

**AP United States History
Social Studies Department
754-323-0300**

There will Not be a Summer Assignment for APUSH!

Remind101 Instructions

For communication purposes such as announcements, instructions and reminders, I have set up a Remind account for our classes. This app will be critical as we will not meet each day. Please sign up as soon as possible.

Enter this number:

81010

Text this message

@9824kg

Introduction:

Welcome to AP U.S. History, first let me commend you for taking on this challenging yet truly rewarding, both academically as well as financially survey in American history. The purpose of this course is to introduce students to the development of the United States beginning with pre-Columbian society's prior to 1492, to an isolated agrarian society of the 1840s to the world's leading super power. Students will be expected to analyze, compare and contrast, discuss, debate, and evaluate the process of transforming the United States. Students will have an opportunity to learn about historical events, as well as be encouraged to analyze historical events and come to rational conclusions on alternative courses history could have taken. This course has been specifically designed to parallel that of a freshmen American history course at the college level. As a result, the focus is analytical in nature; synthesizing historical facts, dissecting primary sources and interpreting historical documents. Emphasis is placed on critical and evaluative thinking skills, essay writing and historiography. I am committed to you and your success. If you have any questions or concerns, please feel free to email me. Together we will succeed!

Binder Tabs:

1. **Course Information**
2. **Objectives & Essential Questions**
3. **Bell Ringers/Quotes**
4. **Assignments & War Charts**
5. **Outlines/Notes**
6. **Quizzes/Tests**
7. **Video Notes**

Course Objectives:

After completing this course, students will successfully demonstrate an understanding of the historical development of the U.S., including the following topics: pre-Columbian, early exploration, colonization, settlement, the American Revolution, expansion, the Civil War, Reconstruction, Native Americans and their struggles with the federal and state governments, industrialization, the emergence of Modern America, World War I, the 1920s, the Great Depression, World War II, and post war United States to the present as measured by test, quizzes, projects, debates, and assignments.

Attendance/Make-up Work:

The Cooper City High attendance policy will be followed; refer to the student handbook. It is the responsibility of the student to request missed assignments upon returning from an absence. Assignments given before the student's absence will be due upon the students return to class unless otherwise stated. The student must turn in all missed assignments within two days of returning to class not including the day of return. It is highly recommended that students take advantage of the opportunity to begin making up assignments as soon as possible by utilizing the course assignment sheet, emailing me and checking the course website & Pinnacle daily.

Classroom Rules:

Students are to be in their assigned seats when the bell rings. Failure to adhere to this policy will result in disciplinary action. No hats, food or drinks are allowed in our classroom. Electronic devices such as cell phones, iPods, Mp3 players, handheld games, etc. are not to be utilized or otherwise showcased during class unless we are using them for educational purposes for specific assignments. Please place your cell phone on vibrate or silent while in class. Cell phones that go off while in class or cell phones used for non-academic purposes will be confiscated and turned into administration. For safety and structure, students are not to vacate their seats unless given permission. In this class controversial issues will be discussed; therefore, the expectation is that students respect the opinions and ideas of their classmates at all times, failure to do so will result in disciplinary action and an immediate request for a parent teacher conference. Please adhere to the Golden Rule & be kind to one another.

Expectations/Rewards:

Students are expected to arrive to class on time, complete all assignments on time, exhibit effort, and respect the rules established for the class to function productively. Students who follow all classroom rules and expectations will earn extra credit points, more details discussed in class.

Homework/Assignments:

Homework assignments are listed on the assignment sheet posted online. It is your responsibility to review the assignment for the week and ask question about the assignments as soon as possible. Do not wait until the day before or the day the assignment is due to inform me that you were confused about an assignment. The consequence will adversely affect your grade. The date for each Baron Card quizzes has been posted in this syllabus. I suggest that you pay close attention to the Baron Card's quiz dates sheet. Please do not wait until the Baron Cards quiz dates are announced before reviewing your cards. Review your cards nightly. There will be ***no word bank***, and each quiz is ***cumulative***. Students who are absent on the day the chapter test or quiz is given, will receive an alternative make-up assessment. Make-up test days are once a week before school in room 3446 or during personalization, but prior arrangements must be made in advance.

