AP® United States History

Course Planning and Pacing Guide

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Saul Straussman
Taylor Allderdice High School ▶ Pittsburgh, PA

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Welcome to the AP® U.S. History Course Planning and Pacing Guides

This guide is one of several course planning and pacing guides designed for AP® U.S. History teachers. Each provides an example of how to design instruction for the AP course based on the author's teaching context (e.g., demographics, schedule, school type, setting). These course planning and pacing guides highlight how the components of the *AP U.S. History Course and Exam Description* — the learning objectives, course themes, key concepts, and disciplinary practices and reasoning skills — are addressed in the course. Each guide also provides valuable suggestions for teaching the course, including the selection of resources, instructional activities, and assessments. The authors have offered insight into the *why* and *how* behind their instructional choices — displayed in boxes along the right side of the individual unit plans — to aid in course planning for AP U.S. History teachers. Additionally, each author identifies areas of particular focus within each unit of instruction.

The primary purpose of these comprehensive guides is to model approaches for planning and pacing a course throughout the school year. However, they can also help with syllabus development when used in conjunction with the resources created to support the AP Course Audit: the Syllabus Development Guide and the Annotated Sample Syllabi. These resources include samples of evidence and illustrate a variety of strategies for meeting curricular requirements.

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Instructional Setting

Taylor Allderdice High School
Pittsburgh, PA

School	Taylor Allderdice High School is a comprehensive urban high school serving about 1,400 students each year. It is the largest single school within the Pittsburgh Public Schools system, and it offers a wide variety of courses at many different levels. In 2012, more than 450 AP Exams were administered in 22 subjects. The school also offers a variety of services to students with special needs, including autistic support, life-skills support, and learning and emotional supports.
Student population	The student population is approximately: • 50 percent white • 40 percent African American • 5 percent multiracial • 5 percent other (Hispanic, Asian, and Native American) Allderdice is a Title I school, meaning that more than 50 percent of its students receive free or reduced-price meals.
Instructional time	Pittsburgh Public Schools begins the school year the week before Labor Day. Our academic calendar is 182 days, including testing days. Class periods are 40 minutes. Students typically take eight courses per semester. There are effectively 140 teaching days from the start of the school year until the AP Exams are administered in May.
Student preparation	All students take World History in their sophomore year; the course trains students to analyze perspective and point of view using a variety of primary and secondary sources. The World History course also emphasizes argumentative writing, using evidence from materials studied. Additionally, Pittsburgh Public Schools provides an "AP Summer Academy" to students to help prepare them for the college-level studies with which they will engage in their AP courses. This three-week program emphasizes study and organization skills.
Textbook	Henretta, James A., David Brody, and Lynn Dumenil. *America's History*. 6th ed. Boston: Bedford/St. Martin's, 2008.

Overview of the Course

Advanced Placement courses at Taylor Allderdice High School are open enrollment, meaning that any student is eligible to sign up for them. With that in mind, three principles guide my approach to teaching AP U.S. History. The first principle is to help students think like a historian. To that end, we work extensively with multiple secondary sources and managed investigation using primary and contemporary sources (e.g., newspaper articles). Additionally, using Davidson and Lytle's *After the Fact*, I focus on aspects of historiography and the many shades of gray that exist in understanding historical events.

The second principle is to provide sufficient scaffolding so that students who may be successful in a general-education class are also successful in this college-level course. It is important to me that this course not be limited to those students deemed "gifted" but instead be accessible to any student willing to make the commitment to this level of study. At the same time, my instruction must be sufficiently flexible so that students who are capable of doing work on their own can do so.

The third principle is balancing classroom routine, skills-based instruction, and creativity. I have tried to include within each unit activities in which students can have fun with the material and engage with it from their perspective. To the extent possible, we use a number of formal Oxford-style debates within the course as well as mini-research projects, group projects, and a couple of multimedia pieces.

My school has a diverse student body in terms of national origins and socioeconomic background. When appropriate, I have incorporated some themes that resonate with my students and speak to our region of the country, such as labor and immigration history. Like many industrial cities, Pittsburgh is made up of a multitude of ethnic communities that date back to the Industrial Revolution — when steel and glass were king. In light of this, we spend some time diving into the Homestead Works strike at the end of the 19th century and its effect on the labor movement. Another topic investigated throughout the course is the relationship of Europeans (and European descendants) with Native Americans. There is also an emphasis on the nature of immigration and migration; this connects with themes the students investigated during their civics course.

Given that the course is open to any student who has successfully completed the 10th-grade-history prerequisite, the lessons are structured to allow differentiation based on abilities. For example, students are frequently asked to investigate multiple primary sources; for students who are new to this skill, I provide graphic organizers with appropriate guiding questions. As students improve their competencies in analyzing materials, graphic organizers may be replaced with general guiding questions or a direction to summarize the material.

The assessments (formative and summative) provide me with information about how well students understand the material or particular skills. Quickwrites are frequently used to help students synthesize information and to practice the skill of citing evidence; they also help me gauge students' understanding of the material. Many of the formative assessments use the same format and style, and their frequency offers a way to evaluate students' progress.

As a final note, students are expected to use their textbook as a primary source of background information. To that end, readings from the textbook are assigned to correspond with the topic being investigated. Students are expected to read and take notes on the materials before class.

Pacing Overview

Unit	Dates Covered	Instructional Hours	Areas of Particular Focus
1	1491–1607	5	This unit focuses on three elements. The first is the set of skills needed to be a historian. The second is an examination of the state and nature of native societies and western European societies in the late 15th century. The final focus is using the ideas of the first module to compare sources and the initial impact of Europeans' arrival in the Americas.
2	1607–1754	11	While continuing the focus on European–Native American relations, we also investigate the conflicts between different peoples in the colonies (e.g., through the prism of the Salem witchcraft trials).
3	1754–1800	11	This unit will focus on the effects of the French and Indian War and the causes of the American Revolution. Additionally, we take an extended look at American foreign policy during the first three presidencies. We conclude with a look at the changing nature of identity due to migration patterns.
4	1800–1848	9	Students employ their creativity in debating the election of 1824, combining historical research and modern electioneering techniques. Additionally, we take our first look at the effects of early industrialization on women and workers.
5	1844–1877	12	There are three topics that we investigate in depth. The first is Manifest Destiny and its impact on Native Americans, a continuation of the theme that began in Period 2. The second is the idea of compromise, particularly the Compromise of 1850 and the issue of slavery. The final area of investigation is Lincoln as "strategist in chief" as he works to save the Union.
6	1865–1898	13	This unit focuses on the rise of unions, with particular emphasis on the Homestead Works Strike. Additionally, this unit examines the closing of the frontier and its impact on Native Americans. The unit concludes with an examination of immigration and the place of African Americans in the new industrial economy.
7	1890–1945	14	To understand the causes of the Great Depression, students participate in a stock market simulation in the first module. The second module investigates the role of immigrants, migrants, and African Americans in U.S. history and society. The unit concludes with a look at the conflict between internationalism and isolationism in American foreign policy.
8	1945–1980	15	This unit provides students the opportunity to research one of three Cold War conflicts. In the second module, we return to the theme of "place and identity in the larger culture" as the civil rights movement for African Americans comes of age and inspires a second civil rights movement for other groups.
9	1980–Present	5	The academic year concludes with a look at the rise of conservatism in American politics and culture, the end of the Cold War, and immigration and the changing face of America.

Unit 1:	Period 1: 1491–1607	Module 1: Perspective and the Art of Historical Investigation	Learning Objectives: *WOR-2.0*	Key Concepts: *No key concepts for this module.*	Estimated Time: *2 days*

Essential Questions: ▼ What are the skills used by historians to discover "what really happened?" ▼ How does a historian decide which information to include?

Practices and Skills	Materials	Instructional Activities and Assessments
Contextualization, Comparison	Scieszka, *The True Story of the Three Little Pigs*	**Instructional Activity:** We begin with the question, *What is history?* Students provide several responses, and we follow up with a discussion of how historians know what is "real" when looking at sources. Students tell each other the story of the three little pigs. I then read *The True Story of the Three Little Pigs* to the class. Following this, we discuss what was similar and different in the stories told by students and in the picture book. I introduce the ideas of perspective and inquiry, and we wrap up with a quickwrite based on the question, *How can point of view influence a historian's understanding of an event?*
Analyzing Historical Evidence, Contextualization	Davidson and Lytle, Prologue: "The Strange Death of Silas Deane"	**Instructional Activity:** Students work in small groups of three or four to discuss this account of the death of Silas Deane. Each group develops a brief yet compelling theory as to how Deane died. We conclude with a class discussion.
Analyzing Historical Evidence, Argument Development		**Formative Assessment:** Students write a reflection based on the following prompts: • What skills do historians need in order to discover "what happened" when investigating an event? • How did your group decide what to include and what not to include?

This activity is designed to help students become accustomed to being historians and to reintroduce them to many of the skills addressed in their sophomore World History course.

Student responses to the prompts will help me gauge how well they understand point of view. My comments on their reflections focus on the skills they noted and the techniques or skills the individual student must develop for future assignments. If many students do not have a clear understanding of evaluating perspective at this juncture, this skill will be further integrated into certain lessons within the first two units.

Unit 1:	Period 1: 1491–1607	Module 2: American and European Societies Before 1492	Learning Objectives: *MIG-2.0, GEO-1.0*	Key Concepts: *1.1*	Estimated Time: *2 days*

Essential Questions: ▼ What were Native American societies like before Europeans arrived? ▼ What changes occurred in Europe that made world exploration possible?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Contextualization, Comparison	Henretta, Brody, and Dumenil, Chapter 1: "Worlds Collide: Europe, Africa, and America, 1450–1620" **Video** *America Before Columbus*	**Instructional Activity:** Students begin by reading about pre-Columbian groups for homework. Then, in a compare-and-contrast activity, students are placed in small groups and assigned a region of the Americas or Europe to research and describe to their peers. Each group's brief report will describe what society was like in their assigned region in 1491. They will address in particular how those societies were in transition prior to 1492 and describe the first contact between Native Americans and Europeans. We conclude with an excerpt from a video showing pre-Columbian societies.
		Formative Assessment: Students complete a quickwrite responding to the question, *Based on what you have read, seen, and heard, why do you believe that European society was more likely to explore the Americas than the other way around?* This assessment asks the student to make choices in evaluating the materials used for study. It builds on the previous module's focus on perspective, and it requires students to explain their reasoning.

I comment on the quickwrites and return them to students. I also distribute one or two well-done examples so students can learn from their peers. Subsequent classes will focus on those regions that responses showed students were less familiar with.

Unit 1:	Period 1: 1491–1607	Module 3: Worlds Collide and Change	Learning Objectives:	Key Concepts:	Estimated Time:
			WXT-1.0, WXT-2.0, WXT-3.0, WOR-1.0, MIG-1.0, GEO-1.0, CUL-1.0, CUL-3.0, CUL-4.0	*1.2, 1.3*	*3 days*

Essential Questions: ▼ What was the impact of European arrival on Native American societies? ▼ To what extent did Native Americans resist European encroachment?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development, Comparison	Henretta, Brody, and Dumenil, Chapter 1: "Worlds Collide: Europe, Africa, and America, 1450–1620" Zinn, Chapter 1: "Columbus, the Indians, and Human Progress," pp. 1–12	**Instructional Activity:** I lead a discussion comparing two secondary sources that describe the first contact between Native Americans and the first Europeans of the modern period (the Spanish). I provide several guiding questions to help frame the discussion for students. The goal is for students to engage in a conversation about the material that compares and contrasts the perspectives of the authors.
Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapter 2: "The Invasion and Settlement of North America, 1550–1700"	**Instructional Activity:** Students compare and contrast the North American settlements of the major European powers. Students work in small groups (two to three students) and use their notes from the textbook reading to create a multi-tiered Venn diagram, demonstrating how the European settlements were similar and how each nation's colonization efforts differed. Each group then gives a short presentation of their particular effort. We conclude the lesson by discussing the students' diagrams and the choices they made.
Analyzing Historical Evidence, Argument Development, Comparison		**Formative Assessment:** Students write a three-paragraph essay in response to the following questions: • What were some of the key factors that determined the relationship between Native Americans and European explorers? • What, if anything, could have been done by either side to alter that outcome? One main goal of this assessment is to begin the process of critical analysis of events and their outcomes. This goal builds on the idea of understanding perspective and point of view.

I encourage students to read and analyze the ways that different authors select and present historical information. The main purpose is to reinforce the idea that there are many different ways to present history.

I provide written comments on students' essays and return them with suggestions for improvement. Subsequent classes will focus on any elements of white–Native American relations that students have not yet mastered.

Unit 1: Unit-Level Summative Assessment

Students respond to two short-answer questions that compare and contrast Native American and European societies, and the reaction to first contact as well as the interactions between the groups. The short-answer prompts will be based on the essential questions for each of the modules. A full exam on Unit 1 will be incorporated into the Unit 2 exam.

Essential questions addressed:

- What were Native American societies like before Europeans arrived?
- What was the impact of European arrival on Native American societies?
- To what extent did Native Americans resist European encroachment?

Unit 2:	Period 2: 1607–1754	Module 1: The Early Colonial Experience	Learning Objectives: *MIG-1.0, MIG-2.0, WOR-1.0, NAT-1.0, WXT-1.0, WXT-2.0, GEO-1.0, CUL-1.0, CUL-2.0, CUL-3.0, CUL-4.0, POL-1.0*	Key Concepts: *2.1, 2.2*	Estimated Time: *7 days*

Essential Questions: ▼ How did politics, the background of the settlers, and geography help to shape the European colonial experience in the early years of settlement in North America? ▼ What caused the witch trials of Salem in 1692? ▼ What were the conditions in the British colonies that resulted in the introduction and codification of slavery? ▼ What were the prevalent attitudes of Europeans toward slavery? How was this reflected in the experience of enslaved peoples?

