

Mr. Schulte - AP United States History 2022-2023
324-2267
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Course Description: AP U.S. History covers the spectrum of American history from pre-Columbian days to present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Class participation through case studies, discussions, debates, and role-playing activities is required; special emphasis is placed on critical reading and essay writing to help students prepare for the AP examination. The course is structured chronologically, divided into 21 units. Each unit includes one or more of the nine periods and/or key concepts outlined in the AP U.S. History curriculum framework.

Required ITEMS:

- **Note taking material every day!**
 - You are expected to take notes every day in class. You should be prepared to take notes during my lectures (with or without a PowerPoint), class discussion, and group work.
 - I would recommend a three-ring binder (you will need to keep track of handouts) or a notebook specifically for Gov't class.
- Ability to access Teams will be vital as I will be including certain items in Teams

CLASSROOM EXPECTATIONS

1. **Be Responsible**
 - a. Sit in assigned seat in class when the bell rings
 - b. Have all materials ready to go
 - c. Keep a binder of notes, handouts, and work returned for the entire year
 - d. Utilize TEAMS- for materials, upcoming due dates, and what you missed when absent
 - e. Be prepared to not use your electronic device unless directed by me
2. **Be Involved**
 - a. You will get so much more out of class if you participate
 - b. Do your homework – I do not assign a tremendous amount but when I do it is important, and it needs to be completed.
 - c. TRY
 - d. Ask questions!!!
 - e. YOU ARE RESPONSIBLE FOR GETTING MATERIALS AND HOMEWORK WHEN YOU ARE ABSENT!
3. **Be Respectful**
 - a. You do not have the right to interfere in your classmates' education
 - b. You have a right to your opinion, but it must be conveyed in a thoughtful manner!!
 - c. Listen to understand not to respond!
 - d. Maintain personal space.
 - e. Communicate with me if you are having a conflict with someone in the class, including me.
 - f. Do not use your phones!
4. **Be a Graduate**

- a. Take pride in your work.
- b. Set a goal and go for it.
- c. I have zero tolerance for CHEATING...

Key Themes: The course is structured both chronologically and thematically. The themes include Identity, Work, Exchange and Technology, Peopling, Politics and Power, America in the World, Environment and Geography, and Ideas, Beliefs, and Culture. Elements of these themes are included in most unit assignments.

Skills Developed: In each unit, students will get practice developing the following content-driven skills: **Crafting Historical Arguments from Historical Evidence** (including Historical Argumentation and Appropriate Use of Relevant Historical Evidence), **Chronological Reasoning** (including Historical Causation, Patterns of Continuity and Change over Time), **Comparison and Contextualization**, and **Historical Interpretation**. In addition, class activities and assignments will address the following academic skills: Reading for **comprehension** and **recall**, improving **study skills** in preparation for assessments, improving **formal writing skills** (addressed below), improving **public speaking skills** in class discussions and activities, and improving skills of **map reading** and interpretation.

Writing Focus: Historical work at a collegiate level requires students to write proficiently. For this reason, writing is emphasized in every unit of this course. Students receive “essential questions” to frame class discussions; these are often used as writing assignments. Assessment of essays are measured by the following: the degree to which they fully and directly answer the question, the strength of thesis statement, level and effectiveness of analysis, amount, and quality of supporting evidence, and organizational quality. In addition to these standards, DBQs are graded based on the degree to which a considerable number of documents have been used to support the thesis, and the amount and quality of outside information included in the response.

Primary Source Analysis Activities: To be truly meaningful, the study of history requires primary source analysis. For this reason, most units in this course provide students with the opportunity to read and interpret a diverse selection of primary source materials. The teacher introduces each document, and then students (either alone or in groups) read, interpret, and discuss the document, noting the style, language, intent, and effect. These activities help students become more familiar with primary sources, and develop their abilities to read, understand, and use these sources. As a result, students are better prepared to respond to DBQs on the AP U.S. History exam.

Primary Textbook:

Newman and Schmalbach. United States History, 3rd Edition, AP Edition. AMSCO, 2020.

Additional Resources:

Moss, David. Democracy, A Case Study. London, England: The Belknap Press of Harvard University Press, 2017

Grading Criteria

Students' grades will be determined by teachers, peers, and self-evaluation. Students are responsible for keeping track of their own grades. Graded work will include quizzes, unit exams, revised writings, projects, and class discussions.

Grading Scale: All grades are based on total points for the quarter. Quarter grades are worth 40% of your total score and semester finals are worth 10%.

- A – 100-90
- B – 89-80
- C – 79-70
- D – 69-60
- F – 59-0

Unit Exams: At the end of each major unit students will take a multiple-choice test. Multiple-choice test will focus on student ability to recall specific historical information and developments, ability to critically analyze historical documents, and develop inferences from the document.

Writing assignments: Students will be expected to complete anywhere from 2-3 essays per quarter. Essays need to be typed and turned in on the due date. Students will typically be given 5-7 days to complete the first draft of their essay. Students will be permitted to complete a rewrite of their papers.

Case Studies: Students will participate in 5-6 case studies on American history. Students will be graded on their annotations, class participation, as well as their bell ringers and exit ticket slips.

- **Unit 1: 1497-1607**

- **Major Topics:** Early contacts among groups in North America, and North American societies in the context of the Atlantic World; Spanish exploration and the development of colonies in the Americas; the rise of the English as an imperial power, including the conflict with the Spanish; initial English colonial settlements, including successes and failures, and the unique attributes of each of the colonies.

- **Unit 2: 1607-1754**

- **Major Topics:** Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged. Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization. European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples. The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

- **Unit 3: 1754-1800**

- **Major Topics:** British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s social, political, and economic identity. 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. 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. 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.

- **Unit 4: 1800-1848**

- **Major Topics:** 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. 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. 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.

- **Unit 5: 1844-1877**

- **Major Topics:** 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. Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. 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.

- **Unit 6: 1865-1898**

- **Major Topics:** 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. The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women. The "Gilded Age" witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

- **Unit 7: 1890-1945**

- **Major Topics:** Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration. A revolution in communications and transportation technology helped to create a new mass culture and spread "modern" values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress. Global conflicts over resources, territories, and ideologies renewed debates over the nation's values and its role in the world, while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position.

- **Unit 8: 1945-1980**

- **Major Topics:** The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences. Liberalism, based on anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960s and generated a variety of political

and cultural responses. Postwar economic, demographic, and technological changes had a far-reaching impact on American society, politics, and the environment.

- **Unit 9: 1980- Present**

- **Major Topics:** A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government. The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role. Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

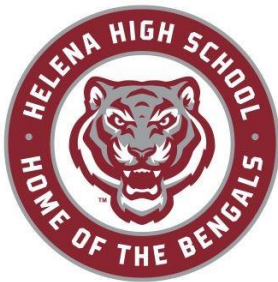
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[*Syllabus is subject to change.](#)