Assignments Turned in Late:

It is extremely imperative that students turn in all assignments on time. Not doing so will result in consequences that will adversely affect your grade. ***Twenty (20)*** points will be deducted from late assignments. Late assignments that are not turned in by the next class meeting will not be accepted. If you are absent when an assignment is due, it must be turned in upon your return otherwise, that assignment will be considered late. Upon returning from an absent, I will NOT ask you for assignments, it is your responsibility to submit said assignments.

Materials:

U.S. History *Baron's notes* Study Cards, 3-ring binder (two inch), loose leaf paper, note cards, paper clips, pens (*black or blue only*), pencils & highlighter. Optional: rubber bands, white out, whole puncher, stapler, tissue and hand sanitizer.

Extra Credit

This academically and possibly financially rewarding course will be challenging. The pace of this course will demand commitment, dedication and most importantly, your very precious time. For that reason, there will be multiple opportunities for students to earn extra credit points. Assignments include: presentations, projects, essays, and leading review groups after school. Topics will be assigned each

APUSH ASSIGNMENT SHEET

ASSIGNMENT	DESCRIPTION	DUE?	POINTS
Who Really Discovered America? Chapter One	Read and analyze the theories described in the article found on my website entitled "Who Really Discovered America?" in conjunction with pages 7-10 of your textbook. Formulate a thesis in support of one of the theories presented. Remember to use evidence to support your opinion as well as to include a concession statement. *This assignment must be typed (Times New Roman; size 11 font). No longer than one page in length.	Assignment A-1	50
Mesoamerican Civilizations Chapter One	Compare & contrast the Mayan, Incas and Aztec Civilizations. Create a chart that describes the rise of each civilization, the basic ideas, achievements and locations along with the Spaniard responsible for the fall of each tribe. *This assignment must be typed (Times New Roman; size 11 font).	Assignment A-2	50
The Columbian Exchange Chart Chapter One	Analyze & create your own chart of the Columbian Exchange. Write a paragraph explaining the historical significance of the New/Old World interaction. Explain the consequences and benefits of such interaction using a chart if possible.	Assignment A-3	50
Principle Voyages of Discovery Chapter One	Analyze and replicate the map on page 43, as well as give a brief example of what each explorer was searching for and what they discovered, if anything. <i>Explores of interest:</i> Christopher Columbus, Ferdinand Magellan, Vasco de Gama, Sir Francis Drake, Sir Walter Raleigh, Hernando Cortes, John Cabot, and Samuel de Champlain, Juan Ponce de Leon, Francisco Pizarro, Vasco Nunez de Balboa & Henry Hudson.	Assignment A-4	50
Map of the 13 Colonies Chapter Two - Four	Create a map of the original 13 colonies highlighting who found the colony and why, as well as, the year the colony was established. Identify the location of the first European colony, the first attempt at British colonization and the first successful British colonization. Shade in the Dominion of New England. Explain why the Dominion was created and who was its ruler.	Assignment A-5	100
Triangular Trade Map Chapter Five	Analyze and replicate the triangular trade map on page 95. Type a one paragraph explanation of how the map reveals the development of a simplistic global economy. *Times New Roman, size 11 font.	Assignment A-7	50
Complete the French/ Indian War Chart Chapter Four	This chart is online. There will be a quiz on the French & Indian War which you will be allowed to use your chart on. Make it as detailed as possible.	Assignment A-8	50
Complete the American Revolution Chart Chapter Five	This chart is online. There will be a quiz on the American Revolution War which you will be allowed to use your chart on. Make it as detailed as possible. On the back of this chart, create a list of issues that lead to the breakout of the war in chronological order. At least 12 different reasons!	Assignment A-8B	75
Research Paper: The Confederation v The Constitution Chapter Six & Seven	1. Compare & contrast the Confederation & Constitution. Three pages max. <u>MLA</u> style, click on the hyperlink for examples of the MLA process. Discuss strengths, weaknesses and successes of both documents as well as the challenges of getting the Constitution ratified. Explain how the debate over ratification led to the creation of political parties. Identify the leaders of the political parties that emerged from the debate and explain specifically what they wanted.	Assignment A-9	100