Practices and Skills	Materials	Instructional Activities and Assessments
Contextualization, Comparison	Henretta, Brody, and Dumenil, Chapter 2: "The Invasion and Settlement of North America, 1550–1700"	**Instructional Activity:** Having completed the textbook assignment on colonialism, students begin class by working in groups of three to complete a jigsaw activity. Each group is assigned one colonial power: Spain, France, or the Netherlands. Using a graphic organizer and guiding questions, students analyze their particular colonial power's early North American settlements. When done with their analyses, students move to form a new set of groups, which include one member from each one of the colonial powers; all three members of this second group will share their analyses.
		Formative Assessment: Students complete a quickwrite that compares similarities and differences between the three colonial powers and the reasons for the differences. Building on the skills learned in Unit 1, students must cite evidence from the sources used in their work to support the observations they make.
Analyzing Historical Evidence, Comparison, Causation	Henretta, Brody, and Dumenil, Chapter 2: "The Invasion and Settlement of North America, 1550–1700" **Web** "Bacon's Declaration in the Name of the People 30 July 1676" "John Winthrop, *A Modell of Christian Charity* (1630)"	**Instructional Activity:** Using the information in the textbook and a lecture, I have students chart the major characteristics of the New England and Chesapeake colonies during the 17th century. Students work in pairs and analyze the primary source documents by Winthrop and Bacon in relationship to the information on the chart.
		Formative Assessment: Students complete a quickwrite that addresses the question, *What made the New England and Chesapeake regions develop so differently?* The quickwrite provides a snapshot of how students are interpreting primary and secondary sources. Students must cite at least two pieces of evidence, one from their primary source and one from their secondary source.

I provide written comments on students' writings. Subsequent classes will focus on aspects of the colonial powers that students did not understand.

I check and provide written comments on the students' writings. This assessment informs me about the need for any remediation in terms of citing evidence to support assertions or further instruction about each region.

Essential Questions: ▼ How did politics, the background of the settlers, and geography help to shape the European colonial experience in the early years of settlement in North America? ▼ What caused the witch trials of Salem in 1692? ▼ What were the conditions in the British colonies that resulted in the introduction and codification of slavery? ▼ What were the prevalent attitudes of Europeans toward slavery? How was this reflected in the experience of enslaved peoples?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development, Causation	Davidson and Lytle, Chapter 3: "The Visible and Invisible Worlds of Salem" **Web** "Salem Witch Trials: Documentary Archive and Transcription Project"	**Instructional Activity:** Students read the chapter on Salem before class. They are organized into groups of four and given a document set of five to six items drawn from the Salem Witch Trials website to analyze. Using guiding questions, students create a theory, based on evidence, as to the causes of the witch hysteria in 1692. Each group creates a flowchart that cites evidence from their document set to explain why the hysteria and trials occurred; they then present it to the class. Students conclude by writing a three-paragraph "textbook" entry explaining the causes and outcomes of the Salem witch trials. The assignment is peer reviewed using a rubric that I provide.
Analyzing Historical Evidence, Argument Development, Comparison	Henretta, Brody, and Dumenil, Chapter 3: "The British Empire in America, 1660–1750" "The Slave Trader's View: John Barbot" "Alexander Falconridge: The African Slave Trade" **Web** "The Case Against the Slave Trade"	**Instructional Activity:** In this lesson students explore the different attitudes about slavery by comparing the readings, which contain the perspective of a slave trader (John Barbot), a ship's surgeon aboard a slave ship (Alexander Falconridge), and a former slave (Olaudah Equiano). Students use guiding questions, which I've provided, to analyze the various attitudes and how they shaped the debate regarding slavery and the slave trade. **Formative Assessment:** Students write responses to the following questions: • What are the benefits of using secondary sources to understand the origins and perpetuation of the slave trade? • What are the benefits of using primary sources to understand the slave trade? • Which of the two types of sources gives you a better understanding? Why? Explain your answer using evidence from the two lessons on the slave trade. This assessment requires students to explain how they understand sources — both primary and secondary — and the role those sources play in shaping their understanding of the attitudes toward slavery and the slave trade. Students share their responses with the class before turning in their work.

This activity requires students to use their analytical skills and historiography to explain the Salem witch trials in a manner similar to that used in a general U.S. history textbook. They must select ideas from their work to construct a coherent narrative of the event.

I provide written comments on students' work. Discussion afterward will focus on problems students encountered with using different types of sources.

Essential Questions: ▼ How did politics, the background of the settlers, and geography help to shape the European colonial experience in the early years of settlement in North America? ▼ What caused the witch trials of Salem in 1692? ▼ What were the conditions in the British colonies that resulted in the introduction and codification of slavery? ▼ What were the prevalent attitudes of Europeans toward slavery? How was this reflected in the experience of enslaved peoples?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development, Comparison, Causation	**Web** *AP United States History Document-Based Questions, 1973–1999*	**Formative Assessment:** Students are introduced to the AP Exam–style document-based question (DBQ). I take time before they write the essay to explain and model how to read the documents and use them in an extended essay. Students then write an essay in response to the 1993 AP U.S. History Exam DBQ: *Although New England and the Chesapeake region were both settled largely by people of English origin, by 1700 the regions had evolved into two distinct societies. Why did this difference in development occur? Use the documents and your knowledge of the colonial period up to 1700 to develop your answer.*

I provide written comments on students' responses, including suggestions for improvement. I use the essay as a gauge for finding aspects of both regions that will need to be retaught in later classes.

Essential Questions: ▼ What were the underlying causes of the disputes between British colonists and Native Americans? How did each side escalate the conflict?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Causation	Henretta, Brody, and Dumenil, Chapter 2: "The Invasion and Settlement of North America, 1550–1700" Brinkley, Chapter 2: "Transplantations and Borderlands" "Onandogas and Cayugas: Iroquois Chiefs Address the Governors of New York and Virginia" **Video** *Massacre at Mystic* *We Shall Remain*, Episode 1: "After the Mayflower"	**Instructional Activity:** In this multiday lesson, students investigate the underlying causes of British–Native American disputes. Students bring their notes from the assigned readings. While watching the videos, students write down their observations about how the relationship changed over time. **Formative Assessment:** Students move into small groups of three or four and read the document. We discuss this module's essential question using their notes from the two readings and their observations from the videos. In their small groups, students answer the essential question and create a chart to present their arguments to the class.

I provide a rubric for what needs to be on the chart paper. The goal is for students to be able to communicate their ideas in a clear and succinct manner. Students receive feedback on the rubric form. The exercise allows me to determine how well students can use relevant historical evidence to support their positions.

Essential Questions: ▼ How did European beliefs in mercantilism and empire help shape the North American colonies? ▼ To what extent did political turmoil in England result in de facto independence of the North American colonies? ▼ To what extent were the ideas of the Enlightenment and the Great Awakening important to emerging definitions of American identity?

Practices and Skills	Materials	Instructional Activities and Assessments
Argument Development, Causation, Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapter 3: "The British Empire in America, 1660–1750"	**Instructional Activity:** We start the lesson by brainstorming the problems England might encounter with its colonies following a period of political upheaval at home. Students then engage in a teacher-moderated discussion on the issues of mercantilism and the results of salutary neglect on the governance of the colonies. Students read the primary sources embedded in the textbook on the development of representative bodies in Virginia and New York. We conclude with a final discussion about the effect of salutary neglect on relationships between England and her North American colonies.
		Formative Assessment: In a quickwrite, students explain why English appointees were having difficulty governing the colonial governments. Students should cite two pieces of evidence to support their position.
Analyzing Historical Evidence, Comparison, Causation	Henretta, Brody, and Dumenil, Chapter 4: "Growth and Crisis in Colonial Society, 1720–1765" Yazawa, Chapter 4, parts 8 and 9: "The Reverend James Ireland, An Evangelical Preacher's Trials (1760s)" and "Charles Woodmason, Fighting Revivalism in the Carolina Backcountry (1768)"	**Instructional Activity:** I begin by asking what the Great Awakening was and chart the students' responses. I explain that we are going to look at this period through the prism of social conflict by comparing two perspectives. Students work in pairs; half of the pairs are assigned one document from the Yazawa book and the other half are assigned the other document. Using guiding questions in a graphic organizer, students read their documents and discuss and record their responses. Students then chart their responses and report them to the class. We conclude by discussing the conflicts between revivalists and established, or state-sponsored, clergy. Students debate the question, *How might this conflict have shaped the culture of the North American colonies?*

The ideas of mercantilism were covered in the students' sophomore year; this lesson is treated as a review of that topic.

The quickwrite reinforces the idea of using evidence to support a position. It provides me a window into how well students understand how to incorporate supporting evidence. I provide written comments on students' writings. Student misunderstanding of any aspects of colonial government is addressed in the next lesson.

Unit 2: Unit-Level Summative Assessment

Students take an exam that covers all of the material in Units 1 and 2. The exam consists of 25–30 multiple-choice questions, one short-answer question, and one essay. Short-answer and essay questions are based on the essential questions of the modules from Units 1 and 2.

Essential questions addressed:

- What were the prevalent attitudes of Europeans toward slavery? How was this reflected in the experience of enslaved peoples?
- What were the underlying causes of the disputes between British colonists and Native Americans? How did each side escalate the conflict?
- To what extent were the ideas of the Enlightenment and the Great Awakening important to emerging definitions of American identity?

Short-answer questions may include:

- What were two factors that made European global exploration possible? Cite evidence to support your answers.
- How did the Great Awakening play a role in shaping an "American" identity in the mid-1700s? Explain, providing one piece of evidence to support your answer.
- To what extent did the period of salutary neglect create independent colonies during the first half of the 1700s? Explain, providing two pieces of evidence to support your reasoning.

Essay questions may include:

- The early encounters between Native Americans and European colonists led to a variety of relationships among the different cultures. Analyze how the actions taken by both Native Americans and European colonists shaped the relationships in two of the following regions. Confine your answer to the 1600s.
    - New England
    - Chesapeake
    - Spanish Southwest
    - New York and New France
- Analyze two of the following factors and how they helped to shape the European colonial experience in the early years of settlement in North America.
    - Politics
    - Background of the settlers
    - Geography

Essential Questions: ▼ How did the British and colonial victory in the French and Indian War alter the relationship between England and the American colonists? ▼ What were the strengths and weaknesses of the colonists' demands for independence from England? ▼ How did domestic and foreign concerns shape the new American nation's presence in foreign affairs?

Practices and Skills	Materials	Instructional Activities and Assessments
Causation	Henretta, Brody, and Dumenil, Chapter 5: "Toward Independence: Years of Decision, 1763–1776"	**Instructional Activity:** Working in small groups, students use a timeline to chart the major actions taken by the British that alienated the colonists from England. Students must explain each act and how it contributed to colonial alienation.
Analyzing Historical Evidence, Argument Development, Comparison	**Web** "Charles Inglis, The True Interest of America Impartially Stated 1776" "Thomas Paine - Common Sense (1776)"	**Instructional Activity:** Students compare and contrast two views on independence from England. The two documents, written at about the same time, offer students the opportunity to analyze the arguments for and against independence. Students work in pairs to read and analyze the documents, using guiding questions.
		Formative Assessment: Students answer the following question in a quickwrite: *Using evidence from the documents and your work on major acts by the British, which argument might colonists have found more persuasive, Paine's or Inglis's?* The quickwrite asks students to put themselves in the time period and analyze the arguments for and against independence.
Analyzing Historical Evidence, Argument Development, Contextualization	Davidson and Lytle, Chapter 4: "Declaring Independence" **Web** "Declaration of Independence"	**Instructional Activity:** Students work in small groups to discuss a set of guiding questions that I provide regarding the Declaration of Independence. They use their understanding of the material in the chapter from *After the Fact* to respond to questions about historiography and the role of historians in shaping our understanding of the Declaration of Independence. Students work through the issues presented by the authors in their small groups and then present their responses to the whole class. Each group will have a specific issue to respond to in the discussion.

I provide written comments on students' responses and use them to determine whether additional time needs to be spent on argument development or the debate over independence.

Essential Questions: ▼ How did the British and colonial victory in the French and Indian War alter the relationship between England and the American colonists? ▼ What were the strengths and weaknesses of the colonists' demands for independence from England? ▼ How did domestic and foreign concerns shape the new American nation's presence in foreign affairs?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development	Henretta, Brody, and Dumenil, Chapter 7: "Politics and Society in the New Republic, 1787–1820" **Web** "The Proclamation of Neutrality 1793" "The United States Confronts Great Britain, 1793–1796, Activity 2: Neutral or Belligerent?" "John Adams — Special Message to the Senate and the House; May 16 1797" "An Act to Suspend the Commercial Intercourse between the United States and France, and the Dependencies Thereof"	**Instructional Activity:** Students read the document sets related to the conflict with Great Britain and respond to guiding questions that I provide. Then, working in pairs, students chart arguments for and against American neutrality with regard to European conflicts. Moving into small groups, students represent either France or the United States in a role-playing exercise, analyzing documents related to the conflict with France using additional guiding questions. Each side creates a list of demands to end the quasi war. Then they negotiate a treaty to end hostilities. Following the exercise, students compare their treaty to the one actually negotiated.
Analyzing Historical Evidence, Argument Development, Comparison		**Formative Assessment:** Students write a one-page essay that compares and contrasts the extent to which America was successful in resolving the conflicts with Great Britain and France. Students need to provide at least two pieces of evidence for their arguments. This short response will be a formal piece of writing that requires students to use some of the reasoning skills practiced in the modules.

I provide written comments on the essays, which inform me of students' understanding of and abilities with disciplinary practices and reasoning skills. The next class is used to reteach those skills and any issues with content comprehension.

Unit 3:	Period 3: 1754–1800	Module 2: New Cultural, Political, Religious, and Economic Ideas Fuel American Independence	Learning Objectives: *NAT-1.0, NAT-2.0, CUL-1.0, CUL-3.0, POL-1.0, POL-3.0, WXT-2.0*	Key Concepts: *3.2*	Estimated Time: *5 days*

Essential Questions: ▼ How did the ideas of the Enlightenment foster the drive for American independence from England? ▼ Why did the experience of the newly liberated colonies under the Articles of Confederation result in a new federal Constitution? What compromises were made in the shaping of this document? ▼ What were the arguments for and against ratification of the Constitution? ▼ How did the elements of society that were excluded from the ideas expressed in the Constitution challenge the national and state governments and demand inclusion?

Practices and Skills	Materials	Instructional Activities and Assessments
Argument Development, Contextualization, Comparison	Henretta, Brody, and Dumenil, Chapter 4: "Growth and Crisis in Colonial Society, 1720–1765" Locke, "Second Treatise on Government" Rousseau, "The Social Contract" **Web** "Declaration of Independence"	**Instructional Activity:** Students read and analyze the idea of the social contract as expressed by Locke and Rousseau, using guiding questions I've provided. Then, working in pairs, students analyze the first paragraph of the Declaration of Independence, identifying aspects of it that reflect the ideas expressed by Locke and Rousseau. **Formative Assessment:** Students complete a quickwrite responding to the question, *How did the Enlightenment idea of the social contract affect calls for American independence from England?* Students share their responses with the class.
Comparison, Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapter 6: "Making War and Republican Governments, 1776–1789" **Web** "Articles of Confederation: March 1, 1781" "The Constitution of the United States"	**Instructional Activity:** Working in small groups of two or three, students complete a Venn diagram that compares and contrasts the Articles of Confederation with the Constitution. To encourage class discussion of ideas, I have students create a whole-class version of the Venn diagram. I then facilitate a whole-class discussion of the significant differences and similarities between the two documents, and the reasons for those differences.
Analyzing Historical Evidence, Argument Development, Comparison	**Web** "Antifederalist Paper 22 — Articles of Confederation Simply Requires Amendments, Particularly for Commercial Power and Judicial Power; Constitution Goes Too Far" "The Federalist No. 10" "The Federalist No. 54"	**Instructional Activity:** Students work in groups of three. Each student in the group is responsible for analyzing one of the documents, using guiding questions that I provide. They are then responsible for explaining their document to the rest of the small group. Next, students analyze the arguments presented for and against ratification of the Constitution. Each group shares its analysis of the key issues debated in the press, which was the most persuasive, and why.

