

SOUTHEAST RALEIGH MAGNET HIGH SCHOOL

ADVANCED PLACEMENT UNITED STATES HISTORY (APUSH)

THE LODESTONE DOCUMENT THE NEXUS CYNOSURE

“I knew that a historian (or a journalist, or anyone telling a story) was forced to choose, out of an infinite number of facts, what to present, what to omit. And that decision inevitably would reflect, whether consciously or not, the interests of the historian.”- Howard Zinn

TEACHER: Laura Thrower

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Course Description

This course is designed to increase students' understanding of United States history from early Native American civilizations and Columbus' encounter with the "New World" to the present. Successful completion of this course counts towards graduation requirements and helps students prepare for success on the AP US History examination. Students taking this course are expected to take the AP United States History exam on _____.

The content of the course is divided into two quarters. During the first quarter, students will study US history from "New World Beginnings" through "Reconstruction." Students will examine "the Gilded Age" through the 21st century during the second quarter. The areas of concentration in this course include political, economic, social, and cultural history with an emphasis on the development, implementation, and changing nature of cultural and intellectual institutions.

As is expected, this course is taught at a college level. The major differences between a college and high school course include the amount of reading, the level of critical thinking, and the "in-depth" level of content comprehension. In addition to traditional examinations, students taking this class are expected to read the textbook and the texts; take quizzes and complete writing assignments on the assigned readings; participate actively in class discussions, debates, note taking, simulations, and films, along with other activities; and complete a series of document based questions (DBQs) and short answer essays.

I. Materials

Required:

1. **Textbook:** Alan Brinkley, *American History: A Survey*; McGraw Hill, 12th Edition, 2003 (see Edmodo folder for online free textbook links)
2. **Test Prep Book:** Make sure the prep book you buy is updated for 2015!
3. Howard Zinn, ***A People's History of the United States*** (New: Harper Perennial, 2005) (see Edmodo folder for online free Zinn book link)
4. **Course Website:** (Daily Assignments and Videos) www.laurathrower.com
5. **Edmodo class group:** See teacher for join code. You must get alerts for our group. This is THE main way I'll communicate updates with you!
6. **Additional Optional Texts:** (more may be added or removed during the semester)

SOME DIGITAL RESOURCES: (many digital resources will be mentioned in class and/or posted on Edmodo group)

Digital History <http://www.digitalhistory.uh.edu/>
Database of on-line documents and readings

History Now <http://www.historynow.org/>
On-line journal of American History

Brinkley Textbook Website:

http://glencoe.mheducation.com/sites/0012122005/student_view0/index.html

II. Expectations for Students

A large degree of self-motivation is necessary to be successful in any AP class – it is very important to budget your time, meet deadlines, not fall behind in the reading, and to read your text and document books aggressively for comprehension, not “answers”!

1. Maintain a **ring binder** for take class handouts and readings. Keep all handouts organized by topic. Make sure to have a section “APUSH Bible”.
2. Have a **spiral notebook** for lecture and other note-taking. A note-taking section of loose leaf paper is fine for you if you prefer.
3. You are encouraged to contribute to class discussion and **ask questions** when something is not clear. For Pete’s sake **HAVE OPINIONS!**
4. Please note that **due dates and deadlines will remain firm**, regardless of snow days or scheduled vacations. If we have snow days, you **MUST** check my website for work.
5. “My computer/internet/printer wasn’t working” is **NEVER** an excuse for late or missing work.
6. If you miss a test, you must **schedule a re-take** to be taken **within 2 days** of your return to school or you will receive a lengthy essay test as its replacement.

HOW WILL CLASS BE STRUCTURED?

1. Readings from the textbook for homework (approximately 60-100 pages a week). **All reading guides due at the start of class on the day they are due unless otherwise noted. Each day a reading guide is late, you will lose 10 points off that guide. 2 days late, no points.**
2. Readings from ancillary material (outside articles and journals, up to 10 pages a week).
3. Lectures will happen briefly only to expand and clarify readings.
4. Students will practice timed writing activities and essays (short answer and DBQ) both in and out of class.
5. Students will read and analyze primary source materials from a variety of digital and print resources.
6. Tests – There will be **11** one-hour exams (multiple choice and some essays) and possibly a few take home tests as assigned (based on text readings, class notes, and discussions)
7. Homework – while the vast majority of homework will be textbook readings and guided questions, there will other items as assigned: text readings, web quests, case studies, seminars, and Podcasts.
8. Projects – both individual and group (details and due dates TBA)
9. Mid-Term will be administered per Wake County Modified Calendar. It will be an APUSH practice exam with APUSH testing format questions.

