

Course Description and Requirements
A.P. United States History
Mrs. Butts & Mr. Clark

The AP U.S. History exam is 3 hours and 5 minutes long and consists of 80 multiple-choice and two types of essay questions. It covers your knowledge of the material that would be covered in a university U.S. history survey course. This includes key events, personalities or movements in U.S. history. In the essay portion of the exam you will be expected to analyze documents, select those that are most relevant to the topic, draw on information not provided in the documents and argue your interpretation effectively. (Cliffs AP 3)

Text: The American Pageant Bailey, Kennedy and Cohen

Content: Colonial Times to the present.

Daily Assignments: Daily assignments will include reading / note taking from the text, vocabulary, examination of primary sources and research.

Vocabulary A vocabulary list for the unit will be handed out at the beginning of the unit. You will define the words as you encounter them in your reading, review them throughout the unit and master them by the end of the unit.

Assessments: Throughout each unit, there will be directed writing exercises and vocabulary tests.

Projects will be assigned which require research and analysis of information.

Tests will cover several chapters in the text.

Researched Essays: Essays will test the understanding of key concepts and/or themes, the integration of primary source material and the ability to write and support a thesis statement.

Final Exam The final will be a reflective portfolio of the year's work.

Student responsibilities:

Students are responsible for being prepared for every class. This includes having all materials and completed assignments.

Students who miss class for any reason are responsible for completing both in class and homework assignments.

508-255-1505,

Mrs. Butts ext. 1202

Mr. Clark ext. 1213

Summer 2008

AP UNITED STATES HISTORY

All students in the AP United States history must demonstrate their ability and willingness to devote the time necessary to be successful on the AP exam.

This requires that each student not only complete the assignments, but take individual responsibility for learning, understanding, analyzing and evaluating the material covered in the AP United States History course.

While the class will provide the materials, opportunities to evaluate the materials and guidance in the skills needed to demonstrate one's depth of understanding, it will be the student's commitment to mastery which will lead to success.

Description of assignments during the year:

- Comprehensive reading assignments (3-4 chapters/week)
- Creation of a card file of vocabulary and facts
- Weekly unit and essay tests, unit projects
- Research projects
- Presentations
- Group assignments
- Practice tests
- Extensive study and preparation

SUMMER WORK

1. *1. Create a comprehensive timeline of United States History, which provides an overview of our country's history and incorporate the 40 vocabulary terms. The product must be self-generated, not down-loaded. The timeline should start at 1600. The time periods between 1600 and 1750 may be compressed because of the paucity of dates. Our guess is that there should be 50 years to the 8 1/2 by 11 sheet from 1600 to 1750 and 25 years to the sheet from 1750 to 2008.
Each of the 40 terms should be briefly defined, on separate sheets, by illustrating **Who** is involved, **What** happened, **When** it happened, **Where** it happened and **WHY** it is significant. You may answer in bullet-points and phrases for the first 4 "Ws," but please answer the "WHY" in complete sentences.

40 KEY TERMS:

Declaration of Independence

Cotton Gin

Missouri Compromise

Roe v. Wade

Marbury v. Madison

Tet Offensive

New Deal

Watergate

Alien and Sedition Acts (Adams)

Emancipation Proclamation

Compromise of 1850

Spanish-American War

Whiskey Rebellion

Marshall Plan

Coercive Acts

7 Years War

Zimmerman Note

Berlin Wall

Thomas Nast

Triple Wall of Privilege

Indian Removal Act 1830

Articles of Confederation

Uncle Tom's Cabin

Dred Scott Case

Brown v. Board of Education

Atomic Bomb

Zenger Trial

“Black Tuesday” (Stock Market Crash)

Harlem Renaissance

Iran Hostage Crisis

Seneca Falls Declaration

Salem Witch Trials

Federalist Papers

Bacon's Rebellion

KKK – Force Acts

Credit Mobilier

Reaganomics

Chinese Exclusion Act

Manifest Destiny

Korean Police Action

2. *Complete an evaluation of each of the documents using SOAPS and a written interpretation of the historical significance.

NOTE: Both assignments are due on the first day of class.

Documents:

- A. Subject What is it about?
 Occasion What occasion was it created for? When/for what/as a result of...?
 Audience Who is the intended audience(s)
 Purpose Why was it produced
 Speaker Who is the speaker and what is his/her importance?
- B. Explanation/Interpretation, approximately one page each.

MAYFLOWER COMPACT 1620

Upon reaching their new home in America, the Pilgrims formed an agreement, vowing that each member of the community would submit to the laws, and institutions that the community established. This agreement is known as the Mayflower Compact, named for the ship that brought the Pilgrims to America. The Mayflower Compact was the first document guaranteeing self-government ever signed in America, and its principles are very important to American political development.