Following a brief discussion of their responses, students turn in their writings. I review their answers and provide written feedback. This allows me to see which students are having difficulty with the language in the documents, so that additional scaffolding may be provided as we move forward.

Essential Questions: ▼ How did the ideas of the Enlightenment foster the drive for American independence from England? ▼ Why did the experience of the newly liberated colonies under the Articles of Confederation result in a new federal Constitution? What compromises were made in the shaping of this document? ▼ What were the arguments for and against ratification of the Constitution? ▼ How did the elements of society that were excluded from the ideas expressed in the Constitution challenge the national and state governments and demand inclusion?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development		**Instructional Activity:** Students are randomly assigned to a state and a position for or against ratification. They hold a simulated "constitutional convention," with students playing the delegates, during which they give short speeches on whether the state they represent should ratify the new Constitution. They must address two specific issues in their speech from a list of seven. Speeches are to last three to five minutes.
		Formative Assessment: Using the following prompt, students write an essay evaluating the reasons for and against ratification: *Using evidence based on your work and the presentations of your colleagues, why did the arguments for ratification prevail?*

Students are given the opportunity to integrate the ideas of specific state leaders and articulate a position on some of the key compromises made during the debate. This will provide an opportunity for some students to consider positions that they personally do not agree with, as they must endorse a position according to the role that they play.

This essay incorporates several disciplinary practices and skills that have been emphasized in this module. I provide written feedback on students' essays. This assessment is a benchmark for determining students' development of these skills. It also helps me determine areas of content weakness in the class that I should address in future lessons.

Unit 3:	Period 3: 1754–1800	Module 3: Migration Within and Immigration to America Creates an "American" Identity	Learning Objectives: *MIG-2.0, WOR-1.0, WOR-2.0, NAT-1.0, NAT-4.0, CUL-3.0, CUL-4.0*	Key Concepts: *3.1, 3.2, 3.3*	Estimated Time: *5 days*

Essential Questions: ▼ To what extent was the relationship between Native Americans and British colonists altered following the French and Indian War and the American Revolution? ▼ How did migration patterns to and within North America shape the early "American" experience? ▼ How did regional identities challenge the formation of a national identity as the new American nation expanded westward?

Practices and Skills	Materials	Instructional Activities and Assessments
Contextualization, Causation, Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapters 7 and 8: "Politics and Society in the New Republic, 1787–1820" and "Creating a Republican Culture, 1790–1820"	**Instructional Activity:** We begin in large groups evaluating several maps that illustrate European and American expansion in the eastern part of North America. Students then move into small groups to discuss the text, using their notes and the maps, with a focus on what made western expansion possible before 1800. Students also consider the idea of regional identity as a result of this expansion and the role of slavery in fostering regional identity, especially in the South. Each group concludes by sharing the results of their discussion with the rest of the class, supporting their conclusions with evidence from their notes.
Argument Development, Comparison, Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapter 4: "Growth and Crisis in Colonial Society, 1720–1765" Yazawa, Chapter 4, part 10: "Christian Frederick Post, Negotiating Peace with the Ohio Indians (1758)" Ellis, Chapter 4: "The Treaty" **Web** "The Royal Proclamation — October 7, 1763"	**Instructional Activity:** Students begin by individually summarizing the accounts from the readings of colonist–Native American relations at the time of the French and Indian War, and efforts by the English to stem conflicts between Native Americans and European settlers. Following this, students engage in a discussion that I moderate, examining the efforts of the new American government during Washington's early administration to lessen the conflicts between Americans and Native Americans, ultimately comparing Washington's efforts to those of the British three decades earlier. **Formative Assessment:** Students complete a quickwrite in response to the following prompts: • What efforts were put in place by various governments to minimize colonist–Native American conflicts? • Why were these efforts ultimately unsuccessful?

The issue of Native American–colonial/U.S. government relations is a recurring theme in this course. It provides an opportunity for students to analyze the ebb and flow of this relationship and where it was at the end of the 19th century.

The quickwrite provides me with an opportunity to see how well students can identify patterns of continuity and change over time and practice interpretation of texts. I review the quickwrite and provide written feedback on ways to improve the skills mentioned and how I can support students developing this skill.

Essential Questions: ▼ To what extent was the relationship between Native Americans and British colonists altered following the French and Indian War and the American Revolution? ▼ How did migration patterns to and within North America shape the early "American" experience? ▼ How did regional identities challenge the formation of a national identity as the new American nation expanded westward?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development	Henretta, Brody, and Dumenil, Chapter 8: "Creating a Republican Culture, 1790–1820"	**Instructional Activity:** Students engage with primary source documents (excerpts of letters written by several women on married life) embedded in their textbook to debate whether rights for women expanded or contracted in the period after the Constitution was adapted. Students work in pairs with a set of guiding questions to help direct their investigation. Each pair shares their conclusions with the rest of the class, citing evidence to support their ideas.
		Formative Assessment: Students write an extended paragraph on how the blending of European influences (Romanticism) and American idealism in the Republic affected the role of women in the United States at the end of the 18th and beginning of the 19th centuries. This writing assignment requires students to integrate their understanding of a secondary source with their analysis of primary sources.

This assessment enables me to determine how well students communicate their ideas. I provide written feedback on students' paragraphs. We address any misconceptions about Romanticism in Module 2 of the next unit.

Unit 3: Unit-Level Summative Assessment

Students write an in-class essay on the Revolutionary period of the United States. They have a choice of at least two prompts that relate to some aspect of the material covered.

Essential questions addressed:

- How did domestic and foreign concerns shape the new American nation's presence in foreign affairs?
- How did the elements of society that were excluded from the ideas expressed in the Constitution challenge the national and state governments and demand inclusion?
- To what extent was the relationship between Native Americans and British colonists altered following the French and Indian War and the American Revolution?

Unit 4:	Period 4: 1800–1848	Module 1: The Creation of a Mass Democracy and the Challenges of Inclusion	Learning Objectives: *NAT-1.0, NAT-2.0, NAT-4.0, POL-1.0, POL-2.0, WXT-2.0, CUL-1.0, CUL-2.0, CUL-3.0, CUL-4.0*	Key Concepts: *4.1*	Estimated Time: *6 days*

Essential Questions: ▼ How did the United States transform itself from a republic led by an elite group into a more democratic nation? ▼ To what extent did regional identity and the national debate over federal versus state power shape the new nation's understanding of the Constitution and the rights of individuals? ▼ How did growing economics markets — regional, national, and international — contribute to a national identity while exacerbating regional differences? ▼ To what extent did the Second Great Awakening and romanticism create the impetus for reform and challenge the role of women and African Americans in an expanding democracy?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development, Comparison, Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapters 7, 8, and 10: "Politics and Society in the New Republic, 1787–1820," "Creating a Republican Culture, 1790–1820," and "A Democratic Revolution, 1820–1844" **Web** "Adams v. Jackson: The Election of 1824" "Thomas Jefferson: Campaigns and Elections" "Thomas Jefferson's First Inaugural Address"	**Instructional Activity:** Students begin by discussing the textbook's account of the period's political history, and they analyze two cartoons that were distributed by the Adams campaign in an attempt to smear Jefferson in the election of 1800. Next, students chart the changes that occurred in the United States in the early 19th century affecting suffrage, from the demise of the Federalists through the election of Andrew Jackson in 1828. Students then explore two contested elections: those of 1796 and 1824, which resulted in the election of John Adams and John Quincy Adams, respectively. Using two secondary sources and guiding questions I've provided, students analyze the role parties played in those elections. They also analyze whether and how the role of parties changed between those two elections.
Argument Development		**Formative Assessment:** Students work in one of four large groups in a simulation of the election of 1824. Each group represents members of the media team for a candidate, responsible for a coordinated media campaign. Within each of those larger groups are smaller groups of no more than three students. Each small group creates a 60-second advertising spot to convey what their candidate stands for and why their candidate is the better choice for the presidency. While anachronistic, this assignment requires students to think about key issues during the election of 1824.
Contextualization	**Web** "Supreme Court History: Capitalism and Conflict. Landmark Cases"	**Instructional Activity:** Working in small groups, students read different Supreme Court decisions issued by John Marshall. Students analyze the decision assigned to their group and debate whether it strengthened, weakened, or had no effect on the role of the federal government. Each group, using a format provided by me, charts and presents findings on their decision to the class. Students are responsible for noting the key issue, the court's finding, and the analysis of the rulings on a graphic organizer during the discussion.

This assignment provides me with information about students' research skills, which is useful as I plan future instructional activities. Student misunderstandings about any issues in this assessment will be addressed at the start of the next class.

The goal of this assignment is for students to be able to understand the role of the Marshall Court in helping to shape the early United States in a variety of matters.

Essential Questions: ▼ How did the United States transform itself from a republic led by an elite group into a more democratic nation? ▼ To what extent did regional identity and the national debate over federal versus state power shape the new nation's understanding of the Constitution and the rights of individuals? ▼ How did growing economics markets — regional, national, and international — contribute to a national identity while exacerbating regional differences? ▼ To what extent did the Second Great Awakening and romanticism create the impetus for reform and challenge the role of women and African Americans in an expanding democracy?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Comparison	Henretta, Brody, and Dumenil, Chapters 8 and 11: "Creating a Republican Culture, 1790–1820" and "Religion and Reform, 1820–1860" Leach and Caliguire, Part 3-19: "Purifying the Nation"	**Instructional Activity:** After completing the textbook reading for homework, students are assigned one reformist or evangelical individual to research and are given six essential questions regarding the individual to answer and present in class. Following the presentations, students form small groups to discuss similarities and differences among the individuals and their goals for the United States at mid-century. (This is an adapted lesson from the Center for Learning.)
Argument Development, Continuity and Change over Time		**Formative Assessment:** Students make classroom presentations on the essential question, *To what extent did the Second Great Awakening and romanticism create the impetus for reform and challenge the role of women and African Americans in an expanding democracy?* Students base their presentations on their readings and the classroom work. The assessment requires students to consider many aspects of the reform movements of the early to mid-1800s and their role in expanding democracy. The essential question requires them to make choices and defend those choices with evidence.

Students who are still having difficulty selecting relevant historical evidence will receive additional support during future assignments and assessments. A discussion of the issues behind the prompt, aimed at addressing student misunderstandings, will begin the next module.

Essential Questions: ▼ How did innovations in technology and the first Industrial Revolution alter the ways that people made their living and the relationship between different groups of people? ▼ How did the Industrial Revolution and the labor movement in the early 1800s expand the meaning of freedom to include economic freedom for workers? ▼ How did women articulate their own movement for political and economic freedom? ▼ To what extent did the market revolution exacerbate or amplify political, social, and economic divisions within the growing national fabric?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development, Contextualization, Causation	Henretta, Brody, and Dumenil, Chapter 9: "Economic Transformation, 1820–1860" **Web** "Letter XII. Human Rights Not Founded on Sex" "The Lowell Mill Girls Go on Strike" "Texts about Lowell Mill Girls" "'We Call On You to Deliver Us From the Tyrant's Chain': Lowell Women Workers Campaign for a Ten Hour Workday"	**Instructional Activity:** Students work in small groups to read and analyze a document set on the Lowell Mills, and they respond to guiding questions using a graphic organizer I've provided. Leaders from each group then present their answer to the following two essential questions in class discussion: • How did the Industrial Revolution and the labor movement in the early 1800s expand the meaning of freedom to include economic freedom for workers? • How did women articulate their own movement for political and economic freedom?
Analyzing Historical Evidence, Argument Development, Comparison	Henretta, Brody, and Dumenil, Chapters 9 and 10: "Economic Transformation, 1820–1860" and "A Democratic Revolution, 1820–1844"	**Instructional Activity:** Students stage a debate on economic expansion in the antebellum period. Two groups of three students debate the following issue: *Resolved: The growth of the factory system provided greater economic opportunities and social mobility for American laborers.* Students not a part of either debating team must offer two questions that challenge each side's position.

By requiring students who are not debating to ask questions, I can determine whether those students were prepared to be active participants in the class activity.

Essential Questions: ▼ To what extent did international affairs and internal pressures influence calls for westward expansion? ▼ To what extent did different groups champion or resist the expansion of territory and the expansion of the federal government's powers? ▼ Why did the expansion of American territory heighten tension between the North and the South over the issue of slavery?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development, Contextualization	**Web** "Monroe Doctrine: December 2, 1823"	Students engage in a close reading of the Monroe Doctrine using guiding questions that I provide. The goal is to better understand the rationale for issuing this declaration. Following large-group discussion, students form several groups of four to six students to consider who the Monroe Doctrine should have been named for: John Quincy Adams, Secretary of State under Monroe; former president Thomas Jefferson; or President James Monroe. Students present their conclusions in the form of a debate.
Analyzing Historical Evidence, Argument Development, Contextualization	**Web** "South Carolina Ordinance of Nullification, November 24, 1832" "President Jackson's Proclamation Regarding Nullification, December 10, 1832"	**Instructional Activity:** Students begin by examining an interactive map of the Missouri Compromise and responding to guiding questions about the map and the consequences of the compromise. Students then analyze the text of the Missouri Compromise in a whole-group discussion to better understand what Congress agreed to. Finally, students analyze the rationale for the nullification crisis of 1832, following the tariffs of 1828 and 1832.
		Formative Assessment: Students write a paragraph responding to the following prompt: *Was South Carolina's attempt to nullify a federal tariff inevitable, given the geographic, political, and economic context of the Missouri Compromise? Explain using evidence from the lesson.*

This short writing exercise provides a window into how students are doing with argument development and appropriate use of relevant historical evidence. I provide brief written comments focusing on those skills. Additionally, it helps me identify students who need extra assistance on future writing assignments. Student misperceptions about nullification will be addressed in the next lesson (on Jackson's Indian policies).

