periods, 35 percent of the questions are on political institutions, behavior, and public policy; 40 percent are about social and cultural developments; approximately 15 percent of the remaining questions cover diplomacy and international relations; and 10 percent cover economic developments. A substantial number of the social and economic history questions deal with such traditional topics as the impact of legislation on social groups and the economy, or the pressures brought to bear on the political process by social and economic developments. As you've learned, historical inquiry is not neatly divided into categories so many questions pertain to more than one area. The exam main focus is on the nineteenth and twentieth century. The questions in the multiple-choice section are designed to test students' factual knowledge, breadth of preparation, and knowledge-based analytical skills.

Students often ask whether they should guess on the multiple-choice questions. Haphazard or random guessing is unlikely to improve scores because one-fourth of a point is subtracted from the score for each incorrect answer. (No points are deducted for a blank answer.) But if you have some knowledge of the question and
can eliminate one or more answers, it's usually to your advantage to choose what you believe is the best answer from the remaining choices.

**Section II: Free-Response**
The free-response section covers the period from the first European explorations of the Americas to present. The section has three parts. Part A has one document-based essay question (DBQ). Parts B and C each offer a choice of two standard essay questions.

**DBQ**
There is a mandatory 15-minute reading period at the beginning of the free-response section. Spend most of that time analyzing the documents and planning your answer to the DBQ in Part A. It's recommended that you spend 45 minutes writing the DBQ essay.

Although confined to no single format, the documents contained in the DBQ rarely features familiar classics like the Emancipation Proclamation or Declaration of Independence, though the documents' authors may be major historical figures. The documents vary in length and format, and are chosen to illustrate interactions and complexities within the material. In addition to calling upon a broad spectrum of historical skills, the diversity of materials will allow students to assess the value of different sorts of documents.

When appropriate, the DBQ will include charts, graphs, cartoons, and pictures, as well as written materials. This gives you the chance to showcase your ability to assess the value of a variety of documents. The DBQ usually requires that you relate the documents to a historical period or theme and show your knowledge of major periods and issues. For this reason, outside knowledge is very important and must be incorporated into the student's essay if the highest scores are to be earned. To earn a high score it's also very important that you incorporate the information you learned in your AP U.S. History class. The emphasis of the DBQ will be on analysis and synthesis, not historical narrative.

Your DBQ essay will be judged on thesis, argument, and supporting evidence. The DBQ tests your ability to analyze and synthesize historical data, and assess verbal, quantitative, or pictorial materials as historical evidence.

**Standard Essay Questions**
You'll have a total of 70 minutes for the standard essay questions. It's recommended that you spend 35 minutes on each essay: five minutes planning and 30 minutes writing.

The standard essay questions may require that you relate developments in different areas (e.g., the political implications of an economic issue); analyze common themes in different time periods (e.g., the concept of national interest in United States foreign policy); or compare individual or group experiences that reflect socioeconomic, ethnic, racial, or gender differences (e.g., social mobility and...
cultural pluralism).
Although historiography is not emphasized in the examination, you are expected to have a general understanding of key interpretations of major historical events. Some questions are based on literary materials but the emphasis will be on the relationship between the material and politics, social and economic life, or related cultural and intellectual movements, not on literature as art. Standard essays will be judged on the strength of the thesis developed, the quality of the historical argument, and the evidence offered in support of the argument, rather than on the factual information per se. Unless a question asks otherwise, you will not be penalized for omitting specific illustrations.

**Scoring the Exam**
The multiple-choice and free-response sections each account for one-half of your final Exam grade. Within the free-response section, the document-based essay question counts for 45 percent and the two standard essays count for 55 percent.