<u>The Panama Canal</u> Chapter Twenty-One	Complete a Google search for the "Panama Canal distance comparison;" print it out. Then explain how the U.S. was able to gain access to the Panama Canal route, discuss other options that were considered, explain why a Panamanian revolt was in the U.S.'s favor, identify the major/significant individuals who made the canal in Panama possible. Explain why the creation of the canal was considered vital to American "national security."	Assignment A-19	100
American Expansion Chapter Twenty-One <u>The Spanish American War</u> Chapter Twenty-One	Explain the rationale for American expansion (imperialism) and discuss the territories the United States gained during the mid to late 19 th century. <i>Think About:</i> - Hawaii, Guam, The Philippines, Alaska, Puerto Rico, Cuba* This chart is online. There will be a quiz on the Spanish American War which you will be allowed to use your chart on. Make it as detailed as possible. On this chart, create a list of issues that lead to the breakout of the war (there are 3 specific issues)	Assignment A-20 Assignment A-20B	75 50
WWI Chart Chapter Twenty-One & Two	This chart is online. There will be a quiz on the WWI which you will be allowed to use your chart on. Make it as detailed as possible. Remember to create a list of issues that lead to the breakout of the war as well as the issues that pulled the United States into the conflict.	Assignment A-21	50
The Great Depression, the New Deal, & WWII (FDR ERA) Chapter Twenty-Three & Four	<i><u>See Rubric</u></i> <i>Quiz grade & paper grade will be averaged!</i>	Assignment A-22	200/2
The Cold War Chapter's Twenty-Four-Five & Twenty-Eight	<i><u>See Rubric</u></i> <i>Quiz grade & paper grade will be averaged!</i>	Assignment A-23	400
All War Charts Chronological Order	Place in Binder US Conflicts Assessment	Assignment A-24	200

2019 AP Exam Date
Friday, May 10th

Syllabus

A.P. World History

This course is based on a global view of world history with an emphasis on the five themes outlined in the AP® World History Course Description. These themes will receive consistent emphasis throughout the course. Students will use internet sources to refine their analytical abilities and critical thinking skills in order to understand historical and geographical context, make comparisons across cultures, use documents and primary sources, and recognize and discuss different interpretations and historical frameworks. The web sites listed in the syllabus are subject to change and revision. The course year and demands on students are equivalent to a full-year introductory college course.

Resources:

- a. Textbook: Bentley, J.H & Ziegler, H.F. (2008). *Traditions & Encounters: A Global Perspective on the Past (edition 4)*. Boston: McGraw-Hill.
- b. Primary Sources:
Textual: n.a.. (2005). *World History: Patterns of Interaction*. Electronic Library. McDougal Littell.
- c. Mixed media: Weisner-Hanks, M., Wheeler, W.B., Doeringer, F.M. & Curtis, K. R. (2007). *Discovering The Global Past: A Look At the Evidence. ed.3. Volume I: To 1650*. Boston: Houghton Mifflin Company.

Secondary Sources

- McNeil, J.R. & McNeil, W.H. (2003). *The Human Web*. New York: W.W. Norton and Company
- Saudi-Aramaco World Magazine
- McDougal-Littell: World History Patterns of Interaction
 - Maps, Charts, Video Clips

Other works of historical interpretation used in the course are taken from online sources.