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development, Contextualization, Causation	**Video** *Andrew Jackson* **Web** "The Removal Act, 28 May 1830" "'To the Cherokee Tribe of Indians' from Jackson" "John Ross's Letter to President Van Buren, August 4, 1840"	**Instructional Activity:** We begin by watching a video clip from the PBS documentary, *Andrew Jackson*. Next, students read the Removal Act and discuss the rationale presented in the legislation for the removal of the Cherokee. Students read Jackson's letter and list his reasons for needing to remove the Cherokee from their lands. I then distribute Ross's letter. Students discuss the following questions: • What problems does Ross present to the president regarding the removal? • Did the removal of the Native Americans from east of the Mississippi River violate the principles found in the Declaration of Independence?

Units 3 and 4: Summative Assessment

Students take a multipart exam that includes 35 multiple-choice questions covering Units 3 and 4, two short-answer responses that are based on documents studied in Units 3 and 4, and an essay based on the overarching questions in Unit 4.

Unit 3 essential questions addressed:

- What were the strengths and weaknesses of the colonists' demands for independence from England?
- How did regional identities challenge the formation of a national identity as the new American nation expanded westward?
- How did the ideas of the Enlightenment foster the drive for American independence from England?

Unit 4 essential questions addressed:

- To what extent did the Second Great Awakening and romanticism create the impetus for reform and challenge the role of women and African Americans in an expanding democracy?
- How did women articulate their own movement for political and economic freedom?
- Why did the expansion of American territory heighten tension between the North and the South over the issue of slavery?

Essential Questions: ▼ What were the driving factors and philosophies behind America's westward expansion in the middle of the 19th century? ▼ How and why did renewed immigration conflict with prevailing racist and anti-Catholic sentiment? ▼ How did the search for opportunity and riches exacerbate tensions between Native Americans and American settlers?

Practices and Skills	Materials	Instructional Activities and Assessments
Continuity and Change over Time	Henretta, Brody, and Dumenil, various chapters Student notes	**Instructional Activity:** Working in pairs, students create a quick timeline (1756–1844) that depicts major periods of expansion due to either treaties or war. Additionally, they must explain how the items listed on the timeline affected the United States. Students then offer contributions to a class timeline, explaining why their contribution should be included.
Contextualization, Comparison, Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapter 13: "The Crisis of the Union, 1844–1860" Chief Joseph, "My Son, Stop Your Ears" "John L. O'Sullivan, The Great Nation of Futurity" **Web** "James K. Polk: Inaugural Address"	**Instructional Activity:** In a group discussion, students cite examples of whether the idea of Manifest Destiny was new to American politics in 1844. Working in small groups, students read John L. O'Sullivan's article and James K. Polk's inaugural address, and respond to guiding questions provided by me. Each group creates a short statement on points of similarity and difference between these two proponents of Manifest Destiny. Individually, students read the excerpt of Chief Joseph's speech to the U.S. Congress.
Analyzing Historical Evidence, Contextualization, Causation		**Formative Assessment:** Students respond in a quickwrite to the following questions: • Using evidence from the three documents, what was the philosophy behind America's westward expansion during the mid-1800s? • How did it affect Native Americans?
Analyzing Historical Evidence, Contextualization, Continuity and Change over Time	Henretta, Brody, and Dumenil, "Immigration and Cultural Conflict" section (from Chapter 9) Brinkley, "The Changing American Population" (from Chapter 10) **Web** "Examiner's Questions for Admittance to the American (or Know-Nothing) Party, July 1854"	**Instructional Activity:** The class begins with students evaluating immigration statistics from the early and mid-1800s. In pairs they discuss what the statistics say about the changing nature of the population. Following that discussion, they read the examiner's questions for admittance to the American Party (Know-Nothings). Using guiding questions that I've provided, the paired-up students evaluate the relationship between the statistics and the rise of the Know-Nothings. Students then compare their analyses in a concluding whole-group discussion.

This activity and resulting formative assessment continue to build on students' ability to analyze materials to understand patterns of continuity and change (in this case the concept of western expansion and the articulation of it in politics).

The assessment requires students to provide evidence from the documents to justify their responses. Students pair and share their responses and receive peer feedback. I review student comments and augment/correct as needed. I also use the assessment to monitor how well students understand westward expansion and address any misconceptions in the activity two class periods later.

Essential Questions: ▼ What were the driving factors and philosophies behind America's westward expansion in the middle of the 19th century? ▼ How and why did renewed immigration conflict with prevailing racist and anti-Catholic sentiment? ▼ How did the search for opportunity and riches exacerbate tensions between Native Americans and American settlers?

Practices and Skills	Materials	Instructional Activities and Assessments
Argument Development, Contextualization, Continuity and Change over Time	**Video** *The Way West*, Episodes 1 and 3	**Instructional Activity:** Students watch two video excerpts from the documentary *The Way West* that highlight the California gold rush and the gold rush in the Black Hills of the Dakota Territory. Returning to the materials from the lesson on Manifest Destiny, students discuss, in groups of three, the essential question, *How did the search for opportunity and riches exacerbate tensions between Native Americans and American settlers?* Students then share their group analyses in a whole-class discussion.

Essential Questions: ▼ What were the social, political, and economic differences between the North and the South that made compromise difficult? ▼ What were the abolitionist arguments against slavery? What were the counterarguments made by slavery's defenders? ▼ To what extent were national institutions (Congress, the president, and/or the Supreme Court) responsible for exacerbating tensions over slavery?

Practices and Skills	Materials	Instructional Activities and Assessments
Contextualization, Comparison, Causation	Henretta, Brody, and Dumenil, Chapter 12: "The South Expands: Slavery and Society, 1820–1860" Brinkley, Chapter 15: "Reconstruction and the New South," pp. 422–423 **Video** *Vaudeville* *Jazz*, Episode 1	**Instructional Activity:** Students are shown two video segments on minstrel shows and discuss how minstrel shows provided a defense for the "peculiar institution" of slavery. Students then engage in a student-led discussion about the nature of slavery and how it may have contributed to the economic gap between the North and the South.
Analyzing Historical Evidence, Contextualization, Causation	Henretta, Brody, and Dumenil, Chapter 13: "The Crisis of the Union, 1844–1860" **Web** "Transcript of Compromise of 1850"	**Instructional Activity:** Students investigate the several components that made up the Compromise of 1850. Students join one of five groups corresponding to the different sections of the compromise; each group is responsible for reading and analyzing that section of Henry Clay's resolution/Senate speech, identifying what Clay is proposing and what compromises each side is being asked to make. Each group presents an analysis of their section of the compromise on chart paper, based on the guiding questions that I've provided. **Formative Assessment:** In a quickwrite using evidence from their work, students complete the following prompt regarding the effectiveness of the Compromise of 1850*: In the end, the Compromise of 1850 was/was not effective in dealing with sectional issues because . . .*
Causation	Henretta, Brody, and Dumenil, Chapter 13: "The Crisis of the Union, 1844–1860" **Video** *The Civil War*, Episode 1	**Instructional Activity:** We open with excerpts from *The Civil War*, episode 1, on the long-term causes of the war. Students then analyze two political cartoons from Lincoln's election in 1860. Students engage in small-group discussion using guiding questions (provided by me) on the relationship between the Kansas-Nebraska Act, the Dred Scott decision, and the election of Abraham Lincoln in further dividing the country along sectional lines. Each group reports their conclusions in a whole-class discussion.

This assessment provides me the opportunity to see how well students understood the lesson and the information presented by their peers. If students have difficulty articulating a response to the prompt, I reteach the lesson in a different manner to make it more accessible.

Essential Questions: ▼ What were the social, political, and economic differences between the North and the South that made compromise difficult? ▼ What were the abolitionist arguments against slavery? What were the counterarguments made by slavery's defenders? ▼ To what extent were national institutions (Congress, the president, and/or the Supreme Court) responsible for exacerbating tensions over slavery?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence	Davidson and Lytle, Chapter 7: "The Madness of John Brown"	**Instructional Activity:** After reading the chapter on John Brown, students engage in a discussion on John Brown's role in sparking the Civil War. The question that frames the discussion is, *Was John Brown in fact mad?* Students' participation grade is contingent upon their responding to my questions during the discussion, responding or adding on to other student comments, and asking a question of their own about the material.
Analyzing Historical Evidence, Argument Development		**Instructional Activity:** Two groups of three students stage a debate over sectionalism: one group is in favor of the resolution, the other against. The issue to be debated: *Resolved: Political compromise about the issue of slavery in the territories was dead by 1850.* Students not a part of either debating team are required to have done the reading and have prepared two higher-order questions that challenge each side's position.
Argument Development, Causation, Continuity and Change over Time		**Summative Assessment:** As a module assessment, students create a timeline illustrating the causes of the Civil War (1820–1860) and demonstrating the impact of slavery on the United States in the years leading up to the Civil War. Students must select 15 events/topics from the political, social, and economic realms (at least four events/topics from each) that demonstrate the changing nature of America as the Civil War approached. Each event/topic should have a graphic or image representation as well as a paragraph describing the event and its significance. The purpose of this assessment is to help students integrate the various topics that contributed to the beginning of the Civil War. Additionally, it provides an opportunity for students to select the items that are crucial for understanding the causes of the Civil War.

This particular chapter introduces the concept of the historian as psychological interpreter of a character's motives. In this case, was John Brown "mad" or was he impassioned about the abolitionist cause? Students must weigh the evidence presented in the text to draw a conclusion.

This summative assessment addresses the following essential questions:

- What were the social, political, and economic differences between the North and the South that made compromise difficult?
- To what extent were national institutions (Congress, the president, and/or the Supreme Court) responsible for exacerbating tensions over slavery?

Essential Questions: ▼ How did Lincoln's role as commander in chief influence the course of the war? How did he use the presidency to attempt to restore the Union as the war drew to a close? ▼ In what ways did Reconstruction alter the relationship between the three branches of the federal government and between the federal government and the states? ▼ How did African Americans win and lose politically, socially, and economically during Reconstruction?

Practices and Skills	Materials	Instructional Activities and Assessments
Contextualization, Comparison, Causation	Henretta, Brody, and Dumenil, Chapter 14: "Two Societies at War, 1861–1865" **Video** *The Civil War,* Episode 1	**Instructional Activity:** In a brainstorming session, students create a Venn diagram that compares and contrasts the challenges and advantages the North and the South faced at the onset of the Civil War. Students then view segments of *The Civil War* that address those challenges and advantages. While viewing the film, students add to their Venn diagram. In a closing class discussion, and using only materials discussed in class, students evaluate which side *seemingly* had the advantage at the outset of the Civil War.
Analyzing Historical Evidence, Argument Development, Comparison	**Web** "The Emancipation Proclamation" Foner, "The Emancipation of Abe Lincoln"	**Instructional Activity:** Students read and analyze the Emancipation Proclamation. Beginning on their own, they translate the opening paragraphs of the document into their own words. Then they read and analyze the proclamation in small groups using guiding questions I've provided. We then move to whole-class discussion of the question, *What was the purpose of the Emancipation Proclamation?* Students read Eric Foner's article on the importance of the Emancipation Proclamation and engage in small-group discussion of a historian's understanding of the document, and how it changed their reading of the document in the earlier discussion.
		Formative Assessment: In a one-page response, students answer the question, *Was the Emancipation Proclamation a significant turning point in the Civil War?* Students must use evidence from the texts to support their analysis.
Contextualization	**Web** "Gettysburg Address (1863)" **Video** *The Civil War*, Episode 5	**Instructional Activity:** Students view selected segments from *The Civil War* on the battle of Gettysburg. After reading the Gettysburg Address, students collectively reread their notes from the last textbook reading and observations from the video and engage in a whole-class discussion of why Gettysburg is considered a pivotal event in the Civil War.

The purpose of this activity is to acknowledge the material advantage that the North had in the war, but at the same time to evaluate the spirit that the South brought to the conflict and the ambivalence that many Northerners had about the war.

This short response allows students to practice the skills noted. Also, as it is near semester finals time, it will inform me as to areas of content weakness and aspects of writing and historical reasoning that need additional remediation.

Essential Questions: ▼ How did Lincoln's role as commander in chief influence the course of the war? How did he use the presidency to attempt to restore the Union as the war drew to a close? ▼ In what ways did Reconstruction alter the relationship between the three branches of the federal government and between the federal government and the states? ▼ How did African Americans win and lose politically, socially, and economically during Reconstruction?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development, Causation	Henretta, Brody, and Dumenil, Chapter 15: "Reconstruction, 1865–1877" **Web** "Transcript of the Wade-Davis Bill" "Mr. Lincoln's Virtual Library" "Second Inaugural Address of Abraham Lincoln"	**Instructional Activity** Students read the Wade-Davis Bill for homework and answer several guiding questions (provided by me) about Reconstruction based on the document. **Formative Assessment:** In class, small groups read President Lincoln's proclamation on Reconstruction using the same guiding questions. Students contrast the two proposals on Reconstruction using the following prompt: *What argument does Lincoln provide for not accepting the Wade-Davis Bill?* In small groups, students then read Lincoln's second inaugural address and respond to new questions provided by me. Each group uses chart paper to present their responses to the whole class.
Argument Development, Contextualization	Henretta, Brody, and Dumenil, Chapter 15: "Reconstruction, 1865–1877" **Web** "The Constitution of the United States: Amendments 11–27"	**Instructional Activity:** Students work in small groups and read the 13th, 14th, and 15th Amendments. For each amendment, they analyze the language and goals as related to the Civil War and Reconstruction. Each group is then assigned one amendment to analyze. Additionally, each group uses chart paper to share their analysis in a whole-class discussion.
Argument Development, Comparison	Henretta, Brody, and Dumenil, Chapter 15: "Reconstruction, 1865–1877" **Video** *Slavery and the Making of America*, Episode 4 **Web** "Robert Smalls: War Hero and Legislator"	**Instructional Activity:** Students watch several short excerpts of the fourth episode of *Slavery and the Making of America* and read an excerpt from "Robert Smalls: War Hero and Legislator." Working individually, students construct a response to the overarching question, *How did Reconstruction alter the relationship of African Americans within the political, social, and economic fabric of a post–Civil War America?* Working in pairs, students compare and contrast their responses. Students conclude by sharing their findings in a group discussion.

During the discussion I take notes on the stronger and weaker aspects of students' comments and provide feedback to each about their mastery of the content. Students are required to address my feedback in a written response.

Robert Smalls is one of the best known examples of African American success in the Reconstruction era. His achievements highlight the promises and challenges of Reconstruction.

