

Teacher: Ms. Jill Ellzey

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Instruction will be given using a variety of teaching methods with heavy emphasis on lecture and discussion. The student will be required to analyze and evaluate material in formal essays and multiple-choice tests.

Requirements

The student will be required to complete the following:

- Unit tests—multiple-choice and/or essay
- Variety of daily grades including, but not limited to, ID quizzes, note cards, TCN, & quizzes
- Analyze and assess primary source documents for DBQs
- Assess and complete written analysis of outside written and visual material
- Research and write detailed paper on a person (or people) or event within specified era

Course Objectives:

Student will:

- Master a broad body of historical knowledge
- Demonstrate an understanding of historical chronology
- Use historical data to support an argument or position
- Interpret and apply data from original documents
- Prepare for and successfully pass the AP Exam

Course Readings and Text

Additional Resources:

- Fraser, James W. *By the People: A History of the United States*. Boston: Pearson, 2015.
- *America's History for the AP* Course*. S.I.: Bedford Bks St Martin's, 2014.
- Brinkley, Alan. *American History: Connecting with the past*. Boston: McGraw-Hill, 2012.
- Foner, Eric. *Give Me Liberty!: An American History, 2014 Update*. New York, NY: W W Norton, 2014.
- Kennedy, David M., and Lizabeth Cohen. *The American Pageant: A History of the American People*. Boston, MA, 2013.
- Tindall, George Brown., and David E. Shi. *America: A Narrative History*. New York: W.W. Norton, 2013.
- Ellis, Joseph J. *Founding Brothers: The Revolutionary Generation*. New York, 2003.
- Zinn, Howard. *A people's History of the United States: 1492-Present*. New York: Harper Perennial Modern Classics, 2005.

1. Sparknotes Study Cards: U.S. History (600 flash cards) – published by Barnes and Noble
2. Barron's AP United States History Flash Cards (500 flash cards): www.barronseduc.com
3. David M. Kennedy, et al. *The Brief American Pageant*
4. Mark Epstein: *Fast Track to a 5: Preparing for the AP United States History Examination*

Units of Study

Themes	Concept
Identity	How has the American national identity changed over time?
Work, Exchange, Technology	How have changes in markets, transportation, and technology affected American society?
Peopling	How have changes in migrations and population patterns affected American life?
Politics and Power	How have various groups sought to change the federal government's role in American political, social, and economic life?
America in the World	How has U.S. involvement in global conflicts set the stage for domestic social changes?
Environment and Geography	How did the institutions and values between the environment and Americans shape various groups in North America?
Ideas, Beliefs, and Cultures	How have changes in moral, philosophical, and cultural values affected by U.S. History?

APUSH Day-By-Day

Because we have SO much information to cover, we will have specific routine to utilize class time fully.

1. **Please come to class prepared.** This includes:

- Compete the reading daily. I will work under the understanding that you have read what I have assigned. We often will discuss key points, or you will use the reading for an in-class activity.
- Bring class log, TCN, binder, paper, pens and pencils each day. You'll likely use all of it.
- TCN are due on Fridays, unless otherwise noted. However, you should complete them every day (not just Thursday night) so you will be prepared for class every day.

2. **Class starts at the bell** – not 5 minutes after it rings. We need every second! As you come into class, please

- Get out your TCN so you can begin when the bell rings.
- Write the EQ at the top of the page and begin bell work.

If you follow this routine daily, you will find class time is more efficient and Ms. Ellzey is happy!

3. **Using the class time:** Each day we will do one or more of the following:

- Bell work as review of previous lessons or preview of the day's lesson
- Q & A over the previous night's reading including lecture or discussion, including Socratic Seminar
- Activities, such as debates, simulations or stations
- Small-group discussion or document/image shuffles
- Review games and activities to keep the content fresh in your mind and check for understanding
- Quizzes, planned or pop – **ALWAYS** be prepared
- Videos or clips of videos with discussion questions

4. **Find a partner!** You will work with someone regularly for a variety of activities. You need someone to study with, proofread assignments, and act as an accountability partner.

5. **That's a wrap.** By the end of class, you should be able to write a 1-3 sentence summary of topic discussed using information from in-class and readings.

Triple-Column Notes aka Cornell Notes

Triple-Column Notes (TCN) will be a major part of your APUSH experience, and you will find them helpful when you study for the AP Exam. You will take them during both lectures and readings. To get the most out of the TCN, you should follow the guidelines below:

Step 1: Preview the Reading

Look at the period on your syllabus; that will indicate the overarching theme of the reading and the related class discussion. Everything in the reading will relate to that theme, so everything in your notes should be somehow connected to it.