IV. What Will Be Covered in the Course?

This class is to prep for the APUSH exam. **YOU** are responsible to teach yourself the majority of the material. **Class time is mainly to build skills needed to pass the test.** Although material is covered for the most part chronologically (from pre-Columbian through George W. Bush), there are several major themes emphasized within each distinct unit time periods. The following are the major themes covered. (*see Historical Thinking Skills addition to understand expectations*)

Themes	Concept Questions
1. Identity	How has the American national identity changed over time?
2. Work, Exchange, and Technology	How have changes in markets, transportation, and technology affected American society?
3. Peopling	How have changes in migration and population patterns affected American life?
4. Politics and Power	How have various groups sought to change the federal government’s role in American political, social, and economic life?

5. America in the World	How has U.S. involvement in global conflicts set the stage for domestic social changes?
6. Environment and Geography	How did the institutions and values between the environment and Americans shape various groups in North America?
7. Ideas, Beliefs, and Cultures	How have changes in moral, philosophical, and cultural values affected U.S. history?

PERIOD 1: 1491-1607

Demographics of Europe, the Americas, and West Africa; Meso-American culture; transatlantic commerce; comparison of colonies across the Americas (religion, economies, politics, cultures); and foundations of slavery.

PERIOD 2: 1607–1754 European colonization; American Indian resistance; economic and population patterns; formation of race and identity; and tensions with Britain.

PERIOD 3 1754–1800

British colonial policies; enlightenment ideas; war for independence; formation of republic and national identity; work and labor (free and unfree); and regional economic differences.

PERIOD 4 1800–1848

Definition of democratic practices; expansion of the vote; market revolution; territorial and demographic growth; two-party system; Andrew Jackson; and role of the federal government in slavery and the economy.

PERIOD 5: 1844-1877

Tensions over slavery; reform movements; imperialism; women and nonwhites; public education; Mexican War; public education; Civil War; and Reconstruction.

PERIOD 6 1865–1898

Reconstruction; U.S. imperialism, industrialization, immigration, urbanization; women’s movement; and working class culture and leisure.

PERIOD 7 1890–1945

Progressive reform; radicalism; World War I and Russian revolution; first red scare; first great migration of African Americans; race riots; culture wars of the 1920s; Hoover and FDR in the capitalist crisis; New Deal; and World War II.

PERIOD 8 1945–1980

Atomic age and the Cold War; suburban development and the affluent society; the other America; Vietnam; social movements of the long 1960s; Great Society programs; economic and political decline in the 1970s; and rise of conservatism.

PERIOD 9: 1980-present

Reagan at home and abroad; growth of poverty; Bush, Sr. and end of Cold War; Clinton and the internet; race relations; NAFTA and other trade agreements; 9/11; Patriot Act; education policies of Bush, Jr. and Obama; and environmental policies.

TENTATIVE COURSE OUTLINE BY TOPIC:

Essays for each test will be announced prior to test date. Check and keep up with the calendar given to you at the start of each month.

- | | |
|-------------------------------------------------------------------------------------------------------------------|---------|
| 1. The Pre and Colonial Period | TEST #1 |
| 2. The Revolutionary Era, 1763-1783 | TEST #2 |
| 3. The 1780’s Confederation and Constitution | |
| 4. The Federalist Era – Washington and Adams | TEST #3 |
| 5. Jefferson –Madison- Monroe 1800-1824 | |
| 6. The Age of Jackson | TEST #4 |
| 7. Antebellum Culture, Reform, Expansion | TEST #5 |
| 8. Slavery and the Steps to the Civil War | |
| 9. The Civil War, 1861-1865 | TEST #6 |
| 10. Midterm Exam (a practice exam in APUSH College Board format covering everything learned to this point) | |

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|----------------------------------------------------------------|----------|
| 11. Reconstruction, 1865-1877 | |
| 12. The Great American West | |
| 13. The Age of Urbanization, Immigration and Industrialization | TEST #7 |
| 14. The Gilded Age – Politics and Imperialism | |
| 15. The Progressive Era | |
| 16. World War I | TEST #8 |
| 17. The Roaring 20's and the Great Depression | TEST #9 |
| 18. The Road to World War II | |
| 19. The Cold War | TEST #10 |
| 20. Nixon to the Present | TEST #11 |

FAQ's CONCERNING APUSH CLASS STRUCTURE

All assignments are given in advance to allow students to organize their time. The College Board's AP US History curriculum demands a tight schedule. Every effort will be made to strictly adhere to the syllabus. Every effort will be made to ensure that all assignments and supplemental materials are posted in a timely manner on our class website at www.laurathrower.com or Edmodo class group.