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development		**Instructional Activity:** To conduct a debate on the end of Reconstruction, we form two groups of three students. One group is in favor of the resolution, the other against. The issue to be debated: *Resolved: The Compromise of 1877 was a logical conclusion to the era of Reconstruction.* Students not part of either debating team are required to have done their own reading and have prepared two questions that challenge each side's position.

Unit 5: Unit-Level Summative Assessment

Students write a response to a document-based question. The question addresses one of the unit's essential questions. I will select the focus of the document-based question.

Essential questions addressed:

- What were the driving factors and philosophies behind America's westward expansion in the middle of the 19th century?
- What were the social, political, and economic differences between the North and the South that made compromise difficult?

Unit 6:	Period 6: 1865–1898	Module 1: A Second Industrial Revolution Transforms the American Economy and Government	Learning Objectives: *WXT-1.0, WXT-2.0, WXT-3.0, WOR-2.0, CUL-4.0, POL-2.0, POL-3.0*	Key Concepts: *6.1*	Estimated Time: *10 days*

Essential Questions: ▼ How did industrialization affect the political, social, and economic fabric of late 19th-century America? ▼ To what extent were industrialists at the turn of the 19th and 20th century "robber barons" or "captains of industry"? ▼ How successful were unions in effecting change for workers in the late 19th century?

Practices and Skills	Materials	Instructional Activities and Assessments
Contextualization, Comparison	Brinkley, Chapter 17: "Industrial Supremacy" Appleby et al., Chapter 3, "The Birth of Modern America, 1877–1900," pp. 248–249 Ayers and de la Teja, Chapter 5: "An Industrial Nation," pp. 151–152 Boyer, Chapter 15: "The Second Industrial Revolution: 1865–1905," pp. 473–475	**Instructional Activity:** This module begins with students comparing three secondary textbook accounts of the second industrial revolution and the reasons for its occurrence. Students work in pairs and individually to complete a graphic organizer using guiding questions to help them analyze the sources. In small groups they discuss where there was agreement and disagreement in the sources and what might account for those points of convergence and divergence. Each group presents a brief argument about which text they believe is a more "complete" telling of the history.
Analyzing Historical Evidence, Argument Development, Comparison	Brinkley, Chapter 17: "Industrial Supremacy" Hedrick, Chapter 3: "The Epic of Steel," pp. 66–71 **Web** Lloyd, "The Story of a Great Monopoly" "Meet Andrew Carnegie: The Two Andrews"	**Instructional Activity:** Working in pairs, students compare three sources that discuss the nature of capitalism and industrialists at the end of the 19th century. They read and respond to guiding questions that lead them to compare the perspectives and consider why these sources have such different points of view. Returning to the whole group, students lead a discussion about the articles and what would account for those differences.
		Formative Assessment: Students complete a quickwrite based on what they have read, responding to the prompt: *Were these industrialists "robber barons," stealing the wealth of the nation for themselves, or were they "captains of industry," steering the great ship of commerce in the development of the United States?* Students must cite evidence to support their stance.

This assignment allows me to assess how well students are using relevant evidence to make historical arguments. I make written comments and return student work. Additionally, students who are having difficulty with the concept of industrialization receive remediation before the next argument development assignment. Elements of the assignment may need to be retaught.

Essential Questions: ▼ How did industrialization affect the political, social, and economic fabric of late 19th-century America? ▼ To what extent were industrialists at the turn of the 19th and 20th century "robber barons" or "captains of industry"? ▼ How successful were unions in effecting change for workers in the late 19th century?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development, Comparison	Brinkley, Chapter 17: "Industrial Supremacy" **Audio** Taylor, "Millworker" **Web** "The Working Girls of Boston" "Slumming Among the Unemployed: William Wycoff Studies Joblessness in the 1890s"	**Instructional Activity:** We return to workers and women in the late 19th century. Students listen to the song "Millworker" by James Taylor. In a whole-class discussion, they describe the life of this one worker and how it relates to the early industrial era we studied in Period 4, Module 2. They then begin to examine the working conditions faced by most women at the end of the 19th and beginning of the 20th centuries. Working in small groups, students then analyze three documents that investigate the lives of working people. Students use a graphic organizer to analyze the documents. The class ends with a whole-group discussion of what the lives of working women were like and what might have caused these conditions.
		Formative Assessment: Students write a one-page essay that compares the working and living conditions of late 19th-century working women to those of early 19th-century working women. Did things improve, get worse, or stay the same? They must use two historical facts as evidence for their argument. Similar to an earlier assignment in Period 5, students must think and write about an issue that spans several periods.
Contextualization, Comparison, Causation	Brinkley, "The Knights of Labor" and "The AFL" (from Chapter 17) Faragher et al., "The American Federation of Labor" (from Chapter 19) Murrin et al., Chapter 19: "The Emergence of Corporate America, 1865–1900," pp. 583–584	**Instructional Activity:** Remaining with the theme of workers, students investigate unionization efforts in the late 19th century. After reviewing the discussion of unionizing activities in Lowell earlier in the century, students then work in pairs to evaluate two larger unions of the late 19th century. Students use guiding questions (provided by me) to analyze and compare textbook accounts of the Knights of Labor and the American Federation of Labor. In addition to comparing the sources, they also evaluate the reasons for each union's relative successes and failures. Students conclude by writing a summary paragraph that reflects on what accounted for the relative success of the American Federation of Labor versus that of the Knights of Labor. Students peer review the summary paragraph using a rubric.

Although the song "Millworker" was written for the Broadway show Working *(based on the writings of Studs Terkel), its perspective is fairly universal regarding the state of many women workers in the late 19th century.*

This assessment allows me to evaluate how well students can use historical information from two distinct periods to create an understanding of a larger issue that spans the periods. I provide written feedback to students. Students who need additional remediation will be provided opportunities in the remaining class time to practice this skill.

Students get practice reading their peers' work and commenting on it. The goal is that they help their peers reflect on what they have written and how it can be improved.

Essential Questions: ▼ How did industrialization affect the political, social, and economic fabric of late 19th-century America? ▼ To what extent were industrialists at the turn of the 19th and 20th century "robber barons" or "captains of industry"? ▼ How successful were unions in effecting change for workers in the late 19th century?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development, Causation	"Homestead Contest" **Web** "A Mighty Struggle Ahead" "Mob Law at Homestead" "The Homestead Strike" "Strike at Homestead Mill: The Homestead Letters"	**Instructional Activity:** Students begin by reading a website about the Homestead Strike to provide background. In small groups they analyze sources from the time that describe the chaos of the event. Students are each responsible for one document, and they need to teach what they've learned to the others in their group. As each student teaches about his or her document, the group members add details to a graphic organizer on what the strikers were demanding, how Frick and Carnegie responded, and what the result was. We return briefly to a whole-class discussion so students can reflect on their part of the puzzle, what they learned from their colleagues, and how they can discern the "facts" when using a variety of sources.
Contextualization, Causation	Brinkley, Chapter 19: "From Stalemate to Crisis," pp. 521–540 **Web** "Bryan's 'Cross of Gold' Speech: Mesmerizing the Masses"	**Instructional Activity:** I give a brief presentation on populism and bimetallism. Following the presentation, students read an edited version of Bryan's "Cross of Gold" speech. Students use guiding questions to analyze the populist rhetoric in the speech. In a class discussion, students summarize the reasons why speakers like Bryan might have been popular with voters in farm states. (I sometimes also play a segment of the speech later recorded by Bryan, so students can hear the language.)

Pittsburgh is still thought of as a steel mill town and the Homestead Works was in our "backyard" (it's a shopping mall now), so this is a compelling activity for our students.

Essential Questions: ▼ How did the transcontinental railroad alter the Midwest and increase conflicts between whites and Native Americans? ▼ How did a new wave of immigration from southern and eastern Europe and Asia challenge the idea of what it meant to be American?

Practices and Skills	Materials	Instructional Activities and Assessments
Argument Development, Comparison	Henretta, Brody, and Dumenil, Chapter 16: "The American West" or Brinkley, Chapter 16: "The Conquest of the Far West" Jackson, Chapter 3: "The Cheyennes" Old Lady Horse, "The Buffalo Go" Plenty Coups, "Plenty Coups Travels to Washington" Red Cloud, "Speech at Cooper Union, New York, July 16, 1870"	**Instructional Activity:** I begin by asking students about what they remember of Native American–U.S. relations from earlier in the course. I follow up by discussing how that relationship might look with the introduction of new technologies. The students work in groups of three to examine the four documents using a graphic organizer. I provide the students with guiding questions that they use to evaluate the relationship between the U.S. government and Native Americans. I conclude class with a whole-group discussion on the sources of conflict between the groups, identifying the documents that help clarify that relationship for the students. **Formative Assessment:** Students write a summary paragraph in which they assess the "typical" relationship between Native Americans and the U.S. government, or address the question of whether there was such a thing as a typical relationship.
Analyzing Historical Evidence, Argument Development	Henretta, Brody, and Dumenil, Chapter 16: "The American West" or Brinkley, Chapter 16: "The Conquest of the Far West" Fernlund, Chapter 16, part 3: "The Dawes Severalty Act (1887)"	**Instructional Activity:** Students read the text of the Dawes Severalty Act for homework. In class, students form pairs or groups of three and discuss the major points of the Dawes Act. They then record their observations on chart paper and post their charts to share with the class. Following a gallery walk, students conduct a whole-group discussion on what the purpose of the Dawes Act was and its success in achieving its goals. **Formative Assessment:** The introduction to the Dawes Act states that it was enacted in response to Helen Hunt Jackson's *A Century of Dishonor* as well as other critics' work. In a whole-class discussion, students take a position regarding the extent to which this act mollified those critics, or defend it using evidence from the Dawes Act and the Helen Hunt Jackson excerpt from the previous lesson.

Students use their notes to offer an interpretation of a topic that spans most of the course. I provide written feedback on their writing and begin to meet with individual students who are struggling with argument development. I address any content misunderstandings in the next lesson.

This assessment focuses on orally presenting and defending a position using relevant historical evidence. I use a rubric to formatively assess students' use of historical evidence in defending their ideas. Students receive verbal feedback. We address issues related to Native Americans and the West in a lesson prior to the unit exam.

Essential Questions: ▼ How did the transcontinental railroad alter the Midwest and increase conflicts between whites and Native Americans? ▼ How did a new wave of immigration from southern and eastern Europe and Asia challenge the idea of what it meant to be American?

Practices and Skills	Materials	Instructional Activities and Assessments
Contextualization, Comparison	Brinkley, Chapter 17: "Industrial Supremacy"	**Instructional Activity:** Students are assigned one of several women's reform groups to research and present in class. Each presentation must provide a summary of the group's history, major figures, major accomplishments, and its role in reform or assistance with immigrants. Groups include the Christian Women's Temperance Union, Women's Trade Union League, National American Woman Suffrage Association, National Association of Colored Women, and settlement houses (Hull House).
Contextualization	Henretta, Brody, and Dumenil, Chapters 17 and 18: "Capital and Labor in the Age of Enterprise, 1877–1900" and "The Industrial City: Building It, Living In It" Chew, "A Chinese Immigrant Makes His Home in Turn-of-the-Century America"	**Instructional Activity:** Students examine the immigrant experience in the late 19th century by working in pairs and reading excerpts from the life of Lee Chew. Students compare their analyses of Chew's story in groups of approximately 10 students, discussing and then charting a response to the question of how "typical" Chew's experience was as an immigrant. They also discuss what might have made Chew's experience different from that of an immigrant from southern or eastern Europe.

The activity puts students in charge of teaching their classmates. It also helps them develop presentation skills. Peers evaluate the presentations, and I also provide feedback on each presentation.

Unit 6:	Period 6: 1865–1898	Module 3: Identity and Place in an Industrial America	Learning Objectives: *CUL-1.0, CUL-2.0, NAT-2.0, POL-1.0, POL-2.0, CUL-3.0*	Key Concepts: *6.3*	Estimated Time: *4 days*

Essential Questions: ▼ How did the rise of big business and government corruption result in calls for political, social, and economic reform in the late 19th century? ▼ How was the success of businessmen in this period used to create a justification for the wealth and power of new business elites? ▼ To what extent did women and African Americans challenge the limits on opportunities available to them in the second half of the 19th century?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Comparison	Brinkley, Chapter 17: "Industrial Supremacy" or Henretta, Brody, and Dumenil, Chapter 17: "Capital and Labor in the Age of Enterprise, 1877–1900" "Andrew Carnegie: The Gospel of Wealth, 1889" **Web** George, "Progress and Poverty"	**Instructional Activity:** In small groups or pairs, students define the characteristics of the "Gospel of Wealth" and the "Social Gospel" based on the textbook reading completed prior to class, providing examples of each from the time period. Students then read "The Gospel of Wealth" by Andrew Carnegie and "Progress and Poverty" by Henry George. They take notes on where Carnegie and George's ideas mesh with the Gospel of Wealth or the Social Gospel. In addition, students note which of these perspectives resulted in calls for reform and why. We conclude with a whole-class discussion about Carnegie's and George's stances on the role of the individual and government in aiding its citizens. Students must cite evidence to support their position.
Analyzing Historical Evidence, Argument Development, Comparison, Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapters 19 and 20: "Politics in the Age of Enterprise, 1877–1896" and "The Progressive Era" Henry McNeal Turner, "Back to Africa" Du Bois, "Organizing for Protest" **Web** "Booker T. Washington Delivers the 1895 Atlanta Compromise Speech"	**Formative assessment:** Students list what they know about Turner, Washington, and Du Bois on the basis of the textbook reading. Students then move into pairs to read and discuss the documents, responding to guiding questions in a graphic organizer. Students should analyze one document on their own. The class constructs a Venn diagram that illustrates these leaders' points of convergence and divergence. We conclude with a discussion of the question, *Which leader seems to have the best plan for allowing African Americans to achieve their goals?*

I provide verbal feedback to each pair regarding their responses to the guiding questions. I then use probing questions to lead the class discussion in order to determine students' readiness for the unit's summative assessment.

Unit 6: Unit-Level Summative Assessment

Gilded Age Newspaper Group Project

Working in groups of three, students create a newspaper from the industrial era (1865–1900). The newspaper must have a total of nine articles — six must be "hard news" and three can be "soft news." Because a newspaper does not cover three-plus decades, each group must select a narrower time frame (no more than a five-year window). The newspaper should:

- approximate the style and contents of a modern newspaper as closely as possible but be based on information from the Gilded Age
- be historically correct
- have at least one item on each of the following topics: labor or management relations, technology, immigration, African American rights
- have articles, editorials, and letters to the editor that are relevant to issues of the time period
- be accompanied by an extensive bibliography that follows *Chicago Manual of Style* specifications

Essential questions addressed:

- How did industrialization affect the political, social, and economic fabric of late 19th-century America?
- How successful were unions in effecting change for workers in the late 19th century?
- How did a new wave of immigration from southern and eastern Europe and Asia challenge the idea of what it meant to be American?
- How did the rise of big business and government corruption result in calls for political, social, and economic reform in the late 19th century?