The Five Themes of AP World History

- Theme 1 – Interaction between humans and the environment
- Theme 2- Development and interaction of Cultures
- Theme 3- State-building, expansion and conflict
- Theme 4-Creation, expansion and interactions of Economic Systems
- Theme 5 – Development and transformation of social structures

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- Theme 1 and 3 – Students will discuss the writings of Chandler and Diamond examining the questions of whether agriculture improved the life of early man, the role of hunters and gathers and if monumental architecture or agriculture came first.
 - Theme 2-Students will be placed in groups to role play the Epic of Gilgamesh

Writing Workshops (Thesis statements and Essay Development) document analysis and Compare and Contrast

- Theme 1- Students will create a BART(Introductory Paragraph) on the Iceman explaining what the artifacts found with him and experiments done by anthropologist tell us about his life
- Theme 2 – Using the Web Quest on prehistoric art students will compare and contrast rock art across continents: topics, themes, locations, materials, possible meaning
- Theme 5-Using the Epic of Gilgamesh and the Code of Hammurabi students will analyze changes and continuities in Mesopotamian social systems
- Theme 2- Students will analyze an alternate theory on the pyramids and their purpose using textual and visual information
- Themes 1-5. Students will interpret the maps, photographs and documents in Weisner-Hanks,M., Wheeler, W.B., Doeringer, F.M. & Curtis, K. R. (2007). Chapter one: The need for water in ancient societies. Analyze the documents and explain the continuities and change over time on the need for a steady supply of water and its effect on the technological, economic, political, and legal development of ancient societies.

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- Berg, Robert.(1998). Nomads and pharaohs. *Saudi Aramco World*. 49(3) 26-35.
 - Bentley, J.H. (1996). Cross-cultural interaction and periodization in world history. *Journal of World History*. 101(3). 749-770.
 - Shafer, Linda. (1994) Southernization. *Journal of World History*. 5. 1-21.
 - **Videos**
 - Hero – Confucian, Daoism birth of China
 - McDougal-Littell World-History: Patterns of Interaction clips

Selected Activities/Assessments(such as but not limited to:)

- Themes 1-5-Conrad-Demarest Charts will be created by students for the Achaemenid Persian, Han Chinese, Roman, and Maurya/Gupta Empires of India.
- Themes 1,3,4-Push/Pull Migration charts will be created for the Indo-European, Turkish, and Saharan nomadic and Polynesian Migrations
- Themes 2,3,5-Students using the Ramayana will map the progress of Hinduism through the Indian sub-continent
- Themes 2,3,4-Students will continue creating Communication Webs for the major cultural centers (South Asia, East Asia, Middle East, Rome)
- Theme 1- Students will participate in a Class Discussion on Periodization-AP, Western, Alternate Forms (Hindu, Hebrew, , Chinese, Buddhist, Mayan)
- Themes 1 and 4-Students will participate in a Class Discussion on the historiography of trade.

Writing Assessments (Thesis, BART, Comparative Essay and Change and Continuity over Time Essay), Compare and Contrast, Continuity and Change Over Time

- Themes 2,3,5-Compare and Contrast the social stratification of Mesopotamia and Mauryan India from the Code of Hammurabi and the Code of Manu
- Themes 1-5-Analyze the continuities and changes in the relationship between the Egyptian Cities and the nomads of the Western Sahara from 2500 BCE to 600 CE
- Themes 2-5-Compare and Contrast an area of comparison (rise, fall, methods of control, ideological support) of two of the Classical Empires: Persia, Han, Rome and or Gupta.
- Theme 4-Analyze continuities and changes in one of the classical trade systems (Silk Road, Indian Ocean, Mediterranean Sea)
- Theme 2- Compare and contrast the value systems of two ancient cultures as shown in their depiction of the human form.