Look at the pictures and subheadings as well. Think about what you already know about the topic.

Preview the ID terms list. Look for those terms in the reading.

Step 2: Take triple-column notes as you read

Label the paper with the chapter number and page chapter title.

Outline the chapter using headings and sub-headings. Write the heading followed by the main idea of the section in your own words. To find the main idea, use the two-question method: What is this reading about? What is the author saying about this topic? Write key details to support the main idea in your own words. DO NOT copy the book word-for-word in your notes.

If you see ID terms, include them in your notes. So keep the list out while you're reading.

While a lot of students only focus on ID terms, you also need to look for big ideas. Are two policies contrasted? Does this reading focus on a major change over time? Is there an emphasis on cause and effect? The best TCN will include these themes. (I will not accept a list of terms as TCN. Please keep that in mind.)

Step 3: Generate Questions.

Close your book and create questions on a separate sheet of paper.

During in-class discussions or lectures, fill in details on the left side of the paper.

Do NOT write Who or What questions (such as Who is Abraham Lincoln? or What did Lincoln do in 1860?). These will be of little value to you in May. A better question is —How did Lincoln's election in 1860 lead to the Civil War?

Include the following key words to begin your questions:

Explain	Why	Analyze
Discuss	Evaluate	Compare and contrast
How	List	Summarize
Determine	Categorize	Factors- What Factors contributed to...
Reasons- What are reasons for..	Issues – What political issues led to...	Results – What were the results of ...
Consequences – What were the consequences of..	Provisions – What provisions were outlined in the..	Causes – What were the immediate and long-term causes of..
Effects - What were the immediate and long-term effects of..	Examples – What are examples of oppression in...	

Questions absolutely are required on all TCN. If you fail to write questions, your work will be considered incomplete.

Step 4: Review your notes. Make sure that you can answer all questions that you have written using your notes. Write a minimum 2 sentence summary of each page of notes.

Step 5: Quiz yourself: Use your written questions and note cards to quiz yourself.

Step 6: Bring TCN to class each day. You will use them for discussions.

Period 1: 1491-1607**Chapters 1-2 American Pageant**

Key Concept 1.1 Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.

Key Concept 1.2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.

Key Concept 1.3: Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

Themes:

Identity	How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas?
Work, Exchange, Technology	How did the Columbian Exchange affect interaction between Europeans and natives and among indigenous peoples in North America?
Peopling	Where did different groups settle in the Americas and how and why did they move to and within the Americas?
Politics and Power	How did Spain's early entry into colonization in the Caribbean, Mexico, and South America shape European and American developments in this period?
America in the World	How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans?
Environment and Geography	How did pre-contact populations of North America relate to their environments? How did contact with Europeans and Africans change these relations in North America?
Ideas, Beliefs, and Cultures	How did cultural contact challenge the religious and other values systems of people from the Americas, Africa, and Europe?

Assessment	Primary Source Activities
Formal Assessment: Multiple Choice Quiz	<ul style="list-style-type: none"> • <i>A Short Account Of The Destruction Of The Indies</i> - Bartolomé de las Casas, • Journal—Christopher Columbus

Period 2: 1607-1754**American Pageant Chapters 2-5**

Key Concept 2.1: Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.

Key Concept 2.2: European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.

Key Concept 2.3: The increasing political, economic, and cultural exchanges within the Atlantic World” had a profound impact on the development of colonial societies in North America.

Themes:

Identity	How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas?
Work, Exchange, Technology	How did changes in the population of colonists and indigenous peoples effect the labor force and production?
Peopling	Where did different groups settle in the Americas and how and why did they move to and within the Americas?
Politics and Power	How did the Great Awakening and Enlightenment influence the political evolution of colonial America?
America in the World	How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans?
Environment and Geography	How did European colonization impact the environment of colonial America?
Ideas, Beliefs, and Cultures	How did cultural contact challenge the religious and other values systems of people from the Americas, Africa, and Europe?

Assessment	Primary Source Activities
Formal Assessment: <ul style="list-style-type: none"> • Chapter Quizzes • Vocabulary Quizzes • Unit Test on Period 1 & 2 <ul style="list-style-type: none"> • Multiple-Choice • Short Answer 	<ul style="list-style-type: none"> • John Winthrop-A Model of Christian Charity • Salem Witch Trials • Mayflower Compact • John Rolfe –Jamestown Settlement Letter

PERIOD 3: 1754–1800**American Pageant—Chapters 5-10**

Key Concept 3.1: Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.

Key Concept 3.2: In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World.