Unit 7:	Period 7: 1890–1945	Module 1: Government's Expanding Mandate	Learning Objectives: *WXT-1.0, WXT-2.0, WXT-3.0, POL-1.0, POL-2.0, POL-3.0, GEO-1.0, CUL-3.0*	Key Concepts: *7.1*	Estimated Time: *7 days*

Essential Questions: ▼ What were Progressive reformers fighting for? How did they pursue their aims? ▼ How essential were reformers and "muckrakers" to social and governmental change in the late 19th and early 20th centuries? ▼ What were the underlying economic causes of the Great Depression? How did the initial government response to the crisis aid or hinder recovery? ▼ As a result of the Great Depression, in what ways did the role of the government change to meet the needs of everyday citizens?

Practices and Skills	Materials	Instructional Activities and Assessments
Argument Development, Comparison, Causation	Henretta, Brody, and Dumenil, Chapter 20: "The Progressive Era" Davidson and Lytle, Chapter 10: "USDA Government Inspected" **Web** "Documenting the 'Other Half'" Riis, "How the Other Half Lives: Studies Among the Tenements in New York" "Lincoln Steffens Exposes 'Tweed Days in St. Louis'" "Upton Sinclair Hits His Readers in the Stomach"	**Instructional Activity:** After a review of the textbook reading, we begin by examining and analyzing photographs by Jacob Riis. Students then move into groups of three to analyze three documents by noted "muckrakers." In a whole-class discussion, student groups share their responses to the following questions: • What role did muckrakers play in raising social awareness of societal issues? • How did they go about publicizing those issues? Following this initial discussion, students read "USDA Government Inspected." Returning to the same groups as before, students discuss their initial responses and whether those responses are still valid. What changed as a result of reading the chapter in *After the Fact*? What remained the same? **Formative Assessment:** Following the second discussion above, students revisit their initial response to the prompt from the preceding activity: *What role did muckrakers play in raising social awareness of societal issues?* Students must use at least two pieces of evidence to support their position.
Contextualization, Causation	Henretta, Brody, and Dumenil, Chapter 23: "Modern Times, 1920–1932" Fernlund, Chapter 23, part 12: "Herbert Hoover's Plan (1931)" **Video** *The Crash of 1929* **Web** Wattenberg, "Fluctuations in Real Gross Domestic Product"	**Instructional Activity:** We begin by analyzing charts of economic boom and bust cycles in the 20th century (from the textbook). Students discuss what they notice in the charts. Then, over a two-day period, they play a stock market game (created by me) simulating several years during the 1920s. There are announcements and secret deals that benefit some players at the expense of others. The game ends in 1931 with the Great Depression firmly in place. We discuss the outcomes and the reasons why stock values changed as they did. Finally, students watch excerpts from *The Crash of 1929*, an excellent documentary on warning signs ignored that led to the October crash. The activity concludes with students reading Herbert Hoover's Plan and responding to guiding questions.

I have students revisit their writing to encourage reevaluation based on additional evidence. I review their initial drafts and the revisions for evidence of argument development. I provide written comments that address their use of evidence.

Essential Questions: ▼ What were Progressive reformers fighting for? How did they pursue their aims? ▼ How essential were reformers and "muckrakers" to social and governmental change in the late 19th and early 20th centuries? ▼ What were the underlying economic causes of the Great Depression? How did the initial government response to the crisis aid or hinder recovery? ▼ As a result of the Great Depression, in what ways did the role of the government change to meet the needs of everyday citizens?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Comparison	Henretta, Brody, and Dumenil, Chapter 24: "Redefining Liberalism: The New Deal, 1933–1939" **Audio** Harburg and Gorney, "Brother, Can You Spare a Dime"	**Instructional Activity:** Having completed the reading prior to class, students listen to "Brother, Can You Spare a Dime" and do a quickwrite on the meaning of the song — both the lyrics and the tone of the melody. Students conduct an "i-Search" (a quick research project in small groups of two or three) on one part of Roosevelt's New Deal that ties together the three Rs: Relief, Recovery, Reform. Each group of students focuses on one theme of the three Rs (e.g., banking, work/employment, development), researching a program from each category to highlight that theme. Students conclude with short presentations that provide an analysis of how each of those programs came together to work as a unit in the New Deal.
Analyzing Historical Evidence, Comparison		**Formative Assessment:** Students write a one-page response to the following prompts: • Compare and contrast the Roosevelt administration's policies to address the Great Depression with that of the Hoover administration. • What accounted for these different approaches? Students use information from the final two lessons of the module to provide a brief comparison, citing relevant historical evidence to support their analysis.

The goal of this activity is for students to draw connections between the programs of the New Deal, and to analyze how it was more than just a band-aid to provide welfare to workers. It also asks students to make choices, demonstrate how these pieces fit together, and to clearly articulate their ideas.

Students receive written feedback from me, and if necessary I remediate students who are struggling with using relevant evidence to support their interpretation of events. I address misunderstandings of the topic in a later lesson on how the home front changed as a result of U.S. entry into World War II.

Essential Questions: ▼ To what extent were African Americans integrated into the mainstream of American culture during the 1920s? ▼ What factors led to the rise of (or increase in) nationalism and nativism in the early 20th century? ▼ What factors caused people to immigrate to, or migrate within, the United States during the early part of the 20th century? What challenges did these individuals face when they arrived where they were going?

Practices and Skills	Materials	Instructional Activities and Assessments
Argument Development, Contextualization	Henretta, Brody, and Dumenil, Chapter 23: "Modern Times, 1920–1932" or Brinkley, Chapter 24: "The New Era" Hine, Hine, and Harrold, Chapter 17: "African Americans and the 1920s," pp. 405–415 **Video** *Jazz,* Episode 3	**Instructional Activity:** We begin by defining the Harlem Renaissance. What evidence can students use to back up their definition? Next, we watch two segments from the third episode of *Jazz.* The first is on Duke Ellington at the Cotton Club; the second is about Woody Herman and Artie Shaw. I lead students in a discussion about the role African Americans played in shaping the popular culture of the United States. In the discussion, we grapple with the contradictions within 1920s America regarding the place of African Americans in society and their role in shaping popular culture.
Argument Development, Contextualization, Causation	Henretta, Brody, and Dumenil, Chapter 23: "Modern Times, 1920–1932" or Brinkley, Chapter 23: "America and the Great War" **Web** "Between the Wars: Fear of Dissent" Nelles, "Seeing Red: Civil Liberty and the Law in the Period Following the War" "Put Them Out and Keep Them Out" "Speeches by Sacco and Vanzetti to the Court at the Time of Sentencing"	**Instructional Activity:** I provide context for the lesson by explaining how, following World War I, there was an increase in nativism along with a fear of communism due to the Russian Revolution in 1917. Students form pairs to analyze the document set regarding the case against Sacco and Vanzetti. Focusing on the claims within Vanzetti and Sacco's sentencing statements and the tenor of the other documents, students assess how this particular case might be "the perfect storm" regarding the convergence of fears surrounding immigration and anti-communism in the wake of World War I. Groups must cite evidence to support their position.
Analyzing Historical Evidence, Argument Development, Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapters 22 and 23: "War and the American State, 1914–1920" and "Modern Times, 1920–1932" or Brinkley, Chapter 24: "The New Era" **Web** "An 'Un-American Bill': A Congressman Denounces Immigration Quotas" "'Shut the Door': A Senator Speaks for Immigration Restriction"	**Instructional Activity:** Working in small groups, students investigate the debate over immigration and immigrants in the post–World War I period. One group of students reads and analyzes the perspective of Clancy, the other Smith. Students then move into groups of four — two students per document — to debate/discuss which speaker had the most effective argument on the issue of immigration. Students must present evidence from the materials to defend their position.

Essential Questions: ▼ To what extent were African Americans integrated into the mainstream of American culture during the 1920s? ▼ What factors led to the rise of (or increase in) nationalism and nativism in the early 20th century? ▼ What factors caused people to immigrate to, or migrate within, the United States during the early part of the 20th century? What challenges did these individuals face when they arrived where they were going?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development, Contextualization	Davidson and Lytle, Chapter 11: "Sacco and Vanzetti"	**Formative Assessment:** Students read "Sacco and Vanzetti" and write a three- to four-paragraph historical analysis of the event as if it were going to be included in a U.S. history textbook. The entry should reflect the tensions of the period, particularly immigration, the Red Scare, and the case against Sacco and Vanzetti. The goal is for students to practice making a historical argument and defending those choices with appropriate evidence. This assignment is peer reviewed and returned with comments by the reviewer. Students make revisions to the assignment and submit them to me with their peer's comments.
Contextualization, Causation	Henretta, Brody, and Dumenil, Chapter 22: "War and the American State, 1914–1920" Hine, Hine, and Harrold, Chapter 16: "Conciliation, Agitation, and Migration: African Americans in the Early Twentieth Century," pp. 378–388	**Instructional Activity:** After presenting an overview of migration in American society in general in the interwar years, I lead a discussion about what the living conditions were like for African Americans between 1905 and 1920 and why so many left their homes to go North. Students form pairs and read the primary sources found in *The African-American Odyssey* and *America's History*. Students analyze the excerpted letters for reasons why African Americans would leave the South and why they would feel conflicted about no longer living in the South. Additionally, students consider the challenges facing African Americans moving north, based on the letters and the excerpted article from a management magazine.
		Formative Assessment: Students complete a quickwrite addressing the following prompt: *Based on the materials studied, what were the primary motivations for the Great Migration, and what were some of the challenges African Americans faced when they arrived North?* This quickwrite is meant to help students summarize the day's work.

Students use the ideas from this formative assessment in the summative assessment at the end of the module. The quickwrite provides me a window into how well students grasped the push-and-pull factors of the Great Migration. It allows me to gauge understanding and whether specific ideas need to be revisited prior to the summative assessment.

Essential Questions: ▼ To what extent were African Americans integrated into the mainstream of American culture during the 1920s? ▼ What factors led to the rise of (or increase in) nationalism and nativism in the early 20th century? ▼ What factors caused people to immigrate to, or migrate within, the United States during the early part of the 20th century? What challenges did these individuals face when they arrived where they were going?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Contextualization, Comparison	Henretta, Brody, and Dumenil, Chapter 24: "Redefining Liberalism: The New Deal, 1933–1939" **Audio** Guthrie, "Goin' Down the Road Feeling Bad" **Web** "Dorothea Lange's 'Migrant Mother' Photographs in the Farm – Security Administration Collection: An Overview"	**Instructional Activity:** Students read the textbook assignment prior to class. I begin with a photo of a WPA mural from the local post office (Squirrel Hill) that depicts the immigrant experiences of Pittsburgh. Students analyze the image through the prism of migration and discuss its relationship to the migratory experience encountered in the previous lesson (Great Migration). We then shift our focus to the migration caused by the Great Depression and the Dust Bowl by analyzing the photo "Migrant Mother" by Dorothea Lange and Woody Guthrie's song "Goin' Down the Road Feeling Bad." Students compare and contrast the messages of both sources regarding migration during this time period.
Argument Development, Causation	Davidson and Lytle, Chapter 12: "Dust Bowl Odyssey"	**Instructional Activity:** Prior to class, students read the chapter on the causes and effects of migration and the Dust Bowl during the 1930s. Two groups of three students debate the following issue: *Resolved: Despite John Steinbeck's geographical challenges, his depiction of the issues facing migrants during the Great Depression is accurate.* Students not part of either debating team are required to have done their own reading and prepare two questions that challenge each side's position.
		Formative Assessment: Students write an essay that responds to the following questions: • What factors caused people to migrate within the United States during the early part of the 20th century? • What challenges did these individuals face when they arrived where they were going? The essay enables students to pull from various points in the module to respond to the prompt. It lets me see how well students can form a historical argument on a broad subject.

Although a high-quality photograph of the Squirrel Hill Post Office mural does not exist online, hundreds of other WPA post office murals can be found by searching online.

Students receive written feedback on the assignment. I use the assessment to help shape the investigation of the civil rights movement and migration/immigration of the post–World War II period.

Essential Questions: ▼ To what extent did economic development at home result in an interest in expanding U.S. markets overseas? ▼ How did America's experience in World War I result in calls to withdraw from international affairs? Why were those calls ultimately unsuccessful? ▼ How did the U.S. experience in both world wars affect African Americans, women, and other minorities? What effect did it have on civil rights? ▼ What was the cause of tension among the Allies? How did this impact the war effort?

Practices and Skills	Materials	Instructional Activities and Assessments
Contextualization, Comparison, Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapter 21: "An Emerging World Power, 1877–1914"	**Instructional Activity:** Working in small groups, students are assigned one aspect of the U.S. expansion overseas during the period 1890–1920 and the arguments for or against it. Topics include the annexation of Hawaii, the Spanish American War, the Philippines, Roosevelt's Big Stick Diplomacy, the "Open Door" Policy in Asia, "Dollar Diplomacy," the U.S. intervention in Mexico, and U.S. involvement in World War I. Each group creates a poster that explains the topic and represents their position (for or against foreign involvement). Students take a gallery walk and take notes on the presentations.
		Instructional Activity: Students lead a whole-class discussion on how U.S. foreign policy has changed over the period 1890–1920, where it remained constant, and what factors determined those observations.
Analyzing Historical Evidence, Argument Development, Comparison	Henretta, Brody, and Dumenil, Chapter 22: "War and the American State, 1914–1920" **Web** "Primary Documents — Henry Cabot Lodge on the League of Nations, 12 August 1919" "Reading 2: The Collision of Ideals and Policies" Wilson, "Fourteen Points Speech (1918)"	**Formative Assessment:** Working in groups of three, students analyze one of the documents related to the Treaty of Versailles and the League of Nations, using guiding questions provided by me. Groups share their responses with the whole class and question one another about their interpretation of the document. The activity concludes with a quickwrite in which each student explains which argument of the three presented was most persuasive, which was least persuasive, and why. Students should cite two examples for each.

The idea is for students to hold one another accountable for their understanding of the topic and to sustain a historical discussion about American foreign policy and its change over time. It provides another opportunity for me to observe how students process material and use it in this context.

This activity allows me to observe how students process and use information presented by their peers to discuss the continuity and changes over time of U.S. foreign policy. While not all students are comfortable presenting, the less formal atmosphere facilitates expression of their thoughts.