In The Name of God, Amen. We, whose names are underwritten, the loyal Subjects of our dread Sovereign Lord King *James*, by the Grace of God, of Great Britain, France, and Ireland, King, Defender of the Faith, &c. Having undertaken for the Glory of God, and Advancement of the Christian Faith, and the Honour of our King and Country, a Voyage to plant. the first colony in the north.E?ll') Parts of Virginia; Do by these Presents, solemnly and _ually in the Presence of God and one another, covenant and combine ourselves together into a civil Body Politick, for our better.

Ordering and Preservation, and Furtherance of the Ends aforesaid; And by Virtue hereof do enact, constitute, and frame, such just and equal Laws, Ordinances, Acts, Constitutions, and Offices, from time to time, as shall be thought most meet and convenient for the general Good of the Colony; unto which we promise all due Submission and Obedience. In WITNESS whereof we have hereunto subscribed our names at Cape Cod the eleventh of November, in the Reign of our Sovereign Lord King James of England, France, and Ireland, the eighteenth and of Scotland, the fifty-fourth. *Anno Domini*, 1620

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MASSACHUSETTS SCHOOL LAWS 1642 and 1647

Massachusetts took the lead in establishing rules for public education. The school laws of 1642 and 1647 provided a model for educational policies in the other colonies.

Massachusetts School Law of 1642

This Court, taking into consideration the great neglect of many parents & masters in training up their children in learning & labor, & other imphyments which may be profitable to the common wealth, do hereupon order and decree, that in every towne ye chosen men, appointed for managing the prudentiall affaires of the same shall henceforth stand charged with the care of the redresse of this evil, so as they shall be sufficiently punished by fines for the neglect thereof, upon presentment of the grand jury, or other information or complaint in any Court within this jurisdiction; or this end they, or the greater number of them, shall have power to take account from time to time of all parents and masters, and of their children, concerning their calling and imphyment of their children, especially of their ability to read & understand the principles of religion & the capital lawes of this country, and to impose fines upon such as shall refuse to render such accounts to them when they shall be required; and they shall have power, with consent of any Court or the magistrate, to put forth apprentices the children of such as they shall (find) not to be able & fit to employ and bring them up.

They shall take. . . that boyes and girles be not suffered to converse together, so as may occasion any wanton, dishonest, or immodest behavior; & for their better performance of this trust committed to them, they may divide the towne amongst them, appointing to every of the said townesmen a certain number of families to have special oversight of. They are also to provide that a sufficient quantity of materials, as hemp, flaxe, ecra, may be raised in their several townes, & tooles & imphyments provided for working out the same; & for their assistance in this so needfull and beneficial employment, If they meet with any difficulty or opposition which they cannot well master by their own power, they may have recourse to some of the matrats, who shall take such course for their help & incuragmt as the occasion shall require according to justice; & the said townesmen, at the next Cort in those limits, after the end of their year, 'shall give a brief account in writing of their proceedings herein, provided that they have. bene so required by some Cort or magistrate a month at least before; & this order to continew for two yeares, & till the Cort shall take further order.

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Massachusetts School Law of 1647

It being one chiefe project of yeould deluder, Satan, to keep men from the knowledge of ye Scriptures, as in former times by keeping him in an unknown tongue, so in these latter times by perswading from ye use of tongues, yt so at least ye true sense & meaning of ye original might be clouded by false glosses of saint seeming deceivers, yet learning may not be buried in ye grave of our fathers in ye church and commonwealth, the Lord assisting our endeavors, It is therefore ordered, yet every towneship in this jurisdiction, after ye Lord hath increased your number to 50 households, shall then forthwith appoint one within their towne to teach all such children as shall resort to him to write & reade, whose wages shall be paid either by ye parents or masters of such children, or by ye inhabitants in general, by way of supply, as ye major part of those yet orderly prudentials ye towne shall appoint; provided, those yet send their children be not oppressed by paying much more ym they can have ym taught for in other townes; & it is further ordered, yet where any towne shall increase to ye number of 100 families or householders, they shall set up a grammer schoole, ye mr thereof being able to instruct youth so far as they shall be fitted for ye university, provided, yet if any towne neglect ye performance hereof above one yeare, yet every such towne shall pay 5 pounds to ye next schoole till they shall performe this order.

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THE BLOODY TENENT OF PERSECUTION by Roger Williams

Religious nonconformist Roger Williams fled Massachusetts and established the city of Providence, Rhode Island, in 1636. Afterwards, he set down his theories about the separation of church and state in The Bloody Tenent of Persecution.

First, that the blood of so many hundred thousand souls of Protestants and Papists, spilt in the wars of present and former ages, for their respective consciences, is not required nor accepted by Jesus Christ the Prince of Peace.