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- Weisner-Hanks, M., Wheeler, W.B., Doeringer, F.M. & Curtis, K. R. (2007). Chapter nine: The Mongol Impact (1206-1360). *Discovering The Global Past: A Look At the Evidence. ed.3. Volume I.* pages 236-267
 - Weisner-Hanks, M., Wheeler, W.B., Doeringer, F.M. & Curtis, K. R. (2007). Chapter ten: Regional Metropolises: Constantinople and Tenochtitlan (1160-1521). *Discovering The Global Past: A Look At the Evidence. ed.3. Volume I.* pages 268-300.
 - McDougal Littell: Electronic Library
 - The Character of Justinian and Theodora – Procopius
 - Theodora – on line resource
 - Pilgrimage to Mecca – Ibn Battuta
 - The Battle of Agincourt – Jehan de Wavrin
 - Calendar of Coroner's Rolls – Coroner of London
 - Lay Investiture – Henry IV and Pope Gregory VII
 - Reischauer, E.O. (1981) *The Japanese*. Cambridge: Harvard University Press, 56-58
 - Shafer, Linda. (1994) Southernization. *Journal of World History*. 5. 1-21.

- **Videos and Online Activities**

- Video: Shakespeare: Henry V
- Online Islamic Poetry, African Mask Art
- Video: When the Moors Ruled in Europe
- Video: Jewish Civilization

Selected Activities/ Assessments (such as but not limited to:)

- Themes 2-5-Students will continue to create Communication Webs showing movement of ideas and technologies
- Themes 2-5- Students will create Conrad Demarest Charts on the Byzantine, Abbasid, Tang, Mongol, Aztec and Incan Empires.
- Themes 1,3,4-Students will create Push-Pull Migration Charts for the Germanic Tribes, Turks, Mongols, Bantu, Polynesians, and Inca and Aztec
- Themes 2-5-Students will participate in a Group Project: creating a Tang Dynasty Newspaper reporting on the political, cultural and economic activities of the day
- Theme 1- Students will participate in an Inner/Outer Circle Discussion examining the impact of new transportation technologies – stirrup, lateen sail, domestication of the camel on trade systems and empire building
- Themes 2- Students will Analyze Islamic Poetry and its role in Arab and Persian cultures
- Theme 2- Students will explain the use of the African mask art and its importance to traditional cultural and religious mores
- Themes 4 and 5– Students will discuss the role of gender in the Afro-Eurasian trade system before 1000 CE.

Writing Workshop (Theses statements and essay development), Compare and Contrast Continuity and Change Over Time, Document Based Questions. (such as but not limited to):

Period 4: Global Interactions 1450 to 1750[CR3]

- Key Concept 4.1 Globalizing Networks of Communication and Exchange
- Key Concept 4.2 New Forms of Social Organization and Modes of Production
- Key Concept 4.3 State Consolidation and Imperial Expansion

Topics for Discussion [(such as but not limited to :)

- Transformation of Europe – Renaissance to Scientific Revolution
- Encounters and exchange: Reconquista, Europe in Africa, Europe in the Americas, Europe in Asia
- Global Trade networks – Silver, Fur, Sugar, Spices
- Labor Systems in the Atlantic World – Slavery, *encomienda*, *mita*, indentured servants
- Columbian Exchange- Atlantic and Pacific context
- Expansion of Global Economy and Absolutism: Land and overseas Empires
- Effects of the Atlantic Slave Trade on demography in West Africa, resistance to the Slave Trade, and expansion of Islam

Time Period

5 Weeks

Sources

- Textbook Bentley ed. 4., Chapters 24 to 28
- Bentley ed. 2, Chapter 29
- McNeil and McNeil(2003) Chapter 6
- Maps and Charts in McDougal Little
- Supplemental Readings (such as but not limited to :)
 - McDougal-Littell: Electronic Library
 - Letter to the King of Portugal -King Alfonso
 - Letter to King George II - Qianlong Emperor
 - Report on Persia, Persians and 'Abbas – Father Simon
 - Weisner-Hanks,M., Wheeler, W.B., Doeringer, F.M. & Curtis, K. R. (2007). Chapter twelve: The well educated man: Students and scholars in China, Paris and Timbuktu. *Discovering The Global Past: A Look At the Evidence. ed.3. Volume I.* pages 348-378.
 - Weisner-Hanks,M., Wheeler, W.B., Doeringer, F.M. & Curtis, K. R. (2007). Chapter thirteen: Looking at the Black Death. *Discovering The Global Past: A Look At the Evidence. ed.3. Volume I.* pages 387-412.
 - Weisner-Hanks,M., Wheeler, W.B., Doeringer, F.M. & Curtis, K. R. (2007). Chapter fourteen: First Encounters: The Creation of Cultural Stereotypes.1450-1650).