Key Concept 3.3: Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

Themes:

Identity	What were the chief similarities and differences among the development of English, Spanish, Dutch, and French colonies in America? How did different social group identities evolve during the revolutionary struggle? How did leaders of the new United States attempt to form a national identity?
Work, Exchange, Technology	How did distinct economic systems develop in British North America? What was their effect on emerging cultural and regional differences? How did the newly independent United States attempt to formulate a national economy?
Peopling	Why did various colonists go to the New World? How did the increasing integration of the Atlantic world affect the movement of peoples between its different regions? How did the revolutionary struggle and its aftermath reorient white-American Indian relations and affect subsequent population movements?
Politics and Power	In what ways did the British government seek to exert control over its American colonies in the 17 th and 18 th centuries? How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups?
America in the World	How did the competition between European empires around the world affect relations among the various peoples in North America? How did the revolution become an international conflict involving competing European and American powers?
Environment and Geography	How and why did the English North American colonies develop into distinct regions? How did the geographical and environmental characteristics of regions opened up to white settlement after 1763 affect their subsequent development?
Ideas, Beliefs, and Cultures	How did the expansion of cultural contact that took place with permanent colonization alter conditions in the North America and affect intellectual and religious life, the growth of trade, and the shape of political institutions? Why did the patriot cause spread so quickly among the colonists after 1763? How did the republican ideals of the revolutionary cause affect the nation’s political culture after independence?

Assessment	Primary Source Activities
Formal Assessment: <ul style="list-style-type: none">• Chapter Quizzes• Vocabulary Quizzes• Unit Test<ul style="list-style-type: none">• Multiple-Choice• Essay• Short Answer• DBQ	<ul style="list-style-type: none">• Patrick Henry—from The Radical Reader• Declaration of Independence• The Articles of Confederation• Bill of Rights• Common Sense – Thomas Paine• Adams Letters – John and Abigail Adams• Federalist Papers

PERIOD 4: 1800–1848**American Pageant — Chapters 11-17**

Key Concept 4.1: The United States developed the world’s first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and to reform its institutions to match them.

Key Concept 4.2: Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

Key Concept 4.3: U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation’s foreign policy and spurred government and private initiatives.

Themes:

Identity	How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?
Work, Exchange, Technology	How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked? How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life?
Peopling	How did the continued movement of individuals and groups into, and out of, and within the United States shape the development of new communities and the evolution of old communities?
Politics and Power	How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse?
America in the World	How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation?
Environment and Geography	How did environmental and geographic factors affect the development of sectional economics and identities?
Ideas, Beliefs, and Cultures	How did the idea of democratization shape and reflect American arts, literature, ideals, and culture?

Assessment	Primary Source Activities
Formal Assessment: <ul style="list-style-type: none"> • Chapter Quizzes • Vocabulary Quizzes • Unit Test <ul style="list-style-type: none"> • Multiple-Choice • Essay • Short Answer • DBQ 	<ul style="list-style-type: none"> • The War of 1812 • Jacksonian Democracy

Period 5: 1844-1877**American Pageant—Chapters 18-22**

Key Concept 5.1: The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.

Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.

Key Concept 5.3: The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

Themes:

Identity	How did migration to the United States change popular ideas of American Identity and citizenship as well as regional and racial identities? How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period?
Work, Exchange, Technology	How did the maturing of northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877?
Peopling	How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities and the West?
Politics and Power	Why did attempts at compromise before the war fail to prevent the conflict? To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships?
America in the World	How was the American conflict over slavery part of larger global events?
Environment and Geography	How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West?
Ideas, Beliefs, and Cultures	How did the doctrine of Manifest Destiny affect debates over territorial expansionism and the Mexican War? How did the Civil War struggle shape the Americans' beliefs about equality, democracy, and national destiny?

Assessment	Primary Source Activities
Formal Assessment: <ul style="list-style-type: none"> • Chapter Quizzes • Vocabulary Quizzes • Unit Test <ul style="list-style-type: none"> • Multiple-Choice • Essay • Short Answer • DBQ 	<ul style="list-style-type: none"> • What Caused Secession? • Reconstruction's Failure • The 1850s: Prelude to Civil War • Gettysburg Address • John Brown's speech

Period 6: 1865 - 1898**American Pageant - Chapters 23-26**

Key Concept 6.1: The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.

Key Concept 6.2: The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.