Secondly, pregnant scriptures and arguments are throughout the work proposed against the doctrine of persecution for cause of conscience.

Thirdly, satisfactory answers are given to scriptures, and objections produced by Mr. Calvin, Beza, Mr. Cotton, and the ministers of New English churches and others former and later, tending to prove the doctrine of persecution for cause of conscience.

Fourthly, the doctrine of persecution for cause of conscience is proved guilty of all the blood of the souls crying for vengeance under the altar.

Fifthly, all civil states with their officers of justice in their respective co:p.stitutions and administrations are proved essentially civil, and therefore not judges, governors, or defenders of the spiritual or Christian state and worship.

Sixthly, it is the will and command of God that (since the coming of his Son the Lord Jesus) a permission of the most paganish, Jewish, Turkish, or antichristian consciences and worships, be granted to all men in all nations and countries; and they are only to be fought against with that sword which is only (in soul matters) able to conquer, to wit, the sword of God's spirit, the Word of God. Seventhly, the state of the Land of Israel, the kings and people thereof in peace and war, is proved figurative and ceremonial, and no pattern nor president for any kingdom or civil state in the world to follow.

Eighthly, God requireth not a uniformity of-religion to be enacted and enforced in any civil state; which enforced uniformity (sooner or later) is the greatest occasion of _civil war, ravishing of conscience, persecution of Christ Jesus in his-servants, -and of the hypocrisy and destruction of millions of souls. - Ninthly, in holding an enforced uniformity of religion in - a civil state, we must necessarily -

disclaim our desires and hopes of- the Jew's conversion to Christ. Tenthly, an enforced uniformity of religion throughout a nation or civil state, confounds the civil and religious, denies the principles of Christianity and civility, and that Jesus Christ is come in the flesh.

Eleventhly, the permission of other consciences and worships than a state professeth only can' (according to God) procure a firm and lasting peace (good assurance being taken according to the wisdom of the civil state for uniformity of civil obedience from all forts). Twelfthly, lastly, true civility and Christianity may both flourish in a state or kingdom, notwithstanding the permission of divers and contrary consciences, either of Jew or Gentile.

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MARYLAND TOLERATION ACT 1649

"On the order of Lord Baltimore, the Toleration Act was passed in 1649 to guarantee religious freedom in Maryland. Although some problems developed between various Christian groups in the colony, Maryland became known for its policy of toleration.

Forasmuch as in a well governed and Christian Commonwealth matters concerning Religion and the honor of God ought in the first place to be taken, into serious consideration and endeavoured to be settled. Be it therefore . . . enacted. . . That whatsoever person or persons within this Province . . . shall from henceforth blaspheme God, . . . or shall deny our Saviour Jesus Christ to be the sonne of God, or shall deny the holy Trinity the father sonne and holy Ghost, or the Godhead of any of the said Three persons of the Trinity or the Unity of the Godhead. . . shall be punished with death and confiscation or forfeiture of all his or her lands..

And whereas the enforcing of the conscience in matters of Religion hath frequently fallen out to be of dangerous Consequence in those commonwealthes where it hath been practised, And for the more quiett and peaceable government of this Province, and the better to preserve mutuall Love and amity amongst the Inhabitants thereof. Be it Therefore. . . enacted (except as in this present Act is before Declared and sett forth) that noe person or persons whatsoever within this Province, or the Islands, Ports, Harbors, Creekes, or havens thereunto belonging professing to believe in Jesus Christ, shall from henceforth be any waies troubled, Molested or discountenanced for or in respect of his' or her religion nor in the free exercise thereof within this Province or the Islands thereunto belonging nor any way ,compelled to the beleife or exercise of any other Religion against his or her consent, soe as they be not unfaithful to the Lord Proprietary, or molest or conspire against the civill Government established or to be established in this Province under him or his heires. And that all & every person and persons that shall presume Contrary to this Act and the true intent and meaning thereof directly or indirectly either in person or estate Willfully to wronge disturbe trouble or molest any person whatsoever within this Province professing to believe in Jesus Christ for or in respect of his or her religion or the free exercise thereof within this Province other than is provided for in this Act that such person or persons soe offending, shalbe compelled to pay trebble damages to the party soe wronged or l' TIoles.t_jl, ,and for every such offence shall forfeit 20s sterling in money or the value of . . . Or if the parties soe offending as aforesaid shall refuse or bee unable to recompense the party soe wronged, or to satisfy such fyne or forfeiture, then such offender shalbe severely punished by publick whipping & imprisonment during the pleasure of the Lord proprietary, or his Lieute- . nant or cheife Governor of this Province for the tyme being without baile or maineprise

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