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- SE Asian Spice Trade
 - Themes 3 and 5-Students will analyze documents to compare and contrast the educational system of Europe, China and Sub Saharan Africa between 1180-1600 CE.
 - Themes 3 and 5-Students will analyze the continuities and changes in European perceptions of Africa, Asia and the Americas from 1450-1650.

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- WebQuests on South American Revolutions
 - WebQuest on 19th century migrations
 - WebQuest cultural impact of new art forms on Western art
 - Online cartoons and documents for analysis

Selected Activities/Assesses (including but not limited to)

- Themes 2-5-Students will complete various activities to interpret political cartoons, images and photographs on industrialization and imperialism.
- Themes 3,4,5 –Students will complete comparative charts for North American, South American and European revolutions based on Crane Britton’s Anatomy of Revolution
- Themes 1-5 Students will complete Push Pull Migration Charts for British Migration to Australia, New Zealand and South Africa
- Themes 1-5-Students will participate in an Inner/Outer Circle Discussion analyzing the treatment of Africans in Africa after the ending of global slavery from Conrad’s Heart of Darkness
- Theme 2 –Students will complete a WebQuest on the influence of Japanese art on the impressionists and African Art on the Cubists and analyze the continuities and changes in Western Art that resulted

Writing Workshop (Theses statements and essay development) Compare and Contrast, Continuity and Change Over Time, Document Based Questions.(such as but not limited to :

- Themes 2-5-Students will compare and contrast the revolutions for independence and the secondary revolutions for social equality in one of the following nations
 - Mexico
 - Haiti
 - Cuba
 - Guatemala
- Themes 3,4-Students will compare and contrast the industrial revolution in Japan and India
- Themes 1-5-Students will compare and contrast the colonial policies of Britain in two of the following
 - South Africa
 - India
 - Australia/New Zealand
- Themes 1-5-Students will analyze documents on the reaction of two of the following to western imperialism in the 19th Century
 - Belgian Congo
 - India
 - Japan
 - China
- Themes 2,3,4 - Students will analyze the political, social and/or economic continuities and changes in Nineteenth Century China.

Period 6: Accelerating Global Change and Realignment, 1900-Present

- Key Concept 6.1 Science and the Environment
- Key Concept 6.2 Global Conflicts and their Consequences
- Key Concept 6.3 New Conceptualizations of Global Economy, Society and Culture

Topics for Discussion (such as but not limited to):

- World War I, Total War, and Reactions to the Fourteen Points
- Rise of Fascism and Communism
- Rise of Consumerism and International Culture
- World War II and Forced Migrations
- United Nations and Decolonization
- Cold War, Imperialism, and the End of the Cold War
- The Information and Communication Technologies Revolution
- Global Warming, Global Security and Global Economy

Time Period

5 Weeks

Sources:

- Textbook Chapters 35 to 40
- McNeil and McNeil Chapter 9.
- Maps and Charts in McDougal Little
- Supplemental Readings (such as but not limited to :)
 - **McDougal-Littell: Electronic Library**
 - Memos on the Aims of Germany and Japan – Douglas Miller and Joseph C. Grew
 - Nonviolence 1922 – Mohandas Gandhi
 - Radio Address from New Delhi 1948-Jawaharal Nehru
 - Maskhane-Let Us Build Together 1966 –Nelson Mandela
 - Globalization: Good or bad – transcript of a discussion panel
- Other Readings (Such as but not limited to)
 - Communist Manifesto- Karl Marx
 - Definition of Fascism – Benito Mussolini
 - 25 Points of the National Socialist Party-1922
 - Communist writings: Lenin, Mao, Roy, Debs, Munis and or Ho Chi Minh
 - Finney, B. (1994). The other one-third of the globe. *Journal of World History*.5(4). 273-279.