This quickwrite provides some insight into how students evaluate information received from their peers versus information they read on their own. Can they fairly evaluate information if they have not assessed the primary source? Students who are having difficulty processing information will receive additional support in subsequent activities.

Essential Questions: ▼ To what extent did economic development at home result in an interest in expanding U.S. markets overseas? ▼ How did America's experience in World War I result in calls to withdraw from international affairs? Why were those calls ultimately unsuccessful? ▼ How did the U.S. experience in both world wars affect African Americans, women, and other minorities? What effect did it have on civil rights? ▼ What was the cause of tension among the Allies? How did this impact the war effort?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development, Comparison	Henretta, Brody, and Dumenil, Chapter 25: "The World At War, 1939–1945" **Web** "From Neutrality to War: The United States and Europe, 1921–1941" Lindbergh, "Neutrality and War"	**Instructional Activity:** Students create a timeline of major foreign policy decisions made by the United States from 1930 to 1941. In their work, students note which trends can be observed during this time period and the extent to which the U.S. was interventionist or isolationist at the time. Next, small groups of students work with different document sets provided by the Web sources that support either intervention or isolation as Europe and Asia plunge into world war. Students create a persuasive argument that defends their position. In a whole-class debate, students discuss whether the United States should get involved in the conflict overseas.
Analyzing Historical Evidence, Argument Development		**Formative Assessment:** Students write a three-minute speech that defends their group's position (from the previous activity). The speech must use evidence from the documents — those that support as well as those that oppose their position.
Analyzing Historical Evidence, Contextualization, Comparison, Causation	Henretta, Brody, and Dumenil, Chapter 25: "The World At War, 1939–1945" **Web** "Atlantic Charter" "A Decade of American Foreign Policy 1941–1949: Declaration by the United Nations, January 1, 1942"	**Instructional Activity:** We begin by discussing the relationship between the United States and Great Britain before the U.S. formally entered World War II. Students then compare and contrast the Atlantic Charter and the "Declaration of the United Nations," and they debate how these statements might affect U.S. involvement in the European conflict. Finally, students consider competing interests in the war. Working in small groups, they evaluate one particular perspective. In a whole-class discussion using a Venn diagram, students compare and contrast the national objectives of the United States and Great Britain as they enter a "Grand Alliance" to defeat Germany and to decide whether and how these tensions between the two allies affected the war effort.

This assessment enables me to determine how well students can present their ideas in a focused time frame. Students who need additional help based on similar assignments receive a speech organizer to help them better frame their ideas. Those students submit their organizer and speech for my feedback prior to the due date so that they may revise the speech if necessary.

Essential Questions: ▼ To what extent did economic development at home result in an interest in expanding U.S. markets overseas? ▼ How did America's experience in World War I result in calls to withdraw from international affairs? Why were those calls ultimately unsuccessful? ▼ How did the U.S. experience in both world wars affect African Americans, women, and other minorities? What effect did it have on civil rights? ▼ What was the cause of tension among the Allies? How did this impact the war effort?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Contextualization, Causation	Henretta, Brody, and Dumenil, Chapter 25: "The World At War, 1939–1945" Gordon and Okihiro, *Impounded* **Web** "Weenie Royale: Food and the Japanese Internment" "Newly Released Photos Tell Story of Internment"	**Instructional Activity:** Students listen to "Weenie Royale," an oral-history recording from NPR on life in the Japanese internment camps and "Newly Released Photos Tell Story of Internment," also on NPR. At the same time they view photographs of the camps taken by Dorothea Lange. Students form small groups that represent different groups during the war — women, African Americans, Latinos, and Japanese Americans — and discuss the limitations on civil liberties faced by each. Students then create a poster that illustrates what they have discovered. Each group makes a five-minute presentation of their work.

Units 6 and 7: Summative Assessment

Students complete a comprehensive exam that covers Units 6 and 7. The exam includes 30–35 multiple-choice questions, two short-response questions using documents, and a free-response question on a topic that spans both units.

Unit 7 essential questions addressed:

- What were the underlying economic causes of the Great Depression? How did the initial government response to the crisis aid or hinder recovery?
- As a result of the Great Depression, in what ways did the role of the government change to meet the needs of everyday citizens?
- What factors caused people to immigrate to, or migrate within, the United States during the early part of the 20th century? What challenges did these individuals face when they arrived where they were going?
- How did America's experience in World War I result in calls to withdraw from international affairs? Why were those calls ultimately unsuccessful?

Unit 8:	Period 8: 1945–1980	Module 1: Communism, Containment, Cold and Hot Wars, and Other Crises	Learning Objectives: *WXT-2.0, WOR-2.0, NAT-3.0, GEO-1.0*	Key Concepts: *8.1*	Estimated Time: *10 days*

Essential Questions: ▼ How did the United States' entry onto the world stage affect politics at home and abroad? ▼ How did fear of Communism and fear of the atomic bomb impact the daily lives of Americans in the 1940s, '50s, and '60s? ▼ To what extent did changes in youth culture generate protests over the U.S. involvement in Vietnam?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Contextualization, Causation	Henretta, Brody, and Dumenil, Chapter 26: "Cold War America, 1945–1960" Winkler, "Liberation of Captive Peoples" (from Chapter 3) **Web** Kennedy, "Text: Kennedy's Berlin Speech" "'Mutual Deterrence' Speech by Sec. of Defense Robert McNamara" Reston, "U.S. Air Lift Educates Germans and Russians; Our Power to Supply Berlin Has Bolstered Our Diplomatic Position." "Truman Doctrine" **Video** *The Berlin Airlift*	**Instructional Activity:** I begin this module by probing the students for prior knowledge of the Cold War. To highlight the tension between the East and West, we watch segments of *The Berlin Airlift* that show how the USSR attempted to isolate the western part of the city and the Allied response to that blockade. Students note their observations regarding these tensions and how each side acted. Working in small groups, students analyze documents related to the early years of the Cold War. Ideally students read and discuss all of the documents as a group, using the guiding questions I provide to frame their discussion. We then hold a whole-class discussion of how the United States responded to the Soviet threat. **Formative Assessment:** Students hypothesize about the relationship between the United States and the USSR in the years of the Cold War. Students complete a quickwrite, responding to the question, *Why did the contentious relationship between the United States and the USSR continue for 45 years?*

I review student responses and return them with brief comments on their use of evidence to support their analyses. If needed, I review key elements in U.S.–USSR relations that highlight reasons for the contentious relationship.

Essential Questions: ▼ How did the United States' entry onto the world stage affect politics at home and abroad? ▼ How did fear of Communism and fear of the atomic bomb impact the daily lives of Americans in the 1940s, '50s, and '60s? ▼ To what extent did changes in youth culture generate protests over the U.S. involvement in Vietnam?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Argument Development, Comparison, Causation	Henretta, Brody, and Dumenil, Chapters 26 and 28: "Cold War America, 1945–1960" and "The Liberal Consensus: Flaming Out, 1960–1968" Kennedy, "Address by President Kennedy October 22, 1962" Lewis, "U.S. Imposes Arms Blockade on Cuba on Finding Offensive-Missile Sites; Kennedy Ready for Soviet Showdown" Sheehan et al., Chapter 3: "The Kennedy Years: 1961–1963," pp. 119–121 Winkler, "The Domino Theory" (from Chapter 3) **Web** "Speech on the Far East by Dean Acheson" "Telegram Shtykov to Vyshinsky on a Luncheon at the Ministry of Foreign Affairs of the DPRK" "Resolution 83 (1950) of 27 June 1950" Laviero, "Truman Orders U.S. Air, Navy Units To Fight In Aid Of Korea; U.N. Council Supports Him; Our Fliers In Action; Fleet Guards Formosa" "Eisenhower to Ngo Dinh Diem" "The Cuban Missile Crisis: Message From Chairman Khrushchev to President Kennedy" "The Cuban Missile Crisis: Telegram From the Department of State to the Embassy in the Soviet Union"	**Instructional Activity:** Students participate in a simulated research project on one of three crises of the Cold War: Korea, Vietnam, or Cuba. Working in small groups of three or four students, they receive a set of five to eight documents relating to the three crises, along with guiding questions provided by me. They use the documents to create a brief class presentation that answers the essential question, *How did the United States' entry onto the world stage affect politics at home and abroad?*

Essential Questions: ▼ How did the United States' entry onto the world stage affect politics at home and abroad? ▼ How did fear of Communism and fear of the atomic bomb impact the daily lives of Americans in the 1940s, '50s, and '60s? ▼ To what extent did changes in youth culture generate protests over the U.S. involvement in Vietnam?

Practices and Skills	Materials	Instructional Activities and Assessments
Contextualization, Comparison, Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapter 28: "The Liberal Consensus: Flaming Out, 1960–1968" Berman, "Planning a Tragedy: The Americanization of the War in Vietnam" **Web** "President Lyndon B. Johnson's Address at Johns Hopkins University: 'Peace Without Conquest'"	**Instructional Activity:** Students work in small groups to create a timeline of U.S. involvement in Vietnam from 1947 to 1972. Groups are assigned particular time periods, either by administration or set years. I display the timelines around the room. Next, I distribute the documents "Planning a Tragedy" and "Peace Without Conquest." Half of the students read one of the documents and half read the other. Students then work in pairs to discuss the perspective of each author and the issue of the deepening involvement in Vietnam. In a whole-class discussion, students explore the implications of Under Secretary of State Ball's assessment of U.S. involvement in Southeast Asia and Johnson's stance on why the United States needed to be in Vietnam.
Analyzing Historical Evidence, Argument Development, Contextualization		**Formative Assessment:** Following class discussion, students write a response to the question, *Based on the timeline activity and class discussion, why didn't President Johnson follow George Ball's advice regarding Vietnam? Use evidence from the documents and text to support your response.*
Analyzing Historical Evidence, Contextualization, Causation	Henretta, Brody, and Dumenil, Chapter 26: "Cold War America, 1945–1960" Leviero, "Truman Declares Hysteria Over Reds Sweeps the Nation" Winkler, "Hollywood and HUAC" (from Chapter 2) **Web** "Fire!" "Senate Resolution 301 — Censure of Senator Joseph McCarthy (1954)" "Teaching with Documents: Telegram from Senator Joseph McCarthy to President Harry S. Truman" **Video** *Good Night and Good Luck*	**Instructional Activity:** I begin the lesson by refocusing the Cold War from foreign policy to domestic issues. From there I ask students to explain how the Cold War might have affected domestic politics. Students begin their investigation by analyzing the Herb Block cartoon "Fire!" and what he is attempting to communicate. In pairs students analyze one Cold War document. They create a summary of the document, analyzing its role in the Red Scare, the author's point of view, and what it says about the author. Students then teach their document to another group to help create a bigger picture of the Red Scare. The lesson concludes with a segment from *Good Night and Good Luck* when McCarthy rebuts Edward R. Murrow. **Formative Assessment:** In their small groups, students discuss how events in Europe during the Cold War might have shaped the period of the Red Scare. Students should cite evidence from the resources used to support their response. Students should have a recorder write down the group's ideas to share with the rest of the class.

This assignment provides students the opportunity to summarize their understanding of the materials studied. I review the responses and offer written feedback to students regarding their comprehension and interpretation of the materials. Based on student responses, I can provide further assistance with comprehension through additional guiding questions that offer more scaffolding.

By this time of the year most students have read The Crucible *by Arthur Miller and are able to talk a bit about the Cold War at home, at least conceptually.*

This assessment allows me to gauge students' understanding of the materials used and their ability to present a perspective orally. If students are struggling with concepts, I lead an in-class review of the materials.

Essential Questions: ▼ How did the United States' entry onto the world stage affect politics at home and abroad? ▼ How did fear of Communism and fear of the atomic bomb impact the daily lives of Americans in the 1940s, '50s, and '60s? ▼ To what extent did changes in youth culture generate protests over the U.S. involvement in Vietnam?

Practices and Skills	Materials	Instructional Activities and Assessments
Contextualization	Henretta, Brody, and Dumenil, Chapter 27: "The Age of Affluence, 1945–1960" **Web** *Duck and Cover (1951)*	**Instructional Activity:** In this simulation of a 1950s classroom, I put the desks in rows and explain to students that they are going to be involved in a drill to prepare for a possible nuclear attack. I show the nine-minute film *Duck and Cover*. At the end of the movie I shout "duck and cover!" and have all students attempt to get under their desks. I debrief the students' experience as to the effectiveness of the exercise.
Contextualization, Causation	Henretta, Brody, and Dumenil, Chapter 28: "The Liberal Consensus: Flaming Out, 1960–1968" Edelman, *Dear America: Letters Home from Vietnam* **Web** "LBJ on Crises: Johnson's War" **Video** *Dear America: Letters Home from Vietnam*	**Instructional Activity:** I show an online video clip from *LBJ on Crises*; students discuss the ideological gap between the White House and the students protesting the war in Vietnam. Students then work in small groups to analyze excerpts from several soldiers' letters and their perspectives on the war. Additionally, students view several excerpts of the video *Dear America* that correspond to the letters they analyzed. As a class, we discuss how these letters home might have affected other young people who were not yet drafted.
Analyzing Historical Evidence, Contextualization, Causation	Henretta, Brody, and Dumenil, Chapter 28: "The Liberal Consensus: Flaming Out, 1960–1968" **Audio** Gaye, "What's Going On" Ochs, "Draft Dodgers Rag" Plastic Ono Band, "Give Peace a Chance"	**Instructional Activity** In a whole-class activity, students discuss protest through popular music. They analyze several popular songs from the Vietnam War–era and their antiwar themes. They should note what was going on in the Vietnam War when these songs were released, based on their timeline from earlier in the module. We conclude the discussion of protests by exploring the changes made in 1968 regarding deferments from the draft and the effect these changes had on the protest movement.
Analyzing Historical Evidence, Argument Development		**Formative Assessment:** Students respond in a one-page essay to the following prompt: *To what extent was disenchantment with America's role in Vietnam fueled by the experiences of returning servicemen and women and popular culture? Use examples from the documents and text to support your answer.*

The lesson has two purposes. The first is to demonstrate the methods used by the government to make people feel safe in an uncertain era around nuclear weapons, particularly after the Soviet Union successfully tested an atomic bomb; the second is to have a bit of fun.

I review students' responses and provide written feedback on their use of relevant historical evidence in their interpretations. If needed, I review how one should reference evidence to support an interpretation. We address content questions about the topic of Vietnam as part of our discussion of conservatism in the next module.