The 2018 APUSH Exam is _____. For schedules on other AP exams, visit: http://apcentral.collegeboard.com/apc/members/exam/exam_information/228876.html

Homework

This course will be very demanding (two-three chapters a week) on students' time, requiring considerable outside preparation. To be successful, you will probably have to do at least 6-10 hours of reading/homework a week. In-class work will be devoted to ensuring your understanding of what you have read in the textbook and other materials, as well as developing the requisite skills you will need to excel on all aspects of the test. The bottom line is simple: **to get the most out of the classroom instruction, you need to keep up with the reading.** It is the student's responsibility to keep up with all homework and reading assignments.

Quizzes and Tests

Tests are given on the textbook reading assignments fairly frequently. Why? To keep you honest and make sure you ARE reading the chapters cover to cover! There is too much info to be covered by the teacher alone. ***You must do your part, and there is no substitute for reading.*** These tests are generated from the text and from class lectures/discussions or may be assigned online at the textbook's website. ***Some of the material will not be covered in class; read the book!*** Also included on unit tests will be questions that are representative of the AP Exam itself. Tests are comprehensive and will cover a large amount of material.

Timing of the APUSH exam: (your in-class tests will always be timed to get you ready for the exam)

Section I — Part A: Multiple Choice | 55 Questions | 55 minutes | 40% of Exam Score

Questions appear in sets of 2 to 5.

You'll be asked to analyze historical texts, interpretations, and evidence.

Primary and secondary sources, images, graphs, and maps are included.

Section I — Part B: Short Answer | 4 Questions | 50 minutes | 20% of Exam Score

Questions provide opportunities for you to demonstrate what you know best.

Some questions include texts, images, graphs, or maps.

Section II — Part A: Document Based | 1 Question | 55 minutes (includes a 15-minute reading period) | 25% of Exam Score

You'll be asked to:

Analyze and synthesize historical data.

Assess written, quantitative, or visual materials as historical evidence.

Section II — Part B: Long Essay | 1 Question | 35 minutes | 15% of Exam Score

Select one question among two that will ask you to:

Explain and analyze significant issues in U.S. history, or

Develop an argument supported by an analysis of historical evidence

How your learning will be assessed on the AP Exam:

The following are general parameters about the relationship between the components of the curriculum framework and the questions that will be asked on the AP Exam:

Achievement of the thematic learning objectives will be assessed throughout the exam

Use of the historical thinking skills will be assessed through the exam

Understanding of all nine periods of U.S. history will be assessed throughout the exam

No document-based question or long essay question will focus exclusively on events prior to 1607 (Period 1) or after 1980 (Period 9)

You will always write at least one essay – in either the document-based question or long essay – that examines long-term developments that span historical time periods.

The coverage of the periods in the exam as a whole will reflect the approximate period weightings (which you can find in the [Course and Exam Description](#) on the College Board website).

All essays written for class must be in pen. The essays on the APUSH exam must be in pen. All exams in class will be timed to prepare you for the tight test taking schedule. Practice, practice!

If you have an IEP that allows for extended time, you need to check with your counselor to verify you will receive this on all AP exams. It is up to YOU to tell me if you have this modification. Since I have you 4th period, plan on staying after school if you do get time modification.

Go Test APUSH 2018!

“We all do better, when we ALL do better!”

STUDENT EMPLOYEE TRAINING HANDBOOK

TEAM APUSH 2018

“Education pays. It just doesn’t pay you right now.” –Ms. Thrower

Daily Calendar and Job Duties: www.laurathrower.com

Contact Email: lthrower@wcpss.net

Room Location: Trailer 1708

Planning Period: 3rd Period

Tuesday Tutorials: 2:40PM to 4PM

All other Tutorials/Make Up Scheduled by Appointment

Class Edmodo and Remind101 Join Codes

1st period APUSH :