Key Concept 6.3: The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

Themes:

Identity	How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity?
Work, Exchange, Technology	How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of working people?
Peopling	How and why did the sources of migration to the United States change dramatically during this period?
Politics and Power	How did the political culture of the Gilded Age reflect the emergence of new corporate power? How successful were the challenges to the power? Why did challenges to this power fail?
America in the World	How did the search for new global markets affect American foreign policy and territorial ambitions?
Environment and Geography	In what ways, and to what extent, was the West “opened” for further settlement through connection to eastern political, financial, and transportation systems?
Ideas, Beliefs, and Cultures	How did artistic and intellectual movements both reflect and challenge the emerging corporate order?

Assessment	Primary Source Activities
Formal Assessment: <ul style="list-style-type: none"> • Chapter Quizzes • Vocabulary Quizzes • Unit Test <ul style="list-style-type: none"> • Multiple-Choice • Essay • Short Answer • DBQ 	<ul style="list-style-type: none"> • Wm Jennings Bryan “Cross of Gold” speech • The Settlement of the West • Henry George’s “The Crime of Poverty”

AP US History Commitment

Student Name:	Email:
Parents' Name(s):	Email:

I understand that I am expected to come to class everyday prepared and with an attitude to learn. I understand that I am responsible for learning a large amount of information this school year. I understand that our time in class is extremely valuable and disruptions of any kind will not be tolerated.

I understand that this is a college course with college-level expectations, and I understand that my work will be held to a college-level standard.

I understand that I will have work on a regular basis and that I am expected to complete all work to the best of my ability.

I understand that, in order to do the best I possibly can, I should review my AP readings on a regular basis; I understand that "cramming" for a test may result in a low grade on that test or the course in general.

I understand that the teacher will be available to help me after school Tuesdays and Thursdays and if my grade falls below a 70, I must seek out my teacher for help.

I will read all texts that are assigned and I will take notes and/or complete assignments on those texts.

I understand that I should try to keep my absences to a minimum (including, if possible, school function absences) since no amount of make-up work can substitute for quality teaching.

I understand that if I am aware of an upcoming absence that I am to collect the work I will miss ahead of my absence and have it completed by the day I come back to class.

I understand that that if I have an assignment that is due on the day of a planned absence that I will hand that assignment in prior to the absence. I will not skip class to avoid taking tests or turning in essays.

I understand that if I have an unexcused absence that my teacher is not required to count any work completed for a grade until the absence has been changed to excused.

I understand that all assignments are due on the date given and late work will be accepted at a penalty of 10% for each day late.

I understand that a major objective of this course is to prepare me to take the AP test.

I understand that I will be held to high standards, including but not limited to academic honesty.

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Guidelines and Supplies

<u>Class Guidelines</u>	<u>Discipline</u>
<ol style="list-style-type: none"> 1. Be in class when the tardy bell rings. 2. Bring ALL books and materials to class every day! 3. Treat EVERYONE with respect. 4. Listen carefully to directions. 5. Follow all policies and procedures outlined in the SHS & Sylacauga City Schools handbooks 	Failure to follow classroom guidelines will result in: <ol style="list-style-type: none"> 1. Teacher/Student Conference 2. Call parent 3. Parent conference 4. Office referral

Severity Clause:

Students exhibiting any form of severe behavior that endangers students, violates the law or seriously prevents the teacher from teaching or other students from learning, will be referred to administration. The teacher reserves the right to remove a student without prior consequences depending upon the severity of the situation.

Academic Dishonesty/Plagiarism:

1st Instance: Students with cases of academic dishonesty will receive a zero for the assignment along with an automatic parent teacher conference.

Any additional instances: Students with cases of academic dishonesty will receive a zero for the assignment along with an automatic office referral and parent teacher conference.

<u>Grading</u>	<u>Grading Scale</u>
60%: Tests	90-100: A
30%: Projects, Essays, Papers, Portfolios, Quizzes	80-89: B
10%: Homework, TCN, Vocabulary, & Participation	70-79: C
	60-69: D
	59-below: F

Technology:

Occasionally technology will be used for in-class assignments. Devices used for anything not related to class (Facebook, Twitter, Instagram, snapchat, texting, etc.) are subject to confiscation & disciplinary action.

Make-up Policy/Late Work:

I will follow the make-up policy outlined in the Student Handbook. Late work will be accepted at a penalty of 10 % per day. Any student with an average of below 70 will be required to come to tutoring on Tuesdays and Thursdays 3:30-4:00p.m.

Items for class:

- Pen (Black or Blue ink ONLY!) or pencil
- Loose leaf paper
- Note Cards
- 1 ½ in" Binder
- Dividers (2 packs)
- Highlighters
- Flash drive

Please bring 2 of the following supplies:

Copy Paper, Clorox Wipes, Hand sanitizer, Paper Towels