Essential Questions: ▼ How did different organizations and individuals end the idea of "separate but equal"? ▼ How did students and young people change the civil rights movement in the 1960s? ▼ To what extent did the success of the civil rights movement in the 1950s and 1960s galvanize similar civil rights movements for women, Native Americans, Latinos, homosexuals, and others in the 1970s? What was similar and different about these movements? ▼ To what extent was Johnson's Great Society an extension of the New Deal? ▼ How did the expansion of the liberal state result in a resurgent conservative movement?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Contextualization, Comparison	Faragher et al., Chapter 28: "The Civil Rights Movement, 1945–1966" **Video** *Eyes on the Prize* *Freedom Riders*	**Instructional Activity:** After watching video clips from *Eyes on the Prize* and *Freedom Riders,* students discuss the challenges faced by the organizers of the civil rights movement. Working in small groups, students then analyze the movement's early efforts. Each group is responsible for researching one of the actions of the movement between 1945 and 1965; each group also examines resistance to the changes wrought by the movement. The events to be investigated include desegregation of the armed forces, *Brown v. Board of Education*, Montgomery bus boycott, sit-ins, freedom rides, and the Mississippi freedom summer. Each group has up to 10 minutes to present their research to the whole class. **Formative Assessment:** Students respond in a one-page essay to the following prompts: • How did different organizations and individuals end the idea of separate but equal? • To what extent were they successful? Students must use evidence from the presentations, documents, and texts to support their answers.

I ask students to pair-share their responses to get peer feedback on their use of evidence. I review the peer comments and provide written feedback for the comments as well as to the writer. If students have difficulty using materials presented by their peers, I reteach key ideas and reassess students' understanding.

Essential Questions: ▼ How did different organizations and individuals end the idea of "separate but equal"? ▼ How did students and young people change the civil rights movement in the 1960s? ▼ To what extent did the success of the civil rights movement in the 1950s and 1960s galvanize similar civil rights movements for women, Native Americans, Latinos, homosexuals, and others in the 1970s? What was similar and different about these movements? ▼ To what extent was Johnson's Great Society an extension of the New Deal? ▼ How did the expansion of the liberal state result in a resurgent conservative movement?

Practices and Skills	Materials	Instructional Activities and Assessments
Argument Development, Comparison, Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapter 28: "The Liberal Consensus: Flaming Out, 1960–1968" Fernlund, Chapter 28, parts 4 and 5: "Barry Goldwater, Acceptance Speech at the Republican National Convention (1964)" and "Lyndon B. Johnson, Address at the University of Michigan (1964)"	**Instructional Activity:** In pairs, and using guiding questions provided by me, students compare and contrast the speeches by Lyndon Johnson and Barry Goldwater. Following the analysis of the documents, students move into small groups to formulate answers to these three questions: • To what extent was Johnson's vision of America an extension of Roosevelt's New Deal? • In what ways is Goldwater's vision of America at odds with the changes occurring in the late 1950s and early 1960s? • Are there any points of agreement between Johnson and Goldwater? Each group will have a recorder who presents their answers in a whole-class discussion.
Analyzing Historical Evidence, Argument Development, Comparison	Henretta, Brody, and Dumenil, Chapters 28 and 29: "The Liberal Consensus: Flaming Out, 1960–1968" and "The 1970s: Toward a Conservative America"	**Instructional Activity:** Students work in groups of three or four to research an interest group of the late 1960s and early 1970s. They present information about their groups by creating a poster to share with the class. The posters must include the following information: leaders, major activities/actions, successes and failures, and analysis of impact on society. The groups addressed in this activity include women, black nationalists, gay activists, Native Americans, Latinos, migrant workers, and conservative activists (e.g., Moral Majority). Following the presentations, students participate in a "roundtable" discussion (moderated by me) on the future of civil rights. The students must be in character as representatives of their group. Students are assessed on their contributions to their group and their contribution to the whole-class discussion.

As the year draws to a close, this activity enables students to hold their peers accountable for their understanding and expression through the peer evaluations. Students in need of additional assistance based on previous work are provided with a graphic organizer that scaffolds the required components for their presentation to be successful.

Unit 8:	Period 8: 1945–1980	Module 3: The Changing Face of the American Home	Learning Objectives: *MIG-1.0, MIG-2.0, WXT-3.0, CUL-1.0, CUL-2.0, CUL-3.0, NAT-4.0, POL-1.0, POL-2.0, POL-3.0*	Key Concepts: *8.2, 8.3*	Estimated Time: *4 days*

Essential Questions: ▼ How did post–World War II prosperity alter American society politically, economically, and socially? ▼ To what extent did the role of women, particularly the portrayal of women in popular culture, change from the 1950s through the 1970s? ▼ How did events in the 1960s and 1970s contribute to a crisis in confidence in the government and a debate on the role and size of government?

Practices and Skills	Materials	Instructional Activities and Assessments
Contextualization	Henretta, Brody, and Dumenil, Chapter 27 and 29: "The Age of Affluence, 1945–1960" and "Toward a Conservative America: The 1970s"	**Instructional Activity:** I give a quick presentation to help students learn about the changes to the American cities and suburbanization from the 1950s through the 1970s.
Comparison, Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapter 27: "The Age of Affluence, 1945–1960" Davidson and Lytle, Chapter 14: "From Rosie to Lucy" **Video** *I Love Lucy*, "Job Switching" *Mary Tyler Moore Show*, Season 1, Episode 1	**Instructional Activity:** Students create a timeline of the changing role of women in society from World War II through the 1970s. These include jobs women held, educational opportunities, and role in the family. Students watch excerpts from three popular sitcoms — *I Love Lucy* ("Job Switching"), *Mary Tyler Moore* (the first episode), and practically any episode of *The Cosby Show* — and analyze how the portrayal of women's roles in society changed over the course of these three shows. Students discuss how these changes might mirror societal changes they have already studied in this unit.
		Formative Assessment: In a quickwrite, students respond to the question, *As reflected in popular culture, to what extent has the role of women changed in society?* Students should recognize the changing roles of women following World War II as reflected by these shows. Students share their observations in class.
Analyzing Historical Evidence, Argument Development, Contextualization, Causation	Henretta, Brody, and Dumenil, Chapter 29 and 30: "The 1970s: Toward a Conservative America" and "The Reagan Revolution and the End of the Cold War, 1980–2001"	**Instructional Activity:** Students conduct an "i-Quest" (a quick Internet research project) and a presentation on the debate over the role of government in civil society. The class is divided into two large groups: conservative issues and liberal issues. Within each of these groups, students select one issue to research in depth to present as part of their larger constituency. Presentations must include background information regarding their particular group's focus or issue and its relationship to what the role and size of government ought to be. Groups and issues to be debated include the Equal Rights Amendment, abortion, environmental advocacy, the Sagebrush Rebellion, challenges to affirmative action, the Moral Majority, the Christian Coalition, and taxpayer revolts.

I provide feedback to the class based on student comments. In doing so, I can reinforce student observations that accurately assess information and I can correct any misperceptions.

Unit 8: Unit-Level Summative Assessment

Students write in response to a document-based question on civil rights, the Cold War, or the crisis of confidence in the government.

Essential questions addressed:

- How did the United States' entry onto the world stage affect politics at home and abroad?
- To what extent did the success of the civil rights movement in the 1950s and 1960s galvanize similar civil rights movements for women, Native Americans, Latinos, homosexuals, and others in the 1970s? What was similar and different about these movements?
- How did events in the 1960s and 1970s contribute to a crisis in confidence in the government and a debate on the role and size of government?

Essential Questions:

- What factors led to the conservative ascendance in U.S. politics during the 1970s through the 1990s?
- To what extent did conservatism shape or alter the American political, social, and economic landscape?

Practices and Skills	Materials	Instructional Activities and Assessments
Contextualization, Causation	Henretta, Brody, and Dumenil, Chapter 30: "The Reagan Revolution and the End of the Cold War, 1980–2001" Fernlund, Chapter 29, parts 10 and 11: "Jimmy Carter, The National Crisis of Confidence (1979)" and "Ronald Reagan, Acceptance Speech, National Republican Convention (1980)"	**Instructional Activity:** We begin with a discussion of students' observations about the rise of the conservative movement at the end of the last module and how this movement was reshaping the political landscape. Students read Jimmy Carter's "National Crisis of Confidence" speech and Ronald Reagan's acceptance speech from the 1980 Republican National Convention. Working with a partner, students find passages that highlight the speakers' beliefs in the role government ought to play in society. In small groups, students discuss the similarities and differences in ideals of each speaker. Each group writes a summary paragraph that explains why Reagan's speech was more in tune with the zeitgeist of the era than Carter's speech was.
Analyzing Historical Evidence, Argument Development, Contextualization, Causation	Henretta, Brody, and Dumenil, Chapter 30: "The Reagan Revolution and the End of the Cold War, 1980–2001"	**Instructional Activity:** Students engage in one final class debate on the "Reagan Revolution" and its impact. There are two groups of three students. One group is in favor of the resolution, the other against. The issue debated: *Resolved: The "Reagan Revolution" successfully rolled back the liberal agenda of the previous 50 years.* Students not part of either debating team are required to have done their own reading and have prepared two questions that challenge each side's position.

Essential Questions: ▼ To what extent was U.S. foreign policy in the 1980s, as shaped by President Ronald Reagan, responsible for the end of the Cold War? ▼ How did challenges in other parts of the world help to reshape U.S. foreign policy?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Contextualization, Comparison, Causation, Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapter 30: "The Reagan Revolution and the End of the Cold War, 1980–2001" **Web** Reagan, "Remarks on East-West Relations at the Brandenberg Gate in West Berlin" Reagan, "Remarks at the Annual Convention of the National Association of Evangelicals in Orlando, Florida" Lewis, "Onward, Christian Soldiers" "A Brave New World Emerging?" "A Gorbachev Hint for Berlin Wall"	**Instructional Activity:** We begin by discussing a news clip of Ronald Reagan's "Tear Down This Wall" speech in West Berlin. Students divide into groups of four and analyze Reagan's speech to the Evangelical Association, using guiding questions provided by me; we then have a whole-class discussion about this source. Next, students receive the remaining documents and move into a document-specific group to analyze one document per group. When completed, they return to their original group to share with their peers. Each group forms a theory as to how and why Ronald Reagan's positions changed over time. Groups should cite evidence from their work to support their position. Each student writes a one-page argument of how Reagan's view of the USSR changed during his presidency and what accounted for that change, citing evidence.
Analyzing Historical Evidence, Contextualization	Henretta, Brody, and Dumenil, Chapters 31 and 32: "A Dynamic Economy, A Divided People, 1980–2000" and "Into the Twenty-First Century" **Web** "The Lessons of Iraq"	**Instructional Activity:** This activity focuses on lessons learned from the United States' involvement in Iraq. I begin by framing the classroom discussion around the role of the United States in the world following the collapse of the Soviet Union and the Warsaw Bloc. Students use a timeline to discuss some of the foreign policy challenges faced by the United States from 1990 to 2010. From there, students analyze documents to assess what lessons were learned from the United States' involvement in Iraq. They begin in a small group analyzing one of four documents available at the online source; they then share what they learned regarding their document with another set of students. As a whole class, students discuss what lessons they believe are most important and why, citing evidence.
Argument Development, Continuity and Change over Time		**Formative Assessment:** I conclude our study of U.S. foreign policy with a look at the impact of the conflicts in the Middle East and those policies. Students complete a quickwrite on how the lessons learned in Iraq might affect U.S. foreign policy in other situations, particularly in the Middle East given the Arab Spring, tensions between Israel and Hamas, and other conflicts in the region.

Students quickly reflect on the lesson and share their observations. I use their sharing to augment or correct their observations based on the texts used in class.

Essential Questions: ▼ How and why did immigration policy change between 1965 and 1990? ▼ How did changes in immigration policy alter the face of America in the late 20th century? ▼ To what extent has the debate over immigration changed as a result of the changes in immigration policy?

Practices and Skills	Materials	Instructional Activities and Assessments
Analyzing Historical Evidence, Contextualization, Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapter 31: "A Dynamic Economy, A Divided People, 1980–2000" Faragher et al., Chapter 28: "The Civil Rights Movement, 1945–1966" "The Nguyen Family: From Vietnam to Chicago, 1975–1986" **Web** "The 1965 Immigration Act" Freedberg, "Dreams Don't Die with Border Crackdown" "Immigration Policy: Past and Present" "Indian Tech Worker" Johnson, "President Lyndon B. Johnson's Remarks at the Signing of the Immigration Bill, Liberty Island, New York" "Senator Allen Ellender on Immigration"	**Instructional Activity:** We begin by looking at a timeline on U.S. immigration policy from the early Republic to the 1950s and discuss trends over time. In the discussion, I refer to the work on immigration students have already done in previous periods. They then read and discuss in small groups an excerpt from *Out of Many* regarding the Immigration Reform Act of 1965. Continuing in small groups, students analyze the debate over immigration from the 1960s through the early 2000s. Students analyze a document set that relates to their specific period. They discuss each of the documents and create a larger understanding of immigration and attitudes toward immigration in that time period.
Argument Development, Comparison, Continuity and Change over Time	Henretta, Brody, and Dumenil, Chapter 31: "A Dynamic Economy, A Divided People, 1980–2000"	**Instructional Activity:** Using the materials from the previous lesson, students engage in a discussion regarding the Immigration and Nationality Act of 1965. Additionally, students discuss whether and how the argument over immigration may have changed over time.
Argument Development, Continuity and Change over Time		**Formative Assessment:** Following the discussion, students write a one-page response to the following questions: • What conclusions can you draw about how the changes in U.S. immigration law altered the makeup of the United States? • Have those changes altered the public argument over immigration?

This lesson investigates the changes made to U.S. immigration policy from 1965 through the present.

This activity allows students to assess how U.S. immigration policy has changed and how those changes resulted in a change in the makeup of America.

As the wrap up to the school year, I review the students' final one-page response. I provide written feedback to students on their interpretation of immigration in the late 20th and early 21st centuries.

Units 8 and 9: Summative Assessment

This exam combines material from Units 8 and 9. It includes 30–35 multiple-choice questions, two short-answer prompts, and one free-response question.

Unit 8 essential questions addressed:

- To what extent did the role of women, particularly the portrayal of women in popular culture, change from the 1950s through the 1970s?
- To what extent was Johnson's Great Society an extension of the New Deal?

Unit 9 essential questions addressed:

- To what extent did conservatism shape or alter the American political, social, and economic landscape?
- To what extent was U.S. foreign policy in the 1980s, as shaped by President Ronald Reagan, responsible for the end of the Cold War?
- How did changes in immigration policy alter the face of America in the late 20th century?

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