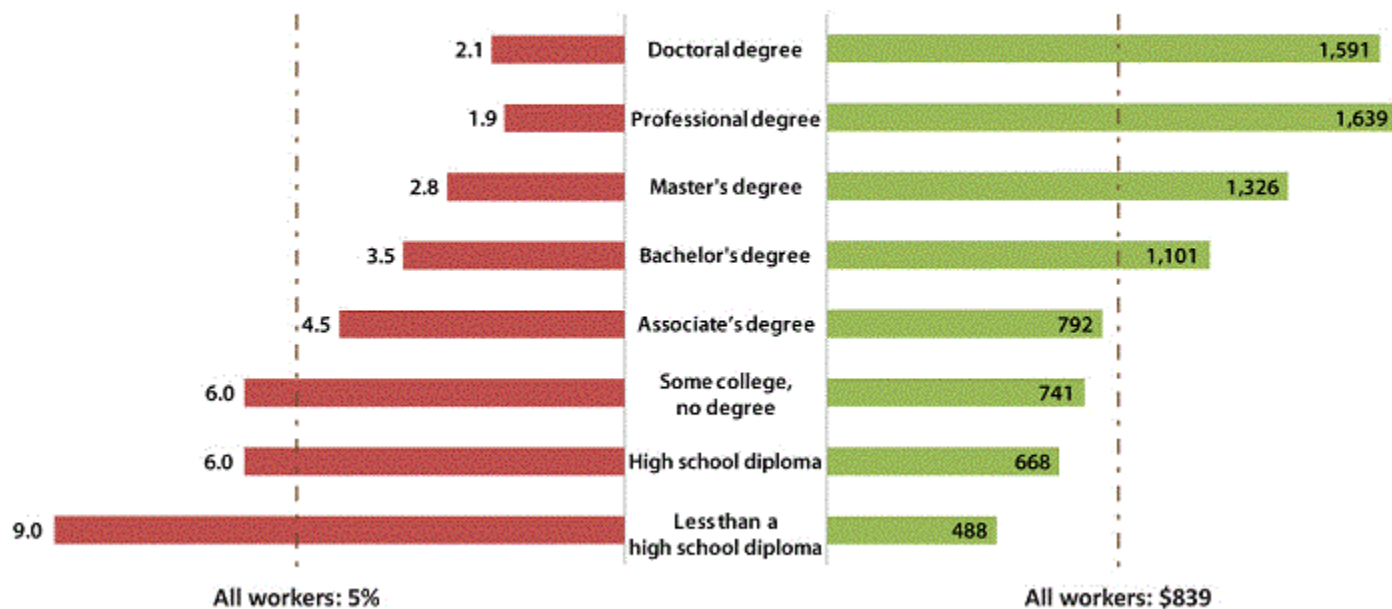
2nd period American History 2:

4th period America History 2:

Earnings and unemployment rates by educational attainment

Unemployment rate in 2014 (%)

Median weekly earnings in 2014 (\$)



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor

The 2015 Federal Poverty Line for a Single Person: \$11,770

2015 Federal Poverty Line for a Family of Four: \$24,250

Once this handbook is reviewed, parent and student signature pages must be returned acknowledging understanding of student’s employee contract.

“The most expensive mistake a person can make is to choose to remain uneducated.”

How Do Beliefs About Learning Alter Behavior?

Behaviors follow beliefs. If you believe becoming an educated, intelligent adult is important, then your behavior in school will reflect that. A choice to sleep through a video, or zone out or sneak a text while a teacher is giving you new and useful information becomes a REALLY ridiculous choice. There's a reason the kids with the highest grades don't typically sleep or text in class. They value their education, therefore, their behavior mirrors what they value.

How Do You Grade Learning in This Class?

Grading in my class is based on a total points system. Each assignment has a total possible points value (i.e. major test = 100 points, optional (aka extra credit) assignments = 10-20 points, class work/homework=20-ish points, quizzes = 10 points).

- Homework will lose 5 points for each day late. Most "small" assignments will not be accepted after 3 days late.
- Reading Guides will lose 10 points for each day late. No reading guides accepted after 2 days.

You should check Powerschools for assignment deadlines. I put a plethora of comments on assignments to help you out.

All you have to do is be willing to read what I write. **Jobs have deadlines. My class is your job. If you're focused on learning and not your grade, you will do fine in this class.**

- You will have ample opportunity for OPTIONAL work in order to make up points lost points from missing assignments, late work, low test grades, and/or other assignments not earning full credit.
- I DO NOT GIVE MAKEUPS ON QUIZZES DUE TO ABSENCES. Take advantage of these optional assignment if you want more points added to your grade!

At the end of the quarter a student will have completed a number of assignments worth a certain number of total points. The total possible points will be divided by the points the student has earned to determine the final grades (i.e. total possible points = 1500, total points earned = 1375, grade = 1375 divided by 1500 = 91.6 = A).

In short, the more work you do, the more points you'll earn, the more you'll learn...and the higher your grade will be. The more you learn, the better chance you earn a 3, 4 or 5 on your College Board APUSH exam...meaning \$\$ and time saved in college!

It is YOUR responsibility to follow your progress in Powerschools. It is YOUR responsibility to utilize ANY additional prep sources you need to learn the material. If you need to review online notes, make flashcards, schedule tutorials, watch youtube videos that teach you a concept better than you learned in class, or anything else that helps you reach your goal of "learn and earn"...you need to do it. Teachers cannot motivate you. Motivation comes from within. You MUST focus in class on the knowledge. Not your friends, not your phone, not the floor.

What Are Your Expectations on Class Participation as a "grade"?

Participation in class is more than physical presence. It means making a meaningful contribution to discussions and course activities. Satisfactory class participation and cooperation is defined as being present with all required class materials, answering questions, offering constructive opinions, and generally cooperating with the teacher and other students in the class. **At the end of a semester, if you are a couple points away from a higher letter grade, and I remember you participating in the class, curious and thoughtful, I promise this will factor into you earning that higher grade.**

Note to parents:

Studies show when a reward, especially a grade, is offered, people choose easier tasks, take less risks, think less creatively about the task, enjoy the task less, and most importantly, **the reward makes the person believe the task is not worth doing.** (Why else would I *have* to offer you a reward unless the task at hand was not important or meaningful, right?). This is why as an educator, I do not use grades as “rewards”. Education is not meaningless or unimportant and my students need to learn the value of this without “carrot and sticks”. **If you are concerned about how your student’s work will be evaluated, please email me at lthrower@wcpss.net**

Classroom Contribution Details

Because the good taxpayers of Wake County do not provide unlimited resources for students, you are expected to contribute your choice of a resource for your classroom community. Taxpayers make their contributions to your education, teachers continually use their own money to enhance your education, and YOU are also expected to donate **either time or a supply** at least once this semester. If you do not bring one of these by the deadline, then your contribution will be one 30 minute after school or lunch session of classroom housekeeping (cleaning or organizing your classroom or helping me with errands. This un-weighted grade will show in PowerSchools as “community service”. A or INC are the only options when it comes to a contribution. Choices are as follows and are due **BY NEXT Wednesday, January 10th. If you don’t bring something by next Wednesday, your assessment for “community service” will show an INC until you donate 30 minutes of your time to the community.** You will need to schedule that time with me after school only.

- ❖ **1st period choose from: bag of wrapped candy for class incentives**
- ❖ **2nd period choose from: 1 box of Kleenex or 1 roll of paper towels (or candy)**
- ❖ **4th period choose from: 1 box of Kleenex or 1 roll of paper towels (or candy)**

Parents/guardians: (I highly recommend cutting this section out and hanging on your fridge!)

I will communicate with your teen using Edmodo groups (like Facebook for schools). They should receive either emails or text alerts routed to their phones. I will not know their personal email or phone numbers, so it is imperative they check Edmodo frequently.

If you need me, **my google voice number for text or calling is** _____. Or you can email me at lthrower@wcpss.net

Your teen's website for ALL work is found at www.laurathrower.com

Make sure to check Powerschools for grades often either with your teen logging in or by getting your own account.

OPEN HOUSE IS _____, AT _____ pm.

COME MEET ME! AN INVOLVED PARENT MEANS A SUCCESSFUL STUDENT!

Tear or cut here and return the below info to me by Wednesday with your teen's donation

BY NEXT Wednesday, January 10th, HAVE THIS PAGE SIGNED AND RETURNED TO ME WITH YOUR CLASSROOM DONATION!

These signatures certify that:

1. We have received a copy of, read, and understood **STUDENT EMPLOYEE HANDBOOK**, which includes my grading information and supply list, and **CLASSROOM EMPLOYEE EXPECTATIONS**. Student should file all these handouts in his or her portfolio binder for reference. **NEVER LOSE THIS PACKET! WOULD YOU LOSE YOUR JOB TRAINING MANUAL?**
2. I am aware I need to bring one of the items listed on page 1 by Wednesday, January 10th, or student will be expected to donate 45 minutes of time to clean or organize our classroom community.
3. Both my parent/guardian and myself will keep on top of my grades by checking Powerschools on a regular basis. I have also visited (or will visit) Ms. Thrower's website and understand what is expected of me as a parent or guardian.

_____ (PRINT *student name*)

_____ (*student signature*)

_____ (PRINT *parent name*)

_____ (*parent/guardian signature*)

_____ (*parent/guardian email address*)

_____ (*parent/guardian best phone number*)

Parents...what are 3 adjectives you would use to describe your teen? Write them below:

Have a great semester! I'm excited to be with you on your path to learning in my class!